

**WILLINGNESS TO COMMUNICATE IN ENGLISH IN THE
TURKISH EFL CLASSROOM CONTEXT**

**TÜRKİYE'DEKİ YABANCI DİL OLARAK İNGİLİZCE
SINIFLARINDA İNGİLİZCE İLETİŞİM KURMA İSTEKLİLİĞİ**

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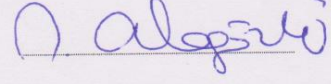
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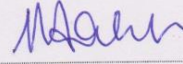
To the Graduate School of Educational Sciences,

This doctoral dissertation entitled "Willingness to communicate in English in the Turkish EFL classroom context" has been approved as a Doctoral Dissertation in English Language Teaching by the members of the Dissertation Committee.

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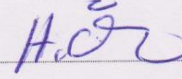
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WILLINGNESS TO COMMUNICATE IN ENGLISH IN THE TURKISH EFL CLASSROOM CONTEXT

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ABSTRACT

Recently, communicative aspect of language learning and teaching has gained importance in line with the needs of the 21st century. So, different factors which influence the communicative ability of language learners has caught the attention of the researchers in second language learning area. The construct of "willingness to communicate" is one of these individual variables which affects the communicative ability of learners and various aspects of this construct are widely investigated in different language learning contexts. However, the number of studies in Turkish EFL context is limited. Thus, the main goal of the study was to investigate the willingness to communicate of English as a foreign language (EFL) learners in Turkey. Also, the study examined relationships among learners' willingness to communicate, their motivation, ideal L2 self, communication confidence, learner beliefs, classroom environment, and their vocabulary knowledge.

The study was conducted at School of Foreign Languages at Hacettepe University at the end of the Fall Semester of the 2016-2017 Academic Year. A mixed-method approach was adopted in the study. Quantitative data of the study were collected from 746 preparatory school students at Hacettepe University. After the quantitative data were collected and descriptive statistics were carried out for WTC scale, interviews with 32 students who had already completed the questionnaire were conducted. English proficiency levels of the participants varied from elementary (ELE) to advanced (ADV) and proficiency levels of the participants were fairly distributed. In the study, quantitative data were collected by means of a questionnaire, a scale and vocabulary test, whereas qualitative data were collected through semi-structured interviews.

As a first step, descriptive analysis of the questionnaire was carried out through Statistical Package for Social Sciences (SPSS) and vocabulary scores of students were calculated. Then, Structural Equation Model (SEM) analysis was conducted through the Linear Structural Relations (LISREL) statistical program. A number of qualitative data analysis techniques were utilized for systematic analysis of qualitative data.

The results revealed that participants in this study were moderately willing to communicate in English in a classroom setting. It was also found that participants in the study had moderate level of speaking anxiety and their perceived communication competence level was slightly over moderate. Students also had positive perceptions of their ideal L2 self-images and they especially emphasized the pragmatic use of English (extrinsic motives) rather than intrinsic motives. These students highly appreciate their language classrooms and they did not support the traditional claims about English learning and classroom communication behaviors. The results of the vocabulary levels test showed that the mean scores of the total vocabulary knowledge and each section were below the average.

According to the results of the structural model, the relationships of classroom environment with both WTC in English and communication confidence were fully mediated by the three variables in the model, namely motivation to learn English, ideal L2 self, and learner beliefs. Moreover, the relationships of learner beliefs and ideal self with WTC in English were fully mediated by communication confidence. When it comes to the relationship between motivation to learn English and WTC in English, communication confidence did not operate as a mediator given that the relationship between motivation to learn and WTC had a strong and statistically significant relationship. Finally, there was an indirect relationship between willingness to communicate and vocabulary size through communication confidence.

Keywords: Willingness to communicate, motivation, ideal L2 Self, communication confidence, learner beliefs, classroom environment, vocabulary.

Advisor: Prof. Dr. İsmail Hakkı ERTEN, HacettepeUniversity, Department of English Language Education, Division of Foreign Language Education

TÜRKİYE'DEKİ YABANCI DİL OLARAK İNGİLİZCE SINIFLARINDA İNGİLİZCE İLETİŞİM KURMA İSTEKLİLİĞİ

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ÖZ

Son yıllarda, 21. yüzyıl ihtiyaçlarıyla orantılı olarak dil öğreniminin ve öğretiminin iletişimsel tarafı önem kazandı. Bu nedenle, öğrencilerin iletişimsel yeteneklerini etkileyen çeşitli faktörler ikinci dil alanındaki araştırmacıların dikkatini çekmiştir. İngilizce iletişim kurma istekliliği kavramı bu bireysel farklardan birisidir ve çok farklı dil öğrenimi alanlarında değişik açılardan incelenmektedir. Ancak Türkiye'de bu çalışmaların sayısı kısıtlıdır. Böylelikle, bu çalışmanın asıl amacı Türkiye'de yabancı dil olarak İngilizce öğrenen öğrencilerin konuşma istekliliklerini araştırmaktır. Ayrıca, öğrencilerin konuşma isteklilikleri, motivasyonları, ideal ikinci dil benliği, iletişimsel özgüven, sınıf ortamı ve kelime seviyeleri arasındaki ilişki de incelenmiştir.

Çalışma 2016-2017 Akademik Yılı Güz dönemi sonunda Hacettepe Üniversitesi Yabancı Diller Yüksekokulu'nda gerçekleştirilmiştir. Bu çalışmada karma araştırma yaklaşımı kullanılmıştır. Nicel veriler Hacettepe Üniversitesi'nde 746 hazırlık öğrencisinden toplanmıştır. Nitel veriler için, daha önce anket çalışmasına katılan 32 öğrenci ile mülakatlar gerçekleştirilmiştir. Öğrencilerin İngilizce seviyeleri başlangıç ve ileri düzey arasında değişmiştir ve bu seviyeler eşit şekilde dağıtılmıştır. Çalışmada nicel veriler anket, ölçek ve kelime testleriyle toplanırken, nitel veriler mülakatlar ile toplanmıştır.

İlk adım olarak, anketlerin betimsel analizleri SPSS programı ile gerçekleştirilmiş ve öğrencilerin kelime seviyeleri belirlenmiştir. Daha sonra LISREL programı yardımıyla, yapısal eşitlik modeli olarak adlandırılan çok değişkenli analiz gerçekleştirilmiştir. Nitel veriler, nitel veri analizi teknikleri yardımıyla analiz edilmiştir.

Sonuçlar bu çalışmadaki katılımcıların sınıf içinde orta düzeyli konuşmaya istekli olduklarını göstermiştir. Ayrıca katılımcıların orta düzeyli konuşma kaygısına sahip oldukları ve iletişim yeterliliklerinin ortanın biraz üstü olduğu bulunmuştur. Öğrenciler ideal yabancı dil benlikleri hakkında olumlu algılara sahiptirler ve içsel nedenlerden çok İngilizce'nin pragmatik kullanımını özellikle vurgulamışlardır. Bu öğrenciler yabancı dil sınıflarından oldukça memnunar ve İngilizce öğrenimi ve sınıf içi iletişim davranışları hakkında geleneksel yöntemleri desteklememektedirler. Kelime testi sonuçları, toplam kelime testi ve her seviyeye ait ortalama puanların genel ortalamanın altında olduğunu göstermiştir.

Yapısal modelin sonuçlarına göre, sınıf ortamının İngilizcede iletişim kurma istekliliği ve iletişimsel özgüven ile olan ilişkileri, modeldeki üç değişkenle, yani İngilizce öğrenme motivasyonu, ideal benlik ve öğrenci inançları tarafından yönlendirilmiştir. Üstelik öğrenci inançlarının ve ideal benliğin İngilizce'deki konuşma istekliliği ile ilişkisi tamamen iletişimsel özgüven ile sağlanmıştır. İngilizce öğrenme motivasyonu ve İngilizce iletişim kurma istekliliği arasındaki ilişki söz konusu olduğunda, öğrenme motivasyonu ve iletişim kurma istekliliği arasındaki ilişkinin güçlü ve istatistiksel açıdan anlamlı bir ilişki olduğu göz önüne alındığında, iletişim güvenliği arabulucu olarak faaliyet göstermemiştir. Son olarak, iletişim istekliliği ile kelime seviyesi arasında iletişimsel özgüven üzerinden dolaylı bir ilişki bulundu.

Anahtar Sözcükler: Konuşma istekliliği, motivasyon, ideal yabancı dil benliği, iletişimsel özgüven, öğrenci inanışları, sınıf ortamı, kelime.

Danışman: Prof. Dr. İsmail Hakkı ERTEN, Hacettepe Üniversitesi, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı

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LIST OF ABBREVIATIONS

AMOS	Analysis of Moment Structures
BALLI	Beliefs about Language Learning Inventory
CA	Communication Apprehension
CES	Classroom Environment Scale
CFI	Comparative Fit Index
CTIS	Chinese Teacher Immediacy Scale
ELT	English Language Teaching
ESL	English as a Second Language
EFL	English as a Foreign Language
FLCAS	Foreign Language Classroom Anxiety Scale
FLL	Foreign Language Learning
GFI	Goodness-of-fit Index
ICEQ	Individualized Classroom Environment Questionnaire
IFI	Incremental Fit Index
LISREL	The Linear Structural Relations
L2	Second Language
L2WTC	Willingness to Communicate in Second Language
MCI	My Class Inventory
NFI	Normed Fit Index
SEM	Structural Equation Model
SD	Standard Deviation
SLA	Second Language Acquisition
SPCC	Self-perceived Communication Competence

SPSS	Statistical Package for Social Sciences
US	United States
WIHC	What Is Happening In This Class
WTC	Willingness to Communicate

1. INTRODUCTION

Acquisition of a language primarily depends on to what extent necessary conditions are provided to learners. Krashen (1982) claims that speaking is a result of acquisition and it emerges on its own based on the competence acquired through comprehensible input. Thus, he claims that L2 learners should be provided with $i+1$ input which is a little more advanced level than the current state of the learner's interlanguage. On the other hand, Swain (1985) states that learners cannot acquire a language without producing comprehensible output. She suggests that output gives learners the opportunity to notice gaps in their interlanguages and test hypotheses.

Other researchers also supported Swain's Output Hypothesis. Long (1985) claimed that interacting in L2 is the obligatory condition for acquisition and he emphasized the importance of both input and output and mutual feedback in communication. Lightbown and Spada (1999) pointed out that it is impossible for learners to develop their oral skills if their language classrooms do not provide learners with opportunities for interaction.

From the perspective of L2 acquisition theories, learners should use the target language to learn it. However, not all of the learners have the same level of willingness to communicate in a classroom setting which could prevent successful L2 acquisition. So, it is necessary to investigate different factors which may affect learners' willingness to communicate. The number of the studies on willingness to communicate and individual difference factors should be increased to understand EFL learners' communication intentions. Therefore, the main goal of this study is to determine to what extent EFL learners are willing to communicate in the Turkish context, and to find out different individual and contextual factors that can influence learners' willingness to communicate.

1.1. Statement of the Problem

Recently, communicative aspect of language learning and teaching gained importance in order to meet the changing needs of the 21st century. So, different

factors which influence the communicative ability of language learners have caught the attention of the researchers in second language learning area. The construct of "willingness to communicate" is one of these individual variables which affects the communicative ability of learners and various aspects of it are widely investigated in different language learning contexts.

A heuristic model of willingness to communicate was introduced by MacIntyre et al. (1998) in second language learning area based on the idea that WTC should be conceived as a situational variable instead of a trait-like variable. A pyramid figure which has twelve constructs was developed to illustrate the probable determinants of willingness to communicate in L2. This figure is based on the fact that one's decision to communicate in L2 is affected by both situational influences and enduring elements (MacIntyre, Clement, Dörnyei, & Noels, 1998). Pyramid model was chosen deliberately to show the immediate effect of some factors and relatively remote influence of others. The heuristic model developed by MacIntyre et al. (1998) is important because it is the first attempt to define WTC in the L2 in a comprehensive way by integrating linguistic, communicative, and social psychological variables (MacIntyre, Clement, Dörnyei, & Noels, 1998).

Since the proposal of this model, many researchers have conducted several studies to test the validity of willingness to communicate in different learning contexts all around the world (MacIntyre & Charos, 1996; MacIntyre, Baker, Clement, & Conrod, 2001; Hashimoto, 2002; MacIntyre, Baker, Clement, & Donovan, 2002; Yashima, 2002; Baker, Clement, Baker, & MacIntyre, 2003). In many of these studies, it was found that WTC in a second language is mainly influenced by two variables; learners' perceived communication competence and communication anxiety (MacIntyre & Charos, 1996; Baker & MacIntyre, 2000; Hashimoto, 2002; Yashima, 2002; Clement, Baker, & MacIntyre, 2003). In line with these findings, researchers (Yashima, 2002; Clement Baker, & MacIntyre, 2003) introduced the construct of linguistic self-confidence to define the relationship between perceived communication competence and communication anxiety. Linguistic self-confidence was defined as the one's evaluation of his/her ability to

maintain a successful L2 communication (MacIntyre, Clement, Dörnyei, & Noels, 1998) and it was proposed as a combination of perceived competence and a lack of anxiety. In many studies, it was found that learners who perceive themselves as competent in communication and do not feel communication anxiety become more willing to start a communication.

In addition to linguistic self-confidence, motivation was also found as a significant individual variable which directly or indirectly influences learners' willingness to communicate (MacIntyre, Charos, 1996; Baker & MacIntyre, 2000; Hashimoto, 2002; MacIntyre, Clement, & Conrod, 2001; Yashima, 2002). In order to evaluate learners' motivation, many of these studies adopted Gardner's (1985) socio-educational model which consists of integrativeness, attitudes toward the learning situation, and motivation. Most of the L2 WTC studies adopted this model and found important relationships among L2WTC, attitudes and motivation (Baker & MacIntyre, 2000; MacIntyre, Baker, Clement, & Donovan, 2002).

Although many of the studies confirmed the validity of the WTC model developed by MacIntyre et al. (1998) in terms of explaining learners' L2WTC and its relation with different variables, most of them were conducted in Canada where French is taught as a second language (Charos, 1996; Baker & MacIntyre, 2000; MacIntyre, Baker, Clement, & Donovan, 2002). Only a limited number of studies were carried out in English as a second language (ESL) learning context (Hashimoto, 2002; Clement, Baker, & MacIntyre, 2003), or English as a foreign language (EFL) learning environments (Yashima, 2002; Kim, 2004; Bektaş, 2005). Besides, most of these studies adopted Gardner' (2005) socio-educational model in order to investigate the relationship between motivation and L2WTC (Baker & MacIntyre, 2000; Hashimoto, 2002; Yashima, 2002). However, some of the researchers questioned the validity of integrative motivation considering that the role of integrative motivation has lost its importance in an EFL context (Warden & Lin, 2000; Chen, Warden, & Chang, 2005). Thus, this study will be the first in the Turkish context in terms of investigating the interaction between motivation and WTC within the framework of the Noels et al.'s (Noels, Pelletier, Clement, & Vallerand, 2000; Noels, 2001) intrinsic and extrinsic motivation which is based on

the self-determination theory (SDT) proposed by Deci and Ryan (1985). Furthermore, although the relationship of WTC with different affective, psychological and social variables has been investigated, there is not a comprehensive study which has investigated the effect of linguistic variables such as vocabulary knowledge on L2WTC model.

Therefore, the main purpose of the present study is to investigate English as a foreign language (EFL) students' willingness to communicate in the Turkish context. In this study, recently developed motivational systems such as Dörnyei's (2005) motivational self-system and Noels et al.'s (Noels, Pelletier, Clement, & Vallerand, 2000; Noels, 2001) intrinsic and extrinsic motivation within a EFL classroom context were adopted as opposed to the early studies which were conducted in EFL settings (Kim, 2004; Yashima, Zenk-Nishide, & Shimizu, 2004; Bektaş, 2005). Thus, not only the relationship between recent motivation systems and WTC, but also the relationship of them with classroom environment were investigated for the first time. Thus, this study aimed at exploring to what extent Turkish EFL students are willing to communicate in English in a classroom setting which is the only context where learners can find an opportunity to communicate in English due to EFL setting. Also, the interaction of WTC with various social-psychological, linguistic, and contextual variables in the EFL context were investigated within the framework of the WTC model proposed by MacIntyre et al. (1998).

1.2. Research Questions and Hypotheses

The main research question of the study is: 1- What are the Turkish EFL students' perceptions of their WTC in English?

The related sub-questions of the study are as in the following:

- 1- What are the Turkish university students' perceptions of their communication confidence, ideal L2 self, motivation, and environmental factors contributing to the WTC in L2 class?
- 2- What are the Turkish university students' beliefs about English learning and classroom communication behavior?

- 3- What is the receptive vocabulary knowledge of the Turkish university students?
- 4- What are the relations among students' WTC in English, their motivation, ideal L2 self, communication confidence, learner beliefs, classroom environment and their vocabulary levels?

Hypotheses:

1. Students' vocabulary size, communication confidence in English, and classroom environment will directly affect their willingness to communicate.
2. Ideal L2 self, learner beliefs, and motivation will directly affect linguistic self-confidence and they will have indirect effects on willingness to communicate through linguistic self-confidence.
3. Classroom environment will directly affect learner beliefs, motivation, ideal L2 self, communication confidence and willingness to communicate in English.
4. Vocabulary size will directly affect willingness to communicate and both learner beliefs and vocabulary size will directly affect communication confidence and also indirectly affect willingness to communicate in English through communication confidence.

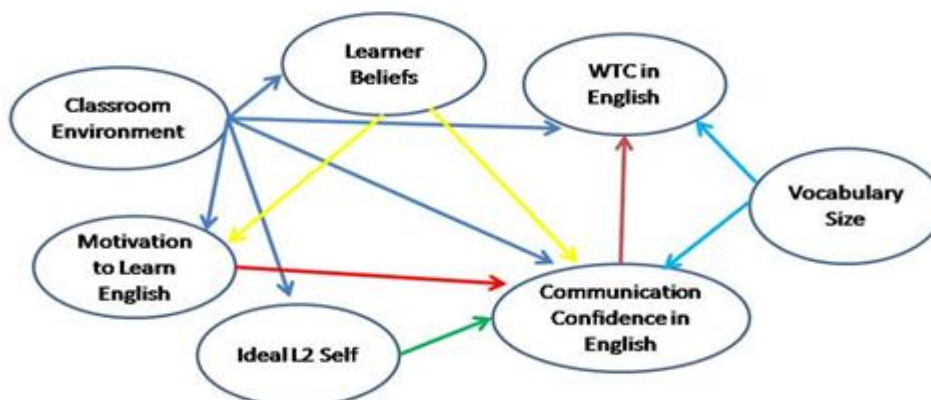


Figure 1.1. Proposed Path Diagram

The main purpose of the study is to examine the willingness to communicate of EFL learners in Turkey and its relation to different variables. For this purpose, a mixed-method approach was adopted. Quantitative data of the study were collected from 746 preparatory school students at Hacettepe University. After the quantitative data were collected and descriptive statistics were carried out for WTC scale, interviews with 32 students who had already completed the questionnaire were conducted. As a first step, descriptive analysis of the questionnaire (e.g. mean, standard deviations) was carried out through Statistical Package for Social Sciences (SPSS) and vocabulary scores of students were calculated.

Then, the Linear Structural Relations (LISREL) statistical program was utilized for Structural Equation Model (SEM) analysis. In order to elaborate on quantitative data, qualitative data were analyzed through qualitative analysis techniques. Interviewee's statements were condensed into shorter formulations through the use of the meaning condensation method (Kvale, 1996). So that, long interview transcripts were converted into short formulations which helped the researcher to come up with assertions for each theme.

1.3. Definition of Terms

Definitions of the terms used in study were listed below.

Willingness to communicate: It was originally defined as the probability of engaging in communication by McCroskey & Baer (1985) with regard to first language (L1) communication. The original WTC construct was proposed as a personality trait instead of a situation-based variable. By extending the trait-like definition of WTC proposed by McCroskey & Baer (1985), McIntyre, Clement, Dörnyei, and Noels (1998) defined L2WTC as "readiness to enter into discourse at a particular time with a specific person or persons using a L2" (p. 547).

Communication Confidence: It is defined as "the belief that a person has the ability to produce results, accomplish goals, or perform tasks competently" (Dörnyei, 2005, p. 73). It was proposed in relation to self-perceived communication competence and a lack of anxiety (Clement, 1980, 1987).

Communication anxiety: Horwitz et al. (1986) define anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 125). Three different aspects of anxiety which are trait anxiety, state anxiety, and situation specific anxiety were investigated in the research area (MacIntyre & Gardner, 1991). Trait anxiety is defined as an emotional situation from the perspective of state anxiety. The situation specific anxiety examines anxiety in certain settings. Foreign language anxiety, on the other hand, is different from general anxiety. It is defined as "a distinct set of beliefs, perceptions, and feelings in response to foreign language learning in the classroom" (Horwitz, Horwitz, Cope, 1986, p. 130). Foreign language anxiety was categorized as: communication apprehension, test anxiety, and fear of negative evaluation. As one of the subcomponents of foreign language anxiety, communication apprehension is defined as a kind of fear or anxiety while communicating with others in a foreign language.

Perceived communication competence: McCroskey & McCroskey (1988) defined communicative competence as "adequate ability to pass along or give information; the ability to make known by talking or writing" (p. 109). It was also proposed that perceived communication competence construct reflects how an individual believes his/her communication competence is, based on self-awareness rather than the actual communication competence (McCroskey & McCroskey, 1988). Baker and MacIntyre (2000) claim that how an individual perceives his/her communication competence rather than an his/her real ability strongly affects willingness to communicate.

Motivation: Gardner (1985) was the first to define motivation to learn a second or foreign language as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p. 10). Gardner's (1985) socioeducational model proposes that L2 learners' desire to learn the L2, motivational intensity, and the attitudes toward L2 learning are the main determinants of motivation. Gardner's socio-educational model has continued its popularity in L2 motivation research until 1990s. However, the validity of socio-educational model was questioned by some researchers during that time due to the inconsistency among the results of motivational studies (Au, 1988).

Besides, cognitive and humanistic aspects of motivation caught the attention of different scholars who were seeking different ways to broaden the theoretical perspective of motivation during the 1990s (Crookes & Schmidt, 1991; Dörnyei, 1994, 2003; Oxford & Shearin, 1994). As an educational psychology theory, self-determination theory gained popularity during this time (Deci & Ryan, 1985). Self-determination theory suggests that human beings basically need autonomy, competence, and relatedness. Thus, to what extent these needs are satisfied causes various types of motivation (Deci & Ryan, 2000). Also, self-determination theory makes a distinction between intrinsic motivation and extrinsic motivation. Intrinsic motivation means performing an action for its own sake to feel the joy of doing it while extrinsic motivation is defined as performing an action to receive some rewards or avoid punishment (Deci & Ryan, 1985).

Ideal L2 Self: Based on Dörnyei's (2005) L2 motivational framework with three underlying constructs, the ideal L2 self refers to the L2-specific desired image of one's future self: If one's ideal L2 self speaks an L2, s/he will become more motivated to learn the L2 in order to diminish the discrepancy between his/her actual and ideal selves. It is related to internalised instrumental motives.

Learner Beliefs: Dörnyei (2005) claims that as a variable, learner beliefs have a wide conceptual range and it causes an actual dilemma in the L2 literature because of the difficulty of considering it as an enduring, trait-like concept. Generally, it is often used interchangeably with different concepts such as metacognitive knowledge (Wenden, 1999; Öz, 2005, 2007), culture of learning languages (Barcelos, 1995), and culture of learning (Cortazzi & Jin, 1996) in the literature. Generally, learner beliefs are classified under two headings: cognitive beliefs and sociocultural beliefs. In terms of the cognitive dimension, Wenden (1999) proposed learner beliefs as metacognitive knowledge.

The nature of language and language learning are important topics for cognitive dimension of learner beliefs. Wenden (1999) defines metacognitive knowledge as "what learners know about language learning: the nature of the task, how best to approach it, and personal factors that inhibit or facilitate the process." (p. 46). In this research, the variable of learner beliefs are investigated from both cognitive

aspect (how English should be learned and taught) and sociocultural aspect (what learning and communication behavior is acceptable in the classroom). Previous L2 WTC research conducted in the Turkish settings dealt with integrativeness and international posture as antecedents of WTC (Bektaş, 2005; Şener, 2014). Considering that one of the main goals of this study is to investigate WTC in the classroom context, learning more about the learner beliefs is much more needed compared to integrativeness and international posture because learner beliefs are considered to affect the behaviors of learners in the classroom (Mantle-Bromley, 1995; Benson & Lor, 1999; Öz, 2007).

Classroom Environment: Peng (2012) proposed language classroom as a part of the educational context which was considered as a macrosystem. Based on her suggestion, students' past experiences are considered as components of a mesosystem, and course assessments are given as examples of an exosystem. This model was adopted by some studies in order to investigate the situational WTC in L2 (Kang, 2005; Cao, 2009; Peng, 2012).

They pointed out that language classroom which is defined as microsystem is related to some dynamics such as learners' motivation, beliefs, teaching methods, linguistic self-confidence and attitudes. From the ecological perspective, a language classroom, which is the microsystem level of L2WTC, is defined as a social environment where learners and teacher negotiate as social members.

The Vocabulary Levels Test (VLT): The vocabulary levels test has been called the nearest thing to a standardized vocabulary test currently available (Meara, 1994, 1996). It was originally developed by Nation in the 1980s (published in Nation, 1990), and subsequently revised by Schmitt, Schmitt, & Clapham in 2001. It is a tool to measure the written receptive vocabulary knowledge, i.e. mainly the word knowledge required for reading. The VLT assesses this knowledge of learners at four frequency levels of English word families: 2,000, 3,000, 5,000 and 10,000, hence the name "Levels Test". Each section of the revised VLT consists of 30 items in a multiple matching format. Three items therefore represent 100 words of any particular frequency band. Items are clustered together in 10 groups for this, so that learners are presented in each

cluster with six words in a column on the left and the corresponding meaning senses of three of these in another column on the right. Learners are asked to match each meaning sense in the right-hand column with one single word from the left-hand column. Thus, the test asks learners to recognize the form rather than the meaning, i.e. the options are words instead of definitions (Schmitt, 2010).

1.4. Basic Assumptions

It is presumed that:

- 1- Variables in the study such as communication confidence, ideal L2 self, and learner beliefs are measurable through scales.
- 2- 746 randomly selected participants voluntarily participate in the study.
- 3- For the qualitative data collection, 32 students agree to be interviewed.
- 4- Participants represent the total number of the students who attend one-year preparatory school at Hacettepe University.
- 5- The participants honestly answer the questionnaire and the interview questions.
- 6- The participants carefully answer the vocabulary levels test.
- 7- The findings of the study reflect the real perceptions of the students about L2WTC, communication confidence, their motivation, ideal selves, their beliefs, and classroom environment.

1.5. Significance of the Study

The use of target language in classrooms can be affected by various variables such as the effects of language class discomfort, motivation, language class risk-taking, concern for grade, and language class sociability (Horwitz & Young, 1991; MacIntyre & Gardner, 1991). In addition to these variables, the construct of "willingness to communicate" has been proposed recently. Willingness to communicate was originally introduced for L1 communication and defined as a fixed personality trait that is stable across situations (McCroskey, 1992). Later, MacIntyre et al. (1998) conceptualized WTC in an L2 and proposed a theoretical model in which social, affective cognitive context, motivational propensities,

situated antecedents, and behavioral intention are interrelated in influencing WTC in L1 and L2 use.

During the last decades, many studies have been conducted to determine different factors affecting L2 WTC. L2 WTC and its relation to different variables such as personality, attitudes, motivation and linguistic self-confidence were investigated by many researchers by means of different statistical techniques (MacIntyre & Charos, 1996; Yashima, 2002; Oz, 2014). Most of them utilized self-report data to investigate trait-like WTC, whereas only a few of them examined state-level WTC through qualitative techniques such as observations and interview data. Also, many of these studies investigated L2WTC in the English as a second language (ESL) learning environments. English as a foreign language (EFL) context differs from the ESL context with regard to finding a chance to use L2 in a real conversation during daily life (Oxford & Shearin, 1994). While language learners can find a chance to practice their speaking abilities in ESL contexts, this situation is almost impossible for learners who learn a language in EFL contexts. Due to this reason, the language classroom provides the most suitable environment for testing speaking abilities in EFL contexts. In spite of this fact, very few studies have investigated the effect of the language classroom context on L2WTC (e.g., Peng & Woodrow, 2010; Cao, 2011; Peng, 2012; Khajavy et al., 2014) and most of them were conducted in the Chinese EFL context. Turkey is also an EFL context, but the L2WTC in the language classroom context of Turkey was not investigated by any of the researchers.

In Turkey, Bektaş (2005) investigated university-level EFL learners' willingness to communicate in English and tested the path model that she proposed to investigate the relation of WTC with different social-psychological, linguistic and communication variables such as motivation, communication confidence. Şener (2014) also investigated L2WTC with university students studying at the English language teaching department in the Turkish context. She deeply examined the relationships of the same variables which were examined in Bektaş's (2005) study through correlation and regression analyses instead of a path analysis. Although

she carried out classroom observations, she did not look into the interaction of WTC and classroom context.

The effect of classroom environment on students' willingness to communicate in an EFL classroom context was not investigated in a Turkish EFL context. Thus, the significance of this study is that, it is planned to be first doctoral dissertation in Turkey investigating the interactions of social-psychological, communication, and linguistic variables of L2WTC with contextual variables in the Turkish EFL context. Furthermore, most of the studies investigating the effect of classroom contexts on WTC are qualitative and only two studies examined WTC and its relation to classroom context using SEM are quantitative studies. None of the studies in the literature investigated the effect of classroom context on students' willingness to communicate both qualitatively and quantitatively. So, this study is significant in terms of investigating the effect of contextual variables on L2WTC both qualitatively and quantitatively.

Second, this study is the first to investigate the level of willingness to communicate of EFL learners and its relation to learners' vocabulary knowledge and ideal L2 self. We know the contribution of one's vocabulary size as a linguistic variable to one's willingness to communicate (Khodadady, 2010; Cao, 2011; Peng, 2012). However, we do not know the contribution of L2 self in relation to contextual variables (classroom environment), linguistic variables (vocabulary size), psychological variables (motivation, learner beliefs), and affective variables (communication confidence).

For this purpose, this study aims to fill in this gap by investigating L2WTC in the Turkish EFL context. A path model is suggested for the investigation of the relationships among these variables; willingness to communicate, classroom environment, vocabulary size, ideal L2 self, learner beliefs, motivation and communication confidence. Thus, Turkish EFL learners' WTC in English in classroom setting will be investigated in light of WTC frameworks proposed by MacIntyre et al. (1998) and Peng and Woodrow (2010).

Based on the findings of the previous studies, it was assumed that learners' WTC in English is directly influenced by her/his communication confidence, classroom environment and vocabulary size. Besides, motivation, ideal L2 self, and learner beliefs indirectly affect WTC through one's communication confidence. The proposed path model is shown in Figure 1.1.

1.6. Chapter Summary

This chapter firstly presented the statement of the problem. Then, research questions and hypothesis, definitions of terms, and basic assumptions were reported. Lastly, the significance of the study was explained in detailed.

2. REVIEW OF LITERATURE

2.1. Introduction

This study aims at investigating Turkish EFL students' willingness to communicate in English. Thus, this chapter begins with an overview of the willingness to communicate in native, second and foreign languages. After presenting willingness to communicate studies, the chapter continues with individual difference variables which influence willingness to communicate such as motivation, linguistic self-confidence, learner beliefs, and ideal L2 self. Lastly, the relationship of willingness to communicate with classroom environment and vocabulary size is reviewed.

2.2. Willingness to Communicate

2.2.1. Willingness to Communicate in the Native Language

The construct of “Willingness to Communicate” (WTC) was originally introduced with reference to communication in the native language and it was defined as a tendency to start or avoid communication when there is a chance for communication (McCroskey & Baer, 1985). WTC was also considered as a personality-based trait (McCroskey & Richmond, 1991) and it was indicated that people's tendencies to talk change significantly from one another. Likewise, Baker and MacIntyre (2000) propose WTC as a trait-like predisposition which implies that individuals show similar WTC tendencies regardless of different contexts or receivers.

McCroskey and Richmond (1991) conducted a cross-cultural comparative study to investigate the interactions among WTC, communication anxiety, self-perceived communicative competence, and introversion in Micronesia, Australia, Sweden, Puerto Rico and the United States. They found significant differences in the mean scores of the U.S, Swedish, Australian, and Micronesian students. It was reported that American students had the highest willingness to communicate, whereas

Micronesian students had the lowest willingness to communicate. Self-perceived communicative competence (SPCC) was found to be the highest among Swedish students while it was lowest among Micronesian students. Besides, results showed a significant difference between Swedish and Micronesian students with regard to correlation between WTC and self-perceived communicative competence. A moderate correlation was found between WTC and SPCC of Americans and Australians, whereas there was a high correlation between WTC and SPCC of Micronesians.

There were similar and moderate correlations between WTC and CA of different nations. They also indicated that culture can impact people's tendencies toward communication in addition to many other factors. However, McCroskey and Richmond (1991) stated that there is a need to broaden data from different cultures for any kind of generalization regarding the effect of culture on willingness to communicate.

In 1991, Sallinen-Kuparinen, McCroskey, and Richmond carried out another study to look into the communication orientations of Finnish university students and compared the data collected from the Finnish students with the data previously obtained from the United States, Sweden, Australia, and Micronesia. The results showed that there were differences between Finnish and United States groups with regard to willingness to communicate and introversion. Finnish students were less willing to communicate compared to the other groups except for the Micronesians. American students had the highest willingness to communicate, whereas Micronesian students were found to be the least willing. On the other hand, communication apprehension and self-perceived communication competence among these groups from various cultures were found to be similar.

The Finnish students perceived themselves more communicatively competent than the other groups except for the Swedish students. However, it was found that the Finnish students had less competence in meetings and in public speaking situations compared to American and Swedish students. The Finnish and Swedish

students reported lower level of communication apprehension than the Australian, Micronesian, and American students. However, the level of communication apprehension in meetings and small groups were higher compared to other groups except for the Micronesian students which results from socio-effective concerns. In Finland, meetings are regarded as an important decision-making form in which behavior is controlled by scripts. So, the level of communication apprehension can be increased because of following formal procedures.

In 1994, MacIntyre developed a structural model to investigate the relations among anomie, alienation, self-percieved communication competence self-esteem, communication apprehension, and introversion as antecedents of WTC. This model shows that self-percieved communication competence and communication appreciation are the main determiners of WTC (see Figure 2.1). On the other hand, introversion as a personality trait directly influences communication apprehension and perceived competence, and there is an indirect relation between self-esteem and WTC through communication apprehension. This model is significant in terms of explaining the sixty percent of the variance in WTC.

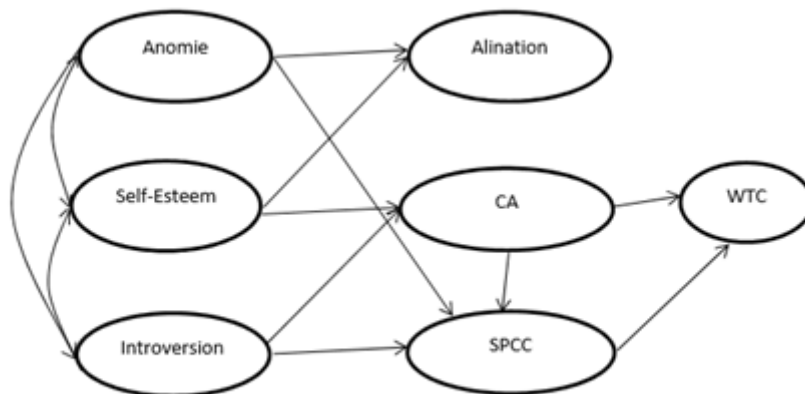


Figure 2.1. MacIntyre's Casual Model of Predicting WTC by Using Personality-Based Variables (MacIntyre, 1994)

In order to investigate WTC at both the trait and state levels, MacIntyre, Babin, & Clement (1999) created a structural equation model to examine the antecedents of WTC. Personality traits such as extraversion, emotional stability, self-esteem,

perceived communication competence, and communication apprehension were investigated by administering questionnaires to 226 university students.

It was found that SPCC directly affects WTC (.84). However, CA was not found as a significant predictor of WTC in this group of L1 participants which is different from the results of MacIntyre's (1994) previous study. Besides, there was a negative correlation between self-perceived communication competence and communicative apprehension. It was found that extraversion is related to self-esteem and self-perceived communicative competence. Namely, it is highly possible that extraverts have less anxiety, higher level of communication ability, and self-esteem.

On the other hand, 70 participants who volunteered for a communication laboratory were observed while they were completing four specific tasks in order to look into WTC at state level. The results revealed that participants who volunteered for laboratory study had higher level of willingness to communicate compared to other students. Also, it was observed that students who started the conversation were more willing to communicate than the other students who hesitated to initiate communication. The results showed that self-perceived competence was a strong predictor of the speaking time and number of ideas for easy communication tasks, whereas communication apprehension is the indicator for the speaking time and number of ideas for difficult tasks.

2.2.2. Willingness to Communicate in the Second Language

In the 1990s, WTC research in L1 received the attention of the researchers in the second language research area. Based on Gardner's (1985) socio-educational model, some studies were carried out in the Canadian contexts to investigate WTC model in a L2. MacIntyre & Charos' (1996) study was the first to investigate WTC in L2. MacIntyre's (1994) WTC model in the first language was broadened in the second language (L2) by adding motivation, personality, and context to the structural model as the determinants of WTC. Besides, the model looked into the relations among L2WTC, self-perceived L2 competence, L2 speaking anxiety,

integrativeness, and attitudes toward the learning context. It was also hypothesized that personality traits would have indirect effect on motivation and L2 WTC through attitudes, perceived competence, and L2 anxiety. The results showed that L2 communication frequency is directly affected by perceived communication competence. Both perceived competence and anxiety had direct influence on WTC and personality traits influenced motivation and WTC.

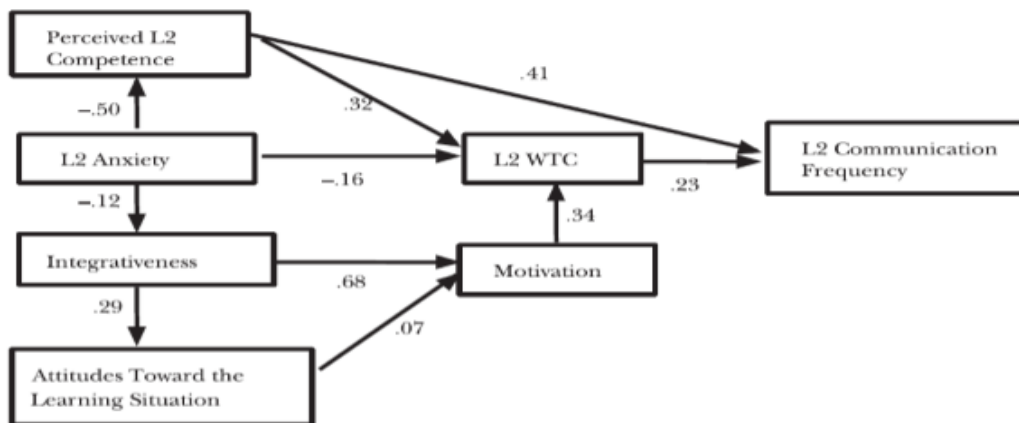


Figure 2.2. MacIntyre and Charos' Model of L2 WTC (MacIntyre & Charos, 1996)

In 1998, a L2WTC model was suggested by MacIntyre et al. (1998) based on the idea that WTC is a situational variable instead of a trait-like variable. A pyramid figure which has twelve constructs was developed to illustrate the probable determinants of willingness to communicate in L2. This figure is based on the fact that one's decision to communicate in L2 is affected by both situational influences and enduring elements (MacIntyre, Clement, Dörnyei, & Noels, 1998). The model was deliberately selected as a pyramid in order to show the immediate effect of some factors and relatively remote influence of others.

Figure 2.3 shows the pyramid model which contains six categories which are called as layers of the model. In this model, two groups of factors influencing WTC are represented through these layers: enduring influences are the first three layers from the top, whereas the last three layers from the bottom represent situational

influences. While the layers I, II, and III cause immediate impact on WTC, the layers IV, V, and VI have enduring effects on WTC.

The bottom of the pyramid (Layer VI), which is called as social and individual context, contains intergroup climate and personality whose interaction is necessary for successful communication. The intergroup climate of a community is influenced by the perception of the L1 and L2 communities with regard to ethnolinguistic vitality and personal communication networks. Based on this idea, the language of a group who has high ethnolinguistic vitality is expected to receive more attention from speakers and it could be preferred more commonly in daily communication. Also, personal communication networks would influence the ethnolinguistic vitality of a group. So, ethnolinguistic vitality and personal communication networks would present situations which either foster or hinder the usage of the L2. However, the attitudes of all group members towards another group will not be the same. Individual differences in a group, especially *personality*, can greatly affect their tendencies. It has been shown that certain personality patterns would be resistant to interaction with different ethnolinguistic groups, while other personality traits would foster language learning process and communication with other ethnolinguistic communities.

However, MacIntyre et al. (1998) argue that personality is not directly associated with language learning communication due to the effects of other variables presented in the model in Figure 2.3. Thus, they conclude that the intergroup context and the personality prepare the stage for L2 communication, but they do not have direct influence on learners' WTC.

The next layer of the pyramid (Layer V), which is called as affective-cognitive context, contains intergroup attitudes, social situation, and communication competence (see Figure 2.3). Integrativeness, fear of assimilation, and motivation to learn the L2 constitute intergroup attitudes. Social situation involves the participants, the setting, the purpose, the topic, and the channel of communication.

Communication competence also consists of different competencies such as linguistic, discourse, actional, sociocultural, and strategic competence.

The last layer (Layer IV), motivational propensities, includes interpersonal motivation, intergroup motivation, and L2 self-confidence. Interpersonal motivation concerns with personal characteristics of speakers, whereas intergroup motivation occurs as a result of being a member of a specific group. On the other hand, L2 self-confidence concerns with the relationship between the individual and the L2. It is proposed as the overall perception of one's sufficiency to communicate in L2 in an effective manner. Language anxiety and self-evaluation of L2 skills are two main variables of the self-confidence construct.

Desire to communicate with a specific person and state of communicative self-confidence are two main aspects of the first layer of situational influences (Layer III), which is called as situated antecedents. Affiliation is claimed to be the most significant motive in informal communication settings and it happens with individuals who are physically close, frequently encountered, attractive, and the ones who look like us in different ways.

State communicative self-confidence consists of state anxiety and state perceived competence. MacIntyre et al. (1998) claim that if there is a high correlation between the desire to communicate with a particular person and the state of self-confidence, it is highly possible that WTC will occur.

Willingness to communicate was placed in layer II in this pyramid, and it was proposed as "a readiness to enter into a discourse at a particular time with a specific person or persons, using a L2 (MacIntyre, Clement, Dörnyei, & Noels, 1998, p. 547). Layer I is communication behavior which stems from the complex relationship of interrelated variables presented at the lower layers of the pyramid. In addition to speaking behaviors, MacIntyre et al. (1998) claim that communication behavior is also related with different activities such as reading a L2 newspaper, watching television in L2. So, the ultimate aim of language

education is to foster the willingness to communicate of language learners in these areas.

The heuristic model proposed by MacIntyre et al. (1998) is important because it is the first attempt to define WTC in the L2 in a comprehensive way by integrating linguistic, communicative, and social psychological variables (MacIntyre, Clement, Dörnyei, & Noels, 1998). L2 researchers have been investigating different aspects of this model since its proposal in 1998.



Figure 2.3. Heuristic Model of Variables Influencing WTC (MacIntyre, Clement, Dörnyei, Kimberly, & Noels, 1998)

MacIntyre and his colleagues conducted several studies in Canadian context. In 2001, the relationship among French immersion students' L2WTC, social support, and language learning orientations was investigated by MacIntyre et al.. Learners' WTC in the areas of speaking, writing, reading, and comprehension were investigated in an L2 French immersion program. The language learning orientations in the study included travel, job related, friendship with Francophones, personal knowledge and school achievement. 79 ninth grade students participated in the study and a four-part questionnaire was utilized to collect data. The results of the study indicated that there was a consistent correlation between friendship, knowledge, and school achievement orientations and WTC

both inside and outside the classroom. Besides, it was found that social support, especially friends' support, has significant influence on learners' WTC.

Similarly, MacIntyre, Baker, Clement, and Donovan (2003) conducted a study to investigate the interaction of WTC with perceived competence, French anxiety, integrativeness and motivation. The participants of the study were 268 high school students who were learning French in an ESL context and a questionnaire which was composed of eight scales was used for data collection. With regard to age and sex effects on WTC, girls' willingness to communicate levels were found to be higher than those of boys and as the grade levels of the students increased, their willingness to communicate also increased. Besides, it was found that while communication frequencies of students increases as their grade levels increase, their motivation decreases. The results indicated a strong correlation of WTC with language anxiety, communication frequency, and perceived competence.

2.2.3. Willingness to Communicate in Asian EFL Contexts

As shown above, most of the L2 WTC studies have been carried out among Canadian students, who learn French as a second language in a typical SLA environment. One of the advantages of this context is to direct communication opportunity with the people from the L2 community. On the other hand, learners in an English-as-a-foreign-language (EFL) learning environment learn English in a school environment and they do not feel any need to use English in their daily lives (Oxford & Shearin, 1994; Warden & Lin, 2000). Thus, WTC tendencies of L2 learners in a foreign language context may differ from the tendencies of learners in second language contexts. WTC in English was investigated by many researchers in the Asian foreign language context (Yashima, 2002; Yashima, 2004; Kim, 2004; Jung, 2011).

Yashima (2002) developed a structural model based on the socio-educational and previous studies carried out in Japan. This study was the first to investigate the WTC model in a foreign language context (EFL). The relations among WTC in

English and L2 communication variables were investigated with 389 Japanese EFL learners. The structural equation model showed that L2 communication competence and level of anxiety have great impact on WTC which is in line with the results of MacIntyre & Charos (1996). The results also showed that international posture directly affects motivation, which, in turn, affects English proficiency. As a result of this, Yashima (2002) suggested that EFL classes should include elements that would foster students' interest in various cultures and international activities.

Yashima et al. (2004) also conducted another study with Japanese EFL learners and investigated the antecedents of willingness to communicate in a second language by means of two different investigations. The results showed that both state and trait variables have great impact on WTC in the L2. In the first part of the study, students who were more willing to communicate in different interpersonal situations in the L2 were also found to be more eager to start communication in the classroom. The second part of the study was carried out with 60 students who had a study-abroad experience in the United States. The results showed that students who had a higher score in WTC before departure tended to communicate with people from host culture more frequently than the students who were less willing to communicate before departure. The results of the correlational analyses also indicated that there is a strong correlation between perceived communicate competence and WTC which is similar to the results of Yashima (2002). Also, students who are more interested in international activities and foreign cultures tended to be more willing to communicate in the L2.

Kim (2004) carried out a study with Korean EFL students in order to test the MacIntyre et al.' (1998) Model. Her study was a replication of Yashima (2002)'s study in a different setting. The results of the SEM analysis showed that students' confidence in English communication strongly affects their WTC and their attitudes and motivation indirectly affects their WTC through linguistic self-confidence. The results of the Kim's (2004) study did not show a direct relationship between students' attitudes toward the international community and their WTC as opposed

to findings of Yashima (2002). However, WTC was found to be more trait-like rather than situational.

Jung's (2011) study, which was also conducted in the Korean context, examined the interrelationships among university students' WTC, self-perceived communication competence, communication apprehension, motivation, attitudes, and personality. Participants consisted of 226 university students and mixed method design was adopted. According to the results of the SEM analysis, self-perceived communication competence and motivation were found to be directly related to WTC. Besides, there was a direct path from motivation to self-perceived communication confidence. Attitudes indirectly influenced WTC. The paths from self-perceived communication confidence to WTC, motivation to confidence, and attitudes to motivation were also found in Yashima's (2002) and Kim's (2004) studies. However, previous research did not find the path from motivation to WTC (MacIntyre & Charos, 1996; Yashima, 2002; Kim, 2004; Bektaş, 2005). The results of the qualitative data analysis also revealed that students consider their English communication confidence and motivation as the most important factors for their WTC in English. Thus, the proposed model was supported by both qualitative and quantitative data.

Wen and Clement's (2003) study was the first to examine the relationship between WTC and other variables in the Chinese context. Wen and Clement (2003) applied the MacIntyre et al.'s WTC model to English language Chinese classrooms by changing some structural relationships between constructs included in the model and by reinterpreting some of the variables from a Chinese perspective. According to Wen and Clement (2003), Chinese philosophy and culture greatly affect students' willingness to communicate by two dimensions of interpersonal relations: an other-directed self and a submissive way of learning. In Chinese culture which is defined as a collectivist culture, people pay great attention to the evaluation of other people. Due to this reason, Chinese students are also unwilling to participate in classroom activities. Wen and Clement (2003) especially focused on the relation between desire to communicate and WTC because there are many other factors

changing this link in a Chinese setting. In their model, desire to communicate and willingness to communicate are listed as two different concepts and they propose that having desire to communicate is not a sign of willingness to communicate. They suggest that social context, personality factors, motivational orientation, and affective perceptions are the variables which have impact on Chinese students' willingness to communicate (see Figure 2.4).

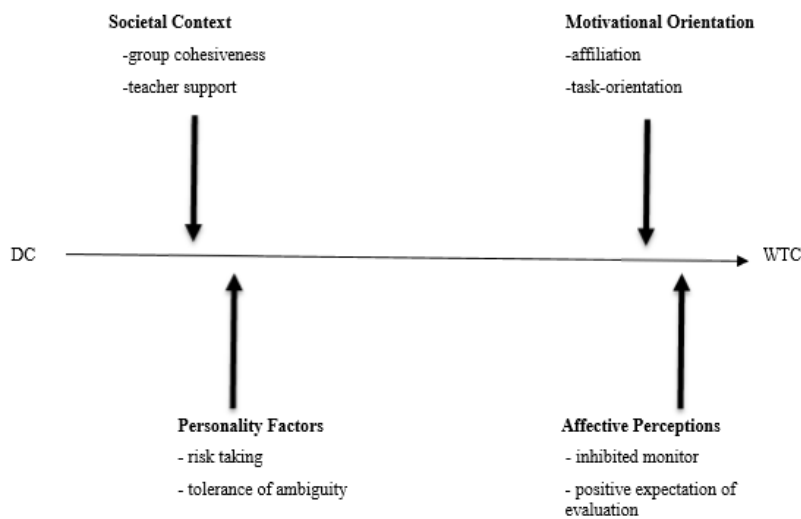


Figure 2.4. Variables Moderating the Relation between DC (Desire to Communicate) and WTC in the Chinese EFL classroom (Wen & Clement, 2003)

Wen and Clement (2003) proposed this model as a theoretical framework and indicated that it should be supported by empirical research. Previous studies have adapted questionnaires to investigate trait-like WTC. However, Kang (2005) conducted a qualitative study to examine state-level WTC by means of observations and interviews. The main purpose of her study was to understand how situational variables affect WTC in L2. Four volunteer Korean students from the north-eastern part of the United States participated into Kang's (2005) study.

Based on the data, Kang (2005) concluded that WTC is a dynamic situational concept that can change moment-to-moment based on the effect of three psychological conditions of excitement, responsibility, and security. Kang (2005)

indicated that L2 WTC should be conceived as a situational concept rather than a trait-like concept.

House (2004) investigated other factors which may have impact on WTC in different contexts. Data were collected through interviews with six learners. The results showed that WTC is greatly affected by the opportunity for communication which learners perceive as suitable. House (2004) also came up with many other minor factors that affect WTC such as mood, topic, the presence of the opposite sex, and physical conditions.

Peng and Woodrow's (2010) study was the first to deal with the influence of classroom environment and learner beliefs on WTC in L2. 579 university students from eight different universities in China participated in the study and data were collected with six scales. The results of the structural equation modeling showed that communication confidence is the main predictor of WTC which is in line with Yashima's (2002) study in Japan and MacIntyre et al.'s (1998) study in Canada. The results also indicated there is a direct path from classroom environment to WTC, communication confidence, learner beliefs, and motivation. Learner beliefs directly affected motivation and confidence. Results were important in terms of showing how situational and personal factors jointly affect learners' WTC.

2.2.4. Willingness to Communicate in Turkish EFL Contexts

In the Turkish context, research on willingness to communicate is quite limited. In 2005, Bektaş investigated to what extent Turkish university students are willing to communicate and the WTC model that she proposed can explain the relations among different variables in this EFL context. Participants consisted of 356 university students in Turkey. Quantitative data was collected through a questionnaire and 15 randomly selected students were interviewed for qualitative data analysis.

The results of the structural equation model (SEM) analysis indicated that students' attitude toward the international community and their perceived linguistic self-confidence directly affects students' willingness to communicate. On the other hand, it was found that students' motivation to learn English and their personality indirectly affected their willingness to communicate through linguistic self-confidence. Lastly, it was found that their personality were directly related to their attitude toward the international community (see Figure 2.5).

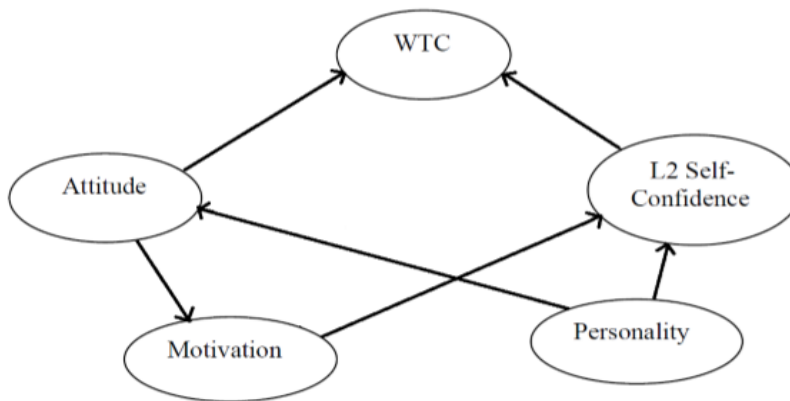


Figure 2.5. Model of WTC Proposed by Bektaş (Bektaş, 2005)

Similar to Bektaş's (2005) study, Atay and Kurt (2009) also investigated the willingness to communicate in the Turkish context through the data collected from 159 intermediate level Turkish EFL students in Istanbul. Both qualitative and quantitative research methodologies were utilized. A strong correlation as found between perceived communication competence and WTC supporting the results of the previous WTC studies (MacIntyre & Charos, 1996). Also, it was found that international posture directly affects the willingness to communicate of Turkish EFL students. However, desire to learn English was not found to be an important determinant of WTC. On the other hand, qualitative findings indicated that situational variables such as teacher, peers, topics have also influences on WTC.

Considering that the variables which affect the willingness to communicate of prospective English teachers have not been investigated before, Şener (2014) looked into L2WTC with university students studying at the English language

teaching department in the Turkish context. As a first step, 274 university students at English department took the questionnaire. For qualitative data analysis, 26 students and 11 instructors working at the ELT department were interviewed. The quantitative data were calculated through T-test, ANOVA, Pearson correlation and multiple regression analysis. The regression results showed that self-confidence was the most important antecedent of WTC and it directly affects WTC in English. The results of Pearson correlation coefficients which were calculated for the variables anxiety, motivation, attitude, communication competence, personality, and willingness to communicate showed a strong correlation among these variables.

Similarly, Oz (2014) investigated the effect of personality traits on prospective English learners' L2WTC. A total of 168 university students participated in the study. The quantitative data were collected through two different scales. Overall, participants were found to be moderately willing to communicate and positive correlations were also found between three components of personality traits and learners' L2WTC. Oz (2014) suggested that learners' personality traits should be taken into consideration while grouping learners in an EFL classroom.

Oz (2015) also investigated the relationship between learners' emotional intelligence and communication in English in a Turkish context through the participation of 165 EFL learners. It was found that learners had high level of emotional intelligence and a great majority of them were moderately willing to communicate. Besides, a significant correlation between emotional intelligence and WTC was found.

Oz, Demirezen, and Pourfeiz (2015) were the first to investigate the relationship between the ideal L2 self and L2WTC in a Turkish context. Interrelationships among communication competence, communication anxiety, integrativeness, attitudes towards the learning situation, motivation, instrumental orientation, ideal L2 self and L2WTC were investigated in their study. Participants of the study consisted of 134 English as a foreign language learners in an EFL teacher

education program. Structural equation modeling was utilized for data analysis and the results of the analysis showed that communication competence and communication anxiety were found to be the strongest determinants of willingness to communicate while other variables had indirect effects on learners' WTC. It was also found that there was not a significant direct path from integrativeness and the ideal L2 self to motivation and WTC while they directly influenced self-perceived communication competence and communication anxiety. Hence, Oz et al. (2015) suggested encouraging learners' willingness to communicate through supporting their self-perceived communication competence by means of helping them have more positive perceptions of their ideal L2 selves.

In the Turkish context, Oz (2016) also investigated if there was a direct relationship between the ideal L2 self and willingness to communicate in English with the participation of 96 university students whose majors were English language teaching. It was found that the ideal L2 self significantly predicted willingness to communicate, which supports the findings of Öz, Demirezen, and Pourfeiz's (2015) study. In this study, however, they found that the ideal L2 self indirectly influenced L2WTC through self-perceived communication competence and communication anxiety. Similarly, Bursalı and Oz (2017) also investigated the relationship between ideal L2 self and willingness to communicate inside the classroom. They found a significant correlation between ideal L2 self and willingness to communicate inside the classroom. With regard to the subcategories of WTC scale, the highest correlation of ideal L2 self was found with comprehension and the lowest correlation was on reading.

As shown above, some studies were conducted in the Turkish EFL context to determine different factors affecting L2 WTC. L2 WTC and its relation to different variables such as personality, attitudes, motivation and linguistic self-confidence were investigated by some researchers by means of different statistical techniques. Although the language classrooms are the most suitable places to practice speaking abilities in EFL contexts (e.g., Peng & Woodrow, 2010; Cao, 2011), the L2WTC in the language classroom setting was not investigated by any of the researchers in Turkey. For this purpose, this study aims to fill in this gap by

investigating L2WTC in the Turkish EFL context through the relations among psychological, contextual, and linguistic variables of L2WTC in the Turkish EFL context.

2.3. Motivation

L2 motivation has been a significant area of research for more than four decades. To present a detailed overview of the field, the L2 motivation research was categorized in three phases by Dörnyei (2005): (a) the social psychological period (1959-1990), (b) the cognitively-situated period (during the 1990s), and (c) the process-oriented period (past decade). As the fourth phase, the socio-dynamic period, which reflects the current thinking in the area of L2 motivation, was added by Dörnyei and Ushioda (2009).

2.3.1. The Social Psychological Period

The original impetus in L2 motivation research results from Gardner's work in this area (Gardner, 1985). Gardner's (1985) socioeducational model proposes that L2 learners' desire to learn the L2, motivational intensity, and the attitudes toward L2 learning are main determinants of motivation.

The main idea behind the socioeducational model is that languages are different from other subjects taught in the school because language learners need to acquire a set of abilities and behavioral skills which belong to another cultural community (Gardner, 1985). He argues that other subjects require acquiring necessary knowledge and skills which reflect the student's own cultural community whereas a second language consists of skills which are the most prominent features of another culture. Thus, student's success of acquiring a second language will be affected by his/her attitude towards the other community (Gardner, 1985).

The social milieu, individual differences, language acquisition context and outcomes are the main components of the socio educational model (see Figure 2.6). Language acquisition depends on the specific interplay of these components

(Gardner, Smythe & Clement, 1979). The basic principle of the model is that second language acquisition occurs in a specific cultural community and beliefs of this community have a great impact on language acquisition process. So, it is proposed that if this specific culture believes in the difficulty of language learning, learners' success will be low and success rates of individuals will depend on the individual differences such as intelligence, motivation and anxiety.

The model doesn't present different components of social milieu, but it is emphasized that cultural community is an indispensable part of second language acquisition process. As another theme, individual differences are listed as intelligence, language aptitude, motivation, and situational anxiety. Also, a distinction between formal acquisition contexts in which the primary aim is instruction and informal language learning contexts which serve for other objectives is made. Both linguistic and non-linguistic outcomes are the final components of the model. The proficiency in second language such as vocabulary knowledge, grammar, pronunciation, etc. are parts of linguistic outcomes, whereas non-linguistic outcomes consist of attitudes, values which result from the experience.

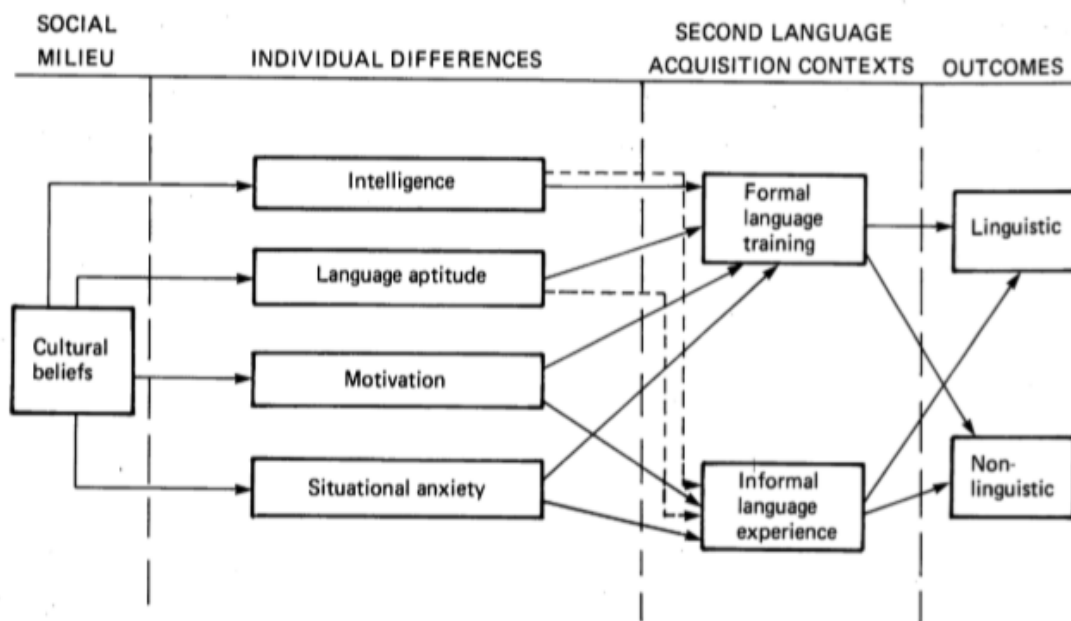


Figure 2.6. Schematic representation of Gardner's theoretical model (Gardner, 1979)

Gardner (1985) puts special emphasis on motivation in this model. According to him, two basic concepts behind the idea of motivation are attitudes toward other ethnic groups and language learning situation. The socio-educational model proposes that motivation is influenced by two constructs: (a) integrativeness (b) attitudes toward the learning situation (see Figure 2.7).

Integrativeness implies that desire to integrate into the target language community is the main impetus for learning the second language. At one level, this can be understood as an openness to different cultural contexts and different lifestyles. In the extreme, complete identification with the community can be targeted as well. The second construct, attitudes toward the learning situation compose of attitudes toward learning environment. In a school environment, these attitudes could be related to teacher, classmates, materials, and so fort. So, the effectiveness of the teacher and the course is observed in the individuals' attitudes toward the learning situation.

These two constructs have great impact on learner's motivation which consists of three elements. First, motivated learner makes effort by means of persistent attempts such as doing homework, seeking more opportunities to learn. Second, the motivated individual has a strong desire to learn the language. Third, the motivated learner likes the language learning process. So, the truly motivated learner has effort, desire, and affect for learning a second language (Gardner & Lalonde, 1985).

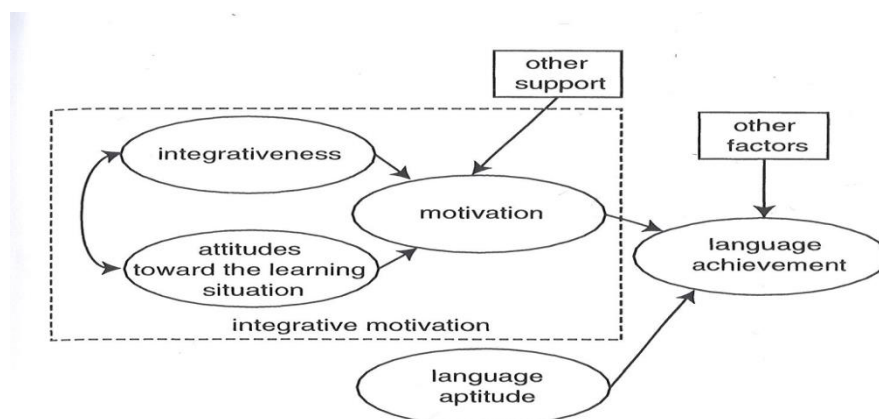


Figure 2.7. Basic model of the role of motivation in second language learning (Gardner & Lalonde, 1985)

The socioeducational model has developed over the years (Gardner & Clement, 1990; Tremblay, Gardner, 1995). In 1990, Gardner and Clement included personality variables into socioeducational model. Also, Gardner and Clement (1990) presented the contextual aspect of the model in more depth and the systematic conceptualization of context was presented.

In 1992, Gardner and MacIntyre put special emphasis on cognitive factors in the socioeducational model. Individual differences were grouped into two categories which are cognitive factors and affective factors. Personality variables were not included in this model and anxiety was included as an affective variable in this model.

Then, Tremblay and Gardner (1995) expanded the socioeducational model based on the distinction between motivational behaviors and motivational antecedents. The main distinction between motivational behaviors and motivational antecedents is whether they could be observable or not. Motivational behavior is defined as the observable behavior. Although motivational antecedents affect motivational behavior, they cannot be observed.

Tremblay and Gardner (1995) tested how some of motivational antecedents (e.g. expectancy and self-efficacy, valence, causal attributions) can be integrated into the socioeducational model (Gardner, 1985). The model indicated that a number of variables (goal salience, valence and self-efficacy) serve as a mediator between language attitudes and motivational behavior. Thus, a student's high level of motivation for language learning implies that the student determines goals for learning, gives special attention to language course, and has a high level of self-efficacy. This study is important in terms of being the first to examine different aspects of motivation in language learning context.

2.3.2. The Cognitive-Situated Period

At the beginning of 1990s, the validity of socio-educational model was questioned by some researchers although it has been highly effective in L2 motivation research until that time. Au (1988) argued that there was inconsistency among the results of motivational studies and these studies cannot explain relation among different variables. Besides, cognitive and humanistic aspects of motivation caught the attention of different scholars who were seeking different ways to broaden the theoretical perspective of motivation during the 1990s (Dornyei, 1994, 2003; Oxford, Shearin, 1994).

Self-determination theory started to gain importance during this time (Deci & Ryan, 1985). Self-determination theory suggests that human beings basically need autonomy, competence, and relatedness. Thus, to what extent these needs are satisfied causes various types of motivation (Deci & Ryan, 2000).

Also, self-determination theory makes a distinction between intrinsic motivation and extrinsic motivation. Intrinsic motivation means performing an action for its own sake to feel the joy of doing it while extrinsic motivation is defined as performing an action to receive some rewards or avoid punishment (Deci & Ryan, 1985). Different regulations are presented on a continuum from self-determined (intrinsic) to controlled (extrinsic) motivation. This continuum includes five different categories: external regulation, introjected regulation, identified regulation, integrated regulation, and intrinsic regulation (see Figure 2.8).

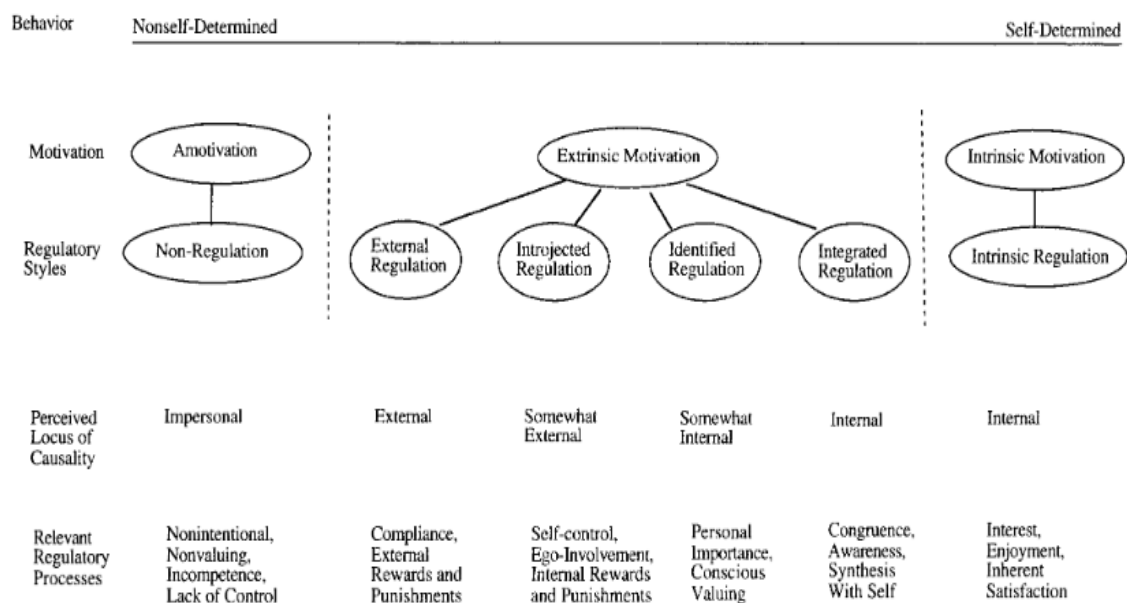


Figure 2.8. The Self-Determination Continuum Showing Types of Motivation (Deci & Ryan, 1985)

Several researchers in L2 field tried to integrate the specific elements of the theory into L2 motivation. Especially, Brown (1990, 1994) put special emphasis on the intrinsic motivation in language classrooms based on the fact that traditional classroom settings foster extrinsic motivation, which, in the long run, "focuses students too exclusively on the material or monetary rewards of an education rather than instilling an appreciation for creativity and for satisfying some of the more basic drives for knowledge and exploration" (Brown, 1994, p. 40).

Considering L2 learning always involves both external and internal reasons, Noels et al. (Noels, Clement, & Pelletier, 1999; Noels, Pelletier, Clement, & Vallerand, 2000; Noels, 2001) investigated self-determination theory in L2 learning, and applied intrinsic/extrinsic continuum to language learning. Ryan's (1995) discussion of intrinsic and extrinsic motivation considers these constructs as orientations. Intrinsic orientations are directly related to one's inherent interest in the activity and the activity is performed to feel satisfied with it. Three different types of intrinsic orientations have been defined (Vallerand, Pelletier, Blais, Briere, Senecal, & Vallières, 1992, 1993; Vallerans, 1997)

Intrinsic-Knowledge involves the feelings of pleasure that is obtained from developing knowledge about a specific area. *Intrinsic-Accomplishment* is identified as the sense of enjoyment which is related with surpassing oneself and completing a difficult activity. The process of achievement is more important than the end result. *Intrinsic-Stimulation* is defined as the enjoyment of the aesthetics of the experience (Noels, Pelletier, Clement, & Vallerand, 2000).

Noels et al. (2000) also categorize three types of extrinsic motivation in accordance with the Deci and Ryan's (1985) self-determination theory. *External Regulation* is defined as the performance of an activity controlled by external forces. *Introjected Regulation*, which is more internalized, refers to reasons related with carrying out an activity because of the pressure that learners put on themselves, so that they force themselves to conduct that activity. *Identified Regulation*, the most self-determined form of extrinsic motivation, is related with performing an activity due to its importance for attaining a valued goal or personally related reasons.

On the other hand, Noels et al. (2000) claim that if learners do not have both extrinsic and intrinsic motivation to carry out an activity, they will feel amotivated which means that they will disengage from the activity because they will not find a meaningful reason to continue. This situation is defined as *Amotivation* by Noels et al. (2000), which is the third category of motivational constructs.

Noels (2001) argues that combining the intrinsic/extrinsic orientations and amotivation on a continuum is beneficial in terms of both organizing language learning goals systematically and also evaluating the classroom climate and the L2 teacher to determine to what extent they foster either control or autonomy (see Figure 2.9). Noels (2001) claims that the correlation among the orientations that were theoretically closer on this continuum is higher compared to those further apart conceptually. So, the orientations on this continuum are not exclusive. If a learner's identified regulation is high, it is estimated that other orientations adjacent on the continuum will also have moderate levels.

Noels (2001) argues that learners are not motivated by one goal but several reasons may serve as important impetus for language learning, although the significance of them changes for each learner. In order to assess different parts of self-determination theory in the L2 motivation, the Language Learning Orientations Scale was developed by Noels et al. It includes intrinsic motivation, extrinsic motivation, and amotivation.

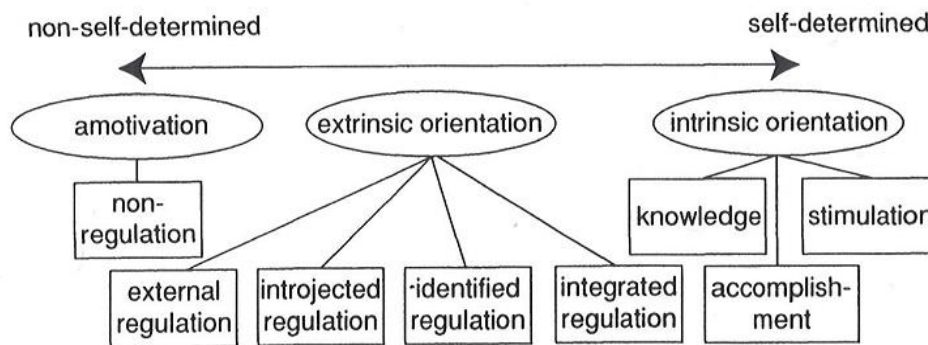


Figure 2.9. Orientation subtypes along the self-determination continuum (Noels, 2001)

2.3.3. The Process-oriented Period

Dörnyei and Ushioda (2001) claim that most practitioners are aware of the fact that learners' motivation is not stable during the course of learning. However, the dynamics of L2 motivational change did not catch the attention of L2 researchers until the last decade. In 1990s, dynamic character of motivation became the focus of L2 motivation studies. Dörnyei (2000, 2001) claimed that a process-oriented approach should be adopted to explain the continuous changes of motivation over time. Temporal perspective that involves different motivational stages is significant for language acquisition which requires a long learning process (Dörnyei, 2000).

In order to analyze motivation from a temporal perspective, Williams and Burden (1997) differentiated between motivation for engagement (choices, reasons, wishes), and motivation during engagement (how one feels, behaves and responds during the course of learning). Williams and Burden (1997, p. 121) presented three stages of the motivation process on a continuum: "Reasons for

doing something → "Deciding to do something" → "Sustaining the effort, or persisting".

It was claimed that the first two stages were related with the initiation of motivation, whereas the third stage involved maintaining motivation. Williams and Burden (1997) emphasize the differentiation between the generation and maintenance of motivation:

It is important to emphasise here that motivation is more than simply arousing interest. It also involves sustaining interest and investing time and energy into putting the necessary effort to achieve certain goals. We make this point because so often, from a teacher's point of view, motivation is seen as simply sparking an interest, for example, presenting an interesting language activity. However, motivating learners entails far more than this (p. 121).

Dörnyei and Otto (1998) further investigated the temporal aspect of L2 learning motivation in their Process of Model of L2 Motivation based on two dimensions: Action Sequence and Motivational Influences. The Action Sequence presents the behavioral process in which the initial wishes and desires are turned into the achievement of goals. Motivational Influences, which is the second aspect of the model, involve the energy sources and motivational forces which foster the behavioral process. Three stages of motivation are identified in this model (Dörnyei & Otto, 1998): the preactional stage, the actional stage, and the postactional stage. Motivation is generated first in the preactional stage and the motivational dimension of this stage is defined as choice motivation, because the goal or task that the individual will follow is guided by the generated motivation.

The preactional phase includes three subprocesses: goal setting, intention formation, and the initiation of intention enactment. The generated motivation needs to be actively maintained in the actional stage. Motivational dimension of this stage is defined as executive motivation which is especially related to sustained activities such as studying an L2.

The postactional stage includes retrospective evaluation of how things went and this evaluation of the past experiences will influence the kind of tasks that learners will be willing to pursue in the future (Dörnyei & Otto, 1998).

2.3.4. The Socio-dynamic Period

The process-oriented period was only a transitional phase before the emergence of a broader socio-dynamic period which concerns with the complexity of the various factors related to the learner, the learning task, and the learning environment, which were determined as possible indicators of language learners' motivational dispositions in the previous research (Dörnyei & Ushioda, 2009). Dörnyei (2005) identified two key shortcomings of process model of L2 motivation. Firstly, although process model implies that actional process under focus can be defined or delimited, Dörnyei (2005) states that it is impossible to determine exactly when a learning process begins and ends in a real classroom setting. Secondly, the model supports that the actional process happens in isolation and other actional processes do not interfere in the actional process. Shortly, Dörnyei (2005) claims that the process model of L2 motivation is not sufficient in justifying the dynamic and situated complexity of the learning process.

Recently, Dörnyei (2009) also pointed out that "it was really a matter of time before I realised that such a patchwork of interwoven cause-effect relationships would not do the complexity of the motivation system justice and therefore a more radical reformulation was needed" (p. 197).

Due to the shortcomings of linear approaches to L2 motivation, Ushioda (2009) suggested a relational approach that takes into consideration the evolving interactions among motivation, self and context. Ushioda's (2009) "person-in-context relational view of motivation" puts emphasis on the individuality of real learners instead of the traditional emphasis on abstract language learners. Namely, Ushioda (2009) claims that being a language learner composes just one aspect of learners' social identity.

There could be other identities which may influence the motivational process of L2 learning such as being a mother, being a doctor, a graduate student, and so on. Regarding L2 motivation, Ushioda (2009) claims that language learners should be perceived as real people from specific cultural contexts and the effect of these context on learners' motivation and identities should be taken into consideration.

2.3.5. The L2 Motivational Self-System

To be able to synthesize several significant theories of L2 motivation in an organized manner, the "L2 Motivational Self System", which centered around the learner's self-concept, was proposed by Dörnyei (2005). The main stimulus for this new model results from a motivation survey in Hungary that involved 13,000 students for twelve years and attitudes towards five different languages were investigated with this survey. The results of this study showed that integrativeness served as a principal role in learner's overall motivation (Dörnyei, 2009). Thus, based on *possible selves theory* (Markus & Nurius, 1986) and *self-discrepancy theory* (Higgins, 1987) from social psychology, Dörnyei suggested that the concept of Gardner's concept of "integrativeness" could be transformed into a broader possible-self dimension, *the Ideal L2 Self*, which is defined as the self-image that one would like to become in the future. In the light of this proposal, Dörnyei (2005) puts forward *L2 Motivational Self System*. It consists of three parts: Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience.

Ideal L2 Self is defined as the L2-specific facet of one's ideal self (Dörnyei, 2005, p. 105). So, if the person that a learner would like to become speaks an L2, it is highly possible that this learner will have high motivation to learn L2 to minimize the difference between actual and ideal selves. Ought-to L2 Self refers to the features that one believes one ought to have in order to avoid negative outcomes.

This self-image may not resemble to one's own desires or wishes because it reflects an image of the future which is imported from sources external to the learner. On the other hand, L2 Learning Experience differs from the first two components because it is interested in the learners' present experience instead of their imagined future and it concerns situation-specific motives which are related to

immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer groups or the experience of success) (Dörnyei, 2005, p. 105).

During the past decade, *The L2 Motivational Self-System* has been investigated in various L2 contexts (Csizer & Kormos, 2009; MacIntyre et al., 2009; Ryan, 2009; Tgauchi et al., 2009). Empirical evidence shows that future self-images and the ideal L2 self especially function as potent motivators for L2 learners in different learning contexts. This has been verified regardless of the age group (from adolescence upwards) or their learning situation (e.g., secondary, university) (Dörnyei & Ryan, 2015).

Recently, the concept of future self-images has evolved into the concept of vision, which is defined as a vivid mental image of the experience of successfully achieving a future goal (Dörnyei & Kubanyiova, 2014). This vision was emerged from the search for higher-order factors which could explain the sustained motivation which is necessary for remaining committed to long-term learning processes, such as learning an L2. At this point, a new conceptual framework, *Directed Motivational Currents* entered the area of L2 motivation research. A Directed Motivational Current (DMC) can be described as an intense motivational drive which is capable of both stimulating and supporting long-term behaviour, such as learning a foreign/second language (L2) (Dörnyei, Muir, & Ibrahim, 2014, p. 9).

When a DMC occurs, learners get involved in a strong flow of motivation and do their best to achieve their aims. A DMC qualitatively differs from the ongoing motivation of a successful learner because it is relatively short-term, highly intense burst of motivational energy towards a clearly defined goal (Dörnyei, Muir, & Ibrahim, 2014). A DMC consists of a clear vision and a matching action structure. This progression is supported by sets of behavioural routines and proximal subgoals. In a DMC, the motivational current is triggered by the combination of these factors. The most well-known feature of a DMC is its directional nature

which means that a well-defined goal is the necessary for providing cohesion for one's efforts and directing energy to final goal achievement. Besides, a DMC always includes a salient, recognisable structure which fosters the unfolding action. Namely, the success of a DMC is related to the successful match of a targeted goal with an adequately tailored pathway, which helps the learner to envisage a well-defined route for success. Another important feature of a DMC is positive emotional loading which means that individuals in a DMC experience a sense of fulfilment which leads to positive emotionality related to the process. As a result, activities that an individual previously considered boring can become enjoyable because they are considered as crucial steps for the accomplishment of the ultimate goal (Dörnyei, Muir, & Ibrahim, 2014).

In conclusion, a DMC is described as a motivational surge that combines the personal, temporal and contextual factors to accomplish a future goal which is personally crucial. Dörnyei et al. (2014) claim that even though it is difficult for researchers to determine processes of DMCs due to the emergent nature of DMCs and there are challenges regarding the examination of them, the DMC phenomenon has the potential to be a basic element for understanding of human motivation and achievement (Dörnyei, Muir, & Ibrahim, 2014).

2.4. Linguistic Self-Confidence

Self-confidence is defined as "the belief that a person has the ability to produce results, accomplish goals, or perform tasks competently" (Dörnyei, 2005, p. 73). It was proposed in relation to self-perceived communication competence and a lack of anxiety (Clement, 1980, 1987). It was claimed that higher perceptions of communicative competence and a lower level of communication anxiety increase the willingness to communicate of learners (MacIntyre, Gardner, 1989; MacIntyre, Charos, 1996; MacIntyre, Noels, Clement, 1998; Cao, 2009).

Clement, Gardner, and Smythe (1977) were the first to introduce *self-confidence* in L2 literature in order to define the mediating process in multi-ethnic settings that

influences an individual's motivation to learn the language of another speech community. Clement (1980) proposed the construct of "self-confidence" in second language learning with regard to assimilation and integration aspects of motivation. For instance, an individual in a minority group wants to get integrated into the society, but at the same time s/he does not want to lose her/his own culture and language.

Clement (1980) defines this process as "Primary Motivational Process". So, if a person has a fear of assimilation, s/he gets hesitated to learn the language and avoids communicating with the second language group. The study, which was conducted with Francophone students in a Canadian setting, shows that communication with the target language group has a direct influence on one's self-confidence. Namely, self-confidence is directly associated with integrativeness (Clement, Gardner, & Smythe, 1980). In another study which was conducted with Chinese students in Canada, it was found that integration into Canadian society depends on self-confidence in English (Noels, Pon, & Clement, 1996). Originally, linguistic self-confidence was conceived as a socially defined construct (Clement, 1980).

On the other hand, Dörnyei (2005) claims that linguistic self-confidence has also a cognitive component which is the "perceived L2 proficiency". In 1994, Clement, Dörnyei, and Noels (1994) extended the self-confidence construct by showing its applicability to foreign language settings where there is not any direct contact with the target language community, but indirect contact with L2 community through other communication channels such as media. In their study, which was conducted with 301 Hungarian students, self-confidence of EFL students were investigated and data was collected through a questionnaire which consists of attitude, motivation, and anxiety parts. Also, the proficiency of learners and their classroom behaviors were evaluated by their instructors. Although the participants of the study did not have direct communication with the L2 community, it was found that they had different degrees of self-confidence based on foreign language

proficiency, classroom context, and extracurricular contact activities (Clement, Dörnyei, & Noels, 1994).

MacIntyre et al. (1998) put special emphasis on linguistic self-confidence in their WTC model. WTC in an L2 was conceptualized in a theoretical model which consists of twelve constructs and six layers. In this model, they listed some variables such as motivation, personality, intergroup climate, and two levels of self-confidence that affect WTC in L2. The first level of self-confidence is defined as state communicative confidence which refers to the feeling that one has the capacity to communicate effectively at a particular time (MacIntyre, 1998, p. 549). It is claimed that some situations require more confidence than others based on previous L2 contact in these specific situations. State self-confidence differs from trait-like self-confidence in terms of being transient within a given situation. The second level of self-confidence is described as L2 self-confidence, which stands for the overall belief in being able to communicate in L2 in an adaptive and efficient manner (MacIntyre, 1998, p. 551).

Two components of L2 self-confidence are listed by MacIntyre (1998). The first component is about the self-evaluation of the L2 learner with regard to proficiency in the second language. The second component concerns with language anxiety which implies the uneasiness experienced while using an L2. MacIntyre (1998) indicates that there is a high correlation between language anxiety and self-evaluation in the L2 research area (Clement, Gardner, & Smythe, 1980; MacIntyre, Noels, & Clement, 1998).

Also, Clement et al. (1994) emphasize the importance of combining these two variables into a single, self-confidence construct based on the findings of his study which indicates a strong correlation between language anxiety and self-evaluation. Noels et al. (1996) define self-confidence as "self-perceptions of communicative competence and concomitant low levels of anxiety in using the second language" (p. 248).

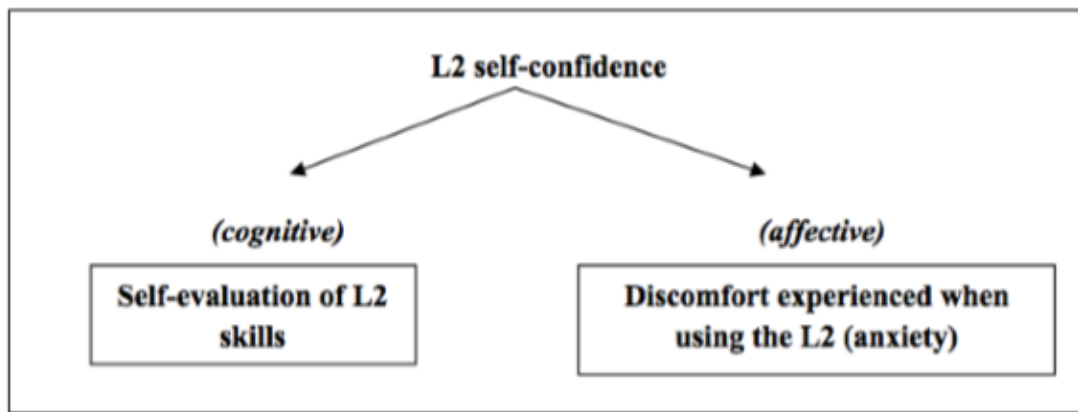


Figure 2.10. Components of L2 Self-confidence (MacIntyre, Noels, & Clement, 1998)

In the light of these findings, many studies investigated the importance of "self-confidence" construct and its relation to WTC in their studies. In the Chinese context, Yu's (2009) study indicated a direct relationship of communication apprehension and self-perceived communication competence with WTC in English. Also, communication apprehension was negatively correlated with willingness to communicate which implies that if learners' language anxiety level is high, they will be less willing to communicate. It was also found out that communication apprehension indirectly influenced WTC in English through its negative effect on self-perceived communication competence. On the other hand, a positive correlation was found between self-perceived communication competence and willingness to communicate. Namely, if learners trust in their communication competence, they will be more willing to communicate.

In a Japanese setting, Yashima et al. (2004) investigated the determinants of WTC in a second language and it was found that self-confidence in L2 directly affects WTC in L2. Besides, Ghonsooly et al. (2012) investigated the antecedents of willingness to communicate in a second language in the Iranian education setting. 158 non-English major university students participated in the study. Humanities and Engineering faculties were included in the study. The WTC model and the socioeducational model was chosen as a framework to determine the willingness to communicate level of the students and also to compare the Engineering and Humanities students' WTC in English.

The model proposed by Ghonsooly et al. (2012) was tested through structural equation modeling. As for the determinants of WTC, direct paths from both L2 self-confidence and attitudes towards international community to WTC were found. On the other hand, the most important antecedent of WTC was L2 self-confidence in the Iranian EFL context. In their study, Ghonsooly et al. (2012) conceived L2 self-confidence as the combination of anxiety and perceived communicative competence as suggested by Clément (1980, 1986). Thus, they suggested that lower level of anxiety and higher level of perceived communicative competence positively affect WTC and they emphasized the anxiety-free environment for the students to have more willingness to communicate in classroom settings.

In the Turkish context, Bektaş (2005) looked into the interrelations among WTC and different variables such as perceived linguistic self-confidence, personality, motivation, and attitude toward the international community. Based on the previous studies which indicate negative relationship between learners' communicative competence and speaking anxiety (MacIntyre, Noels, Clement, 1997; Noels, Pon, Clement, 1996), Bektaş (2005) defined linguistic self-confidence as the low level of communication anxiety and high level of communication competence.

A mixed-method approach was utilized in her study and 356 university students from Turkey participated in the study. The proposed WTC model was tested through a structural equation modeling. Qualitative data obtained from interviews were utilized to elaborate quantitative data results. She found out that Turkish students had low communication anxiety and high communication competence in English, which indicates that they have high linguistic self-confidence. It was found that students' willingness to communicate is directly affected by their their attitude toward the international community and their linguistic self-confidence. Although the definition of linguistic self-confidence proposes a negative correlation between communication anxiety and perceived communication competence, quantitative results of the study showed that there was no correlation at all between these

participants' communication anxiety and their perceived communication competence ($r = -.08$). On the other hand, the qualitative results confirmed the existence of the linguistic self-confidence construct.

In 2014, Şener (2014) also investigated WTC in the Turkish context. She looked into the relationships among WTC, linguistic self-confidence, motivation, attitudes toward international community, and personality. 274 university students at English language department participated in the study. As in the Bektaş's (2005) study, a mixed-method approach was adopted for the study. For quantitative data collection, a questionnaire was implemented to all of the participants and descriptive statistics, ANOVA, correlation and multiple regression analyses were conducted. Pearson correlation analysis showed a significant relationship among L2WTC, self-confidence, attitude toward international community, and motivation. Based on the regression analysis results, it was found out that linguistic self-confidence was the most significant determinant of students' WTC which also supports the findings of Bektaş's (2005) study in the Turkish context. Different from Bektaş's (2005) study, Şener (2014) found a strong negative correlation ($-.890^{**}$) between students' anxiety and self-confidence level as it was expected according to the definition of the linguistic self-confidence.

2.4.1. Self-perceived Communication Competence (SPCC)

In many studies that were conducted in late 1990s, it was found that communication apprehension and self-perceived communication competence directly influenced L2WTC (Baker & MacIntyre, 2000; MacIntyre, Clement, & Conrod, 2001). These two concepts were defined as one construct in some L2 studies (MacIntyre et al., 1998; Yashima, 2002; Yashima et al., 2004). It was found that learners who have low level of anxiety and high level of perceived competence would be more willing to communicate in the classroom.

McCroskey & McCroskey (1988) defined communicative competence as “adequate ability to pass along or give information; the ability to make known by talking or writing” (p. 109). On the other hand, they also claimed that perceived

communication competence construct reflects how an individual believes his/her communication competence is, based on self-awareness rather than the actual communication competence (McCroskey & McCroskey, 1988). Supporting this claim, Baker and MacIntyre (2000) indicated that whether an individual perceives himself/herself competent rather than an his/her real ability strongly affects willingness to communicate.

McCroskey and McCroskey's (1988) study showed that perceived communication competence was strongly correlated with willingness to communicate. Matsuoka (2006) also found a positive relationship between Japanese university students' perceived communication competence and willingness to communicate. In New Zealand, Cameron (2013) conducted a study with a group of migrants from Iran through a questionnaire and semi-structured interviews. Perceived communication competence was determined as the most important factor affecting WTC among other six variables such as personality, anxiety, motivation, importance of English, and the learning context.

Within the framework of a sociocognitive perspective on L2 learning, Cao (2011) also conducted a classroom-based multiple case study with 18 English as an additional language (EAL) learners in New Zealand for one academic year. It was found that lacking linguistic competence damaged both comprehension and production abilities and difficulty occurred in comprehension, either in listening or reading, also affected learners' willingness to communicate.

Yousef et al. (2013) also looked into the Malaysians' willingness to communicate in second language and found that communication competence strongly affects their willingness to communicate. In their study, motivation indirectly affected willingness to communicate through self-perceived communication competence and speaking anxiety

In Spain, Lahuerte (2014) examined the variables which affect Spanish undergraduate students' willingness to communicate English. Participants consisted of 195 university students from different departments and data was

collected through a questionnaire and a standardized English test. The results of regression analysis showed that self-perceived communication competence is a significant factor which positively affects the decision to communicate.

Within the framework of socio-educational model, Yashima (2002) investigated factors which affect Japanese students' WTC such as L2 proficiency, attitude toward the international community, confidence in L2 communication, and L2 learning motivation. 297 Japanese university students participated in the study and a L2 communication model was proposed and tested through AMOS. Results showed that as anxiety decreases and L2 communication competence increases, WTC level of students also increases.

In the Turkish context, Bektaş (2005) examined L2WTC through structural equation modelling and results of her study indicated that there was a direct relation between learners' willingness to communicate and their perceived communication competence which supports the findings of the previous studies (Baker & MacIntyre, 2000; Yashima, 2002; Matsuoka, 2006). Students who felt confident about their communication competence showed more willingness to communicate in English. However, the results of quantitative data revealed that most of the Turkish EFL learners considered themselves as moderately competent in speaking English. Qualitative data also supported this finding. Most of them mentioned that their lack of confidence in their speaking abilities result from the limited opportunities for practicing speaking.

Şener (2014) also conducted a study with prospective English language teachers to investigate WTC and its antecedents in the Turkish context. Pearson Correlation test results showed a positive correlation between self-perceived communication competence and WTC. With regard to receivers, it was found that they feel much more competent speaking in English with friends and acquaintances which supports Bektaş's (2005) findings. With regard to context, their self-perceived communication competence level was found to be higher in

small groups which is in line with the results of the previous studies (Yashima, 2002; Bektaş, 2005; Jung, 2011).

2.4.2. Communication Anxiety

Individual characteristics have always caught the attention of L2 researchers. Anxiety is the most popular of these characteristics. Recently, L2 researchers have been trying to understand its impact on language learning and it was found that anxiety can affect language acquisition to great extent. Many studies indicated that anxiety can negatively affect learners' language learning process and prevents learners from achieving their goals (Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991, 1994; Young, 1991).

Anxiety is defined as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Horwitz, Horwitz, Cope, 1986, p. 125). Three different aspects of anxiety which are trait anxiety, state anxiety, and situation specific anxiety were investigated in the research area (MacIntyre & Gardner, 1991). While trait anxiety is defined as a personality trait, it is defined as an emotional situation from the perspective of state anxiety. The situation specific anxiety examines anxiety in certain settings.

Considering the significance of anxiety, Dörnyei (2005) defines it as "a complex made up of constituents that have different characteristics" (p. 198). Two different anxiety distinctions were proposed by Dörnyei (2005): beneficial/facilitating vs. inhibitory/debilitating anxiety and trait vs. state anxiety. The first distinction is related to the positive or negative influence of anxiety on performance. It is claimed that although the cognitive component of anxiety generally obstructs the learning process, the affective component can also endorse it in some situations. The second dichotomy, on the other hand, refers to whether anxiety is stable or transient across situations. Trait anxiety is defined as a permanent predisposition to be anxious and it is perceived as a general characteristic of personality, whereas

state anxiety is defined as an emotional reaction given to a specific situation such as public speaking, examinations, or class participation.

Foreign language anxiety, on the other hand, is different from general anxiety. It is defined as "a distinct set of beliefs, perceptions, and feelings in response to foreign language learning in the classroom" (Horwitz, Horwitz, Cope, 1986, p. 130). Three varieties of foreign language anxiety were identified: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is defined as a kind of fear or anxiety while communicating with others in a foreign language. Test anxiety is a kind of fear that learners feel in the situation of testing. Learners experience test anxiety because they are afraid of failure. Similar to test anxiety, fear of negative evaluation is defined as apprehension about others' evaluations and avoidance of negative evaluations.

Some research findings showed that language anxiety negatively affects final grades of a language course and performance on a vocabulary learning task (Horwitz, 1986; Gardner, Moorcroft, and MacIntyre, 1987). Horwitz (1986) found highly negative correlations between foreign language classroom anxiety and final grades acquired by American university students. Gardner, Moorcroft, and MacIntyre (1987) claimed that there was a significant relationship between various measures of anxiety and scores on a word production task in their study, but there was no relationship between the anxiety measures and free speech quality. MacIntyre and Gardner (1991) found a significant negative correlation between language anxiety and L2 performance, whereas there was no correlation between language anxiety and learners' L1. In a comprehensive review of studies, MacIntyre and Gardner (1991a, p. 103) claimed:

Considering several measures of proficiency, in several different samples, and even in somewhat different conceptual frameworks, it has been shown that anxiety negatively affects performance in the second language. In some cases, anxiety provides some of the highest simple correlations of attitudes with achievement.

MacIntyre and his colleagues' studies (e.g. MacIntyre & Gardner, 1991a, 1991b, 1994) supported the view that language anxiety is different from other more general types of anxiety and there is a negative correlation between performance

in the second language and language anxiety, but not with more general types of anxiety. Thus, when anxiety is considered as a situated L2-specific construct, it has a negative influence on L2 performance (MacIntyre & Gardner, 1993; MacIntyre, Noels, & Clement, 1997). Gardner and MacIntyre (1993, p. 3) states that "the results of these studies of language anxiety suggest that anxious students will have lower levels of verbal production and will be reluctant to express personally relevant information in a second-language conversation".

In the WTC research area, significant high correlation between communication anxiety and WTC has been found by many studies (MacIntyre & Charos, 1996; Hashimoto, 2002; Yashima, 2002; Kang, 2005; Matsuoka, 2006; Yu, 2009). MacIntyre & Charos (1996) adopted Gardner's socio-educational model (1985) and MacIntyre's (1994) WTC model to investigate to what extent Anglophone students taking introductory level conversational French at adult evening classes use the second language for daily communication purposes. They found out that both perceived communication competence and anxiety had great impact on WTC and anxiety also strongly affected perceived communication competence as it was expected. Similar to the results of MacIntyre & Charos's (1996) study, Hashimoto's (2002) study also showed that L2 anxiety and perceived competence were two strong predictors of WTC in Japanese context. Also, it was found that L2 anxiety negatively influenced perceived competence.

Similarly, Yashima's (2002) study investigated the effect of L2 proficiency, motivation, L2 communication confidence, and international posture on L2 WTC within the framework of the socioeducational model and the WTC model. Results indicated that lower level of anxiety resulted in higher level of L2WTC. As a result of his study, Yashima (2002) emphasized the importance of reducing anxiety and increasing L2 communication confidence of learners.

In the Chinese context, Liu and Jackson (2008) indicated that students' unwillingness to communicate directly results from higher level of language anxiety and lower level of perceived proficiency. Peng (2007) also conducted a qualitative

study with 118 Chinese university students and eight themes that affect L2 WTC were presented under two themes: individual context and social context. Language anxiety was found as an important factor which influences WTC in English under the theme of the individual context. To be able to generalize the findings of this study, more empirical support was needed with large group of participants and reliable statistical methods. Thus, Peng and Woodrow (2010) proposed a path model to examine the interactions of individual and contextual variables in the light of the principles of ecological perspective. In this model, communication confidence was found to be the most important predictor of WTC which implies that students who had less communication anxiety and higher level of self-perceived communication confidence were found to be more willing to communicate.

In Turkey, Kaya (1995) investigated the anxiety level of 21 Turkish college students who were enrolled at preparatory class. She found out that students had moderate anxiety which was negatively correlated with their self-confidence. Contrary to Kaya's (1995) study, findings of Kızıltepe's (2000) study with Turkish high school students and Kunt's (2001) study with 882 Turkish university-level students revealed that Turkish EFL students had low level of communication anxiety.

Bektaş (2005) also investigated the anxiety level of Turkish college students in a path model and found out that these students did not experience much communication anxiety which was similar to the results of Kızıltepe's (2000) and Kunt's (2001) studies. Even in the most anxiety-provoking situation, students' anxiety level was moderate. Şener (2014) investigated the anxiety level of students who were studying at English language teaching department. She indicated that students' anxiety level was neither too high, nor too low which could be considered as an optimal level. It was found that students had the highest anxiety level while they were communicating with foreigners and teachers. In terms of the context, students indicated that they had more anxiety speaking in English in meetings and they did not feel anxious communicating in small groups.

Thus, Şener (2014) emphasized the importance of a non-threatening atmosphere for decreasing anxiety and fostering students' self-confidence.

2.5. Learner Beliefs

Learner beliefs have been holding the attention of L2 researchers since their introduction into L2 literature by Horwitz in 1980s in order to understand what kind of learner beliefs constitute good learning behavior. However, as a concept, many researchers found it difficult to define (Barcelos, 2003). Dörnyei (2005) claims that as a variable, learner beliefs have a wide conceptual range and it causes an actual dilemma in the L2 literature because of the difficulty of considering it as an enduring, trait-like concept. Generally, it is often used interchangeably with different concepts such as metacognitive knowledge (Wenden, 1999; Oz, 2005, 2007), culture of learning languages (Barcelos, 1995), and culture of learning (Cortazzi & Jin, 1996) in the literature. Generally, learner beliefs are classified under two headings: cognitive beliefs and sociocultural beliefs.

In terms of the cognitive dimension, Wenden (1999) proposed learner beliefs as metacognitive knowledge. The nature of language and language learning are important topics for cognitive dimension of learner beliefs. Wenden (1999, p. 46) defines metacognitive knowledge as "what learners know about language learning: the nature of the task, how best to approach it, and personal factors that inhibit or facilitate the process." Dörnyei (2005) states that Wenden's (1999) attempt to conceptualize learner beliefs was an important step that should be further investigated. He indicated that Wenden (1999) proposed learner beliefs as metacognitive knowledge, but she did not take into consideration the study of "epistemological beliefs" in educational psychology, although there was a great interest in it during 1990s (Dörnyei, 2005).

Thus, Mori addressed this relationship in the same year. Mori examined the beliefs of 187 university students who were learning Japanese in the US. She looked into the relationship between epistemological beliefs which are beliefs about learning in general and beliefs about language learning. The questionnaire she utilized in the

study also composed of two sections for epistemological beliefs and language learning beliefs. The result of the study showed that epistemological beliefs and language learning beliefs are not related to each other at all. In the study, learner beliefs about language learning were found to be task and domain specific. Also, learners, who believe L2 learning was easy, were found to be more successful than the students who believe in the opposite direction.

With regard to sociocultural dimension, it is claimed that beliefs cannot be defined only within a cognitive dimension, it is necessary to take into consideration social dimension as well, because our interactions with others and with our environment have a great effect on them. Barcelos (1995) defines learner beliefs as culture of learning languages:

Learners' intuitive implicit (or explicit) knowledge made of beliefs, myths, cultural assumptions and ideals about how to learn languages. This knowledge, according to learners' age and social economic level, is based upon their previous educational experience, previous (and present) readings about language learning and contact with other people like family, friends, relatives, teachers and so forth (p. 40).

Supporting Barcelos' (1995) view, Cortazzi and Jin (1996) also define learner beliefs as "culture of learning". They imply that "classroom learning behaviors are set within taken-for-granted frameworks of expectations, attitudes, values and beliefs about what constitutes good learning, how to teach or learn, whether and how to ask questions." (Cortazzi & Jin, 1996, p. 169). According to them, culture of learning greatly affects the classroom process without being noticed by teachers and students. Many researchers claim that considering learner beliefs only as a metacognitive knowledge can cause problems because a belief system is both psychological and cultural tool which controls human activity (Kalaja, 1995; Alanen, 2003). White (2008) also supports that learner beliefs may have both cognitive and sociocultural features.

When a learner thinks that a specific set of methodologies (e.g. role playing) are not suitable for a classroom setting, this reflects the cognitive dimension of learner beliefs which is about the nature of learning and teaching. On the other hand, Rao

(1996) indicates that this situation may originate from a cultural source as well because classroom setting is not a place only for learning and teaching, it is also a small community in which the social norms are applied. Peng (2014) claims that social norms about the way of socializing in a society are practiced in the classroom settings everyday, thus it is impossible to separate the cognitive and sociocultural aspects of learner beliefs in a classroom setting.

In addition to these dimensions of learner beliefs, many researchers also mention about the situation specific and dynamic nature of learner beliefs (Barcelos, 2003; Ellis, 2008). Kern's (1995) study, for example, showed how the beliefs of 180 university students studying French in the US changed during one semester (15 weeks). Horwitz's test was utilized to collect data during the first and the last week of the semester. The results of the data analysis showed that 35 percent to 59 percent of the responses changed during the semester. Kern (1995) stated that students' support for the beliefs such as "If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on", "Learning a foreign language is mostly a matter of learning a lot of grammar rules" was increased to a great extent.

Tanaka (2004) also carried out a longitudinal study with Japanese students who took English courses in New Zealand over a 12-week course period and found that learner beliefs significantly change over a time. At the beginning of their language study, many of them believed that they would easily acquire English because they came to live in an English-speaking country but at the end of the semester, they indicated that this was not the real situation. Also, they did not believe in the importance of grammar at the beginning, but eventually they stated that it was necessary for their language study.

Early studies dealing with learner beliefs have been concerned with categorizing beliefs held by language learners based on responses to questionnaires developed for this purpose. Horwitz (1987) was the first to develop a questionnaire which is called as *the Beliefs about Language Learning Inventory* (BALLI) to

measure learner beliefs and it has been widely utilized in second language research studies. This questionnaire consists of five categories of learner beliefs which are difficulty of language learning, foreign language aptitude, the nature of language learning, learning and communication strategies, and motivation and expectations. Wenden (1987) also investigated the beliefs of 25 adults registered in a part-time advance-level class at an American university and categorized learner beliefs into three groups: use of language, beliefs relating to learning about language, and the importance of personal factors.

Ellis (2008) puts emphasis on the issue that both of these early studies presented a very close set of learner beliefs. Both groups of language learners in Horwitz's and Wenden's studies showed their beliefs about the importance of studying grammar. This learner belief about grammar learning was also proposed by Schulz (2001) who found that grammar study was emphasized by both Columbian learners of English in Columbia and American learners of foreign languages in the US.

Later, Sauki and Gaies (1999) conducted a factor analysis through *the Beliefs about Language Learning Inventory* (BALLI) in the Japanese context and reported four categories of beliefs of Japanese English as foreign language learners which are listed as beliefs about a contemporary orientation to learning English, about a traditional orientation to learning English, about the quality and sufficiency of classroom instruction, and about foreign language aptitude and difficulty.

Recently, the relationship between learner beliefs and L2 WTC has been catching the attention of L2 researchers. Fushino (2010) proposed a WTC model which consisted of beliefs about group work, communication confidence, and willingness to communicate (WTC) based on the models of Yashima (2002) and MacIntyre et al. (1998). 729 first-year university students in Japan participated in the study. The model was based on the hypothesis that WTC in L2 group work would be affected by beliefs in L2 group work via communication confidence. One-half of the data was used for model specification and the other half was analyzed for confirmation.

The hypothesis was confirmed by the structural equation modeling. The study revealed that beliefs about L2 group work indirectly affects WTC in L2 group work through communication confidence in L2 group work. Also, it was found that L2WTC and WTC in L2 group work were not found to be the same. Based on the results of the study which shows the indirect effect of learner beliefs on L2WTC, Fushino (2010) claims that learner beliefs about group work should be integrated into layer IV of the MacIntyre et al.'s (1998) WTC model. It was also indicated that the proposed model should be taken as a first step to examine the other variables that may affect WTC in the L2 group work.

In the Chinese context, Peng conducted quantitative and quantitative studies which investigate the relationship between L2 WTC and learner beliefs (Peng, 2012, 2014). In the quantitative study, Peng (2014) proposed a WTC model which consists of WTC in English, communication confidence, motivation, learner beliefs, and classroom environment and tested it through a structural equation modeling. The findings revealed that classroom environment was a significant estimator of learner beliefs. Also, it was found that learner beliefs directly affect motivation and linguistic self-confidence. Peng (2014) concluded that learners who have positive beliefs about language learning will be more motivated to learn a foreign language and higher linguistic self-confidence.

In her qualitative study, Peng (2012) conducted a multiple-case study with four university students to examine the variables that would affect WTC in L2 in the English as a foreign language classroom in China and collected data through semi-structured interviews, learning journals and classroom observations. Within the framework of Bronfenbrenner's (1979, 1993) nested ecosystems model, Peng (2012) reported six variables that affect classroom WTC which are learner beliefs, motivation, cognitive factors, linguistic factors, affective factors, and classroom environment. With regard to learner beliefs about the classroom, both similarities and differences were found. All participants shared the same belief about the necessity of teaching structural linguistic knowledge in the class. However, their

beliefs about the communicative activities were significantly different related to their WTC levels. High-WTC participants emphasized the importance of classroom communicative activities, while other low-WTC students reported that interactive activities are not necessary at all and they are time-consuming. With regard to the appropriate classroom behavior, participants all agreed that students should not ask teacher questions that would interrupt the teacher or be resented by peer students.

In the L2 literature, Wenden (1999) claims that learner beliefs were examined as integrative attitudes which are socially constructed beliefs acquired from daily encounters with the L2 culture in the socio-educational model. On the other hand, Peng and Woodrow (2010) indicates that in an EFL context, where there is no daily encounters with L2 culture, learner beliefs may reflect better the local culture of learning which can affect learners' communication behavior. To be able to understand classroom WTC in an EFL context, Peng and Woodrow (2010) claim that learner beliefs about English learning and classroom communication should be examined instead of intergrative attitudes which implies no meaning for EFL learners.

Benson and Lor (1999) claim that it is necessary for teachers to understand learner beliefs because they can affect learners' behaviors. Horwitz (1999) states that "it is important to understand learner beliefs about language learning in order to understand learner approaches and satisfaction with language learning instruction" (p.558). As an example, Yu (2001) indicated that students may not be willing to communicate in the classroom if their teacher asks them to do a role-play in the classroom because education is taken serious undertaking for Chinese learners and teachers are the direct transmitters of knowledge. Jackson's (2002) study indicated that learner beliefs impact learners' classroom participation to great extent. Graham (2006) investigated the central aspects of learners' beliefs such as beliefs relating to the self, to the task, and to strategies that are employed for succesful task completion and she pointed out a direct relation between learner beliefs and motivation.

In Turkish context, it can be easily observed that learners have similar culture of learning as in the Chinese culture. Classroom process is based on the idea that teachers should transmit knowledge to students and learners should speak only when their teacher call upon them. Thus, in the Turkish context, it is very important to examine the learners' beliefs about the appropriate communication behaviors in the class and how to learn English because one of the main goal of the study is to investigate the effect of classroom environment on learners' willingness to communicate.

Some studies looking into learner beliefs were also conducted in different Turkish contexts although none of the studies has investigated the relation between learner beliefs and L2 WTC in the Turkish context. Oz (2007) carried out a study with 470 Turkish EFL learners in secondary education to examine learner beliefs about English learning as a foreign language in the Turkish context. Horwitz's Beliefs About Language Learning Inventory (BALLI) was adapted for data collection. Oz (2007) found that beliefs of Turkish EFL learners had a broad spectrum which shares both similarities and differences with previous studies.

It was found that learner beliefs about language learning differed based on social and educational contexts, age, gender, and stages of language learning. One of the most striking results of Oz's (2007) study was the influence of instructional settings on learner beliefs which was in line with the results of the previous studies (Horwitz, 1987; Kern, 1995; Horwitz, 1999). Results showed that Turkish EFL learners' beliefs about social interaction and learning spoken English, and structural language learning showed great differences based on school settings. Among all high schools, students in private high schools emphasized the value of communication, while only a limited number of students from general high schools valued learning spoken English.

Considering the great effect of teachers' beliefs on their attitudes, teaching methods and principles, Altan (2006) examined the beliefs of prospective English

language teachers about language learning in the Turkish context. He administered Horwitz's The Beliefs About Language Learning Inventory (BALLI) to 248 teacher candidates studying in English, German, French, Japanese and Arabic departments at five different universities. Findings of Altan's (2006) study revealed that prospective English teachers have preconstructed conceptions about dealing with various language learning tasks.

As a result, he suggests that teacher educators at foreign language teaching departments should pay attention to their students' beliefs about language learning if they want their students to be more open to particular teaching methods and apply them in their future professional lives. Altan (2006) concludes that beliefs of teacher candidates are important in terms of understanding their future teaching practices.

In this research, the variable of learner beliefs will be investigated from both cognitive aspect (how English should be learned and taught) and sociocultural aspect (what learning and communication behavior is acceptable in the classroom). Previous L2 WTC research conducted in the Turkish settings dealt with integrativeness and international posture as antecedents of WTC. Considering that one of the main goals of this study is to investigate WTC in the classroom context, learning more about the learner beliefs is much more needed compared to integrativeness and international posture because learner beliefs are considered to affect the behaviors of learners in the classroom (Mantle-Bromley, 1995; Benson & Lor, 1999).

2.6. Ideal L2 Self

Self expression is a significant concept for language use. Dweck (2000, p. xi) defines the 'self' as the "meaning systems" that people employ to "organize their world and give meaning to their experiences." Norman and Aron (2003, p. 500) also elaborate on this definition by indicating that "one's self-concept is an important influence in regulating behaviour, functioning to organise an individual's

interpretation of the world, determining what stimuli are selected for attention and what inferences are drawn.”

Although the concept of ‘self’ is one of the most popular topics that have been widely searched in psychology, not many researchers in the area of second language education are interested in this construct. Dörnyei (2005, 2009) applied self theories to second language learning through L2 motivational self system which consists of the ideal L2 self, ought-to L2 self, and L2 learning experience within the scope of some psychological theories; Higgins's (1987) discrepancy theory and Markus & Nurius' (1986) theory of possible selves. Markus and Nurius (1986) suggest three main types of possible selves: ideal selves that we would very much like to become, selves that we could become, and selves we are afraid of becoming. Hence, possible selves serve as self-guides for the future and imagination has an important role in possible selves psychology.

On the other hand, Higgins's (1987) discrepancy theory proposes that the discrepancy between one's actual self and the ideal self motivates one to start self-regulatory strategies to reduce this discrepancy (Taguchi et al. 2009). Higgins (1987) suggested that humans utilize self-regulatory strategies in order to balance a *promotion focus*, with which we expect a pleasure from an action, and a *prevention focus*, with which we expect shame from the same action. According to Higgins, a promotion focus is referred to an ideal self, which is the self a person would like to become and the accomplishments we have attached to it. On the other hand, a prevention focus is referred to an ought-to self, which is the self a person believes he or she should become, and safety and responsibility values are attached to it.

Within the framework of these ideas, Dörnyei constituted L2 motivational framework with three underlying constructs: the ideal L2 self, the ought-to L2 self and the L2 learning experience (Dörnyei, 2005, 2009).

(1) *The ideal L2 Self* refers to the L2-specific desired image of one's future self: If the person we would like to become speaks an L2, *the ideal L2 Self* is a powerful

motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves. It is related to *internalised instrumental motives*.

(2) *The Ought-to L2 Self* concerns L2-specific attributes that one believes one *ought to possess* (i.e., various duties, obligations, or responsibilities) in order to *avoid* possible negative outcomes. It is related to less internalised, *more extrinsic instrumental motives*.

(3) L2 Learning Experience, which concerns situation-specific motives related to the immediate learning environment and experience. It is related to *situated, executive motives* (Dörnyei, 2005, p. 105).

Therefore, the L2 Motivational Self System consists of "three primary sources of motivation to learn an L2: (a) the learners' internal desire to become an effective L2 user, (b) social pressures coming from the learner's environment to master the L2, and (c) the actual experience of being engaged in the L2 learning process" (Dörnyei & Chan, 2013, p. 439).

L2 Motivational Self System caught the attention of many researchers in the field of SLA research since Dörnyei (2005) suggested the system. It may be due to the fact that this model integrates previous models into one language-specific motivation based on the psychological theory of regulatory focus and the fact that humans make autonomous behavioral decisions with regard to an ideal self (Ortega, 2009).

Hence, the internal structure of the L2 motivational self system and its role in L2 learning has been investigated in a number of studies in different countries. For instance, Csizer and Kormos (2009) investigated the role of the three underlying concepts of the system with both high school and university students studying English in Hungary. It was found that academic level significantly affects to what extent a motivator affects L2 learning behaviour. The results showed that L2 learning experience significantly affects ideal L2 self, and ought-to L2 self significantly influences ideal L2 self in the group of high school students but the same situation was not observed in the group of university students. It was found

that ideal L2 self strongly influences motivated L2 learning behaviours of university students (Csizer and Kormos 2009).

In Saudi Arabia, the relationships among learners' visual learning style, imagination, ideal L2 self and motivated L2 learning behaviour were investigated by Al-Shehri (2009). They concluded that students' visual learning styles affect their ideal selves to great extent, which in turn helps them to become more motivated to learn a second language.

In the Korean context, Kim (2010) expanded the Al-Shehri's study and searched the relationships among learning style preferences, ideal L2 self, ought-to L2 self, and L2 learning behaviour. It was found that learning style preferences greatly affect the ideal L2 self, which eventually influences L2 learning behaviour. In Pakistani context, Shahbaz and Liu (2012) examined different dimensions of the L2 motivational self system. Their study showed that different factors such as language learning experience, international orientation, ideal L2 self and instrumentality have a great influence on L2 learners' motivation. They also claimed that focusing on self-related factors can highly motivate learners during long process of language learning.

In addition to these studies, recent L2 studies investigated Dörnyei's L2 Motivational Self System in relation to other affective variables. Papi (2010) investigated Iranian learners' L2 anxiety within the framework of L2 Motivational Self System. He investigated the relationships among the ideal L2 self, the ought-to L2 self, and the L2 learning experience, English anxiety and intended effort to learn English with a group of 1011 Iranian high school students. The results of the structural equation modeling indicated that the L2 learning experience and the ideal L2 self declined learners' anxiety, whereas the ought-to L2 self highly increased learners' anxiety.

In the Japanese context, Ueki and Takeuchi (2012) conducted a study with a group of 151 EFL learners and suggested an extended version of Dörnyei's L2

Motivational Self System which consists of L2 anxiety, self-efficacy and learners' future self-guides. They found that Japanese learners had positive perceptions of their ideal L2 selves based on their level of motivation, L2 anxiety and self-efficacy.

They also concluded that supporting learners' perceptions about their ideal L2 selves assists them to have a more vivid ideal L2 self images, which in turn leads to more motivated L2 learning behaviour. In 2013, Ueki and Takeuchi conducted another study to elaborate on their findings of the previous study with a different groups of learners from the same environment. 302 Japanese university students in two groups, whose learning environments were favourable or less favourable for them to imagine a clear L2 self, participated in the study. The results of the SEM analysis for the context which provides a favourable context for the formation of a clear L2 self indicated that the ideal L2 self, self-efficacy, and L2 learning attitude were the main predictors of the motivated learning behaviour.

On the other hand, the SEM results of the context, which provides a less favourable context for the formation of the a clear L2 self, showed that self-efficacy and L2 learning attitude were strong indicators of motivated learning behaviour. Ought-to L2 self was found to have the strongest effect in this group, whereas the ideal L2 self was not found to have an effective role in this group.

Many studies also investigated the relationship between L2 Motivational Self System and L2WTC. In the Japanese context, Munezane (2015) utilized a structural equation modeling to investigate the relationship between L2WTC and the ideal L2 self. Results showed that there was a significant path from the ideal L2 self to L2WTC ($\beta = .63$). Based on the result that the ideal L2 self directly affects L2WTC, it was aimed at fostering learners' L2WTC through supporting their ideal selves in the classroom. The final results of the structural equation modeling indicated that motivation directly influenced linguistic self-confidence ($\beta = .76$), which in turn indirectly affected L2WTC ($\beta = .30$). It was also found that there was a direct path from motivation to ideal L2 self ($\beta = .45$) which implies that higher

motivation helps learners to have better imagination about the future in which they start their professional career with high English skills. The results of Munezane's (2015) study also showed that the strongest predictor of the L2WTC was the ideal L2 self ($\beta = .63$), which implies that the learners who have positive perceptions of their ideal L2 self-images using English with a high proficiency become more willing to communicate in L2.

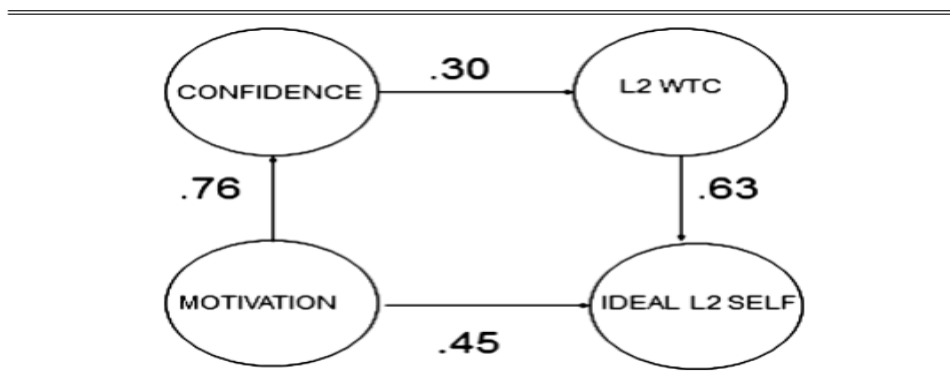


Figure 2.11. Model for Willingness to Communicate (Munezane, 2015)

In China, Peng (2015) also investigated the interrelationships between the three underlying concepts of second language (L2) motivational self system (i.e., ideal L2 self, ought-to L2 self, and L2 learning experience), international posture, L2 anxiety, and willingness to communicate (WTC). Quantitative data which were collected from 1,013 university students in China were analyzed through a structural equation modeling. It was found that there were direct paths from learning experience, ought-to L2 self, and international posture to ideal L2 self. Results also revealed that ideal L2 self negatively influenced L2 anxiety, whereas ought-to L2 self negatively affected L2 anxiety, which supports the findings of Papi's (2010) study. On the other hand, L2WTC was investigated in terms of WTC inside and outside of the classroom. L2 anxiety, learning experience, and international posture were the indicators of WTC inside the classroom, while international posture was the only antecedent of WTC outside of the classroom. This model is the first to adopt L2 motivational self system to explain language learners' willingness to communicate in a foreign language learning context.

Although the role of "self" was emphasized in many L2 studies in terms of motivating learners for second language learning, the role of L2 motivational self-system in language learning has not been adequately dealt with by the Turkish SLA researchers. Öz, Demirezen, and Pourfeiz (2015) were the first to investigate the relationship between the ideal L2 self and some other affective variables in a Turkish context. They investigated the interrelationships among communication competence, communication anxiety, integrativeness, attitudes towards the learning situation, motivation, instrumental orientation, ideal L2 self and L2WTC through the participation of a total of 134 English as a foreign language learners in an EFL teacher education program. They utilized structural equation modeling and the results of the analysis showed that communication competence and communication anxiety were the strongest antecedents of willingness to communicate while other variables indirectly affected it. It was also found that there was not a significant direct path from integrativeness and the ideal L2 self to motivation and WTC while they directly influenced self-perceived communication competence and communication anxiety.

Hence, Öz et al. (2015) suggested encouraging learners' willingness to communicate through supporting their self-perceived communication competence by means of helping them have more positive perceptions of their ideal L2 selves. In the Turkish context, Öz (2016) also investigated if there was a direct relationship between the ideal L2 self and willingness to communicate in English with the participation of 96 university students whose majors were English language teaching. It was found that the ideal L2 self significantly predicted willingness to communicate, which supports the findings of Öz, Demirezen, and Pourfeiz's (2015) study. In this study, however, they found that the ideal L2 self indirectly influenced L2WTC through self-perceived communication competence and communication anxiety.

Considering the importance given to the construct of ideal L2 self in terms of affecting language learners' communication preferences and scarce literature related to it in a Turkish context, the relationship between the ideal L2 self,

willingness to communicate and contextual factors will be investigated in this study.

2.7. Classroom Environment

The context in L2 research is given special emphasis based on the ecological perspective which put emphasis on the relationship among different components of a context. According to Bronfenbrenner's (1979) ecological perspective, both person and environment have important roles in development. Recently, many researchers have given special attention to ecological perspective (Cao, 2009, 2011; Peng & Woodrow, 2010; Peng, 2012). The ecological perspective proposes that there is direct relationship between individual's cognitive processes and their experiences in the physical world (Leather & Van Dam, 2003). Bronfenbrenner's (1979) ecological perspective examines human development across ecosystems which are defined as interrelated structures.

This model consists of four layers which are microsystem, mesosystem, exosystem, and macrosystem. Peng (2012) proposed operational definitions of these layers in terms of L2 WTC. Based on her suggestion, the language classroom is described as a microsystem, students' past experiences are considered as components of a mesosystem, and course assessments are given as examples of an exosystem. The educational context is defined as an example of a macrosystem (Peng, 2012). Some studies adopted this model to investigate the situational WTC in L2 (Kang, 2005; Cao, 2009; Peng, 2012). They pointed out that language classroom which is defined as microsystem is related to some dynamics such as learners' motivation, beliefs, teaching methods, linguistic self-confidence and attitudes.

From the ecological perspective, a language classroom, which is the microsystem level of L2WTC, is defined as a social environment where learners and teacher negotiate as social members. Tudor (2003) emphasizes the complex nature of a classroom and the necessity of suitable pedagogical decisions for this complex nature. He suggests that classroom dynamics should be explored through

learners' perceptions about English learning and the methodological preferences inside the classroom.

Dörnyei (1994) suggests that classroom dynamics are closely related to the teacher, learners, and tasks which are the main components of a language classroom. In this study, the components of classroom environment will be investigated in three parts which will be teacher support, student cohesiveness, and task orientation based on Moos's (1979) suggestions. As one of the most well-known pioneers in classroom environment research, Moos (1979) listed three underlying constituents of the classroom environment; relationship, personal growth or goal orientation, and system maintenance and change. The relationship component deals with to what extent students are willing to participate in class activities, student cohesion and the level of support from teacher. The personal growth or goal orientation component includes task orientation and competition among students. The system maintenance and change dimension evaluates to what extent the environment is suitable for expectations, keeps control and embraces changes (Moos, 1979).

In order to investigate the complex nature of the classroom environment, a group of scales (e.g. The Classroom Environment Scale (CES), the Individualized Classroom Environment Questionnaire (ICEQ), My Class Inventory (MCI), What Is Happening In This Class (WIHIC) were developed and implemented all around the world. Especially, the scales developed by Fraser and his associates were the most popular ones among them. Many SLA researchers reported the implications of their classroom environment studies which were conducted by means of these scales.

Palacios (1998) investigated different dynamics of a classroom environment through the Classroom Environment Scale (CES) and found that the classroom environment greatly influenced language anxiety. On the other hand, the same scale was utilized by Kubanyiova (2006), but no direct effect of classroom environment on in-service EFL teachers' cognitive changes was observed. Burden

and Williams (1998) adapted the Individualised Classroom Environment Questionnaire (ICEQ) to investigate the language classroom of a school in England. They concluded that classroom environment research could greatly contribute to SLA research whose many dimensions still wait to be discovered. They also stated that Fraser and his colleagues' scales developed for the evaluation of classroom environment could also be used for language classrooms, but necessary changes should be made to compensate for the differences between science and language classrooms.

In most educational settings, Fraser's (2002) *What Is Happening In This Class* (WIHIC) questionnaire which was validated across cultures is employed to assess seven aspects of the classroom environment which are student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation, and equity. For this research, three aspects of this scale which are related to classroom WTC are investigated: teacher support, student cohesiveness, and task orientation. These aspects refer to three underlying concepts of language classroom environment (teacher, learner and tasks) as suggested by Clement et al. (1994) and Williams and Burden (1997).

Teacher support is defined as the teacher's help, friendship, trust, and interest shown to students (Dorman, 2003). Wen and Clement (2003) suggest that teacher support, particularly teacher immediacy, is a strong element which directly affects learners' WTC. Teacher immediacy is defined by Christophel and Gorham (1995) as "nonverbal and verbal behaviours, which reduce psychological and physical distance between teachers and students" (p. 292). Verbal immediacy involves behaviours such as praise, self-disclosure, humor, asking questions which give learners an opportunity to talk, whereas non-verbal immediacy includes behaviours such as gestures, smiling, eye contact (Gorham, 1988).

In many studies, it was found that teacher immediacy positively influences cognitive and affective variables such as motivation (Christophel, 1990), cognitive learning (Christophel, 1990; Chesebro & McCroskey, 2001), positive student

evaluations (Moore, Masterson, Christophel, & Shea, 1996), and student attendance in class (Rocca, 2004).

Zhang and Oetzel (2006) created a Chinese Teacher Immediacy Scale (CTIS) in order to evaluate students' perceptions about teacher immediacy. Yu (2009) also investigated L2 communication behaviours of Chinese EFL learners and found a direct path from teacher immediacy to communication apprehension and communication competence. Results implied that teacher immediacy could indirectly affect L2WTC through these two constructs. In Thai context, Hsu (2005) also examined to what extent teacher immediacy could affect L2WTC and results revealed a significant relationship between them.

In Iran, Fallah (2014) looked into the relationships between teacher immediacy, shyness, motivation, communication self-confidence and willingness to communicate with a group of 252 Iranian EFL learners. Results of the structural equation modeling (SEM) showed that motivation and communication self-confidence directly affected L2WTC, and there were significant positive paths from immediacy to motivation and from motivation to self-confidence. It was concluded that teacher immediacy indirectly influenced L2WTC through the constructs of self-confidence and motivation. Hence, special attention was given to teachers' immediacy behaviors in terms of providing learners with relaxing atmosphere in a classroom which, in turn, encourages them to speak more.

Student cohesiveness refers to the collaboration and support among students (Dorman, 2003). Clement et al. (1994) point out that interaction and learning in the classroom is greatly affected by student cohesiveness. Dörnyei (2007) also indicates that the elements which shape the atmosphere of a language classroom such as support for each other or competitiveness are the main antecedents of the quality of teaching and learning. He defines group cohesiveness as "the closeness and "we" feeling of a group, that is, the internal gelling force that keeps the group together." (p. 721). It is claimed that this feeling could be very strong in some groups which is based on intermember acceptance. Two factors are very

effective in affecting the strength of group cohesiveness: members' adherence to the purpose of the group and group pride and the prestige of being a member of a group (Dörnyei, 2007).

Dörnyei and Murphey (2003) put forward some suggestions in order to promote cohesiveness in a language classroom such as learning about each other, proximity, contact and interaction, investing in group, extracurricular activities and cooperation toward common goals. In language classrooms where most of the learning activities are carried out in groups or pairs, it is important that learners feel encouraged enough to carry out learning tasks. Thus, it is strongly emphasized by many researchers that group cohesion constitutes a vital element for effective language learning (Dörnyei & Murphey, 2003).

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Wen and Clement (2003) indicate that the main element which is related to group cohesiveness is class size. Especially in large classrooms, affective problems may occur due to the lack of intimacy and belongingness. Students could easily get lost in crowded classrooms because they cannot catch teacher attention, which prevents them from participating in class activities. Wen and Clement (2003) state that Chinese classrooms are too crowded, so most of the Chinese students in these classes are unwilling to communicate due to the lack of cohesiveness and encouragement. As a result, they prefer to speak only when they are asked to speak by their teachers. It is clear that class size is a significant element which influences the effectiveness of a group cohesiveness in a classroom.

Baker et al. (1991) conceptualize group cohesiveness on a continuum which ranges from low to high. It was found that high group cohesiveness positively affects various factors such as group productivity, satisfaction, and social influence in the group (Shaw, 1981). Shaw's theory implies that high group cohesiveness produces engagement and reduces anxiety in a classroom setting, which supports willingness to communicate if the group members are satisfied with task orientation.

Task orientation implies the significance of completing activities and the usefulness of the tasks (Dorman, 2003). The more useful and attractive the tasks will be, the more engaged the students will be during the process. Perceived usefulness of tasks refers to whether the emphasis of a task is on meaning or form. The main purpose of meaning-focused tasks is to exchange message in an authentic context, whereas form-focused activities aim at teaching structural knowledge of a language. Meaning-focused activities were encouraged for the purpose of

natural language acquisition, while some researchers claim that form-focused activities should also be integrated into meaning-focused lessons (Ellis, 2002; Long, 1998).

Many researchers found that there is a positive relationship between students' engagement and task orientation. Kubanyiova (2006) found that meaningful, personally related and moderately difficult activities would increase the quality of performance. Wu (2003) also suggested that moderately difficult tasks are effective in supporting perceived competence and increasing motivation. Peng's (2009) also suggests that learners in a cohesive group will be more willing to conduct learning tasks.

2.8. Vocabulary Size

Vocabulary knowledge has an important place in foreign language learning (Nation, 1990; Schmitt, Schmitt, & Clapham, 2001). It is regarded as one of the main elements of language proficiency which enables learners to speak, listen, read, and write (Schmitt, Schmitt, & Clapham, 2001). Without sufficient vocabulary knowledge, language learners may not be willing to get benefit from different language learning opportunities (Richards & Renandya, 2002). However, the effect of vocabulary knowledge has not caught the attention of L2 researchers for a long time (Richards & Renandya, 2002). Recently, it has become an important area of research for researchers, curriculum designers and theorists (Hermann, 2003).

Vocabulary is regarded as an important part of communicative language ability and a significant predictor of second language proficiency (Laufer & Hulstijn, 2001; Ediger, 2002; Sener, 2005). The relation between vocabulary knowledge and communicative language ability has important implications for L2 students, foreign language teachers and educational systems. Thus, many studies have been conducted to investigate this relation. Ediger's (2002) study pointed out that a person who has rich vocabulary will communicate more accurately. So, wide vocabulary gives learners an opportunity to express themselves.

In the Iran context, Khodadady (2010) also investigated if there was any positive relationship between EFL learners' vocabulary knowledge and their willingness to communicate in English. In his study, results indicated that students' willingness to communicate was positively associated with their vocabulary knowledge. Also, vocabulary knowledge was predictor of students' willingness to communicate in English and regression results showed that scores on vocabulary test could account for 13 percent of the variance in students' willingness to communicate. ANOVA results showed that there were important differences among the means of high, mid, and low vocabulary groups in terms of their willingness to communicate.

Cao (2011) investigated the situated nature of willingness to communicate in English from an ecological perspective. Among many other affective and cognitive factors, it was found that linguistic factors has a great impact on WTC. In terms of production, she pointed out that a lack of lexical resources would impact learners' willingness to communicate to great extent. Learners in this study indicated that they would not communicate with others well enough if their vocabulary is not sufficient enough.

MacIntyre and Legatto (2011) also employed a dynamic system approach to investigate L2WTC and they conducted interviews with six young adults about their experience and attributions for fluctuations in WTC. They concluded that searching memory for vocabulary was identified as a key process affecting WTC, though there were many other factors that affect WTC.

Peng (2012) also stated that linguistic factors such as difficulties in comprehension and lack of vocabulary restrain WTC. The participants in her study indicated that they experienced various degrees of difficulties in retrieving correct expressions in English. Peng (2012) claimed that this situation reduced their WTC or drove them to resort to their first language.

Besides, MacIntyre and Gardner (1991) also pointed out a direct relationship between communicative anxiety and vocabulary size. MacIntyre and Gardner

(1991) defined communicative anxiety as the anxiety in interpersonal settings and stated that it is significantly related to both the learning and recall of vocabulary items. The results of their study showed that students who are anxious in speaking situations appear to be disadvantaged from the outset because basic vocabulary learning and production is impaired by the apprehension they experience. Based on the studies described above, it can be suggested that vocabulary size is directly related to willingness to communicate and communication anxiety, which, in turn, affects one's linguistic self-confidence.

Also, Hilton (2008) claimed that there was a direct relationship between vocabulary size and spoken fluency. He investigated the fluency findings from a corpus of oral productions in three different L2s and found out that 'lexical competence' had a fundamental role in spoken fluency. Based on this finding, Hilton (2008) argued that the concept of "lexical competence" should be given more emphasis in language-teaching programmes.

2.9. Chapter Summary

This chapter dealt with willingness to communicate in native, second, and foreign language learning and its relationship with different individual, contextual, and linguistic variables. Firstly, willingness to communicate in the native language was described and different studies in different countries such as Canada, America, and Finland were described. Then, in order to understand different determinants of WTC in the second language and foreign language, extensive review of studies were dealt with in detail.

Afterwards, some individual factors which were proposed as the antecedents of willingness to communicate such as motivation, linguistic self-confidence, learner beliefs, and ideal L2 self were presented and several studies which investigated these concepts were explained. In many of these studies, it was found that WTC in a second language is mainly influenced by two variables; learners' perceived communication competence and communication anxiety (Hashimoto, 2002; Yashima, 2002; Clement, Baker, & MacIntyre, 2003). In line with these findings, researchers (Yashima, 2002; Clement Baker, & MacIntyre, 2003) introduced the

construct of linguistic self-confidence to define the relationship between perceived communication competence and communication anxiety.

In addition to linguistic self-confidence, motivation was also found as a significant individual variable which directly or indirectly influences learners' willingness to communicate (MacIntyre, Charos, 1996; Baker & MacIntyre, 2000; Hashimoto, 2002; MacIntyre, Clement, & Conrod, 2001; Yashima, 2002). In order to evaluate learners' motivation, many of these studies adopted Gardner's (1985) socio-educational model which consists of integrativeness, attitudes toward the learning situation, and motivation. Most of the L2 WTC studies adopted this model and found important relationships among L2WTC, attitudes and motivation (Baker & MacIntyre, 2000; MacIntyre, Baker, Clement, & Donovan, 2002). However, some of the researchers questioned the validity of integrative motivation considering that the role of integrative motivation has lost its importance in an EFL context (Warden & Lin, 2000; Chen, Warden, & Chang, 2005). Self-determination theory started to gain importance during this time (Deci & Ryan, 2000). Noels et al. (2000) investigated self-determination theory in L2 learning and, applied extrinsic/intrinsic continuum to language learning. However, none of the studies in the Turkish context investigated the relationship between motivation and WTC based on extrinsic/intrinsic continuum. Thus, this study will be the first in the Turkish context in terms of investigating the interaction between motivation and WTC within the framework of the Noels et al.'s (Noels, Pelletier, Clement, & Vallerand, 2000; Noels, 2001) intrinsic and extrinsic motivation which is based on the self-determination theory (SDT) proposed by Deci and Ryan (1985).

After these affective variables were presented, the role of the classroom in language learning as one of the antecedents of L2WTC was explained. The language classroom provides the most suitable environment for testing speaking abilities in EFL contexts. In spite of this fact, very few studies have investigated the effect of the language classroom context on L2WTC (e.g., Peng & Woodrow, 2010; Cao, 2011; Peng, 2012; Khajavy et al., 2014) and most of them were conducted in the Chinese EFL context. Turkey is also an EFL context, but the effect of classroom environment on students' willingness to communicate in an

EFL classroom context was not investigated in a Turkish EFL context. Thus, another significance of this study is that, it is the first study in Turkey investigating the interactions of social-psychological, communication, and linguistic variables of L2WTC with contextual variables in the Turkish EFL context.

Lastly, the role of vocabulary knowledge in communicative language ability and its relationship with WTC were discussed through the review of many studies. Many studies suggest that vocabulary knowledge is an important predictor of learners' WTC. However, most of these studies are qualitative and none of the studies investigated the interaction of vocabulary knowledge with WTC in a SEM model. For this purpose, a path model is suggested for the investigation of the relationships among these variables; willingness to communicate, linguistic self-confidence, classroom environment, ideal L2 self, learner beliefs, motivation and vocabulary size. Thus, Turkish EFL learners' WTC in English in classroom setting and its interaction with different variables will be investigated in light of WTC frameworks.

3. METHODOLOGY

3.1. Introduction

This chapter deals with the methodological principles of the study. Firstly, the research design that was used to collect the data of the study and research questions are presented. Then, setting and participants of the study will be provided.

The following parts present the data collection instruments and reliability of these tools. Later, data collection and analysis procedures will be presented. Lastly, ethical issues are taken into consideration.

3.2. Research Design

The main purpose of the study is to examine the willingness to communicate of EFL learners in Turkey and its relation to different variables. For this purpose, mixed-method approach was employed. Namely, both quantitative and qualitative data collection and analyses were conducted.

Taylor & Trumbull (2005) indicate the similarities and differences between them and state that quantitative methods are objective and reliable, whereas qualitative methods are subjective, but provide more detailed data. To describe a specific phenomena and to indicate how it can be controlled by means of different treatments, quantitative research is employed, whereas qualitative research aims to identify individuals in their natural environment. In quantitative research, the researcher is objective and data is collected through objective measurements. Whereas, human judgement is needed in qualitative research for coding and observations.

In addition to these two research methods, mixed-method is proposed as a bridge between quantitative and qualitative methods. Taylor and Trumbull (2005) claim that mixed-method is better than both quantitative and qualitative approaches because it can both support and validate the research findings. They also indicate

that a professional researcher should be able to employ both research methods to support data to verify or reject the findings of a study.

In accordance with Tailor and Trumbull (2005), Tavakoli (2012) also suggests the effectiveness of mixed-method approach in terms of increasing the strength and minimizing the weakness of a study. For him, a researcher should creatively utilize the combination of both quantitative and qualitative method in a such way that would strenghten a study.

There are three main features of mixed-method; timing, weighting, and mixing (Tavakoli, 2012, p. 365). Timing refers to the sequence of the implementation of the quantitative and qualitative data collection and analyses in the study. Weighting refers to the relative importance or priority given to each type of data. As the third characteristic, mixing refers to how the two methods, quantitative and qualitative, are combined in a study. Mixing can happen at different stages of the study: during the data collection, the data analysis, or the interpretation of results (Tavakoli, 2012, p. 365).

The methodology to be perceived for this study will be sequential explanatory model. Sequential explanatory model consists of two distinct phases: quantitative phase followed by qualitative section (Creswell, 2003). In this model, a researcher first collects and analyzes the quantitative data. The qualitative data are collected and analyzed as a second step, and help the researcher to explain the quantitative results obtained in the first phase. The rationale for this approach is that the quantitative data and their subsequent analysis provide a general understanding of the research problem. The qualitative data and their analysis refine and explain those statistical results by exploring participants' views in more depth (Creswell, 2003).

In accordance with the information above, numeric data was collected by means of questionnaires which were piloted and the reliability of them were verified. Qualitative interviews were implemented to extend quantitative data. In order to

collect quantitative data, questionnaires were utilized, whereas semi-structured interviews were conducted for qualitative data. For the accuracy of instruments, translation and back-translation methods were adopted. The original instruments were translated into Turkish firstly and they were translated back to English. A pilot study was carried out in order to test the reliability of the instruments.

3.3. Research Questions

The main research question of the study is: 1- What are the Turkish EFL students' perceptions of their WTC in English?

The related sub-questions of the study are as in the following:

- 1- What are the Turkish university students' perceptions of their communication confidence, ideal L2 Self, motivation, and environmental factors contributing to the WTC in L2 class?
- 2- What are the Turkish university students' beliefs about English learning and classroom communication behavior?
- 3- What is the receptive vocabulary knowledge of the Turkish university students?
- 4- What are the relations among students' WTC in English, their motivation, ideal L2 Self, communication confidence, learner beliefs, classroom environment and their vocabulary levels?

The study had the following assumptions related to the research questions:

Hypotheses:

1. Students' vocabulary size, communication confidence in English, and classroom environment will directly affect their willingness to communicate.
2. Ideal L2 self, learner beliefs, and motivation will directly affect linguistic self-confidence and indirectly affect willingness to communicate through linguistic self-confidence.
3. Classroom environment will directly affect learner beliefs, motivation, ideal L2 self, communication confidence and willingness to communicate in English.

4. Vocabulary size will directly affect willingness to communicate, and both learner beliefs and vocabulary size will directly affect communication confidence and indirectly affect willingness to communicate in English through communication confidence.

3.4. Setting

The study was conducted at School of Foreign Languages at Hacettepe University at the end of the Fall Semester of the 2016-2017 Academic Year. Hacettepe University, which was established in 1967, is a non-profit public higher education institution located in the urban setting of the large city of Ankara, Turkey. Hacettepe University offers bachelor's degrees, master's degrees, and doctorate degrees in several areas of study. Both undergraduate and graduate degree programs are offered at 4 faculties, 14 graduate schools and institutes, 2 applied schools, 1 conservatory, 5 vocational schools, and 105 research and application centers.

Hacettepe University provides English preparatory program which is both compulsory and voluntary and this program lasts for one year. This one-year preparatory program helps students whose level of English is below proficiency level to gain basic language skills and to become individuals who can follow academic and scientific developments. To achieve this goal, a two-semester program is organized to foster students' listening, speaking, reading and writing abilities.

Students who have recently graduated from high school are placed into Hacettepe University based on their scores that they received from a nationwide university placement test. They also choose their major areas of study according to the result of this test.

Students who have an obligation to attend the foreign language preparatory program and who have not received sufficient points in the exemption exam at the beginning of the academic year and those who have enrolled in the optional

preparatory program are placed into the appropriate levels based on their proficiency test scores they have taken at the beginning of the school year. In the preparatory class, the passing grade is at least 65 out of 100.

The main goal of Hacettepe University, School of Foreign Languages is to create learning environments suitable for language learning in order to equip its students with the knowledge and skills that will help them to get benefit from the various foreign language-based experiences throughout their academic studies as well as in other domains of life. In order to achieve this goal, School of Foreign Languages offers 25 hours of language instruction for two semesters of fourteen weeks in each academic year.

In the Preparatory Departments of the School of Foreign Languages, there are three programs with codes 160, 150 and 140. The program with the code 160 is offered for students who choose one of foreign languages as science language or as a profession. This program is designed to develop skills of students who have already studied English language and have entered the university with Foreign Language Examination (YDS). Students take 20 hours of English instruction each week in this program and ultimate goal is to equip students with English skills of the CEFR C1 level. Students in this program are categorized as ADV (Advanced).

The program with the code 150 is designed for students who will take compulsory English preparatory education and the medium of instruction in their programs is fully (100%) or partially (30%) in English. Students take 25 hours of English instruction in this program and ultimate goal is to equip students with English skills of the CEFR B1 level. Students in this program are grouped as ELE (Elementary), PIN (Pre-intermediate), and INT (Intermediate). ELE (Elementary) level is designed for students with little or no previous English language education. PIN (Pre-intermediate) level is offered for students who have already studied English but have very little English knowledge. On the other hand, INT (Intermediate) level is aimed at students who have already studied English language but cannot pass the exemption test.

On the other hand, the program with the code 140 is offered for students who voluntarily wants to participate in one-year English preparatory program to improve their English although the medium of instruction in their departments is Turkish. They also take 25 hours of English instruction in this program and the objectives of the program is designed based on the CEFR B1 level. Courses are offered in three levels as in the program with the code 150; ELE (Elementary), PIN (Pre-intermediate), and INT (Intermediate).

Table 3.1: Weekly Course Hours

<i>Programs of the preparatory school</i>	<i>Levels</i>	<i>Weekly course hours</i>
ENG 160	ADV	20 hours
ENG 150	ELE/PIN/INT	25 hours
ENG 140	ELE/PIN/INT	20 hours

At each level, two midterms that measure different language skills and grammar are applied each semester. In addition, within the scope of process evaluation, informed/unannounced small examinations, speaking exams, writing assignments, presentations and/or portfolio studies and similar applications are carried out. Evaluation process also includes the assessment of teaching staff. In the last week of the semester, a level observation exam is administered.

Students are required to fulfill the attendance requirement and should acquire 65 points or more out of 100 points for all levels so that they can advance to the next level. Students, who cannot be successful in the course of their education, make a repeat of the course in accordance with their needs by taking the placement exam again.

3.5. Participants

Quantitative data of the study were collected from 746 preparatory school students at Hacettepe University. Due to the incomplete data, quantitative data from 711 students were taken into consideration in the study. Most of these students were recent graduates of high schools and they started Hacettepe University based on their exam scores they acquired from nationwide university selection and placement test (YGS) which was administered by Higher Education Council Students Selection and Placement Centre (ÖSYM). These students began taking English classes in fourth grade in elementary school.

As it can be seen in Table 3.2, the majority of the 711 survey participants were Turkish citizens (99%), while only four of them had other nationalities. The age of 614 participants ranged from 17 to 19, while 83 of them were between ages 20-22 which indicates a young group of learners. Majority of the participants were female (60%) while males consist of less than half of the participants (39%).

English proficiency levels of the participants varied from elementary (ELE) to advanced (ADV). Slightly more than half of the students (56%) were at pre-intermediate and elementary levels, while 43% of the students were at advanced and intermediate levels. Considering these percentages, it can be stated that levels of the participants were fairly distributed. In order to understand the willingness to communicate of students studying at School of Foreign Languages at Hacettepe University, including students from different levels is very significant because this fair distribution will present a more realistic picture of the situation.

Table 3.2: Nationality, Level, Age and Gender Distribution of the Participants

		<i>n</i>	%
Nationality	Turkish	707	99.4
	Other	4	0.6
	Total	711	100.0
Level	ADV	147	20.7
	INT	165	23.2
	PIN	180	25.3
	ELE	219	30.8
	Total	711	100.0
Gender	Female	429	60.3
	Male	282	39.7
	Total	711	100.0
Age	17-19 ages	614	86.4
	20-22 ages	83	11.7
	23-25 ages	7	1.0
	26-28 ages	2	0.3
	28-above	5	0.7
	Total	711	100.0

For the selection of participants, cluster random sampling was utilized. In cluster random sampling, researcher selects groups (clusters) that occur naturally in the population rather than a single unit (Teddlie & Yu, 2007; Johnson & Christensen, 2008). Hence, the intact classes in this study were randomly selected and the questionnaire was administered to all students in these classes.

For the qualitative part of the study which will give more detail about students' willingness to communicate and antecedents of WTC, the researcher chose 32 students among the students who had completed the questionnaire to conduct interviews. Eight students from each level with highest and lowest WTC scores

were specifically selected from students who voluntarily wrote their names on the questionnaires.

Selecting students with the highest and the lowest WTC scores was important in order to better understand the perspectives of both groups of students about willingness to communicate in a classroom setting. Kvale's (1996) indicates that "in current interview studies, the number of interviews tends to be around 15 ± 10 " (p. 102). Thus, the number of interview participants in this study was determined as 32 students.

As can be seen in the Table 3.3, interview participants consisted of seventeen females and fifteen males. Eight students at each proficiency level were chosen. Four of them had the highest WTC levels of their groups, while other four had the lowest WTC levels. The majors of the most of the interview participants are linguistics (eight) and engineering (eight).

During high school or middle school, all of the students had studied English before they started the university. Their ages ranged from 18 to 21. Only three of the 32 participants had been abroad (Italy, Georgia and Holland). However, they had never been to an English-speaking country.

Table 3.3: Proficiency Level, WTC Level, Age, Gender, Major Distribution of the Interview Participants

<i>Student ID</i>	<i>Proficiency Level</i>	<i>WTC Level</i>	<i>Gender</i>	<i>Pseudonym</i>	<i>Major</i>	<i>Age</i>	<i>Abroad</i>
1	Advanced	high	Male	Bartın	English Language Teaching	18	-
2	Intermediate	low	Male	Mehmet	Computer Engineering	21	-
3	Pre-Intermediate	low	Male	Ali	Physics Engineering	19	-
4	Advanced	high	Female	Ceren	English Language Teaching	18	-
5	Advanced	low	Male	Mert	Linguistics	18	Italy
6	Advanced	low	Female	Melis	English Language Teaching	18	-
7	Intermediate	high	Female	İzel	Sociology	18	-
8	Intermediate	high	Female	Çağla	Dentistry	18	-
9	Advanced	high	Male	Kerem	Amerikan Language and Literature	18	-
10	Advanced	low	Male	Ahmet	English Language Teaching	19	-
11	Intermediate	high	Female	Deniz	Economics	18	Georgia
12	Intermediate	low	Female	Ümmü	Business	19	Holland
13	Advanced	high	Male	Tarkan	English Language and Literature	18	-
14	Pre-Intermediate	low	Female	Merve	Medicine	18	-
15	Advanced	low	Female	Meltem	English Language Teaching	19	-
16	Ele	low	Female	Sinem	Nursing	19	-
17	Intermediate	low	Female	Cansu	International Relations	19	-
18	Intermediate	high	Male	Fuat	Law	19	-
19	Intermediate	low	Male	Fatih	Computer Engineering	18	-
20	Pre-Intermediate	low	Female	Cennet	International Relations	18	-
21	Elementary	high	Male	Ayaz	Mining Engineering	18	-
22	Elementary	low	Male	Aras	Mining Engineering	20	-
23	Elementary	low	Male	Mehmet	Political Science	18	-
24	Elementary	low	Female	Mine	Nursing	19	-
25	Elementary	high	Male	Ahva	Mining Engineering	18	-
26	Elementary	high	Female	Şirine	Nursing	19	-
27	Pre-Intermediate	high	Female	Gamze	Information and records management	20	-
28	Pre-Intermediate	low	Female	Sevcan	Mining Engineering	18	-
29	Pre-Intermediate	high	Male	Anıl	Bioengineering	20	-
30	Pre-Intermediate	high	Female	Pelin	Nursing	18	-
31	Elementary	high	Female	Ayşe	Business	18	-
32	Pre-Intermediate	high	Male	Barış	Mining Engineering	18	-

3.6. Instrumentation

3.6.1. Pilot Study

After adapting the questionnaire items in accordance with the research goals and the context, a pilot study was conducted to examine the existence of factors that the questionnaire is assumed to measure, check the reliability, and to see any problems regarding the data collection procedure, clarity, layout.

The pilot study was carried out at School of Foreign Languages at Uşak University at the end of Spring Semester of the Academic Year 2015/2016. Uşak university, which was founded in 2006, is located in the West of Turkey and both undergraduate and graduate degree programs are offered at eleven faculties, eleven vocational schools, and two graduate schools. The medium of instruction is Turkish at Uşak University, but it provides English preparatory program which is voluntary and lasts for one year. The main goal of this one-year preparatory program is to help students whose level of English is below proficiency level to gain basic language skills and to become individuals who can follow academic and scientific developments. To achieve this goal, a two-semester program is organized to foster students' reading, listening, writing and speaking abilities.

During 2015/2016 academic year, 260 students volunteered to attend the Language School. They were placed into Uşak University based on their scores that they received from a nationwide university placement test. They also choose their major areas of study according to the result of this test. Starting in elementary school, all of them had to take compulsory English courses. At the beginning of the school year, all the students were given placement tests and all of them were placed in A1 classrooms.

There were fifteen classes in total. In the basic English program, students must take all lessons (50 ECTS) within the period mentioned in the related regulation. During the first semester, English File (A1 Level) was followed and students were given a placement test again after finishing this book. This time, there were twelve

classes and students whose English levels were closer to each other were grouped together.

In the second semester, all students followed English File (A2 Level). All four skills (listening, speaking, reading, and writing,) are integrated in these books and communicative language teaching approach is adopted by the instructors. In addition to their English books, all students also used European Language Passport during the second semester of the program. All students should successfully complete the program with a grade point average of 2.40-4.00 (60-100) based on the test given at the end of the semester. After finishing one-year preparatory program, students continue their education in their faculties.

For the pilot study, questionnaire was administered to 106 students enrolled in the one-year preparatory school. As a first step, students were given a consent form which asks for their permission to participate in the study. Then, questionnaire and the vocabulary test were administered to 106 students during the regular class hour for the quantitative data. Approximately, each student needed 25 minutes to complete both the questionnaire and the vocabulary test. In order to estimate the reliability of the questionnaire, Cronbach Alpha was calculated for both the whole questionnaire and each factor of the questionnaire. The quantitative data of the pilot study was calculated through the use of Statistical Package for Social Sciences (SPSS) and the reliability coefficients were checked.

It was observed that students had no misunderstanding related to the items of the scales, and had enough time to complete them. However, most of the students had difficulty in completing the vocabulary test. Most of them asked their instructors to use dictionaries, but they were not allowed because it was part of a study.

Researcher also talked to some of the students about the design and layout of the scales after implementing them. They did not indicate any problems about the layout and they stated that they clearly understood the items in the scales.

However, they indicated that they were not be able to complete vocabulary tests and had real difficulty.

Based on the quantitative data, the reliability coefficients of each part of the scale were found as the following: Willingness to Communicate (Ten Items) (Cronbach's alpha = .87), Motivation (21 Items) (Cronbach's alpha = .91), Speaking Anxiety (18 Items) (Cronbach's alpha = .95), Perceived Communication Competence (6 Items) (Cronbach alpha= .89), Learner Beliefs (9 Items) (Cronbach's alpha = .71), Ideal L2 Self (10 Items) (Cronbach's alpha = .83), Classroom Environment (13 Items) (Cronbach's alpha = .87).

In order to estimate the internal consistency reliability of the measuring instrument Cronbach's Alpha was used. According to the U.S. Department of Education (1997), reliability intervals have been defined as; between 0,00-0, 49 the reliability of the instrument is low, between 0.50-0.79 the instrument is reliable, and between 0.80-1.00 the instrument is highly reliable. Besides, the overall reliability of the scale is considered as acceptable by Fraenkel & Wallen (2003, p. 168), and Büyüköztürk (2011), who state that reliability should be at least .70 and preferably higher. The reliability values for each factor were found to be acceptable in this pilot study. Also, the cronbach alpha of the whole scale is .80 which means that it is highly reliable.

The results of the vocabulary levels test were also calculated through the Statistical Package for Social Sciences (SPSS) and maximum, minimum and mean scores were calculated as it was shown in the Table 3.4.

Table 3.4: Results of the Vocabulary Levels Test

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
3000 Word Level	106	.00	25	7.92	4.97
5000 Word Level	106	.00	25	5.83	4.12
Academic Vocabulary	106	.00	22	5.13	3.71

The results of the vocabulary levels test showed that preparatory students at Uşak University had real problems regarding vocabulary learning. Even though the test was given at the end of one-year academic program, they did not feel confident about completing the tests. Considering the observations during the pilot study and the limited number of students at Uşak University, the researcher decided to collect the data for main study at School of Foreign Languages of Hacettepe University in December, 2016.

3.6.2. The Questionnaire and the Scale

In the study, quantitative data were collected by means of a questionnaire, a scale and vocabulary test, whereas qualitative data were collected through semi-structured interviews. In order to understand students' background, a questionnaire with 14 items were utilized in the study. It consists of questions that give information about students' background such as age, gender, class, nationality, how long they have been studying English. The scale was designed with seven sections to measure students' perceptions of their willingness to communicate, motivation, linguistic self-confidence, classroom environment, ideal L2 self and their beliefs.

Two scales were adapted to measure the construct "linguistic self-confidence" which consists of communication anxiety and perceived communication

competence. Both translation and back translation methods were conducted to prevent any semantic loss during the translation of surveys (Brislin, 1980). As a first step, the original scales were translated into Turkish by three different English majors to be able to choose the most natural translation among them. Secondly, a back-translation was conducted from Turkish into English by three different English majors without any reference to the original English versions (Geisinger, 1994). Initially, the match between the original English and its Turkish translation was rated by five bilingual raters who have at least Master's degree in English on a scale of 10. The main goal of this step was to reduce the risk of item translation difference (Şireci & Berberoğlu, 2000). Secondly, a different set of five raters who have the same qualifications examined the synonymy between the original English version and the back-translated English version on a scale of 10. Questionnaire and the vocabulary tests are presented in Appendix II, III and IV.

1. Willingness to Communicate: Ten items (Cronbach's alpha= .94) adapted from Peng and Woodrow (2010) served to assess Turkish preparatory students' willingness to communicate in English. Peng & Woodrow's (2010) study indicated a two-factor solution for WTC: WTC in meaning-focused activities (e.g., giving a speech in the classroom) consists of six items and WTC in form-focused activities (e.g., asking the meaning of a word) consists of four items. The students chose their ratings on a 6-point scale from 1 (definitely not willing) to 6 (definitely willing).

2. Perceived Communication Competence: Six items (Cronbach's alpha= .93) used by Peng and Woodrow (2010) were utilized to assess to what extent students feel confident communicating in English. Students showed their level of communication competence on a 11-point can-do scale ranging from 0% to 100%.

3. Communication Anxiety: 18 items from from 33 items of FLCAS developed by Horwitz et al.(1986) which were directly related to foreign language speaking anxiety were selected and translated into Turkish by Saltan (2003). Both translation and back-translation methods were utilized by Saltan (2003) to prevent any semantic loss. The internal consistency of foreign language speaking anxiety questionnaire (FLSAQ) was found as .91, which shows that it is highly reliable. For that reason, these 18 items from Horwitz (1986) were used to investigate to what

extent students experience communication anxiety. The students were asked to respond on a 6-point scale from 1 (strongly disagree) to 6 (strongly agree).

4. Motivation: 21 items adapted from Language Learning Orientation Scale, which was originally developed by Noels et. al. (2000) and later expanded and adapted by McIntosh and Noels (2004), were used to measure students' motivation in two subcomponents of LLOS scale which are intrinsic motivation (knowledge, accomplishment, and stimulation) and extrinsic motivation (external, introjected, and identified regulation) on a 6-point Likert scale. The Turkish version of the scale which was translated by Şad & Gürbüzürk (2009) was utilized in the study. Factor analysis of the adapted scale in the study revealed an internal consistency coefficient of $\alpha = .823$ (Şad & Gürbüzürk, 2009).

5. Learner Beliefs: Nine items (Cronbach's alpha= .80) used by Peng and Woodrow (2010) were used to investigate learner beliefs about classroom behaviors. The students were asked to respond on a 6-point scale from 1 (strongly disagree) to 6 (strongly agree).

6. Classroom Environment: Thirteen items (Cronbach's alpha= .88) used by Peng and Woodrow (2010) were utilized to assess classroom environment. Three subcomponents of the scale were teacher support, student cohesiveness, and task orientation. Students evaluated their classroom environment on a 6-point scale from 1 (never) to 6 (always).

7. Ideal L2 Self: Ten item ideal L2 self scale adopted from Dörnyei & Taguchi (2010) was used to evaluate students' desired L2 self. The internal consistency of the scale is .90, which is highly reliable. Ratings were recorded on a 6-point scale.

8. Vocabulary Levels Tests: To be able to assess the vocabulary knowledge of students in this study, Schmitt, Schmitt, and Clapham's (2001) the Vocabulary Levels Test (VLT) was utilized.

The Vocabulary Levels Test (VLT) was originally developed by Nation in the 1980s (published in Nation, 1990), and subsequently revised by Schmitt, Schmitt, and Clapham in 2001. It is a tool to measure the written receptive vocabulary knowledge, i.e. mainly the word knowledge required for reading. The Vocabulary

Levels Test (VLT) assesses this knowledge of learners at four frequency levels of English word families: 2,000, 3,000, 5,000 and 10,000, hence the name “Levels Test”. In addition to the four frequency-based levels, the Vocabulary Levels Test (VLT) includes test items from the Academic Word List (AWL) (Coxhead, 2000) in the 2001 version. In this study, only 3000, 5000 and academic vocabulary levels were utilized. Each section of the VLT consists of 30 items in a multiple matching format. Three items therefore represent 100 words of any particular frequency band. Items are clustered together in 10 groups for this, so that learners are presented in each cluster with six words in a column on the left and the corresponding meaning senses of three of these in another column on the right. Learners were asked to match each meaning sense in the right-hand column with one single word from the left-hand column. Thus, the test asks learners to recognize the form rather than the meaning (Schmitt, 2010).

With regard to the validity of the Vocabulary Levels Test, Schmitt, Schmitt, and Clapham (2001) indicated that learners generally acquire more frequently used words before they acquire less frequently used ones as it was indicated in the previous research (Nation, 1990). Hence, they tried to estimate the validity of the Levels Test by determining whether learners do better on the higher frequency sections than on the lower frequency ones. They found the mean values for the four frequency levels as 25.29 (sd 5.80) for the 2000 level, 21.39 (7.17) for the 3000 level, 18.66 (7.79) for the 5000 level and 9.34 (7.01) for the 10 000 level, with analysis of variance plus Scheffe tests showing that the differences were all statistically significant ($p < .001$).

In terms of the reliability of the Vocabulary Levels Test, they calculated the reliability indices (Cronbach’s alpha) for each section of the test and found that they were all high as shown in Table 3.5. This indicates that 30 items per level provides good reliability.

Table 3.5: Reliability of the levels section (Cronbach alpha)

Level	Number of items per version	Version 1	Version 2
2000	30	.920	.922
3000	30	.929	.927
5000	30	.927	.927
10 000	30	.915	.924
Academic	30	.958	.960

Instruments for Qualitative Data:For the qualitative data collection, semi-structured interviews were conducted with 32 students. Interview questions were designed to elicit information about students' background (their English learning experiences, their communication experiences in their classes), their willingness to communicate in English, their motivation to learn English, their communication anxiety, their perceived communication competence, their beliefs about English language learning, their perceptions about classroom environment, their desired L2 self-images and their perceptions about their vocabulary knowledge. Interviews were conducted in Turkish to receive more detailed answers from participants.

3.7. Data Reliability Issues

In order to estimate the internal consistency reliability of the measuring instrument Cronbach's Alpha was used. According to the U.S. Department of Education (1997), reliability intervals have been defined as; between 0.00-0.49 the reliability of the instrument is low, between 0.50-0.79 the instrument is reliable, and between 0.80-1.00 the instrument is highly reliable.

Besides, the overall reliability of the scale was considered as acceptable by Fraenkel & Wallen (2003, p. 168), who stated that reliability should be at least .70 and preferably higher. The quantitative data that came from the pilot questionnaire were analyzed by using the Statistical Package for Social Sciences (SPSS 13.0), and the reliability coefficients of each factor of the questionnaire were found to be acceptable.

As for the reliability analysis of the WTC, self-perceived communicative competence, anxiety, motivation, ideal L2 self and classroom environment categories were examined and it was found that the reliability coefficients of each scale were higher than .80, which were highly reliable. On the other hand, the reliability coefficient of learner beliefs scale was higher than .70, which was reliable.

Table 3.6: Reliability of the Instruments (Number of valid cases= 711)

<i>Scales</i>	<i>Cronbach's alpha</i>	<i>Number of Items</i>
WTC	.87	10
Communication Competence	.88	6
Communication Anxiety	.95	18
Motivation	.91	21
Ideal L2 Self	.93	10
Learner Beliefs	.73	9
Classroom Environment	.85	13

3.8. Data Collection

After adapting the questionnaire items in accordance with the research goals and the context, a pilot study was conducted to examine the existence of factors that the questionnaire is assumed to measure, check the reliability, and to see any problems regarding the data collection procedure, clarity, layout. Pilot study was conducted at the end of spring semester of the academic year 2015/2016. In order to estimate the reliability of the questionnaire, Cronbach Alpha was calculated for both the whole questionnaire and each factor of the questionnaire. The quantitative data of the pilot study was calculated through the use of Statistical Package for Social Sciences (SPSS) and the reliability coefficients were checked. After ensuring the reliability of the questionnaire, it was ready to use in the main study.

Data was collected in December, 2016 at the end of the Fall semester of Academic Year 2016/2017 at Hacettepe University, Turkey. Study population was

preparatory students who were attending one-year preparatory school at Hacettepe University. As a first step, students were given a consent form which asks for their permission to participate in the study and guarantee confidentiality. Then, the questionnaire and the vocabulary test were administered to all of them during the regular class hour for the quantitative data. Approximately, each student needed 25 minutes to complete the questionnaire and the vocabulary test. Firstly, descriptive statistics of the quantitative data were carried out for WTC scale. Then, interviews with 32 students who had already completed the questionnaire were conducted.

Firstly, the aim of interviews was discussed by the researcher before the interviews start. During the interview sessions, an audio-recorder was utilized for recording, but the researcher took some notes. Interviews were conducted in a quiet classroom at school of foreign languages at Hacettepe University. After providing context for the interviews, the researcher asked the questions which were prepared in advance. Interviews were conducted in Turkish and students' permission was taken for recording at the beginning. Also, students chose a pseudonym to protect their identities.

3.9. Data Analysis

The study utilized a mixed-method approach, so both quantitative and qualitative data analysis were conducted. The quantitative data was collected from preparatory students at Hacettepe School of Foreign Languages and it was analyzed in six categories: willingness to communicate in English, linguistic self-confidence, learner beliefs, classroom environment, motivation, and L2 ideal self.

As a first step, descriptive analysis of the questionnaire (e.g. maximum and minimum scores, mean, and standard deviations) was carried out through Statistical Package for Social Sciences (SPSS) and vocabulary scores of students were calculated. Then, Structural Equation Model (SEM) analysis was conducted through the Linear Structural Relations (LISREL) statistical program. Basically, by using SEM, one can specify, estimate, and evaluate models of

relationships among variables. Furthermore, this multivariate technique not only estimates “multiple and interrelated dependence relationships” but also represents “unobserved concepts in these relationships and accounts for measurement error in the estimation process” (Hair, Anderson, Tatham, & Black, 1998, p. 584).

For the qualitative data analysis, interviews which were recorded through a audio-recorder were transcribed by the researcher. Then, repetitions and digressions were eliminated in order to clarify the transcript. After that, interviewee's statements were condensed into shorter formulations through the use of the meaning condensation method (Kvale, 1996). Hence, long interview transcripts were converted into short formulations which helped the researcher to come up with assertions for each theme. Then, the transcripts were categorized as meaningful segments (Merriam, 1998). The segments were the predetermined themes of the interviews such as students' beliefs about English learning, motivation for language learning or perceptions of their communicate competence. Through the comparison of interviewee's responses with each other, the researcher made claims (Erickson, 1986). Besides, direct quotes from interviews were utilized to support these assertions. The results were presented in a narrative style.

For each research question, the quantitative and qualitative data analysis procedures are described below:

Main research question: What are the Turkish EFL students' perceptions of their WTC in English?

This research question was answered through quantitative and qualitative data analysis techniques. For the quantitative data analysis, descriptive statistics were calculated. For the qualitative data analysis, the conventions of qualitative data analysis which is described above was followed.

1- What are the Turkish university students' perceptions of their communication confidence, ideal L2 Self, motivation, and classroom environment contributing to the WTC in L2 class?

This research question was answered through quantitative and qualitative data analysis techniques. For the quantitative data analysis, descriptive statistics were

calculated. For the qualitative data analysis, the conventions of qualitative data analysis which is described above was followed.

2- What are the Turkish university students' beliefs about English learning and classroom communication behavior?

Both quantitative and qualitative data analyses were carried out in order to answer this research question. For the quantitative data analysis, descriptive statistics were calculated. For the qualitative data analysis, the conventions of qualitative data analysis which is described above was followed.

3- What is the receptive vocabulary knowledge of the Turkish university students?

This research question was answered through quantitative and qualitative data analysis techniques. For the quantitative data analysis, descriptive statistics were calculated. For the qualitative data analysis, the conventions of qualitative data analysis which is described above was followed.

4- What are the relations among students' WTC in English, their motivation, ideal L2 self, communication confidence, learner beliefs, classroom environment and their vocabulary levels?

A path diagram of casual relationships which was developed based on the literature review section of the study was tested in the study by using SEM analysis. The proposed model was interpreted based on SEM results and theory. For this purpose, the the standardized residuals and modification indices were examined by the researcher (Hair, Anderson, Tatham, & Black, 1998).

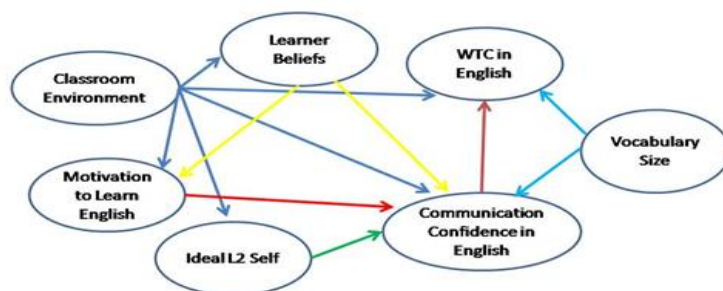


Figure 3.1. Proposed Path Diagram

3.10. Ethical Issues

According to the ethical guidelines regulated by Hacettepe University Ethics Committee (ethics approval reference number 433-2358), the researcher paid special attention to privacy and confidentiality during the data collection process of the study. In order to collect data, permission was received from School of Foreign Languages at Hacettepe University.

Firstly, consent forms which give information about the study such as research design, role of researchers, confidentiality were distributed to all participants. It was guaranteed that their participation was totally voluntary and it would not influence their course grades or class participation. It was guaranteed that their identity data would be utilized only for the study and keep anonymous.

It was also indicated that they had the chance to withdraw from the study at any time without any reason. Signed consent forms indicating that they all read the statements in the consent form and agreed with the requirements were retrieved from all participants. Then, the copies of the questionnaires and the Vocabulary Levels Tests were administered to them. During the interviews, all issues about confidentiality were also reminded to them and they were expected to choose a pseudonym to keep their identity confidential.

3.11. Chapter Summary

This chapter firstly explained the research design followed in the study. Then, research questions, setting, participants, and instruments were presented. Afterwards, data reliability issues, data collection, and data analysis procedures were discussed. Lastly, the chapter concluded with ethical issues.

4. QUANTITATIVE RESULTS

4.1. Introduction

This chapter indicates the findings of the statistical analysis of the quantitative data collected through the questionnaire from 711 preparatory school students. The main research question of the study is: 1- What are the Turkish EFL students' perceptions of their WTC in English?

The related sub-questions of the study are as in the following:

- 1- What are the Turkish university students' perceptions of their communication confidence, ideal L2 Self, motivation, and environmental factors contributing to the WTC in L2 class?
- 2- What are the Turkish university students' beliefs about English learning and classroom communication behavior?
- 3- What is the receptive vocabulary knowledge of the Turkish university students?
- 4- What are the relations among students' WTC in English, their motivation, ideal L2 Self, communication confidence, learner beliefs, classroom environment and their vocabulary levels?

4.2. Primary Research Question: What are the Turkish EFL students' perceptions of their WTC in English?

Primary reserach question in this study aims at finding out to what extent Turkish EFL students are willing to communicate in their language classes. For this purpose, the summated score of 10 WTC items were calculated and Table 4.1. presents the descriptive statistics of summated score for WTC in English.

Evaluation of WTC scores of students was done by comparing the ratio of the mean WTC score with the full score. Considering that this was a 6-point scale which consists of 10 items, the full score of the scale was 60. Liu and Jackson (2008) suggest that a total score of more than 80% of the full score implies strong

willingness to communicate, a total score of 60 to 80% of the full score represents moderate willingness to communicate, and a score of less than 60% of the full score shows unwillingness to communicate. Following Liu & Jackson (2008), the mean score which was above 48 was classified as high WTC, the mean score between 36 and 48 represented a moderate WTC, and the mean score below 36 was interpreted as low WTC.

In this study, the mean score (37.16), along with the median (37.00) and mode (34.00), was between 36 and 48. This finding revealed that the participants in this study were moderately willing to communicate in English in a classroom setting. This finding is in line with the findings of Bektaş's (2005) and Şener's (2014) study which also showed that Turkish EFL students were moderately willing to communicate in English.

Table 4.1: Descriptive statistics of summated score for WTC in English

	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>	<i>Median</i>	<i>Mode</i>
Summated WTC score	10	60	37.16	1.02	37.00	34.00

Participants' WTC levels were also examined at items levels through the mean scores and standard deviations of scale items. Table 4.2 shows the mean scores and standard deviations in detail.

WTC scale includes items for meaning-focused activities and form-focused activities. Items WTC1, WTC2, WTC3, WTC4, WTC5, and WTC6 measure students' WTC level for meaning-focused activities. As the Table 4.2 shows, 60% of the participants were unwilling to do a role-play standing in front of the class (WTC1), while 47% of them reported unwillingness for doing role-plays at their desk (WTC6). Similarly, 46% of the participants stated that they were unwilling to give a short self-introduction without notes (WTC2), while 48% of them reported

unwillingness for giving a short presentation about one's hometown with the help of notes (WTC3). However, when asked to translate a spoken utterance from Turkish into English in a group (WTC4), 55% of the participants reported willingness to do it. Also, a large group of participants (65%) reported that they were willing to ask a teacher to repeat what he/she just said in English when they didn't understand (WTC5).

On the other hand, scale items WTC7, WTC8, WTC9, and WTC10 were designed to explore participants' WTC for form-focused activities. Compared to meaning-focused activities, participants reported higher willingness for form-focused activities (ranging from 63 to 71). A large proportion of participants (71%) indicated that they were willing to ask their peers sitting next to them in English the meaning of an English word (WTC7). For asking group mates in English the meaning of the word they do not know (WTC8), they (63%) also reported willingness.

More than half of the participants (64% and 63% respectively) also indicated that they were perhaps, probably, definitely willing to ask their group mates or peers sitting next to them how to pronounce a word (WTC9) or how to say an English phrase (WTC10).

Table 4.2: Willingness to Communicate

<i>Willingness to Communicate</i>		
<i>Items</i>	<i>Total Mean</i>	<i>SD</i>
1- I am willing to do a role-play standing in front of the class in English (e.g., ordering food in a restaurant).	2.95	1.46
2- I am willing to give a short self-introduction without notes in English to the class.	3.58	1.46
3- I am willing to give a short speech in English to the class about my hometown with notes.	3.44	1.45
4- I am willing to translate a spoken utterance from Turkish into English in my group.	3.64	1.47
5- I am willing to ask the teacher in English to repeat what he/she just said in English because I didn't understand.	3.97	1.47
6- I am willing to do a role-play in English at my desk, with my peer (e.g., ordering food in a restaurant).	3.47	1.55
7- I am willing to ask my peer sitting next to me in English the meaning of an English word.	4.25	1.52
8- I am willing to ask my group mates in English the meaning of word I do not know.	3.93	1.52
9- I am willing to ask my group mates in English how to pronounce a word in English.	3.96	1.52
10- I am willing to ask my peer sitting next to me in English how to say an English phrase to express the thoughts in my mind.	3.92	1.48
Total WTC Score	3.71	1.49

Overall, results of the WTC scale indicated that participants reported higher level of willingness to communicate in controlled situations such as pronunciation, vocabulary learning compared to less-controlled situations such as giving a speech, doing a role-play. Findings also revealed that participants were less willing to communicate in activities which are performed in front of the class and require more complicated language use such as giving a speech without notes. This

situation may result from higher possibility of making mistakes in these activities and fear of negative evaluation of their peers or teachers, which could pose a threat their face.

4.3. What are the Turkish university students' perceptions of their communication confidence, ideal L2 Self, motivation, and environmental factors contributing to the WTC in L2 class?

4.3.1. Communication Anxiety

When participants' anxiety levels speaking in English were investigated on a 6-point scale, it was found that the participants in the study (mean=3.1) had moderate level of speaking anxiety. Table 4.3 shows the communication anxiety level of the participants. The participants reported the highest level of speaking anxiety when they speak without preparation in English classes (CA5) followed by being called on in English classes (CA3). As can be seen in the table, participants' anxiety levels were moderate even in those most anxiety-provoking situations. On the other hand, they reported the lowest level of speaking anxiety when other students laugh at them while they are speaking English (CA17).

They also indicated that they did not feel anxious when their English teachers corrected their mistakes (CA10). These results reveal that speaking English in the class, especially without preparation, was the most anxiety-provoking situation for the participants in an English class.

However, the participants' anxiety levels decreased while they were communicating with their peers in English or in situations related to their teachers which implies that their English classrooms provide learners with a relaxed atmosphere in which they do not have fear of being judged by their peers or they do not feel anxiety when they do not understand their teachers. Overall, the results indicated that the participants did not experience important anxiety problems in their classes.

Table 4.3: Communication Anxiety

<i>Communication Anxiety Items</i>	<i>Mean</i>	<i>SD</i>
1. I am never quite sure of myself when I am speaking in English.	3.43	1.44
2. I am afraid of making mistakes in English classes.	3.55	1.57
3. I tremble when I know that I am going to be called on in English classes.	3.59	1.62
4. I get frightened when I don't understand what the teacher is saying in English.	2.96	1.55
5. I start to panic when I have to speak without preparation in English classes.	3.76	1.61
6. I get embarrassed to volunteer answers in English classes.	3.10	1.51
7. I feel nervous while speaking English with native speakers.	3.17	1.60
8. I get upset when I don't understand what the teacher is correcting.	3.03	1.49
9. I don't feel confident when I speak English in classes.	3.27	1.55
10. I am afraid that my English teacher is ready to correct every mistake I make.	2.54	1.47
11. I can feel my heart pounding when I am going to be called on in English classes.	3.38	1.64
12. I always feel that the other students speak English better than I do.	2.94	1.60
13. I feel very self-conscious about speaking English in front of other students.	3.09	1.48
14. I get nervous and confused when I am speaking in English classes.	3.27	1.48
15. I get nervous when I don't understand every word my English teacher says.	2.78	1.43
16. I feel overwhelmed by the number of rules I have to learn to speak English.	2.91	1.54
17. I am afraid that the other students will laugh at me when I speak English.	2.40	1.46
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	3.24	1.58
Total	3.13	1.53

4.3.2. Perceived communication competence in English

Results revealed that participants' perceived communication competence level was slightly over moderate (mean=65.14). Descriptive statistics of six items of perceived communication competence with scores ranging from 0 to 10 are presented in the Table 4.4. It seems that participants perceive themselves most competent while giving a self-introduction without notes in English to the class (PC6) and least competent while doing a role-play standing in front of the class in English (PC5) followed by telling their group mates in English about the story of a TV show they saw (PC4). Also, they felt more competent while doing a role-play (PC2) or giving a direction in English at their desks (PC1). This finding indicates that participants perceived communication competence level increases with their peers sitting next to them or in small groups compared to the whole class activities. Also, it can be concluded that types of topics could affect their perceived communication competence in English. Familiar topics, such as self-introduction, translation of an utterance from Turkish into English increase their perceived communication competence, while tasks which require more complicated communication skills, such as doing a role-play, decrease participants' perceived communication competence level.

Overall, the participants in this study perceived themselves competent to communicate in English. These findings are in line with the findings of Bektaş's (2005) and Şener' (2014) studies in the Turkish context. Bektaş (2005)' study showed that the Turkish EFL learners perceived themselves more or less competent speaking in English. Şener (2014) found that communication competence level of Turkish EFL learners was slightly over moderate both inside and outside the classroom.

Table 4.4: Communication Competence in English

<i>Communication competence in English Items</i>	<i>Mean</i>	<i>SD</i>
1- I am able to give my peer sitting next to me directions to my favorite restaurant in English.	65.83	22.73
2- I am able to do a role-play in English at my desk, with my peer (e.g., ordering food in a restaurant).	67.66	24.18
3- I am able to translate a spoken utterance from Turkish into English in my group.	65.37	24.27
4- I am able to tell my group mates in English about the story of a TV show I saw.	59.74	26.01
5- I am able to do a role-play standing in front of the class in English (e.g., ordering food in a restaurant).	53.06	27.39
6- I am able to give a short self-introduction without notes in English to the class.	79.19	22.33
Total	65.14	24.48

4.3.3. Ideal L2 Self

Table 4.5 presents the descriptive statistics of the participants self-reported perceptions of the ideal L2 self. Considering that this was a 6-point scale which consists of 10 items, the mean score for the ideal L2 self (4.75) was highly above the midpoint value of the maximum score. This indicates that the participants had positive perceptions of their ideal L2 self-images.

Dörnyei (2009, p. 105) define the ideal L2 self as the L2-specific facet of one's ideal self. If a learner wants to become a person who speaks an L2, the ideal L2 self will a strong motivator to learn the L2 because s/he would like to decline the discrepancy between our actual and ideal selves.

In this case, a large proportion of the participants (90.2%) indicated that the things they want to do in the future require them to use English. Also, most of them (90.1%) indicated that they can imagine themselves as somebody who is able to speak English and imagine a situation where they speak English with foreigners. In situations where they are expected to imagine themselves living abroad, 82% of the participants reported that they can imagine themselves having a discussion in

English and 86% of them indicated that they could imagine themselves using English effectively for communicating with the locals.

With regard to their future career, 77% of the participants reported that they could imagine themselves using English and 85% of the participants indicated that they could imagine themselves writing English emails or letters fluently. For the academic purposes, most of them (81%) also stated that they could imagine themselves studying in a university where all courses are taught in English. However, when they were asked to imagine themselves speaking English as if they were native speakers of English, 70% of the participants agreed. Compared to other scale items, the percentage of the participants agreed with it was a little bit lower. Thus, we can conclude that although participants had positive perceptions of their ideal L2 self-images in different situations such as their jobs, living abroad, academic purposes, they had hesitations about speaking English as if they were native speakers to some extent.

Table 4.5: Ideal L2 Self

<i>Ideal L2 Self Items</i>	<i>Mean</i>	<i>SD</i>
1- I can imagine myself living abroad and having a discussion in English.	4.61	1.26
2- I can imagine myself studying in a university where all my courses are taught in English.	4.67	1.35
3- Whenever I think of my future career, I imagine myself using English.	4.53	1.44
4- I can imagine a situation where I am speaking English with foreigners.	4.98	1.06
5- I can imagine myself speaking English with international friends or colleagues.	4.89	1.12
6- I can imagine myself living abroad and using English effectively for communicating with the locals.	4.80	1.18
7- I can imagine myself speaking English as if I were a native speaker of English.	4.19	1.42
8- I imagine myself as someone who is able to speak English.	4.93	1.09
9- I can imagine myself writing English e-mails/letters fluently.	4.71	1.23
10- The things I want to do in the future require me to use English.	5.21	1.16
Total	4.75	1.23

4.3.4. Motivation

Motivation of the students were measured through Language Learning Orientation Scale under two subcategories: intrinsic motivation (knowledge, accomplishment, and stimulation) and extrinsic motivation (external, introjected, and identified regulation). For each type of motivation, means and standard deviations were calculated based on a 6-point scale. Frequencies and percentages of each subcategory and each item are presented in the Table 4.6. Findings revealed that students had a higher level of External Regulation type of motivation (mean=5.24) and Identified Regulation (mean=5.08), while they had a moderate level of Intrinsic Motivation-Knowledge (mean=4.39), Intrinsic Motivation-Stimulation (mean=4.08), and Intrinsic Motivation- Accomplishment (mean=3.73). Compared to other types of motivation, students were found to have a lower level of Introjected Regulation (mean= 3.25), which is another extrinsically oriented motivation.

Generally, students exhibited positive dispositions towards the reasons for learning English. Except for two items, the mean scores of all items were found be above the average. The mean scores of item 5 (because I enjoy the challenge of learning English) and item 16 (to show myself that I am a good citizen because I can speak English) were found to be 2.98, which is slightly below the average mean score (on a scale of 1 to 6, with a score of 3 indicating the average score).

These items were identified as the least significant reasons for learning English. Item 20 (because I think it's a good idea to know some English) received the highest mean score (mean=5.41), followed by the item 18 (because it may be a gateway to new opportunities) with a mean score of 5.35 and item 21 (in order to get a more prestigious job later on) with a mean score of 5.28. Thus, these items were determined as the most significant reasons for learning English. Overall, it can be concluded that the students in this study especially emphasized the pragmatic use of English (extrinsic motives) rather than intrinsic motives, so findings revealed a moderate level of self-determination.

Table 4.6: Motivation

<i>Motivation Items</i>	<i>Mean</i>	<i>SD</i>
1- Because I enjoy the feeling of acquiring knowledge about the English community and their way of life.	4.14	1.45
2- For the pleasure that I experience in knowing more about the literature of the the English-speaking community.	4.12	1.47
3- In order to understand more about English.	4.78	1.27
4- For the satisfied feeling I get in finding out new things.	4.53	1.27
Intrinsic Motivation-Knowledge	4.39	1.36
5- Because I enjoy the challenge of learning English.	2.98	1.55
6- For the enjoyment I experience when I grasp a difficult construct in English.	3.75	1.61
7- For the pleasure I experience when surpassing myself in my English studies.	4.19	1.48
8- For the satisfaction I feel when I am in the process of accomplishing difficult exercises in English.	4.01	1.51
Intrinsic Motivation-Accomplishment	3.73	1.53
9- Because I think English is a beautiful language.	3.95	1.64
10- For the pleasure I get from hearing English spoken by native English speakers.	4.37	1.53
11- For the “high” I feel when hearing English.	3.93	1.63
Intrinsic Motivation-Stimulation	4.08	1.60
12- Because I choose to be the kind of person who can speak English.	4.91	1.35
13- Because I choose to be the kind of person who can speak more than one language.	5.18	1.17
14- Because I think it is good for my personal development.	5.15	1.11
Extrinsic Motivation- Identified Regulation	5.08	1.21
15- Because I would feel ashamed if I couldn't speak to my friends from the English-speaking community in their native tongue.	3.44	1.68
16- To show myself that I am a good citizen because I can speak English.	2.98	1.59
17- Because I would feel guilty if I didn't know English.	3.35	1.76
Extrinsic Motivation- Introjected Regulation	3.25	1.67
18- Because it may be a gateway to new opportunities.	5.35	1.01
19- In order to have a better salary later on.	4.95	1.31
20- Because I think it's a good idea to know some English.	5.41	1.01
21- In order to get a more prestigious job later on.	5.28	1.15
Extrinsic Motivation- External Regulation	5.24	1.12
Total	4.32	1.40

4.3.5. Classroom Environment

Three dimensions of classroom environment (teacher support, student cohesiveness, task orientation) were examined with the related scale items. Table 4.7 presents the descriptive statistics of these items. On a 6-point scale which consists of 13 items, the mean scores found for each dimension were above the midpoint value: 4.98 for teacher support, 4.56 for student cohesiveness, and 4.06 for task orientation. These results reveal that the students highly appreciate their language classrooms. Especially, the dimension with the highest mean score (mean=4.98) was found to be teacher support which implies that the students in this study are very glad with their English teachers. The highest mean score (mean=5.08) of the scale belonged to the scale item "The teacher smiles at the class while talking". As can be seen in the Table 4.7, 88% of the participants reported that their teachers were patient in teaching and asks questions that solicit viewpoints or opinions. Also, 82% of them indicated that their teacher provides a timely response to students' concerns. Overall, it can be concluded that English teachers at Hacettepe University are very friendly towards their students, respect their opinions and try to provide them with a relaxing learning atmosphere with their smiling faces.

With regard to student cohesiveness, 85% of the participants reported that they are friendly to class members and 82% of them indicated that they make friends among students in this class. Also, 72% of the participants stated that they can help other class members who are having trouble with their work. 68% of the participants, which was a little bit lower compared to other items in this dimension, agreed with the item "I work well with other class members". Although the mean score for this item was still above the midpoint value, lower mean score showed that the participants were cautious about working with their classmates.

Table 4.7: Classroom Environment

<i>Classroom Environment</i>		
<i>Items</i>	<i>Mean</i>	<i>SD</i>
1- Tasks designed in this class are useful.	4.01	1.20
2- Tasks designed in this class are attracting.	3.46	1.23
3- I know what I am trying to accomplish in this class.	4.34	1.38
4- Activities in this class are clearly and carefully planned.	3.91	1.25
5- Class assignments are clear so everyone knows what to do.	4.62	1.24
Task Orientation	4.06	1.26
6- I work well with other class members.	4.22	1.28
7- I am friendly to members of this class.	4.84	1.88
8- I make friends among students in this class.	4.78	1.17
9- I help other class members who are having trouble with their work.	4.41	1.33
Student Cohesiveness	4.56	1.41
10- The teacher provides a timely response to students' concerns.	4.71	1.25
11- The teacher is patient in teaching.	5.02	1.16
12- The teacher smiles at the class while talking.	5.13	1.12
13- The teacher asks questions that solicit viewpoints or opinions.	5.08	1.15
Teacher Support	4.98	1.17
Total	4.50	1.28

On the other hand, the comparatively lower mean score for task orientation dimension shows that the participants were not quite pleased with the tasks in their language classes. Especially, the lowest mean scores for the item 2 (mean=3.46) and item 4 (mean=3.91) in this dimension show that the participants have hesitations about to what extent the tasks designed in their classes are attracting and carefully planned.

Generally, they find tasks designed in their classes useful (mean=4.01) and know what they are trying to accomplish in their classes (mean=4.34). They reported the highest mean score (mean=4.62) for the clarity of class assignments.

4.4. What are the Turkish university students' beliefs about English learning and classroom communication behavior?

Descriptive statistics of the Turkish university students' beliefs about English learning and classroom communication behavior were presented in the Table 4.8. Items in this scale include the traditional conceptions about English learning and they were reversely coded. So, higher mean scores show less agreement with the traditional conceptions about English learning. As Table 4.8 shows, the mean score for the scale was 4.58, which was above the midpoint value (i.e. $6/2=3$). Findings revealed that the participants did not support the traditional claims about English learning and classroom communication behaviors.

Participants strongly disagreed with the following statements: "you should not say anything in English until you can speak it correctly" (mean= 5.45), "I learn little by participating in communication activities in class" (mean=4.70); and "learning English is mostly a matter of translating from Turkish" (mean=4.68). They also did not support the claims that translation into Turkish is necessary to understand English (mean=4.61) and the student who always speak up in the class will be loathed by other classmates (mean=4.51). Thus, it can be concluded that the participants in this study are in favor of communicative activities and they think that English can be learned better by speaking and practicing it without being afraid of making mistakes instead of making translation or learning grammar rules.

Table 4.8: Learner Beliefs

<i>Learner Beliefs Items</i>	<i>Mean</i>	<i>SD</i>
1- The student who always speaks up in class will be loathed by other classmates.	4.51	1.43
2- The student who always speaks up in class is showing off his/her English proficiency.	4.43	1.44
3- Students should not speak up without being invited by the teacher.	3.94	1.66
4- I learn little by participating in communication activities in class.	4.70	1.31
5- Learning English is mostly a matter of translating from Turkish.	4.68	1.27
6- To understand English, it must be translated into Turkish.	4.61	1.38
7- Learning English is mostly a matter of learning grammar rules.	4.49	1.34
8- In English classes, I prefer to have my teacher provide explanations in Turkish.	4.43	1.41
9- You should not say anything in English until you can speak it correctly.	5.45	1.01
Total	4.58	1.36

Items in this scale were reversely coded.

4.5. What is the receptive vocabulary knowledge of the Turkish university students?

The results of the vocabulary levels test were also calculated through the Statistical Package for Social Sciences (SPSS) and maximum, minimum and mean scores were calculated as it was shown in the Table 4.9.

Table 4.9: Vocabulary Levels Test Results

<i>Vocabulary Size</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>
3000 Word Level	1	30	14.25	8.56
5000 Word Level	0	30	10.14	8.51
Academic Vocabulary	0	30	11.63	10.03
Total Vocabulary Knowledge	1	90	36.04	25.42

The results of the vocabulary levels test showed that the mean score of the total vocabulary knowledge was below the average. Also, the mean scores of each three tests were found to be below the average although the mean score of the 3000 word level was very close to average. Results indicated that preparatory students at Hacettepe University did not have sufficient vocabulary knowledge. Although the highest mean score was found at 3000 word level, the lowest mean score was found at 5000 word level.

4.6. What are the relations among students' WTC in English, their motivation, ideal L2 Self, communication confidence, learner beliefs, classroom environment and their vocabulary levels?

The proposed model of the present study was tested after confirmatory factor analyses were done for each measure used in the definition of the constructs, namely classroom environment, learner beliefs, motivation, ideal self, willingness to communicate, anxiety, communication confidence and speaking anxiety.

Since the calculation of data can be negatively influenced by the missing data in SEM analysis, instead of using the incomplete data from 746 participants, data from 711 participants without missing values were taken into consideration. Table 4.10 presents the skewness and kurtosis values regard to willingness to communicate, communication confidence, learner beliefs, ideal L2 self, motivation, classroom environment, and each section of vocabulary levels test.

Table 4.10: Statistics for tests of normality

	<i>N</i>	<i>Std.</i>		<i>Skewness</i>	<i>Std.</i>	<i>Kurtosis</i>	
		<i>Mean</i>	<i>Deviation</i>			<i>Statistic</i>	<i>Std. Error</i>
		<i>Statistic</i>	<i>Statistic</i>				
VOC3000	711	14.25	8.56	.35	.09	-1.15	.18
VOC5000	711	10.14	8.51	.73	.09	-.60	.18
VOC-ACADEMIC	711	11.63	10.03	.51	.09	-1.16	.18
VOC-TOTAL	711	36.04	25.42	.59	.09	-.95	.18
WTCM	711	21.08	6.70	-.05	.09	-.37	.18
WTCF	711	16.07	5.34	-.49	.09	-.45	.18
ANXP1	711	28.53	10.43	.19	.09	-.53	.18
ANXP2	711	27.96	10.35	.22	.09	-.56	.18
ANX	711	56.49	20.43	.21	.09	-.51	.18
CCOMP1	711	178.64	64.34	-.15	.09	-.51	.18
CCOMP2	711	212.23	58.19	-.66	.09	.36	.18
COMP	711	390.88	116.52	-.33	.09	-.22	.18
LB1	711	10.40	4.04	.47	.09	-.18	.18
LB2	711	11.30	4.56	.74	.09	.47	.18
CE1	711	20.36	4.73	-.08	.09	-.16	.18
CE2	711	18.17	4.05	-.63	.09	.19	.18
CE3	711	19.94	3.89	-1.04	.09	.62	.18
IDS1	711	23.36	5.17	-.69	.09	.09	.18
IDS2	711	24.19	4.86	-.85	.09	.58	.18
ICSEL	711	44.81	12.11	-.51	.09	-.07	.18
DISSAL	711	46.05	8.42	-.85	.09	1.34	.18
KNOW	711	17.58	4.73	-.70	.09	.11	.18
ACCOMP	711	14.95	5.27	-.27	.09	-.55	.18
STIM	711	12.26	3.98	-.57	.09	-.35	.18
IDENREG	711	15.25	3.07	-1.45	.09	2.26	.18
INTROJREG	711	9.78	4.13	.09	.09	-.77	.18
EXTREG	711	21.00	3.71	-1.68	.09	3.40	.18

Test of the structural model was accomplished using a two-step approach, according to which a measurement model was tested before testing the structural model.

In evaluating the models of confirmatory factor analysis, measurement model and structural model, different goodness of fit statistics were taken into consideration. As noted in the methodology literature, chi-square statistics tend to be affected by large sample sizes and are almost always significant despite reasonable fit to the data (Bentler&Bonett, 1980; Byrne, 1998).

Therefore, as suggested by Byrne (1998), several alternative indexes of fit as adjuncts to the chi-square statistic were used, including the chi-square to degrees of freedom ratio (χ^2/df), the comparative fit index (CFI), goodness-of-fit index (GFI), incremental fit index (IFI) and normed fit index (NFI), all of which indicate an acceptable fit when reaches .90 and a good fit if exceeds .95.

4.6.1. Confirmatory Factor Analyses:

4.6.1.1. Motivation:

A confirmatory factor analysis was performed on the measurement model of motivation measure which has six factors: Knowledge, accomplishment, stimulation, identified regulation, introjected regulation, and external regulation.

The confirmatory factor analysis with maximum likelihood estimation method produced a relatively poor fit to the data as indicated by the following goodness of fit statistics: $\chi^2(174, N = 711) = 1307.54, p < .01$; Goodness-of-fit Index (GFI) = 0.85, Normed Fit Index (NFI) = 0.95, Comparative Fit Index (CFI) = 0.95, Incremental Fit Index (IFI) = 0.95. Modification indexes produced by the LISREL program indicated two error covariances between items 1 and 2, and items 19 and 21.

Adding covariances between these item pairs improved fit of the model to the data: $\chi^2(172, N = 711) = 834.20, p < .01$; Goodness-of-fit Index (GFI) = 0.90, Normed Fit Index (NFI) = 0.97, Comparative Fit Index (CFI) = 0.97, Incremental Fit Index (IFI) = 0.97, RMSEA = 0.074 (.90 confidence interval for RMSEA = 0.069-0.079). Standardized parameter estimates for this confirmatory factor analysis are shown in Figure 4.1.

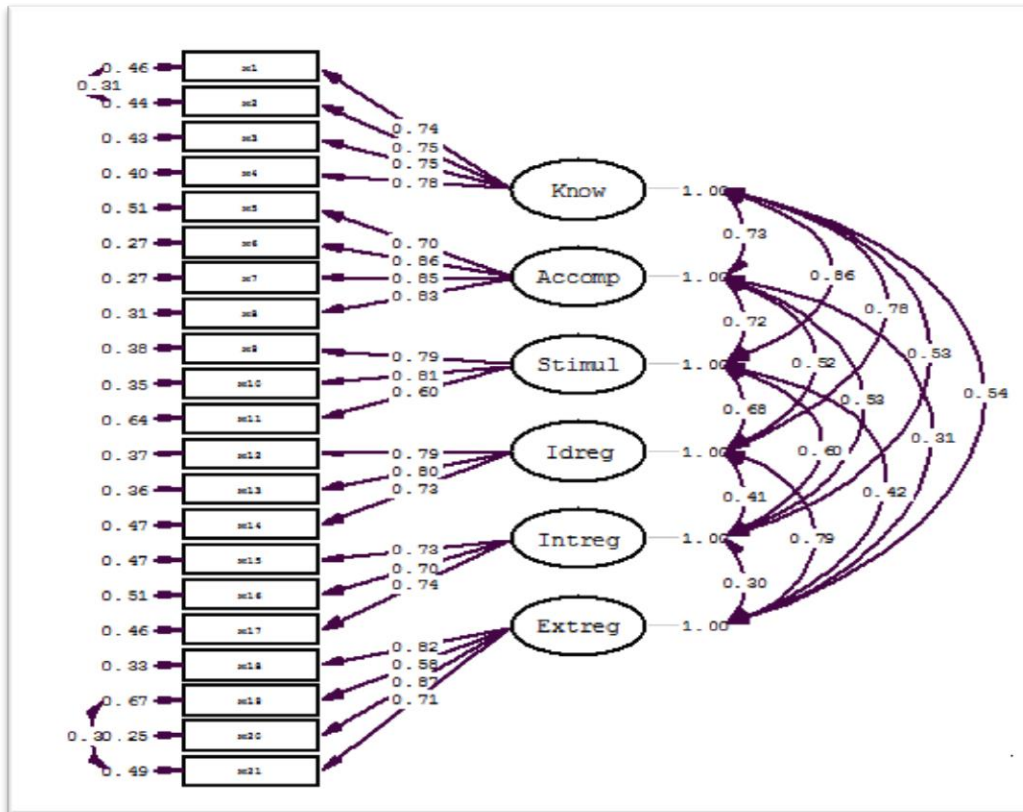


Figure 4.1. Standardized Factor Loadings for the Motivation Scale

Factor loadings of this measurement model ranged between .60 and .87 and all of them were statistically significant. The correlations among the factors were all statistically significant (Figure 4.2) and ranged from .30 (between introjected regulation and external regulation) to .78 (between knowledge and identified regulation).

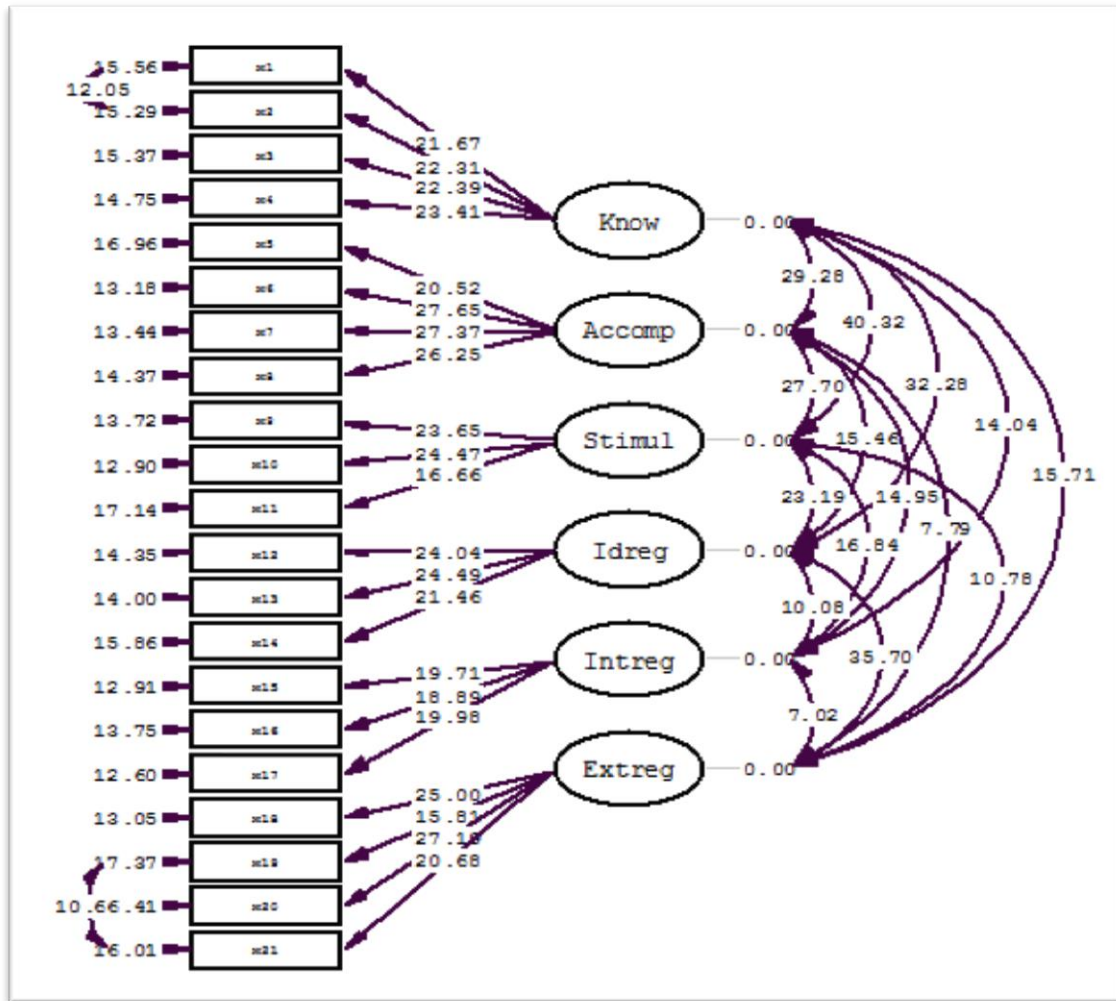


Figure 4.2. T-values for the Motivation Scale

As can be seen from Figure 4.2, t-values for all factor loadings of this measurement model were extremely large and statistically significant. It is known that a t-value higher than 2.5 is statistically significant at $p = 0.01$.

4.6.1.2. Perceived Communication Competence:

Test of the measurement model of Competence measure was performed by a confirmatory factor analysis using Maximum Likelihood estimation method. Since the perceived communication competence scale has only one factor, the measurement model consisted of one latent variable with 6 indicators.

The results showed that this measurement model fitted to the data relatively well as indicated by the following goodness of fit statistics: $\chi^2(9, N = 711) = 92.59, p < .01$; Goodness-of-fit Index (GFI) = 0.96, Normed Fit Index (NFI) = 0.97, Comparative Fit Index (CFI) = 0.97, Incremental Fit Index (IFI) = 0.97. However, the modification indexes produced by the LISREL indicated an error covariance between item 3 and item 4. Adding this covariance between these items resulted in a large decrease of chi-square, which was shown to be significant (43.73, 1: $p < .01$).

Consequently, this revised model produced better goodness of fit statistics as indicated by the following goodness of fit statistics: $\chi^2(8, N = 711) = 48.86, p < .01$; Goodness-of-fit Index (GFI) = 0.98, Normed Fit Index (NFI) = 0.98, Comparative Fit Index (CFI) = 0.99, Incremental Fit Index (IFI) = 0.99, RMSEA = 0.085 (.90 Confidence interval for RMSEA = 0.063-0.11). All factor loadings of this final model were relatively large (Figure 4.3) and statistically significant (Figure 4.4).

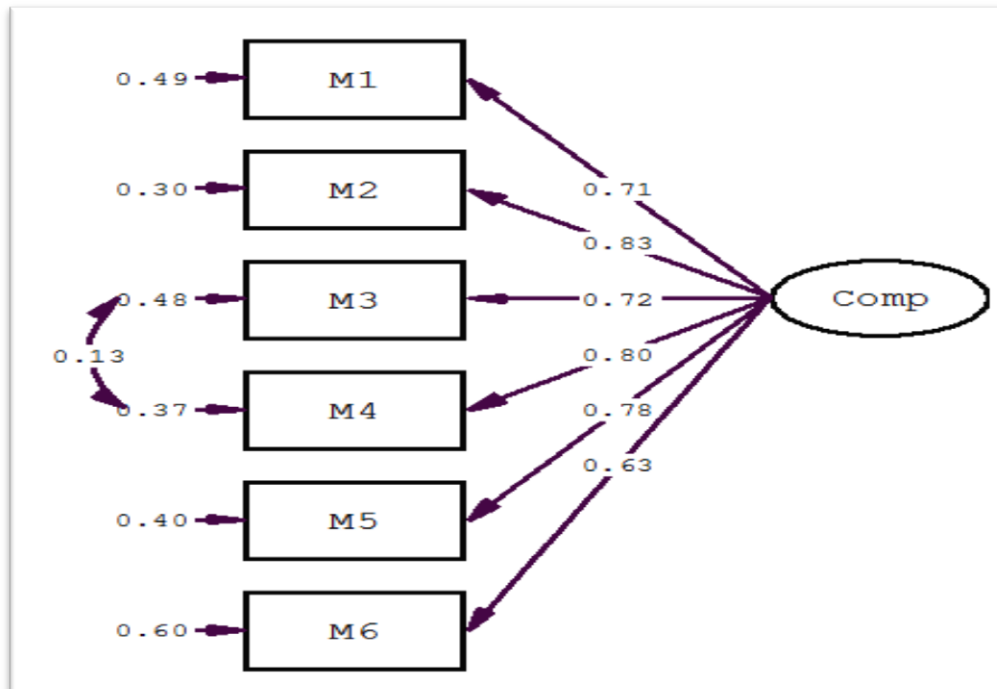


Figure 4.3. Standardized Factor Loadings for the Perceived Communication Competence Scale

As can be seen from Figure 4.3, factor loadings of six items ranged from .62 to .84, all of them were statistically significant and ranged from 17.57 to 26.53 (Figure 4.4).

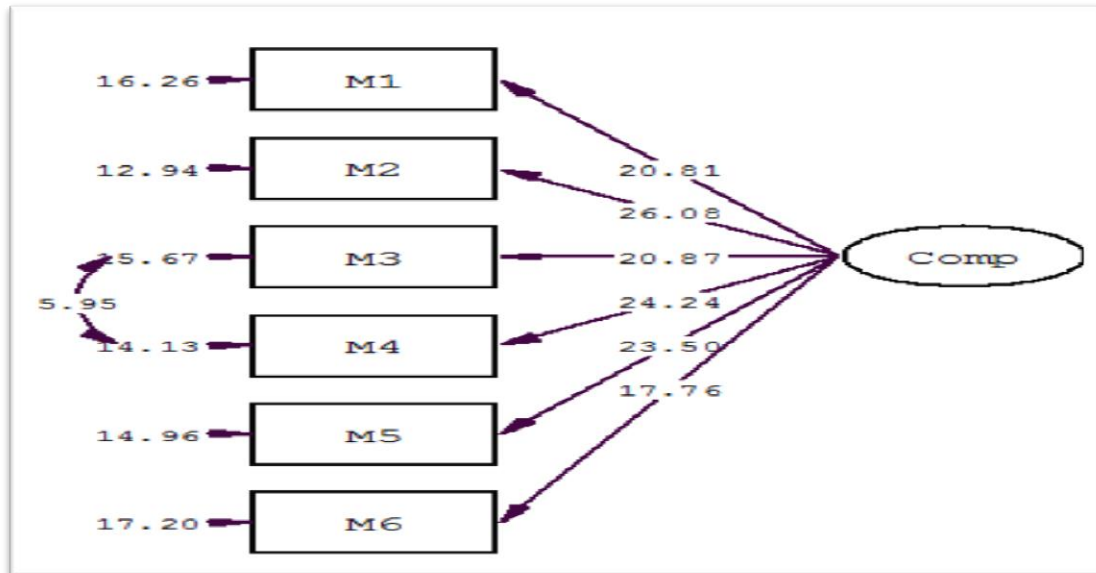


Figure 4.4. T-values for the Measurement Model of the Perceived Communication Competence Scale

4.6.1.3. Classroom Environment:

A confirmatory factor analysis was performed on the three-factor model of classroom environment scale and strongly supported this model as indicated by the following goodness of fit statistics: $\chi^2(62, N = 711) = 327.59, p < .01$; Goodness-of-fit Index (GFI) = 0.97, Normed Fit Index (NFI) = 0.96, Comparative Fit Index (CFI) = 0.97, Incremental Fit Index (IFI) = 0.97.

Factor loadings of the Task sub-factor ranged from .54 to .77 while they ranged from .63 to .83 for Studentsub-factor. Finally, the factor loadings ranged from .72 to .83 for Teacher sub-factor.

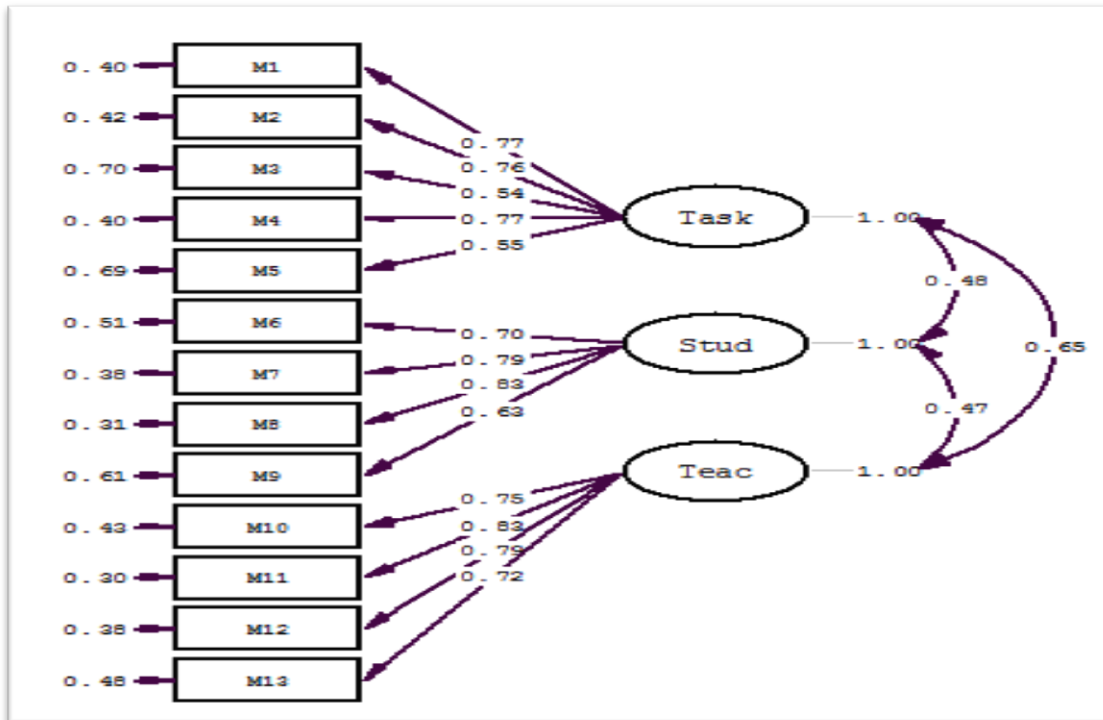


Figure 4.5. Standardized Factor Loadings for the Classroom Environment Scale

When it comes to the significance of these factor loadings, t-values generated by the LISREL program showed all statistically significant at $p = 0.01$ (Figure 4.6).

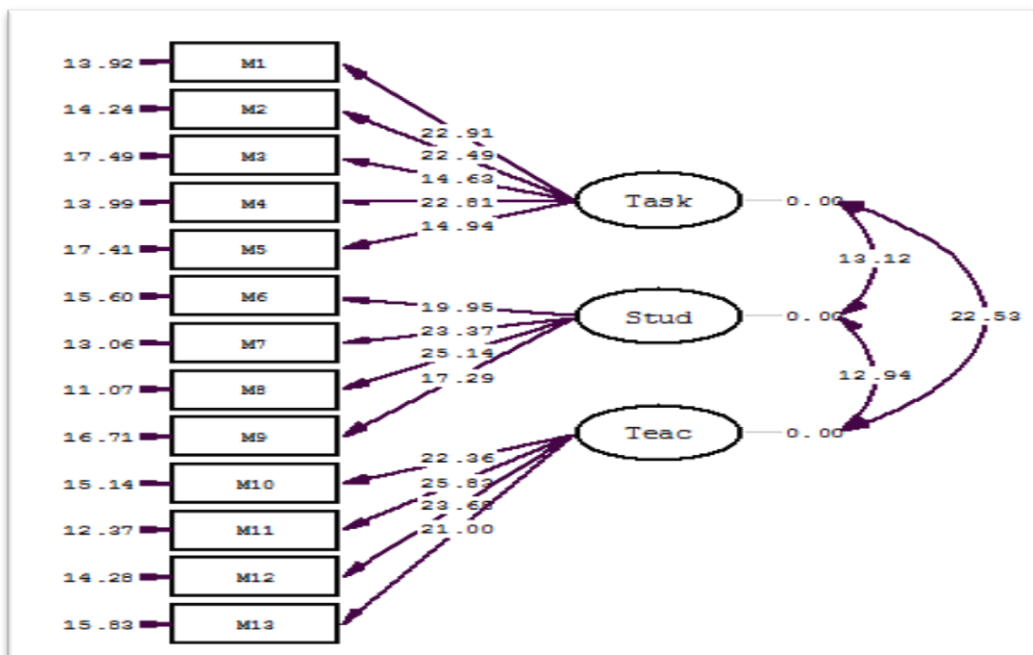


Figure 4.6. T-values for the Classroom Environment Scale

4.6.1.4. Ideal L2 Self

Ideal L2 self instrument's one-factor measurement model was tested by the LISREL program and resulted in the following goodness of fit statistics: $\chi^2(35, N = 711) = 282.64, p < .01$; Goodness-of-fit Index (GFI) = 0.93, Normed Fit Index (NFI) = 0.98, Comparative Fit Index (CFI) = 0.98, Incremental Fit Index (IFI) = 0.98, RMSEA = 0.10 (.90 Confidence interval for RMSEA = 0.089-0.11). Modification indexes produced by the LISREL indicated an error covariance between item 1 and item 2.

When the covariance between these items added to the model, a large decrease of chi-square was observed, which was shown to be significant (56.36, 1: $p < .01$). Consequently, this revised model produced better goodness of fit statistics as indicated by the following goodness of fit statistics: $\chi^2(34, N = 711) = 226.28, p < .01$; Goodness-of-fit Index (GFI) = 0.94, Normed Fit Index (NFI) = 0.98, Comparative Fit Index (CFI) = 0.98, Incremental Fit Index (IFI) = 0.98, RMSEA = 0.089 (.90 Confidence interval for RMSEA = 0.078-0.10).



Figure 4.7. Standardized Factor Loadings for the Ideal L2 Self Scale

As can be seen from Figure 4.7, factor loadings for this one-factor measurement model ranged from .55 to .87, most of which higher than .70 and all statistically significant at $p = .01$ (Figure 4.8).

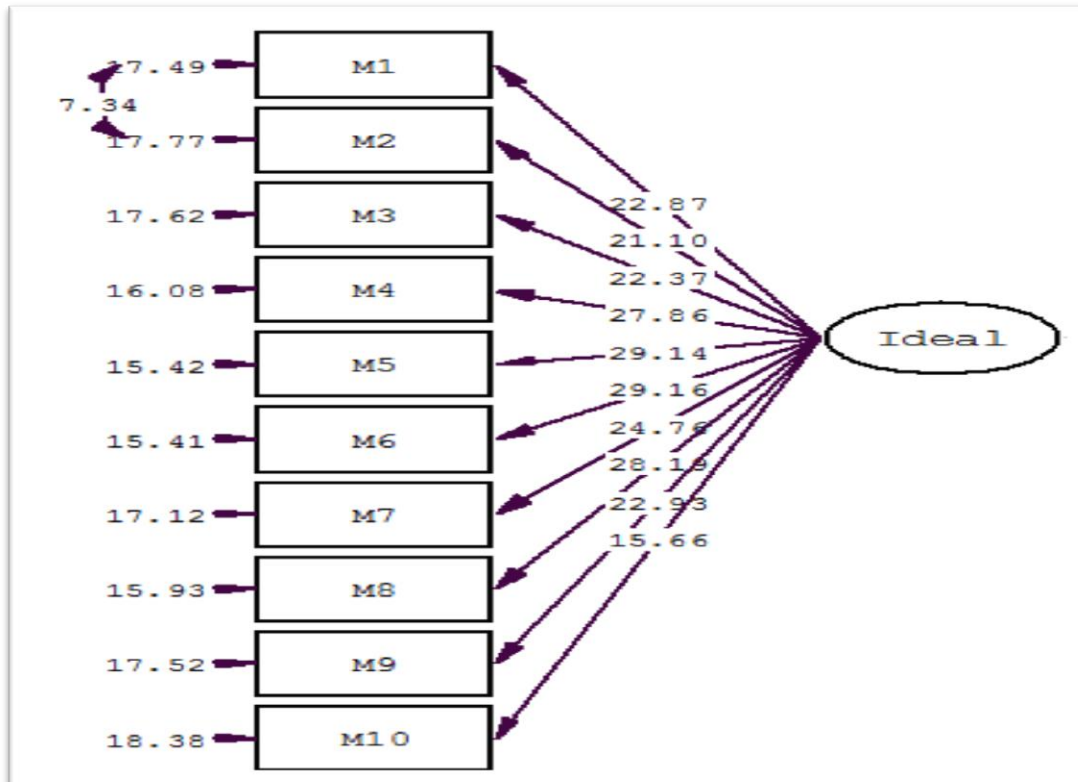


Figure 4.8. T-values for the Ideal L2 Self Scale.

4.6.1.5. Learner Beliefs:

Learner beliefs instrument's two-factor solution, i.e., learner beliefs about classroom communication and learner beliefs about English learning, was tested using Maximum Likelihood estimation method. The goodness of fit statistics suggested a good fit to the data: $\chi^2(26, N = 711) = 163.79, p < .01$; Goodness-of-fit Index (GFI) = 0.95, Normed Fit Index (NFI) = 0.92, Comparative Fit Index (CFI) = 0.93, Incremental Fit Index (IFI) = 0.93.

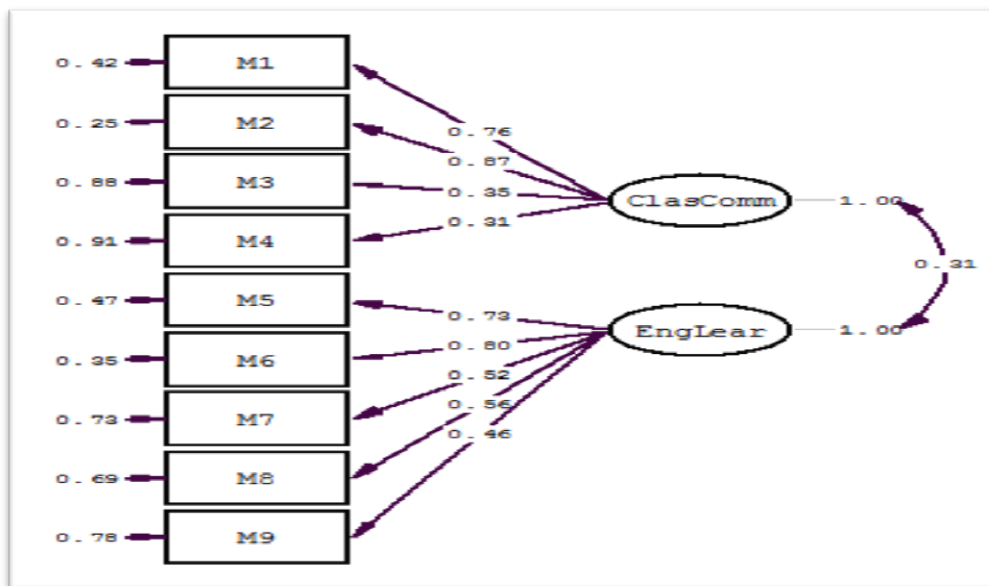


Figure 4.9. Standardized factor loadings for the Learner Beliefs Scale

Factor loadings (Figure 4.9) of this measurement model ranged from .31 to .87 for classroom communication sub-factor while from .46 to .80 for English learning sub-factor. Although some factor loadings for both sub-factors were relatively small (e.g., .31 for the item 4 of classroom communication and .46 for the item 9 of English learning), all of them were found to be statistically significant at $p = .01$ (Figure 4.10).



Figure 4.10. T-values for the Learner Beliefs Scale

4.6.1.6. Speaking Anxiety:

Speaking anxiety was modelled by one-factor Speaking Anxiety Scale and confirmed by LISREL using Maximum Likelihood estimation method. The results of a confirmatory factor analysis indicated a relatively poor fit of this one-factor measurement model to the data: $\chi^2(135, N = 711) = 1257.95, p < .01$; Goodness-of-fit Index (GFI) = 0.84, Normed Fit Index (NFI) = 0.96, Comparative Fit Index (CFI) = 0.97, Incremental Fit Index (IFI) = 0.97.

Examining the modification indexes produced by the LISREL indicated error covariances between four pairs of items: item 3 and item 11, item 8 and item 15, item 13 and item 14, finally item 5 and item 17. Adding these covariances between these pairs of items resulted in a large decrease of chi-square, which was shown to be significant (446.87, 4: $p < .01$).

Consequently, this revised measurement model produced better goodness of fit statistics as indicated by the following goodness of fit statistics: $\chi^2(26, N = 711) = 163.79, p < .01$; Goodness-of-fit Index (GFI) = 0.90, Normed Fit Index (NFI) = 0.98, Comparative Fit Index (CFI) = 0.98, Incremental Fit Index (IFI) = 0.98. Factor loadings of the revised model are shown in Figure 4.11.

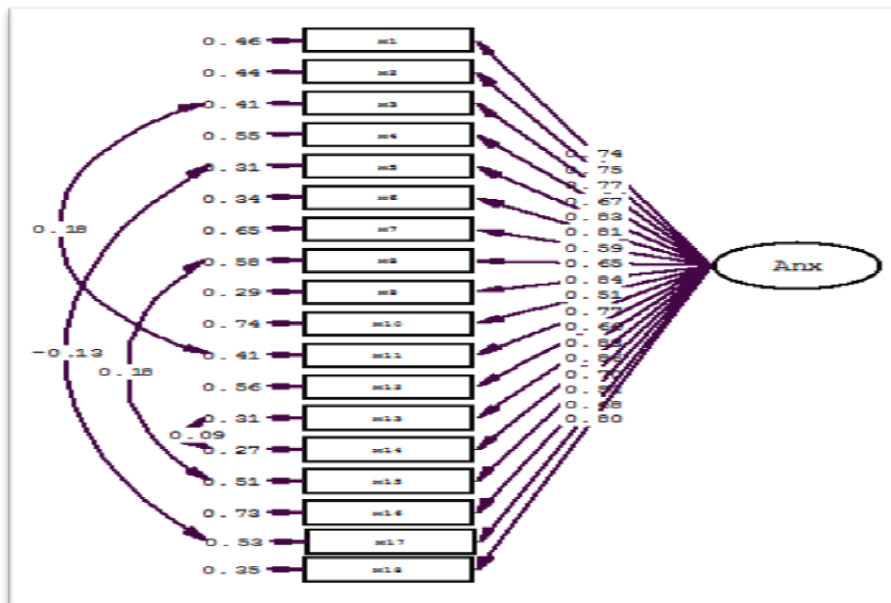


Figure 4.11. Standardized Factor Loadings for Speaking Anxiety Scale

It is clear from Figure 4.11 that the factor loadings were relatively large and ranged from .52 (item 16) to .86 (item 14) and all statistically significant (Figure 4.12).

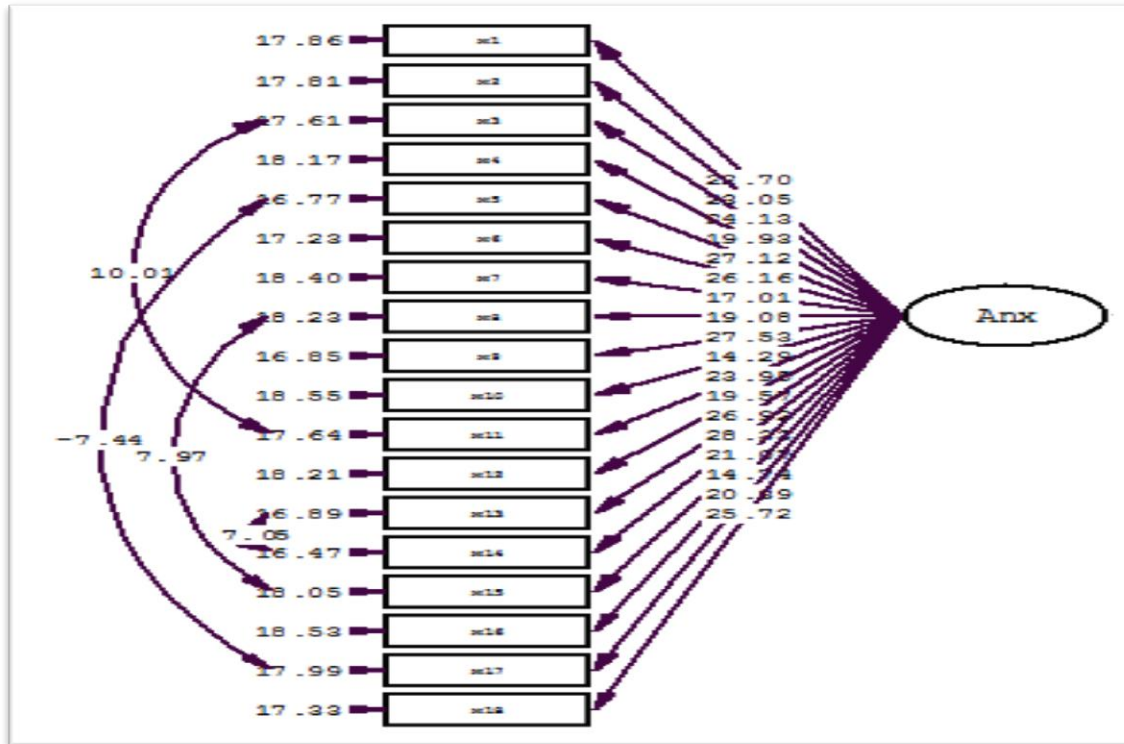


Figure 4.12. T-values for Speaking Anxiety Scale

4.6.1.7. Willingness to Communicate:

A two-factor (willingness to communicate in meaning-focused activities and willingness to communicate in form-focused activities) willingness to communicate measurement model was tested using confirmatory factor analysis and resulted in a good fit to the data: $\chi^2(34, N = 711) = 261.54, p < .01$; Goodness-of-fit Index (GFI) = 0.93, Normed Fit Index (NFI) = 0.96, Comparative Fit Index (CFI) = 0.96, Incremental Fit Index (IFI) = 0.96.



Figure 4.13. Standardized Factor Loadings for WTC Scale

Factor loadings ranged from .56 to .85 for meaning-focused activities sub-factor while from .79 to .92 for the form-focused activities (see Figure 4.13). T-values generated by the LISREL showed that all factor loadings were statistically significant as can be seen from Figure 4.1



Figure 4.14. T-values for Willingness to Communicate Scale

4.6.2. Test of the Measurement Model:

The measurement model indicates the relations of the observed variables to their underlying latent constructs that were allowed to intercorrelate freely. Seven latent variables were used in the model testing: *Classroom environment, motivation to learn, learner beliefs, ideal self, willingness to communicate, communication confidence, and vocabulary size*. Communication confidence, willingness to communicate, classroom environment, learner beliefs and motivation latent variables were defined using the sum scores of their original factors. Given that a latent variable could only be defined when more than one observed variable, one-dimensional measure of ideal self was parceled out in order to create multiple indicators for this construct.

Consequently, classroom environment latent variable was created using the sum scores of task orientation, student cohesiveness, and teacher support while motivation to learn by sum scores of internal and external motivation dimensions. Communication confidence latent variable was defined by speaking anxiety and communication competence scores. Willingness to communicate latent variable was defined by willingness to communicate in meaning-focused activities and willingness to communicate in form-focused activities. Learner beliefs latent variable were defined by the sum scores of two different measures, namely learner beliefs about English learning and learner beliefs about classroom communication behavior.

Two parcels were created to represent the ideal self latent variable. Although there are different kinds of item parceling, the method used in this study creates relatively equivalent indicators by spreading “better” and “worse” items across the different parcels. In order to create parcels as indicators for ideal self latent variable, items were rank ordered by the size of the item-total correlation and summing sets of items to obtain equivalent indicators for this construct. Finally, a latent variable referring to participants vocabulary size was defined by their vocabulary knowledge at 3000, 5000 and academic vocabulary levels.

Before model testing, correlations among the observed variables were calculated (Table 4.10). As can be seen from Table 4.10, correlations among the observed variables used in the present research ranged from .01 to .88.

A test of the measurement model defined by these observed variables resulted in a good fit to the data as indicated by the following goodness of fit statistics: $\chi^2(84, N = 711) = 428.86, p < .01$; Goodness-of-fit Index (GFI) = 0.93, Normed Fit Index (NFI) = 0.95, Comparative Fit Index (CFI) = 0.96, Incremental Fit Index (IFI) = 0.96, RMSEA = 0.076 (.90 confidence interval for RMSEA = 0.069-0.083).

Table 4.11: Intercorrelations of Observed Variables Used in the Measurement and Structural Models

	<i>Wtc-M</i>	<i>Wtc-F</i>	<i>Anx</i>	<i>Comp</i>	<i>LB1</i>	<i>LB2</i>	<i>Task</i>	<i>Student</i>	<i>Teacher</i>	<i>IS1</i>	<i>IS2</i>	<i>Int</i>	<i>Ext</i>	<i>W3000</i>	<i>W5000</i>
WTC-M	-														
WTC-F	.45**	-													
ANX	-.38**	-.03	-												
COMP	.54**	.21**	-.58**	-											
LB1	-.13**	-.08*	.16**	-.05	-										
LB2	-.21**	-.12**	.33**	-.33**	.34**	-									
TASK	.29**	.27**	.09*	.22**	-.22**	-.16**	-								
STUDENT	.35**	.25**	-.18**	.29**	-.21**	-.16**	.41**	-							
TEACHER	.16**	.22**	-.06	.21**	-.15**	-.16**	.58**	.38**	-						
IS1	.37**	.25**	-.30**	.45**	-.03	-.28**	.23**	.25**	.24**	-					
IS2	.37**	.28**	-.26**	.42**	-.02	.26**	.23**	.29**	.27**	.88**	-				
INT	.40**	.42**	-.12**	.31*	-.03	.14**	.29**	.29**	.29**	.45**	.45**	-			
EXT	.30**	.27**	-.04	.22**	.01	-.10**	.25**	.27**	.29**	.43**	.50**	.65**	-		
W3000	.20**	.21**	-.24**	.39**	-.06	-.32**	.14**	.10**	.20**	.36**	.35**	.29**	.11**	-	
W5000	.20**	.19**	-.23**	.37**	-.05	-.30**	.14**	.06	.19**	.31**	.29**	.26**	.09*	.83**	
WAcad	.18**	.18**	-.21**	.35**	-.05	-.29**	.11**	.06	.17**	.29**	.29**	.25**	.09*	.79**	.85**

Note: N = 771, WTC-M = Willingness to communicate in meaning, WTC-F = Willingness to communicate in form, ANX = Speaking anxiety, COMP = Communication competence, LB1= learner beliefs about English learning, LB2= learner beliefs about classroom communication behaviors, TASK = Task orientation, STUDENT = Student cohesiveness, TEACHER = Teacher support, IS1-2 = Parcels for ideal self, EXT = Extrinsic motivation, INT = Intrinsic motivation, V3000 = 3000 vocabulary level, V5000 = 5000 vocabulary level, ACVOC = Academic vocabulary.

*p<.05; ** p<.01.

As can be seen from Table 4.11, all of the loadings of the indicators on the latent variables were relatively large and statistically significant. It is clear from the standardized factor loadings, except for the learner beliefs parcels, most of the indicators factor loadings were higher than .70. Therefore, all of the latent variables appear to have been adequately operationalized by their respective indicators.

Table 4.12: Factor Loadings, Standard Errors, and T-values for the Measurement Model

<i>Latent and Observed variable</i>	<i>Unstandardized factor loading</i>	<i>SE</i>	<i>t</i>	<i>Standardized factor loading</i>
Willingness to Communicate				
WTC-M	5.71	.28	20.05**	.85
WTC-F	2.92	.21	13.80**	.55
Communication Confidence				
ANX	13.26	.77	17.25**	.65
COMP	10.52	.39	24.01	.91
Learner Beliefs				
LB1	1.84	.18	10.39**	.47
LB2	3.11	.20	15.94**	.67
Classroom Environment				
TASK	3.63	.18	20.27**	.77
STUDENT	2.42	.16	15.36**	.60
TEACHER	2.84	.16	19.16**	.73
Ideal Self				
IS1	4.83	.16	30.72**	.93
IS2	4.59	.15	31.20**	.94
Motivation				
EXT	6.93	.34	20.11**	.74
INT	8.93	.38	23.49**	.86
Vocabulary Size				
V3000	7.03	.27	25.99**	.82
V5000	7.93	.25	31.53**	.93
ACVOC	8.68	.31	28.11**	.87

Note. N = 711. WTC-M = Willingness to communicate in meaning, WTC-F = Willingness to communicate in form, ANX = Speaking anxiety, COMP = Communication competence, LB1-2 = Parcels for learner beliefs, TASK = Task orientation, STUDENT = Student cohesiveness, TEACHER = Teacher support, IS1-2 = Parcels for ideal self, EXT = Extrinsic motivation, INT = Intrinsic motivation, V3000 = 3000 vocabulary level, V5000 = 5000 vocabulary level, ACVOC = Academic vocabulary

**p<.01

The correlations among the latent constructs can be seen from Figure 4.15.

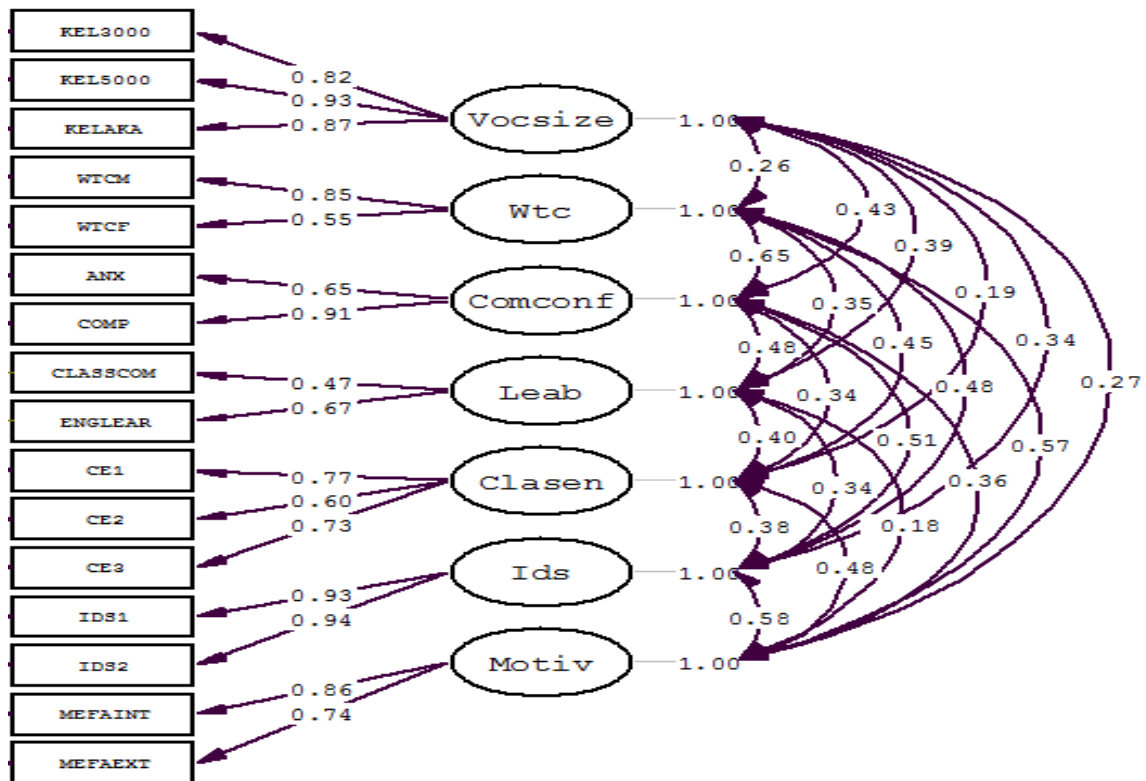


Figure 4.15. Standardized Factor Loadings and Factor Correlations for the Measurement model

It is clear from Figure 4.15, the weakest correlations were found between vocabulary size and classroom environment, and learner beliefs and motivation. The highest correlation, on the other hand was found between willingness to communicate and communication confidence.

4.6.3. Test of the Structural Model

Test of the structural model was accomplished using Maximum Likelihood estimation method and resulted in an acceptable goodness of fit statistics: $\chi^2(84, N = 711) = 529.68, p < .01$; Goodness-of-fit Index (GFI) = 0.91, Normed Fit Index (NFI) = 0.90, Comparative Fit Index (CFI) = 0.91, Incremental Fit Index (IFI) = 0.91, RMSEA = 0.083 (.90 confidence interval for RMSEA = 0.076-0.090).



Figure 4.16. Standardized values of the structural model

Notes: $N=711$, Observed variables are not shown for the ease of presentation; dashed lines refers to insignificant paths.

** $p < .01$

According to the results of the structural model, the relationships of classroom environment with both WTC in English and Communication Confidence were fully mediated by the three variables in the model, namely motivation to learn English, Ideal self, and learner beliefs.

As can be seen from Figure 4.16 the relationship between classroom environment and WTC in English ($\beta = .45$, $p < .01$) was turned to be insignificant ($\beta = .12$, $p > .01$) when the mediators were added into the equation. Similarly, the relationship between classroom environment and communication confidence ($\beta = .34$, $p < .01$) became insignificant ($\beta = .07$, $p < .01$) when the mediator variables were added to the structural model.

Moreover, the relationships of learner beliefs and ideal self with WTC in English were fully mediated by communication confidence. The relationship of learner beliefs ($\beta = -.35$, $p < .01$) and ideal self ($\beta = .48$, $p < .01$) was turned out to be insignificant (β s = $-.10$, $-.04$, $p < .01$, respectively) when the mediators were added to the structural equation.

When it comes to the relationship between motivation to learn English and WTC in English, communication confidence did not operate as a mediator given that the relationship between motivation to learn and WTC had a strong and statistically significant relationship even when the communication confidence was defined as a mediator. The insignificant path from motivation to learn to communication confidence also indicated that communication confidence could not be a mediator between the constructs. With regard to the relationship between willingness to communicate and vocabulary size, communication confidence served as a mediator between these two variables.

Finally, it was shown that the model accounted for %55 of the variance in willingness to communicate, %35 of the variance in communication confidence, %18 of the variance in learner beliefs, %15 of the variance in ideal self, and %24 of the variance in motivation to learn English.

4.7. Chapter Summary

This chapter presented the findings of the statistical analysis of the quantitative data. First of all, descriptive analyses of each scale (e.g. mean and standard deviations) were conducted through SPSS. Participants were found to be moderately willing to communicate in English in a classroom setting. Results also showed that they had moderate level of speaking anxiety and they perceived

themselves competent to communicate in English. With regard to their perceptions of the ideal L2 self, the participants were found to have positive perceptions of their ideal L2 self-images. In terms of their motivation levels, they exhibited positive dispositions towards the reasons for learning English. Findings revealed that students had a higher level of External Regulation type of motivation and Identified Regulation.

Findings showed that the participants highly appreciate their language classrooms. Especially, the dimension of teacher support received the highest mean score, which indicates that the participants are very glad with their English teachers. However, they were found to have some hesitations about the attractiveness of the tasks utilized in their classrooms. In terms of their beliefs about English learning, the participants were found to be in favor of communicative activities and they did not support traditional claims. Lastly, results of the vocabulary levels test revealed that the participants did not have sufficient vocabulary knowledge.

After presenting the results of the descriptive analyses, the results of the Confirmatory Factor analyses for each construct and Structural Equation Model (SEM) analysis were explained. The results of the SEM analysis showed that the relationships of classroom environment with both WTC in English and Communication Confidence were fully mediated by the three variables in the model, namely motivation to learn English, ideal L2 self, and learner beliefs. Besides, learner beliefs and ideal L2 self were directly and significantly related to communication confidence and indirectly related to willingness to communicate. It was also found that motivation directly and significantly influenced willingness to communicate. Lastly, vocabulary size directly and significantly affected communication confidence, whereas no significant relationship was found between vocabulary size and willingness to communicate.

5. QUALITATIVE RESULTS

5.1. Introduction

After participants completed the questionnaires, 32 of the participants who voluntarily wrote their names on their questionnaires were chosen for semi-structured interviews based on their levels of willingness to communicate. Among 32 students, 16 of them had the lowest willingness to communicate, whereas the other 16 students had the highest willingness to communicate. 8 students at each proficiency level, among which 4 of them had the highest WTC level and 4 of them had the lowest WTC level, were determined by the researcher. Then, she contacted them individually and asked their permission to participate in the qualitative part of the study. Interview questions were prepared in accordance with the survey questions and they were asked to the participants in this order.

As it was stated in the main research question of the study, the main goal of the qualitative part of the study was also to explore the participants' perceptions with regard to their willingness to communicate in English. Besides, their perceptions of their communication confidence, ideal L2 Self, motivation, and environmental factors contributing to the WTC in L2 class were investigated through the questions designed for this purpose. Also, the researcher tried to find out the participants' belief about English learning and classroom communication. The participants were asked to evaluate their vocabulary size and its effect on their communication skills. At the end, their opinions and recommendations for WTC were requested.

The main research question of the study is: What are the Turkish EFL students' perceptions of their WTC in English?

The related sub-questions of the study are as in the following:

- 1- What are the Turkish university students' perceptions of their communication confidence, ideal L2 Self, motivation, and environmental factors contributing to the WTC in L2 class?
- 2- What are the Turkish university students' beliefs about English learning and classroom communication behavior?

- 3- What is the receptive vocabulary knowledge of the Turkish university students?
- 4- What are the relations among students' WTC in English, their motivation, ideal L2 Self, communication confidence, learner beliefs, classroom environment and their vocabulary levels?

5.2. Students' Background Knowledge (Students' English language learning experiences, their parents' attitude, their communication experience)

Students were asked how long they had been studying English and 28 of the participants (87.5%) stated that they started learning English at the fourth grade in government schools, 3 of them (9.3%) stated that they started at the fifth grade and only one participant (3.1%) started learning English in kindergarten because she attended a private school.

With regard to their first English learning experiences in elementary, secondary, and high school, 17 of the students indicated that they had good English learning experiences when they started learning English in elementary school. Among 17 students who reported good English learning experiences in their school lives, 11 of them were identified as having high WTC levels, whereas 6 of them had low WTC levels. 15 of the participants reported bad English learning experiences which belonged to their school lives. Among these 15 students who had bad English learning experiences, 10 of them were identified as having low WTC levels, whereas 5 of them were found to have high WTC levels.

An important point was identified with the students who reported good learning experiences. Among 17 students, 9 of them put special emphasis on their English teachers in their school years when they were asked about their first English learning experiences, and they associated their good English learning experiences with these English teachers.

We had an English teacher there. He was very willing to teach English and he made me love English first. Then, when I went to secondary school, I had a teacher who graduated from Hacettepe University. She especially tried to help me learn English because I love the language. So, I was able answer all English questions in every exam. I had mistakes in other subjects, but I did not in English (Bartın).

The effect of my English teachers was great. In elementary school, there was an English teacher whom I loved very much. S/he made me love English, anyway. Especially in high school, I also liked my English teacher very much, and s/he was a very successful teacher (Ceren).

I think learning English generally depends on the English teacher. If you are lucky and have a good English teacher who is very interested and teaches English with games, you can learn very well. My friends of the same age did not have English teachers in their fourth and fifth classes, so all of them hated English. It also continued throughout their high school lives. I loved it because our teacher was so sweet (İzel).

My favorite subject was English in secondary school. It was enjoyable. And I liked my teacher very much, and things like that ...(Sevcan).

As far as I remember, I loved English very much in the fourth grade. I had an English teacher in 6th, 7th and 8th grades. His name was Ramazan. I loved him very much. do not think Derste was such a hani, so I was not doing anything, so I was always working with this teacher in the classroom. This teacher was not interested in tenses, frankly. He was trying to make us speak English as much as possible. However, my English was always a problem in my high school years, because I did not love my English teacher at all (Ümmü).

On the other hand, other 6 students mentioned about their own interest in English in their school years and reported they enjoyed learning English a lot when they were asked about their first English learning experiences.

The system was not really effective in my opinion. This was not the education I want, but I always love English. I usually found the unknown words in the texts before going to the English classes. However, they did not help my speaking at all because they were very limited (Melis).

I actually improved myself by watching foreign series, movies and so on. I loved English in this way. Other than that, my English grades in secondary school were a little better. So I decided to study English myself. I liked English (Ahmet).

I do not think English classes were effective in primary and secondary schools. However, I always participated in the class anyway. I've always tried to improve my English until this time. This way one of the reasons to participate in the preparatory school. I do not participate in the preparatory school to sleep more or spend extra time (Deniz).

2 of the students also reported their good English learning experiences because they attended a private school where special attention was given for English learning. However, these students changed their schools after some time due to some family reasons and attended a state school. They indicated that they lost their interest in English when their schools changed.

I received the best English education of my life in kindergarten, the first and the second grades when I was in a private school because teachers there were very interested in teaching English, and then when I passed the fourth grade.... They were increasing our interest in English, but when I passed the fourth grade, the class was more crowded and the teacher was not very interested. Of course this was a state school and after that I lost my enthusiasm for English (Cennet).

I studied at Kahramanmaras, until the 5th grade of elementary school. My English was a little better in 4-5th grades, but I moved to Ankara when I was in the 6th grade. I studied at state school there. I studied 3-4-5 at private school. I learned English very well. English education was very nice, yes. However, in 6-7-8 grades, English education at public school was very bad for me. I was not able to improve my English there (Ayaz).

15 of the participants reported bad English learning experiences which belonged to their school lives. For the reasons of these bad experiences, they listed some factors such as the failure of the education system, exam-oriented English teaching, inexperienced teachers, their own indifference to learn English. The failure of the education system was the most common reason mentioned by the participants.

We started learning English in the fourth grade. They always taught the same things because of the failure of the system. They taught only grammar. There was nothing else. Apart from that, we've always learned the same things since the fourth grade. We learned things up to one point, then repeated them again and again ... We enjoyed learning these things at first such as speaking English or something like that... After that, I got bored of learning the same things again and again (Mehmet).

*I wish I was aware that the English was important but I completed my primary education in village schools. I did not have any idea. English seemed unnecessary. I did not care because nobody mentioned about the importance of English (Cansu).
I was not satisfied with English activities. I was never satisfied. I did not catch the attention of anybody because I was a little silent. In other words, I also found English education inadequate. I mean, how could it be put into words, people who did not know English taught English (Mert).*

I mean, the places where I studied were bad. So, we did not study a lot of things. We just studied for the exams. I did not know anything when I came here. This is my second year in preparatory school. I was not able to pass in my first year. Now, I'm here and learning a little better (Mehmet).

In the fourth grade in elementary school, we were always writing something and I got bored of this. The board was always full of questions. Primary school was like that, it did not change in secondary school because we had the same teacher (Barış).

With regard to the participants' experiences of speaking lessons and activities in their school education, 24 of the participants reported that they only focused on grammar and vocabulary in their school education, 6 of them mentioned that they did some writing and speaking activities in the first year of their high school education, and 2 of them stated that they did speaking activities in their

elementary and secondary schools. The majority of the participants stated that they did not find any opportunity to speak English before they came to the university. Although only a small proportion of the learners did some speaking activities in the first and second years of high school, they had to quit them in the following years because they had to prepare for the university entrance exam.

In the lessons, we were learning vocabulary in the 4th grade. As far as I remember, we started grammar in the fifth grade. Five-six.... I do not remember anything about high school because we had an English teacher, I do not mean s/he was bad, but s/he did not teach anything (Ali).

We always learned grammar. We had quizzes constantly. Vocabulary was very important and I studied vocabulary a lot. It was really good. I was developing myself. Regarding speaking, teacher was always saying that we did not have time for it. This is an important problem in Turkey's education system (Ceren).

We did not do anything with regard to speaking in my school education. Now, I am in preparatory school. Although my department is English Language Education, I do not think my English education in high school helped me for the preparatory exam. The same things happen in general. You learn the tenses in terms of grammar. Every year, the same things happen and not too much changes (Merve).

We had speaking activities especially in the ninth and tenth grades of the high school... because there was a preparation for the university exam in the eleventh and the twelfth grades and education was shifting towards it. I got a good English education in ninth - tenth grades and it was also my personal endeavor. Foreign series, foreign music, foreign people ... (Çağla).

In terms of the family support during English language education process, among 32 participants, 24 of the participants stated that their families' attitudes towards English were very positive, 3 of them stated that their families were neutral with regard to language learning in their school education. Families who were very positive about English learning especially supported their children, helped them to attend different private English courses, and wanted their children to learn other foreign languages as well as English.

On the other hand, 3 of them indicated that their families found English learning unnecessary and they emphasized other subject areas (e.g. Maths, Science) to be able to enter a university and acquire a profession, and 2 of the students whose majors were English language education and English Language and Literature stated that their families did not support their decision about selecting English as a major, but they changed their ideas after their English teachers talked to them.

My family really wants me to learn English. Besides, they wants me to learn other languages. My father, for example, wants me to learn Russian a lot (Melis).

They really wanted me to learn English. They supported me more when they learned that I was also willing to learn English (Ahmet).

My father supported me because he is working abroad, his English is advanced. He wanted me to learn English as well. My parents already sent me to a private school in the 3rd grade to receive a good English education. I have no problem related to my family (Ayaz).

Honestly, my dad and mom does not really care about my education. My dad cared a little bit until high school. Later, he did not support, either. They would not even make any comments about English at all. My father always said "finish your school and have a profession" because he does not have a profession. Of course, they wanted me to have high marks from your courses. In fact, they would not get specifically interested in English (Ahva).

Well, while I was choosing the language department, I fought against my family a lot. They told me to become a lawyer, do something else and learn a language as well. I told them that I wanted to choose English as a profession. This was really the most difficult year of my life. I convinced my own English teacher, my German teacher, to talk to my parents. convinced other English teachers to talk to my parents. Finally, my mother was persuaded. Now, she thanks me to enter the Hacettepe University (Bartın).

Regarding interview students' background knowledge, it was observed that a vast majority of the participants had been studying English since the fourth grade in primary school. Most of them completed their primary, secondary and high school education in public schools. Nearly half of the participants reported good English learning experiences in their school education which results from the good qualities of their English teachers, whereas other half stated that the quality of first English language education, which they took in primary and secondary schools , was very bad because of different reasons such as the failure of the education system, inadequate teachers. Lastly, their parents' attitudes towards English learning were found to be positive and encouraging.

5.3. Students' Perceptions of Willingness to Communicate in English:

In order to investigate students' perceptions of WTC in English, a total of 32 students, which consist of 16 students (4 students at each proficieny level) with the lowest WTC levels and 16 students (4 students at each proficieny level) with the highest WTC levels, were interviewed. Students with the highest and the lowest WTC levels were specifically chosen to compare the situations which increase or decrease WTC levels of the students.

When the students with the highest WTC levels (16 students) were asked about in which situations they were more willing to communicate in English in the classroom, 9 of the students indicated that they become more willing to communicate if the topics catch their attention and they are knowledgeable enough about them. 4 of the students mentioned that their willingness to communicate increases if they talk about their own lives such as, daily routines, what they do at the weekends and their future plans. 2 of them stated that they are specifically more willing to participate in discussions either in groups or as a whole class.

On the other hand, 1 of them indicated that she always participate in the class and volunteer to speak English in the classroom regardless of the topics or types of activities. As can be seen below, students explain that their unwillingness for some topics results from the lack of vocabulary knowledge related with them. Even if they want to speak English in some topics, their vocabulary can limit them at some point. Also, they indicated that the speaking topics that they are familiar with are particularly significant because they cannot say anything even in Turkish if they do not know anything about them. They also prefer topics related with their daily lives which do not require complicated vocabulary although a limited number of students state that they like discussion which can push the limits of their vocabulary knowledge. In general, having an idea about the discussed topic plays an important role for the students with the highest WTC levels and they feel more secure speaking English about familiar topics.

If it's something I'm good at ... It can be art, music ... I have an interest in music. I like singing. I can talk when I have an interest (Kerem).

If a topic attracts my attention, I can speak English. Apart from that, I do not speak much because the topic do not catch my attention. Also, I cannot speak Turkish about it as well if I do not know anything about the topic. I do not know enough vocabulary about the topic which I am not familiar with. That's why I do not talk (Çağla).

The book already has speaking topics. If they are topics of my interest, then I am trying to raise my hand. When the teacher asked the question, in fact, in general, the teacher was trying to make us speak English at the beginning. Then you slowly start to speak Turkish again, but I still try to speak English. However, I have problems with vocabulary. I want to speak but the word is stuck in my mouth. Sports, hobbies, etc. I am more willing to speak in these topics. I have already done sports for 6 years, I have interest in sports (Anıl).

The teacher opens discussions on very irrelevant topics, but they are not like assignments. They are developing spontaneously. We are discussing this ... It is very useful. Sometimes we discuss very seriously, but it is beautiful. After the discussion is over, we ask the

teacher the words we do not remember or what we can use instead of a word. It's very helpful (Izel).

I'm willing in every case, I think. I can answer anything. In general, the teacher asks a question. I raise my hand. If I receive a permission to speak, I explain my thoughts. I am willing to speak in every occasion. I really enjoy speaking English (Ayşe).

I'm trying to talk when it's a topic of interest. Some speaking activities are enjoyable. I would say something. The problem is; I cannot say anything when I think about it. I try to find the correct word. I remember when I saw it, but it does not come to my mind while I am speaking. It's such a nuisance (Barış).

Regarding the situations in which students are more willing to communicate in English in the classroom, 4 of the students with the lowest WTC levels indicated that the topics in their English books are not interesting and motivating at all and they become more willing for communication if their teachers utilize different activities, games or there are topics of their interest which are not within the scope of their English books. They stated that they get too bored while following the activities in their books and they feel pressure while doing the activities in their books. 7 of the students, who were asked about the situations in which they become more willing to communicate, directly mentioned about their fear of making mistakes, speaking phobia, and anxiety while speaking English instead of the situations in which they prefer speaking English.

It can be concluded that the primary concern of these students is the communication anxiety rather than the speaking topics. Due to the fear of making mistakes, speaking anxiety and lack of communication competence, these students generally prefer preparing their speech beforehand or participate in form-focused activities such as grammar activities because the risk of making mistake significantly decreases in this activities. The results of the WTC scale also showed that the students were more willing to participate in the form-focused activities instead of the meaning-focused activities.

When there are different activities, games, and so on, I am more willing to communicate. And when Peter teaches the lesson, I become enthusiastic and speak as much as possible. In fact, I have to learn English... because I realize that it is necessary both for my future career and for my lessons in the department (Sinem).

I am usually more willing to talk about things that are not connected to the book. The things that are related to the book are asking about the things in the book, I find them ridiculous. Very boring. I think that what we are studying do not help me in the proficiency exam. They ask different things in the exam, so I do not like any English lesson which depends on the book. I do not participate in the class (Melis).

I'm not very willing. Because I have a kind of a phobia. I fear of making mistakes. Even if I know the answer, for example, let's say I have taken notes, I do not even raise my hand because I'm a little shy person (Cansu).

*Forming a sentence ... Generally speakingHow do I tell ... In fact, it is difficult for me to to form a sentence or tell a something. I am abstaining for this reason (Merve).
I'm reluctant in general because I get excited when I speak English. It has a great effect. I usually abstain from classes. I participate in grammar activities, but I cannot participate in speaking activities (Ahmet).*

On the other hand, 5 of the students with the lowest WTC levels stated that they do not like studying English at all and they attend English classes because it is compulsory for them to pass English exam in order to start their majors. They indicated that they found English unnecessary for their profession, but their departments require them to learn it.

I am not generally willing. I do not know, I do not think preparatory school is suitable for me. It's not for me, so ... I understood when I came here and thought about leaving it. However, I decided to wait until the exam and I will decide in the second semester. I thought I could do it, maybe that's not my level, it's lower. Mine engineering is 100% English. So I thought I'd give up. I would change my department (Sevcan).

Now, my department is public administration. I am not going to work internationally, then I did not choose international relations ... I will work in the Ministry of Internal Affairs ... I would say clearly. I will work in Turkey. They even send to England for two years to become a district governor. This is also nonsense, I do not really care about it. I do not like English people and their language. Of course I do not participate in classes. However, preparatory school is compulsory and I need to pass the proficiency exam. So, we study, but not so much (Mehmet).

I am not willing to communicate. I do not like studying, actually. I do not like studying anything in general. I study English now because it is compulsory. I entered this university without studying (Mehmet).

Students were also asked with whom they are more willing to communicate in the classroom. Most of the students (10 students) with the highest WTC level reported that they are more willing to communicate with their English teachers, while some of them (3 students) indicated that they prefer speaking English both with their peers and their teachers. On the other hand, 3 of them stated that they are more willing to communicate with their classmates either in groups or as pairs. In general, it was observed that the willing students preferred speaking English with their teachers. In speaking classes which are taught by native speakers, students are engaged in group works which some students enjoy and increase students' willingness to communicate as well. Also, few students who preferred speaking with their peers mentioned that they feel more relaxed in group works because

their peers can tolerate their mistakes and do not correct them. Also, they can find more opportunities to speak English in group works because the classrooms are too crowded which do not give them a chance to speak enough.

I am trying to speak regardless of the topic because I have only one year to learn English. Generally, I am more willing to communicate with my teacher (Fuat).

I cannot say I spoke too much, but I have ideas. So if I am very interested in topic and want everybody to know something, I am willing to communicate. I avoid being too talkative in my class. I prefer talking with my teacher. Generally, if s/he asks a question, I answer (Deniz).

When you talk to the teacher, s/he corrects your mistakes. However, your friend understands you even if you make mistake or form a wrong sentence. For this reason, you cannot tell everything to your teacher, but you can talk about anything in a group of classmates. It is more comfortable to speak English with my friends because it does not matter whether I use the past tense, add -ed, or use the wrong tense (Barış).

Our English books require us to work with the partners. So, our teachers make us pairs. Sometimes, our teacher asks and we answer. We continue in this way. Group work, partner work...We always do group work with American teachers. We usually speak in pairs. In this way...(Gamze).

On the other hand, most of the students (11 students) with the lowest WTC level reported that they would speak English only if their teacher wants them to speak. Otherwise, they do not raise their hands to participate in the activities or prefer speaking English in a classroom environment due to different reasons such as anxiety, phobia, lack of linguistic confidence etc. These students generally attend English classes because it is compulsory, so they do not feel any necessity to participate in the activities.

On the other hand, 4 of the students indicated that they are more willing to communicate with their native English teachers because they feel more relaxed speaking English with them. These students mentioned that native English teachers do not correct every mistakes of them and they can understand what they try to say even if they cannot produce a correct sentence. Also, they feel more enthusiastic speaking with a native speaker because s/he does not understand Turkish. They stated that Turkish English teachers generally correct every mistakes of them which prevents them from speaking. Only one student stated that she is more willing to communicate while speaking English with the person sitting next to her due to her lack of communication competence. It was

also found that nobody with the lowest WTC level preferred group work in contrast with the students with the highest WTC levels. It was stated that everybody tries to speak very shortly in groups, so it does not work well for them.

For example, my English teacher Gamze is asking something. I'm quiet most of the time but only when nobody says something, I try to speak. Generally, I'm not willing to communicate (Mert).

I am not generally willing to talk. But I talk about certain issues in English when the teacher asks. I do not like participating in the activities, it is ridiculous (Aras).

I am not very willing in the speaking lessons which we speak as a group. However, the topics which the teacher asked are sometimes interesting. I want to talk more in front of the class. I do not want to talk much when we are in groups. Teacher gives a topic and wants us to talk about it in groups. It is not very interesting. Some of us say something and it is completed shortly. I ask something, but others do not. However, when I talk to my teacher, I answer a question and then she asks something else. So, there is a continuity (Merve).

In our speaking class, we have a native English teacher whose name is Benjamin. When it is Benjamin teacher's class, I can speak English easily because he does not correct and interrupt constantly. He keeps listening as long as he understands. In this way, we also continue because we do not think we make mistakes. However, in this class with this teacher, there is always correction. So, I always think that I am making too many mistakes and I am not willing to speak for this reason (Cennet).

I would rather talk to my partner... I do not speak much in front of the class, I talk to the person sitting next to me. I can understand when somebody speaks English, but I cannot speak. For this reason, I am not willing (Mine).

All in all, analysis of the qualitative data revealed that topics which are covered in the classes affect students' willingness to communicate to great extent. They prefer speaking in topics which they are familiar with or about their daily lives. Thus, they feel more secure because they know the related vocabulary and have necessary background. On the other hand, the students with the lowest WTC levels prefer more controlled activities because they feel anxiety speaking English. So, they want to get prepared before speaking. These students also do not find the topics of the book interesting and they prefer activities which are not related to books. These students who perceive themselves as willing to communicate in English prefer speaking English with their English teachers. On the other hand, less willing students prefer speaking only when their teachers want them to speak or their teachers are native speakers of English. Otherwise, they prefer staying quiet and they are not willing to communicate.

5.4. Students' Perceived Communication Competence in English:

Students were asked to rate their communication competence in English. Among the students who perceived themselves as willing to communicate, a great majority of them (12) rated their English competence as adequate, whereas 4 of them rated as low. Considering that these students were chosen based on their proficiency levels, it was found that students at advanced and intermediate levels generally found themselves competent enough to communicate in English, whereas some students at pre-intermediate and elementary levels perceived their communication competence as low due to the lack of vocabulary knowledge, limited hours of speaking classes, and the crowded classes. Most of the students who rated their communication competence as adequate stated that they tested their English by communicating with native people.

I mean, I've practiced it so far, anyway. I spoke English with foreign people. I think I find it good. I do not have much trouble (Tarkan).

I do not know what it is like to be out of the country. However, as I said, I work at Ankamall. Foreign customers are constantly coming there. I believe that I communicate with them very well. I speak, and s/he understands me. I do not pay much attention to grammar but they understand me, I understand them. Sometimes, I have difficulty due to the lack of vocabulary. Preparatory class is very helpful. We do listening and speaking activities. We are here every day. Even if we do not study a lot, I understand when I listen to music or I watch a series because we try a little bit (Anıl).

I rate my communication competence as low. I am really willing, but when I stress out, I confuse everything. I cannot talk. I do not know what to say. Actually I can do it but I do not have the courage to start. Writing, grammar, or pronunciation are ok, but I am not good at speaking (Pelin).

I do not find my communication competence adequate, frankly. I know only few words. Also, I cannot speak fluently. When I try to speak something, I think a lot before speaking. My grammar is messing up as well. And I cannot speak fluently (Barış).

Now, let's say I go to England, I can tell what I want such as food, asking directions, place to stay etc. However, I cannot say much about the scientific area which had more advanced vocabulary. For example, I cannot say something about the Ottoman problems in English (Çağla).

On the other hand, a great majority of students (12), who were found to be unwilling to communicate, rated their communication competence as low, whereas only 4 of rated their communication competence as adequate. Most of these students indicated that they could understand what other people say in English, but they cannot speak English themselves. They also mentioned that they could

only speak with words instead of full meaningful sentences and they had difficulty in pronunciation as well.

I do not think that I am really good at English. Actually, I did not study English before. Now, I am trying to learn. So, I do not think that I'm so good. I study to pass the exams. However, I am not good at speaking. I have pronunciation problems (Mine).

I have a couple of foreign friends on Skype. I am chatting with them in English but since they are not British... Both of them are Slovakian. Their English is not good anyway. They speak English rudely. So, I can communicate with them but if I try to speak with a British person, I may have a hard time understanding his. I do not understand most of what he says. I can understand but I cannot speak. This is the problem of Turkish people (Fatih).

My English improved a lot in the university, of course. I was not able to understand my English teacher when I first came to this place. Our teachers speak English. They turn on the television, even the news is in English. Of course I did not understand at first but then I started to understand because I was forced to do it slowly. I understand what I listen to, I understand everything I read but I cannot speak much (Mehmet).

As the results of the qualitative data show, a direct relationship was found between the students' perceived communication competence and to what extent they perceive themselves as willing to communicate as it is expected. Most of the students who were determined as willing to communicate rated their communication competence as high, whereas a majority of the students who were not willing to communicate, did not find their communication competence adequate. They indicated that they had problem especially in speaking English because of some problems such as lack of vocabulary, limited hours of speaking classes or crowded classes.

5.5. Students' Communication Anxiety in English

Participants were asked how they feel when they need to speak English. Half of the students (50%), who perceived themselves as willing to communicate, reported that they do not feel any anxiety while they are speaking English. They indicated that it does not matter for them speak English or Turkish, both of them were the same. On the other hand, half of the willing students (50%) indicated that they feel anxiety when they need to speak English. Most of them (5 students) stated that their anxiety results from lack of communication competence. These students do not have self-confidence regarding speaking English and they reported that they have problems with vocabulary, grammar, and pronunciation.

They stated that they feel speaking anxiety because they do not think their English proficiency is high enough to communicate in English.

On the other hand, 3 of the willing students claimed that they feel speaking anxiety because the classroom environment stresses them out. These students were concerned about what their teachers and peers would think about them if they make a mistake while speaking English and also complained about the perfectionism of their Turkish English teachers. They indicated that their native English teachers would tolerate their mistakes while speaking English, but the way their Turkish English teachers interrupt and correct their mistakes discourage them and make them feel nervous about speaking English.

I feel too normal while speaking English... I feel the same way as I speak Turkish. I do not feel excited at all (Çağla).

I usually feel comfortable. It does not matter whether I speak Turkish or English (Deniz).

I feel comfortable because I love English. I used to speak English at home. I spoke Turkish very little. When I was bored, I spoke English. I used to speak English while watching the movie. I love the language, anyway (Tarkan).

If I have knowledge about the topic, I feel comfortable, but if I do not have knowledge, I can have a little difficulty. I am excited when I speak English in the class, but if I talk to somebody in person, I do not get excited. I feel under pressure because of the classroom environment. So, I feel afraid of making mistakes because I do not know, I feel like everyone speaks English very well. I'm a little excited (Kerem).

I feel anxious. Maybe because we do not trust ourselves. Probably it is. There is also something like this; how the teacher reacts if I say something wrong..What if something happens if I say something wrong..Such a shame. What if I tell something wrong which everybody knows. Namely, it is kind of a pressure (Barış).

Actually, I'm excited because I do not speak constantly. We are learning another language, it is not easy. In general, I am anxious, excited. There is a lot of anxiety. You have to pay attention to a lot of things at once. You have to pay attention to both the grammar and the fluency. You need to think about the words well. You need to say the right words. I am usually worried about this. If the teacher asks a question suddenly, I get excited. I am very excited about speaking exams maybe because we have to think more than one thing at a time (Gamze).

As can be seen, while only half of the willing students reported anxiety, almost all of the students, who were found to be unwilling to communicate, reported that they feel too much anxiety while speaking English. Only one unwilling student stated that he does not feel any speaking anxiety.

Among 15 unwilling students who reported that they feel speaking anxiety, 12 of them indicated that they feel speaking anxiety because they do not have sufficient competence in English. On the other hand, other 3 students indicated that they feel anxiety because of the classroom environment. They reported that they get too excited when they are asked to speak by their English teachers especially in front of the class when their peers look at them.

I feel excited. I get stuck when I make word mistakes. I cannot keep speaking. Especially, I get too excited in front of the class. I'm trying not to make any mistake (Mehmet).

I feel a little stressful if I have to speak. Otherwise, I speak if I relaxed. That stress can stem from the people around me, sometimes. Generally, the audience... I do not like talking in front of the community, so it is (Ahmet).

I am incredibly excited. My father has some foreign guests, for example they come, only my dad communicates with them or my mother somehow. Then, come on, Gülsüm ... We are sitting down, for example, they want something from me, here is something very delicious or something, then I get incredibly excited. Something's happening. I do not trust myself. If I think I know, I do not experience something like that. I get confused and I do not know what to say (Ümmü).

I feel anxiety based on the person whom I communicate with. I do not think I have sufficient competence in English. I would feel more confident if I think that my English is sufficient for speaking (Meltem).

I feel a little uncomfortable. It's not about pronunciation. For example, I do not know whether to use "the" or "to", which one needs to be used? Due to this reason, I cannot form a complete sentence. Also, when a foreign person come to here, they form a sentence with two or three words. However, we have such a system that we cannot do something like this. Why not? I want to say just "hamburger" when somebody asks me what I want. Instead, I need to tell "I want to eat a hamburger". Due to this reason, we feel under pressure. It is absurd that we are expected to form a complete sentence and pronounce correctly (Mehmet).

The findings show that the students, who reported unwillingness, experience a considerable degree of speaking anxiety as it is expected (93%). However, it is interesting to find out that students, who reported the highest willingness, also experience speaking anxiety to a great extent (50%). Both for the willing and unwilling groups of learners, the main reasons of speaking anxiety are mostly insufficient competence in English (73%) and stressful environment of the classroom (26%)

5.6. Students' Motivation to Learn English and Use it to Communicate:

Students were asked about the reasons to learn English. Qualitative findings were also found to be in line with the quantitative findings which revealed that students had a higher level of External Regulation type of motivation and a moderate level of Intrinsic Motivation-Knowledge and Intrinsic Motivation-Stimulation. Among 32 students who were interviewed, a great majority of them (27 students) were determined to have External Regulation type of motivation regardless of whether they are willing or unwilling to communicate. Most of the students stated that learning English would help them to get more prestigious jobs. Some of them indicated that their future jobs (e.g. international relations, computer engineering, etc.) will require them to use English, so they have to learn English. Thus, learning English is a requirement for them rather than an option. Also, some students indicated that they want to find a job and continue their lives abroad in the future. So, they think that their English will help them in their jobs and also while communicating with the locals living there.

Now, my department is physics engineering. I want to work in other countries as well. Only in Turkey... Of course we will work in Turkey but I will also go to other countries. I work there too, but let's learn their language. Namely, to spend time there, to travel or to work there ...English is a must (Ali-low wtc).

Because it is an internationally accepted language. I also think that it is necessary for my job. So I will work in the health sector. Most of these health books are English, international presses, international conferences...English will be necessary in these areas (Çağla-high wtc).

Obviously because of my job because I want to work abroad. I have to speak English for sure as if it was my mother tongue because places are limited due to my major. When I look for a job, they will directly ask for a foreign language. That's why I want to learn English. Because of my profession...(Anıl-high wtc).

It is necessary for my major. English is not enough. I need to learn other languages. I need to learn English like my mother tongue. In order to find a better job or something..My major is international relations. I do not know, it's a little absurd without knowing English (Cansu-low wtc).

I think it will help me a lot... in many areas. For example, I really want to go abroad. It would be a big advantage for me. I plan to attend Erasmus, but before that I am thinking about travelling to UK. So ... It depends on the country you are going to, but I think that English is an international language and I think it will help me in every way. Actually I think it could help me to communicate with anybody (Meltem-low wtc).

Although the most of the students were found to be extrinsically motivated and learn English due to the pragmatic reasons, few students (4 of them) were found

be intrinsically motivated. 2 of them were found to have Intrinsic Motivation-Stimulation and 2 of them had Intrinsic Motivation-Knowledge.

I like learning languages. For example, I went to a private course to make German class open, but I knew German. On the other hand, I was studying Japanese in the classroom of the Far Eastern languages. I like learning languages. It is more enjoyable to teach rather than to translate (Bartın-high wtc).

So I like English, a polite language. I love learning English, so I like England and English people. I love everything because of it (Kerem-high wtc).

Namely; in fact, English can be enjoyable. I noticed something: there is a series called Narcos in Spanish. It is very interesting, I think you are interested in other languages as well when you learn a language. For example, I heard Spanish through Narcus. I was not forced to learn Spanish. Nothing happened. It is not difficult and I want to learn by myself, no matter how hard it is (Ümmü-low wtc).

Actually, I think it started when I was very young. Here we were given homework or something like in Math or Science. I did not care at all and it was so boring. Then one day we went to cousin. I saw something written in his book. It was English. It was the first time I say something in English. It also caught my attention a lot...I said then, I'm going to learn it. Then something started, I looked up the every word to find out its meaning. Well, I really enjoyed. If a guy is talking in the movie, I'm mimicking his accent or something. So, I started to learn accent (Tarkan-high wtc).

5.7. Students' Opinions about Classroom Environment:

Students' opinions about classroom environment were investigated with three subthemes: task orientation, student cohesiveness, and teacher support. Qualitative results were found to be in line with the results of the quantitative data. It was found that teacher support, which includes their gestures, attitudes, teaching styles and classroom behaviors, significantly affects learners' opinions about classroom environment and their willingness to communicate. In the quantitative part, the dimension with the highest mean score (mean= 4.98) was also found to be teacher support. Both the most willing and the least willing students (total 32 students) reported that their English teachers were very encouraging, supportive and patient when they were asked to evaluate their teachers' attitudes towards them during classes. They also indicated that their English teachers always smile at them, always speak English and have positive attitudes in the lessons. They especially emphasized that their teachers encourage them to speak more by asking questions and tolerate their mistakes while speaking English.

About Yasemin teacher ... Her discipline is very good during the classes. She constantly gives homework ... At first I was in a lot of trouble, but later I see that these assignments ... I have to study as she gives homework. I learn as I study because I do not study without homework. I see that she is very willing. She is constantly giving us exercises, she wants us to do something... She is trying to make us speak. She usually asks questions in the book. She wants us to speak. I am very lucky to have her. She has a supportive attitude (Sinem-low wtc).

They are very fine. Although I make mistakes while speaking, they are constantly encouraging. After all, I feel bad if I speak Turkish. You're trying not to speak Turkish. You're forcing yourself. It's better for us (Melis-low wtc).

I do not get bored during the classes. Our teacher is constantly motivating us, always trying to make us speak but there is a problem related with me. The teacher is always supportive. He always tries to make me speak English. I want to talk sometimes when I'm the same person, but I do not want to speak in front of the class (Ahmet-low wtc).

We usually talk to Damla teacher, but Damla Hoca is a very entertaining person. She also encourages us to talk. She gives a chance to everybody to speak. She doesn't want the same person to speak all the time (Deniz-high wtc).

Generally, our teachers are encouraging. We have three different English teachers. All three are better than each other. They always encourage us ... They do not do anything negative. They criticize our bad sides at some points. We are trying to improve them. They support us very much, in English. For example, in a bad situation. My teacher, I am not good at this topic, what can I do? They give you a worksheet ... or something. For example, they say that if you have a friend living abroad who speaks English, speak to him in English. They also smile at us all the time. They are very patient and tolerant (Ayaz-high wtc).

Our teachers encourage us to speak. For learning English ... There was something in my mind when I came here; I should definitely learn English this year. I thought that was my last chance anyway. Our teachers also think in the same way. This is very encouraging for me. They tell us that what will happen, do not be shy, do not hesitate, everyone may make mistakes. You are looking at a friend who is experiencing a serious pronunciation problem. Nobody is doing anything now. Nobody does not perceive it as a problem (Ahva-high wtc).

With regard to student cohesiveness, the results of the quantitative data revealed that a majority of the participants (above 80% of them) are friendly to class members and they make friends among students in this class. The qualitative data also showed that most of the students (29 of them), who were asked to evaluate their communication with their classmates, reported that they have good communication with their friends in the classroom. In general, they stated that they have a supportive and encouraging environment in the classroom and they could express themselves easily in their classrooms without any hesitation. However, even though most of the students indicated that they have a friendly atmosphere in their classes, both of the most and the least willing students complained that most of the communication in the classroom is carried out in Turkish instead of English. When they were asked whether they could support each other about English learning, they stated that they could not help each other about speaking English. It

was stated that although the communication starts in English at the beginning of the class, they switched to Turkish in a short time.

We usually talk about daily things. I do not have that kind of contact with my friends like encouraging each other to speak English ... Exactly, we speak Turkish and we usually have a good friendship in the social networks. We do not communicate much during the class. We try to help each other, but not too much (Ali-low wtc).

Nobody is afraid of anyone, so everyone can express what they think, also in English. We do not have a classroom atmosphere in which everybody can speak without any hesitation regardless of thinking if somebody laughs at me. Everybody loves each other. No one ever criticizes anyone. Everyone seems to be in the same head ... We can understand each other. We're not crowded. Everyone can talk, that is, there is no hesitation in our class (Deniz-high wtc).

Sometimes, my classmates becomes so eager to make something to speak English. Let's form a group and do some thing in English....But then it ends. It is never mentioned again. We speak Turkish in general. Sometimes that things happens. Then, it ends immediately (Cansu-low wtc).

Sometimes we try to speak English. The thing I just said, if our English is not sufficient, let's switch to Turkish, let's leave it there. Then, it is spreading like an epidemic this time. We want to continue in Turkish instead of forcing ourselves. We talked about this issue with our friends, but still our class, our class is not crowded, we have 22 - 23 people. Energy in the class is good. When a topic is opened, it goes on like rejection or supporting. That energy is good for our class (Fuat-high wtc).

On the other hand, three of the students reported that they have communication problems with their classmates and they do not interact with each other much during the lessons. Even one of the students (Ayşe), who was one of the most willing students, indicated that her classmates are not mature enough to tolerate their friends' mistakes while speaking English. Due to their classmates, she indicated that her willingness to communicate could decline at some points.

We do not speak English in the class because my classmates cannot interact well even in Turkish. Normally I am kind of a person who can get on well with everyone, in fact. So I talk to everyone but there is no such sincerity among us. I mean, nobody talks to anyone unless it's necessary. We have an environment like this, so we choose to speak Turkish because we are not in a foreign country. When we need to say something.. (Cennet-low wtc).

Activities in the classes are nice but my classmates, I think that they still behave like last year high school students. They are unaware that they come to university. For example, if someone uses the wrong word or something, they immediately say "aaaa!" she could not speak, Kezban, or something... But I think it's very wrong. It's discouraging. Sometimes I do not want to talk. They do not have the capacity to understand but I have an accent. They make me panic. Even if you say something good, you get demoralized. I think they should not make comment about you after all. If you ask them, they could make a comment, otherwise they should not...(Ayşe-high wtc)

Overall, with regard to two dimensions of the classroom environment (teacher support and students cohesiveness), the results of the qualitative data revealed that the most of the students were found to have positive perceptions about their English teachers and their classmates. They reported that they have a friendly and positive atmosphere in their classes taking into consideration the positive attitudes of their teachers and peers.

On the other hand, some problems were determined regarding the task orientation. Students were asked to evaluate speaking tasks in the class. Both the most and the least willing students complained about their English books and they indicated that their books are too ordinary and do not catch their attention at all. Comparatively lower mean score for task orientation dimension was also found in the quantitative data. Results showed that the students have hesitations about to what extent the tasks designed in their classes are attracting and carefully planned. The findings of the interviews revealed that the lower mean scores for the task orientation items could originate from the fact that students generally do not like their English books and do not find them effective, which also affects their willingness to communicate. During interviews, students especially indicated that they prefer activities such as discussions, games, presentations which are prepared by their teachers and do not depend on their English books.

It is kind of strange for me to try to speak depending on the books. But for example ...As in the speaking exam, the book gives a problem and we are expected to answer. However, they give the best two answers. There's nothing left for us to tell. Some teachers prepares some questions specifically for us as A and B ... Here, I ask my own questions. My friend answers them. He asks his own questions, I answer them. These are good because the questions are not related to the book. The teacher's own choice... I find them more effective. I do not like the book. I find the book absurd (Bartın-high wtc).

I do not find them useful. Because I play at home. I need to talk while playing games and I think they are more useful than what I speak about in these lessons. Because I do not learn anything. Namely, I'm not learning anything new (Mert-low wtc).

Following the book can be too cliché. For example, we do it in class. We take a sentence from an English novel and write it on the board. Everyone is trying to make something out of it. We have an activity like this. For example, I like it very much. As long as you follow the book, what do you think about it, is it like this? After a while, nothing new can be produced and it is becoming cliché. We do not learn new things if there are the topics we know. As I said before, talking about books, maybe talking about stories...(Fuat-high wtc).

Frankly speaking, how to say ... activities are high school level, too. The activities or the subjects do not catch my attention at all. So I am not willing to speak. Frankly...(Ahmet-low wtc)

But after a while, following books makes me bored. I do not want to be unfair, our teachers prepare different activities as well. The things which teachers prepare and do not depend on the book are very helpful. They encourage us. You have to communicate. You ask. Yeah, but I do not like the book. The activities are nice and after a while, I get bored. This was the same throughout all my education life. It goes well at first but what do teachers do after a while? From book...(Ceren-high wtc).

With regard to the effect of classroom environment on students' willingness to communicate, some problems, which are especially related with task orientation, were determined. Considering that the tasks in a English class are important factors which foster meaningful communication, problems related with them should be carefully examined.

5.8. Students' Beliefs about English Learning and Classroom Communication Behavior

In this study, learner beliefs were dealt with two subthemes: learner beliefs about English learning and learner beliefs about classroom communication behavior. The first theme is about students' perceptions related to how English should be learned, whereas the second theme reflects the students' ideas about how the students in a language classroom should behave.

When students were asked about the best way to learn English, both the most willing and the least willing students reported that they can learn English effectively if they practice speaking more. They stated that learning English should directly start with speaking and reading and writing should be taught later on. Qualitative findings were found to be in line with the quantitative findings regarding learner beliefs about English learning. The quantitative findings also revealed that the students strongly disagreed with the traditional ways of learning English such as translation, grammar, but they endorsed the communicative methods for learning English. According to the results of the qualitative data analysis, students believed that the emphasis of grammar instruction in English classes should be declined and grammar should be integrated into the communicative activities instead of formulaic teaching. They mentioned that having native English teachers in their

speaking classes is very effective and helpful, but they complained that the hours of speaking classes in a week are not enough for them to practice speaking well. All in all, it can be concluded that students are aware of the importance of communication and they believed that the best way to learn English is to practice speaking more with especially native speakers through integrated grammar instruction.

I think speaking, absolutely. By talking all kinds of things ... With our native English ... There is also something like this; I do not like it, but they say that it can be learned in this way. Every grammar topic has a rule, but this rule should not be taught as a rule. It should be taught by speaking. For example, I do not know rules in Turkish, but I speak. It should be like this in English (Ali-low wtc).

I think it's learned through speaking because my brother, for example, is in the fifth grade right now and it's the same thing. They're still going through the same cycle. He speaks the same things. For example, he knows how to say his name, but he does not know how to say someone else's name. He directly says the same thing because he directly learned the pattern. For example, if you teach a child how to say his age, if he is eight years old, he will always be (Melis-low wtc).

So when I came here, I understood that; if we had started speaking English from an early age, we need to be interested a little bit as well, it would be very nice. Grammar is of course important so ... We can not negotiate with broken English, but speaking ...I could have been speaking very good English now (İzel-high wtc).

I think English should be learned with a native speaker. I mean, I think in this way because I open up the language book and memorize it and close the book, and that way ...it is forgotten. Everything that is memorized is forgotten ... for a few months, for example, you are forced to learn if you are abroad. It becomes your mother tongue after you stay for six months. I think like this (Çağla-high wtc).

I think, for example, now we have a native English teacher who teaches one block in a week. I think it is not enough. 80 minutes a week. Very little.. because we will learn the pronunciation and speaking most with him/her. We must speak English because s/he cannot speak Turkish. We will develop ourselves like that, perhaps. This is very little. I believe if it is at least one hour a day, every day, I will develop more (Pelin-high wtc).

With regard to learner beliefs about classroom communication behavior, both the most willing and the least willing students reported that students should have more opportunities to speak English in a classroom setting supporting the results of the qualitative data. Instead of traditional teacher-oriented classroom settings, these students want to get engaged in more communication activities to practice their English. Students also indicated that Turkish should not be allowed for students and teachers also should not speak any Turkish in their classes. Less willing students also reported that they want more chances to speak English. However, they complained that the classes are too crowded and too exam-oriented at some

points. So, they stated that the number of students in classes should be decreased and the main goal of lessons should be learning instead of exam preparation.

Not allowing Turkish during the lessons can be a solution. We do not speak Turkish very much already. Other than that, not by following the book, though Intermediate is over, upper is over. Now the second semester we will see grammar. We will continue with the second lesson. There will not a book anyway. It is better learned that way better, direct communication (Çağla-high wtc).

I find the classes here very crowded. I think it should be taught in less crowded classes. It must be an environment where the teacher can comfortably take care of everyone. When the class is too crowded, I can understand the teacher. In a crowded class, there is a certain curriculum. He's trying to keep up with it. He also has his own duties. He cannot deal with all of us individually. There should be an environment in which teacher can deal with every one of us. I think that we should not be afraid that another friend will intervene when we talk or there should be a comfortable environment in which I am not afraid of my own mistake. I think so ...(Cennet-low wtc).

The person who will give the education should be able to speak English, grammar knowledge of her/him should be good. I think s/he should be able to speak English without thinking Turkish, s/he should not speak Turkish in lessons. However, they speak Turkish in our class because most of the friends do not understand. When they do not understand, they have to tell them. But the teachers are generally good. I think English can be learned through communication. We should actually be encouraged to talk more like that. For example, I have friends. They know grammar very well, but they can not speak or transmit at all (Ayşe-high wtc).

5.9. Students' Opinions about Ideal L2 Self

Results of the qualitative data analysis revealed that a vast majority of the participants (28 of them) had positive perceptions of their ideal L2 self-images which supports the findings of the quantitative data.

Among the students who have positive perceptions of their ideal L2 self-images, 9 of the students reported that they could imagine themselves living abroad and using English for both their jobs and daily communication. These students' main purpose after graduation is to find a job abroad, so they believe that their English will help them a lot in every area of their lives while living abroad.

Now my teacher, although my department is English language teacher education, personally my aim is not become a teacher or an interpreter. My purpose is to learn English very well. I dream about living abroad. It would be hilarious to live there because I feel that I can only express myself in this way. I imagine myself in a company or a tourism company ... Because if we stay in Turkey, unfortunately there is a problem like bare living.. I do not want to restrict myself, I also have a free spirit. If you study tourism here and graduate, there is no job opportunity, unfortunately. It would have been nice to live abroad, without any financial restriction (Ceren-high wtc).

Even if I cannot learn English here, I will finish it at a certain level. I believe it. English is an important language, as a result ... French, Spanish..I learn one language instead of 4 or 5 languages, then I communicate everywhere. I do not plan to stay in Turkey anymore in the future. So I think I will learn English and go abroad after that. I will use English for communication or in business. As a result, I will live abroad (Aras-low wtc).

On the other hand, a vast majority of the students (19 of them) indicated that English would mainly help them in their future career. Most of these students believe that if they learn English very well, they can find a job much more easily after graduation. Also, they stated that English would help them to meet different people from different cultures while travelling in their future lives.

English is everything for me. I think I have to learn English but I think I will learn with my own effort. For example, I do not want to do anything right now because it is compulsory. However, my department is business and I have to learn English because everything is international..(Ümmü-low wtc).

I imagine myself as someone who speaks English very fluently. For example, we need to write a thesis in order to get a PhD. As far as I know ... We have to write it in English. We have to do our research in English. That's why I want to know everything about it because I am a perfectionist person, obviously. In my profession, I need a few more languages beside English. So ..(Pelin-high wtc).

On the other hand, 4 of them, who were the least willing students, indicated that they cannot imagine themselves using English in their future lives and they were learning English only to continue their undergraduate education.

Obviously I do not think I will use English because there are few people who speak English in our country. I am very surprised here because I am from Adana. I constantly see foreign people, but if I continue my career in Adana, I will think that I will never speak English in my life (Sinem-low wtc).

In my future life, I am frankly ... thinking of becoming a district governor or governor in the ministry of internal affairs. For this reason, I do not think I will use it much. Is there something like that language is actually a gold bracelet for people? Something like that, but actually there are people who actually do this job. For example, I can find an interpreter to communicate even if I do not know any language in the future. Actually learning a lot of languages is a bit ridiculous for me (Mehmet-low wtc).

5.10. Students' Vocabulary Knowledge

During interviews, students were also asked to evaluate their vocabulary knowledge and to what extent their vocabulary knowledge affects their communication abilities and their willingness to communicate. Among 16 students who were the most willing to communicate, a vast majority of them (13 of them)

indicated that they have sufficient vocabulary knowledge to communicate, whereas only 3 of them stated that they had insufficient vocabulary knowledge.

Results also revealed that these students were aware of the importance of the vocabulary size for communication. Although they indicated that their vocabulary knowledge is sufficient for communication in English, they stated their willingness to extend their vocabulary knowledge to a more advanced level. It was found that the more willing the students are, the more willing they become to acquire new words.

When we were in junior high school, my vocabulary was a little bit improved. The high school has also improved it a little. When I came to prep school, I went into the first few lessons, I did not know any words. Then I made myself something like a word bag. I studied vocabulary like that. I think it's more developed than the beginning. I have some vocabulary, but I do not know if it is enough, frankly. I am trying to use the words I have just learned in everything. For example, I try to use a word I have learned. The teacher corrects it if it is wrong. There was a phrasal verb... Something like "better at something" ... I take note of them somewhat. I'm trying to use it. I think it's learned as you use it (Pelin-high wtc).

Actually my vocabulary is not bad, it's nice, but it has to be improved more. I'm still working. I think my vocabulary knowledge is enough but it should be increased for university level. Just a little more... For example, a word has more than one thing...different ways of saying. You say danger..Hazard means the same thing.. Only in this matter... I know that word yes, but you only know one meaning, for example (Tarkan-high wtc).

I do not think that my vocabulary knowledge is sufficient because the English word sea is too big. I have a little bit of grammar knowledge, in a way. However, the importance of word knowledge is indisputable in order to truly express something. I do not find myself enough. However, in this term, my vocabulary knowledge has also been developed. Generally, more advanced words...It can be a meaning of an ordinary Turkish word, but it is not heard at all. More things like that ...(Fuat-high wtc).

My vocabulary is not so good. I have difficulty in advanced words. In advance and upper words...Other than that, my vocabulary knowledge is enough to communicate. However, I need to learn more words such as more academic words..For example, words have have synonyms. Of course, in this process I used English - English dictionaries, instead of Turkish - English. I think I will improve my vocabulary much better by using it (Çağla-high wtc).

On the other hand, among the students (16 students) who were determined as the least willing to communicate, a large proportion of them (12 students) indicated that they do not have sufficient vocabulary knowledge, whereas only 4 of them stated that they have sufficient vocabulary knowledge. Most of them indicated that they could not find the correct English word during the communication. They also stated that although they know some words and understand them during reading, they couldn't use them while speaking English.

Vocabulary, for example, before the exams, there are underlined words. I memorize them more. I memorized a lot of words before, but I forget them when I do not speak English for a long time. So there are a lot of words that I had known before, but I do not remember the meaning. So, my vocabulary knowledge is not enough. My vocabulary knowledge affects my communication. I cannot translate something that I think in Turkish to English. I cannot recall it (Cennet-low wtc).

My vocabulary is very bad. I cannot memorize much. The vocabulary knowledge is not enough at all. Maybe that's why I cannot speak. I have no idea, I do not know. Very bad. For example, something comes to mind in Turkish. I cannot translate it because I have no vocabulary knowledge (Sinem-low wtc).

It depends on the subject, actually. So generally I think my vocabulary knowledge is inadequate. My vocabulary knowledge affects my communication. What was that word? How am I supposed to say that word? So what do I do ... I do not. When there is no word, it locks up somewhere and it sticks there (Sevcan-low wtc).

I think that my word knowledge is sufficient. Last year I especially studied a lot of vocabulary...I told that my teacher graduated from Hacettepe. S/he does not like dictionaries on the phone or the internet at all. I always carried those thick Oxford dictionaries. However, I have problems with speaking. I do not know how it is actually. For example, I know what a word is used for, but then it does not come to my mind while speaking. I dont know. It could be because we did not use it in our daily lives. You can do it when you see it on the test but you cannot use it directly in your life (Melis-low wtc).

All in all, both willing and unwilling students are aware of the fact that vocabulary is a significant component of communicative ability and they reported that their vocabulary knowledge affects their communication. Although willing students generally think that their vocabulary knowledge is sufficient for communication in English, unwilling students stated that their vocabulary knowledge is inadequate. Although students did not indicate a direct relationship between their vocabulary knowledge and willingness to communicate, they indicated that their vocabulary knowledge influences their communication abilities.

5.11. Chapter Summary

This chapter presents the qualitative data results for each construct in the study. Firstly, students' background knowledge was presented in detail. With regard to their perceptions of willingness to communicate in English, results revealed that topics which are covered in the classes affect students' willingness to communicate to great extent and the students with the lowest WTC levels prefer more controlled activities due to speaking anxiety. In terms of their communication competence, a direct relationship was found between the students' perceived communication competence and to what extent they perceive themselves as willing to communicate. The findings also revealed that the unwilling students experienced a considerable degree of speaking anxiety, whereas only half of the

willing students reported speaking anxiety. With respect to their motivation towards English learning, a great majority of the students were found to be extrinsically motivated. The findings indicated some problems, which are especially related with task orientation dimension of the classroom environment. On the other hand, both willing and unwilling students supported communicative methods for English learning and most of these students were found to have positive perceptions of their ideal L2 selves. Lastly, students' perceptions about their vocabulary knowledge were presented. Willing students perceived their vocabulary knowledge as sufficient, whereas unwilling students stated that their vocabulary knowledge is not adequate.

6. DISCUSSION

6.1. Introduction

The main goal of this study was to examine the EFL learners' willingness to communicate in the Turkish context, and to determine different individual and contextual factors that can affect learners' willingness to communicate. For this purpose, the present study employed a mixed-method approach. First, quantitative data of the study were collected from 746 preparatory school students at Hacettepe University in Ankara, Turkey. For the qualitative part of the study which will give more detail about students' willingness to communicate and antecedents of WTC, 32 students among the students who had completed the questionnaire were chosen to conduct interviews.

As a first step, descriptive analysis of the questionnaire was carried out through Statistical Packagae for Social Sciences (SPSS) in six categories: willingness to communicate in English, linguistic self-confidence, learner beliefs, classroom environment, motivation, and L2 ideal self and vocabulary scores of students were calculated. Then, the Linear Structural Relations (LISREL) statistical program was used to conduct multivariate analysis, which is called as Structural Equation Model (SEM) analysis. Finally, the qualitative data was analyzed systematically in order to extend the quantitative data.

This chapter firstly presents a summary of the findings for each research question. In the discussion section, the results of the quantitative and qualitative data were combined in the light of the previous studies in the field to show the complex nature of willingness to communicate and its interaction with other individual and contextual variables. Then, pedagogical implications of the study and the limitations of the study are discussed. Lastly, the chapter concludes with suggestions for further research.

6.2. Summary of the Findings

6.2.1. The main research question of the study is: What are the Turkish EFL students' perceptions of their WTC in English?

Overall, the students in this study were found to be moderately willing to communicate in a classroom setting. Students' willingness to communicate for form-focused and meaning-focused activities was evaluated through different scale items. According to quantitative results, it was found that students were more willing to communicate in controlled situations compared to more meaning-focused situations. For the meaning-focused activities, a great majority of them reported unwillingness to do a role-play in front of the class, whereas they were found to be more moderate for role-play activities at their desks. Compared to role-play activities, the mean scores of their willingness for giving a self-introduction or a short presentation about hometown were slightly higher.

Likewise, the findings of the qualitative data also revealed that topics or activities in an English class highly affect students' willingness to communicate in a class. It was found that participants were more willing to communicate about their daily lives or topics which they are familiar with, which do not require complicated vocabulary. Thus, they could feel more secure during the conversation. On the other hand, most of the unwilling students reported that they generally prefer more controlled activities due to reasons such as speaking phobia, anxiety, and fear of making mistakes. So, they generally would like to prepare their speech beforehand.

The summary of the findings of the related sub-questions of the study are as in the following:

6.2.2. What are the Turkish university students' perceptions of their communication confidence, ideal L2 Self, motivation, and environmental factors contributing to the WTC in L2 class?

6.2.2.1. Communication Confidence

Communication confidence is defined as a construct which consists of a low level of anxiety and a high level of perceived communicative competence. Thus, a negative correlation between students' communication anxiety and their perceived communication competence was anticipated. Results of the quantitative data revealed that there was a moderate negative correlation between communication anxiety and perceived communication competence.

Results of the qualitative data were also found to be in line with the findings of the quantitative data. During the interviews, a great majority of the students who were found to have communication anxiety indicated that they feel speaking anxiety because they do not have sufficient communication competence in English. These students stated that they do not have self-confidence regarding speaking due to problems related with vocabulary, grammar, and pronunciation (73%). All in all, it can be concluded that both the quantitative and qualitative results supported the existence of the construct "communication confidence".

6.2.2.2. Communication Anxiety

Participants' anxiety level while speaking in English was assessed on a 6-point scale and quantitative results indicated that the anxiety level of the participants in the study was found to be moderate. Students were found to be the most anxious while communicating in English without any preparation and when they were called on in English classes. However, their anxiety level was significantly declined while speaking with their classmates or in situations where their English teachers correct their mistakes.

These findings reveal that students do not experience serious anxiety problems while communicating in English and their classroom environment provide them with a relaxed atmosphere where they are not afraid of communicating with their

peers or they do not feel anxiety when they do not understand their teachers. Qualitative results, on the other hand, showed that the unwilling students experience a considerable degree of speaking anxiety, whereas only half of the most willing students reported that they feel anxiety while speaking English. However, most of the students reported that their anxiety results from their insufficient communication competence (73%), whereas only a small proportion of them indicated that they feel anxiety due to classroom environment (26%). This finding supports the quantitative results which implies that students do not perceive their classroom environment as an anxiety provoking situation.

6.2.2.3. Perceived communication competence in English

Quantitative results revealed that participants perceive their communication competence as slightly over moderate. It was found that students reported higher perceived communication competence level in group works or pair works compared to the whole class activities. They found themselves least competent while doing a role-play in front of the class, while they perceived themselves most competent while giving a self-introduction without notes in English to the class. Participants reported higher competency for more controlled activities such as translation from Turkish to English or giving directions, whereas their competency levels decreased for less controlled activities such as role-playing, telling a story.

Qualitative results, on the other hand, indicated that a large number students who were the most willing to communicate, reported a high level of communication competence, whereas a majority of the unwilling students reported that they did not find their communication competency sufficient. There was a direct relationship between students' perceived communication competence and the degree of willingness to communicate. Students who were unwilling to communicate indicated that they could understand what other people say in English, but they were unable to speak English themselves. They reported that they could not make full sentences and had serious problems regarding pronunciation. On the contrary, a majority of students, who were willing to communicate, rated their communication competence as high.

6.2.2.4. Ideal L2 Self

Both quantitative and qualitative results of the study showed that students had highly positive perceptions of their ideal L2 self. Participants' perceptions about their ideal L2 self was evaluated on a 6-point scale and their overall mean score for ideal L2 self was found to be highly above the midpoint value of the maximum score. A vast majority of the participants (90.2%) stated that the things that they want to do in the future require them to use English and most of them (90.1%) indicated that they could imagine themselves as somebody who can speak English and communicate with foreigners. Overall, participants reported positive perceptions about their ideal L2 self in various areas such as their jobs, living abroad, or academic purposes.

Qualitative results also showed that most of the participants (87.5%) had positive perceptions about their ideal L2 self which supports the findings of the quantitative data. During the interviews, the greatest majority of the participants (59.3%) reported that English would be necessary for them in their future career and they could easily find a better job if they learn it very well. Besides, another group of learners (28.1%) stated that they could imagine themselves living abroad after graduation, so English would help them in every area of their lives.

Overall, students indicated that they could imagine themselves as people who can speak English in the future and they have positive perceptions about their ideal L2 selves. The main area in which they see themselves using English is their professional lives. In addition, they also think that learning English would provide them the opportunity to live abroad.

6.2.2.5. Motivation to Learn English

In the study, according to intrinsic/extrinsic continuum suggested by Noels et al. (2000), motivation was investigated as extrinsic orientations and intrinsic orientations. Three different types of intrinsic orientations (*Knowledge,*

Accomplishment, Stimulation) and extrinsic orientations (*External Regulation, Introjected Regulation, Identified Regulation*) have been evaluated.

In general, quantitative findings revealed that students have positive tendencies towards learning English. It was found that students mostly give importance to the pragmatic use of English (extrinsic motives) rather than intrinsic motives. Results showed that they had a higher level of External Regulation type of motivation and Identified Regulation, while they had a moderate level of Intrinsic Motivation-Knowledge, Intrinsic Motivation-Stimulation, and Intrinsic Motivation-Accomplishment.

Qualitative findings were also found to be in line with the quantitative findings. Out of 32 students who were interviewed, a great majority of them (27 students) were mainly extrinsically motivated and they reported External Regulation type of motivation regardless of whether they are willing or unwilling to communicate. Most of the students stated that learning English would help them to find more prestigious jobs. For some students, learning English is mainly a requirement rather than an option due to their future jobs such as international relations, computer engineering. Many students also indicated that English would provide them with the opportunity to find a job and continue their lives abroad in the future.

6.2.2.6. Classroom Environment

Classroom environment was investigated with three dimensions: teacher support, student cohesiveness, task orientation. Overall, quantitative findings showed that students had positive perceptions of their classroom environment. Teacher support dimension was found to have the highest mean score, which shows that students appreciate their teachers' support during their English lessons. Most of the participants indicated that their teachers smile at the class while talking. The mean score for student cohesiveness dimension was also found to be above moderate. Most of the students indicated that they are friendly to class members and they make friends among students in the class. Compared to two other dimensions, comparatively lower mean score was found for task orientation

dimension, which implies that students do not have highly positive perceptions of their tasks in their English classes. It was found that students have hesitations about to what extent the tasks designed in their classes are attracting and carefully planned although they generally find class assignments clear.

With regard to students' perceptions of classroom environment, qualitative results were also in parallel with the quantitative findings. It was found that teacher intimidacy in English classes was highly appreciated by most of the students. They indicated that their English teachers smile all the time and they are very supportive, patient, and tolerant during class hours. They reported that their teachers try to encourage them to speak English by asking questions. In terms of student cohesiveness, most of the students indicated that they have good communication with their classmates and they have a supportive environment in their classes. However, most of the students complained that most of the communication in the class is carried out in Turkish, so they could not support each other about speaking English. Although most of the students indicated that they have a friendly and positive atmosphere in their classes with regard to positive attitudes of their teachers and peers, they reported some problems regarding the task orientation. They mainly complained about their English books and indicated that they are too boring and do not catch their attention. Interview findings shed light on the lower mean score of the task orientation dimension in the quantitative data. Results revealed that students prefer activities outside of their books such as games, discussions and they find speaking based on their books too artificial, strange and cliché.

All in all, the results showed that students generally have positive perceptions about their classroom environment. They feel comfortable with their teachers and friends in their classrooms and they appreciate their teachers' positive attitudes towards them. However, both quantitative and qualitative findings revealed that students have some kind of problems related with task orientation dimension which results from their English books.

6.2.3. What are the Turkish university students' beliefs about English learning and classroom communication behavior?

Learner beliefs were investigated under two subcategories: learner beliefs about English learning and learner beliefs about classroom communication behavior. In the quantitative part, students' beliefs were elicited through scale items which include traditional conceptions about English learning and classroom communication behavior and items were reversely coded. Thus, higher mean scores implied less agreement with traditional conceptions about English learning and classroom communication behavior. Overall mean score was found to be highly above the midpoint, which shows that students do not support traditional ways of English learning and traditional classroom behaviors. Results showed that students strongly support communicative activities instead of traditional ways of learning English such as translation into Turkish, mostly grammar learning or learning through Turkish.

Qualitative findings also strongly supported quantitative results. Both willing and unwilling students indicated that the best way to learn English is to practice speaking more. They believed that they should start learning English directly by speaking it. They also suggested that less emphasis should be given to grammar instruction and it should be taught by integrating it into the communicative activities instead of formulaic teaching. They also complained that the hours of speaking classes are not sufficient and they should be increased. In terms of classroom communication behavior, they indicated that they want to get engaged in more communication activities instead of teacher-oriented classroom settings. They also believed that Turkish should not be allowed for both students and teachers during class hours.

In conclusion, the results showed that students are strongly in favor of communicative teaching and they believed that the most effective way to learn English is to speak it more. So, they believed that more chances should be given them to speak English more in a classroom setting. They do not believe that grammar learning is totally unnecessary, but they support the idea that it should not be the main focus during English lessons.

6.2.4. What is the receptive vocabulary knowledge of the Turkish university students?

To be able to assess the vocabulary knowledge of students in this study, Schmitt, Schmitt, and Clapham's (2001) Vocabulary Levels Test (VLT) was implemented. In this study, only 3000, 5000 and academic vocabulary levels were utilized. Each section of the VLT consists of 30 items in a multiple matching format. The results of the vocabulary levels test showed that the mean scores of the total vocabulary knowledge and each section were found to be below the average. It was found that they had the most difficulty at 5000 word level, whereas the highest mean score belonged to 3000 word level. Results showed that students did not have sufficient vocabulary knowledge and they had serious problems especially with advanced words.

Qualitative findings also supported the results of the vocabulary levels test. During interviews, most of the students who perceive themselves as willing to communicate stated that they have sufficient vocabulary knowledge for daily communication in English, but they need to increase their vocabulary knowledge to a more advanced level. On the other hand, most of the unwilling students stated that their vocabulary knowledge is not sufficient. They indicated that they could not find the correct word during communication, which affects their communication competence. Qualitative findings revealed that there is a relationship between students' willingness to communicate, communication competence and their vocabulary knowledge.

6.2.5. What are the relations among students' WTC in English, their motivation, ideal L2 Self, communication confidence, learner beliefs, classroom environment and their vocabulary levels?

Based on the previous studies, it was hypothesized that students' vocabulary size, communication confidence in English, and classroom environment would directly affect their willingness to communicate. It was expected that ideal L2 self, learner beliefs, and motivation would directly affect linguistic self-confidence and indirectly affect willingness to communicate through linguistic self-confidence. In addition, it

was expected that classroom environment would directly affect learner beliefs, motivation, ideal L2 self, and communication confidence. Lastly, it was also hypothesized that learner beliefs and vocabulary size would directly affect communication confidence and indirectly affect willingness to communicate in English through communication confidence.

However, the results of the structural model indicated the relationships of classroom environment with both WTC in English and Communication Confidence were fully mediated by the three variables in the model, namely motivation to learn English, Ideal self, and learner beliefs. The relationship between classroom environment and WTC in English was insignificant when these three mediators were added into the equation. Similarly, the relationship between classroom environment and communication confidence became insignificant when the mediator variables were added to the structural model.

Moreover, it was found that learner beliefs and ideal L2 self were directly and significantly related to communication confidence and indirectly related to willingness to communicate through communication confidence. When it comes to the relationship between motivation to learn English and WTC in English, it was found that motivation directly and significantly influenced willingness to communicate. Furthermore, the relationship between motivation and communication confidence was found to be insignificant, which implies that communication confidence could not serve as a mediator between these constructs. Considering the relationship between three mediators which regulate the interaction of classroom environment with other variables, motivation was highly correlated with ideal L2 self, but it did not correlate with learner beliefs as it was expected. However, ideal L2 self was directly and significantly correlated with learner beliefs. Lastly, vocabulary size directly and significantly affected communication confidence, whereas no significant relationship was found between vocabulary size and willingness to communicate.

6.3. Discussion

The results of the SEM showed that communication confidence was the most important predictor of willingness to communicate, which means that Turkish EFL learners become more willing to communicate in their classrooms if they perceive themselves competent enough to communicate and experience a low level of anxiety. This finding was found to be in parallel with both L2WTC theory (MacIntyre et al., 1998) and the findings of previous studies in different countries such as Japan (Yashima, 2002), Canada (Clement et al., 2003), South Korea (Kim, 2004), China (Peng & Woodrow, 2010), Iran (Khajavy, 2016), and Turkey (Bektaş, 2005; Şener, 2014).

Besides, it was found that students' motivation, which was measured within the framework of extrinsic/intrinsic motivation, directly and significantly influenced willingness to communicate, which supports the findings of MacIntyre and Clement (1996) and Hashimoto (2002). The insignificant path from motivation to learn to communication confidence also indicated that communication confidence could not be a mediator between the constructs.

This finding implied that the more motivated students become, the more willing they become to communicate in English. However, this result contradicted with some previous studies which found that motivation was directly related to communication confidence and indirectly related to willingness to communicate through communication confidence (Ghonsooly et al., 2012; Kim, 2004; Peng & Woodrow, 2010; Yashima, 2002). In the Turkish context, previous L2WTC studies, which were carried out by Bektaş (2005) and Öz (2015), also found that motivation indirectly influenced willingness to communicate through the mediation of communication confidence, which means that students' high motivation declines students' speaking anxiety, which, in turn, increases their communication competence and willingness to communicate. Considering these different findings of studies in term of the direct or indirect effect of motivation on willingness to communicate, it could be concluded that motivation is a significant antecedent for WTC in English despite different findings about direct or indirect effect of it on WTC in the literature.

With regard to the role of classroom environment, the findings revealed that the relationships of classroom environment with both WTC in English and communication confidence were fully mediated by the three individual variables, namely motivation to learn English, ideal self, and learner beliefs. The insignificant direct paths from classroom environment to WTC and communication confidence showed that classroom environment indirectly affects learners' WTC through motivation, while it indirectly affects communication confidence through learner beliefs and ideal L2 self. Although the previous studies which investigated the role of classroom environment in China and Iran, reported both direct and indirect effect of classroom environment on WTC and communication confidence, the findings of the present study revealed that classroom environment only indirectly influenced WTC and communication confidence.

Thus, the findings of the study did not completely support the findings of two previous studies which investigated the effect of classroom environment in Iranian and Chinese settings. Peng and Woodrow (2010) were the first to investigate the effects of classroom environment on students' willingness to communicate in a Chinese setting. They found that classroom environment exerted a direct impact on WTC, communication confidence, learner beliefs and motivation. The findings revealed that classroom environment not only directly affected communication confidence and WTC, but also indirectly influenced them through the mediating roles of individual variables; learner beliefs and motivation. However, Peng and Woodrow (2010) especially emphasized the small effect size of the direct interaction between classroom environment and WTC and proposed that although there was a statistically significant correlation between these variables, it could be comparatively less meaningful in practice.

Namely, they speculated that the significant path from classroom environment to WTC could be specific to this study population or it could result from some cultural or educational characteristics of this particular culture. They indicated that students in Chinese culture might not have criticized their teachers or peers even if they had problems in the classrooms which results from the fact that Chinese people care others' faces in interpersonal relationships (Gao, 1998) and perceive their teachers as people whom they should show respect. So, it was claimed that

this situation would cause measurement bias and suggested that future research in different contexts would decrease bias. In Iran, on the other hand, classroom environment was found to be the strongest predictor of WTC by Khajavy (2016). There was a direct relationship between classroom environment and WTC with moderate effect size although classroom environment also indirectly affected WTC through communication confidence, motivation and attitudes. In the Turkish context, although a direct relationship from classroom environment to WTC and communication confidence was not observed, it still has a vital role in term of its indirect effect of it through other individual variables; learner belief, ideal L2 self, and motivation. Overall, it could be concluded that classroom environment has a significant influence on students' WTC both directly and indirectly. Besides, the indirect effect of classroom environment on WTC with other individual variables showed that classroom WTC originates from the joint interaction of environmental factors and individual factors. Thus, due to individual differences, the same classroom environment would cause different communication tendencies for different learners.

Although no direct path was found from classroom environment to WTC and communication confidence, it was found that classroom environment directly and significantly affected individual variables; motivation, ideal L2 self and learner beliefs. The most strong correlation was found between the classroom environment and motivation, which supports the findings of many studies showing the immediate effect of classroom environment on learners' motivation in SLA research (Ryan & Patrick, 2001; Zhang & Oetzel, 2006). In this study, three dimensions of classroom environment were investigated; teacher support, student cohesiveness, and task orientation.

Among them, teacher support was found to have a significant effect on motivation in L2 research area (Boekaert, 2001; Ryan & Patrick, 2001). Many studies also found a direct relationship between teacher immediacy, which is an important aspect of teacher support, and motivation (Christophel, 1990; Richmond, 1990; Fallah, 2014). In his study with a group of 252 EFL learners, Fallah (2014) found that there was a direct path from teacher immediacy to motivation. In the Chinese context, Zhang and Oetzel (2006) also found that teacher immediacy strongly

affected learners' affective affective learning, which in turn influenced their motivation and cognitive learning. Student cohesiveness, which is another dimension of classroom environment, was strongly put emphasis by Dörnyei and Murphey (2003) in terms of its significant effect on motivation. It was defined as the internal gelling force that keeps the group together which affects interaction and learning in a language class (Dörnyei, 2007). Many researchers also found a positive interaction between task orientation and students' engagement levels. Meaningful, personally related and moderately difficult tasks were found to increase motivation (Kubanyiova, 2006; Wu, 2003).

The interaction between classroom environment and ideal L2 self was for the first time investigated in a L2 WTC model. It was found that classroom environment is positively and significantly related to ideal L2 self. Although no previous studies investigated the direct effect of classroom environment on ideal L2 self in a L2 WTC model, the effect of learning experience on ideal L2 self was examined by Csizer and Kormos (2009) in Hungarian context within the framework of the L2 motivational self system. They found that L2 learning experience significantly affected ideal L2 self images of high school students. In a Japanese context, Ueki and Takeuchi (2003) conducted a study with two groups of learners whose learning environments were favorable or less favorable to imagine a clear L2 self with other variables such as self-efficacy and L2 learning attitude. In the context which provides a favorable context for the formation of a clear L2 self, ideal L2 self, self-efficacy and L2 learning attitude were found to be the main predictors of the motivated behavior, whereas ideal L2 self was not found to have an effective role in the less favorable context for the formation of a clear L2 self. In this group, ought-to L2 self was found to have the strongest effect. All these findings imply that classroom environment has an important role in helping students to form positive ideal L2 self images.

A significant path from classroom environment to learner beliefs was also found in the study which implies that classroom environment' role in shaping learner beliefs about English learning and appropriate classroom behaviors is significant. This finding is also in line with the previous studies (Hu, 2003; Oz, 2007; Peng, 2012). Hu (2003) claimed that if learners had some previous communicative classroom

experience, it would be highly possible for them to develop beliefs supporting communicative English learning instead of traditional ways of English learning. In the Turkish context, Oz (2007) also found that beliefs about language learning differed according to different instructional settings. Among all high school students, students in private high schools who learn English in a communicative way were found to endorse the value of communication, whereas the same situation was not observed with students from general high schools where English learning is carried out in traditional ways.

In the Chinese setting, Peng and Woodrow (2010) also found a significant path from classroom environment to learner beliefs. They indicated that it is highly likely for students who learn English in an active and supportive classroom environment to develop more communication-oriented beliefs instead of traditional culture-based beliefs and become less worried about the negative judgements of other in the class such as " the student who always speaks up in class will be loathed by other classmates". They also emphasized the important roles of teachers and other students in the classroom in shaping learners' beliefs about English learning and classroom communication behaviors.

Moreover, the relationships of learner beliefs and ideal self with WTC in English were fully mediated by communication confidence in the study as it was expected based on the previous studies (Fushino, 2008, 2010; Papi, 2010; Peng & Woodrow, 2010; Peng, 2012; Ueki & Takeuchi, 2012; Peng, 2015; Oz, 2016). Papi investigated Iranian EFL learners' speaking anxiety within the framework of L2 Motivational Self System and found a direct relationship between students' ideal L2 self and communication anxiety. Students, who had positive perceptions of their ideal L2 selves, experienced less speaking anxiety. Ueki and Takeuchi (2012) also indicated that Japanese learners had positive perceptions of their ideal L2 selves based on their motivation, L2 anxiety and self-efficacy. In China, Peng (2015) investigated the interrelationships between L2 motivational self system, international posture, L2 anxiety, and WTC and found that ideal L2 self significantly declined L2 anxiety of learners. Oz et al. (2015) were the first to investigate the relationship between the ideal L2 self, WTC and other individual variables in the Turkish context and a significant direct path was found from ideal

L2 self to communication confidence, but no direct path was found between ideal L2 self and WTC. It was claimed that learners' positive perceptions of their ideal L2 selves might decline their communication anxiety, which in turn causes a successful communication. All these results support the significant path from ideal L2 self to communication confidence found in this study. Ideal L2 self has a significant influence on learners' communication confidence by decreasing their communication confidence to great extent.

With regard to direct relationship between learner beliefs and communication confidence, Peng and Woodrow (2010) claimed that the learners who are in favor of traditional ways of language learning such as grammar, translation instead of communicative activities might become too much concerned about accuracy and linguistic features which could lead to over self-monitoring during communication. As a result, these learners would experience high level of speaking anxiety due to their concern about accuracy. Besides, Peng and Woodrow (2010) put forward that learner beliefs about suitable classroom communication behaviors would influence their communication confidence because if learners are too much concerned about others' judgements, they feel more speaking anxiety in the classroom. The current finding was also found to be in parallel with the findings of Fushino's (2008) study in Japan, which indicated that beliefs about L2 group work indirectly affects WTC through the mediating role of communication confidence.

A significant relationship between learner beliefs and motivation was not found in the study contrary to the findings of previous studies (Peng & Woodrow, 2011), whereas the path from learner beliefs to ideal L2 self was found to be significant (Ushioda, 2001; Riley, 1997). On the other hand, a strong interaction was found between motivation which was evaluated within the framework of motivation construct suggested by Noels et al. (2000) and ideal L2 self, which was proposed by Dörnyei (2005) as a component of L2 motivational self system. This finding was found to be in line with the previous studies (Al-Shehri, 2009; Dörnyei, 2009; Munezane, 2010; Shahbaz & Liu, 2012; Ueki & Takeuchi, 2012). Dörnyei (2009) claims that there is a close relationship between recent important conceptualizations of motivation which have been proposed as alternative approaches to Gardner's integrative motivation framework. He indicated that the

L2 motivational self system is closely associated with the motivation constructs proposed by Noels (2000), which was supported by the findings of the present study. Besides, Ueki and Takeuchi (2012) found that Japanese learners had positive perceptions of their ideal L2 selves based on their motivation levels. Munezane (2010) also claimed that higher motivation helps learners to have better imagination about themselves in their future professional lives. In Pakistan, Shahbaz and Liu (2012) indicated that ideal L2 self has a great influence on L2 learners' motivation and suggested that focusing on self-related factors can highly motivate learners during long process of language learning.

With respect to the relationship between vocabulary size, communication confidence and willingness to communicate, a significant path from vocabulary size to communication confidence was found as expected, whereas the path from vocabulary size to willingness to communicate was not found to be significant as opposed to what was expected. The findings revealed that the relationship of vocabulary size and WTC in English were fully mediated by communication confidence. A significant path from vocabulary size to communication confidence conformed to other findings in the literature (MacIntyre & Gardner, 1991; Hilton, 2008). On the other hand, the insignificant path from vocabulary size to WTC in English did not support the view in the literature which indicates that a lack of lexical resources would significantly impact learners' willingness to communicate. Considering that communication confidence is a combination of a low level of anxiety and a high level of communicative competence, a direct interaction of vocabulary size with both communication anxiety and communicative spoken fluency in the previous studies supported the significant path from vocabulary size to communication confidence in this study. MacIntyre and Gardner (1991) found that communicative anxiety is significantly related to both the recall of vocabulary items and indicated that students who are anxious in speaking situations appear to be disadvantaged from the outset because basic vocabulary learning and production is impaired by the apprehension they experience. Hilton (2008) also found a significant relationship between vocabulary size and spoken fluency. He investigated the fluency findings from a corpus of oral productions in three different L2s and concluded that "lexical competence" had a fundamental role in spoken fluency. Although some studies in the literature (Khodadady, 2010; Cao, 2011;

MacIntyre and Legatto, 2011; Peng, 2012) claimed that vocabulary knowledge would be an important predictor of willingness to communicate, it is important to note that most of these studies mostly relied upon the qualitative data.

They reported that a lack of lexical resources is an important factor which affects learners' willingness to communicate. In these studies, it was observed that situations such as searching memory for vocabulary and various degrees of difficulties in retrieving correct expressions in English would hinder students' WTC and communication with others and force them to resort to their first language (Cao, 2011; MacIntyre and Legatto, 2011; Peng, 2012). Considering that this is the first study which investigated the relationship of vocabulary knowledge with WTC in English and some other individual variables in a L2WTC model through SEM analysis, the finding of this study is significant for second language research area in terms of showing the indirect influence of vocabulary size on willingness to communicate through communication confidence. It can be concluded that although a direct effect of vocabulary size on WTC was not validated, the significant interaction of it with communication confidence implies that vocabulary size of learners as a linguistic factor is still an important contributor to learners' willingness to communicate as well as some other individual factors such as ideal L2 self, learner beliefs.

6.4. Conclusion

All in all, it could be concluded that although classroom environment was not found to be the direct predictor of willingness to communicate in a Turkish setting as opposed to other EFL settings such as Iranian or Chinese contexts, it is still an important contributor to learners' willingness to communicate through its direct effect on learners' motivation, ideal L2 self, beliefs and indirect effect on communication confidence. As one of the two significant indicators of willingness to communicate, communication confidence proved to be the universal predictor of willingness to communicate (Yashima, 2002; Clement et al., 2003; Kim, 2004; Bektaş, 2005; Peng & Woodrow, 2010; Şener, 2014; Khajavy, 2016). The second strong predictor was motivation which directly influenced willingness to communicate (MacIntyre & Clement, 1996; Hashimoto, 2002). Especially, extrinsic

orientations would encourage them to become more willing to communicate in English. The primary goal of Turkish EFL learners is to find a good job and continue their lives abroad (Bektaş, 2005; Şener, 2014).

On the other hand, ideal L2 self and learner beliefs were found to indirectly influence learners' willingness to communicate through the mediating role of communication confidence. It is highly possible that learners who have positive perceptions of their ideal L2 selves and support communicative teaching of English feel less speaking anxiety, which in turn increases their willingness to communicate. Lastly, vocabulary knowledge is an important linguistic factor which influences learners' willingness to communicate through communication confidence.

6.5. Pedagogical Implications

Based on the investigation of the relationships between learners' WTC, individual and contextual variables, the findings of this study are significant in terms of providing some pedagogical implications for L2 learning and teaching. Within an EFL context where learners can find an opportunity to communicate in English only in a classroom setting, it is crucial for L2 educators to understand in which situations students become more willing to communicate or what kind of individual, contextual and linguistic factors could hinder or foster their willingness to communicate their WTC in English in their classrooms. Thus, the pedagogical and practical implications of the study for L2 learning teaching are presented below.

The findings of the study revealed that learners' WTC in English is directly influenced by their communication confidence and motivation, and indirectly affected by their beliefs, ideal selves, classroom environment and vocabulary size. Based on the results of the SEM analysis, communication confidence was found to be the strongest predictor of WTC. Thus, the primary concern of language educators should be to help their learners to build and increase their communication confidence by reducing their speaking anxiety. A high negative correlation between communication competence and communication anxiety implied that learners who have a low level of communication anxiety and a high

level of communication competence will have a high level of communication confidence, which directly increase learners' WTC in English.

So, it can be suggested that as a first step, teachers should help their learners to reduce their speaking anxiety by providing them with a relaxed language environment in which they could test their communication competences without any hesitation. Also, they should support their learners with necessary linguistic elements such as vocabulary, pronunciation to foster learners' communication competence, which will significantly contribute to their confidence in their communication abilities.

Second, motivation was found to be another significant indicator of learners' WTC in English, which indicates that fostering students' motivation will also encourage them to communicate in English. As opposed to many studies which indicated an indirect path from motivation to WTC through linguistic self-confidence, a strong direct path from motivation to WTC in this study put emphasis on the crucial effect of motivation on learners' WTC. In this study, learners' motivation was assessed through the extrinsic/intrinsic orientations within the framework of self-determination theory of motivation. Turkish EFL learners were generally found to be extrinsically motivated, which revealed a moderate level of self-determination. Although learners generally exhibited positive dispositions towards the reasons for learning, increasing learners intrinsic motivation through different activities would result in a higher level of WTC in English. Thus, L2 educators would help learners to acquire a sense of accomplishment, knowledge and stimulation which are all components of intrinsic motivation by means of successful learning experience because a higher level of self-determination means a higher level of WTC.

Although direct effect of classroom environment on learners' WTC was not observed in this study, it indirectly influenced WTC and communication confidence through the mediating roles of motivation, ideal L2 self, and learner beliefs. Classroom environment exerted an indirect effect on WTC in English through motivation to learn English. Hence, it can be stated that the pleasant classroom environment has an important role in increasing learners' motivation, which, in turn, increases their WTC in English. So, it is suggested that classroom

environment should have a pleasant atmosphere by means of effective teacher support, student cohesiveness and careful selection of tasks.

Interview participants' suggestions for a good classroom environment are especially important. It was indicated that teacher support is an important factor which affects learners' opinions about classroom environment. For a pleasant classroom atmosphere, language teachers should build a good rapport with their learners. Teachers could strengthen their bond with their learners through their encouraging, supportive, and patient teaching styles. Their positive attitudes and gestures such as smiling will certainly encourage learners and increase their motivation. It is also crucial for language teachers to be tolerant of mistakes, which makes learners feel safe while speaking English. As well as teacher immediacy, building a good cooperation among class members is also an indispensable aspect of a pleasant classroom environment.

Considering that a classroom is a small community where learners continuously interact with each other, establishing a friendly atmosphere in a language class, where learners are friendly to each other, helpful to other class member and tolerant of mistakes, would definitely make learners feel more relaxed and express themselves easily in their classrooms.

The findings of the study also revealed that learners' anxiety decreases and they perceive themselves more competent in small groups or with their peers sitting next to them instead of the whole class activities. There are many advantages of group works such as learning from each other, sharing workload. Therefore, language teachers give place to group work or pair work activities in their classrooms in which learners work together to achieve a learning goal, which will definitely increase their motivation level to a great extent.

In addition to teacher support and student cohesiveness, task orientation also has an important role in affecting the atmosphere in the classroom. However, the results indicated a lower mean score for task orientation dimension compared to teacher support and student cohesiveness dimensions, which implied that learners are not completely pleased with the tasks in their language classes. Although they

generally find the class assignment clear, they have hesitations about to what extent they are attracting and carefully planned. When they were asked to evaluate speaking tasks in the class during interviews, both willing and unwilling groups of students indicated that their English books are too ordinary and do not attract their attention at all. They stated that they get too bored of doing similar activities of their English books and it could become too cliché and artificial at some points. Students especially reported that they prefer activities such as games, presentations which are prepared by their teachers and do not solely rely on their English books. In the light of these findings, it is suggested that English teachers should be able to integrate intellectually meaningful and challenging tasks into their classes at some points instead of strictly following English books because university level EFL learners are mature enough to critically evaluate the quality and value of English activities with respect to their beliefs or expectations.

Considering the direct path from classroom environment to ideal L2 self and learner beliefs in the study, it is concluded that a carefully structured classroom environment has a great role in shaping learners' beliefs about English learning and appropriate classroom behaviors and also encouraging learners' positive perceptions about their ideal L2 selves. So, different pedagogies of communicative language teaching should be integrated into learners' English classes with meaningful tasks and activities, which will foster learners' beliefs in the same direction and help them to imagine themselves as adults who can speak English in every area of their future lives.

Based on the analysis, it was also observed that learner beliefs, ideal L2 self and vocabulary size significantly influence learners' communication confidence, which, in turn, affects their WTC in English. So, it is suggested that language teachers could help their learners to have positive beliefs about English learning by means of different methods such as portfolios. Learners can be given a chance to reflect on their beliefs through these portfolios which include their writings or journal entries recording their beliefs. Also, learners' perceptions of their ideal L2 selves could also be supported through different activities in a supportive classroom setting.

Lastly, learners' vocabulary knowledge was found to be a significant predictor of their communication confidence. In this study, the mean score of the total vocabulary knowledge was found to be below the average, which indicates that learners have problems in learning vocabulary. So, language teachers should help them to improve their vocabulary by means of various methods. It seems that although learners are aware that their vocabulary is not sufficient and it needs to be improved, they do not know how to do it. So, teachers should guide their learners in this way by organizing different activities which directly aim at developing learners' vocabulary knowledge.

All in all, it is obvious that learners' willingness to communicate mainly depend on their motivation level and their communication confidence. Firstly, learners' WTC in English should be supported by empowering their communication confidence through increasing their linguistic knowledge such as vocabulary knowledge and also supporting some individual variables such as learner beliefs, ideal self. Secondly, their motivation should also be increased for a higher level of WTC by providing them with a non-threatening classroom atmosphere through effective teacher support, useful and attractive tasks/activities and a good cooperation among class members.

6.6.Limitations of the Study

In this study, cluster random sampling method was utilized and the population consisted of 746 students at Hacettepe University in Ankara, Turkey. Participants were selected from four different proficiency levels. Considering this specific group of learners and learning context, any generalization from this study should be carefully done. The participants of the study were selected from only one university due to different constraints, so it may not be appropriate to generalize the findings of the study to all university level students in Turkey.

The present study only investigates the interactions among different individual, contextual, and linguistic variables, so it does not propose a cause and effect relations because it is not an experimental study. Moreover, the results are based on the self-reported data which was collected by means of interviews and

questionnaires. So, it reflects only the perceptions of the participants instead of the observable facts.

Within the scope of this study, WTC only in speaking mode has been examined. So, the results do not reflect the WTC in reading, writing, and listening. Also, only receptive vocabulary knowledge was assessed through vocabulary levels test due to time constraints, so the test results may not be the same for learners' productive vocabulary knowledge.

6.7. Suggestions for Further Studies

This research only dealt with two dimensions of learner beliefs which are beliefs about English learning and beliefs about appropriate classroom behaviors. In order to prevent any overlap with other affective variables such as motivation, communication confidence, the scope of learner beliefs was limited. So, future research could extend this scope by investigating learner beliefs within the perspective of a broader conceptualization of learner beliefs. Considering its significant relationship with classroom environment, communication confidence, and ideal L2 self, it is important to conduct other studies in different contexts to validate these interactions.

In this study, only the effect of the receptive vocabulary knowledge on learners' WTC was investigated and an indirect path was found from vocabulary size to WTC through communication confidence. So, future studies could investigate how productive vocabulary knowledge of students influences WTC in English.

Although both enduring and situational variables affect WTC, this study included only enduring variables and investigated trait like WTC. On the other hand, situational WTC is defined as a multi-layered construct which changes in different situations according to different variables such as excitement, security, and responsibility. Thus, in order to examine the effects of these factors on situational WTC, a longitudinal qualitative study should be carried out by employing other methods such as reflected journals, observations, critical analysis of tasks, activities and textbooks which will help us understand the dynamic aspect of WTC.

Also, by keeping track of students' actual use of language, their level of WTC and actual language use can be compared.

Considering that this is the first study which investigates the effect of classroom environment on learners' WTC, communication confidence and other individual variables in a Turkish context, similar studies should be conducted in different Turkish contexts such as other universities, high schools or primary schools. Thus, we could gain deeper insight about Turkish EFL learners' WTC in language classes and its relationship with other affective, cognitive, linguistic and contextual factors.

Also, this study is the first in terms of investigating the relationship between ideal L2 self and L2WTC in a classroom-based study. Hence, it is important to examine this linkage in other learning contexts.

Finally, this study dealt with only WTC in speaking mode. Future studies should also investigate learners' WTC in other modes such as writing, reading, listening through different instruments which are designed for these purposes.

6.8. Chapter Summary

This chapter firstly presented the brief summary of both quantitative and qualitative findings for each research question. Then, the findings of the study were discussed in the light of current literature. Discussion section was followed by pedagogical implications and limitations of the study. The chapter concludes with suggestions for further studies.

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APPENDICES

APPENDIX I: APPROVAL OF THE COMMITTEE ON ETHICS



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172/ 433-2358

02 Ağustos 2016

EĞİTİM BİLİMLERİ ENSTİTÜ MÜDÜRLÜĞÜNE

İlgi: 13.07.2016 tarih ve 1745 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden **Uzm. Cennet ALTINER**'in **Doç. Dr. İsmail Hakkı ERTEN** danışmanlığında yürüttüğü "**Türkiye'deki Yabancı Dil Olarak İngilizce Sınıflarında İngilizce İletişim Kurma İstekliliği**" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **26 Temmuz 2016** 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 II: ORIGINALITY REPORT



HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
THESIS/DISSERTATION ORIGINALITY REPORT

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
TO THE DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

Date: 29/11/2017

Thesis Title : Willingness to Communicate in English in the Turkish EFL Classroom Context

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.

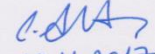
Time Submitted	Page Count	Character Count	Date of Thesis Defence	Similarity Index	Submission ID
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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality 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.


29.11.2017

Name Surname: Cennet Altiner
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Program: English Language Education
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ADVISOR APPROVAL


APPROVED
Prof. Dr. Ismail Hakkı ERTEN



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
DOKTORA TEZ ÇALIŞMASI ORJİNALLİK RAPORU

HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI BAŞKANLIĞINA

Tarih: 29/11/2017

Tez Başlığı : Türkiye'deki Yabancı Dil Olarak İngilizce Sınıflarında İngilizce İletişim Kurma İstekliliği

Yukarıda başlığı verilen tez çalışmamın tamamı (kapak sayfası, özetler, ana bölümler, kaynakça) aşağıdaki filtreler kullanılarak Turnitin adlı intihal programı aracılığı ile kontrol edilmiştir. Kontrol sonucunda aşağıdaki veriler elde edilmiştir.

Rapor Tarihi	Sayfa Sayısı	Karakter Sayısı	Savunma Tarihi	Benzerlik Endeksi	Gönderim Numarası
29/11 /2017	223	64710	27/10/2017	18	886915730

Uygulanan filtreler:

- 1- Kaynakça hariç
- 2- Alıntılar hariç
- 3- 5 kelimedenden daha az örtüşme içeren metin kısımları hariç

Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Tez Çalışması Orjinallik Raporu Alınması ve Kullanılması Uygulama Esasları'nı inceledim ve çalışmamın herhangi bir intihal içermediğini;alesinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

edut
29.11.2017

Adı Soyadı: Cennet Altın

Öğrenci No: N12243963

Anabilim Dalı: Yabancı Diller Eğitimi Anabilim Dalı

Program: İngiliz Dili Eğitimi Programı

Statüsü: Y.Lisans Doktora Bütünleşik Dr.

DANIŞMAN ONAYI

İsmail Hakkı Erten
UYGUNDUR.

Prof. Dr. İsmail Hakkı ERTEN

APPENDIX III: SURVEY QUESTIONNAIRE (ENGLISH VERSION)

Part 1: Student Background Information Questionnaire: This part consists of 13 questions which will help us to understand you better. We would like you to read each statement carefully and put an "X" next to the option which best describes you or fill in the blank with correct information.

1. Nationality: Turkish Other (Please write)-----
2. Class: Prep
3. Age:
4. Gender: F M
5. Have you ever been abroad? YES NO
6. Have you ever taken private English speaking course? YES NO
7. How long have you been learning English? Please write
8. At what age did you start to study English? Please write
9. Why did you start learning English at that time?
 Parents' request School curriculum Self-improvement Peers
 Other (Write).....
10. When you have difficulties in English, to whom do you usually go for help?
 Parents Teacher Brothers or sisters Other (Write).....
11. Who influenced your preference to study at preparatory school?
 My own decision Parents Teacher Brothers or sisters Peers
 Other (Write).....
12. Which of the following skills do you favor most for learning English? Write numbers between 1 and 4 (1.least important, 4. most important)
 Listening Speaking Reading Writing
13. How do you rate your own speaking skill?
 Very good Good Intermediate Bad

Part II: Willingness to communicate in English inside the language classroom

The following statements describe some communicative situations/tasks in an English class. Please indicate how willing or unwilling you are to engage in these communication activities using English. Please put an “X” in the box that best describes your feelings.

	Definitely not willing	Probably not willing	Perhaps not willing	Perhaps willing	Probably willing	Definitely willing
1- I am willing to do a role-play standing in front of the class in English (e.g., ordering food in a restaurant).	1	2	3	4	5	6
2- I am willing to give a short self-introduction without notes in English to the class.	1	2	3	4	5	6
3- I am willing to give a short speech in English to the class about my hometown with notes.	1	2	3	4	5	6
4- I am willing to translate a spoken utterance from Turkish into English in my group.	1	2	3	4	5	6
5- I am willing to ask the teacher in English to repeat what he/she just said in English because I didn't understand.	1	2	3	4	5	6
6- I am willing to do a role-play in English at my desk, with my peer (e.g., ordering food in a restaurant).	1	2	3	4	5	6
7- I am willing to ask my peer sitting next to me in English the meaning of an English word.	1	2	3	4	5	6
8- I am willing to ask my group mates in English the meaning of word I do not know.	1	2	3	4	5	6
9- I am willing to ask my group mates in English how to pronounce a word in English.	1	2	3	4	5	6
10- I am willing to ask my peer sitting next to me in English how to say an English phrase to express the thoughts in my mind.	1	2	3	4	5	6

Part III: Foreign language speaking anxiety questionnaire

Please indicate how much you agree or disagree with the following statements by putting an “X” in the box that best describes the extent to which you agree or disagree with the statement.

1 = Strongly disagree

2 = Disagree

3 = Slightly disagree

4 = Slightly agree

5 = Agree

6 = Strongly agree

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. I am never quite sure of myself when I am speaking in English.	1	2	3	4	5	6
2. I am afraid of making mistakes in English classes.	1	2	3	4	5	6
3. I tremble when I know that I am going to be called on in English classes.	1	2	3	4	5	6
4. I get frightened when I don't understand what the teacher is saying in English.	1	2	3	4	5	6
5. I start to panic when I have to speak without preparation in English classes.	1	2	3	4	5	6
6. I get embarrassed to volunteer answers in English classes.	1	2	3	4	5	6
7. I feel nervous while speaking English with native speakers.	1	2	3	4	5	6
8. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5	6
9. I don't feel confident when I speak English in classes.	1	2	3	4	5	6
10. I am afraid that my English teacher is ready to correct every mistake I make.	1	2	3	4	5	6
11. I can feel my heart pounding when I am going to be called on in English classes.	1	2	3	4	5	6
12. I always feel that the other students speak English better than I do.	1	2	3	4	5	6
13. I feel very self-conscious about speaking English in front of other students.	1	2	3	4	5	6
14. I get nervous and confused when I am speaking in English classes.	1	2	3	4	5	6
15. I get nervous when I don't understand every word my English teacher says.	1	2	3	4	5	6
16. I feel overwhelmed by the number of rules I have to learn to speak English.	1	2	3	4	5	6
17. I am afraid that the other students will laugh at me when I speak English.	1	2	3	4	5	6
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	1	2	3	4	5	6

Part V: Learner’s beliefs about English learning

Please indicate to what extent you agree with these statements by a putting an “X” in the box that best describes your feelings.

- 1 = Strongly disagree 2 = Disagree 3=Slightly disagree
 4 = Slightly agree 5 = Agree 6 = Strongly agree

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1- The student who always speaks up in class will be loathed by other classmates.	1	2	3	4	5	6
2- The student who always speaks up in class is showing off his/her English proficiency.	1	2	3	4	5	6
3- Students should not speak up without being invited by the teacher.	1	2	3	4	5	6
4- I learn little by participating in communication activities in class.	1	2	3	4	5	6
5- Learning English is mostly a matter of translating from Turkish.	1	2	3	4	5	6
6- To understand English, it must be translated into Turkish.	1	2	3	4	5	6
7- Learning English is mostly a matter of learning grammar rules.	1	2	3	4	5	6
8- In English classes, I prefer to have my teacher provide explanations in Turkish.	1	2	3	4	5	6
9- You should not say anything in English until you can speak it correctly.	1	2	3	4	5	6

Part VI: Classroom environment

The following statements describe some characteristics of a language classroom. Please indicate how often you feel in this way in your English language classroom by putting an “X” in the box that best describes your feelings.

1 = Never

2 = Rarely

3= Sometimes

4 = Often

5 = Usually

6 = Always

	Never	Rarely	Sometimes	Often	Usually	Always
1- Tasks designed in this class are useful.	1	2	3	4	5	6
2- Tasks designed in this class are attracting.	1	2	3	4	5	6
3- I know what I am trying to accomplish in this class.	1	2	3	4	5	6
4- Activities in this class are clearly and carefully planned.	1	2	3	4	5	6
5- Class assignments are clear so everyone knows what to do.	1	2	3	4	5	6
6- I work well with other class members.	1	2	3	4	5	6
7- I am friendly to members of this class.	1	2	3	4	5	6
8- I make friends among students in this class.	1	2	3	4	5	6
9- I help other class members who are having trouble with their work.	1	2	3	4	5	6
10- The teacher provides a timely response to students' concerns.	1	2	3	4	5	6
11- The teacher is patient in teaching.	1	2	3	4	5	6
12- The teacher smiles at the class while talking.	1	2	3	4	5	6
13- The teacher asks questions that solicit viewpoints or opinions.	1	2	3	4	5	6

Part VII: Ideal L2 Self

Please indicate to what extent you agree with these statements by putting an “X” in the box that best describes your feelings.

1 = Strongly disagree

2 = Disagree

3=Slightly disagree

4 = Slightly agree

5 = Agree

6 = Strongly agree

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1- I can imagine myself living abroad and having a discussion in English.	1	2	3	4	5	6
2- I can imagine myself studying in a university where all my courses are taught in English.	1	2	3	4	5	6
3- Whenever I think of my future career, I imagine myself using English.	1	2	3	4	5	6
4- I can imagine a situation where I am speaking English with foreigners.	1	2	3	4	5	6
5- I can imagine myself speaking English with international friends or colleagues.	1	2	3	4	5	6
6- I can imagine myself living abroad and using English effectively for communicating with the locals.	1	2	3	4	5	6
7- I can imagine myself speaking English as if I were a native speaker of English.	1	2	3	4	5	6
8- I imagine myself as someone who is able to speak English.	1	2	3	4	5	6
9- I can imagine myself writing English e-mails/letters fluently.	1	2	3	4	5	6
10- The things I want to do in the future require me to use English.	1	2	3	4	5	6

Part VIII: Motivation

The following statements describe some reasons for learning English. Please indicate to what extent these statements correspond with your own reasons for learning English. Please put an “X” in the box that best describes your feelings.

1 = Strongly disagree

2 = Disagree

3 = Slightly disagree

4 = Slightly agree

5 = Agree

6 = Strongly agree

Why are you learning English?	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1- Because I enjoy the feeling of acquiring knowledge about the English community and their way of life.	1	2	3	4	5	6
2- For the pleasure that I experience in knowing more about the literature of the the English-speaking community.	1	2	3	4	5	6
3- In order to understand more about English.	1	2	3	4	5	6
4- For the satisfied feeling I get in finding out new things.	1	2	3	4	5	6
5- Because I enjoy the challenge of learning English.	1	2	3	4	5	6
6- For the enjoyment I experience when I grasp a difficult construct in English.	1	2	3	4	5	6
7- For the pleasure I experience when surpassing myself in my English studies.	1	2	3	4	5	6
8- For the satisfaction I feel when I am in the process of accomplishing difficult exercises in English.	1	2	3	4	5	6
9- Because I think English is a beautiful language.	1	2	3	4	5	6
10- For the pleasure I get from hearing English spoken by native English speakers.	1	2	3	4	5	6

11- For the “high” I feel when hearing English.	1	2	3	4	5	6
12- Because I choose to be the kind of person who can speak English.	1	2	3	4	5	6
13- Because I choose to be the kind of person who can speak more than one language.	1	2	3	4	5	6
14- Because I think it is good for my personal development.	1	2	3	4	5	6
15- Because I would feel ashamed if I couldn’t speak to my friends from the English-speaking community in their native tongue.	1	2	3	4	5	6
16- To show myself that I am a good citizen because I can speak English.	1	2	3	4	5	6
17- Because I would feel guilty if I didn’t know English.	1	2	3	4	5	6
18- Because it may be a gateway to new opportunities.	1	2	3	4	5	6
19- In order to have a better salary later on.	1	2	3	4	5	6
20- Because I think it’s a good idea to know some English.	1	2	3	4	5	6
21- In order to get a more prestigious job later on.	1	2	3	4	5	6

Thank you very much!

APPENDIX IV: SURVEY QUESTIONNAIRE (TURKISH VERSION)

Bölüm I Kişisel bilgiler: Bu bölüm sizi genel olarak tanımamıza yardımcı olacak 13 sorudan oluşmaktadır. Her soruyu dikkatle okuduktan sonra, verilen seçenekler arasında size en uygun olanın yanındaki kutucuğa "X" koyarak işaretleyiniz veya ayrılan boşluğa cevabını yazınız.

1. Uyuşunuz: _____TC _____Diğer (Yazınız)
2. Bölümünüz: _____
3. Yaşınız _____
4. Cinsiyetiniz _____K _____E
5. Hiç yurt dışında bulundunuz mu? _____EVET _____HAYIR
6. Okuldan başka hiç özel İngilizce konuşma dersi aldınız mı? ___EVET ___ HAYIR
7. Kaç yıldır İngilizce öğrenmektesiniz? _____
8. Kaç yaşında dil öğrenmeye başladınız? _____
9. Neden o yaşta İngilizce öğrenmeye başladınız?
___Ailemin isteği ___ Okul müfredatı gereği ___Kendi merakım ___Arkadaşlarım
___Diğer(Yazınız)_____
10. İngilizce konuşmada güçlük çektiğiniz zaman kime başvurursunuz?
___Aileme ___Öğretmene _____Kardeşlerime ___Arkadaşlarıma
___Diğerlerine (Yazınız)_____
11. İngilizce hazırlık okumanızda kim etkili oldu?
___Ailem _____Öğretmenlerim _____Kardeşlerim _____Sınıf arkadaşlarım
___Diğerleri (Yazınız)-----
12. İngilizce öğreniminde aşağıdaki dil becerilerinden en çok hangisine önem verirsiniz? 1 den dörde kadar nasıl derecelendirirsiniz?(1 en az önemli- 4 en önemli) Önem sırasına göre numara veriniz.
___ Dinleme _____Konuşma _____Okuma _____Yazma
13. İngilizce iletişim kurmada (konuşmada) kendinizi nasıl değerlendirirsiniz?
___ Çok İyi _____İyi _____Orta _____Kötü

Birinci bölüm bitti. Lütfen ikinci bölümle devam ediniz.

Bölüm II:

A. Aşağıdaki ifadeler bir İngilizce sınıftaki iletişim etkinliklerini tanımlamaktadır. Lütfen bu iletişim etkinliklerine İngilizce kullanarak katılmaya ne kadar istekli olduğunuzu hislerinizi en iyi tanımlayan kutucuğa “X” işareti koyarak belirtin.

	Kesinlikle istekli değilim	Çoğunlukla istekli değilim	Bazen istekli değilim	Bazen istekliyim	Çoğunlukla istekliyim	Kesinlikle istekliyim
1- Sınıf önünde İngilizce bir rol canlandırmaya istekliyim. (örneğin; bir restoranda yemek sipariş etme)	1	2	3	4	5	6
2- Notlar olmadan kendimi sınıfa kısaca İngilizce tanıtmaya istekliyim.	1	2	3	4	5	6
3- Notlar kullanarak memleketim hakkında sınıfa kısa bir konuşma yapmaya istekliyim.	1	2	3	4	5	6
4- Grubumda sözlü bir konuşmayı Türkçeden İngilizceye çevirmeye istekliyim.	1	2	3	4	5	6
5- İngilizce söylemiş olduğu bir şeyi anlamadığım için öğretmenden tekrar etmesini İngilizce istemeye istekliyim.	1	2	3	4	5	6
6- Sıramda arkadaşımın İngilizce bir rol canlandırmaya istekliyim. (örn. bir lokantada sipariş verme)	1	2	3	4	5	6
7- Bir İngilizce kelimenin anlamını yanımda oturan arkadaşımın İngilizce sormaya istekliyim.	1	2	3	4	5	6
8- Bilmediğim bir kelimenin anlamını grup arkadaşlarıma İngilizce sormaya istekliyim.	1	2	3	4	5	6
9- İngilizce bir kelimenin nasıl telaffuz edileceğini grup arkadaşlarıma İngilizce sormaya istekliyim.	1	2	3	4	5	6
10- Aklımdaki düşünceleri ifade etmek için bir İngilizce ifadeyi nasıl söyleyeceğimi yanımda oturan arkadaşımın İngilizce sormaya istekliyim.	1	2	3	4	5	6

B. Lütfen aşağıdaki ifadeleri okuyunuz ve ne derece katıldığınızı ilgili kutuya "X" işareti koyarak belirtiniz.

1=Kesinlikle Katılmıyorum

2 = Katılmıyorum

3= Kısmen Katılmıyorum

4 = Kısmen Katılıyorum

5 = Katılıyorum

6= Kesinlikle Katılıyorum

	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1. İngilizce derslerinde konuşurken asla kendimden emin olamıyorum.	1	2	3	4	5	6
2. İngilizce derslerinde konuşurken hata yapmaktan korkuyorum	1	2	3	4	5	6
3. İngilizce derslerinde sıranın bana geleceğini bildiğim zaman çok heyecanlanıyorum.	1	2	3	4	5	6
4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.	1	2	3	4	5	6
5. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda panikliyorum.	1	2	3	4	5	6
6.İngilizce derslerinde sorulan sorulara cevap vermekten çekiniyorum.	1	2	3	4	5	6
7. Ana dili İngilizce olan insanlarla İngilizce konuşurken kendimi gergin hissediyorum.	1	2	3	4	5	6
8. Öğretmenin hangi hataları düzelttiğini anlamamak beni endişelendiriyor.	1	2	3	4	5	6
9. İngilizce derslerinde konuşurken kendime güvenemiyorum.	1	2	3	4	5	6
10. İngilizce öğretmenimin yaptığım her hatayı düzeltmeye çalışması beni korkutuyor.	1	2	3	4	5	6
11. İngilizce derslerinde sıra bana geldiğinde kalbimin daha hızlı attığını hissediyorum.	1	2	3	4	5	6
12. Diğer öğrencilerin daima benden daha iyi İngilizce konuştuklarını düşünüyorum.	1	2	3	4	5	6

D. Lütfen aşağıdaki ifadeleri okuyunuz ve ne derece katıldığınızı ilgili kutuya "X" işareti koyarak belirtiniz.

1=Kesinlikle Katılmıyorum

2 = Katılmıyorum

3= Kısmen Katılmıyorum

4 = Kısmen Katılıyorum

5 = Katılıyorum

6= Kesinlikle Katılıyorum

	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1- Sınıfta her zaman söz alan öğrenci diğer sınıf arkadaşları tarafından sevilmez.	1	2	3	4	5	6
2-Sınıfta her zaman söz alan öğrenci İngilizce yeterliliğiyle gösteriş yapmaktadır.	1	2	3	4	5	6
3- Öğrenciler öğretmen tarafından davet edilmeden söz almamalıdır.	1	2	3	4	5	6
4- Sınıftaki iletişim aktivitelerine katılarak çok az şey öğrenirim.	1	2	3	4	5	6
5- İngilizce öğrenmek çoğunlukla Türkçeden çeviri yapma meselesidir.	1	2	3	4	5	6
6- İngilizceyi anlamak için Türkçeye çevrilmesi gerekir.	1	2	3	4	5	6
7- İngilizce öğrenmek çoğunlukla gramer kurallarını öğrenme meselesidir.	1	2	3	4	5	6
8- İngilizce sınıflarında öğretmenimin açıklamaları Türkçe yapmasını tercih ederim.	1	2	3	4	5	6
9-Doğru biçimde konuşabilene kadar İngilizce hiçbir şey söylememiz gerekir.	1	2	3	4	5	6

E. Aşağıda bir İngilizce dersini anlatan ifadeler bulunmaktadır. Lütfen İngilizce dil derslerinde ne kadar sıklıkla bu şekilde hissettiğinizi en uygun kutuyu işaretleyerek belirtiniz.

1 = Hiçbir zaman

2 = Nadiren

3 = Bazen

4 = Sık sık

5 = Genellikle

6 = Her zaman

	Hiçbir zaman	Nadiren	Bazen	Sık sık	Genellikle	Her zaman
1- Bu sınıfta tasarlanan görevler yararlıdır.	1	2	3	4	5	6
2-Bu sınıfta tasarlanan görevler ilgi çekicidir.	1	2	3	4	5	6
3- Bu sınıfta neyi başarmaya çalıştığımı biliyorum.	1	2	3	4	5	6
4- Bu sınıftaki etkinlikler açık ve dikkatli biçimde planlanır.	1	2	3	4	5	6
5- Sınıf ödevleri açıktır, böylece herkes ne yapması gerektiğini bilir.	1	2	3	4	5	6
6- Diğer sınıf üyeleriyle iyi çalışırım.	1	2	3	4	5	6
7- Bu sınıfın üyelerine karşı arkadaşçayım.	1	2	3	4	5	6
8- Bu sınıftaki öğrencilerden arkadaş edinirim.	1	2	3	4	5	6
9- Çalışmalarında zorluk yaşayan diğer sınıf üyelerine yardım ederim.	1	2	3	4	5	6
10- Öğretmen öğrencilerin kaygılarına zamanında karşılık verir.	1	2	3	4	5	6
11- Öğretmen öğretimde sabırlıdır.	1	2	3	4	5	6
12- Öğretmen sınıfta konuşurken gülümser.	1	2	3	4	5	6
13- Öğretmen görüş veya fikirler isteyen sorular sorar.	1	2	3	4	5	6

F. Lütfen aşağıdaki ifadeleri okuyunuz ve ne derece katıldığınızı ilgili kutuya "X" işareti koyarak belirtiniz.

1=Kesinlikle Katılmıyorum

2 = Katılmıyorum

3= Kısmen Katılmıyorum

4 = Kısmen Katılıyorum

5 = Katılıyorum

6= Kesinlikle Katılıyorum

	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1- Kendimi yurtdışında yaşarken ve İngilizce bir tartışma yürütürken hayal edebiliyorum.	1	2	3	4	5	6
2- Kendimi bütün derslerimin İngilizce öğretildiği bir üniversitede okurken hayal edebiliyorum.	1	2	3	4	5	6
3- Gelecekteki kariyerimi ne zaman düşünsem, kendimi İngilizce kullanırken hayal ediyorum.	1	2	3	4	5	6
4- Yabancılarla İngilizce konuştuğum bir durumu hayal edebiliyorum.	1	2	3	4	5	6
5- Kendimi uluslararası arkadaşlar ya da iş arkadaşlarıyla İngilizce konuşurken hayal edebiliyorum.	1	2	3	4	5	6
6- Kendimi yurtdışında yaşarken ve yerel insanlarla iletişim için İngilizceyi etkili biçimde kullanırken hayal edebiliyorum.	1	2	3	4	5	6
7- Kendimi sanki ana dili İngilizce olan birisiymişim gibi İngilizce konuşurken hayal edebiliyorum.	1	2	3	4	5	6
8- Kendimi İngilizce konuşabilen birisi olarak hayal ediyorum.	1	2	3	4	5	6
9- Kendimi İngilizce epostaları/mektupları akıcı biçimde yazarken hayal edebiliyorum.	1	2	3	4	5	6
10- Gelecekte yapmak istediğim şeyler İngilizce kullanmamı gerektiriyor.	1	2	3	4	5	6

G. Aşağıda “Neden İngilizce öğreniyorsunuz?” sorusuna cevap olabilecek ifadelere yer verilmiştir. Lütfen aşağıdaki ifadeleri okuyunuz ve ne derece katıldığınızı ilgili kutuya "X" işareti koyarak belirtiniz.

1=Kesinlikle Katılmıyorum 2 = Katılmıyorum 3=Kısmen Katılmıyorum
4 = Kısmen Katılıyorum 5 = Katılıyorum 6=Kesinlikle Katılıyorum

Neden İngilizce öğreniyorsunuz?	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1- İngilizce konuşan toplumlar ve yaşam tarzları ile ilgili yeni şeyler öğrenmekten zevk aldığım için,	1	2	3	4	5	6
2- İngilizce konuşan ülkelerle ilgili yeni şeyler öğrenmenin verdiği zevkten ötürü,	1	2	3	4	5	6
3- İngilizce ile ilgili daha fazla şeyi anlamak için,	1	2	3	4	5	6
4- Yeni şeyler öğrenmenin verdiği tatmin duygusundan dolayı,	1	2	3	4	5	6
5- İngilizce öğrenmenin zorluğu hoşuma gittiği için,	1	2	3	4	5	6
6- İngilizce’de zor bir yapıyı anlamayı başardığımda hissettiğim zevkten ötürü,	1	2	3	4	5	6
7- İngilizce öğrenirken katettiğim ilerlemenin bende yarattığı başarı duygusundan dolayı,	1	2	3	4	5	6
8- Zor alıştırmaların üstesinden gelirken hissettiğim akademik tatmin duygusundan dolayı,	1	2	3	4	5	6
9- İngilizce’nin güzel bir dil olduğunu düşündüğüm için,	1	2	3	4	5	6
10- Anadili İngilizce olan birinin konuşmasını dinlemek bana zevk verir,	1	2	3	4	5	6
11- Birileri yabancı dilde konuştuğunda dinlemek bana “havalı” gelir,	1	2	3	4	5	6
12- İngilizce konuşabilen insanlardan biri olmayı tercih ettiğim için,	1	2	3	4	5	6
13- Birden fazla dil bilen insanlardan biri olmayı tercih ettiğimden,	1	2	3	4	5	6
14- Çünkü kişisel gelişimim için önemli olduğunu düşünüyorum,	1	2	3	4	5	6
15- Çünkü İngilizce bilen arkadaşlarımla konuşamamak benim için utanç kaynağı olurdu,	1	2	3	4	5	6
16- İngilizce öğrenerek iyi bir vatandaş olduğumu göstermek için,	1	2	3	4	5	6
17- Şuanda İngilizce öğrenmiyorsa kendimi suçlu hissedirdim.	1	2	3	4	5	6
18- İngilizce öğrenmek bana yeni fırsatların kapısını açabilir.	1	2	3	4	5	6
19- Mezun olunca daha yüksek maaşlı bir işte/pozisyonda çalışmak için,	1	2	3	4	5	6
20- Uluslararası geçerliliği olan bir dili öğrenmenin getireceği faydalardan dolayı.	1	2	3	4	5	6
21- Mezun olunca daha prestijli bir kariyer yapmak için,	1	2	3	4	5	6

APPENDIX V: VOCABULARY LEVELS TEST

Instructions for Vocabulary Test:

This is a vocabulary test. You must choose the right word to go with each meaning. Write the number of that word next to its meaning. Here is an example.

- 1 business
- 2 clock _____ part of a house
- 3 horse _____ animal with four legs
- 4 pencil _____ something used for writing
- 5 shoe
- 6 wall

You answer it in the following way.

- 1 business
- 2 clock 6 part of a house
- 3 horse 3 animal with four legs
- 4 pencil 4 something used for writing
- 5 shoe
- 6 wall

Version 2 The 3,000 word level

1 bull
2 champion
3 dignity
4 hell
5 museum
6 solution

_____ formal and serious manner
_____ winner of a sporting event
_____ building where valuable
objects are shown

1 abandon
2 dwell
3 oblige
4 pursue
5 quote
6 resolve

_____ live in a place
_____ follow in order to catch
_____ leave something
permanently

1 blanket
2 contest
3 generation
4 merit
5 plot
6 vacation

_____ holiday
_____ good quality
_____ wool covering used on
beds

1 assemble
2 attach
3 peer
4 quit
5 scream
6 toss

_____ look closely
_____ stop doing something
_____ cry out loudly in fear

1 comment
2 gown
3 import
4 nerve
5 pasture
6 tradition

_____ long formal dress
_____ goods from a foreign
country
_____ part of the body which
carries feeling

1 drift
2 endure
3 grasp
4 knit
5 register
6 tumble

_____ suffer patiently
_____ join wool threads together
_____ hold firmly with your hands

1 administration
2 angel
3 frost
4 herd
5 fort
6 pond

_____ group of animals
_____ spirit who serves God
_____ managing business and
affairs

1 brilliant
2 distinct
3 magic
4 naked
5 slender
6 stable

_____ thin
_____ steady
_____ without clothes

1 atmosphere
2 counsel
3 factor
4 hen
5 lawn
6 muscle

_____ advice
_____ a place covered with grass
_____ female chicken

1 aware
2 blank
3 desperate
4 normal
5 striking
6 supreme

_____ usual
_____ best or most important
_____ knowing what is happening

Version 2 The 5,000 word level

1 analysis
2 curb
3 gravel
4 mortgage
5 scar
6 zeal

_____ eagerness
_____ loan to buy a house
_____ small stones mixed with
_____ sand

1 contemplate
2 extract
3 gamble
4 launch
5 provoke
6 revive

_____ think about deeply
_____ bring back to health
_____ make someone angry

1 cavalry
2 eve
3 ham
4 mound
5 steak
6 switch

_____ small hill
_____ day or night before a
_____ holiday
_____ soldiers who fight from
_____ horses

1 demonstrate
2 embarrass
3 heave
4 obscure
5 relax
6 shatter

_____ have a rest
_____ break suddenly into small
_____ pieces
_____ make someone feel shy or
_____ nervous

1 circus
2 jungle
3 nomination
4 sermon
5 stool
6 trumpet

_____ musical instrument
_____ seat without a back or
_____ arms
_____ speech given by a priest in
_____ a church

1 correspond
2 embroider
3 lurk
4 penetrate
5 prescribe
6 resent

_____ exchange letters
_____ hide and wait for someone
_____ feel angry about something

1 artillery
2 creed
3 hydrogen
4 maple
5 pork
6 streak

_____ a kind of tree
_____ system of belief
_____ large gun on wheels

1 decent
2 frail
3 harsh
4 incredible
5 municipal
6 specific

_____ weak
_____ concerning a city
_____ difficult to believe

1 chart
2 forge
3 mansion
4 outfit
5 sample
6 volunteer

_____ map
_____ large beautiful house
_____ place where metals are
_____ made and shaped

1 adequate
2 internal
3 mature
4 profound
5 solitary
6 tragic

_____ enough
_____ fully grown
_____ alone away from other
_____ things

Version 2 Academic Vocabulary

1 area
2 contract _____ written agreement
3 definition _____ way of doing something
4 evidence _____ reason for believing
5 method _____ something is or is not true
6 role

1 debate
2 exposure _____ plan
3 integration _____ choice
4 option _____ joining something into a
5 scheme _____ whole
6 stability

1 access
2 gender _____ male or female
3 implementation _____ study of the mind
4 license _____ entrance or way in
5 orientation
6 psychology

1 accumulation
2 edition _____ collecting things over time
3 guarantee _____ promise to repair a broken
4 media _____ product
5 motivation _____ feeling a strong reason or
6 phenomenon _____ need to do something

1 adult
2 exploitation _____ end
3 infrastructure _____ machine used to move
4 schedule _____ people or goods
5 termination _____ list of things to do at
6 vehicle _____ certain times

1 alter
2 coincide _____ change
3 deny _____ say something is not true
4 devote _____ describe clearly and exactly
5 release
6 specify

1 correspond
2 diminish _____ keep
3 emerge _____ match or be in agreement
4 highlight _____ with
5 invoke _____ give special attention
6 retain _____ to something

1 bond
2 channel _____ make smaller
3 estimate _____ guess the number or size
4 identify _____ of something
5 mediate _____ recognizing and naming
6 minimize _____ a person or thing

1 explicit
2 final _____ last
3 negative _____ stiff
4 professional _____ meaning 'no' or 'not'
5 rigid
6 sole

1 abstract
2 adjacent _____ next to
3 controversial _____ added to
4 global _____ concerning the whole world
5 neutral
6 supplementary

APPENDIX VI: INTERVIEW QUESTIONS

Öğrenci Mülakat Soruları

Kendi adınız dışında çalışmada kullanacağınız takma ad:

Sınıfınız:

Bölümünüz:

Yaşınız:

Cinsiyetiniz:.....

Hangi liseden mezun oldunuz?

Hiç yurt dışında bulundunuz mu?.....

Ne kadar süredir İngilizce

öğrenmektесiniz?.....

Lütfen aşağıdaki soruları mümkün olduğunca detaylı olarak cevaplayınız.

A-Genel bilgiler(Öğrenim deneyimleri, ailelerinin tutumu, İngilizce iletişim kurma deneyimleri)

1. İlk İngilizce öğrenme deneyimini hatırlıyor musun? İlkokul, ortaokul ve lisedeki İngilizce öğrenme deneyimlerini anlatır mısın? (Ne kadar hoşlandınız? İngilizce öğrenmek sizin için ne kadar önemliydi?)

2. Lütfen geçmişteki okul eğitiminiz esnasındaki İngilizce konuşma ile ilgili deneyimlerinizi ve yapılan aktiviteleri anlatır mısınız?

3. Bu süreçte ailenin İngilizce öğrenmeyle ilgili tutumu nasıldı?(Seni desteklediler mi? Zaman zaman tutumlarını değiştirdiler mi?)

B- Öğrencilerin sınıf içerisinde İngilizce iletişim kurma isteklilikleri:

4. Bana sınıf içerisinde ne gibi durumlarda İngilizce konuşmaya istekli olduğunuzu anlatır mısınız?

• Daha çok arkadaşlarıyla mı öğretmenle mi konuşmaya isteklisin?

C-Öğrencilerin kendi İngilizce düzeyleri hakkındaki görüşleri:

5. İngilizce iletişim kurma yeterliliğini değerlendirebilir misin?

D- Öğrencilerin İngilizce iletişim kurma esnasındaki kaygıları:

6. İngilizce iletişim kurmanın gerektiğinde nasıl hissediyorsun?

(kaygı duyarım derse, ne zaman kaygı duyarsın, neden böyle oluyor?)

E-Oğrencilerin İngilizce öğrenme ve İngilizceyi iletişim amaçlı kullanma motivasyonları.

7- Neden İngilizce öğrenmek istediğini anlatır mısın?

F- Öğrencilerin İngilizce sınıfları hakkındaki görüşleri:

8. Konuşma derslerindeki etkinlikler hakkındaki görüşünü almak istiyorum.

9. Bu süreçte öğretmenin tutumu nasıl genel olarak? Yaptıklarını yeterli buluyor musun? Daha farklı neler yapmasını isterdin?)

10. Derslerde arkadaşlarıyla aran nasıl?

G- Öğrencilerin İngilizce öğrenme ve sınıf içi iletişim etkinlikleri hakkındaki görüşleri:

11. Sence İngilizce nasıl öğrenilmeli? Hangi tür etkinlikleri faydalı buluyorsun?

H- Öğrencilerin ideal ikinci dil benlikleri hakkındaki görüşleri

12. İngilizce senin için ne anlam ifade ediyor? anlatır mısın? (gelecek yaşamını hayal edersen..)

I- Öğrencilerin kelime bilgileri hakkındaki algıları:

13. Sözcük bilgini değerlendirebilir misin?

(Kendini yeterli buluyor musun? Konuşma istekliliğini etkiliyor mu?)

J-Öğrencilerin diğer fikir ve önerileri:

14- İngilizce iletişim kurma istekliliği ile ilgili diğer fikir ve önerileriniz nelerdir?

APPENDIX VII: FREQUENCIES AND PERCENTAGES OF THE SCALES

Willingness to Communicate Items		Definitely not willing	Probably not willing	Perhaps not willing	Σ	Perhaps willing	Probably willing	Definitely willing	Σ	Total Mean	SD
1- I am willing to do a role-play standing in front of the class in English (e.g., ordering food in a restaurant).	f	135	192	100	427	179	66	39	284	2.95	1.46
	%	19	27	14.1	60.1	25.2	9.3	5.5	40		
2- I am willing to give a short self-introduction without notes in English to the class.	f	68	113	146	327	183	122	79	384	3.58	1.46
	%	9.6	15.9	20.5	46	25.7	17.2	11.1	54		
3- I am willing to give a short speech in English to the class about my hometown with notes.	f	77	132	137	346	188	115	62	365	3.44	1.45
	%	10.8	18.6	19.3	48.7	26.4	16.2	8.7	51.3		
4- I am willing to translate a spoken utterance from Turkish into English in my group.	f	64	112	137	313	185	124	89	398	3.64	1.47
	%	9.0	15.8	19.3	44.1	26.0	17.4	12.5	55.9		
5- I am willing to ask the teacher in English to repeat what he/she just said in English because I didn't understand.	f	44	91	114	249	173	165	124	462	3.97	1.47
	%	6.2	12.8	16.0	35	24.3	23.2	17.4	64.9		
6- I am willing to do a role-play in English at my desk, with my peer (e.g., ordering food in a restaurant).	f	96	120	122	338	175	116	82	373	3.47	1.55
	%	13.5	16.9	17.2	47.6	24.6	16.3	11.5	52.4		
7- I am willing to ask my peer sitting next to me in English the meaning of an English word.	f	54	54	98	206	131	202	172	505	4.25	1.52
	%	7.6	7.6	13.8	29	18.4	28.4	24.2	71		
8- I am willing to ask my group mates in English the meaning of word I do not know.	f	57	88	116	261	157	169	124	450	3.93	1.52
	%	8.0	12.4	16.3	36.7	22.1	23.8	17.4	63.3		
9- I am willing to ask my group mates in English how to pronounce a word in English.	f	57	87	111	255	148	185	123	456	3.96	1.52
	%	8.0	12.2	15.6	35.8	20.8	26.0	17.3	64.1		
10- I am willing to ask my peer sitting next to me in English how to say an English phrase to express the thoughts in my mind.	f	57	81	122	260	157	186	108	451	3.92	1.48
	%	8.0	11.4	17.2	36.6	22.1	26.2	15.2	63.5		
Total WTC Score										3.71	1.49

Communication Anxiety Items		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	SD
1. I am never quite sure of myself when I am speaking in English.	f	64	156	134	190	96	71	3.43	1.44
	%	9.0	21.9	18.8	26.7	13.5	10.0		
2. I am afraid of making mistakes in English classes.	f	92	117	112	174	125	91	3.55	1.57
	%	12.9	16.5	15.8	24.5	17.6	12.8		
3. I tremble when I know that I am going to be called on in English classes.	f	89	136	95	143	150	98	3.59	1.62
	%	12.5	19.1	13.4	20.1	21.1	13.8		
4. I get frightened when I don't understand what the teacher is saying in English.	f	140	191	129	116	75	60	2.96	1.55
	%	19.7	26.9	18.1	16.3	10.5	8.4		
5. I start to panic when I have to speak without preparation in English classes.	f	84	103	97	165	137	125	3.76	1.61
	%	11.8	14.5	13.6	23.2	19.3	17.6		
6. I get embarrassed to volunteer answers in English classes.	f	122	168	129	154	84	54	3.10	1.51
	%	17.2	23.6	18.1	21.7	11.8	7.6		
7. I feel nervous while speaking English with native speakers.	f	140	139	125	135	107	65	3.17	1.60
	%	19.7	19.5	17.6	19.0	15.0	9.1		
8. I get upset when I don't understand what the teacher is correcting.	f	124	180	138	127	99	43	3.03	1.49
	%	17.4	25.3	19.4	17.9	13.9	6.0		
9. I don't feel confident when I speak English in classes.	f	110	145	141	145	97	73	3.27	1.55
	%	15.5	20.4	19.8	20.4	13.6	10.3		
10. I am afraid that my English teacher is ready to correct every mistake I make.	f	203	231	100	77	64	36	2.54	1.47
	%	28.6	32.5	14.1	10.8	9.0	5.1		
11. I can feel my heart pounding when I am going to be called on in English classes.	f	112	149	108	131	118	90	3.38	1.64
	%	15.8	21.0	15.2	18.4	16.6	13.1		
12. I always feel that the other students speak English better than I do.	f	155	182	134	103	61	76	2.94	1.60
	%	21.8	25.6	18.8	14.5	8.6	10.7		
13. I feel very self-conscious about speaking English in front of other students.	f	117	160	159	135	91	49	3.09	1.48
	%	16.5	22.5	22.4	19.0	12.8	6.9		
14. I get nervous and confused when I am speaking in English classes.	f	98	139	160	160	93	61	3.27	1.48
	%	13.8	19.5	22.5	20.5	13.1	8.6		
15. I get nervous when I don't understand every word my English teacher says.	f	149	202	143	121	59	37	2.78	1.43
	%	21.0	28.4	20.1	17.0	8.3	5.2		
16. I feel overwhelmed by the number of rules I have to learn to speak English.	f	155	180	134	111	77	54	2.91	1.54
	%	21.8	25.3	18.8	15.6	10.8	7.6		
17. I am afraid that the other students will laugh at me when I speak English.	f	253	199	95	81	51	32	2.40	1.46
	%	35.6	28.0	13.4	11.4	7.2	4.5		
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	f	128	131	134	140	110	68	3.24	1.58
	%	18.0	18.4	18.8	19.7	15.5	9.6		
Total								3.13	1.53

Ideal L2 Self Items		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	SD
1- I can imagine myself living abroad and having a discussion in English.	f	13	43	70	161	218	206	4.61	1.26
	%	1.8	6.0	9.8	22.6	30.7	29.0		
2- I can imagine myself studying in a university where all my courses are taught in English.	f	20	46	69	121	212	243	4.67	1.35
	%	2.8	6.5	9.7	17.0	29.8	34.2		
3- Whenever I think of my future career, I imagine myself using English.	f	22	70	68	133	179	239	4.53	1.44
	%	3.1	9.8	9.6	18.7	25.2	33.6		
4- I can imagine a situation where I am speaking English with foreigners.	f	5	13	52	126	239	276	4.98	1.06
	%	0.7	1.8	7.3	17.7	33.6	38.8		
5- I can imagine myself speaking English with international friends or colleagues.	f	9	18	55	132	241	256	4.89	1.12
	%	1.3	2.5	7.7	18.6	33.9	36.0		
6- I can imagine myself living abroad and using English effectively for communicating with the locals.	f	9	29	57	150	220	246	4.80	1.18
	%	1.3	4.1	8.0	21.1	30.9	34.6		
7- I can imagine myself speaking English as if I were a native speaker of English.	f	33	64	115	172	171	156	4.19	1.42
	%	4.6	9.0	16.2	24.2	24.1	21.9		
8- I imagine myself as someone who is able to speak English.	f	7	14	50	141	231	268	4.93	1.09
	%	1.0	2.0	7.0	19.8	32.5	37.7		
9- I can imagine myself writing English e-mails/letters fluently.	f	14	33	59	154	227	224	4.71	1.23
	%	2.0	4.6	8.3	21.7	31.9	31.5		
10- The things I want to do in the future require me to use English.	f	10	20	39	82	148	412	5.21	1.16
	%	1.4	2.8	5.5	11.5	20.8	57.9		

Motivation Items		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean	SD
1- Because I enjoy the feeling of acquiring knowledge about the English community and their way of life.	f	40	77	99	156	202	137	4.14	1.45
	%	5.6	10.8	13.9	21.9	28.4	19.3		
2- For the pleasure that I experience in knowing more about the literature of the the English-speaking community.	f	46	72	105	152	195	141	4.12	1.47
	%	6.5	10.1	14.8	21.4	27.4	19.8		
3- In order to understand more about English.	f	25	21	61	116	241	247	4.78	1.27
	%	3.5	3.0	8.6	16.3	33.9	34.7		
4- For the satisfied feeling I get in finding out new things.	f	31	43	68	151	210	208	4.53	1.27
	%	4.4	6.0	9.6	21.2	29.5	29.3		
Intrinsic Motivation-Knowledge								4.39	1.36
5- Because I enjoy the challenge of learning English.	f	152	154	143	134	68	60	2.98	1.55
	%	21.4	21.7	20.1	18.8	9.6	8.4		
6- For the enjoyment I experience when I grasp a difficult construct in English.	f	91	90	98	176	137	119	3.75	1.61
	%	12.8	12.7	13.8	24.8	19.3	16.7		
7- For the pleasure I experience when surpassing myself in my English studies.	f	52	62	74	178	195	150	4.19	1.48
	%	7.3	8.7	10.4	25.0	27.4	21.1		
8- For the satisfaction I feel when I am in the process of accomplishing difficult exercises in English.	f	63	68	94	187	169	130	4.01	1.51
	%	8.9	9.6	13.2	26.3	23.8	18.3		
Intrinsic Motivation-Accomplishment								3.73	1.53
9- Because I think English is a beautiful language.	f	84	79	85	151	160	152	3.95	1.64
	%	11.8	11.1	12.0	21.2	22.5	21.4		
10- For the pleasure I get from hearing English spoken by native English speakers.	f	55	47	77	135	193	204	4.37	1.53
	%	7.7	6.6	10.8	19.0	27.1	28.7		
11- For the "high" I feel when hearing English.	f	85	78	88	149	166	145	3.93	1.63
	%	12.0	11.0	12.4	21.0	23.3	20.4		
Intrinsic Motivation-Stimulation								4.08	1.60
12- Because I choose to be the kind of person who can speak English.	f	31	26	42	87	210	315	4.91	1.35
	%	4.4	3.7	5.9	12.2	29.5	44.3		
13- Because I choose to be the kind of person who can speak more than one language.	f	19	16	25	74	198	379	5.18	1.17
	%	2.7	2.3	3.5	10.4	27.8	53.3		
14- Because I think it is good for my personal development.	f	13	12	39	79	214	354	5.15	1.11
	%	1.8	1.7	5.5	11.1	30.1	49.8		
Extrinsic Motivation- Identified Regulation								5.08	1.21
15- Because I would feel ashamed if I couldn't speak to my friends from the English-speaking community in their native tongue.	f	130	107	108	151	113	102	3.44	1.68
	%	18.3	15.0	15.2	21.2	15.9	14.3		
16- To show myself that I am a good citizen because I can speak English.	f	164	151	128	133	69	66	2.98	1.59
	%	23.1	21.2	18.0	18.7	9.7	9.3		
17- Because I would feel guilty if I didn't know English.	f	154	108	113	117	104	115	3.35	1.76
	%	21.7	15.2	15.9	16.5	14.6	16.2		
Extrinsic Motivation- Introjected Regulation								3.25	1.67
18- Because it may be a gateway to new opportunities.	f	9	10	21	69	176	426	5.35	1.01
	%	1.3	1.4	3.0	9.7	24.8	59.9		
19- In order to have a better salary later on.	f	27	18	50	107	173	336	4.95	1.31
	%	3.8	2.5	7.0	15.0	24.3	47.3		
20- Because I think it's a good idea to know some English.	f	14	3	21	56	157	460	5.41	1.01
	%	2.0	0.4	3.0	7.9	22.1	64.7		
21- In order to get a more prestigious job later on.	f	16	14	33	56	161	431	5.28	1.15
	%	2.3	2.0	4.6	7.9	22.6	60.6		
Extrinsic Motivation- External Regulation								5.24	1.12
Total								4.32	1.40

Classroom Environment Items		Never	Rarely	Sometimes	Often	Usually	Always	Mean	SD
1- Tasks designed in this class are useful.	f	14	51	201	163	210	72	4.01	1.20
	%	2.0	7.2	28.3	22.9	29.5	10.1		
2- Tasks designed in this class are attracting.	f	37	100	269	149	111	45	3.46	1.23
	%	5.2	14.1	37.8	21.0	15.6	6.3		
3- I know what I am trying to accomplish in this class.	f	23	58	115	144	194	177	4.34	1.38
	%	3.2	8.2	16.2	20.3	27.3	24.9		
4- Activities in this class are clearly and carefully planned.	f	17	72	197	173	172	80	3.91	1.25
	%	2.4	10.1	27.7	24.3	24.2	11.3		
5- Class assignments are clear so everyone knows what to do.	f	11	39	82	147	227	205	4.62	1.24
	%	1.5	5.5	11.5	20.7	31.9	28.8		
Task Orientation								4.06	1.26
6- I work well with other class members.	f	14	53	157	149	212	126	4.22	1.28
	%	2.0	7.5	22.1	21.0	29.8	17.7		
7- I am friendly to members of this class.	f	11	28	61	124	263	224	4.84	1.88
	%	1.5	3.9	8.6	17.4	37.0	31.5		
8- I make friends among students in this class.	f	10	42	70	104	253	232	4.78	1.17
	%	1.4	5.9	9.8	14.6	35.6	32.6		
9- I help other class members who are having trouble with their work.	f	15	46	136	130	200	183	4.41	1.33
	%	2.1	6.5	19.1	18.3	28.1	25.9		
Student Cohesiveness								4.56	1.41
10- The teacher provides a timely response to students' concerns.	f	12	33	80	130	224	232	4.71	1.25
	%	1.7	4.6	11.3	18.3	31.5	32.6		
11- The teacher is patient in teaching.	f	13	14	55	97	214	318	5.02	1.16
	%	1.8	2.0	7.7	13.6	30.1	44.7		
12- The teacher smiles at the class while talking.	f	6	15	60	76	196	358	5.13	1.12
	%	0.8	2.1	8.4	10.7	27.6	50.4		
13- The teacher asks questions that solicit viewpoints or opinions.	f	9	16	59	83	201	343	5.08	1.15
	%	1.3	2.3	8.3	11.7	28.3	48.2		
Teacher Support								4.98	1.17
Total								4.50	1.28

CURRICULUM VITAE

Personal Information

Name Surname	Cennet Altiner
Place of Birth	Uşak
Date of Birth	18.11.1987

Eğitim Durumu

High School	Anatolian Teacher Training High School, Uşak	June, 2005
Bachelor of Arts (BA)	English Language Education, Faculty of Education, Boğaziçi University	July, 2009
Master of Arts (MA)	Curriculum and Instructional Technology, Iowa State University	August, 2011
	English: Reading (Fluent), Writing (Fluent), Speaking (Fluent)	

Work Experience

Work Experience	Foreign Language Specialist , English Editing Office, School of Foreign Languages, Uşak University, Uşak, Turkey	2015-ongoing
	Erasmus Coordinator , Uşak University, Uşak, Turkey	2013-2015
	Erasmus Specialist , Uşak University, Uşak, Turkey	2013 February-September
	English Teacher , Alfaklar Primary School, Ministry of National Education, Uşak, Turkey	2012-2013
	English Language Instructor , Intensive English and Orientation Program (IEOP), Iowa State University, Ames, Iowa, USA	2009-2011
	Graduate Teaching Assistant , Curriculum and Instructional Technology Department, Iowa State University, Ames, Iowa, USA	2010-2011

Academic Studies

Academic Studies Publications (National, International articles, paper, posters etc.)

Altiner, C. (2015). "Perceptions of Undergraduate Students about Synchronous Video Conference-based English Courses", <i>Procedia-Social and Behavioral Sciences by Elsevier Publication</i> , vol. 199, pages: 627-633, (2015).
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Altiner, C. (2010). Podcasts for ESL listening classes. In D. Gibson & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 2634-2636). Chesapeake, VA: AACE.

Conference Proceedings

Altiner, C. (2017). Willingness to communicate in Turkish English-as-a-foreign-language (EFL) classroom context. Paper presented at *GlobELT 2017: An International Conference on Teaching and Learning English as an Additional Language*, 18-20th May, 2017.

Demirtaş, S. & Altiner, C. (2017). What is the awareness level of prospective English language teachers with respect to the CEFR and ELP? Paper presented at *ISLET-2017: International Language Teaching and Learning Symposium*, 20-23 April, 2017.

Altiner, C. (2017). Difficulty Analysis of Conjunctive Adverbs as Coordinate Conjunctions for Students of English Language Education. Paper presented at *ISLET-2017: International Language Teaching and Learning Symposium*, 20-23 April, 2017.

Altiner, C. (2015). Perceptions of Undergraduate Students about Synchronous Video Conference-based English Courses, Paper presented at *GlobELT 2015: An International Conference on Teaching and Learning English as an Additional Language*, 16-19th April, 2015.

Altiner, C. (2011). Technology Assisted Project-based Learning for ESL learners. Paper presented at *the Society for Information Technology & Teacher Education International Conference*, Nashville, Tennessee, USA, March 7-11, 2011.

Altiner, C. (2010). Podcasts for ESL listening classes. Paper presented at *the Society for Information Technology & Teacher Education International Conference*, San Diego, CA, USA, March 29 – April 2, 2010.

Certificates

Istanbul Florya College Elt Conference Certificate, 2008, Istanbul

Certificate of Koc Personal Development Symposium, 2007, Istanbul

Certificate of Turkish Center for Schools of Quality, 2006, Istanbul

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