HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

THE IMPACT OF PSYCHOLOGICAL CAPITAL AND WILLINGNESS TO COMMUNICATE AMONG EFL STUDENTS

Hazal ÇEPİK KİRİŞ

Ph.D. Dissertation

Ankara, (2022)

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PSİKOLOJİK SERMAYE VE İLETİŞİMDE İSTEKLİLİĞİN YABANCI DİL OLARAK
İNGİLİZCE ÖĞRENEN ÖĞRENCİLER ARASINDA ETKİSİ

Hazal ÇEPİK KİRİŞ

Ph.D. Dissertation

Ankara, (2022)

Acceptance and Approval

To the Graduate School of Educational Sciences,

This dissertation, prepared by **HAZAL ÇEPİK KİRİŞ** and entitled "The Impact of Psychological Capital and Willingness to Communicate Among EFL Students" has been approved as a dissertation for the Degree of **Ph.D.** in the **Program of English Language** Teaching in the **Department of Foreign Language Education** by the members of the Examining Committee.

Chair	Prof. Dr. Arif SARIÇOBAN
Member (Supervisor)	Assist. Prof. Dr. İsmail Fırat ALTAY
Member	Prof. Dr. İsmail Hakkı MİRİCİ
Member	Prof. Dr. Murat HİŞMANOĞLU
Member	Prof. Dr. Hacer Hande UYSAL

This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 23/06/2022 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from ...../...../........

Prof. Dr. Selahattin GELBAL
Director of Graduate School of Educational Sciences

Abstract

This study aims to examine the effects of psychological capital and willingness to communicate among university students learning English as a foreign language. In this direction, it is aimed to explore the psychological capital and willingness levels of the participants in communication and the relationship between them. To achieve this aim, the quantitative research method in which measurement tools including psychological capital, willingness to communicate, and related variables are used was adopted. The study's sample group consists of 180 students studying at Hacettepe University English Language Teaching Department. Participants of the study were volunteers from 1st, 2nd, 3rd, and 4th-grade university students to compare the results at each grade level. The data in the study were analyzed in the SPSS 21.0 program using descriptive statistics, Pearson correlation analysis, independent group t-test, and analysis of variance techniques. Findings revealed that undergraduate students of the English Language Education Department in Turkey had high levels of psychological capital and low levels of willingness to communicate. It was determined that there was a moderately significant relationship between students' psychological capital and willingness to communicate. Age, grade point average, and grade level variables predicted students' psychological capital and willingness to communicate, but the variables of gender and graduated high school type had no effect on these two concepts. Based on these findings, inferences were made, and recommendations were presented.

Keywords: psychological capital, willingness to communicate, English as a foreign language

Öz

Bu çalışma, psikolojik sermaye ve iletişimde isteklilik kavramlarının yabancı dil olarak İngilizce öğrenen üniversite öğrencileri arasındaki etkisini incelemeyi amaçlamaktadır. Bu doğrultuda katılımcıların psikolojik sermaye ve iletişimde isteklilik düzeyleri ve bunlar arasındaki ilişkinin incelenmesi hedeflenmiştir. Bu amacı gerçekleştirmek için çalışmada psikolojik sermaye, iletişim kurma istekliliği ve ilgili değişkenleri içeren ölçme araçlarının kullanıldığı nicel araştırma yöntemi benimsenmiştir. Çalışmanın örneklem grubu Hacettepe Üniversitesi İngiliz Dili Eğitimi Bölümü'nde öğrenim gören 180 öğrenciden oluşmaktadır. Çalışmanın katılımcıları her sınıf düzeyinde sonuçları görebilmek adına 1., 2., 3. ve 4. sınıf öğrencilerinden gönüllü katılımcılar olacak şekilde belirlenmiştir. Çalışmadaki veriler betimsel istatistik, pearson korelasyon analizi, bağımsız grup t testi ve varyans analizi teknikleri kullanılarak SPSS 21.0 programında analiz edilmiştir. Bulgular Türkiye'de lisans düzeyinde öğrenim gören İngiliz Dili Eğitimi Bölümü öğrencilerinin psikolojik sermaye düzeylerinin yüksek, iletişimde isteklilik seviyelerinin ise düşük olduğunu ortaya koymuştur. Öğrencilerin psikolojik sermaye ve iletişimde isteklilik düzeyleri arasında orta düzeyde anlamlı bir ilişki olduğu saptanmıştır Yaş, genel not ortalaması ve sınıf düzeyi değişkenlerinin öğrencilerin psikolojik sermaye ve iletişimde isteklilik düzeylerini yordadığı ancak cinsiyet ve mezun olunan lise türü değişkenlerinin bu iki kavram üzerinde herhangi etkisi olmadığı görülmüştür. Bulgulara dayanarak çıkarımlarda bulunulmuş ve öneriler sunulmuştur.

Anahtar sözcükler: psikolojik sermaye, iletişimde isteklilik, yabancı dil olarak İngilizce

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Symbols and Abbreviations

ELT: English language teaching

IDs: Individual differences

L2: Second/foreign language

PP: Positive psychology

PsyCap: Psychological capital

SLA: Second language acquisition

WTC: Willingness to communicate

Chapter 1

Introduction

The present research explores the impact of psychological capital and willingness to communicate among EFL students. This introductory chapter begins with the statement of the problem, and it is followed by an explanation of the aims and significance of the study by focusing on the gap in the existing literature. Then, the research questions the study seeks to answer are listed. Following this part, the assumptions and limitations of the study are presented to shed light on further studies. Finally, the definitions of the terms addressed throughout the study are touched on.

Statement of the Problem

Language learning has a growing impact in every part of our world, where social, technological, and scientific advancements develop day by day. Because of its multi-dimensional and lingua franca role in worldwide affairs, English has been the most widely taught foreign language in many countries like Turkey. Owing to its crucial role, the English language has been extensively studied in every stage of education and different research area so far. However, the impacts of new developments and popular culture require individuals to keep up with the changes in this era, and the scope of language research has been changing rapidly. As a result, language learning has been affected by different and contemporary academic disciplines in this era, and different pedagogies impact on the second language learning process.

One of these academic disciplines that impact language learning is psychology which focuses on the human mind and the unicity of a person. Psychology is not a new branch of second language research as there are numerous studies analyzing people's personality, motivation, determination, will power, autonomy, beliefs, etc. However, a new era has begun with the introduction of positive psychology that sheds light on relatively unexamined constructs in the field (MacIntyre, Gregersen, & Mercer, 2019). Lopez and

Snyder (2009) point out that psychology generally works with negative topics such as anxiety, depression, and personality disorders, but since the second part of the twentieth century, with the introduction of positive psychology, studies have begun to be interested in positive traits, including happiness, hope, optimism, empathy, positive emotions and the like. As a result, studies have changed their focus from concentrating on people's weaknesses to focusing on their strengths at the end of the 20th century (Luthans, Luthans, & Jensen, 2012). By shifting this focus of studies, positive psychology has become an influential factor in many areas.

Positive psychology can be defined as analyzing the processes that contribute to developing a person, group, or organization (Gable & Haidt, 2005). To put it more briefly, positive psychology is "the scientific study of what goes right in life" (Peterson, 2006, p.4). In other words, it is the field of study based on people's strengths and virtues and analyses how people flourish to make life better (Csikszentmihalyi & Nakamura, 2011). As Page and Donahue (2004) have stated that positive experiences of individuals improve people's capacity to act effectively, show high-performance levels, and recognize their full potential. Based on these definitions, it can be simply concluded that positive psychology enables people to live well with the help of positive characteristics. Krashen (1985) has emphasized that positive emotions promote language learning, so it is known that positive traits have an important role in educational settings since topics like people's goals, hope, limitations, emotions and etc., affect the learning process to some extent. As stated above, a new era in the research of foreign language acquisition has been triggered by the introduction of positive psychology (Dewaele, Chen, Padilla, & Lake, 2019). In this regard, it is evident that positive psychology in the language learning process results in favorable outcomes as language learning is a long-term process that needs some qualities such as perseverance, resilience, autonomy, etc., for learning.

It cannot be denied that people's positive characteristics, ideas, and emotions can advance to maintain positive relations and bring about positive experiences. As a result of

this shifting in studies, the concept of positive organizational behavior put forward by Luthans (2002) has emerged, and it is defined as ''the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed and effectively managed for performance improvement in today's workplace'' (p.59). Conceptualized within positive psychology (Seligman, 2002) and arising from positive organizational behavior (Luthans et al., 2012), a new term named Psychological Capital has come to exist. It has been the subject of much research over the past few years. As afore-mentioned, this concept refers to a composite personality structure derived from positive organizational behavior (Nelson and Cooper, 2007), and it is rooted in positive psychology theory (Peterson and Seligman, 2004). It is known that the success and effectiveness of an organization are based on the psychological and physical capacities of human resources. According to Cameron, Dutton, and Quinn (2003), positive organizational behavior plays a central role in analyzing the effect of human behavior on an organization's strategy. It also explains the reason why some strategies and abilities are more effective than others. At that point, positive psychology can be thought of as a way of seeking in order to determine what a proper manner is and how it can be improved for human resources (Luthans, Vogelgesang, and Lester, 2006). In this regard, the concept of psychological capital is defined as "an individual's positive psychological state of development, and it is characterized by: (1) having confidence (efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive contribution (optimism) about succeeding now and in the future; (3) persevering towards goals, and when necessary, redirecting paths to goals (hope) to succeed, and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success" (Luthans et al., 2007:3).

According to Seligman and Csikszentmihalyi (2000), the pivotal point of psychological capital is the positive part of human life like hope, imagination, wisdom, responsibility, etc. It can be true to say that these positive characteristics result in positive

outcomes by improving human performance in every part of life, from social relationships to organizational behaviors. As Keleş (2011) has emphasized, psychological capital includes measurable, improvable and efficaciously controllable applications. It is linked with the psychological capacity of human resources that leads to the rising in performance in organizations. This concept is not static, and it can be changed, developed, and directed, so psychological capital can be stated as an individual's positive psychological state of development (Luthans, 2002).

Since its introduction to literature, Psychological Capital (PsyCap) has been directly related to management organizations (Norman, Avey, Nimnich, & Graber Pigeon, 2010), as this concept comes from the organizational behavior and positive psychology theory (Luthans, Youssef, & Avalio, 2007). As a result, its impact has primarily been examined at the organizational level among employees. According to the results of prior studies, higher levels of PsyCap show higher work satisfaction, organizational commitment (Luthans, Avolio, Avey, Norman, 2007), and work engagement (Simons & Buitendach, 2013). While PsyCap has mainly been tested in business management, there are scarce studies that have been examined the possible impact of this concept in the academic domain.

As stated previously, psychological capital has drawn intense interest in academic research over the past decade. This concept refers to one's positive psychology to take up a challenge. It includes self-efficacy, optimism, hope, and resilience (Youseff & Luthans, 2007). Previous research on psychological capital has mainly been studied in an organizational context (Larson & Luthans, 2006). Most of these researches have revealed a positive link between PsyCap and employees' work performance, job satisfaction, work motivation, etc. (Burhanuddin, Ahmad, Said, & Asimiran, 2019).

While prior studies have primarily investigated the role of PsyCap in organizational management, little attention has been given to the contribution of PsyCap in the realm of education. As a result, the influence of PsyCap in education has been examined very rarely so far, and there are a few studies on its possible effects in the educational domain.

According to related literature, the four constructs of PsyCap have important relations with both different psychological and industrial topics and also academic matters, especially motivation, performance, and achievement of learners (Siu, Baker, & Jiang, 2014). Considering the critical components of PsyCap and its positive relationship between workplace performance, attitudes, and behaviors (Larson & Luthans, 2006), it can be hypothesized that a similar positive influence of PsyCap would be observed in educational settings.

Aim and Significance of the Study

A large number of studies have revealed the critical role of PsyCap on work-related behaviors and attitudes of employees (Bradley,2014; Burke, 2000; Wang, Chang, Fu, & Wang, 2012) as this concept has primarily been studied in an organizational context. There is growing interest on the impact of PsyCap day by day as this concept deals with the contribution of the positive attitudes to individual and organizational behaviors (Çavuş & Gökçen, 2015). Considering the positive effects of PsyCap on work-related issues and employee success, it can be said that this concept can also be investigated in the field of education as its sub-constructs may have a significant relationship with academic matters well. However, very few studies have examined the influence of PsyCap on educational issues, and no study has examined the contribution of this concept in L2 in the Turkish context. The idea of this study has been motivated by the lack of studies on the relationship between Psychological Capital and L2 outcomes.

The main aim of this study is to investigate the impact of psychological capital and willingness to communicate among EFL students. In addition, exploring their levels of PsyCap and WTC, which may be effective in the learning process, is also targeted.

This study is significant because it will fill the research gap in the field regarding the effects of PsyCap in language education since it will provide a detailed investigation of this

concept. Furthermore, no study has examined the contribution of PsyCap to foreign language education in Turkey, so that this study will be a basis in the field.

Research Questions

This study is designed to clarify the role of Psychological Capital and willingness to communicate among EFL students, so it is intended to shed light on the following research questions:

1) What are the psychological capital and willingness to communicate levels of EFL students?

2) Is there any significant relationship between psychological capital and willingness to communicate among EFL students?

3) Is there any significant difference in participants' levels of psychological capital and willingness to communicate in relation to:

gender

age

grade

GPA

types of high school students graduated from

Assumptions

While beginning this study, several assumptions have been made about the participants and research setting. While interpreting its results, it would be suitable to explain these assumptions to better understand this research.

It is assumed that participants of this study will voluntarily participate in this research and give honest answers without feeling any pressure, as the results will not influence their

transcript. Another assumption is that this research will contribute to foreign language research, and valuable insights will be gained from this study for the following studies.

Limitations

The results of this study should be considered under the effect of its limitations. First of all, this research is only conducted in a major state university in Ankara for the sake of the feasibility of the study. Another limitation is that the findings of this study is only limited to 180 EFL students, so it draws only a partial picture and cannot be generalized to other settings.

Definitions

Psychological Capital: PsyCap is defined as "an individual's positive psychological state of development and is characterized by: (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success" (Luthans, Youssef, & Avolio, 2007, p. 3).

Willingness to Communicate: The concept of WTC was initially developed by McCroskey & Baer (1985) and defined as an intention to initiate communication in L1. Similarly, L2 WTC was defined by MacIntyre, Clement, Dörnyei, and Noels (1998) as "a readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (p. 547).

Individual Differences: Individual differences refer to a person's characteristics that enable people to differentiate from each other and make them unique (Dörnyei, 2005). As Mitchell, Mitchell, Myles & Marsden (2013) have stated, learners' rate of learning and achievement is different because of individual differences even if they go through similar

learning experiences and conditions. Some of IDs variables can be remarked as follows: age, self-efficacy, willingness to communicate, learning styles, and so on (Dörnyei, 2005).

Chapter 2

Theoretical Basis of Research and Literature Review

This chapter aims to provide the theoretical framework of this study about relevant literature. Firstly, a brief history of positive psychology and the concept of psychological capital and its components are presented. Following this, the role of psychological capital in the learning process and studies on psychological capital in an academic context are discussed in detail. Then, the topic of individual differences in foreign language acquisition is introduced, and the concepts of communication and willingness to communicate are explained. After this, the role of willingness to communicate in L1 and L2 contexts is detailed. Finally, studies on willingness to communicate in the L2 context are touched on.

Positive Psychology

Seligman introduced positive psychology as a new movement in psychology (Seligman & Csikszentmihalyi, 2000), and it has drawn considerable attention from studies in recent years. While psychology is generally focused on negative parts of life, such as anomalies, disorders, and mental illness (Seligman, 2006), positive psychology is the study that concentrates on human qualities and ethics that make life great (Csikszentmihalyi & Nakamura, 2011). According to Maddux (2009), the PP concept is related to individuals' strengths and skills in various areas of their lives to enhance their well-being. Similarly, Gable & Haidt (2005) have stated that positive psychology plays a vital role in exploring the advantage and values of human psychology to improve the quality of human life. The basic foundation of the positive psychology concept has been summarized by Peterson (2006) as "what is good about life is as genuine as what is bad and therefore deserves equal attention" (p.527). Similarly, Seligman and Csikszentmihalyi (2000) have pointed out that "…psychology is not just the study of pathology, weakness, and damage; it is also the study of strength and virtue." (p. 7). In this sense, it can be concluded that positive psychology promotes positive emotions, positive behaviors, and positive cognitions rather than negative

emotions and thoughts. In a simple way, positive psychology aims to assist people in living better lives (Mercer & MacIntyre, 2014). In contrast to the traditional approach, positive psychology has concreted on individuals' strengths, virtues, and talents rather than weaknesses (Nolzen, 2018).

Educational research has investigated negative feelings such as anxiety and burnout by focusing on complicated things in life for many years (Marcos-Llinás & Garau, 2009, Vaezi & Fallah, 2011). According to Seligman and Csikszentmihalyi (2014), positive emotions such as love, hope, and satisfaction should be studied rather than identifying problems. Since the introduction of positive psychology, studies in the educational setting have attempted to encourage individuals' positive emotions (Jin, Mercer, Babic & Mairitsch, 2021). It has been concluded in Seligman, Ernst, Gillham, Reivich, & Linkins's (2009) research that positive interventions enhance learning (Seligman et al., 2009). For example, Poffenberger and Carpenter (1924) have found a significant relationship between character traits and school success in their study and demonstrated that personal characteristics such as determination and concern contributed to school achievement. Similarly, it has been shown in Smith's (1967) study that strength of character and academic success are positively related.

After the emergence of positive psychology in general education, researchers like Arnold (1999) and Arnold & Fonseca (2007) have emphasized the importance of positive emotions in L2 teaching and learning. With this new research realm in which studies have changed their focus from concentrating on weaknesses and deficiencies to identifying individual strengths, language researchers from worldwide have also switched their focus to investigating positive factors in the L2 process (Dewaele and MacIntyre, 2014). According to Gregersen (2013), positive emotions can create more satisfying and purposeful learning in the L2 process and enhance learners to be more resilient when facing challenges. Similarly, Rubin and Thompson (1994) have expressed that good language learners are creative and enjoy language by saying, "You, the language learner, are the

most important factor in the language learning process. Everything depends on you." (p.3). In this line, research have suggested that there are connections between personal characteristics and values, and L2 learning (MacIntyre & Mercer, 2014). Studies have proposed that PP interventions in L2 process can enable positive influence on learners and learning itself. In support of this, Krashen's (1985) Affective Filter Hypothesis refers to learners' affectivity and by indicating that there is a positive relationship between language acquisition and positive emotions. Similarly, Gardner's (2010), the socio-educational model of motivation and second language acquisition have pointed that positive attitudes towards the learning can facilitate language learning. As a result, Seligman et al. (2009) have highlighted that students in learning contexts should be flourishing since it is clear that students with positive attitudes and emotions succeed academically in a better way.

Psychological Capital

Concentrated on developing individuals' performance through a positive approach, Luthans (2002b) presented a research stream named Positive Organizational Behavior (POB) that can be validly "measured, developed, and effectively managed for performance improvement in today's workplace" (p.59). This research stream refers to integrating positive psychology into the workplace to develop organizational outcomes (Cameron & Dutton, 2003). With the introduction of this concept in the literature, the POB researchers have addressed many topics related to a positive workplace. Some standards have been developed to include positive psychological capacities. These criteria must be state-like and thus open to improvement, include valid and reliable measures, and impact work-related performance at an individual level (Wright, 2003). Practicing these criteria, researchers established the term of PsyCap (Luthans & Youssef, 2004), which obtained its basis from positive psychology (Snyder & Lopez, 2009), motivation (Stajkovic, 2006), and social cognition theory (Bandura, 2008).

Psychological Capital gives a theoretical model of how the psychological context of a person provide to perform more effectively (Luthans, Youssef, & Avolio, 2007). Luthans, Youssef, & Avolio (2007) define this term as "an individual's positive psychological state of development and is characterized by: (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success" (p. 3). By looking at this definition, it can be said that these four facets of PsyCap reflect positive psychological capacities which promote efficient performance both at the personal and organizational levels. Each characteristic of this construct reflects a motivational inclination to attain a goal. It overall concentrates on the individual's strengths instead of focusing on weaknesses (Newman, Ucbasaran, Zhu, & Hirst, 2014) and can be developed and directed (Luthans, 2002).

Psychological capital underlines the positive manner, senses, and outcomes, and can be described as a vital capacity that is significant in terms of an individual's motivation, success, and performance in the workplace (Peterson, Luthans, Avolio, Walumbwa, Zhang, 2011). Luthans and Youssef (2004) have stated that the term of PsyCap focuses on "who you are becoming in terms of positive development" rather than "who you are". In addition, it is different from social capital, which refers to "who you know," and human capital, which refers to "what you know", and financial capital, which refers to "what you have" and it can be defined explicitly as an individual's positive psychological state of development.

The topic of psychological capital has been increasingly attracting attention day by day by researchers as a field of study, especially in management organizations and business areas owing to the fact that this concept has a significant influence on the performance and behavior of employees in the workplace (Bergheim, Nielsen, Mearns, & Eid, 2015). In this case, it can be true that studies related to PsyCap have mainly

concentrated on work-related issues. With reference to prior studies, PsyCap has positive and significant impact on job satisfaction, organizational commitment (Luthans et al.,2007), and work engagement (Simons & Buitendach, 2013). According to Luthans, Avey, Avolio and Peterson (2010), PsyCap has directional relationship between how people act and think in organizational settings and by this way, it has influence on how effectively people contribute to the organization in terms of their performance. In a similar way, it is stated that PsyCap has an influence on the quality of individuals' work in relation to their performance (Baron, Franklin, & Hmieleski, 2013). PsyCap is also associated with employee behaviors and attitudes as well (Luthans, Avolio, Avey, & Norman, 2007).

Studies suggest that people who have high PsyCap express more positive emotions in an organizational setting even when they are experiencing a stressful or difficult situation (Avey, Wernsing, & Luthans, 2008). By considering this finding, it can be inferred that positive emotions, which are part of PsyCap, can help resolve the challenging organizational situations and enhance to finding an alternative way to reach success. Similarly, Avey, Reichard, Luthans, & Mhatre (2011a) point out that people who possess a higher level of PsyCap and positivity establish more positive organizational behaviors than employees having negative emotions. In addition to this, it is emphasized in the body of literature that leadership behavior and PsyCap levels have a strong association, and more authentic leaders will perform in a better way (Gooty, Gavin, Johnson, Fraizer, & Snow, 2009). In this way, it is asserted that positive psychological capacities influence people to achieve better outcomes (Wang, Sui, Luthans, Wang, Wu, 2014). It was found out that employees with high positive psychological capital were able to adapt themselves to the working environment (Luthans, Avey, Avolio, Norman, & Combs, 2006). According to Campbell, McCloy, Oppler & Sager (1993), people with a higher level of PsyCap work more energetically and show higher performance over extended periods.

Components of PsyCap

PsyCap consists of four dimensions of Hope, Optimism, Self-Efficacy, and Resilience, and these constructs work synergistically to generate differentiated manifestation through context (Luthans and Youssef- Morgan 2017). All these components have their own empirical basis and have been empirically n to be different structures (Bryant & Cvengros, 2004). However, PsyCap has indicated a more substantial positive effect when all facets are thought of synergistically as a whole than the sum of its parts (Dawkins, Martin, Scott, & Sanderson, 2013). According to Peterson et al. (2011) if one of these four facets is affected, the remaining ones will possibly be affected over time. It is clear that these dimensions are more robust together in PsyCap than thought independently. The following sections will provide more detail on the individual HERO constructs which contribute to the PsyCap.

Self-Efficacy. The component of self-efficacy comes from Bandura's social cognitive theory and represents the confidence of people in order to perform the given task as well as possible in a specific context (Newman et al., 2014). It is defined as individual confidence in a person's abilities in order to execute a particular task in a successful way (Luthans & Youssef, 2004). According to Özkalp (2009), self-efficacy is related to the belief in individual abilities instead of the competencies of individual capabilities. Similarly, Maddux (2009) has stated that self-efficacy is concerned with beliefs about one's capacity or ability to do rather than with what a person intends to do. According to Luthans et al. (2007), people who have self-efficacy possess five crucial characteristics setting high goals for themselves, thriving on challenges, being self-motivated, persevering with obstacles, and making an effort to accomplish their goals. Studies show that individuals with high self-efficacy have a stronger belief in performing challenging goals successfully and managing negative experiences in a better way (Avey, Wernsing, & Luthans, 2008). A positive and robust relationship has been found between self-efficacy and performance (Stajkovic and Luthans, 1998) and between self-efficacy and employee engagement (Salanova, Lıorens,

& Schaufeli, 2011). It can be concluded that people with high self-efficacy can set goals themselves and have the motivation to accomplish challenging tasks.

Hope. This term is defined as "a positive motivational state that is based on an interactively derived sense of successful agency (goal-directed energy) and pathways (planning to meet goals)" (Synder, Irving, & Anderson, 1991, p.287). According to this definition, it can be stated that hope refers to one's capability to gain the energy to achieve aims and have different paths to complete these aims. Similarly, Synder (1994) describes hope as a motivational state which depends on goals, pathways, and agency goal-directed thinking. Synder & Lopez (2009) have pointed out that the agency component of hope enables the motivational willpower in order to reach one's goal and the pathway component of hope provides to generate many ways to achieve these goals. It is clear that individuals who have high levels of hope have the will and paths to achieve their goals. According to Tibbs, Green, Wheeler & Carmody-Bubb (2015), hopeful people are risk-takers and determined in terms of pursuing goals in order to find ways to implement their aims. Studies found that the hope component of PsyCap is directly associated with job satisfaction, organizational commitment, and work happiness (Luthans et all, 2007). Similarly, Luthans & Youssef (2004) point out that hope is positively related to work satisfaction and performance and motivation to deal with stressful events.

Optimism. The optimism component of PsyCap can be defined as an individual's expectancy of positive results (Scheier, Carver, & Bridges, 2001) and enables a more positive point of view on stressful situations (Rego, Sousa, Marques, & Pina e Cunha, 2012a). It can be said that people expect good things to happen with optimism. According to Carver & Scheier (2002), when people have this positive expectancy, they are willing to put more effort forth. In addition, optimist people tend to e positive emotions and high levels of motivation to cope with negative adverse situations and seek out alternative ways to address challenges and use these opportunities (Luthans et al., 2007; Tibbs et al., 2015). It is stated that optimists believe negative situations are not in their control, so they have a

positive perspective on their future (Luthans et al.,2015), so the way of these people commenting situations and events enables them to be confident and hopeful about the future. Studies have shown that optimism is linked to many workplace outcomes, such as performance, job satisfaction, and organizational commitment (Youssef, & Luthans, 2007).

Resilience. The term resilience is defined as "the capability of individuals to cope successfully in the face of change, adversity, and risk" (Stewart, Reid, & Mangham, 1997, p.22). It refers to a positive psychological resource that enables individuals to adapt to challenges and bounce back from adversity (Luthans, 2002). It is clear that this capacity includes two aspects of positive coping and adaptation in the face of challenges. Research has stated that individual who has high resilience tend to be more flexible and adapt easily when encountered with negative situations (Newman et al., 2014) and studies has also showed that there is a positive relationship between resilience and various physical and cognitive forms of employee engagement (Chaurasia & Shakla, 2014). Larson and Luthans (2006) have found a significant positive association between resilience and job satisfaction, and organizational commitment. Furthermore, in his study, Maddi (2002) showed that resilient employees carried on their performance, happiness, and health when they metstressful situations, while non-resilient employees failed in these outcomes. It can be said that this facet of PsyCap is a helpful tool in terms of adapting to adverse conditions.

Each of these four facets of PsyCap described above is measurable, developable and enterable to the individuals (Keleş, 2004). In this regard, psychological capital can be seen as a construct of tenacity. It is a supported notion that each of these capacities makes a distinctive contribution while explaining human behavior (Carifio & Rhodes, 2002). According to Bandura (2008), all these dimensions interact with each other synergically. That is to say, hopeful people are more resilient to cope with stressful situations, and in a similar vein, self-confident people can simply transfer their optimistic thoughts and resistances (Luthans et al., 2007). In connection with this synergistic structure, when one

of these facets is influenced, it is probable that the others will also be affected ultimately (Peterson, Luthans, Avolio, Walumbwa, & Zhang, 2011).

The Role of PsyCap in the Learning Process

It is a well-known fact that the interaction of different elements like cognitive, psychological, and emotional factors has an impact on students' learning, performing, and achieving processes. Many studies have findings about negative impacts of stress, depression, self-respect, and psychological maladjustment on students' academic motivation and achievement (Woods & Wolke, 2004). As opposed to adverse influences of negative situations on learning outcomes, research on the impact of positive psychology on learning and achievement of students has been investigated by studies after Seligman proposed Positive Psychology stream, which capitalizes human capabilities and competences. Research has begun to discover the impacts of different psychological structures such as subscales of PsyCap on academic performance, learning process, and achievement of students. As the concept of PsyCap is significant in terms of employees' job performance, some researchers in the field of education believe that its role in student studies is also important (Gong, Liu, Jiao & Tao, 2018).

There are also some studies that show the influence of PsyCap on students' academic performance (Luthans, Luthans, & Jensen, 2012), study engagement, and creativity (Siu et al., 2013). According to Gilman, Dooley, & Florell (2006), the self-efficacy, optimism, hope, and resilience dimensions of PsyCap are related to students' academic performance at the individual level. For example, a positive association has been found between optimism and the performance of students (Breslere, Bresler, & Breslere, 2010) as individuals who have a high level of optimism possess a positive point of view and expectations of positive results and this enables them to put more efforts in academic activities. Similarly, optimism and motivation of students have been positively related (Carver & Scheier, 2014), as when students feel optimistic in terms of achieving a task, they become motivated to do that task (Linnenbrick & Pintrich, (2003). In other respects,

Arabzadeh, ShafyNadery, Salami, & Bayanati (2013) ha found a significant relationship between students' self-efficacy and cognitive engagement, as self-efficacy provides students to use cognitive strategies and self-learning positively, and this enables high performance in the class. Additionally, since hope generates ways and strategies to attain goals (Synder et al., 1991), this element is associated with student engagement in terms of in-class and out-of-class activities, as students who have a high level of hope are motivated to attain a specific goal (Jafri, 2013). Furthermore, a positive relationship has been found between self-efficacy and learning engagement, and learning outcomes (Brooks, Brooks, & Goldstein, 2012).

It is clear that PsyCap and its components contribute learning and academic performance of students (Sheikhi & Shahmorady, 2015), and it also predicts students' academic adjustment (Liran & Miller, 2019), academic motivation (Siu et al., 2014), well-being (Datu & Valdez, 2016) and academic engagement (Jafri, 2017).

Studies on Psycap in Academic Context

Studies on PsyCap have been primarily conducted in the management organization fields, and little attention has been given to its role in the educational context, as stated before. Some studies related to PsyCap in an academic context are summarized below.

Özçelik-Herdem (2019) investigated the effect of the psychological capital of undergraduate students on the motivation for the individual instrument. The participants of this study consisted of 214 university students enrolled in the Music Education Division in the Faculty of Education. In the light of the results, it was hypothesized that psychological capital significantly affects motivation for individual instruments, and resilience significantly and positively affects motivation for achievement.

In his study, Jafri examined the influence of psychological capital on the engagement and motivation of 230 commerce and business students in Bhutan. Results of the study showed a positive and significant relationship between psychological capital,

engagement, and motivation. By considering the results, it was implicated that self-efficacy, hope, optimism, and resilience have a significant impact on facilitating students' intrinsic motivation. It was also stated that PsyCap keeps students academically engaged and provides energy and intrinsic motivation to achieve academic goals.

Liran and Miller (2017) aimed to explore the potential of psychological capital as a source for academic adjustment. Data were collected from 250 BA students from Haifa University. The results suggested that psychological capital is a positive asset with a central part in students' academic adjustment. It was highlighted that PsyCap enhances students' academic adjustment in its four distinct domains.

Ortega-Maldonado and Salanova (2017) investigated the predictive connections between psychological capital (PsyCap), meaning-focused coping, satisfaction, and performance among 682 university students in Spain. The results showed that PsyCap was directly related to performance and indirectly related to performance through meaning-focus coping and satisfaction. Additionally, it was found that there was a direct association between PsyCap and satisfaction.

The research conducted by Vanno, Kaemkate, & Wongwanich (2014) analyzed the relationships between academic performance, perceived group PsyCap, and individual PsyCap of 418 university students in Thai. The study concluded that academic performance directly impacts students' PsyCap and a positive indirect effect on students' perceived group PsyCap via their own PsyCap. Furthermore, it was discovered that students' PsyCap had a beneficial impact on their opinion of the group's PsyCap.

James and Suresh (2014) conducted research with the aim of analyzing the psychological capital of students and comparing the psychological capital of MBA students with entrepreneurship and other specializations. Data collected from 54 students suggested that aspiring entrepreneurs had much better PsyCap ratings overall, especially regarding confidence.

It has been revealed in the study by Riolli, Saviciki, & Richards (2012) that higher PsyCap level of students enhance their overall well-being, and students with a higher level of PsyCap see the academic environment as more positive.

While there have been some studies related to PsyCap in academic context, research on second/foreign language learning and PsyCap is a quite new research area. Therefore, there has been minimal research on this topic. To give an example, Khajavy, Makiabadi & Navokhi (2019) conducted a study to investigate the role of PsyCap in learners' second/foreign (L2) willingness to communicate (WTC), L2 motivational self-system, and L2 achievement. The data collected from 317 Iranian EFL students suggested that PsyCap was a significant positive predictor of L2 WTC, L2 motivational self – system, and L2 achievement. This finding supports the influential role of PsyCap in language education. In another study, Lin (2020) analyzed the interrelationship of psychological capital (PsyCap) and mindful learning for English learning engagement and as well as the probable path from PsyCap to English learning engagement using mindful learning as a mediator. Data was collected from 245 Taiwanese university students. The research results indicated that PsyCap predicted mindful learning and mindful learning predicted English learning engagement. Additionally, complete mediation existed with mindful learning as the mediator between PsyCap and English learning engagement was found. It has been suggested that English learning outcomes may be facilitated by training PsyCap and practicing mindful learning.

Individual Differences in Foreign Language Acquisition

It is a well-known fact that people are differentiated from each other in many ways, from appearance to mentality, and this uniqueness has an impact on the learning process as well. Learners show different degrees of success even if they are exposed to the same conditions. Formerly known as differential psychology, individual differences (IDs) is defined as "characteristics or traits in respect of which individuals may be shown to differ from each

other" (Dörnyei, 2005, p.1). By considering this difference, researchers have begun to examine how individual differences affect the process of language learning in their studies.

Educational settings have mostly accepted the crucial role of individual differences (Dörnyei, 2005). ID variables have become an important research area in second language acquisition (Ellis, 2004). According to Dörnyei (2005), Individual difference (ID) dimensions relate to all human beings but differ from one person to another in terms of degree and maybe the most studied psychological part of foreign language acquisition. While traditional language teaching methods mostly depend on teacher-centered teaching techniques, the communicative approach puts forward individual differences in learner-centered teaching. Individual differences studies have drawn so much attention from language researchers in the last two decades. As a result, many research has determined the importance of IDs in the process of SLA (Andreou & Galantomos, 2009; Dörnyei & Skehan, 2003; Oxford & Ehrman, 1993). Researchers have demonstrated that learner achievement depends on external variables such as the social and educational setting of language learning process and internal factors that mean individual variables (Ellis, 2008; Clément & Gardner, 2001). Therefore, individual differences have begun to be regarded as the central predictors of foreign language acquisition (Sawyer & Ranta, 2001).

Different factors affect individuals' language learning, such as self-efficacy (Bandura, 1986), foreign language learning anxiety (Horwitz, 1986), motivation (Gardner, 1985), etc. Similarly, Pawlak (2012) has highlighted that many variables such as teaching methods, coursebooks, and L2 experience affect language learning outcomes, but the most crucial determiner of achievement of L2 learning is IDs. Researchers have also examined the interrelation between different IDs factors and proposed different variables. For example, Williams and Burden (1997) have discussed age, gender, intelligence, aptitude, personality, and motivation as part of IDs variables. According to Gardner (1985), IDs consist of four categories of language aptitude, personality, attitudes and motivation, and orientation. While Larsen-Freeman and Long (1994) divide IDs into eight categories; age,

socio-psychological factor, hemisphere specialization, language aptitude, cognitive style, personality, learning strategies, and other variables. On the other hand, Ehrman, Leaver, and Oxford (2003) classify IDs variables that affect L2 learning as learning styles, learning strategies, and affective variables. In a broad perspective, Pawlak (2012) has stated that IDs encompass many factors such as intelligence, age, aptitude, motivation, beliefs, anxiety and willingness to communicate, etc. It cannot be deniable that individual differences significantly affect foreign language success and has great importance in an educational context. In this study, willingness to communicate as one of the variables of IDs is discussed in the following sections.

Willingness to Communicate

The Concept of Communication

Communication has a major impact on every part of our lives as it is a core function of human existence. Humans seek to communicate with others employing different tools such as sounds, words, gestures, etc., starting with birth. As Adler & Proctor (2014) have stated, communication is a physical necessity for people as social beings. Communication enables sending and receiving messages with a shared understanding of meaning between people (Rubin & Thompson, 1994). Communication comes from the Latin word 'communis', which means 'to share' (Richards & Schmidt, 2010), and there are many different definitions of this concept in the literature. Canale (1983) has described communication as exchanging ideas and knowledge between individuals by using verbal and nonverbal tools. These tools develop progressively while an individual grows up and learns (Gooden & Kearns, 2013), it means that people learn different ways of communication as they are exposed to more knowledge and experience. According to Newman & Summer (1977)'s definition, it is the transfer of information, ideas or opinions among people. Similarly, Pearson, Nelson, Titsworth, & Harter (2003) has mentioned communication includes transferring messages from speakers to the audience in terms of verbal and non-verbal aspects.

As aforementioned, communication is a constant process that consists of both verbal and nonverbal messages. It is said that communication has many opportunities, signs, and symbols involving language (Akay, 2009). It is a well-known fact that language and communication is interrelated each other closely (Sellars, 1969), as language is the most important means of human communication. According to Moazzam (2014), we learn the language, whether first language or second language, constantly by communicating with other people. Therefore, it can be said that communication is a basis in terms of learning progress. Similarly, Skehan (1989) has stated that if an individual wants to learn, he must talk. It means that talking is the prerequisite for learning and this explanation embodies the communicative approach to second language learning. As a result, the most fundamental aim of second language learning is presently characterized as real communication of people between different cultures and languages (MacIntyre et al., 1998).

The Concept of Willingness to Communicate

Over the past five decades, individual difference variables such as motivation, linguistic self-confidence, beliefs, anxiety, language aptitude, and others have been the subject of studies (Gardner, 2009). The concept of "Willingness to Communicate" (WTC) is one of these individual variables that are at the center of the attraction of research (Ellis, 2008).

The research about WTC comes from the studies of Burgoon (1976) on the unwillingness to communicate, which is related to predispositions toward verbal communication, and McCroskey and Richmond (1982) on shyness. Developed by McCroskey and Baer (1985), the notion of willingness to communicate was essentially introduced in connection with communication in the first language and defined as a tendency to start or avoiding communication when there is a chance to make contact (McCroskey & Baer, 1985). Similarly, McCroskey (1997) specified this concept as "an individual's personality-based predisposition to approaching or avoiding the initiation of communication when free to do so" (p.77).

That is to say, it can be described as the choice of a person to talk or not to talk when there is a chance to do this. Conceptualized as a personality-based, trait-like, and stable construct (McCroskey & Richmond, 1990), WTC is considered to affect every part of an individual's life and greatly promotes to the social, educational and organizational achievement of a person (Richmond & Roach, 1992). As people's choices in terms of talking change enormously from one person to another, WTC is considered a personality-based trait. Likewise, it is also seen as a trait-like disposition as WTC tendencies of people are similar characteristics regardless of various contexts and receivers (Baker & MacIntyre, 2000).

Willingness to Communicate in L1 context

A person's choice to communicate with other individuals depends on various factors that may affect different variables. According to McCroskey (1997), people have general behavioral tendencies toward verbal communication and as a result, willingness to communicate, which is defined as 'an individual's predisposition to initiate communication with others' (p.77), came into existence as a new term. As stated before, this definition of the first language (L1) WTC is a constant personality trait and comes from various constructs of Unwillingness to Communicate (Burgoon, 1976), Predisposition toward Verbal Behavior (Mortensen, Arntson, and Lustig, 1977), and Shyness (McCroskey and Richmond, 1982) and all of these structures represent the general tendency of a person to communicate.

According to McCroskey and Richmond (1992), WTC in L1 had five different variables that explain why people have different levels of WTC from each other. These variables consisted of communication competence, culture, comprehension apprehension, self-esteem and introversion. These variables are crucial in terms of communication and it is stated that if a person is an introvert and their self-esteem is low, their WTC is expected to be low too. Similarly, it is stated that if a person's communicative competence is low,

WTC of their is mostly low (McIntyre et al., 1999). Likewise, some cultures are introvert and silent, so it influences WTC of them. (McCroskey and Richmond, 1990).

Naturally, research on L1 WTC has centered on individual differences in communication-relevant issues which affect trait-like WTC (Richmond & Roach, 1992). Baker and MacIntyre (2000) explain a trait-like feature of WTC as an individual's WTC in one situation is related to other situations in WTC. In other words, WTC of a person is affected by different contexts, circumstances, or interlocutors. Studies have showed a positive relationship between L1 WTC and different individual factors such as communication apprehension, shyness, self-esteem, and self-perceived communication competence (McCroskey and Richmond, 1990; MacIntyre, 1994; Teven, Richmond, McCroskey and McCroskey, 2010).

In their cross-sectional study, McCroskey and Richmond (1990) tried to find out the relationship between communication apprehension, communicative competence, introversion, and WTC in Micronesia, Australia, Sweden, Puerto Rico, and the United States, and they found that these variables affected L1 WTC. It was also reported that American students had the maximum level of willingness to communicate while Micronesian students had the lowest one. It was indicated that communication tendencies of people are affected by culture and many other factors. In another study carried out by Sallinen-Kuparinen, McCroskey and Richmond (1991), the communication orientations of Finnish students were investigated and made comparisons with data of McCroskey and Richmond's (1990) research results. It was found that Finnish students were less willing to communicate when compared to other groups, while communication apprehension and communication competence among these different groups were similar. To sum up, these studies showed that various antecedents have an impact on a person's WTC level.

Willingness to Communicate in an L2 context

As stated before, WTC refers to personality tendencies of people in order to initiate/avoid talking, and it is primarily concerned with the native language of individuals

(McCroskey,1992). It has been put forward by many researchers that it is crucial for learners to communicate in an L2 in terms of developing proficiency and communicative skills in the aim of L2 pedagogy (Kang, 2005; MacIntyre & Charos, 1996; Clement, Dörnyei & Noels, 1994). It is pointed out that the language skills of learners will be better when they use that language more (MacIntyre & Charos, 1996). Similarly, MacIntyre, Noels & Clement (1997) stated that the more learners have language activity, the more successful language behavior they display. All these research studies highlight the importance of using the target language as much as possible and this is important for WTC as it is the indicator of the frequency of communication. As a result, it can be clearly stated that achieving learners' higher levels of WTC can be a proper aim for L2 learning.

WTC in the second language research area began to attract attention in late 1990s since it was stated that communicative competence doesn't adequately provide efficacious communication in L2 as an individual's high level of competence alone doesn't provide continuous and spontaneous use of L2 and other variables also affect people's inclination to participate in an L2 communication (MacIntyre et. al., 1998). It was shown that L1 and L2 WTC were independent of each other, so there couldn't be a straight transfer from L1 WTC to L2 WTC (Cao & Philp, 2006), and as a result, different definitions of L2 WTC from L1 WTC have been developed. MacIntrye (2007) has defined L2 WTC as a decision to talk at a specific time with a particular person or group by using an L2. Similarly, Kang (2005) has described L2 WTC as "an individual's volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables' (p.291). Based on Gardner's (1985) socio-educational model, studies generally in the Canadian context were conducted in order to investigate the relations between WTC and L2 variables. MacIntyre and Charos (1996) were the pioneers of WTC in L2, and they aimed "to predict the frequency of using the second language in daily interactions" and "to examine the influence of global traits" (MacIntyre and Charos, 1996, p.10).

MacIntyre & Charos (1996) conducted the first study on L2 WTC by investigating the tendency of speaking in an L2 of learners. By integrating Gardner's (1985) socio-educational model and modifying MacIntyre's (1994) model of L1 WTC, MacIntyre & Charos (1996) proposed a path model including L2 anxiety, attitudes toward the learning situation, L2 competence, integrativeness, and motivation. Their study aimed to investigate learners' tendency to speak in an L2. Participants 92 Anglophone students whose L1 was English and knew very limited French. Their WTC levels in French were measured by using a WTC scale designed for L2. The results of this study showed that participants who had a higher level of WTC tended to communicate in the target language more than the participants whose WTC scores were lower. It was also assumed that ability of learners to communicate in an L2 would be improved with practice. As a result of the research, it was concluded WTC model seemed to adapt to the L2 context well. MacIntyre and his collegues conducted many studies in the Canadian context. For example, MacIntyre, Noels & Clement (1997) investigated the effects of language anxiety and self-perceptions of learners on L2 learning. It was found that anxiety and how learners perceive themselves in terms of their success is very important in the learning process. Another study carried out by MacIntyre, MacMaster, and Baker (2001), aimed to investigate the role of social support and motivation on WTC in L2. Results of the study showed that these variables were associated with higher WTC.

On the contrary to L1 WTC, which was considered a state-like, stable personality trait (McCroskey & Baer, 1985), the L2 WTC concept was accepted as a situational variable rather than a fixed personality trait as it was subject to a variety of contexts (MacIntyre et al., 1998). In Cao & Philp (2006)'s study, the dynamic nature of L2 WTC was highlighted. It was found that there was inconsistency between trait-like WTC and situational WTC. Situational WTC was found as affected by lots of contextual factors, and a growing emphasis on the dynamic WTC was highlighted.

Studies on Willingness to Communicate in L2 Context

WTC in L2 has been analyzed in different contexts, and some studies from different countries are summarized below.

In the Canadian context, MacIntyre, Baker, Clement, and Donovan (2003) carried out a research to investigate the interaction of WTC with perceived competence, language anxiety, integrativeness, and motivation of 268 ESL high school students learning French. The study results showed that girls' WTC levels were higher than boys' WTC levels, and the more students' grade levels increased, the more their WTC levels increased. It was also found that there was a strong relationship between WTC levels and perceived competence, language anxiety, integrativeness, and motivation.

In the Japanese context, Yashima (2002) carried out a study with 389 Japanese students in order to analyze the predictors of learners' WTC in English. It was found that having a lower degree of anxiety and a higher impression of L2 communication ability resulted in a higher level of WTC.

In the Korean context, Jung (2011) conducted a study with 226 university students in order to investigate students' WTC in English and the interrelationships among the individual difference factors like self-perceived communication in English, communication apprehension, motivation, attitudes, and personality, related to WTC. The results showed that students' WTC and SPCC levels were low, while CA levels were high, and motivation, and positive attitude levels were moderate. It was also found that communication confidence and motivation affected WTC in English directly. The variables of attitude indirectly influenced WTC in English.

In the Chinese context, Peng (2007) conducted research that analyzed the relationship between L2 WTC and integrative motivation of 174 college students taking an intensive English language program. The study results showed that Chinese students had low L2 WTC tendencies in terms of their EFL classes. The study also indicated that the

strongest predictor of L2 WTC was motivation, while attitudes towards the learning situation did not predict L2 WTC.

In the Iranian context, Shirvan and Taherian (2016) carried out research with the aim of exploring the dynamism in L2 WTC of Iranian EFL learners. The data were collected via interviews and journal entries from six participants. The results showed that L2 WTC had been affected by affective, linguistic, cognitive, and contextual factors. The study also pointed out that learners' experiences, the curriculum offered by the institutions, and social and cultural factors affected WTC L2.

In the Poland context, Pawlak and Mystkowska-Wiertelak (2015) conducted research on the dynamic view of WTC with eight university students. The results showed that the WTC level of students was changeful in terms of encountering difficulties. Additionally, it was stated that different variables such as the opportunity to express one's ideas, the topic, planning time, cooperation, and familiarity with the interlocutor impacted the WTC of learners.

In the New Zealand context, Cao (2014)'s study revealed that international EFL learners' L2 WTC was affected by environmental factors such as topic, type of tasks, interlocutor; individual factors like self-confidence, personality, emotion, and perceived opportunity, and linguistic factors such as competence and reliance on L1 variables. The researcher pointed out that variables underlying L2 WTC were not static.

In the Malaysian context, Yousef, Jamil, and Razak (2013) investigated the WTC of Malaysian learners of English. The research results showed a direct relation between WTC and language strategies. At the same time, it was suggested that motivation influenced communication confidence and WTC of learners was indirectlyinfluenced communication confidence, and WTC of learners was indirectly influenced through the two factors of self-perceived communication competence and communication apprehension.

In the Turkish EFL context, WTC is a relatively new research area. Oz (2015) investigated the relationship between Turkish EFL learners' emotional intelligence and WTC in English. The results showed a significant correlation between emotional intelligence and WTC. It was stated that a great majority of students had a moderate level of WTC and a high level of emotional intelligence. In another study conducted by Atay and Kurt (2009), WTC of Turkish EFL students was investigated. It was found that there was a strong relationship between learners' perceived communication competence and WTC. This finding supports the findings of MacIntyre & Charos (1996)'s study. The study showed that international posture impacted the willingness to communicate of Turkish EFL students. On the other hand, situational variables such as teachers, peers, and topics were influential factors in WTC. Another study was carried out by Şener (2014) with 274 EFL students. According to the results, students' self-confidence is mostly predicted to be L2 WTC. It was shown that there was a significant correlation between students' self-confidence, attitudes toward the international community, and motivational intensity and L2 WTC.

In a nutshell, L2 WTC has been commonly carried out by different researchers and contexts. It can be clearly seen that other variables impact the WTC in L2.

Chapter 3

Methodology

In this chapter it is aimed to explain the research design of the research. This part respectively involves information about the setting and participants, data collection, instruments, and data analysis. As a result, it presents a broad illustration of participant profiles, the place where the study is carried out, and the type of techniques used for the study's aim. Furthermore, to draw a vivid picture of the methodology of the study, data collection, analyzing, and interpreting processes are described in a clear way.

Setting and Participants

This study was conducted at Hacettepe University, Department of English Language Teaching. This department includes research areas of applied linguistics, pedagogy, the teaching of culture and literature, classroom management, developing course materials and technology, and skills teaching. It aims to train prospective English teachers who are guided by modern principles of education and equipped with the skills used in contemporary education. Besides, this program is targeted to provide students the ability to design courses suitable for technological changes (Hacettepe University, 2020).

The study participants consisted of 180 EFL students from Hacettepe University, Faculty of Education, Department of English Language Teaching, in the fall term of the 2021-2022 academic year. The age of participants ranged from 18 to 24. Data was collected from both male and female students from all class levels (from 1 to 4) in order to show the differences among them. Participation in the study was based on voluntariness. Every student knew that there was no obligation to attend this study. Further, before conducting the study, students were informed that participation in this study would not affect their grades.

Data Collection

It is a well-known fact that data collection is one of the most critical parts of a research. According to Kajorboon (2005), deciding on a suitable method for data collection is a difficult aspect of the study. As Heaton (2004) states, a number of methods such as questionnaires, interviews, surveys, focus groups or field notes etc. can be used for data collection. It is remarked that the data collection method is based on the aim of the study, so it cannot be concluded that one method is better than the other (O'Leary, 2004). Similarly, Patton (1990) highlights that different circumstances need different methods. As a result of the research, research questions and other variables should be taken into account while planning a study. This study aims to investigate the impact of psychological capital and willingness to communicate among EFL students, and a quantitative research design is used in this research in accordance with its aim.

Quantitative research methods are described as explaining a topic by gathering numerical data and analyzing them in particular statistics (Aliaga & Gunderson, 2002). Similarly, Williams (2011) states that quantitative research includes a statement of a problem, research questions, related literature, and data analysis via mathematical methods. In other words, it is a way of analyzing a theory by focusing on the relationship between variables (Creswell, 2013). Dörnyei (2007) explains the important characteristics of quantitative analysis by stating that the data is based on numbers and the researcher analyzes these numbers statistically to find answers to his or her questions. The researcher has a hypothesis before collecting the data and sample size gives the more objective and generalizable results.

There are several types of quantitative research, and Sukamolson (2007) has classified these types as survey research, correlational research, experimental research, and casual-comparative research. Among the four, survey research is adopted in this study.

According to Kerlinger (1973), survey research is social scientific research concentrating on people and thoughts, behavior, attitudes, opinions, and beliefs of them. In addition, Kreamer (1991) summarizes three tenets of survey research: survey research describes quantitatively a sectional aspect of a given population involving the study, data are collected from people, and the survey sample is later used to represent the whole population characteristics, view or case. More succinctly, it is a form of quantitative research that depends on sampling questionnaire to gather information from the group participating in the study and make analysis to understand their characteristics of them in a better way (Sukamolson, 2007).

Data was collected via scales in the present study as a scale gives the chance to reach a number of participants at the same time and is easy to conduct; as a result, it saves time, and the reliability and generalizability of the research increase by this way. Another advantage of using the scale in this study is that it prevents misinterpretations of the results by the researcher to a large extent. Additionally, scales enable anonymity, which gives participants a chance to express themselves comfortably and hinders respondent bias on a big scale and increases the reliability of the research.

Data Collection Procedures. A pilot study was implemented with 10 students in order to see whether there was any potential threat during the data collection procedure. After seeing all the procedures were completed, all instruments were ready to collect data for the fundamental study. The data were collected in the fall term of the 2021-2022 academic year. The data collection procedures began by getting permission from the creators of the instruments via e-mail. A voluntary participation form, which includes information on the aim of the study, the researchers, and the procedures, was prepared for each participant of the study. By giving this form, participants were also explained that their information would be confidential without sharing with any other person or institution. With all the necessary documents, the Hacettepe University Ethics Board was applied to conduct

the study, and the permission was granted in March, 2021. The collected data were transferred to SPSS 21.0 program to the analysis process.

Instruments

In accordance with the form of quantitative research, two different scales were used in this research for the mere aim of the study. Necessary permissions were taken from the authors for both of the instruments before using them. These instruments are explained in a detailed way below.

Academic Psychological Capital Scale

Modified for educational settings by Luthans, Luthans & Jensen (2012), this scale is originally based on PsyCap Questionnaire developed by Luthans et al. (2007) for organizational context. It has a 24-items self-report instrument that measures the academic psychological capital of participants, and items include hope, self-efficacy, resilience, and optimism, the four dimensions of PsyCap regarding participants' school-related work. It is a 6-point likert scale in which minimum (strongly disagree) and maximum scores (strongly agree) for each item range from one to six, and the participants' total scores range from 24 to 144. Items 13, 20 and 23 are reverse coded and the Cronbach's alpha reliability was found as .90. Sample items from the subscales include "There are lots of ways around any problem concerning my schoolwork" (hope); "I usually manage difficulties one way or another concerning my schoolwork" (resilience); "I always look on the bright side of things regarding my schoolwork" (optimism); and "I feel confident setting targets/goals for my schoolwork" (efficacy).

Willingness to Communicate in a Foreign Language Scale

Developed and also validated by Baghaei (2012), this instrument consists of 20 items on participants' readiness to initiate communication under a different context. It includes three subscales that measure willingness to communicate with native speakers of English (1-6), willingness to communicate with a foreign person who is a non-native speaker

of English (7-12), and willingness to communicate in the school context (13-20). The reliability of this instrument was found as 0.899.

It is a 2-point agree/disagree scale in which "agrees" are scored 1 and "disagrees" are scored 0. Higher scores mean higher levels of WTC. There is no statement that needs reverse scoring.

Reliability of Measurements. The Cronbach α reliability coefficients calculated for the reliability of the scores obtained from the Academic Psychological Capital Scale used within the scope of the research are given in Table 1 below.

Table 1

Cronbach α Values for the Reliability of the Academic Psychological Scale and its Sub-dimensions

Sub-dimension	Cronbach α
Self-efficacy	0,89
Hope	0,90
Resilience	0,70
Optimism	0,80
Total	0,93

According to Table 1, Cronbach's α values for the sub-dimensions range from α=0.70 to α=0.90. The Cronbach's α coefficient for the entire 24-item scale was found to be α=0.93. When the Cronbach α reliability coefficients obtained for the sub-dimensions were examined, it was determined that these coefficients and also the reliability coefficient of the whole scale were relatively high. These findings can be accepted as evidence that the scale's reliability is at the desired level in general (Crocker & Algina, 1986).

The Cronbach α reliability coefficients calculated for the reliability of the scores obtained with the Willingness to Communicate in a Foreign Language Scale, another data collection tool used in the research, are given in Table 2.

Table 2

Cronbach α Values for the Reliability of the Academic Psychological Scale and its Sub-dimensions

Sub-dimension	Cronbach α
Willingness to communicate with native speakers of English	0,73
Willingness to communicate with the foreign person who is a non-native speaker of English	0,75
Willingness to communicate in the school context	0,83
Total	0,88

According to Table 2, Cronbach's α values for the sub-dimensions range from α=0.73 to α=0.83. The Cronbach's α coefficient for the full 20-item scale was found to be α=0.88. When the Cronbach α reliability coefficients obtained for the sub-dimensions were examined, it was determined that these coefficients and also the reliability coefficient of the whole scale were high enough. These findings can be accepted as evidence that the scale's reliability is at the desired level in general terms (Crocker & Algina, 1986).

Data Analysis

The first sub-problem of the study is to examine the academic psychological capital levels of EFL students and their willingness to communicate in a foreign language. In this context, the descriptive statistics of the scores of the EFL students in the study group from the Academic Psychological Capital Scale and the Willingness to Communicate in a Foreign Language Scale were calculated and interpreted.

Regarding the second sub-problem of the study, it was investigated whether there was a relationship between EFL students' academic psychological capital levels and their willingness to communicate in a foreign language. In this context, the Pearson correlation

test was used to analyze the data to determine whether there was a relationship between the scores of EFL students on the Academic Psychological Capital Scale and the scores they received from the Willingness Communicate in a Foreign Language Scale.

The third sub-problem of the study is to examine whether the scores of EFL students from the Academic Psychological Capital Scale and the Willingness to Communicate in a Foreign Language Scale show a significant difference in terms of the variables (gender, age, grade, GPA, types of high school students graduated from) oriented. In this direction, independent samples t-test and analysis of variance (ANOVA) were used to analyze the data in the process of determining whether the scores obtained from the Academic Psychological Capital Scale of EFL students differed significantly according to their gender, age, grade level, grade point average and the type of high school they graduated from. Similarly, independent samples t-test and analysis of variance (ANOVA) were used to analyze the data in the process of determining whether the scores obtained by EFL students from the Willingness to Communicate in a Foreign Language Scale differed significantly according to their gender, age, grade level, grade point average and the type of high school they graduated from.

For the data analysis, the test results and statistical values for the control of the parametric test assumptions (normal distribution, homogeneity of variances, etc.) were examined first. In order to test whether the mean scores of the subgroups of the categorical variables in question differed statistically from each other, a t-test for unrelated samples from parametric tests when the number of groups is two, and a one-way analysis of variance (ANOVA) from parametric tests was used when the number of groups is more than two (Büyüköztürk, Çokluk, & Köklü, 2014).

Statistical Package for Social Sciences (SPSS), version 21.0 computer package program for Windows was used for statistical analysis of research data.

Chapter 4

Findings, Comments, and Discussion

In this chapter, the results of the data analysis of the current study are presented in order to provide answers for the research questions described in the previous chapters. Appropriate statistical analyses, which are explained in methodology part, are carried out to obtain answers to each research question. Tables and figures that include explanatory comments are also presented in the related parts to make the statistical analyses more comprehensible. Finally, the findings are discussed in the light of related literature.

Results of Quantitative Data Analysis

The frequency and percentage distributions of personal information belonging to EFL students participating in the research are given in Table 3 below.

Table 3

Frequency and Percentage Distributions of Personal Information Belonging to EFL Students Participating in the Research

Variable	Category	n	%
Gender	Female	111	61,7
	Male	69	38,3
Age	18-21	111	61,7
	21-24	69	38,3
Class level	1st Grade	61	33,9
	2nd Grade	36	20,0
	3rd Grade	32	17,8
	4th Grade	51	28,3
GPA	2,00-2,49	6	3,3
	2,50-2,99	11	6,1
	3,00-3,49	63	35,0
	3,50-4,00	100	55,6
Type of High School Graduated From	Anatolian High School	139	77,2
	Anatolian Teacher Training High School	9	5,0
	Social Studies High School	6	3,3
	Science High School	6	3,3

	İmam-Hatip High School	8	4,4
	Private High School	4	2,2
	Other	8	4,4
Total		180	100,0

As seen in Table 3, the distribution of EFL students in the study group according to the gender variable was 111 females (61.7%) and 69 males (38.3%). Accordingly, the majority of the participants were female students. When the distribution of these students regarding the age variable was examined, it was seen that 111 (61.7%) students were between the ages of 18-21, and 69 (38.3%) were between the ages of 21-24.

According to the research findings, 61 of the EFL students (33.9%) were in the first year, 36 (20%) in the second year, 32 (17.8%) in the third year, and 51 (28.3%) in the fourth year in terms of class level.

When the distribution of the GPA averages of the EFL students was examined, it was determined that six (3.3%) students were in the 2.00-2.49 grade point average category, and 11 (6.1%) were between 2.50-2.99. The number of students with a grade point average between 3.00 and 3.49 was 63 (35%), and the number of students with a grade point average of 3.50 and above was 100 (55.6%).

When the distribution of EFL students according to the type of high school they graduated from was examined, 139 students (77.2%) were Anatolian High School graduates, 9 students (5%) were Anatolian Teacher Training High School graduates, 6 students (3.3%) were Social Sciences High School graduates, and 6 students (5%) were graduates of Social Sciences High Schools. It was determined that 3.3% graduated from Science High School. While it was seen that there were 8 (4.4%) students in the Imam-Hatip High School category, it was determined that there were 8 (4.4%) students in other high school types as well. Finally, it was seen that there were 4 (2.2%) students in the Private High School category.

Results of the First Research Question: What are the PsyCap and WTC levels of EFL students?

Regarding the first sub-problem of the study, EFL students' academic psychological capital levels and their willingness to communicate in a foreign language were examined. In this context, the descriptive statistics of the scores of the EFL students in the study group from the Academic Psychological Capital Scale and the Willingness to Communicate in a Foreign Language Scale were calculated and interpreted.

In interpreting the data obtained from the Academic Psychological Capital Scale, the descriptive statistics mean and standard deviation values were used. The statements in the scale items were answered with a six-point Likert scale in the range of 1-6 points. The scores obtained from the answers of the EFL students to whom the scale was applied a width of 6.00-1.00=5.00. By dividing the width by 6 (5:6=0.83), the score ranges for the answers given to the items were determined. Accordingly, the score ranges used when interpreting the averages of the Academic Psychological Capital Scale item scores are given in Table 4.

Table 4

Scoring Ranges Used in Interpreting the Item Score Averages in the Academic Psychological Capital Scale

Options	Points	Score interval
Strongly disagree	1	1,00-1,83
Disagree	2	1,84-2,66
Somewhat disagree	3	2,67-3,49
Somewhat agree	4	3,50-4,32
Agree	5	4,33-5,16
Strongly agree	6	5,17-6,00

According to the data obtained from the Academic Psychological Capital Scale, the descriptive statistics calculated based on the scores of the EFL students from each item in the scale are given in Table 5. While interpreting the average of each item score in the Academic Psychological Capital Scale, the score ranges given in Table 5 were used.

Table 5

Descriptive Statistics of Scores Obtained from the Academic Psychological Capital Scale (N=180)

No	Item	$\overline{X}$	sd
1	I feel confident analyzing a long-term problem to find a solution concerning my school work	4,50	1,24
2	I feel confident in representing my ideas concerning my school work	4,50	1,31
3	I feel confident contributing to discussions about strategies on my school work	4,46	1,25
4	I feel confident setting targets/goals on my school work.	4,63	1,37
5	I feel confident contacting people to discuss problems concerning my school work.	4,27	1,41
6	I feel confident sharing information with a group of students about my school work.	4,19	1,36
7	If I should find myself in a jam about my school work, I could think of many ways to get out of the jam.	4,43	1,30
8	At the present time, I am energetically pursuing my school work goals.	4,03	1,55
9	There are lots of ways around any problem concerning my school work.	4,29	1,12
10	Right now, I see myself as being pretty successful concerning my school work.	3,95	1,40
11	I can think of many ways to reach my current goals regarding school work.	4,30	1,27
12	At this time, I am meeting the goals that I have set for myself concerning school work.	3,86	1,45
13	When I have a setback with my school work, I have trouble recovering from it, moving on.	3,43	1,47
14	I usually manage difficulties one way or another concerning my school work.	4,44	1,16

15	I can be "on my own" so to speak, if I have to regard my school work.	4,62	1,17
16	I usually take stressful things in stride with regard to my school work.	4,17	1,18
17	I can get through difficult times at school because I've experienced difficulty before concerning my school work.	4,27	1,36
18	I feel I can handle many things at a time with my school work.	4,34	1,32
19	When things are uncertain for me with regards to my school work, I usually expect the best.	3,83	1,57
20	If something can go wrong for me with my school work.	3,26	1,37
21	I always look on the bright side of things regarding my school work.	3,62	1,49
22	I'm optimistic about what will happen to me in the future as it pertains to my school work.	3,92	1,48
23	With regards to my school work, things never work out the way I want them to.	3,78	1,47
24	I approach my school work as if "every cloud has a silver lining."	4,11	1,25

When Table 5 is examined, it is seen that the mean scores of the items related to the academic psychological capital levels of EFL students are in the range of $\bar{X}$=3.25 and $\bar{X}$=4.63. When the average score of each of the items is examined, the item with the highest average is "I feel confident setting targets/goals on my….". It was determined that it was the fourth item expressed in the form of considering the mean value ($\bar{X}$=4.63) of this item, it was observed that the mean of this item was at the "Agree" level, according to the score ranges given in Table 5.

The item with the lowest arithmetic means in the Academic Psychological Capital Scale is "If something can go wrong for me with my …….., it will." that was item number 20 presented in the format. When the arithmetic mean value ($\bar{X}$=3.26) of this reverse coded item is examined, it is seen that the mean of this item is at the "Somewhat agree" level, according to the score ranges given in Table .. due to reverse coding. According to Table .., it was seen that the standard deviation values of the items related to the academic psychological capital levels of EFL students were between 1.12 and 1.57. The item with the

highest standard deviation reads, "When things are uncertain for me with regards to ..., I usually expect the best." it was determined that the item numbered 19 was given in that format. The item with the smallest standard deviation value is the ninth, expressed as "There are many ways around any problem concerning my…".

Similarly, the mean and standard deviation values of descriptive statistics were used to interpret the data obtained from the Willingness to Communicate in a Foreign Language Scale. The statements in the scale items were answered in two categories between 0-1 points. The scores obtained from the answers of the EFL students to whom the scale was applied a width of 1.00-0.00=1.00. By dividing the width by 2 (1:2=0.50), the score ranges for the answers given to the items were determined. Accordingly, the score ranges used when interpreting the averages of the thing scores in the Willingness to Communicate in a Foreign Language Scale are given in Table 6.

Table 6

Score Ranges Used When Interpreting Item Score Averages in the Willingness to Communicate in a Foreign Language Scale

Options	Points	Score interval
Disagree	0	0,00-0,49
Agree	1	0,50-1,00

According to the data obtained from the Willingness to Communicate in a Foreign Language Scale, the descriptive statistics calculated based on the scores obtained by the EFL students from each item in the scale are given in Table 7. While interpreting the average of each item score in the Willingness to Communicate in a Foreign Language Scale, the score ranges shown in Table 7 were used.

Table 7

Descriptive Statistics of Scores Obtained from the Willingness to Communicate Scale

(N=180)

No	Item	$\bar{X}$	sd
1	If I encountered some native speakers of English (British, American, Canadian, Australian) in the street, restaurant, hotel etc. I hope an opportunity would arise, and they would talk to me.	0,12	0,32
2	If I encountered some native speakers of English (British, American, Canadian, Australian) in the street, restaurant, hotel etc. I would find an excuse and would talk to them.	0,54	0,50
3	If I encountered some native speakers of English (British, American, Canadian, Australian) who are facing problems in my country because of not knowing our language, I take advantage of this opportunity and would talk to them.	0,09	0,29
4	I am willing to accompany some native speakers of English (British, American, Canadian, Australian) and be their tour guide for a day free of charge.	0,39	0,49
5	I am willing to talk with native speakers of English (British, American, Canadian, Australian).	0,07	0,25
6	If someone introduced me to a native-speaker of English (British, American, Canadian, Australian) I would like to try my abilities in communicating with him/her in English.	0,08	0,27
7	If I encountered some non-native speakers of English (Japanese, Pakistani, French, etc.) in the street, restaurant, hotel etc. I hope an opportunity would arise and they would talk to me.	0,18	0,38
8	If I encountered some non-native speakers of English (Japanese, Pakistani, French, etc.) in the street, restaurant, hotel etc. I would find an excuse and would talk to them.	0,61	0,49
9	If I encountered some non-native speakers of English (Japanese, Pakistani, French, etc.) who are facing problems in my country because of not knowing our language, I take advantage of this opportunity and would talk to them.	0,14	0,35
10	I am willing to accompany some non-native speakers of English (Japanese, Pakistani, French, etc.) and be their tour guide for a day free of charge.	0,46	0,50
11	I am willing to talk with non-native speakers of English (Japanese, Pakistani, French, etc.).	0,14	0,35
12	If someone introduced me to a non-native speaker of English (Japanese, Pakistani, French, etc.), I would like to try my abilities in communicating with him/her in English.) I would like to try my abilities in communicating with him/her in English.	0,12	0,32

13	In order to practice my English, I am willing to talk in English with my classmates outside the class.	0,34	0,48
14	I am willing to ask questions in English in the classes at the university.	0,28	0,45
15	I am willing to talk and express my opinions in English in the class when all my classmates are listening to me.	0,32	0,47
16	I am willing to have pair and group activities in the class so that I can talk in English with my classmates.	0,34	0,48
17	In order to practice my English I am willing to talk in English with my professors outside the class.	0,47	0,50
18	I am willing to give a presentation in English in front of my classmates.	0,43	0,50
19	In group work activities in the class when the group is composed of my friends, I am willing to speak in English.	0,27	0,44
20	In group work activities in the class when the group is NOT composed of my friends, I am willing to speak in English.	0,38	0,49

When Table 7 is examined, it is seen that the mean score of the items related to the willingness of EFL students to communicate in a foreign language is in the range of $\bar{X}=0.07$ and $\bar{X}=0.61$. In addition, according to the score ranges given in Table 7, it was observed that the average of the majority of the items was at the "Disagree" level. When the average score of each of the items is examined, the item with the highest average is "If I encountered some non-native speakers of English (Japanese, Pakistani, French, etc.) in the street, restaurant, hotel, etc. I would find an excuse and would talk to them." It was determined that the eighth item expressed in the form of considering the mean value of this item ($\bar{X}=0.61$), it was observed that the mean of this item was at the "Agree" level, according to the score ranges given in Table 7.

The item with the lowest arithmetic average in the Academic Psychological Capital Scale is "I am willing to talk with native speakers of English (British, American, Canadian, Australian)." It was item number five presented in the format. When the arithmetic mean value ($\bar{X}=0.07$) of this item is examined, it is seen that the mean of this item is at the "Disagree" level according to the score ranges given in Table 7. According to Table 7, it

was seen that the standard deviation values of the items related to the willingness of EFL students to communicate in a foreign language were between 0.25 and 0.50.

Results of the Second Research Question: Is there any significant relationship between psychological capital and willingness to communicate among EFL students?

Regarding the second sub-problem of the research, correlation analyses were conducted to determine whether there was a relationship between EFL students' academic psychological capital levels and their willingness to communicate in a foreign language. The analyses made examined whether there was a significant relationship between the score pairs of the Academic Psychological Capital Scale sub-dimension and total scores and the Willingness to Communicate in a Foreign Language Scale sub-dimension and total scores.

Pearson product moments correlation coefficient (r) was used as the correlation type in these analyses. It is known that there are some properties that the data group must have in order to use the Pearson product-moment correlation coefficient (Deniz, 2020). The first of these is to use the scores at least equally spaced scale level. Scores related to the Academic Psychological Capital Scale and the Willingness to Communicate in a Foreign Language Scale sub-dimension and total scores are at the level of the equally spaced scale. As a second requirement, the variables are expected to be continuous. The variables measured in each of the sub-dimensions of the Academic Psychological Capital Scale and the Willingness to Communicate in a Foreign Language Scale are continuously variable. The third requirement for using the Pearson product-moment correlation coefficient is that the scores of the variables show a normal distribution.

In this context, first of all, the Kolmogorov Smirnov test was used to test the normality assumption of the data obtained from the Academic Psychological Capital Scale. In addition, the kurtosis and skewness coefficients were examined in testing the normality assumption (Field, 2009). Table 8 shows the results of the Kolmogorov Smirnov test for the

Academic Psychological Capital Scale and information about kurtosis and skewness coefficients.

Table 8

Kolmogorov-Smirnov Test Results and Skewness-Kurtosis Values for Normality of Scores Obtained from the Academic Psychological Capital Scale

	Kolmogorov Smirnov Test			Skewness standard error	Kurtosis/standard error
	Statistic	sd	p		
Self-efficacy	,139	180	,000	-0,821/ 0,181	0,354/ 0,360
Hope	,088	180	,002	-0,417/ 0,181	-0,287/ 0,360
Resilience	,087	180	,002	-0,462/ 0,181	-0,183/ 0,360
Optimism	,085	180	,003	-0,473/ 0,181	-0,167/ 0,360
Total	,082	180	,005	-0,655/ 0,181	-0,077/ 0,360

Looking at Table 8, according to the Kolmogorov Smirnov Test results, it is seen that the distributions differ from the normal distribution because the p significance level of the statistical values for all sub-dimensions and total scores is less than 0.05. However, it is known that normality tests can be strict about normality. Therefore, instead of the results here in social sciences, normality interpretation can be based on mean, median, standard deviation, skewness, and kurtosis from descriptive statistics (Deniz, 2020). When the skewness and kurtosis values are examined, it is assumed that all of these values are in the range of (-3.3), so the distribution of the scores is normal (Büyüköztürk, Çokluk, & Köklü; 2014). Finally, the histogram and Q-Q plot graphs for each sub-dimension and total scores were also examined. Histogram graphs showing the distribution of scores obtained from the Academic Psychological Capital Scale are presented in Figure 1, Figure 2, Figure 3, Figure 4, and Figure 5.

Figure 1

Histogram Chart of the Scores Obtained from the Self-Efficacy Sub-Dimension of the

Academic Psychological Capital Scale
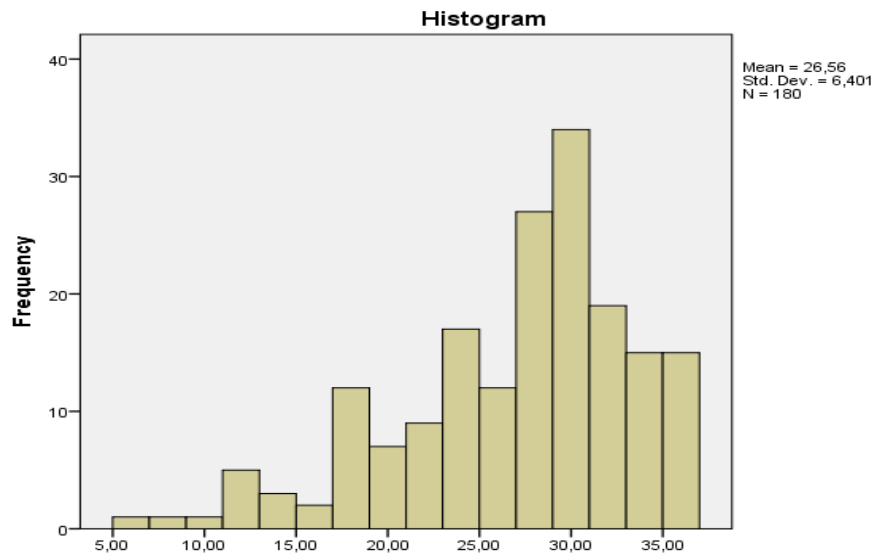
Figure 2

Histogram Chart of the Scores Obtained from the Hope Sub-Dimension of the Academic

Psychological Capital Scale
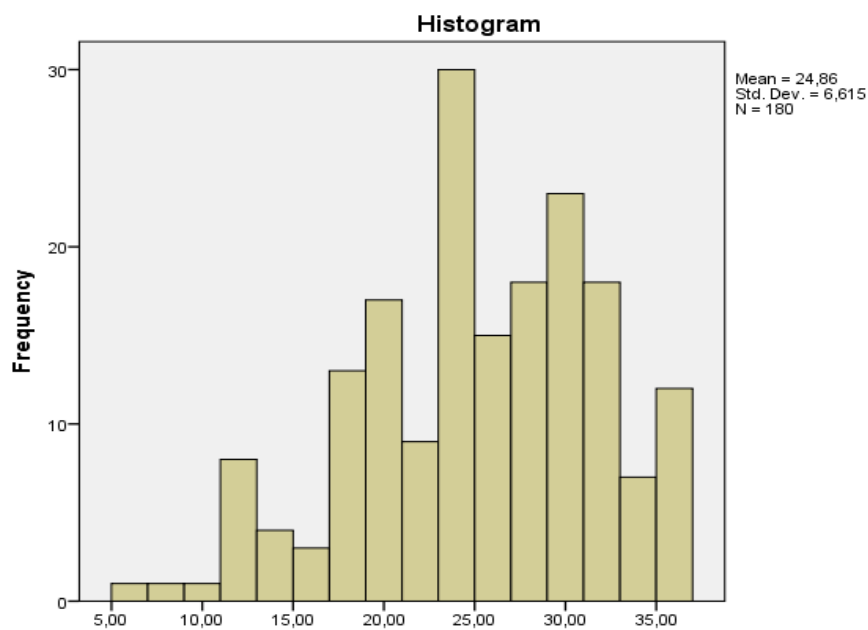
Figure 3

Histogram Chart of the Scores Obtained from the Resilience Sub-Dimension of the

Academic Psychological Capital Scale
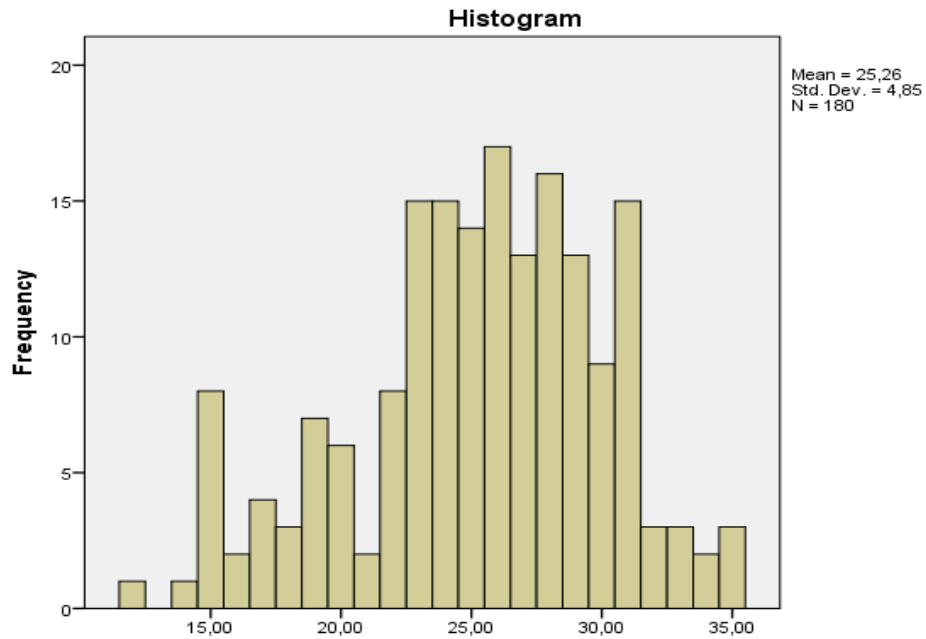
Figure 4

Histogram Chart of the Scores Obtained from the Optimism Sub-Dimension of the

Academic Psychological Capital Scale
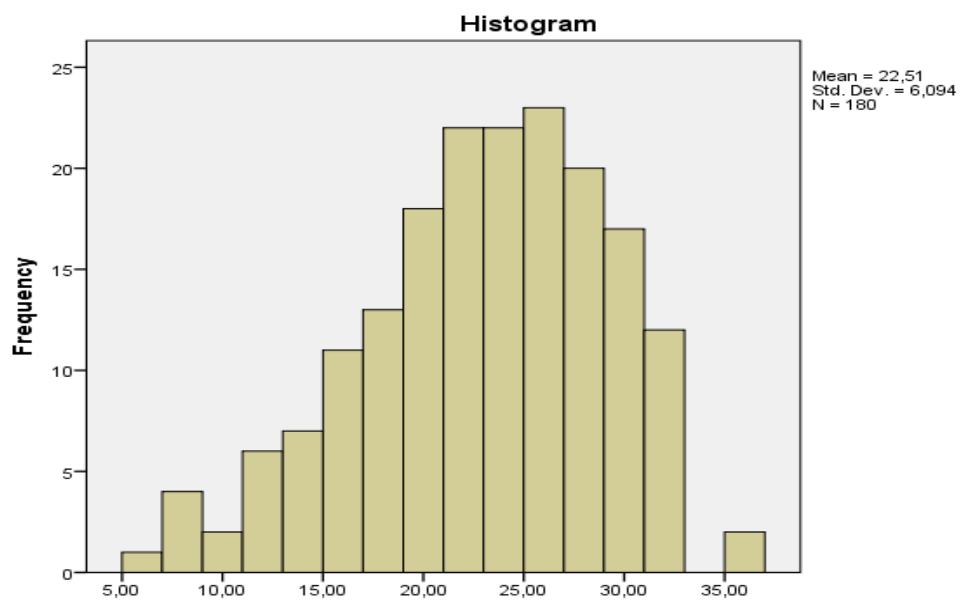
Figure 5

Histogram Chart of the Total Scores Obtained from the Sub-Dimensions of the Academic

Psychological Capital Scale
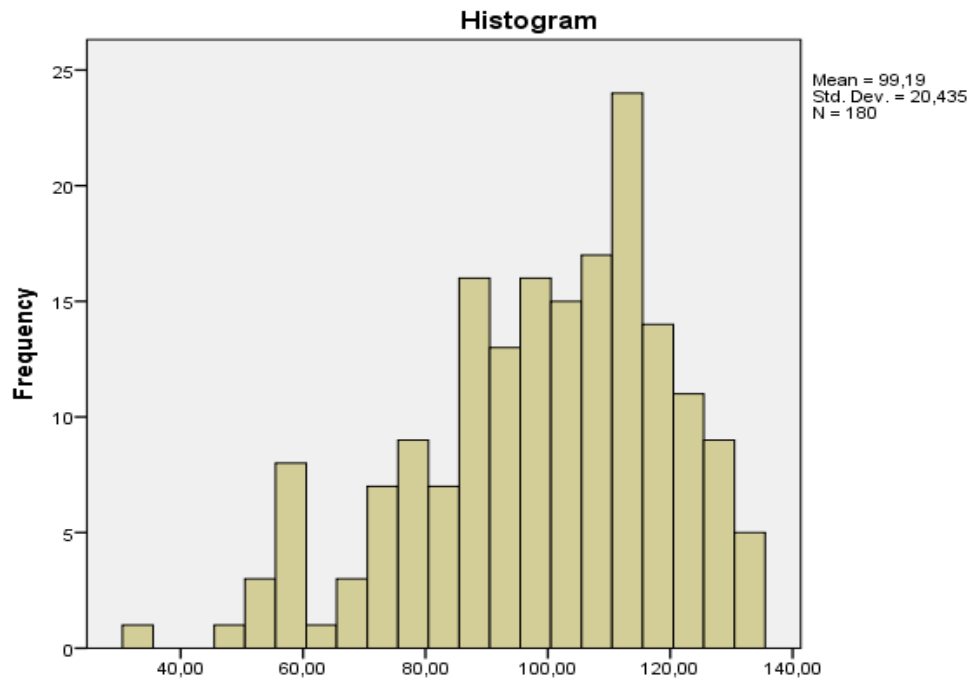
When Figure 1, Figure 2, Figure 3, Figure 4, and Figure 5 are examined, it has

been observed that there is no excessive deviation from the normal distribution in the

score distributions seen in the histogram graphics of each of the sub-dimensions of the

Academic Psychological Capital Scale and the total scores, and it was determined that the

normality assumption was met. In addition to the histogram graph results, the normality

assumption was also examined with the Q-Q Plot graphs. In Q-Q Plot charts, if the points

are on the line or close to the line, it can be said that the normal distribution is suitable

(Büyüköztürk, 2009). Q-Q Plot graphs of the scores obtained from the Academic

Psychological Capital Scale are presented in Figure 6, Figure 7, Figure 8, Figure 9, and

Figure 10.

Figure 6

Q-Q Plot Chart Regarding the Scores Obtained from the Self-Efficacy Sub-Dimension of

the Academic Psychological Capital Scale
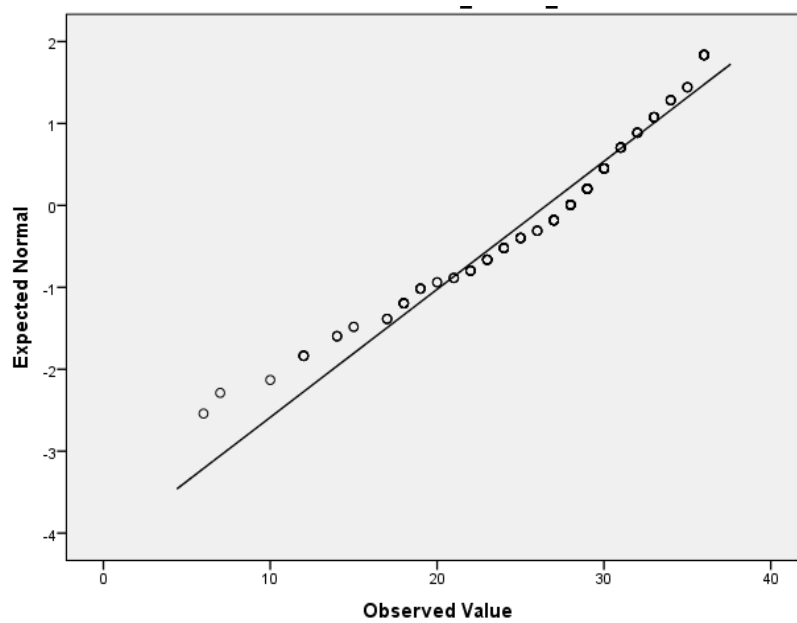
Figure 7

Q-Q Plot Chart Regarding the Scores Obtained from the Self-Efficacy Sub-Dimension of

the Academic Psychological Capital Scale
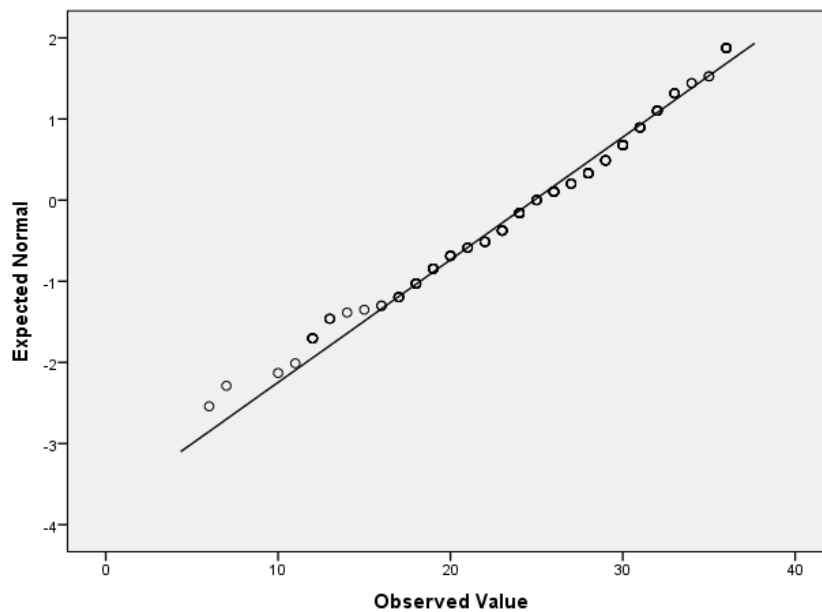
Figure 8

Q-Q Plot Chart Regarding the Scores Obtained from the Resilience Sub-Dimension of the

Academic Psychological Capital Scale
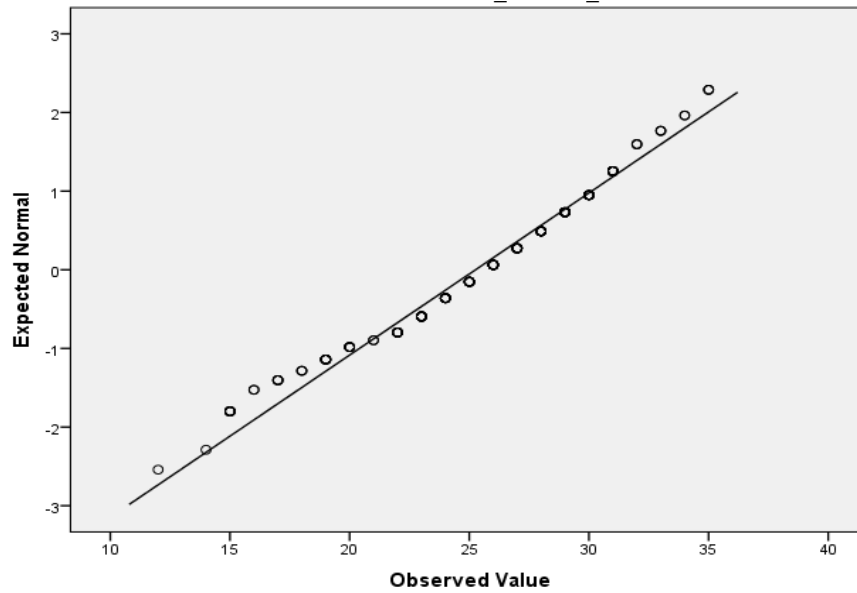
Figure 9

Q-Q Plot Chart Regarding the Scores Obtained from the Optimism Sub-Dimension of the

Academic Psychological Capital Scale
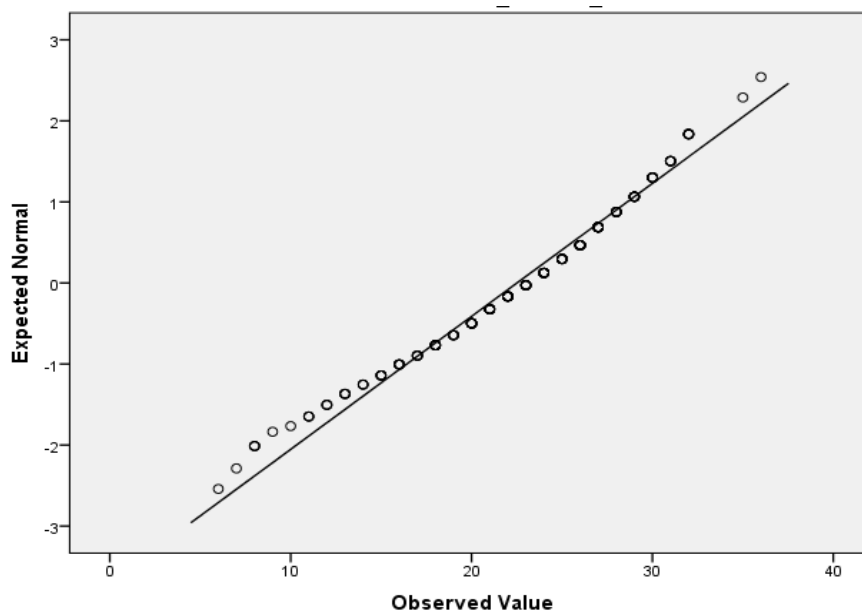
Figure 10

Q-Q Plot Chart Regarding the Total Scores Obtained from the Academic

Psychological Capital Scale
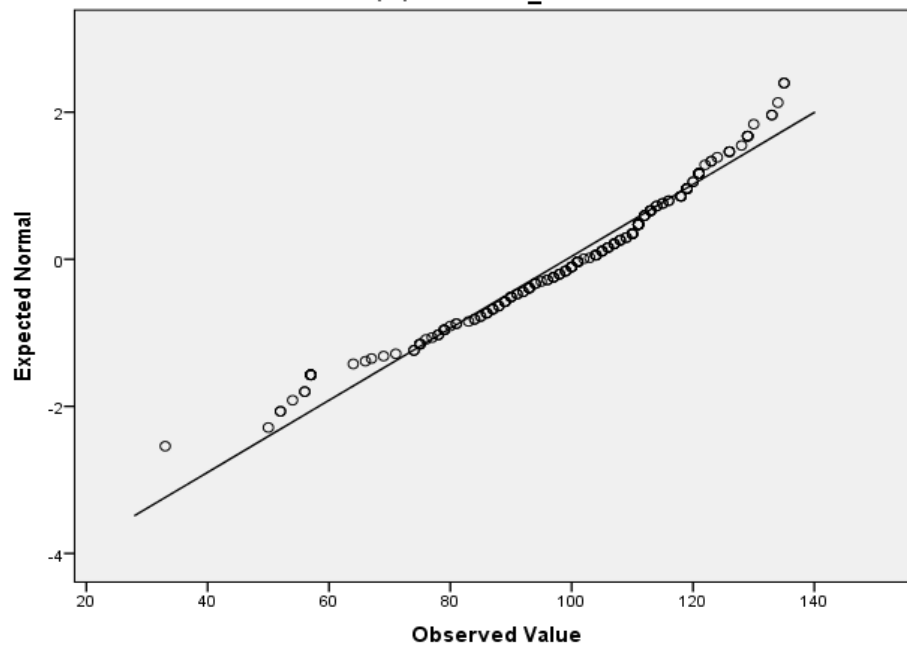
When Figure 6, Figure 7, Figure 8, Figure 9, and Figure 10 are examined, it is seen that the points are generally linear. In addition, the fact that the points are on the lines or close to the lines in each graph shows that the distribution of the scores is normal. When the statistical and graphical analyzes were taken together, it was seen that the normal distribution was assumed in all sub-dimensions and total scores. In addition, according to the Central Limit Theorem, since the sample size of the examined distributions is more than 30, it has been decided that the normal distribution assumption is provided by assuming that the distribution will approach the normal distribution (Field, 2009).

Kolmogorov Smirnov test was used to test the normality assumption of the scores obtained from the Willingness to Communicate in a Foreign Language Scale. In addition, the kurtosis and skewness coefficients were examined in testing the normality assumption (Field, 2009). Table 9 contains information about Kolmogorov Smirnov test results related

to the Willingness to Communicate in a Foreign Language Scale and the coefficients of kurtosis and skewness.

Table 9

Kolmogorov-Smirnov Test Results and Skewness-Kurtosis Values for Normality of Scores Obtained from the Willingness to Communicate in a Foreign Language Scale

	Kolmogorov Smirnov Test			Skewness standard error	Kurtosis/standart error
	Statistic	sd	p		
WTC-NS	,246	180	,000	1,697/ 0,181	2,135/ 0,360
WTC-NN	,205	180	,000	1,249/ 0,181	1,216/ 0,360
WTC-SC	,193	180	,000	0,558/ 0,181	-0,951/ 0,360
Total	,108	180	,000	1,131/ 0,181	1,442/ 0,360

When Table 9 is analyzed according to the Kolmogorov Smirnov Test results, it is seen that the distributions differ from the normal distribution because the p significance level of the statistical values for all sub-dimensions and total scores is less than 0.05. However, it is known that normality tests can be strict about normality. Therefore, instead of the results here in social sciences, normality interpretation can be based on mean, median, standard deviation, skewness, and kurtosis from descriptive statistics (Deniz, 2020). When the skewness and kurtosis values are examined, it is assumed that all of these values are in the range of (-3.3), so the distribution of the scores is normal (Büyüköztürk, Çokluk, & Köklü; 2014). In addition, the histogram and Q-Q plot graphics of each of the sub-dimensions and total scores were also examined. Histogram graphs showing the distribution of scores obtained from the Willingness to Communicate in a Foreign Language Scale are presented in Figure 11, Figure 12, Figure 13, and Figure 14.

Figure 11

Histogram Chart of the Scores Obtained from the WTC-NS Sub-Dimension of the

Willingness to Communicate in a Foreign Language Scale
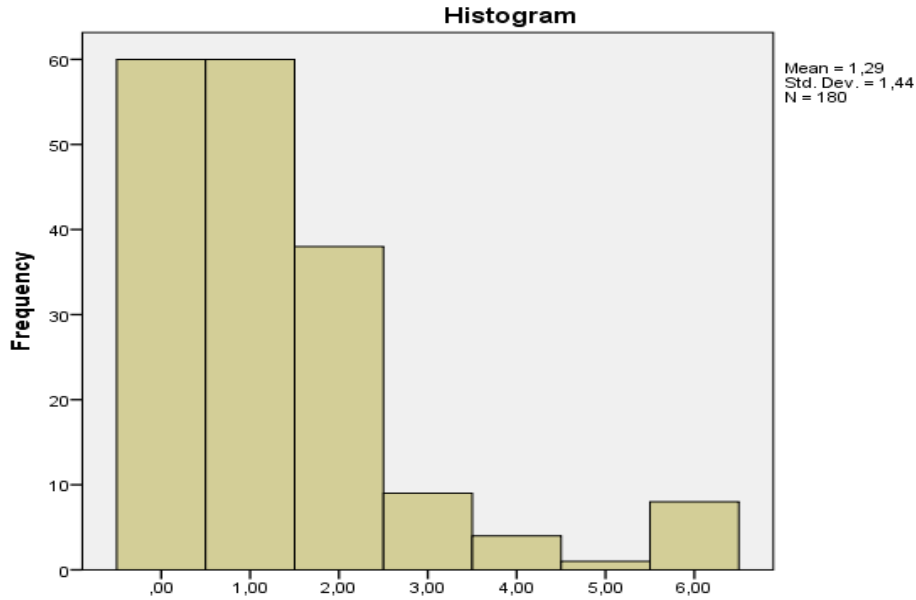
Figure 12

Histogram Chart of the Scores Obtained from the WTC-NN Sub-Dimension of the

Willingness to Communicate in a Foreign Language Scale
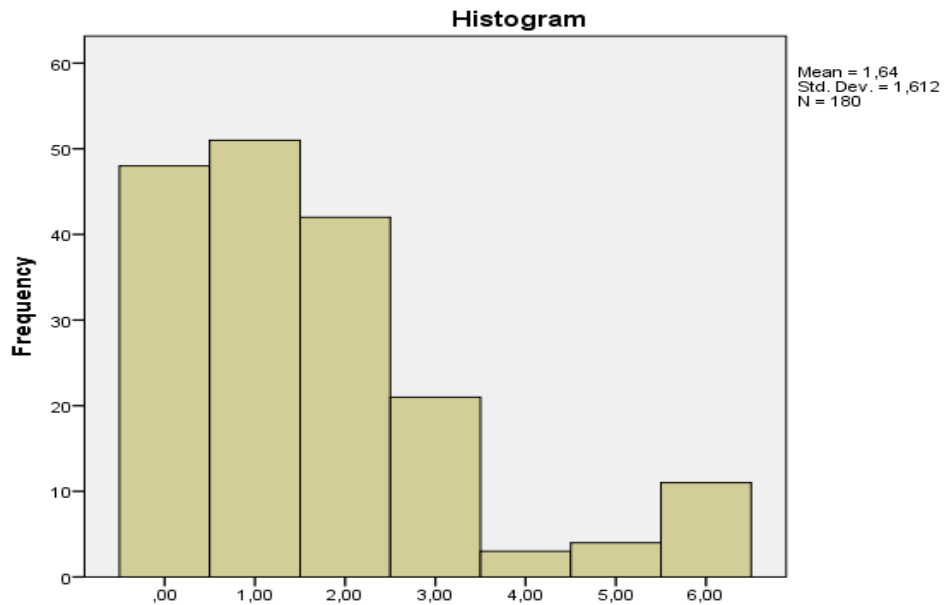
Figure 13

Histogram Chart of the Scores Obtained from the WTC-SC Sub-Dimension of the

Willingness to Communicate in a Foreign Language Scale
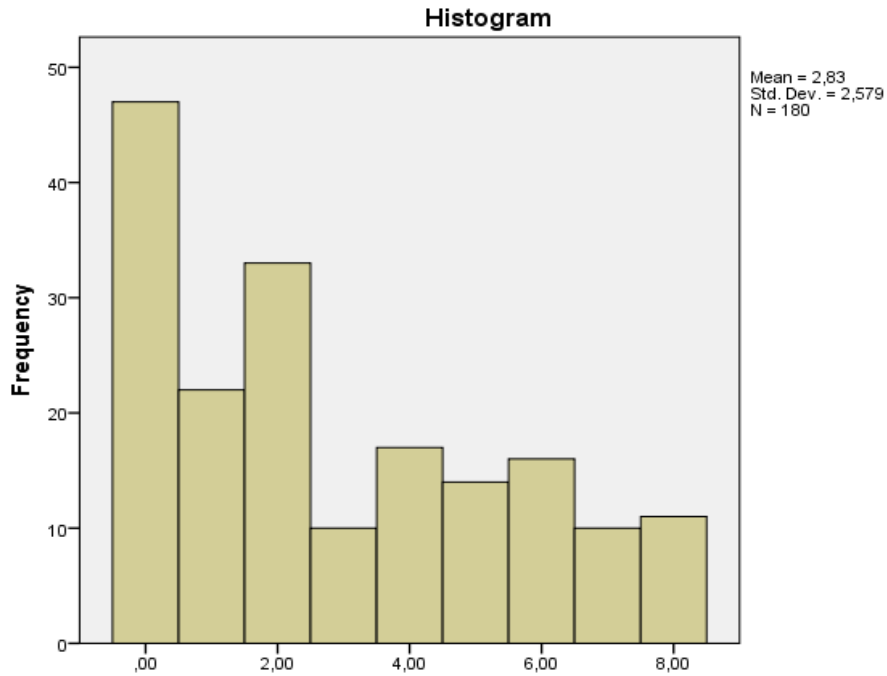
Figure 14

Histogram Chart of the total Scores Obtained from the Willingness to Communicate in a

Foreign Language Scale
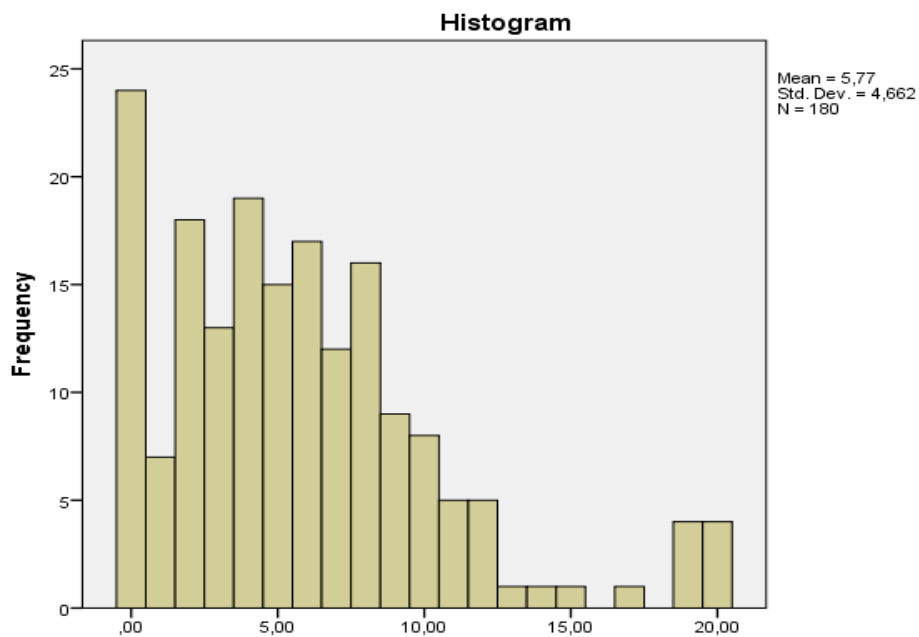
When Figure 11, Figure 12, Figure 13, and Figure 14 are examined, it has been observed that there is no excessive deviation from the normal distribution in the score distributions seen in the histogram graphics of each of the sub-dimensions of Willingness to Communicate in a Foreign Language Scale and the total scores, and it was determined that the normality assumption was met. In addition to the histogram graph results, the normality assumption was also examined through the Q-Q Plot graphs. Q-Q Plot charts for the scores obtained from the Willingness to Communicate in a Foreign Language Scale are presented in Figure 15, Figure 16, Figure 17, and Figure 18.

Figure 15

Q-Q Plot Chart of the Scores Obtained from the WTC-NS Sub-Dimension of the Willingness to Communicate in a Foreign Language Scale
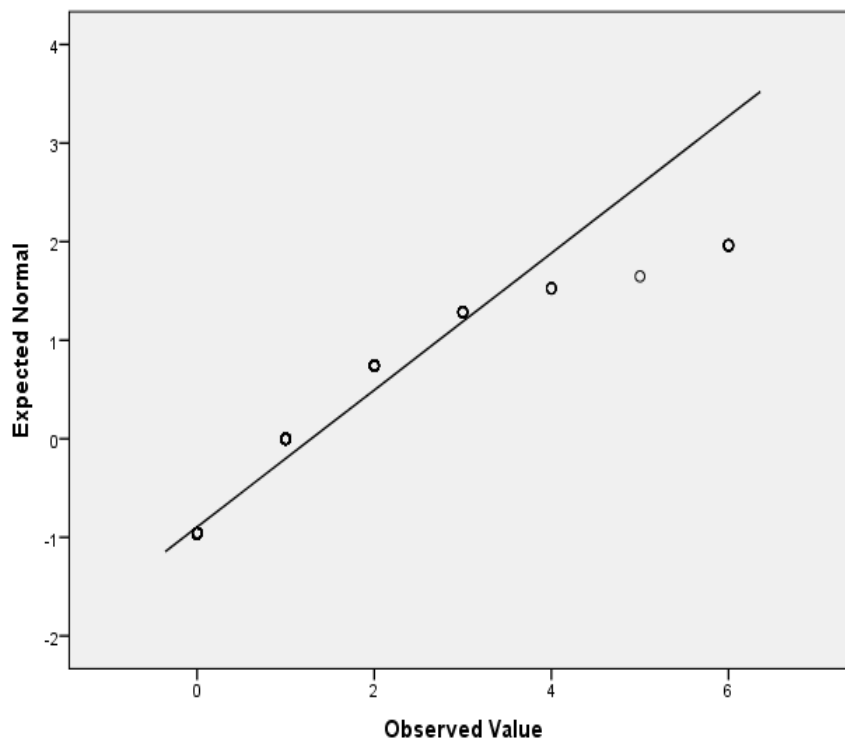
Figure 16

Q-Q Plot Chart of the Scores Obtained from the WTC-NN Sub-Dimension of the

Willingness to Communicate in a Foreign Language Scale
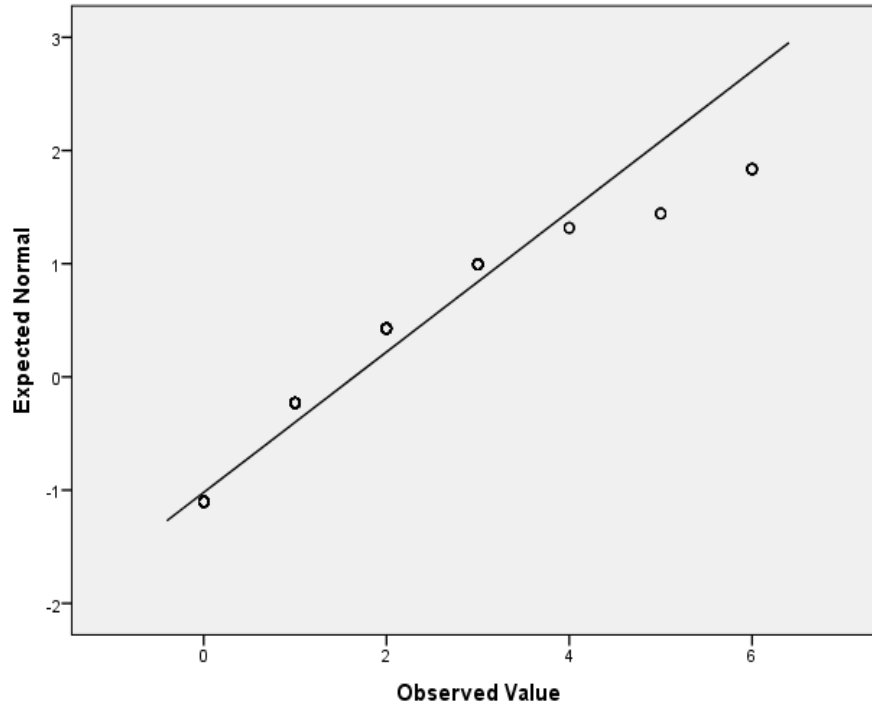
Figure 17

Q-Q Plot Chart of the Scores Obtained from the WTC-SC Sub-Dimension of the

Willingness to Communicate in a Foreign Language Scale
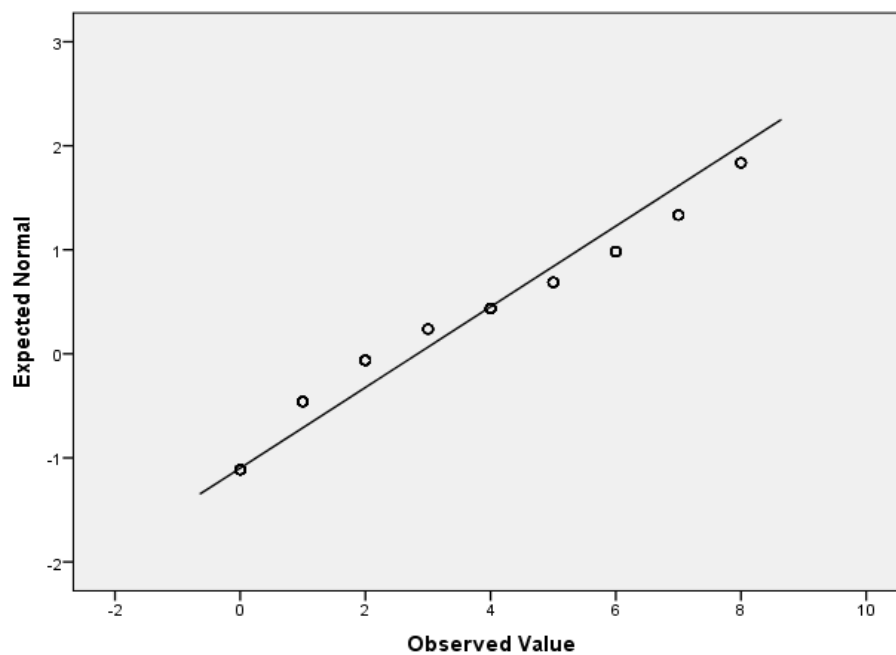
Figure 18

Q-Q Plot Chart of the total Scores Obtained from the Willingness to Communicate in a

Foreign Language Scale
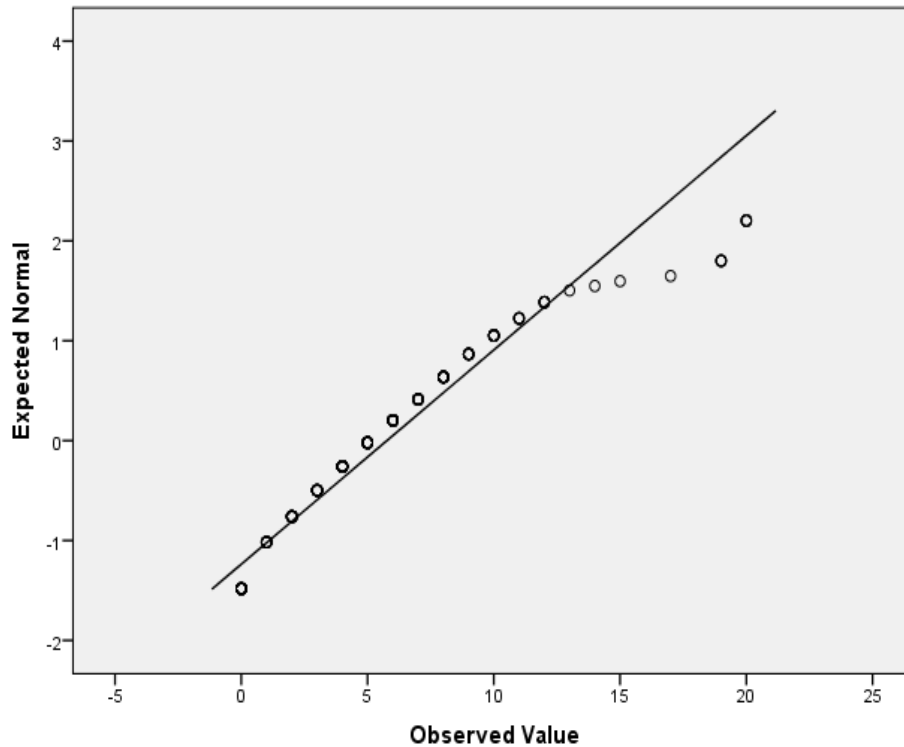
When Figure 15, Figure 16, Figure 17, and Figure 18 are examined, it is seen that the points have a linear appearance in general. In addition, the fact that the points are on the lines or close to the lines in each graph shows that the distribution of the scores is normal. When the statistical and graphical analyzes were taken together, it was seen that the normal distribution was assumed in all sub-dimensions and total scores. In addition, according to the Central Limit Theorem, since the sample size of the examined distributions is more than 30, it has been decided that the normal distribution assumption is provided by assuming that the distribution will approach the normal distribution (Field, 2009).

Finally, in order to use the Pearson product-moment correlation coefficient, there must be a linear relationship between the variables. A linear relationship means that the scattering of the data is roughly observed as a straight line when the scatter plots are examined (Pallant, 2015). Accordingly, scatter plots were examined to determine whether

there was a linear relationship between the scores and the total scores of the Academic Psychological Capital Scale and the sub-dimensions of the Willingness to Communicate in a Foreign Language Scale, and it was seen that the linearity requirement was met for all sub-dimensions and total scores. Thus, the Pearson product-moment correlation coefficients obtained as a result of the correlation ses carried out to determine whether there is a relationship between EFL students' academic psychological capital levels and their willingness to communicate in a foreign language are given in Table 10.

Table 10

Pearson product-moment correlation coefficients between scores on the Academic Psychological Capital Scale and the Willingness to Communicate in a Foreign Language Scale

Academic Psychological Capital Scale		Willingness to Communicate in a Foreign Language Scale			
		WTC-NS	WTC-NN	WTC-SC	TOTAL
Self-efficacy	R	0,51**	0,36**	0,44**	0,52**
	P	0,00	0,00	0,00	0,00
Hope	R	0,49**	0,33**	0,38**	0,47**
	P	0,00	0,00	0,00	0,00
Resilience	R	0,45**	0,35**	0,33**	0,44**
	P	0,00	0,00	0,00	0,00
Optimism	R	0,31**	0,15*	0,29**	0,30**
	P	0,00	0,04	0,00	0,00
TOTAL	R	0,51**	0,35**	0,42**	0,51**
	P	0,00	0,00	0,00	0,00

**p<0,01 *p<0,05

When Table 10 is examined, EFL students' Academic Psychological Capital Scale Self-efficacy sub-dimension scores and Willingness to Communicate in a Foreign Language

Scale WTC-NS (r= 0.51; p<0.05) and WTC-SC (r= 0) ,44; p<0.05), there was a moderately significant relationship between sub-dimension scores and total scores (r= 0.52; p<0.05). There was a low level of significant correlation between the self-efficacy sub-dimension scores and the Willingness to Communicate in a Foreign Language Scale WTC-NN sub-dimension scores (r= 0.36; p<0.05). Academic Psychological Capital Scale Hope sub-dimension scores and Willingness to Communicate in a Foreign Language Scale WTC-NS (r= 0.49; p<0.05) sub-dimension scores and total scores (r= 0.47; p<0, 05) were found to be moderately significant.

It was observed that there were significant low-level relationships between Hope sub-dimension scores and Willingness to Communicate in a Foreign Language Scale WTC-NN (r= 0.36; p<0.05) and WTC-SC (r= 0.44; p<0.05) sub-dimension scores. Academic Psychological Capital Scale Resilience sub-dimension scores and Willingness to Communicate in a Foreign Language Scale WTC-NS (r= 0.45; p<0.05) sub-dimension scores and total scores (r= 0.44; p<0, 05) was found to be moderately significant. It was observed that there were significant low-level relationships between Resilience sub-dimension scores and Willingness to Communicate in a Foreign Language Scale WTC-NN (r= 0.35; p<0.05) and WTC-SC (r= 0.33; p<0.05) sub-dimension scores.

It was determined that there were significant low-level relationships between EFL students' Academic Psychological Capital Scale's Optimism sub-dimension scores and Willingness to Communicate in a Foreign Language Scale's sub-dimension scores and total scores. Finally, EFL students' Academic Psychological Capital Scale total scores and Willingness to Communicate in a Foreign Language Scale WTC-NS (r= 0.51; p<0.05) and WTC-SC (r= 0.42; p<0, 05) sub-dimension scores and total scores (r= 0.51; p<0.05) were found to be moderately significant. There was a low level of significant correlation between the Academic Psychological Capital Scale total scores and the Willingness to Communicate in a Foreign Language Scale WTC-NN sub-dimension scores (r= 0.35; p<0.05).

Results of the Third Research Question: Is there any significant difference in participants' levels of psychological Capital and willingness to communicate in relation to age, gender, class level, GPA and high schools students graduated from?

In order to analyze the data related to the third sub-problem in the study, first of all, the parametric test assumptions were checked. The scores obtained from the Academic Psychological Capital Scale and the Willingness to Communicate in a Foreign Language Scale to be suitable for parametric test techniques must first meet the assumption of normal distribution. In the findings related to the second sub-problem, it was observed that the total scores of the Academic Psychological Capital Scale and the Willingness to Communicate in a Foreign Language Scale and the score distributions for the sub-dimension scores were normal. Accordingly, it was decided that parametric tests could be used for the Academic Psychological Capital Scale and the Willingness to Communicate in a Foreign Language Scale total scores and sub-dimension scores (Field, 2009).

Below are the findings regarding comparing the academic psychological capital levels of EFL students first and then their willingness to communicate in a foreign language according to the variables presented (gender, age, grade, GPA, types of high school students graduated from).

Findings Regarding the Comparison of Academic Psychological Capital Levels of EFL Students by Gender. Information on the distribution of EFL students in the research study group by gender Table 11 has also been given.

Table 11

Distribution of EFL Students by Gender

Gender	N	%
Female	111	61,7
Male	69	38,3
Total	180	100,0

Table 11 shows the number of individuals and their percentages, showing the distribution of students by gender. Since there was no missing data, analyzes were made according to these categories. In order to examine whether the academic psychological capital levels of EFL students differed significantly according to gender, first of all, the normality of the distribution of the Academic Psychological Capital Scale sub-dimension and total scores in each of the gender-related sub-categories was examined. As it was seen that the Academic Psychological Capital Scale sub-dimension and total scores were in the range of skewness and kurtosis values in each of the levels related to the gender variable, namely women and men, it was determined that the scores showed a normal distribution.

After examining the normality of the parametric test assumptions, the homogeneity of variances assumption was tested. The Levene test was used to determine whether the variances were equal in the sub-dimensions and total score levels. As a result of these examinations, it was observed that there was no significant difference (p>0.05) between the variances of the sub-dimension scores in men and women, and it was determined that the Academic Psychological Capital Scale sub-dimension and total scores provided the assumption of homogeneity of variances in terms of the examined variable. The gender variable studied had two levels. Therefore, the t-test for unrelated samples was used to compare the Academic Psychological Capital Scale sub-dimension and total scores by gender. The results obtained are given in Table 12.

Table 12

T-Test results for independent groups on comparison of Academic Psychological Capital Scale mean scores by gender of students

Sub-dimension	Group	n	$\bar{X}$	ss	t	sd	p
Self-efficacy	Female	111	26,70	6,26	0,390	178	0,697
	Male	69	26,31	6,64			
Hope	Female	111	25,31	6,31	1,170	178	0,244

	Male	69	24,13	7,05			
Resilience	Female	111	25,35	4,68	0,316	178	0,753
	Male	69	25,11	5,14			
Optimism	Female	111	23,32	6,23	2,298	178	0,023
	Male	69	21,20	5,65			
Total	Female	111	100,69	20,31	1,255	178	0,211
	Male	69	96,76	20,54			

When Table 12 is examined, it is seen that the Self-efficacy sub-dimension score averages of the students do not differ significantly according to gender (t(178)= 0.390; p>0.05). Similarly, the Hope sub-dimension mean score does not show a significant difference according to the gender of the students (t(178)= 1.170; p>0.05). The resilience sub-dimension mean score also does not show a significant difference according to the gender of EFL students (t(178)= 0.316; p>0.05). However, it was determined that the mean scores of the Optimism sub-dimension differed significantly according to the gender of the students (t(178)=2.298; p<0.05). When the mean scores obtained from this sub-dimension of the scale were examined, it was seen that the scores of female students were higher than male students. This can be interpreted as girls being more optimistic than boys. Finally, it was determined that the Academic Psychological Capital Scale total scores did not differ significantly according to the gender of the EFL students (t(178)= 1.255; p>0.05).

Findings Regarding the Comparison of Academic Psychological Capital Levels of EFL Students by Age. Information on the distribution of EFL students in the research group by age group is given in Table 13.

Table 13

Distribution of EFL Students by Age Groups

Age group	n	%
18-21	111	61,7
21-24	69	38,3
Total	180	100,0

Table 13 shows the number and percentages of individuals showing the distribution of EFL students by age groups. Since there was no missing data, analyzes were made according to these categories. In order to examine whether the Academic Psychological Capital levels of the students differed significantly according to age groups, first of all, the normality distribution of the Academic Psychological Capital Scale sub-dimension and total scores in each of the sub-categories related to the university they studied was examined. Since it was seen that the skewness and kurtosis values of the Academic Psychological Capital Scale sub-dimension and total scores were in the range of (-3,3) at each of the levels related to the age groups variable, it was determined that they showed a normal distribution.

After examining the normality of the parametric test assumptions, the homogeneity of the variances was tested. The Levene test was used to determine whether the variances were equal in the sub-dimensions and total score levels. As a result of these examinations, it was observed that there was no significant difference between the variances of the sub-dimension scores and the age groups of the students ($p>0.05$), and it was determined that the sub-dimension and total scores provided the assumption of homogeneity of variances in terms of the examined variable.

The age group variable examined had two levels. For this reason, a t-test was conducted for independent groups to examine the Academic Psychological Capital Scale sub-dimensions and total scores according to age groups. The results obtained are given in Table 14.

Table 14

T-Test Results for Independent Groups on Comparison of Academic Psychological

Capital Scale Mean Scores by the Age of Students

Sub-dimension	Group	n	$\overline{X}$	ss	t	sd	p
Self-efficacy	18-21	111	25,59	5,90	-2,295	178	0,010
	21-24	69	28,10	6,89			
Hope	18-21	111	24,02	6,23	-2,168	178	0,032
	21-24	69	26,20	7,02			
Resilience	18-21	111	24,70	4,57	-1,975	178	0,050
	21-24	69	26,15	5,16			
Optimism	18-21	111	21,57	6,11	-2,653	178	0,009
	21-24	69	24,01	5,79			
Total	18-21	111	95,90	18,77	-2,789	178	0,006
	21-24	69	104,47	21,98			

When Table 14 is examined, it is seen that the self-efficacy sub-dimension score averages of the students differed significantly according to age groups (t(178)= -2,295; p<0.05). It can be interpreted that the mean score of the students according to the age groups is higher than the mean score of the individuals in the 21-24 age group. This difference is significant, and the students in this group find themselves more competent than the students in the other age group.

Hope sub-dimension mean scores also show a significant difference according to the age groups of the students (t(178)= -2.168; p<0.05). For this sub-dimension, it can be interpreted that the mean score of the students in the 21-24 age group is higher than the mean score of the individuals in the 18-21 age group. This difference is significant, and the students in this group are more hopeful than the students in the other age group.

Resilience sub-dimension mean scores do not show a significant difference according to age groups of EFL students (t(178)= -1.975; p=0.05). Optimism sub-dimension

mean scores also show a significant difference according to the age groups of the students (t(178)= -2.653; p<0.05). For this sub-dimension, it can be interpreted that the mean score of the students in the 21-24 age group is higher than the mean score of the individuals in the 18-21 age group. This difference is significant, and the students in this group find it more optimistic than the students in the other age group.

Finally, it was determined that the Academic Psychological Capital Scale total scores differed significantly according to the age groups of the EFL students (t(178)= -2,789; p<0.05). For the total score, it can be interpreted that the mean score of the students in the 21-24 age group is higher than the average score of the individuals in the 18-21 age group. This difference is significant and the general academic psychological capital levels of the students in this group are higher than the students in the other age groups.

Findings Concerning the Comparison of Academic Psychological Capital Levels of EFL Students by Class Variable. Information on the distribution of EFL students in the research group according to their grade level has been given in Table 15.

Table 15

Distribution of EFL Students by Class Level

Class Level	n	%
1. Grade	61	33,9
2. Grade	36	20,0
3. Grade	23	17,8
4. Grade	51	28,3
Total	180	100,0

Table 15 shows the number of individuals and their percentages, showing the distribution of students by grade level. Since there was no missing data, analyzes were made according to these categories. In order to examine whether the academic psychological capital levels of EFL students differ significantly according to the grade level they are studying, first of all, the normality distribution of the Academic Psychological Capital

Scale sub-dimension and total scores in each of the sub-categories related to the grade level was examined. Since it was seen that the skewness and kurtosis values of the Academic Psychological Capital Scale sub-dimension and total scores were in the range of (-3,3) at each of the levels related to the grade level variable, it was determined that they showed a normal distribution.

After examining the normality of the parametric test assumptions, the homogeneity of the variances was tested. The Levene test was used to determine whether the variances were equal in the sub-dimensions and total score levels. As a result of these examinations, it was seen that there was no significant difference (p>0.05) between the variances of the sub-dimensions scores of the sub-dimensions, and it was determined that the sub-dimension and total scores provided the assumption of homogeneity of variances in terms of the examined variable. The class variable under consideration had four levels. Therefore, a one-way analysis of variance (ANOVA) was used to analyze the Academic Psychological Capital Scale sub-dimension and total scores according to grade level. The results obtained are given in Table 16.

Table 16

ANOVA Results Regarding the Comparison of Academic Psychological Capital Scale Scores According to the Class of Students

Sub-dimension	Class	n	$\overline{X}$	ss	Source of variance	KT	sd	KO	F	p	Sig. diff.
Self-efficacy	1.Grade	61	25,22	5,28	intergroup	892,096	3	297,365	8,124	0,000	
	2.Grade	36	26,83	6,18	ingroup	6442,348	176	36,604			1-4, 2-3, 2-4, 3-4,
	3.Grade	32	23,68	7,72	total	7334,444	179				
	4.Grade	51	29,74	5,62							

Hope	1.Grade	61	23,27	5,90	intergroup	720,671	3	240,224	5,944	0,001
	2.Grade	36	25,94	5,68	ingroup	7112,857	176	40,414		1-2, 1-4, 2-3, 3-4,
	3.Grade	32	22,50	8,00	total	7833,528	179			
	4.Grade	51	27,47	6,17						
Resilience	1.Grade	61	24,29	4,26	intergroup	296,922	3	98,974	4,451	0,005
	2.Grade	36	25,61	4,45	ingroup	3913,805	176	22,238		1-4, 3-4,
	3.Grade	32	23,81	5,92	total	4210,728	179			
	4.Grade	51	27,07	4,55						
Optimism	1.Grade	61	22,14	6,18	intergroup	433,242	3	144,414	4,090	0,008
	2.Grade	36	20,88	5,97	ingroup	6213,736	176	35,305		1-4, 2-4, 3-4,
	3.Grade	32	21,28	5,28	total	6646,978	179			
	4.Grade	51	24,86	6,00						
TOTAL	1.Grade	61	94,95	17,88	intergroup	8164,289	3	2721,430	7,194	0,000
	2.Grade	36	99,27	17,24	ingroup	66581,289	176	378,303		1-4, 2-4, 3-4,
	3.Grade	32	91,28	24,37	total	74745,578	179			
	4.Grade	51	109,15	19,26						

When Table 16 is examined, it is seen that the Academic Psychological Capital Scale Self-efficacy sub-dimension score averages of the students differed significantly according to their grade levels (F(3,176)= 8,124; p<0.05). LSD pairwise comparison test was used to determine between which subgroups this difference was. According to the comparison results,, this significant difference was caused by the difference between the

fourth grades and all grade levels and the difference between the second grades and the third grades. Similarly, hope sub-dimension point averages showed a significant difference according to the grade levels of the students ($F(3,176)= 5.944$; $p<0.05$). LSD pairwise comparison test was used to determine between which subgroups this difference was. According to the comparison results, it was determined that the significant difference was caused by the difference between first grades and fourth grades, first grades and second grades, second grades and third grades, and third grades and fourth grades.

Resilence sub-dimension mean scores also showed a significant difference according to the grade levels of the students ($F(3,176)= 4.451$; $p<0.05$). LSD pairwise comparison test was used to determine between which subgroups this difference was. According to the comparison results, it was determined that the significant difference was caused by the difference between first grades and fourth grades and between third grades and fourth grades. Optimism sub-dimension mean scores also showed a significant difference according to the grade levels of the students ($F(3,176)= 4.090$; $p<0.05$).

LSD pairwise comparison test was used to determine between which subgroups this difference was. According to the comparison results, it was determined that the significant difference was caused by the difference between the fourth grades and all other grade levels. Finally, it was determined that the Academic Psychological Capital Scale total scores differed significantly according to the grade levels of the students ($F(3,176)= 7.194$; $p<0.05$). LSD pairwise comparison test was used to determine between which subgroups the difference was. According to the comparison results, the significant difference was caused by the difference between the fourth grades and all other grade levels.

Findings Concerning the Comparison of Academic Psychological Capital Levels of EFL Students by Type of High School Graduated. Information on the distribution of EFL students in the research group according to the type of high school they graduated from has been given in Table 17.

Table 17

Distribution of EFL Students by Type of High School Graduated

School type	n	%
Anatolian High School	139	77,2
Anatolian Teacher Training High School	9	5,0
Social Studies High School	6	3,3
Science High School	6	3,3
İmam-Hatip High School	8	4,4
Private High School	4	2,2
Other	8	4,4
Total	180	100,0

Table 17 shows the number of individuals and their percentages, showing the distribution of students according to the type of high school they graduated from. Since there was no missing data, analyzes were made according to these categories. In order to examine whether the views of EFL students about the score levels obtained from the Academic Psychological Capital Scale differed significantly according to the type of high school, they graduated from, first of all, the normality distribution of the Academic Psychological Capital Scale sub-dimension and total scores in each of the high school types the students graduated from was examined. Since it was seen that the skewness and kurtosis values of the Academic Psychological Capital Scale sub-dimension and total scores were in the range of (-3,3) at each of the levels related to the graduated high school variable, it was determined that the scores showed a normal distribution.

However, when the distribution of the students in the categories of the variable of the type of high school they graduated from is examined, the number of individuals (139) who graduated from Anatolian High School is much higher than the number of individuals in other categories and the number of individuals in other categories is less, by combining them in categories other than Anatolian high school, the variable has been made into two categories. After examining the normality of the parametric test assumptions, the

homogeneity of the variances was tested. The Levene test was used to determine whether the variances were equal in the sub-dimensions and total score levels. As a result of these examinations, it was observed that there was no significant difference (p>0.05) between the variances of the sub-dimension scores of the sub-groups, and it was determined that the sub-dimension and total scores provided the assumption of homogeneity of variances in terms of the examined variable. The graduated high school variable examined became two categories after the merging process. For this reason, a t-test was used for independent groups to analyze the Academic Psychological Capital Scale sub-dimension and total scores according to the type of high school graduated. The results obtained are given in Table 18.

Table 18

T-Test Results for Independent Groups on Comparison of Academic Psychological Capital Scale Mean Scores by Type of High School Students Graduated From

Sub-dimension	Group	n	$\overline{X}$	ss	t	sd	p
Self-efficacy	Anatolian High School	139	27,10	5,60	1,741	178	0,088
	Other	41	24,68	8,38			
Hope	Anatolian High School	139	25,29	5,98	1,364	178	0,178
	Other	41	23,39	8,32			
Resilience	Anatolian High School	139	25,95	4,30	3,119	178	0,003
	Other	41	22,90	5,81			
Optimism	Anatolian High School	139	22,62	5,97	0,464	178	0,643
	Other	41	22,12	6,55			
Total	Anatolian High School	139	100,98	17,86	1,772	178	0,082
	Other	41	93,09	26,79			

When the table 18 was examined, it was seen that the average score of the students in the Hope, Self-efficacy and Optimism sub-dimensions of the Academic Psychological Capital Scale and the total score averages of the scale did not differ

significantly according to the type of high school from which the students graduated (p>0.05). However, it was determined that the Resilience sub-dimension mean scores differed significantly according to the type of high school students graduated from (t(178)= 3.119; p<0.05). When the mean scores of the groups for this sub-dimension are examined, it is seen that the average scores of Anatolian High School graduates are higher than the other groups. This finding can be interpreted as Anatolian High School graduates showing higher resilience levels than those who graduated from other schools.

Findings Concerning the Comparison of Academic Psychological Capital Levels of EFL Students by GPA Variable. Information on the distribution of EFL students in the research group according to GPA has been given in Table 19.

Table 19

Distribution of EFL Students by GPA

GPA	N	%
2,00-2,49	6	3,3
2,50-2,99	11	6,1
3,00-3,49	63	35,0
3,50-4,00	100	55,6
Total	180	100,0

Table 19 shows the number of individuals and their percentages showing the distribution of students according to their GPA level. Since there was no missing data, analyzes were made according to these categories. In order to examine whether the academic psychological capital levels of EFL students differ significantly according to the student's GPA, first of all, the normality of the distribution of the Academic Psychological Capital Scale sub-dimension and total scores in each of the sub-categories of the GPA variable was examined. Since it was seen that the Academic Psychological Capital Scale sub-dimension and total scores in each of the categories related to the GPA level variable

were in the range of skewness and kurtosis values (-3.3), it was determined that the scores showed a normal distribution.

After examining the normality of the parametric test assumptions, the homogeneity of the variances was tested. The Levene test was used to determine whether the variances were equal in the sub-dimensions and total score levels. As a result of these examinations, it was observed that there was no significant difference between the variances of the subgroups (p>0.05), and it was determined that the sub-dimension and total scores provided the assumption of homogeneity of variances in terms of the examined variable. The GPA variant studied has three levels. Therefore, a one-way analysis of variance (ANOVA) was used to determine whether the Academic Psychological Capital Scale sub-dimension and total scores differed according to the GPA. The results obtained are given in Table 20.

Table 20

ANOVA Results Regarding the Comparison of Academic Psychological Capital Scale Scores According to Students' GPA Levels

Sub-dimension	GPA	N	$\bar{X}$	ss	Source of variance	KT	sd	KO	F	p	Sign.dif.
Self-efficacy	2,00-2,99	17	21,94	8,34	inter-group	675,914	2	337,957	8,984	0,000	
	3,00-3,49	63	25,39	6,46	in-group	6658,531	177	37,619			1-2, 1-3, 2-3,
	3,50-4,00	100	28,07	5,46	Total	7334,444	179				
Hope	2,00-2,99	17	21,35	8,03	inter-group	475,995	2	237,997	5,725	0,004	
	3,00-3,49	63	23,68	6,92	in-group	7357,533	177	41,568			1-3, 2-3,
	3,50-4,00	100	26,20	5,81	Total	7833,528	179				

Resili ence	2,00-2,99	17	22,88	6,36	inter-group	190,524	2	95,262	4,194	0,017	
	3,00-3,49	63	24,60	4,82	in-group	4020,204	177	22,713			1-3, 2-3
	3,50-4,00	100	26,08	4,41	Total	4210,728	179				
Optim ism	2,00-2,99	17	19,17	5,21	inter-group	276,340	2	138,170	3,839	0,023	
	3,00-3,49	63	22,04	6,33	in-group	6370,638	177	35,992			1-3
	3,50-4,00	100	23,37	5,90	Total	6646,978	179				
TOTA L	2,00-2,99	17	85,35	25,48	inter-group	6061,123	2	3030,561	7,810	0,001	
	3,00-3,49	63	95,73	20,90	in-group	68684,455	177	388,048			1-3, 2-3
	3,50-4,00	100	99,99	17,74	Total	74745,578	179				

When the table 20 was examined, it was seen that the Academic Psychological Capital Scale Self-efficacy sub-dimension score averages of the students differ significantly according to their GPA levels ($F_{(2,177)}= 8,984$; $p<0.05$). LSD pairwise comparison test was used to determine which subgroups this difference was. According to the comparison results, the significant difference was found between those with a GPA level of 2.00-2.99 and 3.00-3.49. Similarly, hope sub-dimension mean scores show a significant difference according to the GPA levels of the students ($F_{(2,177)}= 5.725$; $p<0.05$). LSD pairwise comparison test was used to determine which subgroups this difference was. According to the comparison results, It was determined that the significant difference was due to the difference between those with a GPA level of 3.50-4.00 and those with other levels.

Resilience sub-dimension mean scores also showed a significant difference according to the GPA levels of the students ($F_{(2,177)}= 4.194$; $p<0.05$). LSD pairwise comparison test was used to determine between which subgroups this difference was.

According to the comparison results, it was determined that the significant difference was caused by the difference between those with a GPA level of 3.50-4.00 and the other groups. Optimism sub-dimension mean scores also show a significant difference according to the GPA levels of the students ($F_{(2,177)}= 3.839$; $p<0.05$). LSD pairwise comparison test was used to determine between which subgroups this difference was. According to the comparison results, the significant difference was caused by the difference between those with a GPA level of 2.00-2.99 and those with a GPA level of 3.50-4.00, and this difference was significant.

Finally, it was determined that the Academic Psychological Capital Scale total scores differed significantly according to the GPA levels of the students ($F_{(2,177)}= 7,810$; $p<0.05$). LSD pairwise comparison test was used to determine between which subgroups this difference was. According to the comparison results, it was seen that the significant difference was caused by the difference between those with a GPA level of 3.50-4.00 and the other groups.

Findings on the Comparison of EFL Students' Willingness to Communicate in a Foreign Language by Gender. Information on the distribution of EFL students in the research group by gender has been given in Table 21.

Table 21

Distribution of EFL Students by Gender

Gender	n	%
Female	111	61,7
Male	69	38,3
Total	180	100,0

Table 21 shows the number of individuals and their percentages, showing the distribution of students by gender. Since there was no missing data, analyzes were made according to these categories. In order to examine whether the willingness of EFL students

to communicate in a foreign language differed significantly according to gender, first of all, the normality of the distribution of the Willingness to Communicate in a Foreign Language Scale sub-dimension and total scores in each of the sub-categories related to gender was examined. Since it was seen that the skewness and kurtosis values of the Willingness to Communicate in a Foreign Language Scale sub-dimension and total scores were in the range of (-3,3) at each of the levels related to the gender variable, it was determined that the scores showed a normal distribution.

After examining the normality of the parametric test assumptions, the homogeneity of the variances was tested. The Levene test was used to determine whether the variances were equal in the sub-dimensions and total score levels. As a result of these examinations, it was observed that there was no significant difference (p>0.05) between the variances of the sub-dimension scores and total scores in women and men, and it was determined that the sub-dimension and total scores provided the assumption of homogeneity of variances in terms of the examined variable. The gender variable studied had two levels. For this reason, a t-test was performed for unrelated samples in the examination of the Willingness to Communicate in a Foreign Language Scale sub-dimension and total scores according to gender. The results obtained are given in Table 22.

Table 22

T-Test Results for Independent Groups on Comparison of Willingness to Communicate in a Foreign Language Scale Scores According to Students' Gender

Sub-dimension	Group	n	$\overline{X}$	ss	t	sd	p
WTC-NS	Female	111	1,11	1,05	-1,906	178	0,060
	Male	69	1,58	1,88			
WTC-NN	Female	111	1,48	1,37	-1,641	178	0,104
	Male	69	1,91	1,92			
WTC-SC	Female	111	2,89	2,52	0,326	178	0,745

	Male	69	2,75	2,69			
Total	Female	111	5,47	3,68	-0,982	178	0,328
	Male	69	6,24	5,90			

When Table 22 was examined, it was seen that the WTC-NS sub-dimension mean scores of the students did not differ significantly according to gender (t(178)= -1,906; p>0.05). WTC-NN sub-dimension mean scores also did not show a significant difference according to the gender of the students (t(178)= -1,641; p>0.05). Similarly, WTC-SC sub-dimension mean scores did not show a significant difference according to the gender of EFL students (t(178)= 0.326; p>0.05). Finally, it was determined that the total scores on the Willingness to Communicate in a Foreign Language Scale did not differ significantly according to the gender of the EFL students (t(178)= -0.982; p>0.05).

Findings on the Comparison of EFL Students' Willingness to Communicate in a Foreign Language by Age. Information on the distribution of EFL students in the research group by age groups is given in Table 23.

Table 23

Distribution of EFL Students by Age Groups

Age group	n	%
18-21	111	61,7
21-24	69	38,3
Total	180	100,0

Table 23 shows the number and percentages of individuals showing the distribution of EFL students by age groups. Since there was no missing data, analyzes were made according to these categories. In order to examine whether students' willingness to communicate in a foreign language differed significantly according to age groups, it was first examined whether the distribution of the Willingness to Communicate in a Foreign Language Scale sub-dimension and total scores in each of the sub-categories related to

the age variable was normal. Since it was seen that the skewness and kurtosis values of the Willingness to Communicate in a Foreign Language Scale sub-dimension and total scores were in the range of (-3,3) at each of the levels related to the age variable, it was determined that the scores showed a normal distribution.

After examining the normality of the parametric test assumptions, the homogeneity of the variances was tested. The Levene test was used to determine whether the variances were equal in the sub-dimensions and total score levels. As a result of these examinations, it was observed that there was no significant difference between the sub-dimension and total scale scores and the variances of the students regarding age groups (p>0.05), and it was determined that the sub-dimension and total scores provided the assumption of homogeneity of variances in terms of the examined variable. The age group variable examined had two levels. For this reason, a t-test was performed for independent groups in order to examine the Willingness to Communicate in a Foreign Language Scale sub-dimension and total scores according to age groups. The results obtained are given in Table 24.

Table 24

T-Test Results for Independent Groups on Comparison of Willingness to Communicate in a Foreign Language Scale Mean Scores by the Age of Students

Sub-dimension	Group	n	$\overline{X}$	ss	t	sd	p
WTC-NS	18-21	111	1,11	1,28	-2,042	178	0,043
	21-24	69	1,58	1,63			
WTC-NN	18-21	111	1,39	1,45	-2,763	178	0,006
	21-24	69	2,06	1,78			
WTC-SC	18-21	111	2,73	2,47	-0,682	178	0,496
	21-24	69	3,00	2,75			
Total	18-21	111	5,23	4,19	-1,892	178	0,061

	21-24	69	6,64	5,25

When Table 24 was examined, it was seen that the WTC-NS sub-dimension mean scores of the students differed significantly according to age groups (t(178)= -2.042; p<0.05). When the WTC-NS sub-dimension mean scores of the students were examined according to each age group, it was determined that the mean scores of the individuals in the 21-24 age group were higher than the other group. WTC-NN sub-dimension mean scores also showed a significant difference according to the age groups of the students (t(178)= -2.763; p<0.05). For this sub-dimension, it was seen that the average score of the students according to age groups was higher in the individuals in the 21-24 age group compared to the other group, and this difference was significant. WTC-SC sub-dimension mean scores did not show a significant difference according to age groups of EFL students (t(178)= -0.682; p>0.05). Finally, it was determined that the total scores of the Willingness to Communicate in a Foreign Language Scale did not differ significantly according to the age groups of EFL students (t(178)= -1,892; p>0.05).

Findings Related to the Comparison of EFL Students' Willingness to Communicate in a Foreign Language by Grade Level Variable. Information on the distribution of EFL students in the research group according to their grade level has been given in Table 25.

Table 25

Distribution of EFL Students by Grade Level

Class level	n	%
1. Grade	61	33,9
2. Grade	36	20,0
3. Grade	23	17,8
4. Grade	51	28,3
Total	180	100,0

Table 25 shows the number of individuals and their percentages, showing the distribution of students by grade level. Since there was no missing data, analyzes were made according to these categories. In order to examine whether the willingness of EFL students to communicate in a foreign language differed significantly according to the grade level they are studying, first of all, the normality of the distribution of the Willingness to Communicate in a Foreign Language Scale sub-dimension and total scores in each of the sub-categories related to the grade level was examined. Since it was seen that the skewness and kurtosis values of the Willingness to Communicate in a Foreign Language Scale sub-dimension and total scores were in the range of (-3,3) at each of the levels related to the grade level variable, it was determined that the scores showed a normal distribution.

After examining the normality of the parametric test assumptions, the homogeneity of the variances was tested. The Levene test was used to determine whether the variances were equal in the sub-dimensions and total score levels. As a result of these examinations, it was seen that there was no significant difference (p>0.05) between the variances of the sub-dimensions scores of the sub-dimensions, and it was determined that the sub-dimension and total scores provided the assumption of homogeneity of variances in terms of the examined variable. The class variable under consideration has four levels. For this reason, a one-way analysis of variance (ANOVA) was used to analyze the sub-dimension and total scores of the Willingness to Communicate in a Foreign Language Scale according to grade level. The results obtained are given in Table 26.

Table 26

ANOVA Results of the Comparison of Willingness to Communicate in a Foreign Language Scale Scores According to the Class of Students

Sub-dimension	Class	n	$\bar{X}$	ss	Source of variance	KT	sd	KO	F	p	Significant difference

		N	Mean	SD		Sum of Squares	df	Mean Square	F	p	
WTC-NS	1.Grade	61	1,08	1,08	intergroup	13,012	3	4,337	2,133	0,098	
	2.Grade	36	1,16	0,97	ingroup	357,966	176	2,034			-
	3.Grade	32	1,84	2,49	Total	370,978	179				
	4.Grade	51	1,27	1,11							
WTC-NN	1.Grade	61	1,34	1,25	intergroup	16,422	3	5,474	2,147	0,096	
	2.Grade	36	1,50	1,11	ingroup	448,822	176	2,550			-
	3.Grade	32	2,18	2,45	Total	465,244	179				
	4.Grade	51	1,76	1,58							
WTC-SC	1.Grade	61	2,85	2,26	intergroup	11,153	3	3,718	0,555	0,646	
	2.Grade	36	3,08	2,48	ingroup	1179,847	176	6,704			-
	3.Grade	32	3,09	3,35	Total	1191,000	179				
	4.Grade	51	2,47	2,47							
TOTAL	1.Grade	61	5,27	3,55	intergroup	76,943	3	25,648	1,184	0,317	
	2.Grade	36	5,75	3,33	ingroup	3813,257	176	21,666			-
	3.Grade	32	7,12	7,73	Total	3890,200	179				
	4.Grade	51	5,50	4,02							

When the Table 26 was examined, no significant difference was observed in any of the students' WTC total and sub-dimension scores according to the grade level they studied (p>0.05).

Findings Concerning the Comparison of EFL Students' Willingness to Communicate in a Foreign Language by Type of High School Graduated. Information on the distribution of EFL students in the research group according to the type of high school they graduated from is given in Table 27.

Table 27

Distribution of EFL Students by Type of High School Graduated

School type	n	%
Anatolian High School	139	77,2
Anatolian Teacher Training	9	5,0
Social Studies High School	6	3,3
Science High School	6	3,3
İmam-Hatip High School	8	4,4
Private High School	4	2,2
Other	8	4,4
Total	180	100,0

Table 27 showed the number of individuals and their percentages, showing the distribution of students according to the type of high school they graduated from. Since there was no missing data, analyzes were made according to these categories. In order to examine whether the willingness of EFL students to communicate in a foreign language differs significantly according to the type of high school, they graduated from, first of all, the normality of the distribution of the Willingness to Communicate in a Foreign Language Scale sub-dimension and total scores in each of the sub-categories related to the type of high school they graduated from was examined. Since it was seen that the Willingness to Communicate in a Foreign Language Scale sub-dimension and total scores were in the range of skewness and kurtosis values at each of the levels related to the type of high school graduated variable, it was determined that the scores showed a normal distribution.

However, when the distribution of the sub-categories related to the variable in question is examined, the number of individuals (139) who graduated from Anatolian High School is much higher than the number of individuals in other categories and the number of individuals in other categories is low, by combining the other categories into two categories. After examining the normality of the parametric test assumptions, the

homogeneity of the variances was tested. Whether the variances were equal in sub-dimensions and total score levels was checked with Levene's test. As a result of these examinations, it was observed that there was no significant difference (p>0.05) between the variances of the subgroups regarding the subscale and total scores, and it was determined that the subscale and total scores provided the assumption of homogeneity of variances in terms of the analyzed variable. The variable of graduated high school type examined became two categories after the merging process. For this reason, a t-test was used for independent groups to examine the Willingness to Communicate in a Foreign Language Scale sub-dimension and total scores according to the type of high school they graduated from. The results obtained are given in Table 28.

Table 28

T-Test Results for Independent Groups on the Comparison of Willingness to Communicate in a Foreign Language Scale Mean Scores by Type of High School Graduated by Students

Sub-dimension	Group	n	$\overline{X}$	ss	t	sd	p
WTC-NS	Anatolian High School	139	1,21	1,32	-1,072	178	0,289
	Other	41	1,53	1,77			
WTC-NN	Anatolian High School	139	1,59	1,53	-0,724	178	0,470
	Other	41	1,80	1,87			
WTC-SC	Anatolian High School	139	2,68	2,55	-1,440	178	0,152
	Other	41	3,34	2,62			
Total	Anatolian High School	139	5,49	4,34	-1,436	178	0,153
	Other	41	6,68	5,55			

When Table 28 was examined, it was seen that the WTC-NS sub-dimension mean scores of the students did not differ significantly according to the type of high school they graduated from (t(178)= -1.072; p>0.05). WTC-NN sub-dimension mean scores also did not

show a significant difference according to the type of high school students graduated from (t(178)= -0.724; p>0.05). Similarly, WTC-SC sub-dimension mean scores did not show a significant difference according to the type of high school EFL students graduated from (t(178)= -1,440; p>0.05). Finally, it was determined that the total scores on the Willingness to Communicate in a Foreign Language Scale did not differ significantly according to the type of high school from which the EFL students graduated (t(178)= -1.436; p>0.05).

Findings on the Comparison of EFL Students' Willingness to Communicate in a Foreign Language According to GPA. Information on the distribution of EFL students in the research group according to their grade point averages (GPA) is given in Table 29.

Table 29

Distribution of EFL Students by GPA

GPA	n	%
2,00-2,49	6	3,3
2,50-2,99	11	6,1
3,00-3,49	63	35,0
3,50-4,00	100	55,6
Total	180	100,0

Table 29 shows the number of individuals and their percentages, showing the distribution of students according to GPA. However, since the differences between the numbers of individuals in the categories were very large, the first two categories were combined, and the analysis continued on the remaining three categories. In order to examine whether the willingness of EFL students to communicate in a foreign language differed significantly according to the GPA level of the students, first of all, the normality of the distribution of the Willingness to Communicate in a Foreign Language Scale sub-dimension and total scores in each of the sub-categories of the GPA level was examined. Since it was seen that the skewness and kurtosis values of the Willingness to Communicate in a Foreign Language Scale sub-dimension and total scores were in the range of (-3,3) at

each of the levels related to the GPA variable, it was determined that the scores showed a normal distribution.

After examining the normality of the parametric test assumptions, the homogeneity of the variances was tested. The Levene test was used to determine whether the variances were equal in the sub-dimensions and total score levels. As a result of these examinations, it was seen that there was no significant difference (p>0.05) between the variances of the sub-dimensions and total scores in the subgroups related to the GPA variable, and it was determined that the sub-dimension and total scores provided the assumption of homogeneity of variances in terms of the examined variable. The GPA variant studied had three levels. For this reason, a one-way analysis of variance (ANOVA) was performed to examine the Willingness to Communicate in a Foreign Language Scale sub-dimension and total scores according to GPA level. The results obtained are given in Table 30.

Table 30

ANOVA Results on the Comparison of Willingness to Communicate in a Foreign Language Scale Scores According to Students' GPA

Sub-dimension	GPA	n	$\overline{X}$	ss	Source of variance	KT	sd	KO	F	p	Significant difference
WTC-NS	2,00-2,99	17	2,35	2,62	intergroup	25,488	2	12,744	6,529	0,002	1-2, 1-3
	3,00-3,49	63	1,38	1,46	ingroup	345,489	177	1,952			
	3,50-4,00	100	1,05	1,01	Total	370,978	179				
WTC-NN	2,00-2,99	17	2,52	2,37	intergroup	22,370	2	11,185	4,470	0,013	
	3,00-3,49	63	1,82	1,71	ingroup	442,875	177	2,502			1-3

	GPA	N	Mean		Source	SS	df	MS	F	p	LSD
	3,50-4,00	100	1,38	1,30	Total	465,244	179				
WTC-SC	2,00-2,99	17	3,70	3,65	intergroup	18,823	2	9,412	1,421	0,244	
	3,00-3,49	63	2,95	2,61	ingroup	1172,177	177	6,622			-
	3,50-4,00	100	2,61	2,32	Total	1191,000	179				
TOTAL	2,00-2,99	17	8,58	8,08	intergroup	197,830	2	98,915	4,742	0,010	
	3,00-3,49	63	6,15	4,80	ingroup	3692,370	177	20,861			1-3
	3,50-4,00	100	5,04	3,50	Total	3890,200	179				

When Table 30 was examined, it was seen that the WTC-NS sub-dimension mean scores of the students differed significantly according to their GPA levels ($F(2,177)= 6.529$; $p<0.05$). LSD pairwise comparison test was used to determine between which subgroups this difference was. According to the comparison results, it was determined that this difference was caused by the students with a GPA between 2.00-2.99 and the WTC-NS sub-dimension scores of the individuals in this category were significantly higher than the individuals in all other categories. Similarly, WTC-NN sub-dimension mean scores showed a significant difference according to the GPA levels of the students ($F(2,177)= 4.470$; $p<0.05$). LSD pairwise comparison test was used to determine between which subgroups this difference was. According to the comparison results, it was determined that this significant difference was caused by the difference between the groups with a GPA value of 2.00-2.99 and a GPA value between 3.50-4.00.

WTC-SC sub-dimension mean scores did not show a significant difference according to the GPA levels of the students ($F(2,177)= 1.421$; $p>0.05$). Finally, it was determined that the total scores of the Willingness to Communicate in a Foreign Language Scale differed significantly according to the GPA levels of the students ($F(2,177)= 4.742$;

p<0.05). LSD pairwise comparison test was used to determine between which subgroups the difference was. According to the comparison results, it was determined that the source of this significant difference was the difference between the groups with a GPA value between 2.00-2.99 and GPA value between 3.50 - 4.00.

Discussion of the first research question

This question aimed to clarify the EFL students' PsyCap and WTC levels. First of all, the findings showed that students had a higher level of PsyCap in general when considering the average score obtained by the PsyCap Scale. When the literature is examined, it can be stated that there are studies that support the research results. Atila (2019), Yan & Zhang (2016), Güngör (2022), Kılınç & Kanayıran (2020), Taş & Alpaslan (2020) determined that the psychological capital levels of participants were high in their studies conducted with students.

Studies showed that students perceived themselves positively in terms of their psychological capital. According to İştar Işıklı (2018), the reason behind students' high perceptions of psychological capital can be a continuous renewal of students and their increasing capacity and motivation. Having a high level of features that make up positive psychological capital is seen as necessary in terms of students' happiness and self-actualization (Seligman & Csikszentmihalyi, 2000). Similarly, it is stated that individuals with a higher level of psychological capital have higher expectations of success, are more responsible and aware of possible stress situations, and have hope to overcome it (Yetgin, 2017). Similarly, Luthans, Avey, Avolio and Peterson (2010) have highlighted the importance of having positive psychological capital by emphasizing that hope enables the motivational power, optimism enables a positive approach, self-efficacy enables performing tasks, and resilience enables overcome for difficult situations. As a result, it is clearly concluded that having a higher level of psychological capital is highly important for an individual to achieve positive development.

Another finding of this research question showed that WTC levels of students were low. This finding is consistent with the research of Pavi ić Taka & Požega (2011), Wang & Liu (2017), Sinnett Jr & Alishah (2021), who found that the learners had a low level of L2 WTC. On the other hand, the finding of this research question is not consistent with Bukhari and Cheng's study (2017) conducted in the ESL context, which was revealed that L2 WTC levels of students were high. However, the L2 WTC level of students was generally found as moderate in studies carried in the Turkish EFL context (Bursalı & Öz, 2017; Çetinkaya, 2005; Öz, 2014, Şener, 2014). Different studies in different contexts have concluded that Turkish EFL learners are willing to communicate in English to some degree but do not have high levels of WTC. It is expected that EFL students should have a high level of WTC since learning a language needs to use it. According to Oxford & Shearin (1994), the reason behind having lower levels of L2 WTC for EFL students may come from the fact that learners generally do not have a chance to use the target language outside the class. When the limited use of L2 outside of the classroom is considered, students' having a low level of WTC can be referred to for this reason.

Discussion of the second research question

The aim of the second research question is to analyze the relationship between psychological capital and willingness to communicate among EFL students. The correlation value between the total scores of the Academic Psychological Capital Scale and the Willingness to Communicate in a Foreign Language Scale was found as r=0.51 and it was concluded that there was a moderately significant correlation between the total scores and all sub-dimensions of the Academic Psychological Capital Scale and Willingness to Communicate in a Foreign Language Scale.

As stated before, there has been minimal research on PsyCap in the field of foreign language education in literature, so the results of this research question can be limitedly compared and discussed. This finding is consistent with the results of Khajavy,

Makiabadi, and Navokhi's (2019) research in which they assessed the role of PsyCap in EFL learners' second/foreign (L2) willingness to communicate (WTC), L2 motivational self-system, and L2 achievement. The findings of their research demonstrated that the learners' PsyCap was a significant positive predictor of L2 WTC, so it was concluded that students with higher PsyCap were more willing to communicate in English when compared to students with lower levels of PsyCap. According to Luthans, Norman, Avolio, & Avey (2008), PsyCap theory relates to attitudes and behavior, so it can be inferred that students with higher levels of hope, optimism, resilience, and self-efficacy are more willing to communicate in English.

Discussion of the third research question

This research question aimed to determine any significant difference in participants' levels of psychological capital and willingness to communicate in relation to gender, age, grade, GPA, and types of high school students graduated from.

Gender Variable. It was found that the levels of the students related to the sub-dimensions of self-efficacy, hope and resilience did not differ significantly according to gender. In other words, there was no significant difference between the levels of female and male students regarding these sub-dimensions. However, there was a significant difference between the optimism sub-dimension scores according to gender. The level of hope sub-dimension of female students were found to be significantly higher than male students. It was concluded that there was no significant difference between the PsyCap levels of the students and gender in general. When the literature was examined, it is seen that there are studies supporting this result. İştar Işıklı (2018) and Atila (2019) determined that university students' psychological capital levels did not differ according to gender. Similarly, Cheung, Tang & Tang (2011); Abbas & Raja (2011); Avey, Luthans, Smith & Palmer, (2010); Kaya, Bala, & Demirci (2017) concluded that there was no significant difference between the genders of the participants and their psychological capital levels in their studies. On the

other hand, some studies found a significant relationship between participants' gender and PsyCap levels in the literature (Taş & Alpaslan, 2020; Norman, Avey, Nimnicht & Pigeon, 2010). When the factors that affect psychological capital such as life-style, environment, characteristics etc are considered, it can be predicted that gender variable may not have a significant effect on psycap.

Similarly, no significant result was found between Willingness to Communicate in a Foreign Language Scale and the gender variable. This result conformed to other researchers whose studies revealed that there was no significant difference between female and male EFL learners' willingness to communicate (Afghari & Sadeghi, 2012; Valadi, Rezaee & Baharvand, 2015). On the other hand, this finding contradicted another group of SLA researchers who found that female EFL learners were more willing to communicate in English in the classroom compared to male EFL students (MacIntyre, Baker, Clement & Donovan, 2002; Maftoon & Sarem, 2013). The reason behind this findings may be explained by the fact that girls generally engage in conversations more frequently than boys (Smith, 1997).

Age variable. When the relationship between the age variable and participants' psycap levels was examined, it was found that there was a significant difference between all sub-dimension levels and total scores of the Academic Psychological Capital Scale except for the resilience sub-dimension. It can be explained in a detailed way as follows: The level of self-efficacy, hope, and optimism sub-dimension of the 21-24 age group was determined to be significantly higher than that of the 18-21 age group, but there was no significant difference between the levels of the resilience sub-dimension of the two age groups. The general PsyCap level calculated according to the total scores of the 21-24 age group was found to be significantly higher than the 18-21 age group. As a result, it can be interpreted that as the age level increases, the psycap levels of participants increase as well. The findings of this research is inconsistent with the study results of Keser (2013),

Ocak & Güler (2017), Kara (2014), who could not find a significant difference between age and psychological capital sub-dimensions.

When age factor and WTC levels of students were analyzed, it was determined that the level of WTC-NS and WTC-NN sub-dimensions of the 21-24 age group was found to be significantly higher than that of the 18-21 age group, while there was no significant difference between the levels of the WTC-SC sub-dimensions of the two age groups. To summarize briefly, it can be said that there was no significant difference between the students' Willingness to Communicate in a Foreign Language according to age. This result is consistent with Aliakbari & Mahjoop's (2016) study in which the researchers analyzed the relationship between age and willingness to communicate in an Iranian EFL context and found no significant relationship between age and WTC levels of participants. It can be inferred that age does not have any meaninful effect on WTC.

Class level variable. When the relationship between grade level variable and PsyCap levels was analyzed, it was found that the overall PsyCap level calculated according to the total scores of the fourth graders was higher than the first, second, and third grades. It can be thought that increasing the academic responsibilities and participating in the educational process in university life may improve the perceptions of psycap of individuals. This finding contradicts the results of the study of Kılınç & Kanayıran (2020), who concluded that there was no statistically significant difference when the variable of the grade level of education was compared with the mean score of PSAI and its sub-dimensions.

In comparison with Psycap and grade level results, there was no significant difference between all sub-dimension levels and Willingness to Communicate in a Foreign Language Scale total scores of participants according to grade level. This finding is inconsistent with the study of Rizvić & Bećirović (2017), who investigated the WTC in the Bosnian-Herzegovinian EFL Context and determined a significant relationship between grade level and WTC. They found that junior students were actually the most willing to

communicate in English as their foreign language compared with other grade levels and sophomores were found to be the most reluctant to communicate in English. This finding is surprising because it is expected that as the customization and using English increases, WTC levels of students will increase as well, but this finding contradicts this expectation.

GPA variable. The study showed that the general PsyCap level calculated according to the total scores of those with a GPA of 3.50-4.00 was significantly higher than those with a GPA of 3.00-3.49 and 2.00-2.99. That is, there was a significant difference between all sub-dimension levels and the Academic Psychological Capital Scale total scores in terms of GPA. This finding was supported by the study of Güngör (2022), who determined that there was a significant difference between the grade point averages of the participants and the perceived psychological capital and this difference was in favor of the participants with high-grade point averages. Similarly, a significant positive relationship between psychological capital (resilience, hope, optimism and self-efficacy) and the academic performance of participants was found in the research of Onivehu (2020).

When the relationship between GPA and WTC was examined, it was seen that participants with a GPA of 2.00-2.99 had a higher level of WTC than those with a GPA of 3.50 – 4.00. It means that there is a significant relationship between students' GPA and WTC levels. Similarly, a statistically significant difference in WTC based on GPA was found in the literature, and it was generally determined that students with higher GPA were those who had higher levels of WTC (Rizvić & Bećirović, 2017; Mirici & Sarı, 2021). The conclusion of this study is surprising on that point. While other studies found that higher GPA levels paralleled higher levels of WTC, this study reported the vice-versa.

Type of high school variable. When the relation between PsyCap and type of high schools students graduated was investigated, it was found that there was no significant difference between the PsyCap levels of the students according to the type of high school in general. However, there was a substantial difference between the Resilience sub-dimension scores according to high school type. The level of the Resilience sub-dimension

of the Anatolian high school graduates was found to be significantly higher than the students who graduated from other high schools. Similar to this finding, this study revealed that there was no significant difference between all sub-dimension levels and the total scores of the Willingness to Communicate in a Foreign Language Scale and according to high school type. It means that there is no significant relationship between high school variable and WTC.

To the best of our knowledge and based on our extensive literature search, we could not find any direct research assessing the relationship between the variable of the type of high school students graduated from PsyCap and L2 WTC. As mentioned in the previous chapters, PsyCap is a highly new research area for academic domain so it is not surprising that there is no study related to high school variables and Psycap at that point. On the other hand, there are many studies on WTC in the literature. WTC has been investigated in terms of gender (Munazene, 2014), personal preferences (Modirkhameneh & Firouzmand 2014), personality traits (Öz, 2014), sociocultural factors (Zeng, 2010), teachers' roles (Zarrinabadi, 2014), language learning strategies (Merç, 2014), emotional intelligence (Alavinia & Alikhani, 2014) and so on. However, no study examines the effect of high school students graduated from on learners' WTC levels. It can be said that this finding will fill the gap in this context.

Chapter 5

Conclusion and Suggestions

This chapter presents a brief summary of the findings in line with the research questions. Following this, the conclusion, pedagogical and methodological implications are given. Finally, suggestions for further research on the relevant subjects are presented.

Summary of the Study

The present study was conducted to investigate the impact of psychological capital and willingness to communicate among EFL students. It was also aimed to explore the students' PsyCap, and WTC levels, as well as possible interrelationships between PsyCap and WTC concepts and factors of gender, age, grade, GPA and types of high school students, graduated from. It was expected that this study would shed light on the foreign language research area in Turkey and fill the research gap in the field by providing new information for EFL teachers, instructors, curriculum, and material developers.

In order to pursue its aim, this research employed a quantitative research design with quantitative data collection and analysis methods. The present study participants consisted of 180 EFL students, ranging in age from 18 to 24, enrolled in the department of English Language Teaching program at Hacettepe University, Faculty of Education, Turkey. The data was collected via two scales named Academic Psychological Capital Scale and Willingness to Communicate in a Foreign Language Scale. Cronbach α Values for the reliability of the scales were calculated, and findings were found at the desired level in general terms. The collected data obtained from the questionnaires were entered into the SPSS Package program and were calculated using SPSS 21.0. Descriptive statistics, pearson correlation, independent sample t-test and analysis of variance (ANOVA) were used to analyze the data. For the data analysis, the test results and statistical values for the control of the parametric test assumptions (normal distribution, homogeneity of variances, etc.) were examined.

The summary of the findings is presented below in line with the research questions:

1. The first research question aimed to explore EFL students' PsyCap and WTC levels. The participants were found to have a high level of PsyCap. On the other hand, the findings showed that participants had a lower level of WTC.

2. The second research question concerned the relationship between PsyCap and WTC among EFL students. The findings indicated a moderately significant relationship between the total scores of the two scales.

3. The purpose of the last research question was to determine whether there was a significant difference between participants' levels of psychological capital and willingness to communicate in relation to gender, age, grade, GPA, and types of high school students graduated from or not. The findings demonstrated that there was no significant difference between the participants' level of psycap and willingness to communicate in terms of gender variable. It was also found that there was a significant difference between the participants' level of psycap and age, while no significant relationship was found between the participants' level of WTC and age. Similarly, the findings showed that there was a significant difference between the participants' level of psycap and grade while no significant relationship was found between the participants' level of WTC and grade. It was also found that there was a significant relationship between GPA and students' PsyCap and WTC levels. Finally, there was no significant difference between the participants' level of PsyCap and WTC according to types of high school students graduated from.

Conclusion of the study

The current study contributed to the literature by investigating the impact of psychological capital and willingness to communicate among EFL students. This research consists of five main chapters. The first chapter includes the introduction of the study basically and statement of the problem, aim, and significance of the study, research

questions, assumptions, limitations, and definitions are explained respectively in a detailed way in that introductory part.

The second chapter is part of the theoretical basis of the research and literature review. The concepts of PsyCap with its components and WTC are explained in a broad framework. As the PsyCap is quite a new research area, by expressing a wide range of related studies and topics, a detailed literature picture is drawn to the reader to have knowledge about the subject.

The third chapter, the methodology part, draws a vivid picture of the study's research design. Setting and participants, data collection, instruments, and data analysis are described in a clear way. As this part encompasses the way in which the research was carried out, readers have a chance to have broad illustration of the methodology of the study.

The fourth chapter includes findings, comments, and discussion sections. The results of the data analysis are introduced with tables and figures. Furthermore, explanatory comments are presented to make the findings clearer in that part The findings are discussed in the related literature by comparing and contrasting with different and similar studies.

The last chapter is composed of the conclusion of the study and the suggestion part. The summary of the findings, conclusions of the study, implications, and suggestions for further studies are presented in this section.

To sum up, this research is designed to analyze the impact of psychological capital and willingness to communicate among EFL students. The results of the findings of this study can be concluded in the following way:

- Turkish EFL students have a high level of PsyCap while their WTC levels are lower.
- There is a moderately significant relationship between PsyCap and WTC among EFL students.

- Gender and type of high school variables predict neither PsyCap nor WTC levels of students.

- Age and grade variables predict Psycap. That is, as the age and grade level increase, the PsyCap levels of students increase as well. On the other hand, these two variables do not have any impact on the WTC levels of students.

- Students with higher GPAs have a more higher level of PsyCap when compared with students who have lower GPAs. Contrary to this conclusion, students with lower GPAs have higher levels of WTC when compared with students who have higher GPAs.

Implications of the Study

Drawn from the findings of this study, some useful pedagogical and methodological implications can be provided for language teachers, teacher trainees, teacher candidates, policymakers, curriculum, and material developers.

Hereinbefore, psychological capital has been mainly used for management organizations and work environments, and little attention has been given to its influence in the educational context. As Carmona-Halty, Salvona, Liorens & Schaufeli (2018) have pointed out, study is scarce on precursors to PsyCap in academic settings. Similar to this comment, Datu, King and Valdez (2018) have stated "little is known about the precise mechanism that can potentially explain why PsyCap may be linked to students' academic functioning" (p. 261). However, this study addresses the prior research's advice and responds to the information gap in the field.

The results of this study confirmed the positive role of PsyCap in an academic context. In addition to this, the research showed that EFL students with higher level of PsyCap had better performance in English academically and this finding is consistent with the studies of Jafri (2013), OrtegaMaldonado & Salanova (2018), Sheikhi & Shahmorady (2015) who concluded that PsyCap predicted and contributed to students' academic

performance. PsyCap can be thought as the expression of positive psychology, and it is a well-known fact that using positive psychology in foreign language education has positive outcomes. As a result, this study will be a starting point for the additional research into the topics covered, with meticulous principles and methodology and new initiatives in the field.

Having a high level of students' psychological capital is a crucial issue for a society that wants both academic success and development in all aspects. For this reason, it is necessary to create platforms that will allow the development of students' psychological capital levels in universities. In order to keep students' psychological capital levels high, various seminars, lectures etc. on their personal developments should be provided during the university education process. As PsyCap has a malleable constitution, theoretical and practical implementations aim to nurture students' PsyCap levels and facilitate positive psychological capital functioning in the academic context. EFL course contents, methods, curriculum etc., may be designed to increase PsyCap levels of students, and institutions may adopt suitable approaches to find out the importance of the positive outcomes of this concept. In addition to this, students should be made aware of the importance and impact of PsyCap on academic context and personal development.

Another focus of this research was to determine students' WTC levels and its impact on the EFL context. The results showed that EFL students have a low level of WTC. Various researchers have investigated the construct of willingness to communicate for decades, and its importance in foreign language acquisition has been pointed out in different contexts. This study implies that EFL students need to be improved in terms of willingness to communicate. The reasons behind unwillingness to communicate in Turkish EFL context may be studied and what can be done to eliminate these reasons can be investigated and various implementations can be made. It can be suggested that the ELT program, curriculum, and courses should be redesigned to increase students' willingness to communicate, and instructors should adopt approaches to encourage students' willingness to communicate. ELT departments should design extracurricular activities, speaking

sessions, workshops or clubs where students can improve their willingness to communicate. Turkish EFL context should enhance an understanding of the importance of a communicative approach should be ensured for students who will be future English teachers.

Another finding of this study showed a moderately significant relationship between PsyCap and WTC among EFL students. The PsyCap theory is related to attitudes and behaviors of individuals (Luthans, Norman, Avolio, & Avey, 2008), and the finding of this research implies that students with high levels of PsyCap are more willing to communicate. In order to get more positive outcomes, students should be endorsed to enhance the psycap and willingness to communicate levels. Implementation of Psychological Capital-oriented and WTC-based programs should be ensured for Turkish EFL learners to get more positive outcomes in an academic setting. Luthans, Avey, Avolio, Norman, and Combs (2006) have designed a specific micro-level program to improve PsyCap for organizational context and this program may be integrated to educational context.

Suggestions for Further Research

The main focus of this study was to find out the impact of psychological capital and willingness to communicate among EFL students. Based on the findings of this research, some suggestions that are thought to contribute to EFL context in Turkey are proposed below.

The sample of this study included 180 university-level EFL students. The sample size can be increased to produce more generalizable and reliable results. In addition to this, further studies can be conducted by the participation of EFL students from other universities.

A quantitative research design was utilized in this study, and the data was collected via questionnaires. Further studies can be done by using the qualitative or mixed method, and different instruments can be practiced to explain the effects of PsyCap and WTC among

Turkish EFL students. Additionally, another study with a longer trial period is needed to have a better understanding of the relationship between PsyCap, WTC and EFL learning.

To provide a deeper understanding and get a more comprehensible picture, different variables on PsyCap and WTC can be investigated for further research.

There is no study in the Turkish EFL context that examines the impact of PsyCap on foreign language education, and this concept is a highly new research area, so more studies are required to understand the relationship between PsyCap and language education in other settings. PsyCap was used in this study and proved to be an essential and influential factor in future foreign language research.

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APPENDIX-A: Participant Consent Form

Merhaba,

Yapacak olduğum çalışmaya gösterdiğin ilgi ve bana ayırdığın zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca sana ne yaptığımı anlatmayı ve bu araştırmaya katılman durumunda neler yapacağımızı anlatmayı amaçladım.

Bu araştırma için Hacettepe Üniversitesi Etik Komisyonu'ndan izin alınmıştır. Araştırma, 'Psikolojik Sermaye Ve İletişimde İstekliliğin Yabancı Dil Olarak İngilizce Öğrenen Öğrenciler Arasında Etkisi' başlıklı doktora tezinin bir parçası olarak Dr. Öğretim Üyesi İsmail Fırat Altay danışmanlığında yürütülmektedir. Bu çalışmanın temel amacı Psikolojik Sermaye ve İletişimde İstekliliğin Yabancı Dil Olarak İngilizce öğrenen öğrenciler arasındaki etkilerini araştırmaktır.

Araştırmaya gönüllü olarak katılım esastır. Senden anketler yoluyla veri toplanacaktır. Bu veriler tamamen gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecek, anketteki sorulara vermiş olduğun cevaplar hiçbir şekilde derslerden alacağın notu etkilemeyecektir. Elde edilecek bilgiler bilimsel yayımlarda kullanılacak ancak katılımcıların kimlik bilgileri paylaşılmayacaktır. Senin isteğin doğrultusunda kayıtlar silinebilecek ya da sana teslim edilebilecektir.

Herhangi bir nedenden ötürü kendini rahatsız hissedersen çalışmayı yarıda bırakmakta serbestsin. Böyle bir durumda, araştırmacıyı bilgilendirmen yeterli olacaktır. İstediğin zaman görüşmeyi kesebilir ya da çalışmadan ayrılabilirsin. Bu durumda veriler kullanılmayacaktır.

Sormak istediğin herhangi bir durumla ilgili benimle her zaman iletişime geçebilirsin. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsin. Çalışmaya katıldığın için şimdiden teşekkür ederiz.

*Bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır.

Araştırmacı:

Adı, Soyadı: Hazal ÇEPİK KİRİŞ (Doktora Öğrencisi)

İmza:

Tez Danışmanı: Dr. Öğr. Üyesi İsmail Fırat ALTAY

Katılımcı:

Adı, Soyadı:

Adres:

Tel:

e-posta:

İmza:

APPENDIX-B: Academic PsyCap Scale

Below are a series of statements that describe how you may think about yourself RIGHT NOW. We are asking you to consider each question relative to your school work aspect. Use the scale below to indicate your level of agreement or disagreement with each statement.

Strongly Disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly Agree
1	2	3	4	5	6

		1	2	3	4	5	6
1	I feel confident analyzing a long-term problem to find a solution concerning my school work.						
2	I feel confident in representing my ideas concerning my school work.						
3	I feel confident contributing to discussions about strategies on my school work.						
4	I feel confident setting targets/goals on my school work.						
5	I feel confident contacting people to discuss problems concerning my school work.						
6	I feel confident sharing information with a group of students about my school work.						
7	If I should find myself in a jam about my school work, I could think of many ways to get out of the jam.						
8	At the present time, I am energetically pursuing my school work goals.						

9	There are lots of ways around any problem concerning my school work.	
10	Right now, I see myself as being pretty successful concerning my school work.	
11	I can think of many ways to reach my current goals regarding school work.	
12	At this time, I am meeting the goals that I have set for myself concerning school work.	
13	When I have a setback with school work I have trouble recovering from it, moving on.	
14	I usually manage difficulties one way or another concerning my school work.	
15	I can be "on my own" so to speak, if I have to regarding my school work.	
16	I usually take stressful things in stride with regard to my school work.	
17	I can get through difficult times at school because I've experienced difficulty before concerning my school work.	
18	I feel I can handle many things at a time with my school work.	
19	When things are uncertain for me with regards to school work I usually expect the best.	
20	If something can go wrong for me with my school work it will.	
21	I always look on the bright side of things regarding my school work.	
22	I'm optimistic about what will happen to me in the future as it pertains to my school work.	
23	With regards to my school work things never work out the way I want them to.	

| 24 | I approach my school work, as if "every cloud has a silver lining." | |

APPENDIX-C: Academic PsyCap Scale (TURKISH)

Akademik Psikolojik Sermaye Ölçeği

Aşağıda kendiniz hakkında şuanda nasıl düşündüğünüzü açıklayan bir dizi ifade bulunmaktadır. Sizden okul çalışmalarınızla ilgili olarak her soruyu değerlendirmenizi istiyoruz. Lütfen her bir ifadeye katılıp katılmadığınızı belirtmek için aşağıdaki ölçeği kullanınız.

Kesinlikle katılmıyorum	Katılmıyorum	Kısmen katılmıyorum	Kısmen katılıyorum	Katılıyorum	Kesinlike katılıyorum
1	2	3	4	5	6

		1	2	3	4	5	6
1	Okul çalışmalarıma ilişkin uzun vadeli bir soruna çözüm bulmak için analizler yapmada kendime güvenirim.						
2	Okul çalışmalarıma ilişkin fikirlerimi anlatmada kendime güvenirim.						
3	Okul çalışmalarımla ilgili stratejilerle ilgili tartışmalara katkı sağlama konusunda kendime güvenirim.						
4	Okul çalışmalarıma ilişkin hedefler, amaçlar oluşturmada kendime güvenirim.						
5	Okul çalışmalarıma ilişkin problemleri tartışmak için insanlarla iletişim kurmada kendime güvenirim.						
6	Okul çalışmalarım hakkında bir grup öğrenci ile bilgi paylaşmada kendime güvenirim.						
7	Okul çalışmalarımla ilgili kendimi zor bir durum içerisinde bulursam, bu durumdan kurtulmanın pek çok yolunu düşünebilirim.						

8	Şuanda okul çalışmalarımla ilgili amaçlarımı enerjik şekilde devam ettiriyorum.	
9	Okul çalışmalarıma ilişkin herhangi bir problem çevresinde pek çok yol vardır.	
10	Şuanda kendimi okul çalışmalarımla ilgili oldukça başarılı görüyorum.	
11	Okul çalışmalarımla ilgil şimdiki hedeflerime ulaşmak için pek çok yol düşünebilirim.	
12	Şuanda okul çalışmalarıma ilişkin kendime koyduğum hedeflere ulaşıyorum.	
13	Okul çalışmalarımla ilgili bir aksilik yaşadığımda, ondan kurtulmak ve devam etme konusunda sıkıntı yaşarım.	
14	Okul çalışmalarıma ilişkin zorlukları şu ya da bu şekilde yönetirim.	
15	Okul çalışmalarıma ilişkin konuları ele almada gerekirse tek başıma olabilirim.	
16	Okul çalışmalarıma ilişkin stress verici şeylerin üzerinde genellikle durmam.	
17	Okul çalışmalarıma ilişkin zorluklarla başedebilirim, çünkü daha önce zorluk yaşadım.	
18	Okul çalışmalarıma ilişkin pek çok şeyi tek seferde halledebileceğimi hissediyorum	
19	Okul çalışmalarıma ilişkin şeyler benim için belirsiz olduğunda, genellikle en iyisini umarım.	
20	Okul çalışmalarıma ilişkin birşeyler benim için yanlış giderse, öyle devam edecektir.	
21	Okul çalışmalarıma ilişkin şeylerin genellikle iyi tarafına odaklanırım.	

22	Okul çalışmalarıma ilişkin gelecekte bana ne olacağı konusunda iyimserim.	
23	Okul çalışmalarıma ilişkin birşeyler asla benim istediğim gibi gitmez.	
24	Okul çalışmalarıma, her şeyde bir hayır vardır diye yaklaşırım.	

APPENDIX-D: Willingness to Communicate – Foreign Language Scale

Use the scale below to indicate your level of agreement or disagreement with each statement.

		Agree	Disagree
1	If I encountered some native speakers of English (British, American, Canadian, Australian) in the street, restaurant, hotel etc. I hope an opportunity would arise and they would talk to me.		
2	If I encountered some native speakers of English (British, American, Canadian, Australian) in the street, restaurant, hotel etc. I would find an excuse and would talk to them.		
3	If I encountered some native speakers of English (British, American, Canadian, Australian) who are facing problems in my country because of not knowing our language, I take advantage of this opportunity and would talk to them.		
4	I am willing to accompany some native speakers of English (British, American, Canadian, Australian) and be their tour guide for a day free of charge.		
5	I am willing to talk with native speakers of English (British, American, Canadian, Australian).		
6	Native speakers of English (British, American, Canadian, Australian) have interesting experiences that I would like to share.		
7	If someone introduced me to a native-speaker of English (British, American, Canadian, Australian) I would like to try my abilities in communicating with him/her in English.		
8	If I encountered some non-native speakers of English (Japanese, Pakistani, French, etc.) in the street, restaurant, hotel etc. I hope an opportunity would arise and they would talk to me.		

9	If I encountered some non-native speakers of English (Japanese, Pakistani, French, etc.) in the street, restaurant, hotel etc. I would find an excuse and would talk to them.		
10	If I encountered some non-native speakers of English (Japanese, Pakistani, French, etc.) who are facing problems in my country because of not knowing our language, I take advantage of this opportunity and would talk to them.		
11	I am willing to accompany some non-native speakers of English (Japanese, Pakistani, French, etc.) and be their tour guide for a day free of charge.		
12	I am willing to talk with non-native speakers of English (Japanese, Pakistani, French, etc.).		
13	Non-native speakers of English (Japanese, Pakistani, French, etc.) have interesting experiences that I would like to share.		
14	If someone introduced me to a non-native speaker of English (Japanese, Pakistani, French, etc.), I would like to try my abilities in communicating with him/her in English.		
15	In order to practice my English, I am willing to talk in English with my classmates outside the class.		
16	I am willing to ask questions in English in the classes at the university.		
17	I am willing to talk and express my opinions in English in the class when all my classmates are listening to me.		
18	I am willing to have pair and group activities in the class so that I can talk in English with my classmates.		
19	In order to practice my English I am willing to talk in English with my professors outside the class.		
20	I am willing to give a presentation in English in front of my classmates.		
21	In group work activities in the class when the group is composed of my friends, I am willing to speak in English.		

22	In group work activities in the class when the group is NOT composed of my friends, I am willing to speak in English.		

APPENDIX-E: Willingness to Communicate – Foreign Language Scale (TURKISH)

Yabancı Dilde İletişimde İsteklilik Ölçeği

Lütfen her bir ifadeye katılıp katılmadığınızı belirtmek için aşağıdaki ölçeği kullanınız.

		Agree	Disagree
1	Yolda, restoranda, otelde vs anadili İngilizce olan kimse ile (İngiliz, Amerikan, Kanadalı, Avustralyalı) karşılaşırsam, bir fırsat doğmasını ve benimle konuşmalarını umut ederim		
2	Yolda, restoranda, otelde vs anadili İngilizce olan kimse ile (İngiliz, Amerikan, Kanadalı, Avustralyalı) karşılaşırsam, bir bahane bulur ve onlarla konuşurum.		
3	Dilimizi bilmediği için ülkemizde problemler yaşayan anadili İngilizce olan kimse ile (İngiliz, Amerikan, Kanadalı, Avustralyalı) karşılaşırsam, bu fırsattan yararlanır ve onunla konuşurum		
4	Anadili İngilizce olan kimselere (İngiliz, Amerikan, Kanadalı, Avustralyalı) eşlik etmeye ve bir gün boyunca ücretsiz tur rehberleri olmaya hazırım.		
5	Anadili İngilizce olan kişilerle (İngiliz, Amerikan, Kanadalı, Avustralyalı) konuşmaya istekliyim.		
6	Anadili İngilizce olan kişiler (İngiliz, Amerikan, Kanadalı, Avustralyalı) paylaşmak istediğim ilginç deneyimlere sahiptir.		
7	Biri bana anadili İngilizce olan birini tanıştırırsa (İngiliz, Amerikan, Kanadalı, Avustralyalı), onunla İngilizce iletişim kurma becerilerimi denemek isterim.		
8	Yolda, restoranda, otelde vs anadili İngilizce olmayan kimse ile (Japon, Pakistanlı, Fransız vb) karşılaşırsam, bir fırsat doğmasını ve benimle konuşmalarını umut ederim		

9	Yolda, restoranda, otelde vs anadili İngilizce olmayan kimse ile (Japon, Pakistanlı, Fransız vb) karşılaşırsam, bir bahane bulur ve onlarla konuşurum.		
10	Dilimizi bilmediği için ülkemizde problemler yaşayan anadili İngilizce olmayan kimse ile (Japon, Pakistanlı, Fransız vb) karşılaşırsam, bu fırsattan yararlanır ve onunla konuşurum		
11	Anadili İngilizce olmayan kimselere (Japon, Pakistanlı, Fransız vb) eşlik etmeye ve bir gün boyunca ücretsiz tur rehberleri olmaya hazırım.		
12	Anadili İngilizce olmayan kişilerle (Japon, Pakistanlı, Fransız vb) konuşmaya istekliyim.		
13	Anadili İngilizce olmayan kişiler (Japon, Pakistanlı, Fransız vb) paylaşmak istediğim ilginç deneyimlere sahiptir.		
14	Biri bana anadili İngilizce olmayan birini tanıştırırsa (Japon, Pakistanlı, Fransız vb), onunla İngilizce iletişim kurma becerilerimi denemek isterim.		
15	İngilizcemi geliştirmek için, sınıf dışında sınıf arkadaşlarımla İngilizce konuşmaya istekliyimdir.		
16	Üniversitede derslerde İngilizce sorular sormaya istekliyimdir.		
17	Bütün sınıf arkadaşlarım beni dinlerken, sınıfta İngilizce konuşmaya ve ifade etmeye istekliyimdir.		
18	Sınıfta ikili ve grup aktiviteleri yapmaya istekliyimdir, böylece sınıf arkadaşlarımla İngilizce konuşabilirim.		
19	İngilizcemi geliştirmek için sınıf dışında öğretim üyelerimle İngilizce konuşmaya istekliyimdir.		
20	Sınıf arkadaşlarım önünde İngilizce sunum yapmaya istekliyimdir.		
21	Grubun arkadaşlarımdan oluştuğu grup aktivitelerinde İngilizce konuşmaya istekliyimdir.		
22	Grubun arkadaşlarımdan oluşmadığı grup aktivitelerinde, İngilizce konuşmaya istekliyimdir		

APPENDIX-F: Demographic Information Form

Please fill the information below:

1- What is your gender?

2- What is your age?

3- What grade are you in?

4- What is your GPA?

5- Which type of high school you graduated from?

APPENDIX-G: Demographic Information Form (TURKISH)

Demografik Bilgi Formu

Lütfen aşağıdaki bilgileri doldurunuz:

1- Cinsiyetiniz?

2- Yaşınız?

3- Kaçıncı sınıftasınız?

4- Genel not ortalamanız?

5- Mezun olduğunuz lise türü?

APPENDIX-H: Ethics Committee Approval

Tarih: 19/04/2021
Sayı: E-35853172-300-00001545211

0001545211

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-35853172-300-00001545211   19.04.2021
Konu : Hazal ÇEPİK KİRİŞ (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 16.03.2021 tarihli ve E-51944218-300-00001500933 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Doktora öğrencilerinden **Hazal ÇEPİK KİRİŞ**'in **Dr. Öğr. Üyesi İsmail Fırat ALTAY** danışmanlığında yürüttüğü **"Psikolojik Sermaye ve İletişimde İstekliliğin Yabancı Dil Olarak İngilizce Öğrenen Öğrenciler Arasında Etkisi"** başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **23 Mart 2021** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

APPENDIX-I: Declaration of Ethical Conduct

I hereby declare that…

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

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

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

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

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

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

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

(DD) /(MM)/(YY)

(Signature)

Hazal ÇEPİK KİRİŞ

cxl

APPENDIX-J: Thesis/Dissertation Originality Report

....../......./.........

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of English Language Teaching

Thesis Title: The Impact of Psychological Capital and Willingness to Communicate among EFL Students

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

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

I respectfully submit this for approval.

Name Lastname:	Hazal ÇEPİK KİRİŞ
Student No.:	N16140087
Department:	Foreign Language Teaching
Program:	English Language Teaching
Status:	Ph.D

Signature

ADVISOR APPROVAL

APPROVED
(Assist. Prof.Dr. İsmail Fırat ALTAY, Signature)

APPENDIX-K: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

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

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

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

> o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. [1]
>
> o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. [2]
>
> o Tezimle ilgili gizlilik kararı verilmiştir. [3]

……… /……… /………

(imza)

Hazal ÇEPİK KİRİŞ