



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

A MULTIPHASE STUDY ON WILLINGNESS TO COMMUNICATE IN AN
ENGLISH AS A FOREIGN LANGUAGE LEARNING CONTEXT

Arzu KANAT MUTLUOĞLU

Ph.D Dissertation

Ankara, (2020)

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YABANCI DİL OLARAK İNGİLİZCE ÖĞRENME ORTAMINDA İLETİŞİM
İSTEKLİĞİ ÜZERİNE ÇOK AŞAMALI BİR ÇALIŞMA

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Abstract

This dissertation explores the willingness to communicate in a foreign language (L2 WTC) of English language (EFL) learners in Turkey. It firstly attempts to elicit the EFL learners' perceptions of L2 WTC in order to identify the variables affecting L2 WTC through a qualitative data collection set. The thematic analysis of the data leads to the construction of a valid and reliable data collection tool based on the direct reflections of EFL learners. This tool is employed to collect data from 933 Turkish EFL learners in different universities. The psychometric analyses suggest that L2 WTC has different components inside and outside the classroom. Following this phase, a mixed methods research study adopting both macro and micro perspective is conducted in order to recruit a fuller understanding of L2 WTC. To represent the macro perspective, 636 Turkish EFL learners taking intensive EFL lessons participated in a quantitative study. The results indicate that Turkish EFL learners have a moderate level of L2 WTC in both settings; yet, their level of L2 WTC inside the classroom is significantly higher than outside the classroom. Additionally, L2 WTC in both settings is observed to be predicted by different underlying variables. Moreover, the micro perspective focuses only on L2 WTC inside the classroom and it suggests that L2 WTC emerges in the classroom both as observable behaviors and as unobservable intentions. The EFL learners posit that their L2 WTC is a combination of individual, contextual and affective variables, which leads to the fluctuations in their level.

Keywords: willingness to communicate, trait-like willingness to communicate, state willingness to communicate, underlying variables of willingness to communicate, scale development.

Öz

Bu tez Türkiye'deki İngilizce öğrenenlerin o dildeki iletişim istekliliklerini incelemektedir. Bu çalışma, ilk olarak, bir nitel veri toplama aracıyla, yabancı dil olarak İngilizce öğrenen bireylerin İngilizce iletişim isteklilikleri ve bu istekliliklerini etkileyen değişkenler hakkındaki görüşlerini ortaya çıkarmaya çalışır. Bu veriler üzerinde uygulanan tematik analiz ise İngilizce öğrenenlerin ifadelerinin yansıması olan geçerli ve güvenilir bir veri toplama aracı geliştirilmesini sağlamıştır. Farklı üniversitelerdeki 933 İngilizce öğrenen bireyden veri toplamak için bu araç kullanılmıştır. Psikometri analizleri, İngilizce iletişim istekliliğinin sınıf içinde ve dışında farklı bileşenlere sahip olduğunu göstermiştir. Bu çok aşamalı tezin, ana aşamasında ise İngilizce iletişim istekliliği için daha net bir anlayış elde etmek için genel (makro) ve özel (mikro) bakış açısı benimsenmiştir. Makro bakış açısını yansıtmak için, çalışmaya yoğun İngilizce dersi alan bireyler katılmıştır. Sonuçlar, İngilizce öğrenenlerin her iki ortamda orta düzeyde iletişim istekliliğine sahip olduğunu ama sınıf içinde iletişim istekliliği seviyesinin sınıf dışı iletişim istekliliğinden daha yüksek olduğunu göstermiştir. Buna ek olarak, sınıf içi ve sınıf dışı İngilizce iletişim istekliliğinin farklı değişkenler tarafından tahmin edildiği ortaya çıkmıştır. Ayrıca mikro bakış açısı, sadece sınıf içi İngilizce iletişim istekliliği üzerine eğilmiştir ve sınıf içinde İngilizce iletişim istekliliğinin gözlenebilen davranışlar ve gözlenemeyen niyetler olarak ortaya çıktığını göstermiştir. İngilizce öğrenen bireyler, bu dildeki sınıf içi iletişim istekliliklerini bireysel, bağlamsal ve duygusal değişkenlerin bir birleşimi olarak kabul ederler, ki bu durum da iletişim istekliliklerinde değişim olmasına yol açmaktadır.

Anahtar sözcükler: iletişim istekliliği, kişilik özelliği olarak iletişim istekliliği, duruma bağlı iletişim istekliliği, iletişim istekliliğini oluşturan değişkenler, ölçek geliştirme.

To my dearest supervisor Prof. Dr. İsmail Hakkı ERTEN

With great gratitude, respect and longing...

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Table of Contents

Abstract	ii
Öz.....	iii
Acknowledgements	v
List of Tables	xi
List of Figures.....	xv
Symbols and Abbreviations.....	xvi
Chapter 1 Introduction.....	1
Statement of the Problem	1
Aims and Significance of the Study	4
Research Questions.....	6
Assumptions.....	9
Limitations	10
Definitions	11
Organization of the Dissertation.....	17
Chapter 2 Literature Review.....	19
Individual Differences in Foreign Language Development	19
The Conceptualization of WTC	22
Overview of the Relevant Literature: Defining the Gap.....	75
Conclusion	76
Chapter 3 Methodology	78
Research Design.....	79
Phase 1: Scale Development Process.....	83
Phase 2: Pilot Study.....	102
Phase 3: The Main Study.....	125
Summary.....	157
Chapter 4 Findings	160

Part 1: Quantitative Findings – A Macro Perspective	161
Part 2: Qualitative Findings – A Micro Perspective	185
Conclusion	289
Chapter 5 Conclusion, Discussion and Suggestions.....	291
Summary of The Study	291
Discussion of the Findings	296
Suggestions and Conclusion	320
References	327
APPENDIX-A: The Consent Form (The First Study).....	348
APPENDIX-B: The Open-ended Questionnaire	349
APPENDIX-C: The Interview Guideline.....	354
APPENDIX-D: L2 WTC Inside the Classroom Scale (Long Version).....	356
APPENDIX-E: L2 WTC Outside the Classroom Scale (Long Version)	360
APPENDIX-F: L2 WTC Inside the Classroom Scale (Short Version).....	363
APPENDIX-G: L2 WTC Outside the Classroom Scale (Short Version)	367
APPENDIX-H: The Consent Form (The Pilot Study).....	370
APPENDIX-I: The L2 WTC Inside The Classroom Instrument (The Pilot Study)	371
APPENDIX-J: The L2 WTC Outside The Classroom Instrument (The Pilot Study)	375
APPENDIX-K: The Consent Form (The Main Study)	378
APPENDIX-L: L2 WTC Instrument Set (Main Study)	379
APPENDIX-M: The Instructions For the Employment of the Instrument Set.....	384
APPENDIX-N: The Consent Form (From The Whole Classroom)	385
APPENDIX-O: The Consent Form (From Nine Participants)	386
APPENDIX-P: Interview Guideline (Main study)	387
APPENDIX-Q: Factors Influencing L2 WTC Inside the Classroom.....	388
APPENDIX-R: Ethics Committee Approval	391

APPENDIX-S: Declaration of Ethical Conduct	392
APPENDIX-T: Dissertation Originality Report	393
APPENDIX-U: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı	394

List of Tables

Table 1 <i>Antecedents of enduring L2 WTC</i>	39
Table 1 (continued)	40
Table 2 <i>Antecedents of State L2 WTC*</i>	60
Table 3 <i>The Guiding Steps in Scale Development Process</i>	84
Table 4 <i>Studies on WTC Using Questionnaires (Adapted from Peng, 2013)</i>	84
Table 4 (continued)	85
Table 5 <i>Participants of the Open-Ended Questionnaire Survey</i>	92
Table 6 <i>Participants of Semi-Structured Interviews</i>	93
Table 7 <i>The Categories and Number of Items in Each Scale</i>	100
Table 8 <i>Details about The Participants of The Pilot Study</i>	103
Table 9 <i>Item Loadings of L2 WTC according to PCA Results</i>	109
Table 10 <i>The Summary of Model Fit of L2 WTC Scale</i>	110
Table 11 <i>Items in the L2 WTC Data Set After the Pilot Study</i>	110
Table 11 (continued)	111
Table 12 <i>The Distribution of Items in L2 WTC Inside the Classroom</i>	112
Table 13 <i>Item Loadings of L2 WTC Inside The Classroom Data Set after PCA</i> .	113
Table 14 <i>The Summary of Model Fit of Underlying Variables of L2 WTC Inside the Classroom Data Set</i>	115
Table 15 <i>Items in The Data Set of Underlying Variables of L2 WTC Inside The Classroom</i>	115
Table 15 (continued)	116
Table 15 (continued)	117
Table 16 <i>Item Loadings of Underlying Variables of L2 WTC Outside The Classroom Data Set after PCA</i>	118
Table 17 <i>The Summary of Model Fit of Underlying Variables of L2 WTC Outside The Classroom Data Set</i>	119
Table 18 <i>Items in the Data Set of Underlying Variables of L2 WTC Outside The Classroom</i>	120
Table 18 (continued)	121
Table 19 <i>Cronbach's Alpha Values of Subscales</i>	122
Table 20 <i>Summary of Components After the Analysis</i>	124
Table 21 <i>Details about the Participants of the Main Study</i>	127

Table 22 <i>Details about the Participants in the Qualitative Phase of the Main Study</i>	131
Table 23 <i>Reliability Coefficients of the Subscales in L2 WTC inside the Classroom Scale</i>	134
Table 24 <i>Reliability Coefficients of the Subscales in L2 WTC outside the Classroom Scale</i>	135
Table 25 <i>Data Collection Procedure</i>	140
Table 26 <i>Timeline of Stimulated Recall Interviews</i>	141
Table 27 <i>Normality Analyses of Variables</i>	147
Table 28 <i>Tolerance and VIF Values of Each Independent Variable for Multiple regression</i>	149
Table 29 <i>WTC Behavioral Categories Adapted from Cao (2014)</i>	152
Table 30 <i>WTC Behavioral Categories in the Present Study</i>	153
Table 31 <i>Transcription Features for Interviews Adapted from Richards (2003, p. 81-82)</i>	155
Table 32 <i>L2 WTC Inside and Outside the Classroom</i>	162
Table 32 (continued)	163
Table 33 <i>A Comparison of EFL Learners' L2 WTC Inside and Outside the Classroom</i>	165
Table 34 <i>Descriptive Statistics for L2 WTC inside and outside the Classroom based on gender</i>	166
Table 35 <i>Gender-based Difference in L2 WTC Inside and Outside the Classroom</i>	166
Table 36 <i>Descriptive Statistics of L2 WTC Inside and Outside the Classroom Based on the Competence Level</i>	167
Table 37 <i>Level-based Difference in L2 WTC Inside and Outside the Classroom</i>	168
Table 38 <i>Descriptive Statistics of L2 WTC Inside and Outside the Classroom Based on the Duration of Learning</i>	168
Table 39 <i>Duration of Learning English-based Difference in L2 WTC Inside and Outside the Classroom</i>	169
Table 40 <i>Descriptive Statistics of L2 WTC Inside and Outside the Classroom Based on the Medium of instruction</i>	170
Table 41 <i>Medium of Instruction-based Difference in L2 WTC Inside and Outside the Classroom</i>	170

Table 42 <i>Descriptive Statistics of L2 WTC Inside and Outside the Classroom Based on Reason of Learning English</i>	171
Table 43 <i>Reason of Learning English-based Difference in L2 WTC Inside and Outside the Classroom</i>	171
Table 44 <i>Descriptive Statistics of L2 WTC Inside and Outside the Classroom Based on Perceived Level of Speaking English</i>	172
Table 45 <i>Perceived Level of Speaking-based Difference in L2 WTC Inside and Outside the Classroom</i>	173
Table 46 <i>Descriptive Statistics of L2 WTC Inside and Outside the Classroom Based on Success</i>	174
Table 47 <i>Achievement-based Difference in L2 WTC Inside and Outside the Classroom</i>	174
Table 48 <i>Descriptive Statistics of Underlying Variables of L2 WTC Inside the Classroom</i>	176
Table 49 <i>Pearson Product-Moment Correlation Coefficients between L2 WTC Inside the Classroom and Its Underlying Variables</i>	177
Table 50 <i>Descriptive Statistics of Underlying Variables of L2 WTC Outside the Classroom</i>	179
Table 51 <i>Pearson Product-Moment Correlation Coefficients between L2 WTC Outside the Classroom and Its Underlying Variables</i>	180
Table 52 <i>Pearson Product-Moment correlation Coefficients between L2 WTC Inside and Outside the Classroom</i>	181
Table 53 <i>Standard Multiple Regression Analyses for the L2 WTC Inside the Classroom</i>	182
Table 54 <i>Predictors of L2 WTC Inside the Classroom</i>	183
Table 55 <i>Standard Multiple Regression Analyses for the L2 WTC Outside the Classroom</i>	184
Table 56 <i>Predictors of L2 WTC Outside the Classroom</i>	184
Table 57 <i>WTC Behavioral Categories in the Present Study</i>	185
Table 57 (continued)	186
Table 58 <i>Summary of Findings of RQ7</i>	230
Table 59 <i>The Number of Extracts and Duration of Interviews</i>	231
Table 60 <i>The Variables Having An Impact on EFL Learners L2 WTC Inside the Classroom</i>	232

Table 60 (continued)	233
Table 61 <i>Affective Variables Influencing L2 WTC inside the Classroom</i>	234
Table 62 <i>Contextual Variables Influencing L2 WTC inside the Classroom</i>	252
Table 63 <i>Individual Variables Influencing L2 WTC inside the Classroom</i>	278

List of Figures

<i>Figure 1.</i> The communication process model developed by Shannon and Weaner (1949).....	24
<i>Figure 2.</i> The hypothesized model developed by MacIntyre (1994, p. 137)	29
<i>Figure 3.</i> The hypothesized model in the study of MacIntyre et al. (1999).....	31
<i>Figure 4.</i> The hypothesized model drawn by MacIntyre and Charos (1996).....	33
<i>Figure 5.</i> The heuristic model proposed by MacIntyre et al. (1998).....	35
<i>Figure 6.</i> The L2 WTC model including cross cultural hassles by Gallagher (2013)	44
<i>Figure 7.</i> The WTC model for Malaysian ESL context by Yousef et al. (2013).....	46
<i>Figure 8.</i> The L2 WTC model in Turkish setting proposed by Bektaş-Çetinkaya (2005).....	48
<i>Figure 9.</i> L2 WTC model proposed by Ghoonsoly et al. (2012).....	50
<i>Figure 10.</i> The L2 WTC inside and outside classroom model of Peng (2015).....	51
<i>Figure 11.</i> L2 WTC model drawn by Öz et al. (2015).....	55
<i>Figure 12.</i> Multilevel model proposed by Khajavy et al. (2018).....	57
<i>Figure 13.</i> The L2 WTC model applied by Peng and Woodrow (2010).....	58
<i>Figure 14.</i> Task situated WTC model proposed by Eddy-U (2015).....	73
<i>Figure 15.</i> Research design used in the study (adapted from Creswell, 2012, p. 541)	82
<i>Figure 16.</i> The conceptual framework of the relationships between constructs....	90
<i>Figure 17.</i> L2 WTC model developed after CFA	109
<i>Figure 18.</i> Underlying variables of L2 WTC inside the classroom model after CFA	114
<i>Figure 19.</i> Underlying variables of L2 WTC outside the classroom model after CFA	119
<i>Figure 20.</i> A snapshot from one of the stimulated recall interviews	142

Symbols and Abbreviations

AMOS: Analysis of Moment Structures

CDST: Complexity/Dynamic System Theory

CFA: Confirmatory Factor Analysis

CFI: Comparative Fit Index

EFA: Explanatory Factor Analysis

EFL: English as a Foreign Language

EM: Extrinsic Motivation

ESL: English as a Second Language

FL: Foreign Language

GFI: Goodness of Fit Index

IDs: Individual Differences

IM: Intrinsic Motivation

L1 WTC: Willingness to communicate in the first language

L1: First Language

L2 WTC: Willingness to Communicate in a Second/Foreign Language

L2: Additional Language to be learnt either as a Second or Foreign Language

MANOVA: Multivariate Analysis of Variance

MAXQDA: All-in-one Tool for Qualitative Data Analysis & Mixed Methods

PCA: Principal Component Analysis

PFA: Principal Factor Analysis

RMSEA: Root Mean Square error of Approximation

RQ: Research Question

SL: Second Language

SPSS: Statistical Package for Social Sciences

unWTC: Unwillingness to Communicate

WTC: Willingness to Communicate

Chapter 1

Introduction

This chapter addresses the empirical reasons to conduct such a study by stating the problem as well as aim and significance of the study in line with the previous studies in the field. It also outlines the research questions pursued in the study. The limitations and assumptions of the study are included as subsections. Finally, the chapter concludes with a brief descriptions of the terms with their abbreviations.

Statement of the Problem

Individual differences (henceforth IDs), having an enduring trait-like feature, have been associated with learning differences experienced by learners of a specific language who share similar characteristics in terms of their demographic background such as gender, nationality, and age. Of all the IDs related to second/foreign language (L2) learning, motivation is regarded as one of the most important, but not the only, elements with its crucial role in learning process (Lanvers, 2016). It is expected, therefore, to observe the attention that many researchers have paid to reveal some individual motivational constructs, referred to "motivational self-guides" (Dörnyei, 2014, p. 525) so far. The concept of self (Dörnyei, 2005), intercultural communicative competence (Byram, 1997), academic self-concept (Shavelson, Hubner, & Stanton, 1976), self-efficacy (Bandura, 1986), attributions (Weiner, 1992), and some other related terms are recently developed constructs to indicate the role of individual differences related to motivation as experienced during the process of L2 learning.

Willingness to communicate in an L2 (henceforth L2 WTC) has been added to the list of motivational constructs as a recent variable (Cao, 2014). The origin of L2 WTC dates back to the study of McCroskey and Baer (1985) whose concern was to identify potential reasons of the tendency to communicate in English, building on the earlier works of Burgoon (1976) on unwillingness to communicate (henceforth unWTC). It has been described as an intention to communicate when an opportunity occurs (McCroskey & Baer, 1985; McCroskey, 1992). WTC has been originally conceptualized with reference to the communication in first language (hereon L1) (e.g. McCroskey & Baer, 1985; McCroskey & Richmond, 1987, 1990). Yet, with the

emphasis on the role of communication and interaction in L2 classrooms, their effect on the process of L2 learning has started to be concerned in the studies (e.g. Baker & MacIntyre, 2000; Bernales, 2016; Cao, 2011, 2014; Kang, 2005; MacIntyre, 2007, 2012; MacIntyre, Dörnyei, Clément, & Noels, 1998; MacIntyre & Legatto, 2011; Mystkowska-Wiertelak & Pawlak, 2014; Nunan, 1999; Pawlak & Mystkowska-Wiertelak, 2015; Peng & Woodrow, 2010; Peng, 2012; Yashima, 2002, 2012).

The general impetus for the studies on L2 WTC is to identify its relationship with any other individual differences such as age (Baker & MacIntyre, 2000), nationality (Sallien-Kuparien, McCroskey, & Richmond, 1991), gender (Baker & MacIntyre, 2000; Donovan & MacIntyre, 2004; MacIntyre, Baker, Clément, & Donovan, 2002), motivation (Bektaş-Çetinkaya, 2005; Hashimoto, 2002; Peng, 2007), culture (Burruoghs, Marie, & McCroskey, 2004; Gallagher, 2013; Wen & Clément, 2003), international posture (Kim, 2004; Matsuoka, 2006; Mystkowska-Wiertelak, & Pietrzykowska, 2011; Yashima, 2002) and confidence in L2 communication integrating perceived competence and anxiety in a single term (Bektaş-Çetinkaya, 2005; Fushino, 2010; Khatib & Nourzadeh, 2015; Lin, 2019; Peng & Woodrow, 2010; Yashima, 2002). Despite the broad range of research on L2 WTC in a variety of instructional settings based on theoretical observations and assumptions of researchers, earlier studies have paid considerably little attention to the actual voices of learners (Osterman, 2014).

It was also noticed that many L2 studies attempted to address the WTC variable in L2 from the same perspective as L1 since they believe that the stable and personality-trait facets of WTC would facilitate to the simple and direct transfer of WTC from L1 to L2 (MacIntyre et al., 1998; Yashima, 2002). However, the complex nature of language learning would restrain such a smooth transfer (MacIntyre & Charos, 1996) and L2 WTC could not be easily regarded as a "manifestation of L1 WTC" (Yashima, Zenuk-Nishide, & Shimuzi, 2004, p. 124) since L2 communication is equipped with "a number of intergroup issues, social and political implications" that are usually not as noticeable in L1 use (MacIntyre et al., 1998, p. 546). Therefore, following MacIntyre et al. (1998), a clear distinction needs to be defined between L1 WTC and L2 WTC.

The conceptualization of WTC in the studies conducted in Turkey is much more complicated when the discrepancy between L1 and L2 WTC concepts is taken

into account. The studies considering L2 WTC in Turkey have attempted to find the relationship between WTC and other variables related to IDs (e.g. Altınar, 2017; Atay & Kurt, 2009; Başöz, 2018; Bektaş-Çetinkaya, 2005; Ekin, 2018; Kanat-Mutluoglu, 2016; Öz, Demirezen, & Pourfeiz, 2015; Şener, 2014) and they all had the claim of concerning WTC in English as a research point. A review of literature suggested that they employed mostly a quantitative approach and occasionally a mixed-methods approach as a research design. There is a dominance in use of McCroskey's WTC scale, developed for L1 learners of English, in order to elicit participants' perceptions of WTC (e.g. Arpacı-Somuncu, 2016; Bektaş-Çetinkaya, 2005; Kanat-Mutluoğlu, 2016; Öz, 2016; Öz et. al, 2015; Şener, 2014).

As an alternative of McCroskey's scale (1992), MacIntyre and his associates' scale (2001) was applied by some other studies exploring WTC in Turkey (e.g. Başöz, 2018). The scale of MacIntyre, Baker, Clément and Conrod (2001) may seem to be appropriate for Turkish context since it was developed for learners of French whose native language is English. However, a closer investigation of the scale reveals that it is appropriate for second language (henceforth SL) learners who have any chance to communicate in the target language outside the language classroom (Oxford & Shearin, 1994). There is no doubt that English stands to be a foreign language for Turkish learners as it is "learned in a place where that language is not typically used as the medium of ordinary communication" (Oxford & Shearin, 1994, p. 14).

Highlighting the distinction between WTC in an L1 or a SL setting and in a foreign language (hereupon FL) setting, more recent studies (e.g. Altınar, 2017; Ekin, 2018) were observed to employ a scale validated by Peng (2013) to measure the level of FL learners' WTC. A closer investigation of this five-item scale indicates that it borrowed some items from the scales used in the literature, which could be irrational for FL learners. For instance, Ekin (2018) stated that he had to provide further explanations for the situation about FL learners' willingness of talking to an acquaintance while waiting in the bank que. The participants were unsure whether to imagine themselves while talking in English in a bank que, which is a highly unlike situation or to indicate their unwillingness in line with the low chance of experiencing such a situation in real life. Consequently, the selection of an appropriate instrument

for the Turkish setting has been an insurmountable problem for Turkish L2 WTC studies, even if they recognized the distinction between L1 and L2 WTC.

All in all, the previous studies in Turkey on WTC have reflected not only the contradiction in terms but also the need for the development of a scale, being culturally appropriate for Turkish context since the intricate relationship between culture and language plays a crucial role in shaping the variables underlying WTC (Yashima, 2002). Considering the fact that no research to date addressed particularly to the identification of constructs of L2 WTC in Turkish context based on the learners' own reflections, there is still a need to focus on this particular issue. Additionally, a well-developed scale call has been indicated either explicitly by stating the need or implicitly by adapting the questionnaires applied in their studies so that this recurrent call should not be ignored any longer.

Aims and Significance of the Study

To respond the research gap related to the possible variables underlying L2 WTC in an English as a foreign language (EFL) context, the present study aims primarily to identify the possible variables underlying L2 WTC through the actual voices of students in real-classrooms. Later, the study aims to examine the perceptions of Turkish EFL learners' level of L2 WTC. After the identification of variables underlying L2 WTC depending on the reflections of learners invited to take part in the study at the very beginning, the study also aims to examine the interrelationship among the variables, focusing mostly on L2 WTC inside the classroom and L2 WTC outside the classroom.

L2 WTC could not be regarded always as a stable personality trait. Under the same circumstances, an individual may choose not to communicate with the same person in the same situation at different times. An individual, therefore, may perceive her/himself as a willing learner of English when it is asked first, however, there is a potential of getting a different answer when the same is asked later. This dynamic feature of the WTC is aimed to be elicited through qualitative data collection methods such as observations, video-recordings of real-time classes, and stimulated-recalls with the individuals after the observations and recordings. As a natural result of conducting this study in an FL context, the learners of English have very few opportunities to use English in oral communication outside the classroom.

The dynamic feature of L2 WTC, therefore, can only be observed inside the classroom and this study aims to explore the state nature of L2 WTC inside the classroom.

The quantitative research on L2 WTC (e.g. Cao, 2013; Peng, 2015; Peng & Woodrow, 2010; Yashima, 2002) have been questioning the instruments to collect the data and they have highlighted the need of a well-developed and suitable scale for the FL context in which learners have very limited access to the language outside the classroom. The scale and questionnaires (e.g. McCroskey, 1992; MacIntyre et al., 2001; Peng, 2013) which have been used massively by researchers to pursuit learners' WTC either inside or outside the classroom in EFL contexts are found to be far from reaching the aims by consisting some items being significant for learners of English as their L2 or SL. What this research has perhaps most clearly intended to contribute to the field through developing a composite set of L2 WTC scale based on the expressions of real EFL learners rather than the assumptions of researchers or teachers to explain learners' WTC.

What is more, the previous research has tended to focus on EFL learners' L2 WTC, and thereby overlooked the intricate relationships between L2 WTC and its underlying variables. In an attempt to further the earlier studies, the main impetus of the current study is not only to explore and present a current picture of variables of L2 WTC in Turkish context but also to identify the relationship among these variables. This may add a new dimension to the current literature since the constructs of L2 WTC in Turkish context has not been investigated deeply so far. The current study also puts its aims forward and assumes the title of being pioneer by including the development of a scale to elicit Turkish EFL learners' perceived L2 WTC.

The present study, additionally, considers the dynamic feature of L2 WTC rather than focusing only on its trait-like or situation-based features unlike the relevant studies in the literature (MacIntyre & Legatto, 2011). Although the recent tendency in research on L2 WTC attempts to reveal the situated and dynamic nature of WTC, "very few studies have combined both enduring and situated influences to describe why a person decides to initiate communication at a particular time and place" (Yashima, MacIntyre, & Ikeda, 2018, p. 118). Lately, an increasing number of studies have underlined the dynamic feature of WTC as it appears in the

classroom (e.g. Cao, 2011, 2013, 2014; Mystkowska-Wiertelak & Pawlak, 2017; Pawlak, Mystkowska-Wiertelak, & Bielak, 2016; Peng, 2012). However, more research should be conducted to “integrate situated WTC with trait WTC in order to come to a fuller understanding of L2 WTC” (Yashima et al., 2018, p. 116) and to demonstrate the original conceptualization of L2 WTC by MacIntyre et al. (1998). This study intends to identify the situation-specific nature of L2 WTC through real time observations in an L2 classroom and stimulated recall interviews with the learners while it attempts to elicit the L2 WTC as a trait through a large-scale study by use of a self-report instrument set. Thus, it aims to contribute to the relevant literature by presenting the results of enduring and state L2 WTC in a single study. The findings of the current study will be bring implications for foreign language teachers, instructors, lecturers and researchers in the foreign language education system with the implications it will provide.

Research Questions

In the current study, it is aimed to investigate the willingness of Turkish EFL learners for oral communication. The predisposition that the learners possess when they have any chance to use English in oral communication constitutes the main impetus and the only construct of this study. As noted by Johnson and Morgan (2016), constructs might include multiple domains and its reflection on this study is that WTC has two main domains as a single construct in an EFL context: WTC inside the classroom and WTC outside the classroom. Motivated by the purpose stated above, this study seeks to address the following overarching research questions focusing on the differences related to the communication context:

Research question for the scale development phase:

1. What are the variables underlying L2 WTC in an EFL context?

Research questions for the main study:

2. What are Turkish EFL learners' perceived levels of L2 WTC inside and outside the classroom?
3. What are the relationships among the variables underlying L2 WTC inside the classroom and L2 WTC outside the classroom?
4. How do the identified variables predict L2 WTC inside the classroom?

5. Of which the identified variables are the best predictors of L2 WTC outside the classroom?
6. How is WTC displayed inside the classroom?
7. How is WTC inside the classroom is explained by the students?
8. Which variables are identified as factors affecting participants' L2 WTC inside the classroom?

The first research question (RQ1) of the study includes the phase designed to explore the variables underlying L2 WTC based on the reflections of EFL learners in a Turkish instructional environment. Based on these reflections, a valid and reliable instrument set is intended to be constructed as a result of the RQ1.

The rest of seven research questions are related to the research studies conducted in the main phase of the study. RQ2 aims to elicit the Turkish EFL learners' perceived level of L2 WTC in both contexts through the specifically developed instrument set in the previous phase. The relationships among the variables underlying L2 WTC both inside and outside the classroom are investigated as part of RQ3 by use of the same instrument set. Moreover, the instrument set is also employed in order to investigate the predicting effects of each underlying variable of L2 WTC inside and outside the classroom in line with RQ4 and RQ5.

The nature of these four research questions enables to investigate the stable and enduring level of L2 WTC in an instructional setting including both context: inside and outside the classroom. However, the dynamism that L2 WTC includes in itself would be neglected if the scope of this multiphase study was limited to this trait-like feature of L2 WTC. In addition to the quantitative study as part of the main study which includes the employment of the instrument set developed in the first phase of the study, a qualitative study is designed to explore the dynamic and fluxional level of L2 WTC as part of the main study. Yet, since it is aimed to explore state and dynamic L2 WTC by observing the real L2 communication environments, this part of the study is restricted only to one context: inside the classroom. The opportunities aroused for L2 oral communication outside the classroom in an EFL setting are limited in number and this fact leads to the lack of empirical data for this part of the study. Consequently, the last three research questions are regarding only the inside-the-classroom context.

In order to satisfy the need of answering the last three questions, a qualitative study is designed and a speaking classroom in a state university in Turkey is visited for a couple of time. During these visits, the classes are also video-taped. Based on these sets of data, RQ6 is included to investigate the L2 WTC behaviors in an EFL classroom. Then, RQ7 is raised to explore the definitions of EFL learners for L2 WTC in order to get a fuller understanding of the concept. The last research question (RQ8) aims to explore the reasons of L2 WTC based on the reflections of EFL learners after watching the instances from the video-recorded classes.

Apart from these main research questions, this multiphase study includes sub-research questions related to the second research question. These sub-research questions are introduced in the following subsection.

Sub-research questions

In line with the aims of the study and regarding the gap in the relevant literature, the following overarching questions will be addressed throughout the current study:

1. Is there a statistically significant difference between Turkish EFL learners' L2 WTC levels inside and outside the classroom?
2. What is the effect of gender on Turkish EFL learners' L2 WTC levels inside and outside the classroom?
3. What is the effect of proficiency level of Turkish EFL learners on their L2 WTC levels inside and outside the classroom?
4. What is the relationship between the duration of learning English and Turkish EFL learners' L2 WTC levels inside and outside the classroom?
5. What is the effect of medium of instruction on Turkish EFL learners' L2 WTC levels inside and outside the classroom?
6. What is the relationship between the reason of enrollment inside the foreign language school and Turkish EFL learners' L2 WTC levels inside and outside the classroom?
7. What is the relationship between Turkish EFL learners' perceived level of speaking and their L2 WTC levels inside and outside the classroom?

8. What is the relationship between Turkish EFL learners' achievement and their L2 WTC levels inside and outside the classroom?

Assumptions

The current study has the following assumptions taking all procedure into the consideration:

1. In each phase of the study, the sample chosen for data collection is assumed to be the representatives of the population.

2. All of the participants who are informed about the aims and the whole process of the study in advance are supposed that they participate in the study willingly and voluntarily.

3. The scales employed in the data collection process are presumed that they are appropriate for the aims of the study. They are accepted as valid and reliable since they are all developed in accordance with the experts' opinions and tested through statistical analysis.

4. It is also thought that the participants give sincere and honest responses to the questions directed to them through open-ended questionnaires and semi-structured interviews in the first phase of the study. Based on their answers, the items for the instrument set are developed because the items are the direct reflections of their answers.

5. The sincere and honest answers are expected from the participants of the main study as well. Participants of the quantitative phase are thought as being truthful while responding the items in the scale. Participants who are observed in the classroom and interviewed further are assumed to be honest in their responses and provide faithful answers.

6. The findings of the study are supposed to provide the real representations of participants' L2 WTC.

Tied to these assumptions, the research in each phase of this current study was conducted. The findings of the study should be considered by taking these assumptions into account.

Limitations

Not being different from the most of the studies, the current study lacks some points which are referred as limitations. The limitations constituted the basics of the suggestions for the further studies. The main limitation of the study is related to the fact that it is only reflecting the answers of participants for their WTC rather than experiencing a model which could be employed in an EFL context to improve WTC. It cannot supply a direct answer to the questions such as the things to do in order to develop WTC in an EFL context. However, it deals with the concepts influencing WTC in both quantitative and qualitative ways and it aims to identify each variable affecting WTC. Therefore, it may provide valuable implications to improve WTC in EFL settings. This study has only scratched the surface of how L2 WTC could be developed in an instructional setting.

The number of items in the instrument set employed in the pilot study is another limitation of the study. There were a large number of items in the instrument set because it was the piloting phase of each item being developed under the guidance of experts. To overcome this problem, the instrument set was divided into two parts and they were given at two different times to participants on the same day. Due to the time concerns and practicality, the demographic information of the participants was asked only in the first instrument set. The second one lacked this information. This led to the matching problem of each instrument set. Therefore, the participants were required to write a word or draw a small piece of picture which were identifiable on the first page of each part of the instrument set. They were also given a sticker to cover the things they write or draw. Thus, their identities were aimed to be kept anonymous since they covered the word or picture before they delivered the instruments. While inputting the data into the program, the stickers on the first pages were removed first and then, the first set of data was matched with the same participants' second set of data. However, in a few cases, it was not possible to match the pairs of instruments and this resulted in the elimination of these instrument sets. This problem caused to lose some voluntarily participated learners from the data and it reduced the representation power of data.

The sample was chosen from the university-level learners of English. They had a variety of different majors in the universities they were enrolled in. However,

all of the participants were students of English Language and Literature program in the qualitative part of the main study. It limited the representativeness of the data collected from them. At the very same time, nine participants had different English backgrounds. Most of the students in the foreign language major programs in Turkey are generally the students at the foreign language group at high schools. However, this group of participants was heterogenous in that respect. Three of them were students at science group at their high schools before they became the students of English Language and Literature program at the university. However, they were accepted to have same L2 background without any reference to their previous learning experience in that respect.

The scope of the study was limited to the willingness for oral communication. It was referred as oral rather than the verbal because oral communication was assumed to involve both verbal and non-verbal communication. Communication contains the four basic skills of language (MacIntyre, Baker, Clément, & Donovan, 2003) so that the process of communication is based on the integration and cooperation of each skill in harmony. However, given the direction to willingness for oral communication in the present study, it was aimed to indicate to the individuals' readiness for oral production while expressing their ideas and thoughts rather than written interaction in the process of communication (Cao & Philp, 2006). Therefore, the focus was purely limited to the oral communication and tendency to engage in oral communication. In what follows, the definitions of the terms will be presented in details.

Definitions

The definitions of the terms indicated throughout the study have been collected in this section. Differing from other studies, the definitions of the variables identified as influencers of L2 WTC will only be given in detail in this section, so as not to move away from the main point of the study. The main impetus of the present study is to conceptualize L2 WTC by investigating its potential relationships with the variables identified by real EFL learners rather than to intellectualize each term individually. Therefore, the understandings of these variables will only be provided in this section.

Willingness to communicate (WTC): It is defined in this study in two ways: (1) as an intention to communicate orally in the target language (MacIntyre et al., 1998), and (2) as an observable behavior indicating the eagerness to take part in oral communication (Cao, 2014). It mainly focuses on the willingness in spoken interaction and neglects the eagerness of communication in other skills. Additionally, it aims to portray a picture integrating trait-like and situation-specific natures of the concept in a single study rather than positioning itself in one side only (Yashima et al., 2018). Conducted in a foreign language context, this study preferred to term the concept as willingness to communicate in a foreign/second language (L2 WTC).

Individual differences (IDs): IDs have been referred to the personality related characteristics that are stable in each individual and differ from person to person. Taking the stability of IDs into the account, this study aims to remark the dynamism in ID variables, which could be observed to be changing over time.

Affective variables: They have been used to identify the individual difference variables influencing L2 WTC in an affective and emotional way. It is a subcategory of individual related variables. The present study intends to highlight the effect of feelings on L2 WTC so that this subcategory has emerged to classify anxiety, L2 motivation, confidence, integrativeness and mood into a single group of variables.

Anxiety: It is a negative and discrete compound of feelings, beliefs, and perceptions germane to use of the target language in interaction (Horwitz, Horwitz, & Cope, 1986). It has been the concern of many L2 researchers and proved that anxiety possesses an imperious role in L2 learning process (e.g. Dörnyei, 2005; Ellis, 2008; Horwitz et al., 1986, MacIntyre & Gardner, 1989; Young, 1991). Categorized into three groups as (1) trait anxiety, (2) state anxiety, and (3) situation-specific anxiety (MacIntyre & Gardner, 1989), it has been considered as a stable predisposition to experience tension, fear or worry without any expectations to be decreased or increased over time (i.e. trait anxiety) and as a state feeling of tension being temporary in nature (i.e. state anxiety), as well as a tendency to feel constantly anxious or worried in some certain situations (Ellis 2008), (i.e. situation-specific anxiety). With the adaptation of these three classifications in accordance with the position that researchers hold for the nature of WTC either enduring or fluxional, the research on WTC has sought to explore the effect of anxiety by calling it through

different terms: communication apprehension, language anxiety and communication anxiety. In the present study, 'anxiety' as a term is preferred to be used because it is regarded as an umbrella term covering language and communication anxiety. The following definition is proposed throughout this study: depending on the situation and individual, 'anxiety' is either a permanent or temporary feeling of tension, worry or fear aroused while using English or intending to use English in communication.

L2 motivation: This study accommodates the Noels and associates' identification of L2 motivation (Noels, 2001; Noels, Pelletier, Clément & Vallerand, 2000) based on Deci and Ryan's Self-Determination Theory (1985) as an informative framework. The perceptions of the learners of their L2 WTC lead to this adaptation. They indicated that they are communicating in L2 in order to either satisfy their needs (i.e. intrinsic motivation) that they have control or gain external advantages of using a new language (i.e. extrinsic motivation). Noels and associates identified two substrates of L2 motivation as intrinsic and extrinsic motivation, which are referred as two variables underlying L2 WTC:

(1) *Intrinsic motivation* (IM) refers to motivation to engage in an activity because the activity is enjoyable and satisfying to do (Noels et al., 2000). It is much more related to do an activity in order to feel satisfied and have fun. Individuals have an impetus in their minds to do an activity because of the fact that this particular activity gives them satisfaction and enjoyment. It composed of three substrates: knowledge (for gaining new knowledge), accomplishment (for achieving goals), and stimulation (the sensation stimulated by performing the task).

(2) *Extrinsic motivation* (EM) is related to regulations that are external to one's control. It has four different regulations: (1) external regulations (i.e. the performance of an activity being regulated by external incentives – e.g. for a better job) (2) interjected regulations (i.e. reasons associated with learners' self-imposed pressure to perform an activity – feeling guilty of one cannot speak English) (3) identified regulations (i.e. one's investment in an activity is driven by goals internalized as personally important) (4) integrated regulations (i.e. the highest degree of self-determination in extrinsic motivation where one fully assimilates an activity to one's values, beliefs, or the self.)

(Self-)confidence: It has been considered either as a single construct (e.g. Hashimoto, 2002) or a combination of lack of anxiety and perceived communication competence (e.g. Yashima, 2002; Yashima et al., 2004) in the relevant studies considering WTC of L2 learners. Adopting the first conceptualization, the present study regards confidence as a single construct and it is defined as the overall belief in being able to communicate in the L2 in an adaptive and efficient manner (MacIntyre et al., 1998). It is sometimes used with a special emphasis on the self, so it is given in brackets. In these instances, it is aimed to spotlight one's own belief of his or her capacity to communicate orally in L2.

Integrativeness: It is a construct related to the adaptation of different cultural groups (MacIntyre et al., 1998) and tied to the desire of being a part of an L2 community. Yashima (2002) claimed that for EFL learners, integrativeness would be less meaningful because they have been learning English to have an opportunity of international communication rather than a chance of communication with and integration into a specific EFL group. Sharing the same concern with Yashima (2002), the present study extends the meaning of integrativeness as identification with the member of the world in parallel with the fact that English is a global language (Dörnyei & Ryan, 2015) more than a language of a specific community.

Mood: It is related to the emotional and physical state of EFL learners during the language learning process. Feeling tired or sleepy as well as happy or energetic increases or decreases one's degree of readiness to communicate in line with the conclusions of House (2004).

Individual variables: They are the enduring predispositions related to personal characteristics such as personality, as well as dynamic and situation-related features of an individual such as mood and language utility, being all identified as individual related variables underlying L2 WTC. These variables include both personal factors and linguistic factors, which reflect learners' perceptions of the language as well as their language use. It consists of perceived competence, perceived opportunity to communicate, personality, attitudes towards L2 communication, language utility, L1 effect and L2 education system.

Perceived competence: It is defined as the feeling or belief that one has the capacity to use the target language in communication (MacIntyre et al., 1998;

Dörnyei & Ryan, 2015). It is related to the understanding that an individual who is learning a language is capable of and accomplished at the spoken/oral communication in L2 in this study. The link between competence and communication is easily predictable to be emerged because in order to get interaction in a language, one needs to have some degree of knowledge and information about the language. However, WTC research points out “although actual competence might influence communication, it is the perception of competence that will ultimately determine the choice of whether to communicate” (Clément, Baker, & MacIntyre, 2003, p. 192). Of the variables associated with L2 WTC, perceived competence has been seen at the top of the list along with anxiety. It has been suggested that the more competent that one finds his/her language skills, the more willing this individual becomes.

Personality: It is defined in the present study as the collection of characteristics that account for the constant feelings about and consistent behaviors for accurate oral communication. The conceptualization of Goldberg (1992) for personality termed as Big Five Model, with the dichotomies between introversion and extroversion, agreeableness and disagreeableness, conscientiousness and negligence, emotional stability and neuroticism, and intellectualism and openness to experience, has been accommodated in this study. The reflections of learners in the earlier phases of the study directed the understanding of personality associated with the Big Five Model.

Perceived opportunity to communicate: It is a construct in which a learner actually takes up an opportunity perceived as suitable to communicate within a particular situation.

Attitudes towards L2 communication: As a motivational construct, this variable is illustrated as a feeling of enjoyment, pleasure and satisfaction while using the target language in oral communication due to the positive reflections. It has been acknowledged that negative attitudes such as irritation or disrespect towards L2 communication might have a distinct effect on L2 WTC. However, the present study associates positive attitudes with L2 WTC.

Language utility: It is a concept to describe the value that learners attach to oral communication by highlighting its contribution to language development. In

other words, the reason for learners to communicate in English is tied to their goal of practicing language skills, or more specifically, speaking skills. In a context where learners sense an opportunity to practice speaking skills, they motivate themselves to communicate in the target language for the sake of enhancement of their language skills. Thus, the desire to practice linguistic capabilities, named as language utility in the target study, exists as an individual variable connected to L2 WTC.

L1 Effect: As the name suggests, this variable illustrates the potential effect of one's L1 on L2 related to the transfer of previously-acquired knowledge. It is mostly allied with the negative impact of learners' L1, which is Turkish, on English due to the contextual differences between these two languages.

L2 experiences: As Dörnyei puts it (2009), L2 learning experiences are "situated, executive motives related to the immediate learning environment and experience" (p. 29). The experiences that learners have as part of the learning process has been considered by many studies in L2 WTC (e.g. Baker & MacIntyre, 2000; Osterman, 2014; Reid & Trafimovich, 2018). These experiences have been termed as previous experiences in the present study and reflected that the previous experiences that L2 learners have for language learning and oral communication have an impact on their readiness to communicate or actual communication behavior.

Contextual variables: In the process of one's readiness to communicate and taking this readiness into action, the significance of variables stemming from the setting is warranted by empirical investigations (e.g. Bernales, 2016; Cao, 2011, 2013, 2014; Kang, 2005, 2014; Mystkowska-Wiertelak & Pietrzykowska, 2011; Mystkowska-Wiertelak & Pawlak, 2016, 2017; Pawlak et al., 2016; Peng, 2012, 2015; Peng & Woodrow, 2010; Yashima, 2002; Yashima et al., 2018). In this study, contextual factors include a bunch of different variables: (1) L2 education system referring to the faulty application of the L2 education policies observed by learners; (2) the topic under discussion linked to its familiarity and interest for the learners; (3) the support provided by the teacher having the role of facilitator as an orchestra leader; (4) the tasks that teachers provide for the learners to "achieve a linguistic outcome" (Aksoy, 2018, p. 8); (5) the interaction type related to the size and composition that tasks are required to be fulfilled and (6) the time of interaction

associated with the opportunity to (7) get prepared prior to the communication behavior; (8) the relationship with peers, passive participants of interaction, as well as (9) the familiarity with interlocutor standing at the other side of the communication network as the active receiver and responder.

Organization of the Dissertation

This dissertation is organized in five chapters. Chapter 1 includes the background to the study. It presents the aims and significance of the study by defining the gap in the relevant literature. In this chapter, the overall research questions of the study are introduced with their definitions. It also consists of two sequential subsections about the assumptions and limitations of the study. The relevant concepts of the study are defined in Chapter 1. The organization of the dissertation is also presented in the first chapter.

Chapter 2 establishes a theoretical framework based on the review of the relevant literature. It firstly reviews the studies related to the individual differences. It then aims to conceptualize WTC in line with the studies in the literature. Therefore, it first presents the concept of communication and states the main scope of the study. This chapter also reviews the empirical studies exploring WTC conducted in L1 context and L2 context after providing a definition of WTC concept. The empirical studies considering L2 WTC are reported in two different subsections based on their concern as (1) trait-like L2 WTC and (2) state L2 WTC.

Chapter 3 aims to present the research methodology followed in this multiphase dissertation. It first introduces the research design in relation to the literature. In line with the aims of the study, more than one empirical data collection process is proceeded in this study. Therefore, Chapter 3 first presents the details about the participants, instruments, data collection and analysis methods conducted in the first phase of the study in order to learn the understandings of EFL learners' L2 WTC. Based on the reflections of these EFL learners, an item-pool for an data collection tool has been constructed. This chapter secondly consists of the details about the participants, data collection and analysis methods of the study conducted to test this item-pool. In the last phase of the study, a mixed methods research design study is conducted in order to have a fuller understanding of L2 WTC by discussing its enduring and dynamic nature in a study at a time. Chapter 3 also

presents the details of the research methodology of this main study as well. In these sections of the chapter, the participants of the quantitative study in which the newly-developed instrument set are employed are first introduced. Then, the participants of the qualitative study are presented. The instruments including both quantitative and qualitative data collection tools data collection processes and data analysis methods are introduced in Chapter 3 as well.

Chapter 4 reports the findings of the qualitative and quantitative analysis of the data collected in the main study phase. The findings of the study are presented in regards to the specific research questions. It consists of an overall summary of the main phase of the study as well.

Chapter 5 aims to establish a discussion as well as a conclusion section. The findings of the study are discussed in this chapter in line with the relevant literature. It draws conclusions based on the discussion of the findings. The implications for the methodology and learning and teaching an FL are summarized in Chapter 5. This chapter concludes with suggestions for further research as well as a concluding remarks that the researcher present in the end of the long process.

Chapter 2

Literature Review

Presented the importance and significance of the current study in terms of using L2 willingly in communication in the previous chapter, this chapter comprises the review of the relevant literature on the matter at hand. It starts with the review of individual difference studies and the paradigm shift in the researches which leads to the attention paid for WTC in the studies in the literature. The second section aims to detail the concept of WTC by comprising the origin and growth of the concept in time in different contexts. In addition to the definition of WTC in details, the nature of WTC is reviewed in terms of the fluctuations that an individual experiences in the process of interaction in line with the relevant literature. The last section also intends to conceptualize L2 WTC in details through visiting each variable being identified as underlying concepts of WTC in the previous section by the relevant literature. All in all, this chapter aims to define the niche in the literature so that this current study can contribute to the existing literature.

Individual Differences in Foreign Language Development

Every individual without any language disabilities experiences the acquisition process of a language in the early phases of their lifetime and eventually, masters this language as their L1 at a native-speaker level. No matter how this process looks identical for each individual, Dörnyei (2009) pointed out that only the ultimate result of this process, which is the acquisition itself could be regarded as being universal. Shore (1995) declares that the paths that every child chooses to reach the final destination vary in L1 acquisition by stating "... all children do not learn language in the same way. The differences among them are not simply a result of some proceeding faster along a common pathway – it appears that children can take alternate routes" (p. 1).

While L1 learners are able to attain almost the same level especially in grammatical accuracy by following different routes, they differ in almost all aspects of an L2 during the learning process in terms of "the quality and quantity of the attained L2 knowledge and skills" (Dörnyei, 2009, p. 180). A large body of studies have been conducted to explore the person-to-person differences observed in L2 learning in order to identify the role of these differences in language learning (e.g.

Dörnyei, 2005, 2009; Dörnyei & Skehan, 2003; Dörnyei & Ryan, 2015; Gardner, 1985; Oxford & Ehrman, 1993; Pawlak, 2012; Robinson, 2002; Shore, 1995; Skehan, 1989, 1991). These studies are based on the research paradigm of differential psychology, which is a branch of psychology (Dörnyei, 2005). Being referred as individual difference (ID) research as well by Dörnyei (2005, 2009), differential psychology studies the ways how individuals differ from each other in their behaviors along with underlying how and why these differences occur. This main focus of ID research is based on one of the fundamental concerns of psychology has been expressed ever since it first appeared as a discipline: to maintain a sustainable understanding of how unique a human mind could be (Dörnyei, 2009).

Dörnyei (2005), moreover, offers a definition of IDs as follows: “dimensions of enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree. Or, in other words, they concern stable and systematic deviations from a normative blueprint” (p. 4). As Dörnyei mentioned, the early studies considering IDs as variables in L2 learning focus on the stability in order to decrease the extensive number of variables since one person may be different from one another in a number of different ways (Burch, 2016). In this effort of narrowing the limit of IDs, studies have different ideas what are comprised in IDs. Gradman and Hanania (1991) recognized 22 different variables referred to in the ID variables literature while Oxford and Erhman (1993) tended to consider just nine. In his seminal work, Skehan (1989) identified the research on eight slightly different variables. Williams and Burden (1997) sought to list the four mostly investigated ID variables in language learning on which there have been a considerable amount of studies were conducted. Gardner (1985) identified language aptitude, personality, attitudes and motivation and orientation as the ID variables influencing the L2 learning process. Roughly, there have been intelligence, personality, aptitude, motivation and attitudes in list of IDs as the most common identified ones through traditional stability-oriented studies (Burch, 2016). In his prominent work, Dörnyei (2005) further listed learning styles and strategies, self-esteem, anxiety, learner beliefs, creativity, as well as WTC.

As Williams and Burden (1997) clears out there have been a large body of studies exploring the influence of IDs to the rate and success of language learning

through the traditional way. They claimed further that under the influence of psychology, researchers in the field have selected an ID related variable which they hypothesized that it has a contribution to the language learning process in terms of achievement. Through some statistical analysis, they presented their results whether the selected ID variable had any contribution to the language success by grouping individuals rather than exploring the ID variable. However, the identification of the relationship between the ID variables and language learning process could hardly contribute to the practices in the classroom (Williams & Burden, 1997). In that manner, it is questionable if Student A could be identified as a motivated or anxious student in all the circumstances in a real classroom (Dörnyei, 2009). There may be some ups and downs in the affective variables of each individual in a classroom. The paradigm shift, therefore, becomes inevitable in ID research on language learning. Studies focusing on the uniqueness of each individual which may have a direct effect on language learning setting and the dynamism that each individual possesses in their attitudes, feelings, and thoughts are welcomed better now (Robinson, 2002). Therefore, researchers have been focusing on the examination of the dynamic nature of IDs.

This paradigm shift resulted in that researches began to see the language learners as active and dynamic participants of the language learning process having interaction with the context, system, and natural environment. The helical of interactive relationships that the language learners get through causes the emergence of non-static and changeable assumptions based on the Complexity/Dynamic System Theory (CDST) (Ellis & Larsen-Freeman, 2006; Larsen-Freeman, 2015). The CDST suggests that while the context has an influence on the individual's L2 learning process, there is a multidimensional and bidirectional relationship between the individual and the context as well: each language user has an effect on the context, which varies based on the IDs (Larsen-Freeman 2011; Ushioda, 2015). By recognizing the L2 learning as a dynamic and changeable process, the CDST allows the occurrence of questioning the stable implications for the L2 learning process (Al-Hoorie, 2015). Consequently, language learners have gained the title of language users who communicate with each other, exchange ideas and form relationships with each other both in classroom environment and in daily lives by controlling their bidirectional interaction with the context (Burch, 2016).

As an echo of CDST, following Ushioda's call for contextualized ID research (2009) by indicating the "person in context" perspective, studies began to highlight the dynamic nature of IDs because as Dörnyei and Ushioda put it (2011), IDs "display a considerable amount of variation from time to time and from situation to situation" (p. 252).

The emphasis of the situation and time in ID research following the CDST appeals to the realization of different variables as an ID variable such as willingness to communicate (WTC). Its appearance in the researches depended on the shift in the attitudes towards language learners as users of the language so that studies highlighting the place of communication in the FL learning process have been emerged (Burch, 2016).

The fact that an individual could be willing to communicate in a situation with a person while another individual may define her/himself as having low WTC in the same situation communicating with the same person takes the attention of researchers focusing on the IDs. As a result, the researches started to consider the learners' tendency of communication as being high or low as one of the IDs (Dörnyei, 2005). It has been sought to examine the situations where one feels willing while the other feels just the opposite or when an individual feels willing to communicate in a certain period of time but hesitate to engage in communication in another period of time (MacIntyre et al., 1998). This situation-specific perspective in research leads to the recognition of WTC fluctuations that an individual has in the identical situations. In line with the CDST perspective, studies have been conducted by considering dynamic and situation-based nature of WTC along with its static and trait-like nature. An in-depth reflection of WTC based on the relevant literature will be presented in the following sections.

The Conceptualization of WTC

This section will conceptualize WTC and L2 WTC in line with the in-depth definitions of the terms. It will first offer the definition of communication. Then, it constitutes a subsection about the origin and definitions of L2 WTC. Following this subsection, it will review the studies concerning respectively L1 WTC and L2 WTC.

What is communication?. In reaction to the Chomsky's introduction of linguistic competence as one of the primary concern of language learning process

in 1965, Hymes (1967) came up with communicative competence which directs attention to the use of language in action rather than the capability of acquiring it since what allows people to communicate is much related to their interactive practices and strategies rather than the grammatical rules (Canagarajah & Wurr, 2011). L2 researchers have borrowed each of this term into the research perspective so that the ultimate of L2 learning process is situated on “enabling learners to use language in ways which are communicatively effective and appropriate” (Richards & Schmidt, 2013, p. xii). Consequently, communication in language learning has been stressed out so far in the language studies but then, how is communication regarded?

As defined by Breen and Candlin (1980) and Wells (1981), communication includes permanent assessment and cooperation of meaning in terms of an individual who is a participant of the process. Canale (1984) referred to communication as a system enabling “the exchange and negotiation of information between at least two individuals through the use of verbal and non-verbal symbols, oral and written/visual modes, and production, and comprehension processes” (p. 111). In this sense, communication is reflected on the basis of mutual interaction to able to develop a common understanding between at least two people (Richards & Schmidt, 2013).

In another definition, communication is seen as a system of art charged with the exchange and negotiation of meaning in a systematic series of process (Lee, 1988). In his encyclopedic work on communication, Findlay (1998, p. 33) highlighted this communication process by describing a model in his definition of communication as follows:

Communication refers generally to the process by which information—sometimes simple stimuli—is received by an organism or organisms. At its most basic level, communication involves the sending and receiving of information. In communication theory this process is stated in the form of a simple model: A (message source) to N (noise or interference) to B (receiver). This simple model (sometimes called the conduit model] plots the course of a message (from A to B) and assumes that at times there will be obstacles (noise or interference) that impede the transmission of the message. (Findlay, 1998, p. 33)

Given the role to the language and communication as the most important but the most difficult symbol of the human progress, “language and communication

occupy the central role in human activity and make possible the analysis and synthesis leading to knowledge and wisdom” (Bowman & Targowski, 1987, p. 21). To develop an understanding of this complex system, most researchers have been trying to develop a model of communication process since Aristotle (Lee, 1988). In an attempt to develop the radio frequencies, Shannon and Weaver (1949) developed the basic model shown Figure 1 as one of the best-known models (Bowman & Targowski, 1987). However, Bowman and Targowski (1987) criticized it in a way that it aimed to develop the communication capability of machines rather than the humans. Following them, Schramm’s interactive model (1954, as cited in Schramm, 1965), Berlo’s SMCR Model (1960), Thayer’s Communication Model (1968), and Figgins’ Interpersonal Model (1984) were suggested to explain the process of communication applying different perspective such as focusing on the interaction (Schramm, 1954), or the relationship between sender (S – referred as source in the study) and receiver I.

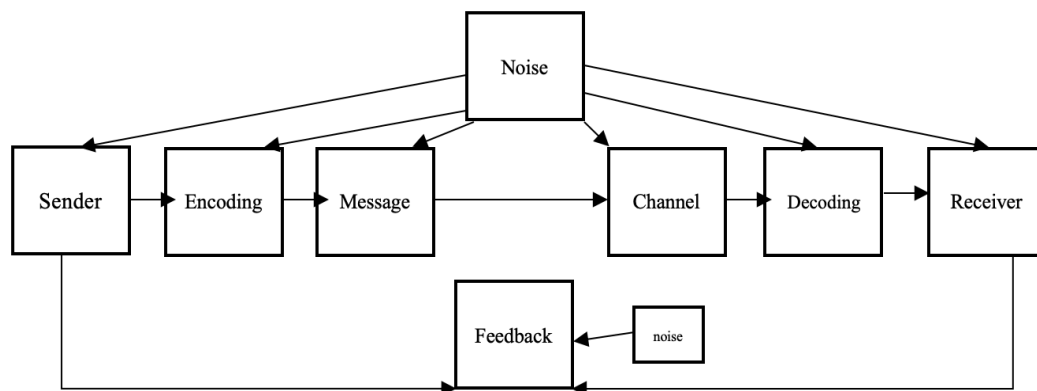


Figure 1. The communication process model developed by Shannon and Weaver (1949)

Though communication process seems to have a straight structure, it is not much intelligible to regard it as only a transfer of message between sender and receiver. Therefore, Canale (1983) put an emphasis on the complex characteristics of communication rather than the linear and transactional relationships that communication involves. It was cited that he developed a list of features of communication based on the interpretations of Breen and Candlin (1980), Morrow (1977, cited in Canale, 2013, p. 4) and Widdowson (1978, cited in Canale, 2013, p.

4) and consequently, he aroused his own definition of communication. It consists of the following characteristics:

- “being a form of social interaction, and is therefore normally acquired and used in social interaction
- involving a high degree of unpredictability and creativity in form and message; takes place in discourse and sociocultural contexts which provide constraints on appropriate language use and also clues as to correct interpretations of utterances
- being carried out under limiting psychological and other conditions such as memory constraints, fatigue and distractions
- having a purpose (for example, to establish social relations, to persuade, or to promise)
- involving authentic, as opposed to textbook-contrived language
- being judged as successful or not on the basis of actual outcomes.”
(Canale, 2013, p. 4)

Depending on what Canale (2013) suggested, communication can be seen as a persistent and complex process of negotiation and interpretation of meaning. In the FL environment, it mostly includes expressing ideas in class, reading passages in L2, watching or listening to and interpreting a message in L2 and writing a passage on the ideas aiming to be shared with others in L2 (MacIntyre et al., 1998). L2 communication is an extremely smooth enterprise, “especially considering the wide variety of processes that contribute to language learning, skill development, and the many contexts that arise for L2 communication” (MacIntyre & Legatto, 2011, p. 149). This intricate nature of communication and language leads to the emergence of the primary aim of language learning process as employing it in communication (MacIntyre & Charos, 1996). Thus, understanding the origin and nature of communication along with identifying the opportunities and willingness that individuals have to communicate in the learning environment enables the L2 teachers to be equipped with deeper insights for the process. (MacIntyre, Burns & Jessome, 2011; MacIntyre et al., 1998). By keeping this in mind, the following subsections aim to provide a detailed reflection on WTC, which will be useful in the process of contextualizing communication, a key purpose of language learning.

The origin and definition of WTC. One of the most influential variables on communication is the volitional intention of individuals to communicate referred as WTC (MacIntyre, 1994), a recent addition to the list of ID variables influencing language learning process (Cao, 2014). The research on WTC dates back to the

studies of Burgoon (1976) on unWTC, which is much related to the dispositions toward verbal behavior. Following his findings, McCroskey and Baer (1985) developed the concept of WTC as the other side of same coin (MacIntyre, 1994) and defined it as having an intention of communication when an individual has the choice on their own will. They started the flow of their works on WTC in 1985 by characterizing it as a positive variable affecting the communication process by counteracting the negative influence of unWTC on communication. As an echo of McCroskey and Baer (1985), MacIntyre (2007), reflected that WTC is a “probability of initiating communication, given choice and opportunity” (p. 567).

The WTC research originates from the studies considering the eagerness to use the L1 in the communication. The early studies in this concern seems to explore WTC in the L2 as “a simple manifestation of WTC in L1” (MacIntyre, 1998, p. 546). Therefore, early studies on L2 WTC defined it as a “stable predisposition toward communication” (MacIntyre & Charos, 1996, p. 7), which has been entitled trait-like WTC (e.g. Clément et al., 2003; Peng & Woodrow, 2010; Yashima, 2002; Yashima et al., 2004, 2018). However, the assumption for the direct transfer of L1 WTC into L2 WTC was contradicted by the researches. For example, Gregersen and MacIntyre (2014) found that an L2 learner who was defined having high L1 WTC and use each opportunity to communicate in L1 observed to be silent when there were chances of communication in L2. Moreover, Charos (1994) found a negative correlation between L1 WTC and L2 WTC. Hence, it was illustrated that WTC is in need of special and separate attentions in both contexts (Mystkowska-Wiertelak & Pawlak, 2017).

In their pioneering work on L2 WTC, MacIntyre et al. (1998) stressed out the importance of volitional choice of intention to communicate in L2 based on a complex and intimate integration of psychological, linguistic, educational and communicative dimensions of language (Mystkowska-Wiertelak & Pietrzykowska, 2011). The selection of intention in the definition implies that L2 WTC does not necessarily exemplify the definite interaction but rather a behavioral orientation to communicate when having a chance (MacIntyre, 2007). However, Cao (2014) suggested to find a rational and empirical support for WTC in L2 context, L2 WTC should be defined with some observable behaviors emerged in the “occasions on which students chose whether to communicate when they had the opportunity to do

so” (p. 796). Consequently, there is a recent disagreement in the manner to L2 WTC in studies that it could be reflected as an intention as well as an observable behavior.

The intricate nature of ID variables indicating the effect on one another has been aroused in L1 and L2 WTC. Most studies have been conducted to identify the variables underlying WTC in both contexts. In order to have a clear view of the concept, the representations of WTC in L1 and L2 context needs to be investigated in details since there has been a strict discrimination of perspective of research between the studies conducted in these two different contexts.

WTC in L1 context. Research into the concept of WTC started with investigating the reasons of obstruction of communication by the studies of Burgoon (1976) on unWTC and McCroskey (1977) and McCroskey and Richmond (1982) on shyness. As an attempt to enrich the communication process with a positive reflection, McCroskey and Baer (1985) began to question the effect of WTC on the process of communication. In McCroskey’s repeated works on WTC with his associates (e.g. McCroskey, 1992; McCroskey & McCroskey, 1986a; McCroskey & Richmond, 1987, 1990, 1991), they investigated a different side of WTC. All of these early studies concerned communication in the native language.

WTC was perceived as a tendency to communicate in a provided context when free to do so and as a stable individual feature which remained the same without any fluctuations based on the contexts (McCroskey, 1992; McCroskey & Baer, 1985). It was accepted that there was an influence of situations to a very small extent on an individual’s WTC (McCroskey, 1997; McCroskey & Richmond, 1987, 1991). However, it was supported that WTC was a regularity related concept in communication behaviors so that individuals had regular WTC tendencies across situations based on the findings of McCrae and Costa (2004) on the permanent relationship between introversion and WTC. Thus, even if the trait-like assumption was invalidated in McCroskey and Richmond (1987), WTC was defined as a trait on which personality has a direct effect (McCroskey & Richmond, 1991) so that it explains the reason of communication initiations in identical and virtually identical situations (McCroskey, 1992, 1997).

In reference to the early studies on trait-like WTC in L1 context, it is reasonable to report that almost all of the empirical studies concerning L1 WTC as

a personality trait were designed quantitatively and they employed a measurement tool to collect data. When they aimed to measure one's level of WTC, they used mostly the questionnaire developed by McCroskey and Baer (1985). This questionnaire gained the feature of a scale after the validation study conducted by McCroskey (1992). This scale was alone the main instrument of WTC data sets for several studies on L1 WTC.

Following the explicit conceptualization of WTC as a trait-like concept (MacIntyre et al., 1998), McCroskey and Richmond (1987) attempted to examine the variables which have a role in the emergence of L1 WTC in their theoretical work. They reported that WTC was emerged through the intricate relationship among introversion, anomie and alienation, self-esteem, cultural divergence, proficiency level of communication skills and communication apprehension. They claimed that introverts engaged in communication less than the extroverts, so their WTC was under the negative effect of their personality trait as being introvert. As for anomie, they used the word "normless" in the definition while they defined alienation as the "withdrawal from the communication" (p. 139). In line with these definitions, they referred to these two variables having negative impact on an individual's WTC. Self-esteem was also identified as one of the factors affecting individual's WTC in McCroskey and Richmond's study (1987) and it was seen as a variable meaning the worth that individual paid for their own skills. They indicated that there was a relationship between WTC and self-esteem; however, this relationship was shaped under the impact of individuals' communication anxiety. The strong ties between culture and communication was also underlined in their study and they suggested that individuals who were diverted from the culture might hesitate to be in communication. Thus, their WTC level might be low. Lastly, the perceived level of individuals for their own communication skills had an effect on their WTC on their resistance for communication called as communication apprehension. However, McCroskey and Richmond (1991) reported that the empirical data limited to conclude theoretically that L1 WTC was under the effect of communication skills.

A new era started in the WTC research through the pioneering study that MacIntyre (1994) conducted on the variables underlying L1 WTC. Through a path analysis, MacIntyre (1994) aimed to explore the structure of WTC in L1 by use of

different data sets from McCroskey and McCroskey (1986) and McCroskey, Richmond and McCroskey (1987). In this breakthrough study, L1 WTC was reflected as a personality related trait as well. The main focus of the study is to validate the influences of five basic constructs of L1 WTC identified by Burgoon (1976) as anomie, alienation, self-esteem, introversion and communication anxiety. In addition, he also added perceived competence to the list and examine the influence of these six constructs on L1 WTC following Eysenck and Eysenck's personality model (1985) in a quantitative study, measuring the causal relationship between these constructs. The model that was hypothesized in the study was illustrated in Figure 2. The results of the study suggested that there is a direct effect of communication apprehension and perceived competence on L1 WTC and an indirect effect of apprehension, communication anxiety and self-esteem through perceived competence and apprehension. No relationship was found between anomie, alienation and L1 WTC.

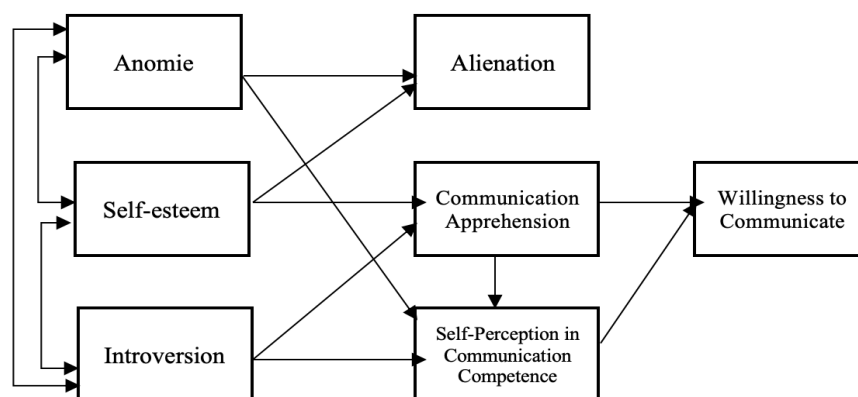


Figure 2. The hypothesized model developed by MacIntyre (1994, p. 137)

Although the early studies stressed on the trait nature of L1 WTC, they also directed the partial role of situation on the level of L1 WTC since as McCroskey (1997) put it, they also found some evidences of invalidation of their assumption that WTC is a regular personality characteristics (e.g. McCroskey, 1997; McCroskey & Richmond, 1987, 1990). They relied more on the effect of WTC on the communication behavior in a broad sense and chose to ignore the effect of situation by proposing it as partial. Because they claimed that a regularity was observed in an individual's cognitive processes compatible with the tendency of communication

(MacIntyre & Clément, 1996). However, as McCroskey and Richmond (1990) indicated there were situational fluctuations in one's WTC.

Therefore, MacIntyre, Babin and Clément (1999) conducted a research which explored both trait and state nature of WTC in L1 context. Here "trait [L2] WTC reflects a stable predisposition toward communication, whereas state [L2] WTC is situated in specific contexts" (Peng & Woodrow, 2010, p. 835). In order to explore the antecedents of trait WTC, they employed structural equation modelling (SEM) on the data collected from 226 university level students of psychology through five different questionnaires. The hypothesized model being tested in the study presented in Figure 3 and illustrated that they explored the effect of extraversion, self-esteem, emotional stability, communication anxiety and competence on L1 WTC. They invited the participants of this quantitative phase of the study to a lab study where the participants were given four tasks to indicate their willingness to engage in communication. With the participation of seventy students who responded to the invitation, they sought to examine the state nature of L1 WTC since the "trait-level measures are inappropriate for measuring state reactions" (p. 221). These participants were asked to indicate their level of WTC, anxiety and perceived competence while working on the provided tasks through a thermometer-shaped scale of 10 points.

As for the antecedents of L1 WTC in a trait-level, the study found that perceived competence was the best predictor of L1 WTC while there was a non-significant relationship between L1 WTC and anxiety. The findings of this lab study supported the definition of WTC as a probability of communication when there is a chance to do so since the level of trait WTC of the individuals who participated into the study was higher than of those who refused to take part in the study. It additionally suggested that the state level WTC leads to the engagement in the communication and once the communication has started, other state variables, anxiety and competence in this study, possessed higher influence on the process of communication. Thus, it concluded that trait and state level WTC are "complementary and can be integrated" (p. 226).

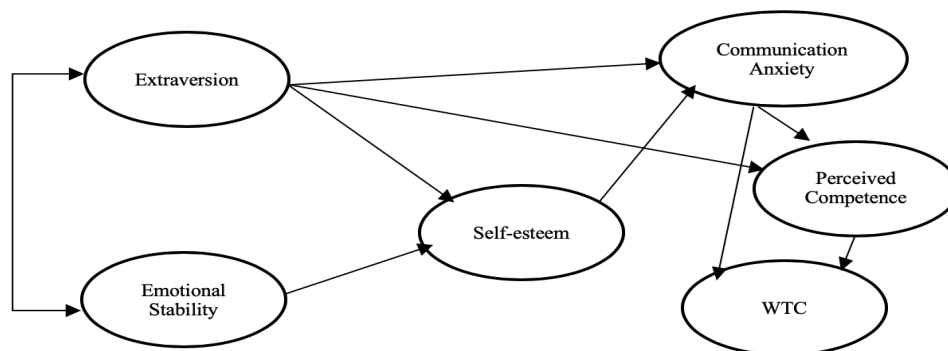


Figure 3. The hypothesized model in the study of MacIntyre et al. (1999)

Following MacIntyre and his associates who opened a new path in WTC research, L2 researchers started to pay attention to the effect of WTC on L2 learning process by borrowing the assumption that WTC is a crucial content of communication (MacIntyre et al., 1999; Zakahi & McCroskey, 1989). A growing body of research has been investigated the role of WTC in L2 context as well as the antecedents of L2 WTC by referring it as a crucial element of L2 communication (MacIntyre, 2007). In the section that follows, the relevant literature on L2 WTC will be presented.

WTC in L2 context. The realization of L2 communication as a crucial element in L2 learning attracts the researcher to focus on communication because as Yashima (2002) mentioned, “L2 competency develops through productive use of the language” (p. 119). The necessity of meaningful interaction in L2 to develop language skills stems from the assumption that “learners have to talk in order to learn” (Skehan, 1989, p. 48). Therefore, many researchers consider the emergence and development of oral communication in L2 context. WTC in this context having a facilitator role in the communication process has recently been under investigation of L2 researchers (Cao, 2014; MacIntyre, 2007).

In the present study, L2 used as in the meaning of additional language and it referred to both SL in which learners have the chance of interaction in the target language whenever they are engaged in communication and FL where learners have a respectively low chance of interaction in the target language (Yashima, 2012), especially outside the classroom. The use of target language in communication is mostly limited to the classroom where they are instructed about

the language. Even if these two contexts are referred as L2 contexts, there are clear differences between these two, especially in terms of engaging in communication. WTC in L2 contexts has been found to be related to the chance to communicate (e.g. MacIntyre, 1994, 2007, MacIntyre et al., 1998; Yashima, 2002, 2012) and therefore, while referring to the studies conducted in L2 context, it needs to be reported whether the context is an SL or FL context.

Additionally, with regard to L2 communication, L1 and L2 WTC appeared to be independent from each other (Cao & Philp, 2006; MacIntyre et al., 1998, 2003) so that L2 WTC could not be seen as a direct transfer from L1 WTC (Cao & Philp, 2006; MacIntyre et al., 1998). Therefore, L2 researchers have developed different definitions for L2 WTC from L1 WTC. For MacIntyre et al. (1998), L2 WTC is related to social factors connected to L2 use as well as the communicative competence of L2 users. The stress on social factors has led to the focus on the contextual factors related to situations in L2 WTC research. Kang (2005), 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). Along with the effect of situations on individual’s L2 WTC, the multilayered nature of L2 WTC has been underlined in Kang’s definition by mentioning its relationship with variables (Cao & Philp, 2006). However, as MacIntyre et al. (1998) mentioned, L2 WTC is integrated with not only learner external factors such as interlocutor or topic but also learner internal factors such as self-perceived competence, motivation, and personality – to some extent. This conceptualization of L2 WTC indicates that L2 WTC has dual characteristics: trait-level and state-level (Cao, 2011; Mystkowska-Wiertelak & Pawlak, 2016; Peng, Zhang & Chen, 2017).

Much similar to other ID variables such as motivation and anxiety, L2 WTC has been appeared in the studies with these two levels (Dörnyei, 2005). The trait-level of L2 WTC denotes to the “the relatively stable tendency for communication, whereas the state-level WTC is a temporary condition favoring communication” (Peng et al., 2017, p. 304-305). Thus, the main difference between these two characteristics lies in the former being a stable disposition of individuals to enter in communication while the latter having a temporary feature related to the specific situations (Cao, 2011; Mystkowska-Wiertelak & Pawlak, 2016).

A review of the relevant literature on L2 WTC suggested that early studies mostly considers the trait-like L2 WTC (e.g. MacIntyre & Charos, 1996) while more recent studies only focus on situational L2 WTC (e.g. Cao, 2013) and also highlights the dynamic nature of L2 WTC (e.g. MacIntyre & Legatto, 2011). The tendency on situational and dynamic L2 WTC in the studies starts with the breakthrough study of MacIntyre and his associates in 1998. They clearly declared the multifaceted nature of L2 WTC by indicating its dual characteristics and called for studies on this issue. Before moving into the details of this revolutionary study in a separated subsection, it is more time to visit the early tendencies in the research perspective of L2 WTC.

To the best of my knowledge based on the review of literature, the first study on L2 WTC was the one conducted by MacIntyre and Charos (1996). It is a modified version of the L1 WTC study of MacIntyre (1994). They proposed an adapted and developed version of the model drawn by MacIntyre (1994) in which he investigated the causal relationship of individual related variables related to communication. They integrated the Gardner’s socio-educational model of language learning (1985) into the study as well. Consequently, the hypothesized model included L2 WTC, motivation, attitudes towards learning situation, L2 anxiety, perceived competence, the big five personality traits – (1) intellect, (2) extraversion, (3) agreeableness, (4) emotional stability, (5) conscientiousness, and L2 communication frequency as presented in Figure 4 was investigated through Path analysis.

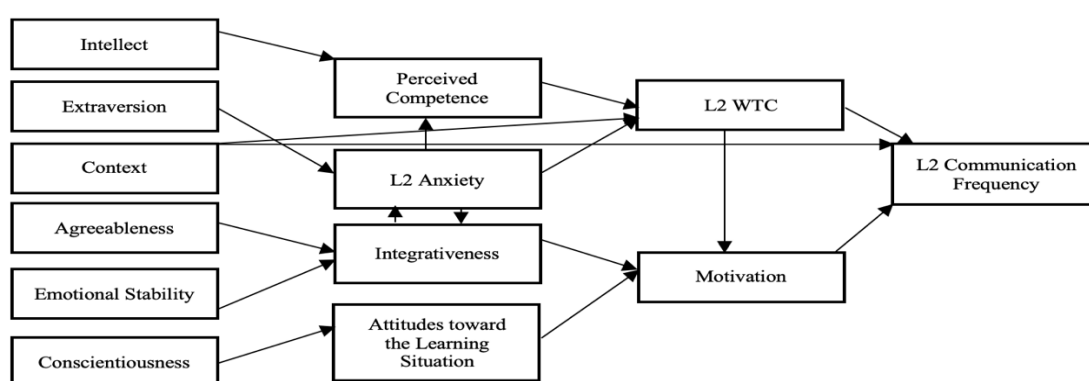


Figure 4. The hypothesized model drawn by MacIntyre and Charos (1996)

Conducted in a bilingual Canadian context, 92 English-native beginner learners of French participated in this quantitative study. 13 different questionnaires were combined together in the data collection set, which actually indicated the need

for a compact questionnaire to measure L2 WTC and the variables related to it (Mystkowska-Wiertelak & Pawlak, 2016; Peng, 2013; Peng & Woodrow, 2010; Yashima, 2002). In addition to this, in order to measure participants' L2 WTC level, the questionnaire developed by McCroskey and Baer (1985) was adapted without any modifications with the items such as using English while standing in the line. The results confirmed the significant relationships between WTC and motivation, anxiety, perceived competence and L2 communication frequency. Moreover, indirect effect of personality traits was found on L2 communication frequency. It concluded that L2 WTC is a complex construct and in order to arrive certain assumptions, it needs to be examined by inclusion of other variables as underlying factors in different social environments.

As a result, the call of MacIntyre and Charos (1996) led MacIntyre et al. (1998) to conceptualize the L2 WTC concept as a multilayered complex construct and they conducted a theory driven study on L2 WTC by proposing a pyramid-shape model. They suggested that L2 WTC is a result of integration of a various number of variables related to individual, social, affective, motivational, behavioral constructs (Pawlak & Mystkowska-Wiertelak, 2015). This study emerged to possess leading feature in L2 WTC and many research studies were conducted to replicate and modify its design. The detailed information about this study will be provided in the following sub-section before reviewing the L2 WTC studies concerning two varying characteristics of L2 WTC, namely, trait-like L2 WTC and situation-specific L2 WTC.

The heuristic model. Bringing a new breath to L2 WTC studies, MacIntyre et al. (1998) broadened the perspective held in MacIntyre and Charos (1996) and divided clearly L1 WTC and L2 WTC into two constructs being different from each other (Başöz, 2018). This new perspective in WTC research was situated well (Kang, 2005) by their definition of L2 WTC as “a readiness to enter into discourse at a particular time with a specific person or persons, using a L2” (p. 542).

In this influential study, for a clear picture of WTC, a variety of individual and situational variables were taken into account by underlining their effects on both L2 WTC and L2 communication in action (Mystkowska-Wiertelak & Pawlak, 2017). MacIntyre et al. (1998) proposed a model – usually cited as the heuristic model consisting of a variety of variables in six different layers in a pyramid shaped model.

This model comprised of a number of linguistic, communicative and social psychological variables potentially having an impact on L2 WTC and then, L2 use in communication (Jung, 2011). The first three layers of the pyramid illustrate the situation-specific influences on L2 WTC at a provided time such as desire to communicate with a specific person and state related self-confidence. The last three layers, on the other hand, included enduring variables impacting L2 WTC such as personality and communicative competence. As can be seen in Figure 5, the heuristic model included each variable as a brick in each layer. This shaped suggested that there is a complementary relationship between these variables as if building the bricks in a construction and beginning from the down to the top, the actual use of L2 in communication has been occurred and communication behavior has emerged– represented in Layer I.

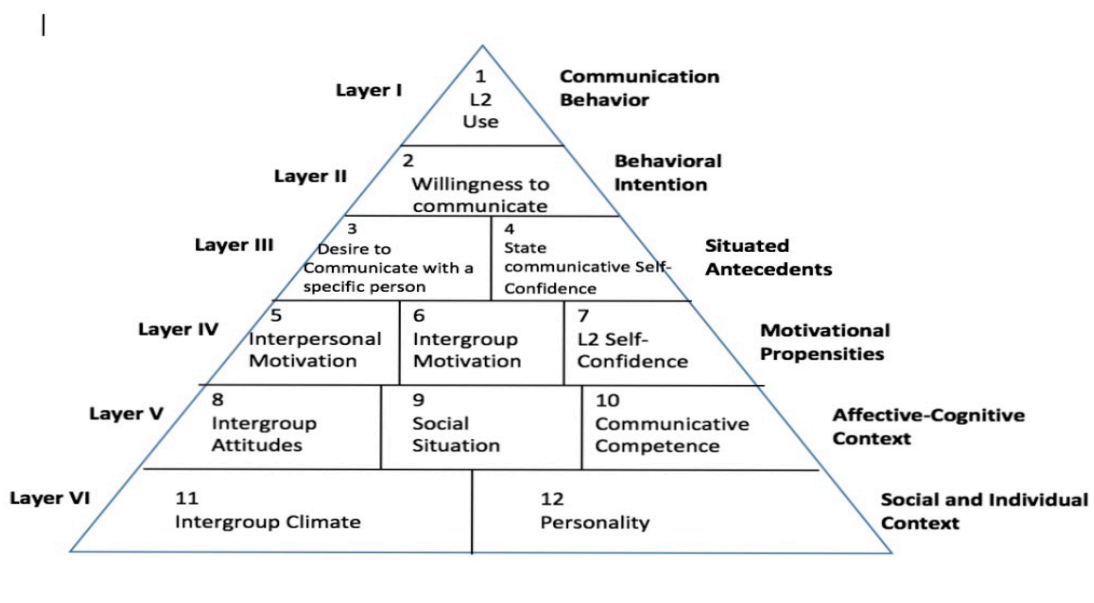


Figure 5. The heuristic model proposed by MacIntyre et al. (1998)

The second layer, namely, behavioral intention revealed only WTC in L2 communication process as a step. MacIntyre et al. (1998) extended the trait-like nature of L2 WTC and highlighted the situation specific nature of L2 WTC rather than a permanent trait and defined it as “readiness to enter into discourse at a particular time with a specific person or persons, using a L2” (p. 547). They additionally suggested that observed behaviors such as raising hand to take the turn ended up without invoicing the ideas to display WTC in the individual because it represents that that individual is ready to answer the question. Therefore, whether actual use of language in communication takes place or not, L2 WTC can be

observed to be emerged and it becomes the one step before the actual communication.

The last situation related layer in the model is situated antecedents and they were defined as “the most immediate antecedents”. It includes desire to communicate with a specific person and state communicative self-confidence. The desire to communicate with a specific person is under the effect of affiliation and control. The former refers to the most crucial drive in various communication situations by indicating the intimacy between communicators while the latter is related to taking the control of the communication process to feel comfortable. The self-confidence aroused for L2 communication in a specific situation is other brick in Layer III. It is mostly shaped with one’s perceived communication competence and communication anxiety. By denoting communication anxiety, it aims to indicate the role of the level of communication anxiety that an individual feels at a provided time and place in L2 WTC. It is obvious that L2 user would feel more willing to communicate in times when he or she feels anxious. In the opposite of this assumption, a person would become more willing to communicate when he or she feels competent to communicate on a topic at a sufficient level in a specific situation. Thus, it is assumed that when anxiety has a negative influence on WTC, perceived communication competence impacts on it positively.

The Layer IV is the first of the trait-like variables in the model. It is called as ‘motivational propensities’ and as its name suggests, it represents the motivational influence on WTC by including three variables: (1) interpersonal motivation, (2) intergroup motivation, and (3) L2 self-confidence. The first two variables (i.e. interpersonal motivation & intergroup motivation) stem from the social roles that the individual has in the society. It is again influenced with affiliation and control. People have a tendency to communicate with the ones who are similar and intimate to them (Mystkowska-Wiertelak & Pawlak, 2017). Therefore, affiliation is included as an influencer of intergroup motivation. Moreover, people are also in search of control the role and the position in communication by being in charge of the flow of communication. It affects the social roles that people have in life. As seen, these variables possess more permanent characteristics as the social role of an individual being tied to the personality is unlikely to be varied in time and in situations. At a different level with its state allophone (i.e. Layer III- state communicative self-

confidence), L2 self-confidence in Layer IV is related to the belief that one has for oneself to use the L2 in communication in general circumstances.

The Layer V as the next layer in the model is named as 'affective-cognitive context'. It consists of three variables: (1) intergroup attitudes, (2) communicative experience, and (3) communicative competence. As can be seen, this layer is much related to one's personal position to the target language and individual experiences. The intergroup attitudes depend on integrativeness. Following the definition of Gardner (1985), integrativeness is about an individual's identification with the target language community. This identification affects the eagerness to use this target community's language and it leads to the use of language in communication. The communicative experiences being the second variable in the layer represents the personal practices of communication that each individual has. The communicative competence means the competence level in L2 to be used in communication. By adapting the classification of Celce-Murcia, Dörnyei, and Thurrell (1995) for communicative competence, in the study, it includes five competences: (1) linguistic, (2) discourse, (3) actual, (4) sociocultural, and (5) strategic. Rather than the measured level of competency, it is the perceived level of competence level directing the general capacities in communication which has an influence on WTC.

The bottom layer as the last one in the model is the 'social individual context'. It includes two antecedents, (1) intergroup climate, and (2) personality, both of which have limitations for the control of individuals and effect of situations. The first antecedent is related to the role of the language in society (Williams, Mercer, & Ryan, 2015) while the second one stems directly from the personality of the individuals. The intergroup also evokes the "social dimensions" between two communities involving the relationship between L1 and L2 communities (Mystkowska-Wiertelak & Pawlak, 2017, p. 8). The mutual positive attitudes between these two communities would have a positive impact on the process of L2 learning and relatedly, on the use of L2 in communication. The second variable is personality which is found to be effective on the L2 communication process. The study employed the big-five personality model proposed by Goldberg (1993), as in MacIntyre and Charos (1996). This model includes extraversion, agreeableness, emotional stability, conscientiousness and intellect as the basis of an individual's

personality. The affirmed effect of these characteristics by MacIntyre and Charos (1996) is expected in L2 WTC and the use of L2 in communication.

Covering both trait-like and situational characteristics, the pyramid model shed the light on the researchers who attempted to work on L2 WTC (Yashima, 2012). After MacIntyre et al. (1998), more and more studies follow the path that they opened in L2 WTC research and they have been still in search of whether L2 WTC is a stable trait or it is a situation-specific and dynamic construct or both (MacIntyre, 2007). These two features of L2 WTC will be detailed in the following subsections in line with the relevant studies.

L2 WTC as a trait. Following MacIntyre and Charos (1996) and MacIntyre et al. (1998), more studies have been devoted to understand the nature of L2 WTC in realization of its position being different from L1 WTC in numerous FL and SL contexts. A variety of early studies within their own contexts have been conducted to display L2 WTC as a predisposition of readiness to communicate in the target language and to portray the intricate relationships between L2 WTC and some individual, psychological and contextual variables. To reach this aim, they have mostly employed quantitative paradigm as a research method, including hundreds of participants and complex statistical analyses. As Mystkowska-Wiertelak and Pawlak (2017) put it, the results that these analyses portrayed L2 WTC as a trait-like variable.

As mentioned earlier, describing L2 WTC as a trait-like construct equals to accepting it as a personal character which refers to a stable and a general tendency to communicate in L2. Even if they admit the effect of context on L2 WTC, they still question that this tendency would not differ in similar circumstances. For instance, the mostly employed scale in these studies was the validated version L1 WTC scale by McCroskey (1992), which consists of three different contexts that individual might feel willing or unwilling to communicate: (1) public meetings, (2) small groups, and (3) pairs. The studies indicating a statistically significant difference in L2 WTC based on the contextual differences that individuals were asked to communicate by using McCroskey's scale suggested that the individuals would mostly have the same tendency in the same context (e.g. Bektaş-Çetinkaya, 2005; Lahuerta, 2014; Şener, 2014). Moreover, these studies demonstrating L2 WTC as a trait mostly aimed to explore its relationship with the underlying constructs which were identified based

on either theory or empirical data. Table 1 was prepared to summarize the constructs recognized as the antecedents of L2 WTC by the studies in the literature.

Table 1

Antecedents of enduring L2 WTC

Studies	Variables underlying trait-like L2 WTC
Baker & MacIntyre (2000)	perceived competence, frequency of communication, anxiety, different attitudes and reasons for L2 learning such as instrumental orientation labelled as knowledge, friendship, travel and gender
MacIntyre, Baker, Clément, & Conrod (2001)	social support as well as five L2 learning reasons (travel, job related, friendship with Francophones, personal knowledge, and school achievement)
MacIntyre, Baker, Clément, & Donovan (2002)	language, sex, and grade on L2 WTC, anxiety, and perceived competence, frequency of communication and motivation
Hashimoto (2002)	anxiety, perceived competence, motivation, frequency of communication
Yashima (2002)	L2 communication confidence (anxiety and perceived competence in L2), L2 proficiency (listening, grammar, and reading), L2 learning motivation (motivational intensity and desire to learn English) and international posture (intercultural friendship orientation, interest in international vocation, interest in foreign affairs and intergroup approach avoidance tendency)
Wen & Clément (2003)	linguistic, communicative and socio-psychological variables borrowed from the MacIntyre et al.'s heuristic model (1998)
MacIntyre, Baker, Clément, & Donovan (2003)	communication apprehension, perceived competence, and the frequency of communication in L2.
Donovan & MacIntyre (2004)	perceived competence and communication apprehension in relation to sex and age.
Kim (2004)	international posture (intercultural friendship orientation, interest in international vocation/activities, interest in foreign affairs, and intergroup approach avoidance tendency), L2 motivation (desire to learn English, motivational intensity, and attitudes toward learning English), confidence in English communication (perceived competence in English and communication anxiety)
Burruoghs, Marie, & McCroskey (2004)	communication apprehension and self-perceived communication competence and WTC both in native language and in a second language
Bektaş-Çetinkaya (2005)	language learning motivation (motivational intensity, desire to learn English, and attitudes toward learning English), self-confidence (communication anxiety, perceived communication competence), attitude toward the international community (integrative orientation (intercultural friendship orientation), approach-avoidance tendency, interest in international vocation/activities, and interest in foreign affairs) and personality.
Matsuoka (2006)	integrativeness, communication apprehension, perceived competence, introversion, motivational intensity, attitudes and other-directedness, English proficiency
Peng (2007)	integrative motivation: motivation, integrativeness, attitudes toward the learning situation
Lu & Hsu (2008)	motivation, communication apprehension, self-perceived communication competence, self-perceived language competence
Tannenbaum & Tahar (2008)	attitudes toward the language and speakers, L2 motivation,
Fushino (2010)	L2 communication confidence, beliefs about L2 and L2 WTC on students' participation in group work
	motivation

Table 1 (continued)

Studies	Variables underlying trait-like L2 WTC
Peng & Woodrow (2010)	communication confidence (anxiety and perceived competence in it), motivation to learn English, learner beliefs, and classroom environment.
Mystkowska-Wiertelak & Pietrzykowska (2011)	international posture
Ghoonsoly, Khajavy, & Asadpour (2012)	perceived communicative competence, communication anxiety, international posture, motivation, personality
Gallagher (2013)	L2 confidence, cross-cultural daily hassles including communication difficulties, social isolation, and time and financial constraints, perceived stress
Yousef, Jamil, & Razak (2013)	communication apprehension, language learning strategies, WTC, motivation and communication competence
Şener (2014)	linguistic self-confidence, motivation, attitudes toward international community, and personality
Lahuerta (2014)	motivation (attitude to learning English, motivational intensity, desire to learn English), self-perceived communication competence, anxiety and L2 competence (these two were not subjected to the examination for WTC)
Peng (2015)	international posture, L2 anxiety and three components of L2 motivational self-system (ideal L2 self, ought-to-L2 self, L2 learning experience)
Khatib & Nourzedah (2015)	communicative self-confidence, integrative orientation, situational context of L2 use, topical enticement, learning responsibility, and off-instruction communication
Denies, Yashima, & Janssen (2015)	motivation, perceived competence, attitude towards L2, integrativeness, anxiety
Öz, Demirezen and Pourfeiz (2015)	self-perceived communication competence, perceived communication apprehension, integrativeness, instrumental orientation, attitudes towards learning situations, motivation, ideal L2 self
Khajavy, Ghoonsoly, Fatemi, & Choi (2016)	communication confidence, motivation, classroom environment, attitudes toward learning English, and English language achievement
Kanat-Mutluoğlu (2016)	academic self-concept, L2 motivational self-system
Mystkowska-Wiertelak & Pawlak (2016)	communication confidence, learner beliefs, classroom environment, international posture, ideal L2 self and ought to L2 self.
Joe, Hiver, & Al-Hoorie (2017)	individual and situational factors which influence L2 willingness to communicate and L2 achievement in a formal classroom setting: basic psychological need, intrinsic motivation, identified regulation, classroom social climate
Altiner (2018)	motivation
Khajavy, MacIntyre, & Barabadi (2018)	classroom environment, anxiety, enjoyment, and WTC
Başöz (2018)	ideal L2 self, ought to L2 self, learning experience, motivation, anxiety, imagery capacity, vocabulary size, course achievement
Piechurska-Kuciel (2018)	openness to experience, anxiety, perceived competence
Öz & Bursalı (2018)	ideal L2 self, ought to L2 self
Ekin (2018)	international travelling, ideal L2 self, ought to L2 self, language learning experience, intended effort, vision
Al-Murtadha (2018)	goal-setting and visualization
Lin (2019)	communication confidence, personality (openness to experience, conscientiousness, agreeableness, extraversion, neuroticism), motivation (intrinsic and extrinsic), international posture, frequency of using English.

The earliest studies on L2 WTC in the literature were mostly from the SL environment where learners had an opportunity for interaction (Baker & MacIntyre, 2000) because the target language is the medium of usual communication (Oxford & Shearin, 1994). In an attempt to understand the features of an immersion program in an SL context in comparison to a non-immersion program, Baker and MacIntyre (2000) conducted a research on learners of French, who were English native speakers in a bilingual context. While a bunch of participants were the members of an immersion program including French learning as a second language, the others were not included in the program. Therefore, the study aimed to find the effect of the immersion program and participant's genders on their perceptions of WTC, perceived competence, anxiety, attitudes to and reasons of learning L2 as well as their frequency of using French in communication. McCroskey and Baer's questionnaire (1985) was employed to measure WTC of participants. As the results suggested, the immersion students reported lower L2 anxiety, higher L2 communication competence, greater willingness to communicate in the L2, and more frequent L2 communication. Finally, among the immersion students, anxiety was strongly correlated with WTC, but among the non-immersion students, perceived competence was the key factor in predicting WTC.

In another study, MacIntyre and his associates (MacIntyre et al., 2002) again focused on the participants of the immersion program in Canadian bilingual context, which aimed to develop learners' language skills in French, the target language being learnt by English native speakers for more than three years. The effects of both sex and age on these participants' perceptions of L2 WTC, perceived competence, anxiety, frequency of communication and motivation were demonstrated in this study. It was concluded that age had a positive and significant effect on L2 WTC, motivation, perceived competence and frequency of communication while it had no significant effect on anxiety. As for a clear view for the effect of gender on L2 WTC and its antecedents, Donovan and MacIntyre (2004) reanalyzed the data of this study along with the ones obtained from Baker and MacIntyre (2000) and MacIntyre et al. (2003). The results suggested that in the earlier ages, women were more willing to communicate than males. However, there were no significant differences in WTC between women and men in older ages. According to the analysis of regression, it was found that for males, perceived

competence was the most consistent predictor of WTC across ages groups, but for females, communication apprehension was the most consistent predictor of WTC across the age units.

In an attempt to extend the findings of MacIntyre et al. (2002), MacIntyre et al. (2003) explored the differences among the learners who were taking intensive language lessons either as part of an immersion program or being independent from an immersion program and the learners who were named as typical second language learners without taking any special instructions about the target language on non-linguistic outcome variables: WTC, communication apprehension, motivation (i.e. integrativeness, motivation, and attitudes toward the learning situation), perceived competence, and the frequency of communication in L2. To achieve the aims, 59 volunteering students participated in the study and filled in the L1 WTC scale developed by McCroskey (1992) to display their L2 WTC. In line with MacIntyre and Baker (2000) and MacIntyre et al. (2002), the results were in favor of intensive language instructions in terms of positive development of L2 WTC, perceived competence, motivation and frequency of communication. The regression analysis demonstrated that for the ones with intensive instruction experiences, L2 WTC was predicted by communication apprehension but not by perceived competence. However, the opposite was true for the ones without any intensive experiences. Their WTC was predicted by perceived competence and not by communication apprehension.

By centering on the effect of immersion, Lu and Hsu (2008) conducted a cross-cultural study in which they explored the differences in WTC of Chinese and English learners living in China and America and the factors affecting L2 WTC between these two nationalities. The quantitative data proposed that Americans were more willing to communicate in Chinese than the Chinese in English. Moreover, the study displayed that L2 WTC was positively related to self-perceived communication competence, language competence, immersion time and motivation for Chinese learners of English. Similarly, for American learners of Chinese, L2 WTC was found to be under the positive impact of motivation and language competence but under the negative effect of communication apprehension, yet no relationship was detected between WTC and immersion time and language competence.

In relation to the cross-cultural perspective on WTC, the main impetus was based on the inconsistency between the findings evolved in Burruoghs and Marie (1990) with the relevant literature in the study undertaken by Burruoghs and her associates (i.e. Burruoghs, et al., 2004). In the previous research, there was a comparison of WTC between American and Micronesian students of which results suggested that perceived competence had no impact on Micronesians' WTC in partially line with MacIntyre et al. (2003). Identified as the one of the key antecedents of WTC in addition to communication apprehension – anxiety in other words (e.g. MacIntyre et al., 2001, 2002, 2003; Mystkowska-Wiertelak & Pawlak, 2016; Peng, 2007; Peng & Woodrow, 2010), perceived competence without any effect on WTC caused the researcher to be in suspect and so, they replicated their study in 2004. The results suggested that perceived competence as well as anxiety had an influence on WTC either in L1 and L2 in opposite directions.

Rather than the cross-cultural differences in L2 WTC, cultural adaptation was also explored in relation to the predisposition to communicate. Gallagher (2013) investigated the effect of L2 WTC "on the daily hassles and stress of international students, with the aim of demonstrating a conceptual overlap of the L2 WTC model with theories of stress and cross-cultural adaptation that focus on a transactional person – environment fit" (p. 53). 104 Chinese native speakers enrolled in the university programs in the UK participated in the study and data collected through an instrument set including the L2 WTC scale developed by MacIntyre et al. (2001). Two models were proposed in the study to illustrate the intricate relationship between L2 WTC and variables related to cultural adaptation. Figure 6 demonstrated the first model in the study including L2 confidence, L2 WTC, cross cultural daily hassles and perceived stress. The subfactors of cross-cultural daily hassles were involved as individual latent variables in the second model. The findings based on SEM suggested that there was a direct and positive effect of L2 confidence on L2 WTC. There was a negative path between L2 WTC and cross-cultural daily hassles, which demonstrated that "those students who are more willing to initiate L2 communication are less burdened by social isolation, time and financial constraints, and communication difficulties" (p. 66). The study also tested another model on L2 WTC including the each subfactors of daily hassles as individual constructs. It was observed that L2 confidence had a positive and direct impact on

L2 WTC while L2 WTC had a direct but negative effect on network hassles including social isolation, time and financial constraints.

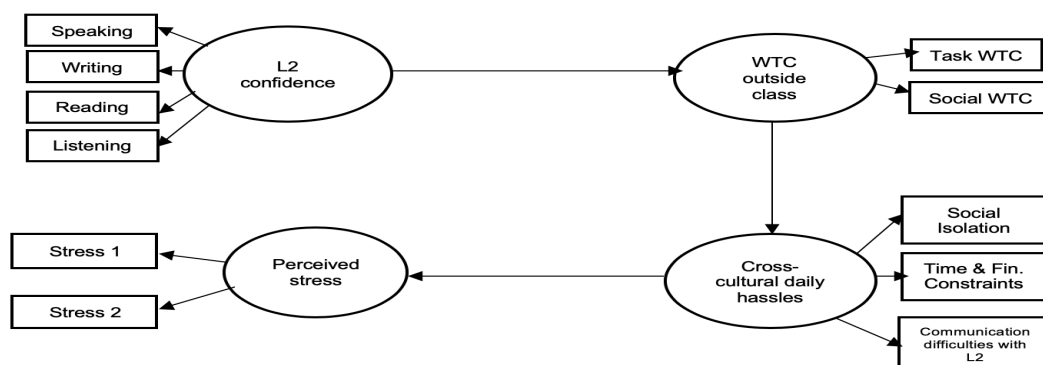


Figure 6. The L2 WTC model including cross cultural hassles by Gallagher (2013)

Instead of social difficulties that individuals have while learning an additional language, MacIntyre et al. (2001) included the influence of social support on communication process in a bilingual environment (i.e. Canada) in which participants had the opportunity to use both their L1 and L2 in communication in their lives. This study differs from the others by its focus on examining L2 WTC in both instructed settings – inside the classroom and in the daily lives –as well as by its emphasis on communication in four skills: speaking, reading, writing and comprehension in French both in the classroom and out of the classroom. In order to measure the level of L2 WTC in both settings, an instrument set was developed consisting of 27 items for each setting reflecting the willingness for potential situations and reasons to communicate in four skills of the target language. MacIntyre et al. (2001) displayed the relationship between WTC and social support as well as five L2 learning reasons (i.e. travel, job related, friendship with Francophones, personal knowledge, and school achievement). Results confirmed that all five alignments for language learning were positively correlated with L2 WTC both inside and outside the classroom. It was also observed that social support, particularly from friends, was linked to higher levels of WTC outside the classroom but played less of a role inside the classroom.

In another bilingual context, Tannenbaum and Tahar (2008) investigated L2 WTC in the Israeli context where Hebrew and Arabic were the two major languages in that specific environment. This study aimed to examine WTC in the target

language among Jewish and Arab children, including possible relations between attitudes towards the language and its speakers as well as the motivation to study the language and WTC in L2. By employing an adapted and extended version of MacIntyre et al.'s questionnaire (2001), they sought to portray L2 WTC of participants for both settings: inside the classroom and outside the classroom. The results suggested that Arab students tended to have more positive attitudes towards Hebrew yet they had no difference in their attitudes towards the speakers. Inside the classroom, WTC was generally higher than outside. The significant differences in the WTC level were perceived between the schools, showing that the dual-language school promoted WTC in both languages. Inside and outside the classroom, WTC was the lowest among students from the Jewish monolingual school. If the students enrolled in bilingual schools, no difference was identified between the WTC in L2 of Arab and Jewish students. Therefore, the study concluded that exposure to language would have an unexpected impact on learners' L2 WTC.

One another unexpected result was found in the study of Yousef, Jamil and Razak (2013) where they investigated WTC of Malaysian learners of English, being a second language in Malaysia. They hypothesized and confirmed that motivation had an indirect effect on L2 WTC through the mediation of anxiety as presented in Figure 7. The model that they proposed also included the associations of communication strategies, communication apprehension and communication competence. Through SEM, the study indicated that there was a direct path between WTC and language strategies, which ensured the direct effect of language strategies on WTC. At the very same time, the results suggested that motivation influenced the two components of communication confidence and influenced WTC indirectly through the two variables self-perceived communication competence and communication apprehension.

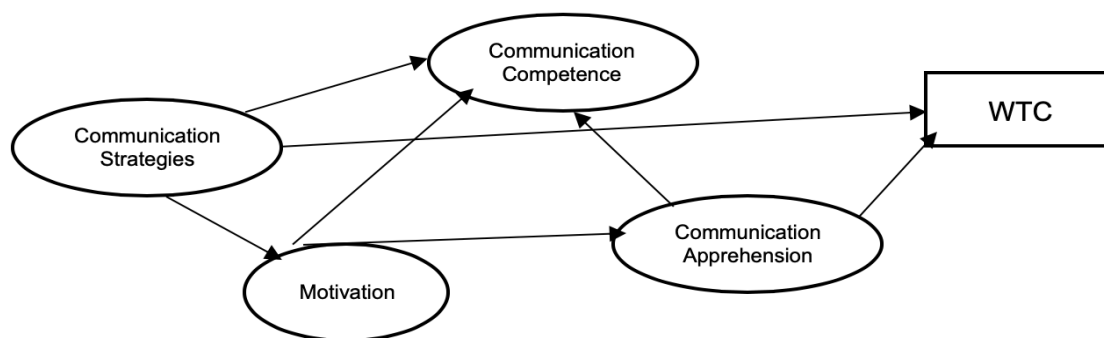


Figure 7. The WTC model for Malaysian ESL context by Yousef et al. (2013)

Studies considering L2 WTC as a stable trait in FL context attempt to either replicate the earlier studies in an SL context by testing the model or the variables in their own settings or extend the studies by adding different variables as the underlying constructs of L2 WTC to the concern of their studies. In a partial attempt to replicate MacIntyre and Charos (1996) in Japanese context, Hashimoto (2002) employed the socio-educational model of Gardner (1985) and WTC model of MacIntyre (1994) as a contextual framework. The study conducted with 56 university students and the data set was analyzed through SEM, which indicated the deviation from the assumption of number of participants to utilize SEM in analyses (DeVellis, 2012). Besides, it employed the scale validated by McCroskey (1992) for L1 WTC, including more meaningful items for individuals living in the target language community, for instance, reporting the level of WTC with an acquaintance in a que. However, being one of the first studies undertaking WTC in the target language in the FL setting made the results of this study influential. The results of the study suggested that no statistically significant correlation existed between WTC and anxiety while there was a significant correlation between perceived competence, motivation, frequency of communication and WTC. However, the causal relationship between perceived competence and WTC in addition to anxiety and WTC indicated that there were two predictors of L2 WTC.

In an attempt to test the applicability of MacIntyre et al.'s pyramid model (1998) in an EFL context, Yashima (2002) also adapted Gardner's socio-educational model (1985) and MacIntyre and Charos' WTC model (1996) as a framework to explore the relationships among L2 learning and L2 communication related variables in the Chinese context. It added L2 proficiency including listening,

grammar, and reading and international posture including intercultural friendship orientation, interest in international vocation, interest in foreign affairs and intergroup approach avoidance tendency to the proposed model by MacIntyre and Charos (1996) and Hashimoto (2002). The study "supported the WTC and socioeducational models, but as a whole demonstrated the applicability of MacIntyre et al.'s (1998) conceptual model in an EFL context" (p. 62). By use of SEM, it was demonstrated that the variables that directly influenced WTC in an L2 were L2 communication confidence and international posture, which covered intergroup approach tendency, intercultural friendship orientation, interest in international vocations and activities, and interest in foreign affairs. International posture also indirectly influenced WTC in an L2, through motivation and communication confidence. International posture and L2 confidence appear to have crucial roles in understanding and promoting L2 learning and communication in the Chinese EFL context.

Focusing on the effect of Chinese culture, Wen and Clément (2003) attempted to extend the outstanding model of MacIntyre et al. (1998) by interpreting some certain characteristics of Chinese culture in the model as well as changing some structures in the relationships displayed by the model in terms of Chinese culture. Rather than conducting an empirical study, they exemplified the potential effect of linguistic, communicative and socio-psychological variables borrowed from the MacIntyre et al.'s heuristic model (1998) on WTC in English for Chinese learners based on their observations. Bektaş-Çetinkaya (2005), on the other hand, set out a mixed methods study to investigate the applicability of the pyramid model operating in a Turkish educational setting. By eliciting 356 university-level English learners' level of WTC through McCroskey's scale (1992) for L1 context, the model displayed in Figure 8 was tested through SEM analysis. It was found that WTC in English for Turkish learners was directly related to the attitude toward the international community and the perceived linguistic self-confidence while L2 motivation and personality were found to have indirect effect on WTC. The interviews conducted with 15 participants elaborated more on the level of perceived L2 WTC, competence, anxiety and personality more than the relationships among these constructs.

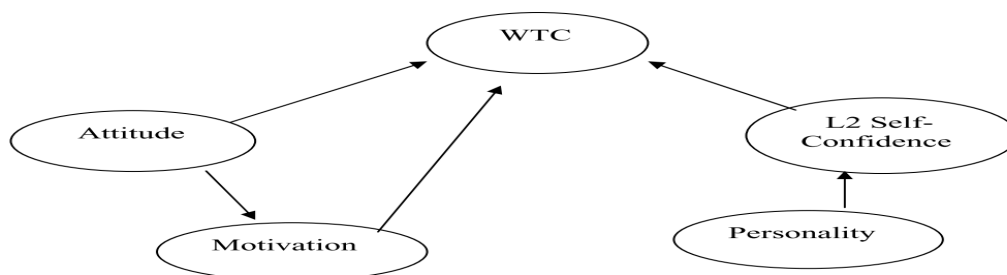


Figure 8. The L2 WTC model in Turkish setting proposed by Bektaş-Çetinkaya (2005)

Another study was designed in the Korean setting by Kim (2004) in order to explore the reliability of MacIntyre et al.'s L2 WTC model (1998). It intended to explore the interrelations among L2 WTC and linguistic, communicative and socio-psychological variables in terms of Korean EFL learners, implying L2 WTC as a more trait-like construct than a situational construct. It employed SEM on the data collected from 191 Korean university students by using 10 survey instruments borrowed from the previous studies, one of which McCroskey's L1 WTC scale (1992). The proposed model designed based on MacIntyre et al. (1998) and presented in Figure 5 was tested through SEM analysis. The model consisted of international posture echoing Yashima (2002) as an influencing variable of L2 WTC rather than integrative motives. Yashima (2002) suggested that in an FL context, learners have difficulty to integrate themselves into the language and more specifically, into the context that the target language has been used due to the lack of experiences in the target community. The position that learners have for international interactions with others, therefore, plays more of the role in one's WTC in an FL. Following Yashima (2002), Kim (2004) included international posture with its subfactors as intercultural friendship orientation, interest in international vocation/activities, interest in foreign affairs, and intergroup approach avoidance tendency for the model to be tested in the Korean setting in an attempt to extend MacIntyre et al. (1998). However, SEM analysis reported that there was no direct influence of international posture on L2 WTC of Korean learners. While L2 WTC was associated with international posture indirectly through confidence, no direct relationship between L2 motivation and WTC was observed as well. On the other hand, results indicated that confidence in English consisting of communication

anxiety and perceived competence as observable variables had a direct influence on L2 WTC.

In a recent attempt to replicate and extend MacIntyre et al.'s pyramid-shape model (1998) in a Taiwanese educational setting, Lin (2019) included international posture as a layer (i.e. Layer V) on her heuristic model for L2 WTC of Taiwanese learners. She hypothesized that big five personality traits (i.e. Layer VI), international posture (i.e. Layer V) and motivation (i.e. Layer IV) built the foundation of L2 WTC in an EFL context. In line with the original model of MacIntyre et al. (1998), the first three layers in Lin's model also comprised situation related variables: (1) situated antecedents of L2 WTC (i.e. Layer III) associated with self-perceived communication confidence, (2) behavioral intention (i.e. Layer II) identified with EFL WTC, and (3) communication behavior in the top (i.e. Layer I) recognized as use of English. After employing psychometric analyses on ten self-report instruments adapted from the studies in the literature in order to confirm their validity, the data set was collected to explore the interrelationships among the variables. For EFL WTC, four items from McCroskey's scale (1992) was adapted and validated in the present study. Through SEM, it was found that as a subfactor of big five personality trait, openness had an indirect influence on L2 WTC through the mediation of international as well as an indirect effect of motivation on L2 WTC through perceived competence and anxiety. It was concluded that the study confirmed the mediation effects of motivation, anxiety and perceived competence on L2 WTC that have been claimed by MacIntyre et al. (1998).

In an echo of Lin's results (2019), Piechurska-Kuciel (2018) posited L2 WTC related to openness to experience as a personality trait and communication confidence including perceived competence and anxiety. Employing MacIntyre et al.'s scale (2001) to portray L2 WTC of Polish learners of English both inside the classroom and outside the classroom, the perceptions of WTC were elicited. These perceptions were found to be predicted by openness to experience to an extent of 21%. The stepwise regression analysis displayed the mediation effect of anxiety and perceived competence on L2 WTC as well. Mystkowska-Wiertelak and Pietrzykowska (2011) also portrayed an educational Polish setting in an attempt to investigate whether WTC in English among Polish students was related to their international posture, which was defined as openness and favorable disposition

towards language and cultures. The study found that learners of English in Poland lacked the opportunity to interact with individual in English since they do not have a chance to “meet foreigners and engage in genuine communication” (p. 128). Therefore, there was a contradiction between its results and the other studies suggesting the positive effect of international posture on L2 WTC (e.g. Lin, 2019; Piechurska-Kuciel, 2018; Yashima, 2002; Yashima et al. 2004; Yashima & Zenuk Nishide, 2008).

Conversely, in another side of EFL learning environment, Ghoonsoly, Khajavy and Asadpour (2012) conducted a study with non-English major Iranian learners’ L2 WTC in which they employed 12 items of McCroskey’s L1 WTC scale (1992). They developed a socio-educational model presented in Figure 9 and tested it through SEM. The results indicated that international posture as well as L2 self-confidence consisted of anxiety and perceived competence were two predictors of L2 WTC in Iranian setting. However, neither a direct impact of motivation nor an indirect effect of openness to experience through the mediation of L2 self-confidence on L2 WTC were observed, which showed an inconsistency with Piechurska-Kuciel (2018).

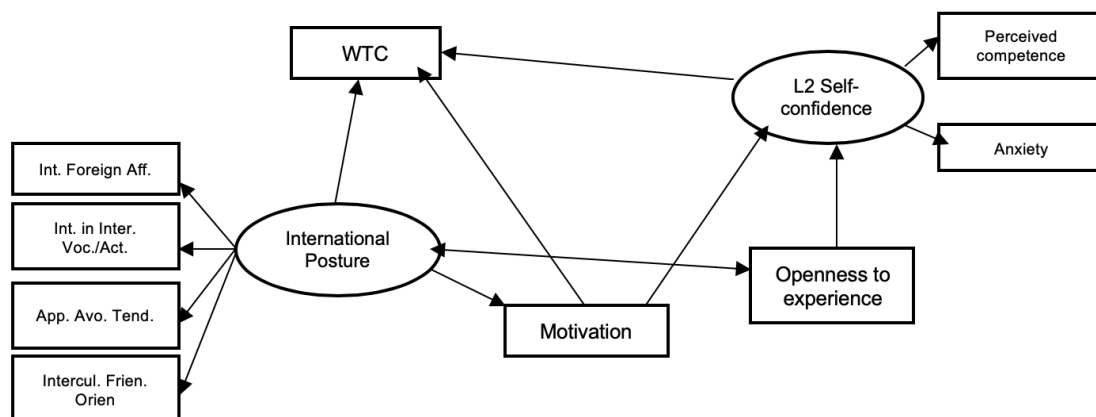


Figure 9. L2 WTC model proposed by Ghoonsoly et al. (2012)

Partially supporting the contradicting findings of Ghoonsoly et al. (2012) and Mystkowska-Wiertelak and Pietrzykowska (2011), in a large-scale study with 1013 university level learners of English in China, Peng (2015) explored the relationships among L2 WTC inside and outside the classroom, L2 anxiety, international posture and three components of L2 Motivational Self System: (1) ideal L2 self, (2) ought to L2 self, and (3) L2 learning experience through the model displayed in Figure 10. It

was found L2 WTC inside and outside the classroom had different antecedents in the Chinese context. Inside the classroom, L2 WTC was best predicted by the level of L2 anxiety, which also had a mediating effect on L2 learning experience in relation to L2 WTC. On the other hand, the strongest direct predictor of L2 WTC outside the classroom was international posture with L2 learning experience possessing an indirect influence. By stressing on the different antecedents of L2 WTC in two settings, she also revealed that L2 WTC might evolve differently based on the variety of situations.

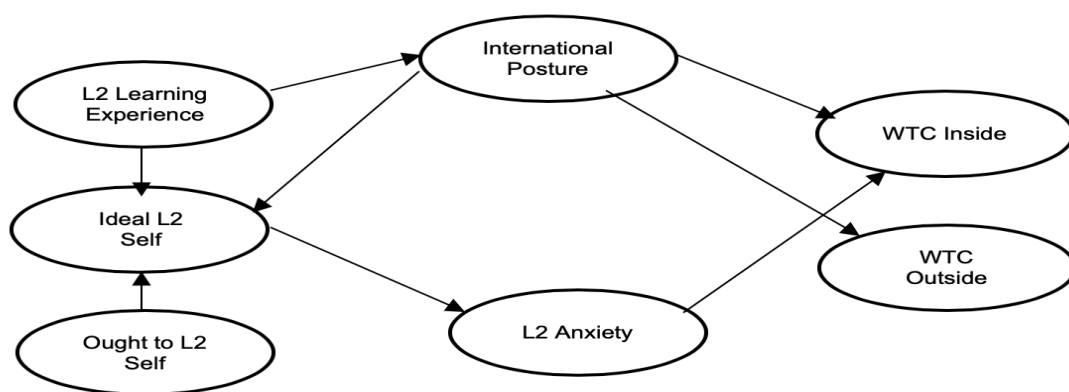


Figure 10. The L2 WTC inside and outside classroom model of Peng (2015)

In Peng's study (2015), she also underlined the appropriateness of the scales in the FL contexts because the mostly employed ones – McCroskey (1992) and MacIntyre et al. (1998) – included items which were not meaningful for participants because they lack the opportunity that L1 or SL users possess for communication. Therefore, items suitable for L1 use fail to reflect the L2 WTC of learners since they get confused with whether they hypothetically think themselves using the target language in the provided situations such as being willing to communicate in public meetings (Peng & Woodrow, 2010). Weaver (2005) sensed this problem and attempted to develop a scale for EFL settings to tap into the perceptions of learners' L2 WTC in class writing and oral activities by use of typical written and oral tasks and situations in the classroom. He used Rasch model in order to explore the psychometric features of 34 items he developed to elicit Japanese learners' willingness to speak and write in English in the classroom. Including WTC in writing-out of class and speaking-out of class in an addition to Weaver's scale (2005), Sick and Nagasaka (2000) developed a questionnaire on L2 WTC with 41 items on WTC

in speaking-in class, writing in class as well as WTC in speaking-out of class and writing-out of class by criticizing the use of McCroskey' scale (1992) in the EFL context due to the general and abstract items.

By employing an adapted version of Sick and Nagasaka's scale (2000), Matsuoka (2006) undertook a study on L2 WTC of Japanese learners. She investigated the intricate relationships among integrativeness, communication apprehension, perceived competence, introversion, motivational intensity, attitudes and other-directedness, WTC and L2 competence as well as the predicting effects of the variables on WTC and English competence in Japanese context where English is a foreign language. The data collected through a set of questionnaires were firstly analyzed through explanatory factor analysis (EFA) and then, subjected to statistical analysis in line with the aims of the study. The results suggested that perceived competence, introversion, communication apprehension, motivational intensity and integrativeness had a predicting effect on L2 WTC while perceived competence and L2 WTC were found to be the significant predictors of L2 proficiency. As a last step, the study explored the causal relationship among the variables through a SEM analysis. The results suggested that self-efficacy including motivational intensity and perceived competence as well as predisposition for verbal behavior had a strong and direct effect on L2 WTC while self-efficacy had a small but direct impact on WTC. Additionally, L2 WTC and self-efficacy had a direct effect on L2 proficiency.

In line with Matsuoka (2006), Peng (2007) explored the relationship between integrative motivation and L2 WTC among 174 Chinese medical college students learning English in an intensive program. An adapted version of WTC scale for inside the classroom developed by MacIntyre et al. (2001) and a short version of Attitude/Motivation Test Battery (i.e. mini-AMTB) used in Hashimoto's study (2002) were employed without conducting any further analysis on the scales for the sake of psychometric properties. The results suggested that L2 WTC associates with integrative motivation. Motivation was the strongest predictor of L2 WTC, followed by integrativeness. However, attitudes toward the learning situation did not seem to predict L2 WTC. It can be contended that in an EFL context, motivation has a crucial role in leading learners to persist in both L2 learning and consequently, L2 communication. On the other hand, the findings of Denies, Yashima and Janssen

(2015) contradicted with Peng (2007), which suggested that in both inside and outside the classroom setting, motivation had no predicting effect on L2 WTC. Unlike many other attempts, Denies et al. (2015) conducted this study in a different setting where French has been learnt as a second language outside the classroom and instructed in class to the native users of Flemish. Drawing on both MacIntyre and Charos (1996) and Yashima (2002), they explored the antecedents of L2 WTC in both setting: inside the classroom and outside the classroom. A cohort of 1000 learners of French in the Dutch speaking part of Belgium participated in the study. It was found that the strongest predictors of WTC inside the classroom were learners' integrativeness as well as their perceived competence. In contradiction with the relevant literature, anxiety displayed to have a "relatively small negative impact on classroom WTC" (p. 730). In WTC outside the class, the effect of integrativeness was found to be reduced with the mediating effect of anxiety on it.

The influence of motivation on trait-like L2 WTC was also investigated through some other studies in different settings. Altiner (2017), for instance, focused on the relationship between motivation and L2 WTC in Turkish context. The data recruited from the adapted versions of language learning orientation and WTC scales, of which developers were kept anonymous in the study suggested that there was a medium-size positive correlation between these two variables. In another correlation-based study, Lahuerta (2014) confirmed the positive relationship between motivation and L2 WTC in a Spanish EFL context along with the impact of perceived communication competence on it as well. In addition to the effects of linguistic self-confidence, attitudes towards international community and personality, Şener (2014) operated a mixed methods research study in Turkish EFL setting. After self-confidence associated with perceived communication competence and anxiety, motivation was found to be one of the best predictors of L2 WTC. In a partial attempt to replicate the studies on motivational aspects of language learning applied in the Hungarian setting, Ryan (2009) conducted a research in a Japanese educational setting. By use of 100 6-point items on 18 different variables, one of which was WTC, he collected the data. WTC questionnaire he used constrained eight items related to WTC inside and outside the classroom and it was an adapted and tailored version of McCroskey (1992) for Japanese context, which was applied by Yashima (2009) as well.

In the same perspective with studies concerning motivation as one of the antecedents of L2 WTC, Öz et al. (2015) tested an L2 WTC model, presented in Figure 11, including an additional motivational unit: ideal L2 self. The composite data collection instrument set was employed including McCroskey's WTC scale (1992) on English major university students in Turkey. Through SEM analysis on the data, it was found that there was a direct and positive effect of self-perceived communication competence on L2 WTC while there was a negative but direct effect of anxiety on L2 WTC. The former had the highest level of impact in the model. The results also suggested that integrativeness, ideal L2 self, instrumental orientation, attitudes toward learning situation and motivation had indirect effects on L2 WTC through the mediation effect of perceived competence and anxiety. In a partial attempt of replicating this study in terms of its findings on ideal L2 self, Kanat-Mutluoğlu (2016) found that ideal L2 self as the best predictor of L2 WTC in a model where the effect of academic self-concept and intercultural communicative competence in addition to ideal L2 self was considered. Öz and Bursalı (2018) confirmed this effect of ideal L2 self on L2 WTC in a study they explored the effect of L2 Motivational Self System including only two indicators: (1) ideal L2 self, and (2) ought to L2 self. However, they found no relationship between L2 WTC and ought to L2 self in consistent with Başöz (2018) and Ekin (2018). In the Turkish EFL setting, Ekin (2018) attempted to explore the relationship between L2 Motivational Self System associated with ideal L2 self, ought to L2 self and L2 learning experiences, integrativeness, vision and imagery capacity on L2 WTC. Ideal L2 self played a more profound role in L2 WTC inside the classroom where ought to L2 self was demonstrated no significant effect. Ekin (2018) concluded that integrativeness, language learning experiences, out-of-class WTC as well as ideal L2 self had a positive influence on L2 WTC inside the classroom while integrativeness, in-class WTC and vision affected on L2 WTC outside the classroom. Additionally, Başöz (2018) examined the effects of vocabulary size and achievement in the course along with L2 motivation, imagery capacity and L2 anxiety on L2 WTC in Turkish tertiary level educational setting. She revealed that the strongest predictors of L2 WTC were L2 motivation and imagery capacity while the direct and indirect influence of ideal L2 self was relevant as well. In the same vein with Ekin (2018) and Başöz (2018), Al-Murtadha (2018) conducted a quasi-experimental study to identify the contribution of goal-setting and visualization on WTC of Yemeni learners of English.

The goal setting activities were designed and applied in a pre-determined experimental group in six weeks. The results of this experimental study confirmed the effect of goal setting and visional activities on EFL learners' L2 WTC.

By putting the same emphasis on the possible influence of goal-setting in language learning, Mystkowska-Wiertelak and Pawlak (2016) aimed to adapt an instrument set from eight questionnaires in the relevant literature and integrate them into a 104 six-point Likert type items translated into Polish. They named this scale as L2 WTC and its antecedents and though the insufficiency in the empirical data supporting the effect of ought L2 Self, they identified ideal L2 self and ought to L2 self, communication confidence, learner beliefs, international posture and classroom environment as the antecedents of L2 WTC.

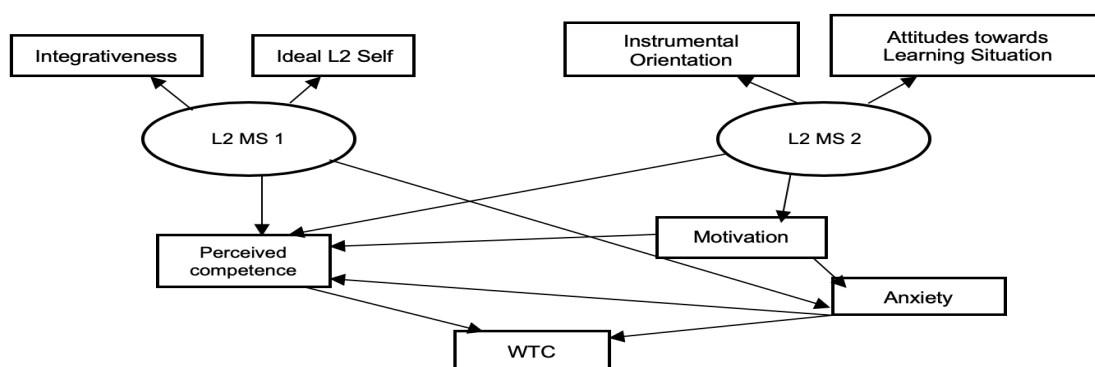


Figure 11. L2 WTC model drawn by Öz et al. (2015)

With a view to combine macro and micro perspective into a single study Mystkowska-Wiertelak and Pawlak (2017) designed a study to investigate L2 WTC in an instructed EFL environment as well. The micro perspective that they possessed was related to indicate the dynamic nature of L2 WTC, which is a point of the following subsection in the present study, by focusing on “insights into the nature, magnitude and influences on learners’ readiness to start or contribute to interaction in a specific context, such as a concrete activity, an entire class or a sequence of classes” (Pawlak et al., 2016, p. 655). To illustrate their macro perspective, they tailored the scale that they adapted from the literature in Mystkowska-Wiertelak and Pawlak (2016) and decreased the number of items from 105 to 55. They employed this scale on 614 English major students in Poland in order to explore the variables affecting L2 WTC in a foreign language setting by collecting a large amount of data representing a broad picture, which was referred

as macro perspective in the study. The analyses on the data suggested that an eight-factor model might define the relationships among the variables. Through two-stage EFA, WTC was identified in three dimensions, namely, “planned and unplanned in-class WTC as well as practice-seeking WTC” (p. 114). The model that they hypothesized was lacked to be tested through the appropriate analysis methods such as SEM or Path. It included communication confidence, classroom environment, international posture with its two facets as openness to experience and interest in international affairs and ought to L2 self. The correlational analysis on the data confirmed the other relevant studies by suggesting a non-significant relationship between ought to L2 self (e.g. Başöz, 2018; Ekin, 2018; Kanat-Mutluoğlu, 2016; Öz & Bursalı, 2018) and a strong significant link between WTC and communication confidence as well as less powerful but significant connection between WTC and both international posture and classroom environment (e.g. Peng, 2015; Peng & Woodrow, 2010; Yashima, 2002).

Apart from the effect of communication confidence with its two facets as anxiety and perceived competence, motivational units like international posture or extrinsic/intrinsic motivation as well as personal characteristics have been hypothesized to have indirect effect rather than focusing on the dynamic structure of L2 WTC, recent studies mostly considered the influence of environment on trait-like L2 WTC. Following this recent tendency in L2 WTC research, Mystkowska-Wiertelak and Pawlak (2016) also included a situational variable (i.e. classroom environment) into their model of L2 WTC in order to reflect the situation-based characteristics of trait-like L2 WTC in reference to the learners’ psychological well-being in the setting that they were required to communicate in L2. Echoing their assumptions of the effect of environment on L2 WTC, Joe, Hiver and Al-Hoorie (2017) revealed that satisfaction of basic psychological needs had a strong direct influence on L2 WTC in a study conducted with 381 Korean EFL learners, suggesting that “individuals' greater engagement, well-being, and self-endorsement that are precursors to agentically committing oneself to volitional action such as L2 communication” (p. 139).

Another promising line of inquiry reflecting the effect of classroom environment and enjoyment as well as anxiety on L2 WTC in the same vein with the studies reviewed above was pursued by Khajavy, MacIntyre and Barabadi (2018) in

an Iranian educational setting. Adopting a hierarchical approach, using doubly latent multilevel analysis (i.e. ML-SEM), they looked for the effect of variables on L2 WTC of individual students in Level 1, and then, at a classroom level considering each student's responses as a whole, which has been the main concern of studies in the field in Level 2. The direct influence of enjoyment on L2 WTC was observed in both levels while the relationship between anxiety and L2 WTC was found at individual level but not at classroom level. Classroom environment, on the other hand, was integrated into the model as presented in Figure 12 and found to have both direct and indirect effect, through a significant mediation effect of enjoyment on L2 WTC. Similarly, Khajavy, Ghoonsoly, Fatemi and Choi (2016) found a direct effect of classroom environment on L2 WTC of Iranian EFL learners in a study they conducted with the participation of 243 university-level learners of English in Iran. By employing Peng and Woodrow's short version (2010) of Weaver's scale (2005) for L2 WTC, they indicated that communication confidence directly affected L2 WTC apart from classroom environment while motivation and language proficiency influenced L2 WTC indirectly through communication confidence.

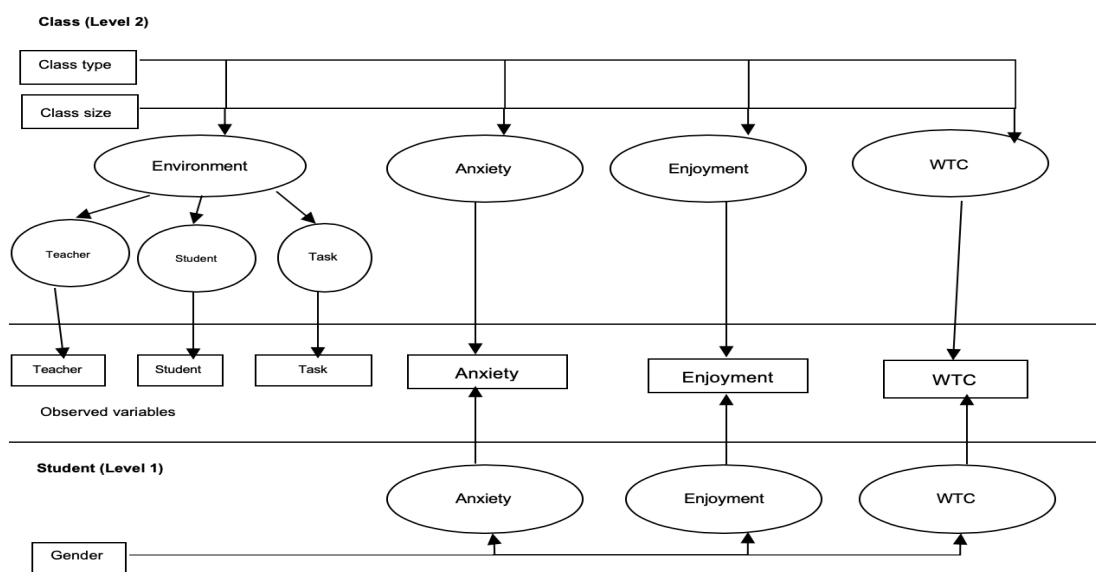


Figure 12. Multilevel model proposed by Khajavy et al. (2018)

By focusing on L2 WTC in an Iranian setting as well, Khatib and Nourzedah (2015) undertook a study to identify the components of L2 WTC including integrative orientation, communicative self-confidence, situational context of L2 use, topical enticement learning responsibility, and off-instruction communication as components of L2 WTC in order to develop an L2 WTC scale for the EFL settings.

Through a comprehensive review of literature as well as interviews conducted with teachers and domain experts, 42 items were piloted through EFA with 218 Iranian learners of English and CFA with 624 Iranian learners of English. As a result, they also indicated environment as an antecedents of state L2 WTC by constraining situational context as a component of L2 WTC.

In an attempt to confirm MacIntyre et al. (1998) and extend Yashima (2002) in a Chinese setting, Peng and Woodrow (2010) conducted a two-phase study in which they applied psychometric analysis on the self-report instruments that they adapted based on the relevant literature at first and then, they tested a model, displayed in Figure 13, investigating the interrelationships among speaking aspects of L2 WTC in-class, communication confidence associated with perceived competence and anxiety, motivation (i.e. intrinsic and extrinsic motivation), learners beliefs and classroom. As they mentioned, this study was the first one in the inquiry line in which researchers explored the effect of classroom environment and learner beliefs on L2 WTC (Peng & Woodrow, 2010, p. 855). Analyzing the data through SEM revealed that communication confidence was the best predictor of L2 WTC in consistency with the replicated model of MacIntyre et al. (1998) considering perceived competence and anxiety as the initial and major antecedents of L2 WTC. Through communication confidence, motivation was found to possess an indirect effect on L2 WTC. No direct path was hypothesized between L2 WTC and learner beliefs however, the effect of learners' beliefs on motivation was found to be significant, which clarified the indirect influence of learner beliefs on L2 WTC. On the other hand, as expected, classroom environment was portrayed having a direct effect on L2 WTC and indirect effect through classroom confidence and motivation.

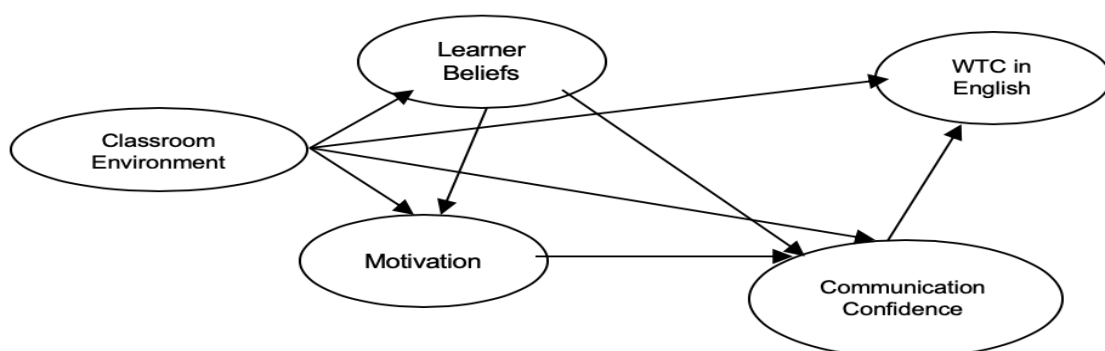


Figure 13. The L2 WTC model applied by Peng and Woodrow (2010)

The consistent findings of studies on the integration of situational variables into the models exploring L2 WTC as a trait triggered researchers to focus on L2 WTC as a more situation related and fluctuant variable. The flow and development of the literature considering dynamic L2 WTC will be reported in the following subsection.

L2 WTC as a dynamic and situation-specific construct. After the clear identification of WTC as an integration of enduring (i.e. trait-like) and state (i.e. situated) variables by the heuristic model of MacIntyre et al. (1998), researchers firstly choose to treat the construct as a trait-like variable, some of which were reported in the previous section, then, as a situation specific construct as well as referring to WTC as an integration of both enduring and state variables (Yashima et al., 2018). The characterization of L2 communication as a fluid enterprise including different processes (MacIntyre & Legatto, 2011) triggers the emergence of situational antecedents of L2 WTC in order to capture “the interplay of learner characteristics and the learning environment” (Dörnyei, 2009, p. 179). Consequently, the latest years have noticed a paradigm shift in the empirical studies considering L2 WTC from reflecting it as a stable personal predisposition to a more situation-specific and dynamic concept by denoting its stable features as well (Pawlak et al., 2016).

Research perspective has also witnessed a change in L2 WTC studies in line with the recent paradigm shift. Researchers accepting L2 WTC as an evoking state of readiness to communicate have been operating qualitative or mixed-methods research (Pawlak et al., 2016; Yashima et al., 2018). In order to reflect the dynamism in L2 WTC being capable of fluctuating over time (Mystkowska-Wiertelak, 2016), most researchers have enabled both qualitative data collection tools such as interviews and observations and quantitative data collection tools such as scales measuring the self-perceived WTC (Yashima et al., 2018). Even if the methods of the relevant studies have changed, the studies considering L2 WTC as a state variable highlights the intricate relationship of L2 WTC with individual and contextual factors. Table 2, being an adapted idea of Mystkowska-Wiertelak and Pawlak (2017), consists of some of these research studies, and illustrates the variables that these studies have recognized as antecedents of state L2 WTC.

Table 2

*Antecedents of State L2 WTC**

Studies	Variables affecting state L2 WTC
Baker & MacIntyre (2000)	Learning environment – opportunity to communicate or interact frequency of communication, quality of communication
Clément, Baker, & MacIntyre (2003)	
Kang (2005)	
Cao & Philp (2006)	security, excitement, responsibility mediated by interlocutor, topic, context.
Yashima & Zenuk-Nishide (2008)	topic, task type
de Saint Leger & Storch (2009)	learning contexts: learning an EFL in home country or abroad.
MacIntyre & Legatto (2011)	students' perceptions of their speaking skills, contributions they made to in class oral activities, attitudes towards the activities
Cao (2011)	
	linguistics factors (lexis), context, proficiency
	self-confidence, personality, emotion, perceived opportunity to communicate, topic, task, interlocutor, teacher, group size, linguistic factors
Cao (2013)	task, experience, confidence
Cao (2014)	individual characteristics, classroom environmental conditions, and linguistic factors
Osterman (2014)	actual communication, environment, opportunity to communicate, early start to learn the language, previous experiences
Zarrinabadi (2014)	teacher, topic
De Costa (2014)	dynamic WTC by adopting an ELF perspective which could be shaped through societal norms, classroom norms, and individual differences.
Subtirelu (2014)	indirect effect of language ideology through experiences and perceived competence.
Kang (2014)	study abroad experiences
Yue (2014)	parents' expectations, teacher's anticipation, self-concept and classroom norms
Eddy-U (2015)	social and task related factors: interest, perceived effectiveness, good groupmates, good classroom social situation, personal vision and self-confidence
Munezane (2015)	goal setting and visualization
Gallagher & Robins (2015)	intra-group relationships
Pawlak & Mystkowska-Wiertelak (2015)	presence or absence of teacher, degree of familiarity with interlocutor, having ideas to share
Pawlak, Mystkowska-Wiertelak, & Bielak (2016)	task type, participation format, topic, interlocutor
Shirvan & Taherian (2016)	ecological perspective in an attempt to replicate Peng (2012)
Mystkowska-Wiertelak (2016)	readiness to speak, task, activity type, interlocutor, teacher, topic
Bernales (2016)	goals, motivation, classroom norms and teacher expectations
Buckingham & Alpaslan (2017)	use of computer related technology program for out-of-class speaking activities
Peng, Zhang, & Chen (2017)	time, teacher
Yashima, MacIntyre, & Ikeda (2018)	context-related individual variables
Reid & Trafimovich (2018)	the effect of volunteer experience in a kindergarten
Başöz & Erten (2019)	classroom environment (classmates, instructional methods, teacher, atmosphere, materials, class size), affective factors (L2 motivation, fear of being ridiculed, L2 anxiety, fear of making mistakes), topic (topic interest, topic familiarity), personal characteristics (shyness, introversion), linguistic factors (practice, pronunciation, vocabulary knowledge), self-perceived communication competence, past communication experience

*Adapted from Mystkowska-Wiertelak & Pawlak, 2017, p. 21-22)

A closer investigation of Table 2 demonstrates that studies considering L2 WTC as a situation-specific construct associates it more with contextual variables such as topic, environment, teacher (e.g. Cao, 2014; Kang, 2005; MacIntyre & Legatto, 2011; Mystkowska-Wiertelak, 2016; Pawlak et al., 2016; Peng & Woodrow, 2010; Yashima et al., 2018). These context-related variables are more related to the nature of the context that the communication in L2 emerges. Baker and MacIntyre (2000), for instance, aimed to investigate the effect of an immersion program on ESL learners' L2 WTC in which they had the opportunity for communication and interaction so that they attempted to define the effect of learning environment on L2 WTC. In a "chain of behavior" (Baker & MacIntyre, 2000, p. 333), the learning environment enabling learners the opportunity to use the language in actual communication enhanced their L2 WTC. Because the rise in the possibility of communication in the immersion program made the learners realize their own competence in the target language. This self-competence that they noticed in themselves played a direct role in the process of reducing their anxiety. The decreased anxiety and increased self-competence resulted in the enhancement of L2 WTC of learners participated in the immersion program, which suggested the influence of learning environment on L2 WTC. The fluid nature of L2 WTC has emerged when learners felt that they had limited opportunity to communicate in L2, thus, fluctuations in their L2 WTC could be observed. Clément et al. (2003) later indicated that along with the opportunity, the frequency and the quality of communication in L2 were the direct influencer of L2 WTC when learners had a direct interaction with the language.

In one of the first studies conducted in a foreign language setting on environment effect on L2 communication, Yashima and Zenuk-Nishide (2008) compared the L2 proficiency and frequency of communication in English of Japanese EFL learners who had the chance to study English abroad for a while with the ones studying English in Japan. They found out the learning context had an impact on L2 communication since the learners having a chance to study abroad initiated into conversation both inside and outside the classroom more than the ones studying in Japan. In other words, they were more willing to communicate in English due to their experiences of studying the language in a different context. Kang (2014) also found a relationship between state L2 WTC and study abroad program as well.

8 Korean learners of EFL spent eight weeks in a target language spoken country and, the data collected through an instrument set including scales applied before and after the program, observations, and post-observation interviews revealed that the time spent with the target language community had an enhancement effect on Korean learners as an echo of Yashima and Zenuk-Nishide (2008).

In another attempt to explore the effect of experiences that L2 learners gained in a relaxed environment, Reid and Trafimovich (2018) asked four L1 Mandarin users of EFL students in an international university to participate into a volunteer program held in a US kindergarten. It was hypothesized that the opportunity to be socialized “with young, nonjudgmental native speakers” would contribute to these Mandarin EFL learners’ L2 WTC (p. 75). These four learners were grouped into two. The first group of two who had limited interaction with the target language community voluntarily visited a classroom with 5/6 year-old native English speaker children at a kindergarten for three days in a week during five-week long data collection process while the other two lacked of this opportunity. Each participant was asked to fill in the WTC questionnaire of McCroskey (1992) twice before the visits started and after the visits ended in order to measure their L2 WTC. The participants visiting the kindergarten were also observed by the researcher in two weeks for an hour. They also kept a minimalized journal to describe how they felt on the days of visits. The results suggested that there was a general tendency of rise in WTC level of four participants. However, the highest enhancement was emerged in one of the participants visiting the kindergarten. Moreover, the language use logs collected from the participants suggested that in different environments (i.e. academic, social and daily use environments), WTC levels of target students differed and it showed its greatest gains in social and daily use environments. Therefore, L2 WTC was regarded as a state construct which could be varied under the effect of communication environment.

Buckingham and Alpaslan (2017) explored the effect of learners’ communication experiences gained through technology related activities assigned as out-of-class exercises. By highlighting the importance of out-of-class activities in the enhancement oral proficiency in a foreign language, this quasi-experimental study explored the use of technology support with young learners at a private school in Turkey. It measured the oral proficiency by comparing the speaking grades and

levels of WTC before and after the program. The level of WTC was measured through a developed rubric adapted from MacIntyre et al.'s pyramid model (1998). The Layer 2 (i.e. tendency to communicate; WTC) identified as the response category in the study and Layer 3 (i.e. self-confidence and anxiety) recalled as the extension category in the study of the model were the main concern of the rubric since they were the ones defined as the situated antecedents of WTC. The researchers listened to the audio-recordings of participants in the experimental group in order to evaluate their willingness by paying attention to their fluency while speaking. Participants in the control group were asked to indicate their willingness at the beginning of each task by use of pen and paper technique. The results suggested that the use of technology enhanced programs as out-of-class activities contributed more to the oral proficiency of Turkish learners of English. On the other hand, the levels of WTC had fluctuations during the four-month long data collection process on which participants indicated their WTC monthly.

The confirmed influence of experiences that L2 learners gained by studying the target language in a different context for a while on their WTC could not be generalized for the previous experiences that the learners had by Osterman (2014). Suggesting the major contribution of learning environment on learners L2 WTC as a result, he explored WTC of Japanese learners of English in a classroom setting as well. Employing multiple case-study approach, 12 Japanese EFL learners participated in the observation sessions and post-observation interviews. Participants revealed that they would become more willing to communicate in English if they had chances to be in actual communication. They lacked the opportunity to communicate. Being inconvenient with Yashima and Zenuk-Nishide (2008) and Kang (2014), Osterman (2014) found that Japanese learners' prior experiences had no facilitating or reducing effect on their WTC.

L2 learning environment and L2 communication environment were not always observed to have a direct effect on L2 WTC. Its mediating effect as well as other contextual factors were identified in one of the early studies of the dynamic emergence of L2 WTC in a foreign language setting by Kang (2005). This study attempted to explore the situational variables of L2 WTC and their roles in the fluctuations of WTC. The participants of the study were four Korean male students enrolled in an English conversation partner program where they had chances to talk

on any topic with native speaking tutors for an hour in a week. Their conversations with the native tutors were observed and recorded for eight weeks to be employed as a reminder of interactions. While watching the video-recordings in the semi-structured interviews, the participants were asked to share when their WTC was affected, where they felt willing to communicate as well as how they felt willing more or less. Under the mediating effect of conversation context, topic, and interlocutor, security, excitement and responsibility were found to be facilitators of L2 WTC.

In addition to the mediating effect of learning or communication environment, the studies carried out in the instructional settings focused on the effect of variables being specific to these contexts including tasks, teacher, interlocutor, classroom dynamics and topic. Carried out in an instructional setting in New Zealand, Cao and Philip (2006) aimed to examine the relationships between dual characteristics of L2 WTC, namely, the trait WTC and the actual WTC behavior in order to possess a clear picture of WTC. In order to identify the L2 WTC behavior, they developed an observation scheme including the following categories: “volunteer an answer, give an answer to teacher’s question, ask the teacher a question, guess the meaning of the unknown word, try out a difficult form in the target language, present own opinions in class, and volunteer to participate in class activities” (p. 491). It investigated first the relationship between perceived L2 WTC of participants and L2 WTC behaviors in the interactional contexts in the classroom. Then, it focused on the participants’ perceptions of the factors influencing their WTC in the classroom. The findings of the study elicited from the analysis of WTC questionnaire administered to eight learners of English and observation notes in classroom settings as well as the interviews with seven learners suggested that a mismatch exists between participants' trait WTC and state WTC. Additionally, it was found that there was a weak correlation between group work and pair work, related to the small number of participants. The qualitative findings of the study indicated that group size, familiarity with interlocutors and interlocutor participation were most commonly identified as the factors influencing L2 WTC. The findings showed that WTC may vary in the classroom throughout interactional contexts, and that “trait WTC, as measured by self-report, was not necessarily predictive of actual classroom behavior” (p. 489). Moreover, the results suggested that WTC could be enhanced

or hindered consistent with the variables aroused in specific situations including topic, interlocutor and task.

Furthering the attempt to reach a clear understanding of L2 WTC, Yashima et al. (2018) designed an interventional study in a Japanese instructional setting in order to explore the reasons of initiation or reluctance of communication in L2 classrooms at specific moments. They treated L2 WTC both as a trait-like and as a situation-specific construct. In order to explore the trait L2 WTC, they employed the scales before and after the interventional program while they collected the data through observations, learners' self-reflections and interviews for the state L2 WTC. 21 Japanese learners took a 90-minute-long lesson for 15 weeks that was observed by a research assistant to take some notes about the emergence of WTC and was video-recorded as well. Each self-initiated turn of participants in the interventional courses was calculated and it was found the ones with higher L2 WTC tended to be engaged in communication more than the ones with lower L2 WTC. Moreover, the individual analysis carried out on the data of three selected participants suggested that the changes on L2 WTC could be explained "through the interplay of enduring characteristics including personality and proficiency, and contextual influences such as other students' reactions and group-level talk-silence patterns" (p. 1). The contextual factors regarded as the effect of interlocutor were changeable in nature as opposed to the stable nature of individual characteristics.

In a more recent study, Cao (2011) employed a multiple case study approach in an instructional context in New Zealand, where learners had the opportunity to use the language in communication outside the classroom. The researcher investigated the situational L2 WTC in order to identify the individual and environmental variables from an ecological perspective, differed from Cao and Philp's micro perspective (2006). The ecological perspective adopted to examine L2 WTC both in micro classroom contexts and in macro institutional environments. Despite the difference in the perspective with Cao and Philip (2006), Cao (2011) also operationalized WTC as an observed behavior rather than an intention and used their observation scheme in order to detect the actual WTC behaviors in this study as well. The data were collected through observations, stimulated recalls and weekly-kept journals in this study. The analysis of data suggested that the environmental factors included such external factors as topic, task type, interlocutor,

teacher, and class interactional pattern. Moreover, individual variables including perceived opportunity to communicate, self-confidence, personality, and emotion played key roles in the emergence of L2 WTC. Therefore, it could be concluded that L2 WTC emerged as a combination of individual, environmental as well as linguistic factors. These influential variables were also found to be antecedents of state L2 WTC in another study conducted by Cao (2013). By use of the same instrumentation with Cao (2011), the researcher attempted to examine the fluctuations in L2 WTC in time and across classroom contexts. The results of the study suggested that WTC levels fluctuated at three different points in time: beginning, middle and end of the program. The in-depth analysis of one of the cases in the study indicated that there were some external and internal factors underlying WTC. The external classroom environmental factors included the problems and possibilities of group and pair work, task engagement, orientation towards the teacher, perceived usefulness of tasks, topic and interlocutor. The internal personal characteristics involved self-confidence, emotion, perceived opportunity to communicate, and personality. The study concluded that dynamic fluctuations in situational WTC emerged both in the short term and in the long terms and they were determined by the mutual influences of classroom contextual, personal/individual and linguistic factors, which were echoed by another study of Cao (2014) in which she adapted a socio-cognitive perspective. Through video-taped observations, stimulated recall interviews and journals, Cao (2014) found that international EFL learners' L2 WTC living in New Zealand were influenced by environmental (i.e. topic, task type, interlocutor, teacher and class interactional pattern), individual (i.e. self-confidence, personality, emotion and perceived opportunity to communicate) and linguistic (i.e. competence and reliance on L1) variables. Through these bunch of studies, the researcher confirmed that changes in L2 WTC of a single individual could be observed from lesson to lesson, task to task and in parallel, the variables underlying L2 WTC could be changed in a relatively short period of time. It was not the variables but the interrelationships between these variables were the main reasons of the fluctuations in L2 WTC (Cao, 2014).

In each study Cao took part in about L2 WTC (e.g. Cao, 2011, 2013, 2014; Cao & Philip, 2006), the key role of triangulation in L2 WTC research was emphasized since the enrichment in data would make it possible to reach a better

understanding of the dynamism situated in L2 WTC. Following this suggestion, Shirvan and Taherian (2016) adopted an ecological perspective as an attempt to replicate Cao (2011) in an Iranian university setting. To explore the dynamism in L2 WTC of Iranian EFL learners, they collected triangulated data through interviews and journal entries of six participants. At the microsystem level, affective factors, linguistic factors, cognitive and contextual factors were found to influence L2 WTC in line with Cao (2011). At the mecosystematic level, the learners' past experiences were identified as a factor influencing their L2 WTC in contrast to Osterman (2014). At the exosystematic level, the curriculum offered by the institutions had an effect on their L2 WTC, which could be inferred as the effect of L2 learning system. Lastly, at the macrosystematic level, social and cultural factors were found to affect L2 WTC. This study highlighted the synergetic nature of the relationship among the ecologic levels and suggested that "WTC in English needs to be understood as dynamically constructed by the totality of the learner and the environment" (p. 433).

Not in an ecological perspective, but in a micro perspective, a more recent study attempted to investigate the variables underlying L2 WTC although it overlooked any opportunity to observe fluctuations in WTC since the data were based on the self-reported answers of participants in semi-structured interviews. Başöz and Erten (2019) designed a research on L1 Turkish users, who were students at a state university in Turkey and instructed to learn Turkish as a part of the curriculum. They explored the reasons of WTC in English by addressing the variables facilitating WTC. 32 students of a non-major English department participated in the study and they were interviewed by the first researcher without giving any reference to their actual or visional WTC inside or outside the classroom. The data set elicited through semi-structured interviews were transcribed first and then, analyzed through qualitative content analysis. The results were grouped into seven categories including related subcategories as well. L2 classroom environment, consisting of classmates, instructional methods, teacher, atmosphere, materials, class size as subcategories was found to be the main influencer of Turkish EFL learners' L2 WTC because it was stated most. Affective factors, which were identified as L2 motivation, fear of being ridiculed, L2 anxiety, fear of making mistakes, were the second in the list of variables underlying L2 WTC. It was followed by topic, having topic interest and familiarity as subcategories and personal

characteristics, being more related to personality and including only shyness and introversion in the particular study. Linguistic factors such as practice, pronunciation, vocabulary knowledge were also mentioned as the reasons of participants WTC in English both inside or outside the classroom. In addition to these main categories, a few participants stated that their WTC in English was affected by their perceived communication competence and their past communication experiences. In a nutshell, the results of this study indicated the complex and compound nature of L2 WTC, influenced through different environmental and individual variables.

As a natural member of an instructional setting, teachers have been referred as one of the key factors influencing the learners' L2 WTC, especially for the readiness of interaction inside the L2 classrooms. The attitudes of teachers towards learners as well as the language use were found as an impact on L2 learners' readiness to communicate or actual WTC behavior. Zarrinabadi (2014) conducted a qualitative research on the effect of teacher related factors on L2 WTC in an Iranian university setting. Through the focused essays collected from fifty Iranian EFL learners, a total of 181 situations mostly related to oral communication emerged in the classroom context were identified on the basis of learners' level of willingness. The results emerged after thematic analysis suggested that teacher's wait time after directing a question to the whole class or a specific student in the classroom affected the learners' L2 WTC. If the students had a limited time for consideration and reflection prior to sharing their ideas or answers, they would feel less willing to communicate and this experience would affect their WTC for the rest of the lesson. The strategies that teacher possessed for error correction and communication support were the other two categories defined in the study. The situations in which learners experience higher WTC comprised the moments when the teacher accepted and adapted error correction methods as well as encouraged learners to be active in communicational contexts through verbal and non-verbal strategies. Lastly, the selection of topic by the teacher also influence the learners' L2 WTC in a positive way if they sensed that they had knowledge about and interest in the topics of discussion. The consensus has been reached in the point that their WTC would be enhanced if they chose the topics for communication in the classroom.

Differing from Zarrinabadi (2014), Pawlak & Mystkowska-Wiertelak (2015) advocated that the absence of teacher in the communication environment played a

role in the increase of WTC in a research they explored the dynamic and intricate nature of L2 WTC of Polish university level EFL learners. 8 English-major university students voluntarily participated in the study and were invited to have pair discussions by choosing one topic among six predetermined topics. During their discussions, they marked their willingness or unwillingness to speak on a grid having points from -10 to +10 in every 30 second in response to a beep. After the discussions, each pair were asked to fill in a questionnaire including items related to the variables affecting their WTC and they were interviewed by one of the researchers in which they had the opportunity to listen to their discussions to elaborate on the fluctuations in their L2 WTC. The results indicated that higher WTC was mostly associated with the knowledge about as well as interest for the topic of discussion and harmony with the interlocutor, who was the pair of the students in this context. On the other hand, the lower level of WTC was reflected being tied to the presence of teacher in the communication environment and difficulty in understanding interlocutor's message.

In another study that these researchers conducted (Pawlak et al., 2016), the setting of the study was selected as a whole classroom environment in order to represent the effect of full ecology on language learning. It was conducted in a naturally occurring speaking class given to English major university-level students. Resembling the research design of the study mentioned above (Pawlak & Mystkowska-Wiertelak, 2015), the participants were asked to self-evaluate their willingness on the same grid used in the previous study to indicate their readiness for communication in every 5 minutes after hearing a beep and fill in a questionnaire after the lesson. The participants had 13 instances to mark their WTC on a grid in 60-minute long lesson. The results suggested that evident changes were observed in the level of the participants' WTC during the observed lesson. It was indicated that the observed momentarily differences in WTC level could be attributed to a wide array of contextual and individual factors. These variables included the topic, the types of tasks assigned and the ways in which they were implemented, the scheduling of the class, and teacher-related (i.e. personality, teaching style, teaching skills, enthusiasm, rapport with the students) as well as learner-related (i.e. motivation, proficiency, preparation, group dynamics) variables.

The conclusion tied to the intricate and interwoven relationships emerging in an unpredictable way among the underlying variables of L2 WTC that Pawlak & Mystkowska-Wiertelak (2015) and Pawlak et al. (2016) aroused was supported by another study from a Polish setting conducted by the second researcher of these particular studies. Employing a more similar research design with the study mentioned above, Mystkowska-Wiertelak (2016) investigated the WTC fluctuations of Polish EFL learners in a university setting through classroom observations and post-observation interviews. 12 volunteer participants also indicated their WTC after a beep provided in every 5-minute intervals. The participants reflected that their teacher who gave the speaking lessons to the participants were the main influencer of their L2 WTC. In addition to the effect of teacher, the influence of interlocutor, task, topic, and activity type as a whole-class activity, group work or pair-work activity were found to have an impact on L2 WTC of Polish EFL learners. The effect of activity type on WTC was also suggested in the study conducted by de Saint Leger and Storch (2009) in a French EFL learning setting. In addition to the result suggesting the effect of vocabulary, anxiety, fluency and self-confidence on French learners' communication process in L2, it was found that the participants classified activities based on their perceived difficulty levels. Consequently, they indicated that they found whole-classroom discussions more difficult than small-group discussions and so, they felt less confident and willing in the former ones. However, it was also emphasized that over time, French learners became more willing to participate in the whole-group activities in accordance with their improvement in the target language and self-confidence.

The influencing effect of teacher on L2 WTC of learners was also emphasized by a seminal study in a Chinese EFL setting conducted by Peng et al. (2017). Being part of a larger research, this multiphase study attempted to explore the fluctuations of WTC in respect to the multimodal expressions of the teacher in an EFL classroom in China. Rather than focusing only on the presence of teacher or use of language, the semiotic resources such as gestures and gazes of a teacher were also highlighted as a facilitator of WTC in this study. Of 26 non-majoring English students at a provincial university in China, two high-willing students and two low-willing students participated in the study as well as their teacher. At the time of data collection, they were attending two 50-minute sections of English class given by a

female teacher with 20-years teaching experience. Their lessons were video-taped in order to recall the lessons so that the participants would identify the moment-to-moment changes in their willingness while having an interaction with the teacher. Consequently, one high-willing and one low-willing scenarios were determined in order to learn the teacher's reflections about these scenarios. The findings of the study suggested that the gestures and gazes signaling the teacher's act of thinking were identified more in the high WTC scenario than in the low WTC scenario. The greater number of gestures and gazes was connected to "the time that the student was talking while the teacher was listening attentively in the high WTC scenario" (p. 324). The study concluded that in an L2 learning environment, teachers could motivate the students' WTC and interaction in L2 through not only language use or tasks they provided but also their multimodal semiotic resources by suggesting the development of teacher's semiotic skills.

In addition to the effect of teacher's verbal and non-verbal behaviors on L2 learners' WTC, their expectations were found to have an impact on their readiness to communicate in the target language in a mixed-methods study conducted by Bernales (2016). As opposed to the common tendency among the studies considering WTC in an ESL or EFL setting, the link between the actual participation and planned interaction of learners studying German as a foreign language in an American university was explored in Bernales' study (2016). The data collected through self-reported surveys applied in four occasions during a semester were used to explore the relationship between the extent that L2 learners aimed to use German during the classes and the extent that they actually used German in interaction during the classes. The results suggested that participants weekly progressed in predicting their use of language in accordance with their goals of interacting in L2. Their readiness to use the language is associated with the notice of their teacher's implicit and explicit expectations and directions to use L2 in communication, as well as their respect for the classroom norms. In convenience with the results of De Costa (2014) in a case study where he explored the shifts in WTC of an immigrant learner of English, it was suggested that WTC was underlined by societal norms, classroom norms and some individual differences. In the same vein, Yue (2014) highlighted the impact of classroom norms, teacher's anticipations and parents' expectations tied to language use in communication on L2 WTC in a

longitudinal study in which she conceptualized L2 WTC as a dynamic concept and investigated the reasons of WTC fluctuations of a Chinese learner having twenty year-long learning experience.

One another point that Bernales (2016) shed light on in the study was the effect of goals and motivation on the fluctuations of learners' readiness to use L2 in interaction in addition to classroom norms and teacher's expectations. In a quasi-experimental study, Munezane (2015) also attempted to explore the link between goal setting as well as vision and the development of L2 WTC. Building on an understanding of multidimensional and complex nature of motivation, this study was planned on the recent conceptualization of WTC as a flexible concept which could be shaped and enhanced through interventions. The design of the study was based on the novel motivational framework of Dörnyei (2005) introduced as L2 Motivational Self System including ideal L2 self related to learner's self-determined goals and directions set for L2, ought to L2 self germane to the responsibilities and obligations and L2 learning experiences tied to context-specific L2 involvements. Accordingly, Munezane (2015) hypothesized that the relative effects of learners' imaginary future selves reflecting their goals to be an accurate and competent L2 user on the enhancement of their WTC. In this orientation, the researcher designed some activities to promote the learners' vision of ideal L2 selves and to set goals for their own L2 learning process so that this intervention would enhance their L2 WTC. In a Japanese university setting, three groups of students participated in the study: (1) the first group had an intervention tied to vision while (2) the second group had an additional goal-setting intervention as well. On the other hand, (3) the third group was incorporated into the study as a control group without getting any kind of treatment related to vision or goal-setting. Each participant filled the questionnaire of Sick and Nagasaka (2000) twice before and after the treatment process in order to elicit their L2 WTC level. The results revealed that there was a failure of identifying a significant effect of only goal setting or visualization on learners' L2 WTC. However, it was found that the influence of the visualization plus goal setting treatment was found to have a significant effect on L2 WTC over visualization only treatment and non-treatment group. This result suggested that visualization combined with goal setting had a positive influence on the enhancement of L2 WTC. The responses of the participants in the second group combined through an open-

ended questionnaire confirmed the effect of combination of goal setting and visualization on their L2 WTC enhancement.

The recurring identification of task as a variable underlying L2 WTC triggered Eddy-U (2015) to conduct a research on task related behavior. In relation with the understanding of L2 use having a context-specific nature, Dörnyei (2009) aimed to identify the antecedents of task related behavior which leads to the momentarily change in L2 use. Using dynamic systems framework, he named interest, productive learner role, motivational flow and vision as the four antecedents of task behavior by referring to them all as motivational conglomerates. In that respect, Eddy-U (2015) aimed to explore the relationship between the tendency in participating into oral tasks of Chinese EFL students and Dörnyei's motivational conglomerates (2009). In a tertiary level Chinese university setting, 25 non-major English students participated in the semi-structured focus group interviews. The content analysis of the data suggested that social and task-related factors had a direct influence on students L2 WTC in the classrooms. They felt more willing to communicate in tasks under the influence of their interest, perceived effectiveness, good groupmates, good classroom social situation, personal vision and self-confidence. By suggesting a model of task related WTC showed in Figure 14, the study concluded that the effect of social factors on WTC of EFL learners should be taken into account in foreign language contexts.

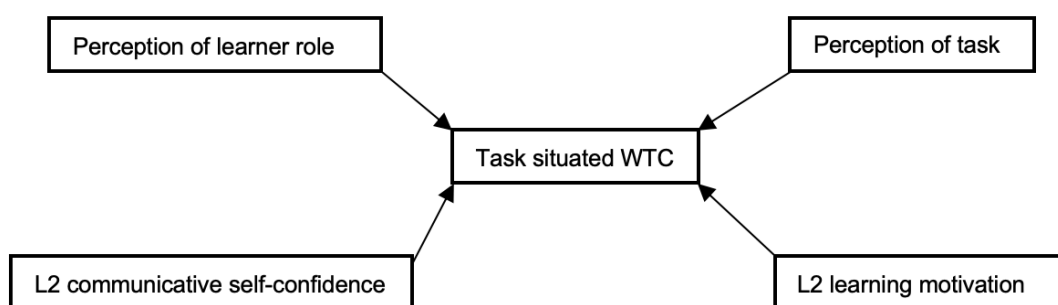


Figure 14. Task situated WTC model proposed by Eddy-U (2015)

Highlighting the role of social factors in shaping an individual's understanding of language as well, Subtirelu (2014) conducted a research to explore the link between WTC and language ideology defined as "the networks of beliefs that language users hold, either tacitly or overtly, about language and its assumed

relation to other aspects in their environments, especially other individuals and social groups, which stem either from explicit teaching or implicit socialization” (p. 121). The results suggested that language ideology had an indirect effect on WTC through perceived competence and communication experiences. The attitudes towards the language itself and its use in communication brought explanations for the communication breaks and difficulties in language use, so it shaped one’s perceptions for the self L2 competence. Consequently, the perceived competence for L2 had a mediating effect on L2 WTC. Additionally, it was reflected that language ideology intermediates communication experiences and these experiences had an indirect effect on WTC through perceived competence as well. All in all, the study suggested that language ideology would possess an indirect influence on WTC through the mediating effect on perceived competence and communicative experiences.

Employing a new and alternative methodology, MacIntyre and Legatto (2011) also focused on moment-to-moment fluctuations and fast changes in WTC in the course of task performances in a Canadian ESL setting. In this seminal study, they adapted the idiodynamic method, which allowed them to identify changes in learner’s WTC over a short period of time depending on the task type. The participants were provided with eight tasks and filmed during the fulfillment of the tasks. Then, they were immediately asked to watch their recordings and rate their moment-to-moment WTC using a specially-developed software. They had the print-outs of their ratings for their WTC fluctuations while watching the video recordings for the second time and answering the semi-structured questions of the researcher in order to learn their motives for WTC changes. The whole data were analyzed more intuitively based on the impression rather than objectively depending on the negotiated codes. The results of the study showed that the ratings of WTC in each participant showed changes over time. There was interconnectedness of the linguistic, social, cognitive and emotional systems that produce WTC. MacIntyre and Legatto (2011) identified the occasional soft-assembly of high-anxiety and high-WTC states that occurred on difficult tasks, but only after the respondent had initiated a response. Respondents whose WTC level decreased quickly when asked a difficult question tended to refuse to initiate a reply, as predicted by the original WTC theory (McCroskey & Richmond, 1991). MacIntyre and Legatto (2011)

concluded that WTC has the properties of a dynamic system so that it includes these key features: (1) changes over time that are partially dependent on the previous state; (2) interconnectedness of the linguistic, social, cognitive, and emotional systems underlying WTC; (3) attractor and repelled states; and (4) evidence of a threshold effect that differed between beginning and continuing to speak.

Overall, the studies considering L2 WTC as a dynamic construct concluded that it is an interwoven and a multifaceted construct having different variables underlying it. In that respect, they shared a similar perspective with the ones regarding WTC as a trait. However, the former ones highlighted the fluctuations and changes over a relatively brief period of time. Additionally, the variables that these studies identified as factors influencing L2 WTC emerged to be more situation-specific constructs in comparison with the personality related variables that studies on enduring WTC identified. Employing mostly qualitative and mixed-methods approach in research design, the researchers attempting to explore state WTC could adapt a micro-perspective, enabling to present a detailed and clear picture of the point than a macro-perspective, giving opportunities to have generalizations depending on the large-scale results.

Overview of the Relevant Literature: Defining the Gap

Language learning is mostly associated with the purpose of using it in communication (MacIntyre & Charos, 1996). In language classrooms, teachers attempt to get their learners use the target language in communication in many different ways (Yashima et al., 2018). The list of reasons for engagement in communication as well as avoidance of interaction led to the emergence of WTC research (Mystkowska-Wiertelak & Pietrzykowska, 2011). For more than 20 years, researchers have been considered L2 WTC in different socio-educational contexts.

Earlier attempts have recognized numerous variables as antecedents of L2 WTC, describing it as readiness to communicate in the target language, and “helps to form a general picture of how psychological variables interrelate and affect the learners’ stable tendency to communicate in an L2, or trait-like WTC” (Yashima et al. 2018, p. 116). On the other hand, the recent trend in WTC research has been focused on the situated nature of the concept spotlighting its state nature in order to appreciate more complete understanding of L2 WTC by illustrating the intricate

relationship between WTC and underlying variables (Yashima, 2012). However, research to integrate enduring and state WTC to capture a broad and vivid understanding of L2 WTC has been very few in attempts (Yashima et al., 2018). The intricate relationships among the variables identified for trait-like and situation-specific WTC have been considered by many; however, the variety of WTC antecedents possessing psychological, educational, linguistic and communicative facets as well as their unpredictable interdependence have kept most questions unanswered (Mystkowska-Wiertelak & Pawlak, 2017). Consequently, to further the attempts, the necessity of more empirical investigations on the issue has emerged.

Although past attempts have proved that WTC is a multilayered and multifaceted construct including individual, linguistic, psychological and contextual variables in each of its layers, they lacked of reflecting the interwoven relationship based on the views of real users having communication in the target language in real time, specifically if they were conducted as large scale studies, representing a macro perspective. These kinds of studies often employed a set of questionnaires developed for L1 users (e.g. McCroskey, 1992) and SL users (MacIntyre et al., 2001). In an FL setting being mostly an instructional area, the situations described in these scales such as (e.g. talk with a garbage collector in the L2) would not be possible to emerge (Peng & Woodrow, 2010). Sensing this gap in the literature, some researcher in L2 WTC attempted to develop a scale applicable for L2 learners. However, it was realized that they were generally depended on the widely-used scales in the literature and consisted of some items which could not be applied in an FL setting in practice (e.g. talking English with an acquaintance in a bank que in Japan), even if it could be sensible in theory. Therefore, there has been a need of developing a data-driven scale based on the actual voices of real foreign language learners.

Conclusion

Defining the gap and identifying the niche in the literature, the present study aims to explore L2 WTC by integrating enduring and state nature of the concept through two investigations, (1) one representing a macro perspective on L2 WTC in a larger foreign language learning setting and (2) demonstrating a micro perspective on L2 WTC with the participation of a relatively small group of learners. In order to

capture a full representation of EFL learners, the study starts with the development of a scale based on the actual voices of Turkish EFL learners for both the instructional context and out-of-class environment. Through the development process of this scale, a model to illustrate the intricate relationship among the variables underlying L2 WTC is evolved. Then, it aims to investigate the relationship among the variables underlying L2 WTC as well as their influence on L2 WTC. Following the suggestion of many but specifically Yashima (2012), it attempts to explore the dynamism in L2 WTC through the employment of dynamic systems theory. The nature of state and dynamic L2 WTC is portrayed in a classroom environment where learners have a variety of situations to *use* or *attempt to use* English in interaction. This phase of the study also has the aim of elaboration on the findings of the first phase illustrating a macro perspective. In this vein, the following chapter will describe the methodology employed in the process of the study in details beginning from the scale development phase to the main study including the initial and final phases mentioned above.

Chapter 3

Methodology

This chapter introduces the methodology used in the present study in order to explore the perceived levels of L2 WTC of Turkish EFL learners and the variables underlying L2 WTC in the Turkish context. It firstly gives the details about the research design of the study. Following this section, the research methods in the study are presented in three main sections under the title of scale development process, pilot study and main study as the current study is a multiphase study consisting of three main phases. For each phase, setting and participants, data collection instruments and process as well as data analysis methods are introduced in details in the following subsections. For the ease of readership, research questions to be answered throughout the study are provided as follows:

RQ1. What are the variables underlying L2 WTC in an EFL context?

RQ2. What are Turkish EFL learners' perceived levels of L2 WTC inside and outside the classroom?

- a. Is there a statistically significant difference between Turkish EFL learners' L2 WTC levels inside and outside the classroom?
- b. What is the effect of gender on Turkish EFL learners' L2 WTC levels inside and outside the classroom?
- c. What is the effect of proficiency level of Turkish EFL learners on their L2 WTC levels inside and outside the classroom?
- d. What is the effect of duration of learning English on Turkish EFL learners' L2 WTC levels inside and outside the classroom?
- e. What is the effect of medium of instruction on Turkish EFL learners' L2 WTC levels inside and outside the classroom?
- f. What is the effect of the reason of enrollment in the foreign language school on Turkish EFL learners' L2 WTC levels inside and outside the classroom?

g. What is the relationship between Turkish EFL learners' perceived level of speaking and their L2 WTC levels inside and outside the classroom?

h. What is the relationship between Turkish EFL learners' success and their L2 WTC levels inside and outside the classroom?

RQ3. What are the relationships among the variables underlying L2 WTC inside the classroom and L2 WTC outside the classroom?

RQ4. How do the identified variables predict L2 WTC inside the classroom?

RQ5. Of which the identified variables are the best predictors of L2 WTC outside the classroom?

RQ6. How is WTC displayed inside the classroom?

RQ7. How is WTC inside the classroom is explained by the learners?

RQ8. Which variables are identified as factors affecting participants' L2 WTC inside the classroom?

The methodology chapter is organized into four main sections including research design, scale development, pilot study and main study. Each section including an empirical data collection process presents the setting, participants, data analysis and data collection process as subsections. Additionally, in the section where scale development process is narrated, the steps followed in the process are introduced in details.

Research Design

In educational science as a part of social science inquiry manner, there are two prevalent methods of research for both collection and analysis of data; quantitative and qualitative (Creswell, 2014). The former depends on numerical data and statistical analysis based on realism and postpositivism, the latter relies on verbal data and subjective analysis based on constructivism and subjective positions in life (Creswell, 2003; Dörnyei, 2007). Deriving from pragmatism, Morgan (2007) underlines the theoretical worldview to be approved in the social science inquiry as focusing more on the research questions rather than the research methods and using as many methods as possible in order to supply a satisfying answer to the research questions. This tendency paves the way to use plural

methods in a single study in order to provide best solution to the research questions (Creswell, 2014). It, consequently, leads to the emergence of a new and composite research design which combines and mixes the research methods of both qualitative and quantitative inquiries (Tashakkori & Teddlie, 1998) in a single study as a response to call for methodological multiplicity since the late 1970s (Dörnyei, 2007; Hanson, Creswell, Plano Clark, Petska, & Creswell, 2004).

After the introduction of using multiple methods in a single study by Campbell and Fiske in 1959, the employment of mixed methods research design intensely in the studies reach out to huge numbers that nowadays it is referred as the mostly preferred, straightforward and legitimate research design (Hanson et al., 2004). Mixed methods research design, which has been also called as multitrait research, multimethod research, methodological triangulation and multimethodological research in the literature (Creswell, 2005, 2007; Dörnyei, 2007; Tashakkori & Creswell, 2007), is defined as “research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study” (Tashakkori & Creswell, 2007, p. 4). It depends on collection, analysis and mixture of both quantitative and qualitative data in a single study or series of studies (Creswell, 2007). Based on the definition, one can effortlessly assume that uses of both predominant methods in harmony offer a better understanding of the problem and a more direct solution to it (Creswell, 2012). However, a mixed methods research looks for the research skills and knowledge required for both qualitative and quantitative methods to be conducted and analyzed (Mertens, 2010).

Conducting a mixed methods research can be challenging to attempt, however, the benefits it offers to researchers are worth to embark in (Sheperis, Young, & Daniels, 2010). The complexity of research problems directs researchers to use mixed methods research as it helps to deal with questions which cannot be answered by simple numbers in the quantitative inquiry and straightforward words in the qualitative inquiry (Cohen, Manion, & Morrison, 2011; Creswell, 2003). In complex educational and social contexts, mixed methods research design can enlighten the study in a way that one form of data could not elicit (Hanson et al., 2004; Mertens, 2010; Sheperis et al., 2010). The use of both research methods enable researchers to “simultaneously generalize the results from a sample to a

population and to gain a deeper understanding of the phenomenon of interest” (Hanson et al., 2004, p. 224). As Dörnyei (2007) points out, in mixed methods research, words may play the roles of enriching the numbers by elaboration and numbers can enhance words certainty.

The present study employs a mixed methods research design for data collection and analysis as it looks for explanations and explorations at a single time (Creswell, 2014; Morgan, 2007). It deals with a development of a scale, which includes a process of collecting qualitative data first to build items in the scale and quantitative analysis later in order to identify variables. Moreover, it uses mixed methods design in order to get a better understanding of research question related to participants’ perceived level of L2 WTC (Mertens, 2010; Morgan, 2007). It aims to identify Turkish EFL learners’ perceived L2 WTC. Therefore, the use of quantitative methods enables it to yield results to evaluate the frequency and level of L2 WTC. As a further step, it employs qualitative research design in order to gain more detailed, specific information than can be attained from the results of statistical analyses. The employment of mixed methods research design, therefore, will be mandatory to have well-qualified research throughout the present study.

The type of mixed methods design employed in the study. The current study conducts a multiphase mixed methods research in which researchers examine the problem through a series of phases or separate studies (Creswell, 2012). The present study aims to develop a scale which consists of using qualitative methods first and then quantitative methods and conduct a main study by employing this scale and enriching the findings through qualitative methods. This study, in this sense, will be “an integration of two separate studies in one study” (Creswell, 2012, p. 547) as it is shown in Figure 15.

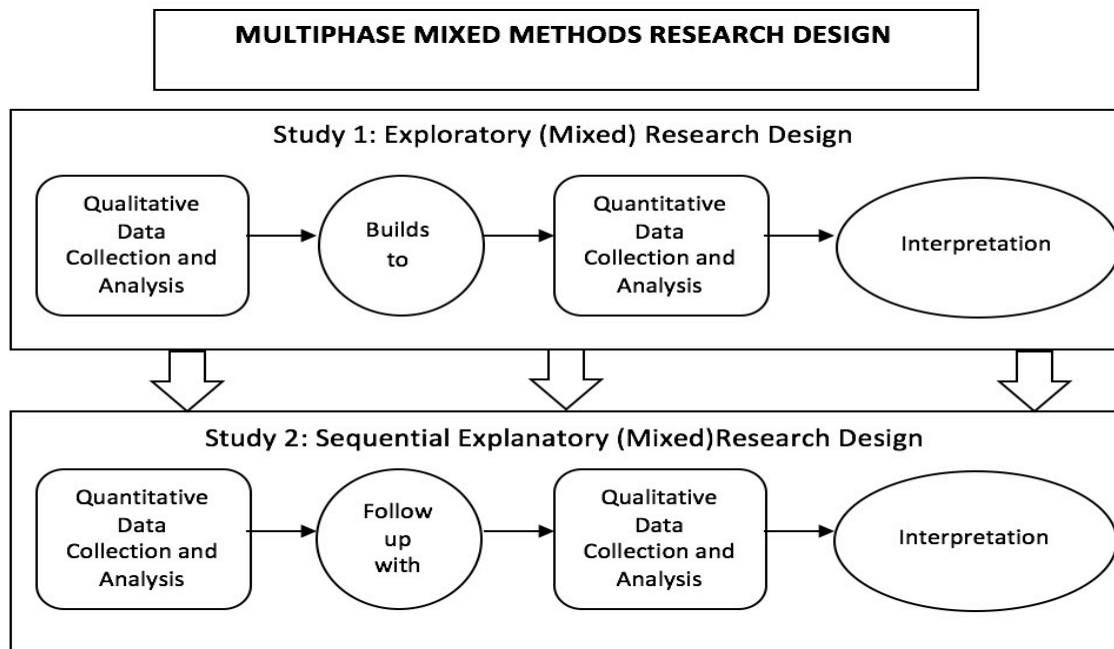


Figure 15. Research design used in the study (adapted from Creswell, 2012, p. 541)

In the first phase of the study which includes the scale development, exploratory research design was adopted. Exploratory research design involves the procedure of first gathering qualitative data to explore a phenomenon, and then collecting quantitative data to explain relationships found in the qualitative data (Creswell, 2012) as it is shown in Figure 15. Creswell (2007) suggested that the employment of this design is appropriate for studies having scale development as a concern. The present study aims to develop a scale and in order to reach this aim, it firstly needs a development of item pool (DeVellis, 2012). This item pool was created through use of qualitative methods such as interviews and document analysis. The analysis of this qualitative data enabled the researcher to combine items in a scale format. The developed scale was applied to a group of participants and the data collected were analyzed through the use of quantitative methods. The interpretation of the data elicited through both methods was the last step to be followed in this phase.

The second phase of the study includes the application of the developed scale on a different group of Turkish EFL learners. The data collected through the scale were analyzed by statistical methods and a group of learners were invited to the qualitative phase of the main study. The qualitative data collection methods such

as observations and stimulated recall interviews were used with nine voluntary learners in order to elaborate more on the findings of quantitative analysis. The flow and design of the second phase of the study indicate the use of explanatory research design in the current study. Explanatory research design, as it can be seen in Figure 15, consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results (Teddlie & Tashakkori, 2009). The rationale for this approach is that the quantitative data and results provide a general picture of the research problem while more analyses, specifically through qualitative data collection, are needed to refine, extend, or explain the general picture (Creswell, 2012).

In line with the aims of the present study, it can be concluded that the most useful research design appears to be multiphase mixed methods research design, consisting of one exploratory mixed methods research design study and one sequential explanatory mixed methods research design. The phases and procedures of the study will be explained deeply in the following sections.

Phase 1: Scale Development Process

In this section, I aim to present the earlier phases of the study conducted after finding the gap in the literature calling for a development of a valid scale for EFL context (e.g. Başöz, 2018; Peng, 2013; Ekin, 2018; Kanat-Mutluoğlu, 2016; Yashima, 2009). It included the details about the qualitative study conducted to gain more insights for item generation. Following the details about the establishment of a purpose for the scale, item-pooling process, the procedures for scale development including the determination of the item format, the collection of experts' opinions and pre-piloting the scales are provided in this section.

Before moving on the details of the qualitative study, it is better to mention here that after the decision of developing a valid and reliable scale, I looked for a study which would guide me during the process. Throughout the process, the following steps adapted from DeVellis (2012), Furr (2011) and Johnson and Morgan (2016) were followed. The steps taken through the process are aimed to be summarized in the following subsections while the last step shown in Table 3 is discussed in the section, Phase 2: Pilot Study.

Table 3

The Guiding Steps in Scale Development Process

Number	Steps
Step 1.	Establish a purpose of the scale
Step 2.	Identify the constructs
Step 3.	Produce the item pool
Step 4.	Decide the item format including the response types
Step 5.	Consult experts for the items and pre-pilot the items
Step 6.	Conduct a pilot study to evaluate the items and optimize the scale length

Establishment of a purpose of the L2 WTC scale. As shown in Table 3, the first step, which is related to a detailed review of the literature including the investigation of the research problem was taken at the very early stages of the current study (DeVellis, 2012). As a consequence of my personal observations for Turkish learners who hesitate to speak up in English and my curiosity for the reasons behind their hesitations, I began to review the literature in terms of factors affecting learners' WTC, of which results I shared in the literature review chapter deeply. At that time, I also realized that early studies in the relevant literature were conducted mostly by use of quantitative methods and some questionnaires were dominantly used to elicit participants' WTC level as it is shown in Table 4.

Table 4

Studies on WTC Using Questionnaires (Adapted from Peng, 2013)

	Researcher(s)	Research Area	L2 WTC Scale
1	MacIntyre and Charos (1996)	Canada	20 items from McCroskey's (1992) scale
2	Baker and MacIntyre (2000)	Canada	20 items from McCroskey's (1992) scale
3	MacIntyre et al. (2001)	Canada	27 items for each L2 WTC inside and outside the classroom sections
4	Hashimoto (2002)	USA	20 items from McCroskey's (1992) scale
5	Yashima (2002)	Japan	20 items from McCroskey's (1992) scale
6	MacIntyre et al. (2003)	Canada	20 items from McCroskey's (1992) scale
7	Clément et al. (2003)	Canada	20 items from McCroskey's (1992) scale
8	Yashima et al. (2004)	Japan	20 items from McCroskey's (1992) scale
9	Bektaş-Çetinkaya (2005)	Turkey	12 items from McCroskey's (1992) scale
10	Weaver (2005)	Japan	17 items from L2 WTC in a classroom speaking and writing situations
11	Cao and Philip (2006)	New Zealand	25 items (20 items from McCroskey's (1992) scale and 5 items from classroom environment)
12	Matsuoka (2006)	Japan	30 items (20 items from McCroskey's (1992) scale & 10 self-written items)

Table 4 (continued)

	Researcher(s)	Research Area	L2 WTC Scale
13	Peng (2007)	China	27 items adapted from MacIntyre et al. (2001) L2 WTC inside the classroom
14	Liu and Jackson (2008)	China	20 items from Burgoon's (1976) UnWTC scale
15	Ryan (2009) (L1)	Japan	8 items including situations for inside and outside classroom and adapted from McCroskey's scale (1992)
16	Yashima (2009)	Japan	8 items adapted from Ryan (2009)
17	Peng and Woodrow (2010)*	Japan	10 items adapted from Weaver (2005)
18	MacIntyre and Legatto (2011)	Canada	20 items from MacIntyre et al. (2003)
19	Ghonsooly et al. (2012)	Iran	12 items from McCroskey (1992)
20	Şener (2012)	Turkey	16 items (12 items from McCroskey (1992) and 4 items from classroom environment)
21	Peng (2013)*	Japan	8 items from Yashima (2009) and after the validation measure, including 5 items
22	Khatib & Nourzadeh (2015)*	Iran	42 items under 6 components
23	Kanat-Mutluoğlu (2016)	Turkey	20 items from McCroskey's (1992) scale
24	Mystkowska-Wiertelak and Pawlak (2016)	Poland	14 items adapted from Peng and Woodrow (2010) for WTC inside the classroom and 12 items adapted from MacIntyre and Charos (1996) for WTC outside the classroom
25	Altiner (2017)	Turkey	5 items directly borrowed from Peng (2013)
26	Başöz (2018)	Turkey	Adapted version of MacIntyre et al. (2001) L2 WTC inside the classroom
27	Ekin (2018)	Turkey	4 items adapted from Peng (2013)

*These scales are validated using CFA based on the results of EFA

Table 4 illustrates some details about the questionnaires used in some quantitative studies in the literature, mostly conducted in the last decade. Except the last five studies which directly emphasize the need of developing a scale for foreign language context, these studies were randomly selected from the literature based on their rate of being referenced in other studies.

A closer look at Table 4 reveals the dominant use of McCroskey's scale (1992), which is a final product of his previous studies with his associates (e.g. Baer & McCroskey, 1985; McCroskey & McCroskey, 1986a, 1986b; McCroskey & Richmond, 1987, 1991; Richmond & McCroskey, 1985) over the affective factors on communication of American users of English who live in the USA. Of twenty-seven studies, eight of them employed McCroskey's scale directly while five of them used an adapted version by either adding some more items without making any further validation analysis or excluding the eight filler items. Including some items like *talk*

with a service station attendant (in English) or *talk with a garbage collector* (in English) to which participants state the percent of their willingness at a time they need to communicate in such situations, this scale is much more suitable for users of English where the language is used as a real communication tool in daily lives. However, twelve studies which employed the scale were conducted either in an SL environment where learners may have a relative chance of reaching people using the target language in their daily lives or in an FL context where learners have fewer chances of using the language in oral communication in their daily lives. Although the validity and reliability of the scale were provided by following certain steps such as collecting data, analyzing it through EFA and CFA and estimating reliability of the data, the use of such a scale in an FL context ends up with moving away from firstly, the context and then, the construct because the research problem for each context inevitably differs (Netemeyer, Bearden, & Sharma, 2003).

The questionnaire of MacIntyre et al. (2001) may also attract the attention in Table 4. It could be seen that four studies in Table 4 employed a specific part of the scale such as Peng's (2007) use of only the WTC inside the classroom part. The context for which researchers developed the questionnaire is an SL context where L1 English speakers are learning French as their SL in Canada where these two languages are the official languages. Therefore, for such a target group, it could be possible to *talk in French to a friend while waiting in line* (item 5 in the questionnaire) outside the classroom and *play Monopoly in French* (item 7 in the questionnaire) outside the classroom because it is more likely for them to access the target language since there are some states where more than 95% of the population use French such as Quebec. However, for FL learners, the direct access to the target language outside the classroom is much more limited and such items in the instruments need a second thought (Peng, 2013). Additionally, this favorite questionnaire lacks validation analysis where the advanced statistical methods are employed throughout the study itself.

Mystkowska-Wiertelak and Pawlak (2016) attempted to design a questionnaire by combining 8 different scales on WTC inside and outside the classroom as well as communication confidence, learner beliefs, classroom environment, international posture, ideal L2 self and ought to L2 self so that they could investigate the relationship among these constructs. They modified 14 items

of Peng and Woodrow (2010) for WTC inside the classroom and 12 items of MacIntyre and Charos (1996) for WTC outside the classroom. Despite the modifications of items including adding and eliminating some items, translations of the items into Polish and employing them with other 78 items, the researchers claimed that their instrument could be seemed to “have a content validity” (p. 27). However, without any further validation tests and analysis, these instruments could not be employed as valid scales.

The only valid scales presented in Table 4 belong to Peng and Woodrow (2010), Peng (2013) and Khatib and Nourzadeh (2015). In the initial two studies, items of questionnaire used in previous studies were employed in larger groups in FL contexts and construct validity and reliability analyses were conducted on the items. However, a deep insight into the scales made it possible to observe that items were not different at all from the ones used in the previous studies conducted in first language (McCroskey, 1992) and SL contexts (MacIntyre et al., 2001). The reuse of the scale validated by Peng (2013) in Ekin’s study (2018) revealed that the items such as *how willing will you be to use English when you find your friend standing before you in a line* (item 1) and *how willing will you be to use English when you find your acquaintance standing before you in a line* (item 2) did not work in FL contexts because the participants gave reactions to these items by putting an emphasis on no need to use English with a friend while waiting in a line due to the common first language they could use. Therefore, these two items were excluded from the study of Ekin (2018) and consequently, a direct call for a specifically developed scale for L2 context was made.

The recent developed and validated scale by Khatib and Nourzadeh (2015) was an output of a detailed study including review of literature and interviews with teachers and domain experts in Iran where English emerges as a foreign language. Based on the review of literature and the analysis of interviews, they developed 42 items under 6 components, namely, communicative self-confidence, integrative orientation, situational context of L2 use, topical enticement, learning responsibility, and off-instruction communication. This instrument was piloted through psychometric tests respectively EFA with 218 participants and CFA with 624 participants. Although it comprises psychometric analysis in the construction process, it lacks the opinions of real communicators of language and it is grounded

only on theory as well as the subjective observations of teachers in the field. Moreover, the items in the scale were identified as items to measure WTC in an instructional setting, of which definition was unclear in the study and presumed to be similar in meaning to WTC inside the classroom. Although it was certain that speaking English is mostly restricted to the classroom walls (Kachru 2005; Sharifian 2010) in an FL context, a language as a tool of communication cannot be denoted as limited into classroom. Therefore, the current study aimed to develop items to measure participants WTC outside the classroom by eliciting the situations where they feel willing to have oral communication and the factors which affect their willingness both inside and outside the classroom.

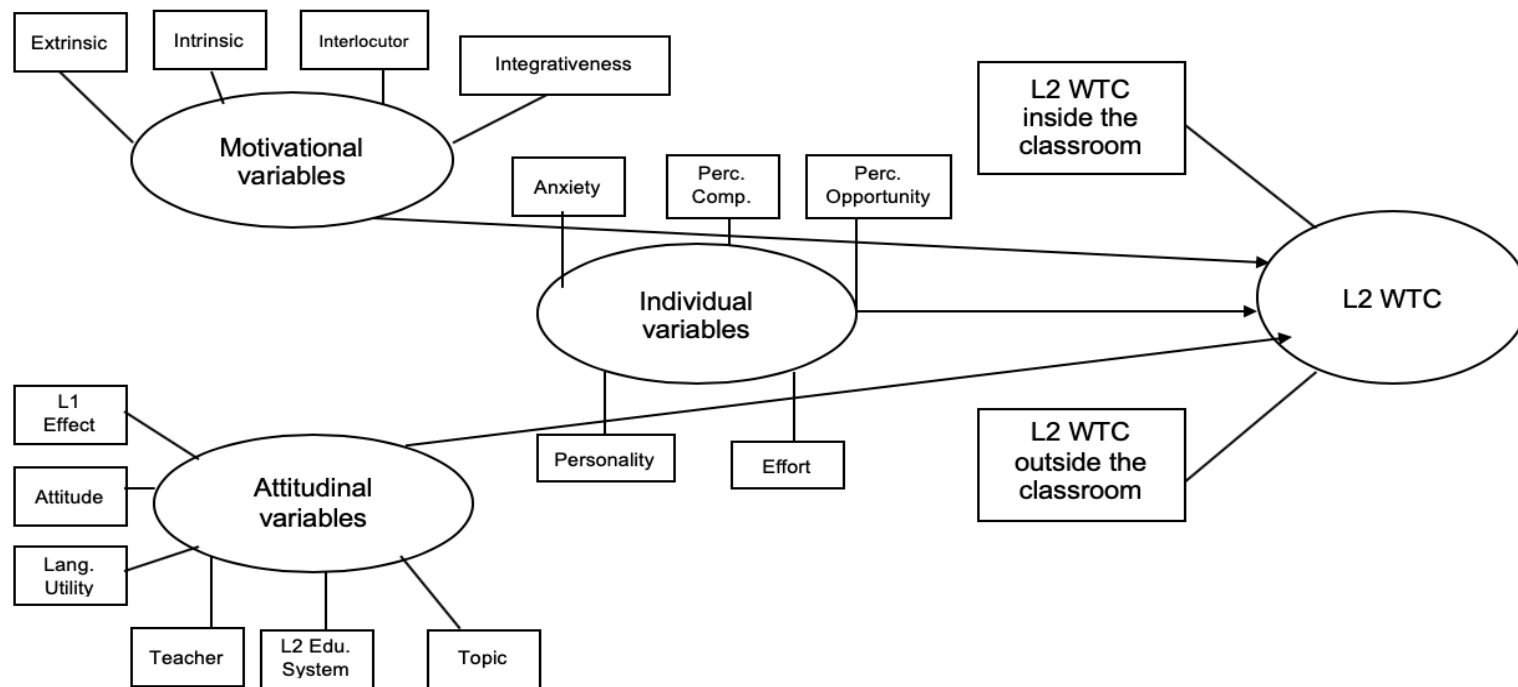
To indicate the need for a new scale over the existing ones, Netemeyer et al. (2003) highlights that a new scale needs to measure the target constructs in a more accurate and efficient way such as being “shorter, cheaper, and more user-friendly” (p. 90). The lack of an accurate scale proving its dimensionality in the literature stands to be the main reason of grounding the need for a new scale measuring L2 WTC and the constructs underlying it. Additionally, no recent studies have explored the variables affecting L2 WTC through a single composite instrument (e.g. Başöz, 2018; Ekin, 2018). Rather, quantitative studies in the literature used different scales or subscales in order to measure the attitudes or perceptions of participants on underlying variables either without making any necessary psychometric analysis (e.g. Bektaş-Çetinkaya, 2005; Weaver, 2005) or by conducting psychometric dimensionality and reliability analyses for each scale separately (e.g. Altiner, 2017). This causes the employment of long instruments which takes more than thirty minutes to fill in (Başöz, 2018) and accordingly, less user-friendly instrument sets have been used. As a response to this need in the literature, the current study aims to develop a scale consisting of different items, being both theory driven and empirical data driven, which is collected from the learners, and employing psychometric analyses on the items in order to be entitled as a valid and reliable scale.

Identification of the constructs. Social sciences aim to measure “attributes of object that tend to be abstract which are latent in nature” (Netemeyer et al., 2003, p. 4). The latent constructs cannot be observed directly and require a scale to estimate its magnitude at a given time (DeVellis, 2012). In the current study in line

with the literature, as roughly mentioned in the previous chapters, one of the aims is to investigate the willingness of Turkish EFL learners for oral communication. A predisposition that learners possess when they have any chance to use English in oral communication constitutes the one of the constructs of this study. As noted by Johnson and Morgan (2016), constructs might include multiple domains and its reflection on this study is that WTC has two main domains as a single construct based on the theoretical framework in an EFL context: WTC inside the classroom and WTC outside the classroom. The identification of the theoretical framework through the review of literature clears out that the intended scale needs to be composed of two subscales in reference to two domains of the construct to be measured.

This study also primarily examines the variables affecting an individual's L2 WTC in both environments: inside the classroom and outside the classroom. The review of literature suggests that different variables underlie these two domains, of which details were presented in the literature review chapter. Previous studies of WTC and L2 WTC inside the classroom and outside the classroom have dealt with the topic based on only theoretical background and have used repetitious domains including repetitious items which were generally not tested through any psychometric analysis. In order to solve this repetition and develop a valid scale for each constructs in L2 WTC, this study suggests to consult the real learners and collect empirical data through interviews and open-ended documents, of which details are presented in the following subsection. The framework that this study uses to conceptualize L2 WTC is constituted only after the analysis of these empirical data.

Based on the results of the empirical data and extending from the review of literature, a conceptual framework shown in Figure 16 was developed to specify the relationships between L2 WTC inside and outside the classroom and other constructs before any further steps were taken in terms of scale development (DeVellis, 2012; Johnson & Morgan, 2016; Netemeyer et al., 2003).



L2 WTC Inside the Classroom

Attitudinal Variables	Individual Variables	Motivational Variables
1. Attitudes towards L2 communication	7. Anxiety	9. Extrinsic Motivation
2. Language Utility	8. Perceived Competence	10. Intrinsic Motivation
3. L1 Effect		11. Interlocutor's Effect
4. L2 Education System		
5. Teacher's Support		
6. Topic		

L2 WTC Outside the Classroom

Attitudinal Variables	Individual Variables	Motivational Variables
1. Attitudes towards L2 communication	5. Anxiety	10. Extrinsic Motivation
2. Language Utility	6. Effort	11. Intrinsic Motivation
3. L1 Effect	7. Perceived Competence	12. Integrativeness
4. L2 Education System	8. Perceived Opportunity	13. Interlocutor's Effect
	9. Personality	

Figure 16. The conceptual framework of the relationships between constructs

Production of the item pool. Once the purpose of the scale is established and constructs to be measured are identified, it is time for writing items (Furr, 2011). The initial step to take in this stage is to generate an item pool that included “candidate items for eventual inclusion in the scale” (DeVellis, 2012, p. 76). Dörnyei (2002) suggests that researchers may rely on their verbal skills and imagination to generate item pools. DeVellis (2012), additionally, claims that after being clear about what to measure, researchers may create candidate items by thinking broadly at first. However, Crocker and Algina (2006) recommend to the scale developers to ask open-ended questions about the constructs to a representative group of participants and categorize the answers into sections to employ the results as the basis of item pool. Echoing them, Netemeyer et al. (2003) reports the influence of interviews in the process of item generation to “delineate the facets of constructs” (p. 92).

The current study, as a consequence, collected qualitative data in order to generate a reliable and valid item pool. I have no chance to access any real language learning classrooms due to my professional status so that any attempt to word any item based on my own verbal creativity would end up with generation of artificial items. In order to include more natural items in the scale, the real informants were used as the source of information. Thematic analysis of data collected through open-ended questionnaire and semi-structured interviews constitutes the basis of item pool generation in the current study in addition to the items borrowed from the relevant literature in line with suggestions of Dörnyei and Taguchi (2010). Details of the qualitative study conducted for item pool generation are provided in the following subsections.

Setting and participants. Prior to undertaking the study, the ethical approval was obtained from Hacettepe University Ethical Committee in March, 2017 for each phase of this multiphase study (see Appendix-R). The data were collected from Schools of Foreign Languages of two state universities in Turkey (henceforth, A University and B University). In line with the representative sampling paradigm, the sample is a part of a larger group, who is the target group of the study as adult Turkish learners of English as a foreign language (Perry, 2005). Due to time and financial constraints, it is almost impossible for researchers to reach the whole target population and it is necessary to put the limits on the representative sample (Perry,

2005). Based on convenience sampling strategy, these two state universities were selected to be the setting of this qualitative study.

186 students who enrolled in the language preparatory program at School of Foreign Languages to take intensive English classes for a year before undertaking their education at the departments in the fall semester of 2017-2018 Academic Year participated in the first phase of the qualitative study and filled in the open-ended questionnaire (see Appendix-B). Details about the participants are displayed in Table 5.

Table 5

Participants of the Open-Ended Questionnaire Survey

Universities		A University		B University		TOTAL
Variables		N	Percent (%)	N	Percent (%)	
Gender	Female	44	33%	24	44%	68 (37%)
	Male	88	67%	30	56%	118 (63%)
Level	A1	46	35%	23	43%	69 (37%)
	A2	47	36%	13	24%	60 (32%)
	B1	39	29%	18	33%	57 (31%)
TOTAL		132	100%	54	100%	

As Table 5 displays, 37% of the participants (n=68) were female while 63% (n=118) were male after the confirmation of voluntarily participation into the study through the consent form presented in Appendix-A. As the study was conducted to generate items for a scale, different views of the learners in different levels were quite important. Therefore, the students from different levels were invited to take part in this stage of the study. At the time of data collection (between the last week of November, 2017 and the first week of December, 2017), two language schools were offering classes in three levels, namely, A1, A2 and B1 as a result of proficiency exam that the learners took at the very beginning of the semester. As can be seen in the Table 5, 37% (n=69) of participants were from A1 level groups, which was the most crowded group of students in two schools. 32% (n=60) of the participants were in A2 level while 31% (n=57) of them were in B1 level.

During the data collection process through the open-ended questionnaires in two language schools, the students were also invited to take part in a further study consisting of semi-structured interviews in order to have more in-depth insights about the constructs (Dörnyei & Taguchi, 2010). Due to the time constraints, this invitation had to be cancelled in B University. However, 17 students from three

different levels participated in the interview session at A University. Details of these students are presented in Table 6.

Table 6
Participants of Semi-Structured Interviews

Variables		N	Percent (%)
Gender	Female	10	59%
	Male	7	41%
Level	A1+	6	35%
	A2	5	30%
	B1	6	35%
	English Language and Literature	7	40%
Major	Computer Engineering	3	18%
	Rail Systems Engineering	2	12%
	Electrical and Electronic Engineering	2	12%
	Automotive Engineering	1	6%
	Medical Engineering	1	6%
	Mechanical Engineering	1	6%
TOTAL		17	100

As can be seen in Table 6, to the contrary of the data obtained from open-ended questionnaire, there was a female dominance in the study: 59% (n=10) of participants of this stage were female while 41% (n=7) of them were male. The equal distribution in number of participants based on their level was almost ensured in this part of the study as 6 (35%) participants from each A1 and B1 level group were interviewed while 5 students (30%) participated in the interview sessions were in A2 levels.

A University is a recently founded city university, founded in 2007 in the northern part of Turkey. Due to the reputation of the city as being the center of industry, it focuses on educating engineers more than any other field. In most of the departments of Faculty of Engineering, a prerequisite of English proficiency is required because the medium of instruction in most of the engineering program is partially English in a rate of 30%. The same prerequisite is applicable for students of English Language and Literature Department. Therefore, for these students, taking English classes intensively in the School of Foreign Languages for a year was compulsory after their enrolment in and arrival to the university if they could not have an acceptable proficiency level, which is B1 for students at departments of engineering and B2 for students at Department of English Language and Literature in the placement exam.

At the time of data collection, most of the students were from Faculty of Engineering and Faculty of Letters as a consequence of the aforementioned reason. This situation also affects the distribution of participants based on their major in this part of the study. While 60% of participants (n=10) were the students of Faculty of Engineering, 40% of them (n=7) were enrolled students in Faculty of Letters, more specifically, of Department of English Language and Literature.

Instruments. As for data collection instruments, a developed open-ended questionnaire and an interview guideline were used. In the development process of the open-ended questionnaire (see Appendix-B), the relevant studies in the literature were used (e.g. Kang, 2005; Peng, 2007, 2010; Yashima, 2002; Yashima et al., 2004, 2018). Following Richards (2003), an interview guideline was prepared before the sessions in order to use it while soliciting the answers from the participants. It was also developed in line with the instruments used in the previous studies (see Appendix-C).

The open ended questionnaire constitutes five main parts: (1) instructions for the participants, (2) demographic information, (3) communication in Turkish, (4) communication in English outside the classroom, and (5) communication in English inside the classroom. Concerning the variety in the level of learners, the open-ended questionnaire was prepared in Turkish and Turkish answers to the questions were expected so that the language barrier attempted to be limited (Richards, 2003).

At the very early stages of the current study, one of the aims was to explore the relationship between WTC in L1 and L2 WTC. However, it was later realized that the scope of the research is far from this aim. Therefore, some questions related to the communication in Turkish, which is the first language of the participants, were included in the open-ended questionnaire. However, they were omitted from the analysis in line with the aim alteration of the research.

After the development of these two instruments, seven experts in the field of EFL holding at least an MA degree were invited to share their opinions about the open-ended questionnaire and interview guideline. Based on their comments, the table concerning the countries that participants have visited along with the language they use and the time they spend was added. Moreover, the questions on the open-ended questionnaire was reordered based on the experts' opinions as the questions

related to communication in Turkish, communication in English outside the classroom and communication in English inside the classroom.

The first and draft version of the open-ended questionnaire was applied on a group of students (n=16) two weeks before the data collection in A University. They were given four more questions to comment on the open-ended questionnaire on a different paper. These participants were not included in the process of real data collection through the open ended questionnaire. Based on their comments, some alterations were made and the finalized open-ended questionnaire was applied.

Moreover, Richards (2003) highlights that the interviewer should make practices in order to develop his or her interviewing skills. I interviewed two individuals to evaluate my skills of interviewing and the interview guidelines. Based on my observations during these two interviews, I made some changes in the language used on the guideline. The draft version of the guideline was prepared in English only. However, for the concern of language barrier, the interviews were planned to be carried in Turkish, which was the first language of both the interviewer and the interviewees. During these piloting interviews, I realized that it was not easy to follow a guide prepared in a language but talk in another language. Therefore, the language used in some part of guidelines was changed into Turkish from English and it was finalized after this change to be used in the study (see Appendix-C).

Data collection and analysis. Data were collected from the participants at A University in the last week of November, 2017. The open ended questionnaires were administered by the instructors of each group of students. It took approximately thirty minutes to fill in the questionnaire in each group. The paper based data were entered into the computer to work freely in the data analysis process.

During the application of open-ended questionnaire, the students in School of Foreign Languages at A University were invited to take part in the interviews and 17 voluntary students from three different levels, namely A1, A2 and B1 were interviewed. Each interview with the participants took almost twenty minutes, mean value of the duration of interviews was calculated as 17.11 minutes. The interviewees were free to choose the language of interviews and all of them preferred to use Turkish while answering the questions. I transcribed each interview before undertaking the analysis in the next two months.

The data collected from B University in the first week of December, 2017 by the researcher herself. Due to the upcoming date of the achievement test and the time constraints it causes, only one class from each level group was asked to participate in the study at B University. It took approximately twenty minutes to fill in the questionnaires in each group. Like the ones from A University, these paper-copies of open-ended questionnaires were typed in the Word software and the soft-copies of them were organized to be used in data analysis.

The data collected through open-ended questionnaire and interviews after typing and transcription were prepared for analysis. I read them several times and wrote the candidate items. As DeVellis (2012) suggests, at this stage, the main purpose was to write as many items as possible. The initial form of the item pool was revised repeatedly in order to develop the first draft of the instrument set.

The participants of this study was heterogenous in terms of their gender, proficiency levels and majors. Strauss (1987) highlights that in different groups, different views can appear and in order to see and experience each of world views, they should be compared in research studies. The constant comparative method is the best way to increase the comparability of data (Filck, 2002), which consists of the basis of thematic analysis. In the analysis of items, this method was applied. The generated items were coded first and later, the codes were categorized under broad terms by comparing the codes. After the inclusion of the items borrowed from the literature, the finalized form of item pool was constituted. Moreover, the conceptual framework displayed in Figure 16 was drawn after the categorization of the data, which includes the identification of possible constructs underlying L2 WTC.

Determination of the items' format. After the generation of item pool, the next step in scale development consists of deciding on the format of both the items and responses. Accordingly, the first decision was made in this step was about the language of the scale. Furr (2011) indicates that researchers need to be careful about not to affect participants' motivation and suggests further that “[p]erhaps the most important of such task is generating items that are easily-understood by the potential respondents” (p. 22). Furr (2011) also warns scales developers to use simple and clear language without any overuse of terminological vocabulary with his highlights. Therefore, the language of scales was decided to be in Turkish in order to convey the message without any language barrier.

Determining the language of items in the instrument set, I made a decision on including positively or negatively worded items. Johnson and Morgan (2016) note that positively worded items reduce the complexity of items because participants read and decode its meaning more easily. The items, therefore, were mostly written in the form of positive phrases. However, the number of constructs makes it clear that the scales would include a bunch of items, which cause a potential problem of having random responses without reading them. Thus, some negatively worded items were also added in order to check the consistency between the participants' responses (DeVellis, 2012).

After deciding on the format of items, another decision concerning the format of responding was made. As the scales to be developed are related to attitudes, Likert-type responses were chosen to be used in the current study (Fink, 2003; Furr, 2011). Johnson and Morgan (2016) state the relationship between the number of points and the consistency scales in response scales and Fink (2003) suggests the use 5-7 points in attitude scales. Following these suggestions, 6-point Likert response type was decided to be used and the use of neutral response point was avoided due to its ineffectiveness in discriminating the views of participants in contrast to Furr's claims (2011). Moreover, in this study at the initial stages, the responses were ordered from the positive ones to negative (6 to 1). However, after the revisions came from the participants in the pre-piloting study, this order was changed in line with DeVellis (2012), Furr (2011) and Johnson and Morgan (2016).

The items produced based on the thematic analysis were organized and put in a format of a scale including response points and clear instructions. Then, the opinions of experts were inquired to ensure the items' content and face validity in line with the suggestions of DeVellis (2012), Furr (2011), and Johnson and Morgan (2016).

Collection of experts' opinions for the initial items. Based on the results of the qualitative data that I collected for item-pooling, I started to write the items. Afterwards, I coded each item and categorized them as I explained in details in the previous section. This process ended with the realization that the data collection instrument would include not only one scale but three different scales: (1) L2 WTC scale, which includes specific situations that students would be willing to use English in oral communication both inside and outside the classroom; (2) Underlying

variables of L2 WTC inside the classroom scale, which includes items related to the factors affecting their willingness to use English in oral communication inside the classroom; (3) Underlying variables of L2 WTC outside the classroom scale, which includes items related to the factors affecting their willingness to use English in oral communication outside the classroom. Furr (2011, p. 54-55) highlights that “[v]ery strong evidence of content validity would be obtained through scrutiny and approval by experts who were not personally involved in item writing.” Therefore, the scales were sent to the experts to get their opinions in four subsequent cycles in order to ensure the content validity of each scale.

The first cycle started with asking help from three researchers who were real experts in the field of L2 WTC – each holding at least an MA degree (two of them were holding a PhD degree in ELT) and conducting their MA thesis or PhD dissertations on L2 WTC. After the preliminary analysis, I had 19 items in the first scale that need experts’ opinions, 8 of them were situations in which participants would be willing to communicate orally inside the classroom while 11 of them were situations related to WTC outside the classroom. In the second scale for underlying variables of L2 WTC inside the classroom, I consulted the experts for 124 items under 12 categories. For the third scale, namely, underlying variables of WTC outside the classroom, these experts evaluated 107 items under 13 categories. I sent definitions of each categories in two documents as variables underlying L2 WTC inside the classroom and outside the classroom to these three experts and asked them to categorize the items, which were aligned in a mixed order. After getting their opinions, I revised the items and prepared the items for the second cycle of experts’ opinions.

In the second cycle of experts’ opinions, I collected the items under the categories by giving the definitions of each item in the first row and asked five experts, who were holding at least an MA degree in ELT (3 of them were holding a PhD degree in ELT), to choose the best option for each item by ticking appropriate to be under the category or not appropriate to be under the category and provide a suggestion if they ticked not appropriate option. In this cycle, the L2 WTC scale included 19 items categorized as 8 items under L2 WTC inside the classroom and 11 items under WTC outside the classroom. The second scale related to variables underlying L2 WTC inside the classroom consisted of 107 items under 12 categories

while the scale of underlying variables of L2 WTC outside the classroom included 96 items under 14 categories. After the revisions based on the opinions of experts in the second cycle, the first scale remained the same with a few alterations in wording. However, in the second scale related to the variables underlying L2 WTC inside the classroom, some items were eliminated and this scale included 90 items under 11 categories at the end of this cycle. At the very same time, the revisions based on the opinions of experts required to make changes in the third scale related to the variables underlying L2 WTC outside the classroom and it had 85 items under 13 categories in the end.

After the second cycle, it would be the time for asking the opinions of experts about the use of language. As a result of the variable levels of the participants in each phase of the study, I had decided that the language of the scales would be in Turkish and thus, I used Turkish while writing the items. At this cycle of getting opinions of experts, I asked experts of Turkish language to check the language used in the scales. I sent the scales to three experts of Turkish language, who were holding at least an MA degree either in the field of Turkish Language and Literature or the field of Turkish Language Teaching. These experts only gave their opinions about the use of language and at some certain points, they gave some suggestions related to wording, use of phrases and use of tenses. Attending the suggestions of Turkish language experts, some changes on the scale related to the use of some words, phrases and the tense that we use in the statements were made.

The final experts' opinions were collected from the members of dissertation approval committee. After their meticulous study and suggestions, the scales were finalized in order to conduct a pre-piloting study. As it is shown in Table 1, the first scale, namely, L2 WTC scale consisted of 19 items, 8 for WTC inside the classroom and 11 for WTC outside the classroom. For the sake of practicality, this scale was first divided into two as WTC inside the classroom and WTC outside the classroom and then, merged under two scales. The items of WTC inside the classroom part were put into the underlying variable of WTC inside the classroom scale while the items of WTC outside the classroom scale were combined with the underlying variables of WTC outside the classroom scale. All in all, in pre-piloting and piloting phase of the study, two different scales, including two subparts were given to the

participants. Details about the categories in each scale and number of items in each category are provided in Table 7.

Table 7

The Categories and Number of Items in Each Scale

The Scale	Category	Number of Items	Total
L2 WTC (Merged with the following scales based on the factors)	1. L2 WTC inside the classroom	8	19
	2. L2 WTC outside the classroom	11	
Underlying Variables of L2 WTC Inside the Classroom	1. Anxiety	12	84
	2. Attitudes towards L2 communication	12	
	3. Extrinsic motivation	5	
	4. Intrinsic motivation	5	
	5. Interlocutor's effect	6	
	6. L1 effect	6	
	7. Language utility	11	
	8. Perceived competence	16	
	9. Teacher's support	5	
	10. L2 education system	4	
	11. Topic	4	
Underlying Variables of L2 WTC Outside the Classroom	1. Anxiety	7	81
	2. Attitudes towards L2 communication	8	
	3. Effort	5	
	4. Extrinsic motivation	6	
	5. Intrinsic motivation	7	
	6. Integrativeness	4	
	7. Interlocutor's effect	7	
	8. L1 effect	5	
	9. Language utility	4	
	10. Perceived competence	11	
	11. Perceived opportunity to communicate	4	
	12. Personality	8	
	13. L2 education system	5	

Pre-piloting the items. Before conducting the piloting study to validate the items in the scale, I aimed to check the items in the scale on a group of students, who resembled the target group of the pilot and main studies following the recommendation of Johnson and Morgan (2016) to review bias. The scales were prepared in a way that they included all the necessary instructions except from the duration of filling in the scales because the approximate time of filling in the scales was figured according to the time that the participants of pre-piloting study spent during filling out each scale. Participants were asked to write the time that they started and finished filling each instrument out on the right hand side of each form.

52 of B2 level students participated in the pre-piloting phase of the study. I prepared the scales in two different formats: one of them included all items written with full sentences while the other one included both full sentences and shortened items, some of which were shortened by use of common words at the top of the sections. The participants, therefore, were divided into two groups and the first group took L2 WTC inside the classroom scale in the long version (see Appendix-D) while they took L2 WTC outside the classroom scale in the short version (see Appendix-G). At the same time, the other group took L2 WTC inside the classroom scale in the short version (see Appendix-F) while they took L2 WTC outside the classroom scale in the long version (see Appendix-E). Each group was also given an open-ended questionnaire form so that I was able to learn their opinions about the scales and their preferences of reading and filling in the long or shortened versions.

According to the opinions of the participants in the pre-piloting study, I decided to use the shortened version of the scales in order to collect data for the pilot study. Moreover, opinions of some participants made me reconsider the rank of responses from 6 I totally agree to 1 I totally disagree. One of the participants commented that he was used to fill in scales by using the response type as agree/disagree, however the researchers mostly ranked the responses from 1 I totally disagree to 6 I totally agree. Because of the exact opposite rank of responses in the scales in the current study, some participants mentioned that they gave wrong responses to the first items. Moreover, it was claimed that participants tend to choose the one they see first if it is a positive response in line with the influence of social desirability (Hartley & Betts, 2010; Krebs & Hoffmeyer-Zlotnik, 2010). Thus, I changed the rank of responses in the scales used in the pilot study in line with the suggestion of Barnette (2001) and Fink (2003).

One of the suggestions coming from the participants were also attended and each row in the scales were colored instead of coloring the part including the responses in the pilot study. After these changes, the scales were ensured to have face validity (Johnson & Morgan, 2016) and ready for collecting the data in the pilot study in order to perform psychometric analyses.

Depending on the time that participants wrote on the right hand side of each form, it was realized that the first instrument, namely, L2 WTC inside the classroom

scale, took approximately fifteen minutes (M=13.45 minutes) to be filled in by the participants of pre-piloting study while the second instrument, namely, L2 WTC outside the classroom scale finished in approximately ten minutes (M=9.01 minutes). Consequently, the duration of filling in each scale was written as fifteen and ten minutes in the instruction part of each instrument.

Phase 2: Pilot Study

A pilot study was conducted to measure the construct validity of the scales being developed as well as their reliability in measurement of each construct. Details of this piloting phase are provided in the following subsections including the setting and participants, data collection and analysis processes as well as the results of this study in line with the psychometric analysis and internal consistency reliability analysis.

Setting and participants. For the validation process of the items in the scales, the pilot study was conducted with the participation of a large group of students in School of Foreign Languages at seven different universities. Due to the large number of categories and items in the scales prepared for the pilot study, it was necessary to reach a considerable number of participants in the pilot study in order to conduct the analyses and thus, 1012 students participated in the study. The preliminary analysis of the control items showed that some of the participants gave random responses to some items and they were therefore excluded from the study. Moreover, some participants were excluded from the study due to their missing responses. After the elimination, the data coming from a total of 933 students analyzed through psychometric test. Details of the participants in the pilot study is provided in Table 8.

In order to make the scales as representative as it is possible, the pilot study was aimed to be carried out in twelve universities from different regions of Turkey. These universities were determined through the principles of convenience sampling (Creswell, 2003). Although Ethical Committee of Hacettepe University approved the study in terms of ethical concerns, the committees in these twelve universities were applied to get the permission to collect the data. Of these twelve universities, seven of them gave a positive response to my application while the rest of five universities did not provide any response. Therefore, the pilot study was carried out in seven

universities presented in Table 8. For the sake of anonymity and ethical concerns, the names of universities were not specified. Rather, first letters of alphabet were used to represent their names.

Table 8

Details about The Participants of The Pilot Study

Variables		N	Percent (%)
Gender	Female	403	43
	Male	521	56
	Missing	9	1.0
Level	A1+	15	2
	A2	83	9
	A2+	17	2
	B1	463	50
	B1+	144	15
	B2	180	19
	B2+	31	3
University	A University	179	19
	C University	121	13
	D University	295	32
	E University	145	16
	F University	28	3
	G University	126	13
	H University	39	4
	Major	Faculty of Letters	106	11
Faculty of Engineering		550	59
Faculty of Medicine		27	3
Faculty of Science		36	4
Faculty of Pharmaceutical Sciences		3	0.4
Faculty of Health Sciences		5	0.6
Faculty of Maritime Studies		13	1
Faculty of Economics and Administrative Sciences		127	14
Faculty of Education		14	2
Faculty of Veterinary		11	1
Faculty of Architecture		41	4
Medium of Instruction		100 % English	486	52
	70 % English	7	0.6
	30 % English	382	41
	Turkish	53	6
	Missing	5	0.4
Self-evaluation of their speaking skill	Very poor	20	1.7
	Poor	155	17
	Average	564	62
	Proficient	150	16
	Very Proficient	41	4
	Missing	3	0.3
TOTAL		933	100

As it can be seen in Table 8, 56% (n=521) of the participants were male while 43% (n=403) of them were female. It was found that 9 participants did not mention their gender.

In most of the schools of foreign languages that the data were collected, students should have at least B1 and B1+ level language proficiency for being able to transfer into their majoring departments. The data were collected in the last six weeks of spring term. Therefore, as displayed in Table 8, an overwhelming majority of students were in B1 level (50%, n=463) while 15% of them (n= 144) were in B1+ level. Additionally, Table 8 indicates that 22% of participants were in B2 (n=180) and B2+ (n=31) level. In most of the schools of foreign languages, the intensive language education at B2+ level is not compulsory and it is provided if the students require it. The total percent of students at A1, A1+ and A2 levels indicate that 11% of participants were repeating the course at the same level after the failure in the achievement test in each school of foreign languages.

In line with the number of all enrolled students in the language program during the time of data collection, the distribution of participants in this study was emerged. In a sense, as the number of students at the School of Foreign Languages at F University is fewer than the ones in the other six universities, the number of participants from this university (n=28) appeared to be the fewest in number. In the same vein, only 4% of participants (n=39) were students of H University. As having the most crowded students in number at the time of data collection, 32% of participants (n=295) were enrolled students in School of Foreign Languages at D University. Following D University, 19% of the participants (n=179) were from School of Foreign Languages in A University while 16% of participants (n=145) were enrolled in the School of Foreign Languages in E University. Being equal in percent as it can be seen in Table 8, 26% of participants were students in Schools of Foreign Languages at G University (n=126) and at C University (n=121).

The majority of participants (59%, n=550) in the pilot study were students of Faculty of Engineering. It is much related to the prerequisite of these faculties in Turkey from their students to have at least B1 level English proficiency because the medium of instruction is 70% or 30% in English in the most of the departments at Faculties of Engineering in these seven participated universities. Then, the number of participants from Faculty of Economics and Administrative Sciences (14%, n= 127) and Faculty of Letters (11%, n=106) was second. 4% (n=41) of the participants were enrolled students of Faculty of Architecture while another 4% of the participants (n=36) were from Faculty of Science. In addition, 3% of the participants

(n=27) were from Faculty of Medicine while a minority of the participants (5%) would have their major degrees in five different faculties: Faculty of Education (n=14), Faculty of Maritime (n=13), Faculty of Veteran (n=11), Faculty of Health Science (n=5) and Faculty of Pharmaceutical Sciences (n=3).

The participants were also categorized into groups based on their answers to the medium of instructions in their majoring departments. 52% of the participants (n=486) answered this question as the medium of instruction is in English only (see Table 8) while 41% of them (n=382) stated that the medium of instruction is 30% in English. 6% of participants (n=53) indicated that the medium of instructions in their departments is in Turkish only. It could be claimed that this group of participants have selected to have this intensive language education at schools of foreign languages because the medium of instruction in their departments do not require any proficiency in English and the reasons of having this education were assumed to have any effect on learners' L2 WTC. Therefore, an additional question asking the learners' reasons of education at the schools of foreign languages is decided to be included in the demographic information part of the finalized instrument set.

As the participants of each phase of the current study aimed to be adults, who are enrolled in universities, it is decided to ask their self-evaluation about their oral communication skills. The overwhelming majority of participants (62%, n=564) evaluated their communication skills as average. While 20% of the participants perceived their communication skills as proficient, 18.7% of them found their skills of oral communication poor.

Data collection and analysis. The data were collected in a six-week-period throughout May and June in 2018, during the spring term of 2017-2018 Academic Year after getting the consent of participants (see Appendix-H for the consent form). In the pilot study, I, as the researcher, could not appear in each setting due to practical and economic reasons. However, I prepared a detailed instruction form for the instructors who collected the data on behalf of me. In this instruction form, I asked them to collect the data in different times in a day such as giving the L2 WTC inside the classroom scale (see Appendix-I), which was planned to be given at first to the students, in the last 15 minutes of the first class and then, giving the second scale, namely, L2 WTC outside the classroom in the first ten minutes of the last class in order to minimize the effect of spending long time while filling in the scales

(see Appendix-J for the second scale). As a result of this request, the first-given scale, namely, L2 WTC inside the classroom was filled in by more participants than L2 WTC outside the classroom scale in relation to the failure of setting the time. These participants were included in the process of EFA and CFA analyses of underlying variables of L2 WTC inside the classroom scale even if the number of these participants were not mentioned in Table 8.

In addition, each participant was asked to write their name or a pseudo name that they would remember or their student ID, or draw the same picture on the left hand side of the first page of both instruments. The aim of this request is related to the fact that the responses of each participant were to be matched after they filled in each instrument because only the first one included the demographic information of the participants. Rather than asking them to give answers to the items about their personal information twice, they only once asked to identify themselves in a way that would be meaningful for them too and remember it when it was asked them to write it or draw it again. In order to avoid the social desirability bias in the answers as a result of being identified by their instructors, who were the collectors of data, they were also given a sticker to put it on the things that he or she wrote or drew before delivering the scale to their instructors. By putting this sticker on the thing of identification, the respondents ensured that only the researcher, who was a total stranger to them, could see it in the time of data analysis and they were guaranteed that she would use this information only for matching two instruments.

After the data collection process, the data were entered into Statistical Package for the Social Sciences Version 21 (SPSS 21) and prepared for validity and reliability analysis. DeVellis (2012) defines validity as the instrument's "ability to predict specific events, or its relationship to measures of other constructs" (p. 59), and Furr (2011) highlights the importance of construct validity among the other types by referring to it as "the heart of the matter, with evidence reflected in a scale's content, its internal structure, the psychological process used in responding to the scale, the consequences of its use, and the association among its scores and other variables" (p. 53). Following their suggestions, data collected in the pilot study were analyzed respectively through EFA and CFA in order to confirm the construct validity of each scale being developed. Rather than using the same data in each factor analysis, the data set was split into two different parts considering the equal

distributions of participants from the same universities and from the same levels in EFA and CFA data sets. Results of these analyses are provided in the following section.

Results of the pilot study. The psychometric analyses were performed on the data collected from the participants by use of two different data collection tools. The first instrument included the items related to the situations where participants felt willing to communicate inside the classroom and the items for conceptualizing L2 WTC inside the classroom. The second instrument consisted of the items related to situations where participants were willing to communicate outside the classroom and the items related to the variables influencing L2 WTC outside the classroom. In the analysis process, they were analyzed in three different sets of data: (1) L2 WTC data set including situations that participants feel willing to communicate orally both inside the classroom and outside the classroom; (2) Underlying variables of L2 WTC inside the classroom scale which included items under 11 categories and 16 factors; (3) Underlying variables of L2 WTC outside the classroom scale which included items under 13 categories and 13 factors. The results of EFA and CFA for each data set were summarized respectively in the following.

L2 WTC data set: the process of EFA and CFA. 19 items related to L2 WTC in the first set of data was addressed to Principal Component Analysis (PCA) after the test of assumptions, which are test of normality and linearity. Rather than the most commonly used extraction method, namely, Principal Axis Factoring (PAF) (Netemeyer et al., 2003), the reason of employment of PCA in the analysis of data in the present study is based on the analysis of correlation matrix among the observed variables. As Johnson and Morgan (2016) point out, PAF “only uses the variation that is shared between the items” (p. 150). However, PCA uses the variation that is defined by the items as well. Brown (2009) suggests that “when the researchers are just exploring without a theory to see what patterns emerge in their data, it makes more sense to perform PCA, just to see what patterns emerge in all of the variance” (p. 29). In addition to the theory, this study aims to consult the data in the process of exploring the effects of constructs on L2 WTC. Therefore, PCA was preferred over PAF in the process of factor analysis with the ideas of DeVellis (2012) in mind, which suggest the distinction between these two methods appear to be few despite some technical differences.

Prior to performing the tests, one another important decision about the rotation was made in the initial steps of analysis. In such data sets which have the potential of having high correlations among the constructs, it is much more advisable to use oblique rotation method, namely promax or direct oblimin (DeVellis, 2012) even if it is more conservative for item deletion in which items with little variance are becoming candidates of deletion (Netemeyer et al., 2003). After trying both oblique and orthogonal, namely varimax rotation methods, use of promax was preferred due to high correlations among the variables.

After the detection and deletion of outliers, the data were split into two halves and PCA was employed in the data with 424 participants. Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy was attained at a value of .865, which was greater than the expected value of .6.

The initial PCA indicated four components with Eigen value greater than 1. Item 10 and item 11 in the component of L2 WTC outside the classroom was not working based on their very low item loadings and there were four different factors, named as WTC inside the classroom (7 items), WTC outside with acquaintances (3 items), WTC outside with foreigners (3 items – 1 item from WTC inside the classroom), WTC outside with others publicly (3 items). Based on the literature and conceptual framework, the analysis was fixed into two factors to be extracted by assuming L2 WTC inside the classroom and L2 WTC outside the classroom as two components of L2 WTC. The results of this analysis showed that item 6 in L2 WTC inside the classroom was an overlapping item. This item was much more related to external reasons than the other items and so, it might move to the factor of L2 WTC outside the classroom. Not to further this problem, this item was deleted from the data set.

Table 9

Item Loadings of L2 WTC according to PCA Results

	Components*	
	1	2
WTCInside1	.850	-.078
WTCInside2	.847	-.044
WTCInside3	.837	.002
WTCInside4	.816	-.044
WTCInside5	.800	-.023
WTCInside7	.802	.040
WTCInside8	.615	.125
WTCOutside1	.146	.584
WTCOutside2	-.060	.608
WTCOutside3	-.058	.577
WTCOutside4	-.025	.752
WTCOutside5	.238	.371
WTCOutside6	.278	.355
WTCOutside7	-.035	.774
WTCOutside8	-.002	.760
WTCOutside9	-.046	.780

*Rotation Method: Promax with Kaiser Normalization.
Rotation converged in 3 iterations.

As can be seen in Table 9, item 5 and item 6 in L2 WTC outside factor were observed to have relatively low item loadings (below .4). However, the total variance of the model explained was quite acceptable and so, I chose to keep both of these items (DeVellis, 2012). The model which explained 52.3 % of total variance with the items shown in Table 9 according to PCA results was decided to be tested by CFA.

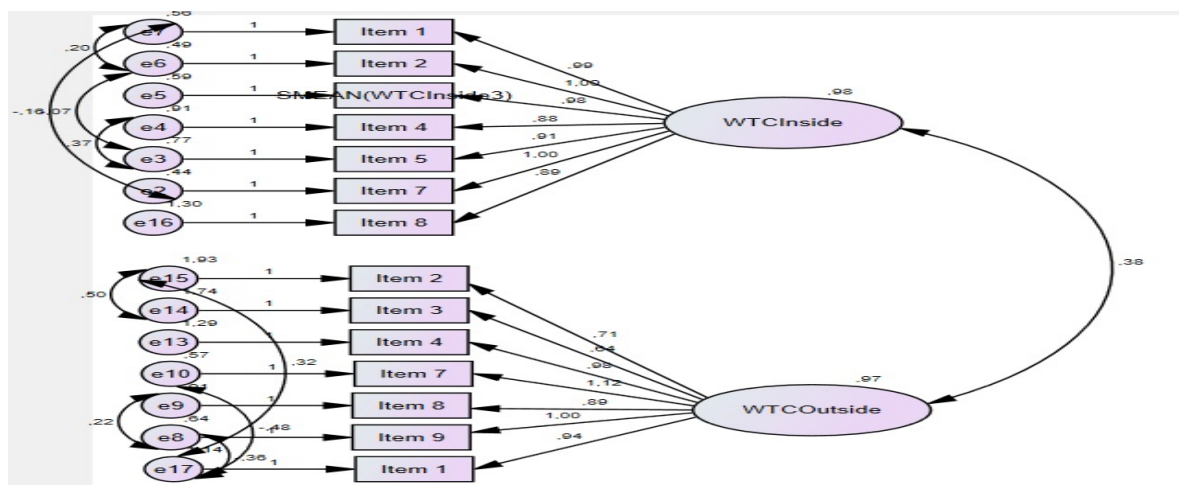


Figure 17. L2 WTC model developed after CFA

The model which was explored by PCA was tested by CFA through Analysis of Moment Structure (AMOS) software with the participation of 428 respondents. Based on the modification indices and standardized regression weights, error loadings of some items were covaried as it is shown in Figure 17. Item 5 and item 6 in the factor of L2 WTC outside the classroom had still low item-loadings and the standardized residual covariances indicated problems in the items. Therefore, these items were excluded from the model and the finalized model shown in Figure 17 was accepted in line with the model fit indices (CMIN//DF=1.998; RMSEA=.048; GFI=.957). The values related to model fit was presented in Table 10.

Table 10

The Summary of Model Fit of L2 WTC Scale

Values	Threshold value	Fit Indices
CMIN/DF	Below 3.00 (according to Byrne, 2005)	1.998
GFI	.90<GFI<1.00 (according to Forza and Fillippini, 1998)	.957
CFI	.90<GFI<1.00 (according to Ghanizadeh & Ghoonsoly, 2015)	.977
AGFI	.80<GFI<1.00 (according to Ghanizadeh & Ghoonsoly, 2015)	.848
RMSEA	Below .08; great when below .05 (according to Kline, 2011)	.048
PCLOSE	Above .05; great when closer 1.00 (according to Awang, 2012)	.574

After the analysis, the number of items in L2 WTC data set was decreased from 19 to 14. The current items in this data set under each category were presented in Table 11.

Table 11

Items in the L2 WTC Data Set After the Pilot Study

L2 WTC Items		
<i>WTC Inside the classroom</i>		
DERSTE...		
<i>IN THE CLASSROOM...</i>		
1.	.... verilen bir görevi, bir arkadaşım ile tamamlamak için İngilizce sözlü iletişim kurmaya istekli olurum. <i>I am willing to communicate orally in English in order to fulfill an appointed task with one of my friends.</i>	Item 1
2.	.... verilen bir görevi, <u>grup olarak</u> arkadaşlarımla tamamlamak için İngilizce sözlü iletişim kurmaya istekli olurum. <i>I am willing to communicate orally in English in order to fulfill an appointed task with my friends as a group.</i>	Item 2
3.	.... bir arkadaşım ile bir konu hakkında İngilizce konuşmaya istekli olurum. <i>I am willing to talk in English with one of my friends about a topic.</i>	Item 3
4.	.... bir konu hakkındaki görüşümü sınıfa belirtirken İngilizce konuşmaya istekli olurum. <i>I am willing to communicate orally in English while sharing my opinion about a topic with the whole class.</i>	Item 4
5.	.... bir konu hakkında öğretmenimle İngilizce konuşmaya istekli olurum. <i>I am willing to talk in English with my teacher about a topic.</i>	Item 5

Table 11 (continued)

L2 WTC Items		
<i>WTC Inside the classroom</i>		
6.	.... grup içinde bir konu hakkında İngilizce sözlü iletişim kurmaya istekli olurum. <i>I am willing to communicate orally in English about a topic in a group.</i>	Item 7
7.	.... sınıfın önünde bir konu hakkında İngilizce sunum yapmaya istekli olurum. <i>I am willing to make a presentation in English about a topic in front of the whole class</i>	Item 8
<i>WTC Outside the classroom</i>		
ELİME FIRSAT GEÇTİĞİNDE, OKUL DIŞINDA <i>WHEN I GET THE CHANCE, OUTSIDE THE CLASSROOM</i>		
1.	.... arkadaşlarımla İngilizce sözlü iletişim kurmaya istekli olurum. <i>I am willing to communicate orally with my friends.</i>	Item 1
2.	.... sevgilimle İngilizce sözlü iletişim kurmaya istekli olurum. <i>I am willing to communicate orally with my beloved one.</i>	Item 2
3.	.... ailemle İngilizce sözlü iletişim kurmaya istekli olurum. <i>I am willing to communicate orally with my family.</i>	Item 3
4.	.... tanımadığım insanlarla İngilizce sözlü iletişim kurmaya istekli olurum. <i>I am willing to communicate orally with strangers.</i>	Item 4
5.	.... ilk kez girdiğim bir ortamda İngilizce konuşmaya istekli olurum. <i>I am willing to communicate orally in an environment where I appear for the first time.</i>	Item 7
6.	.... bir topluluk önünde arkadaşlarıma İngilizce hitap etmeye istekli olurum. <i>I am willing to talk to my friends English in front of others.</i>	Item 8
7.	.... bir topluluk önünde tanımadığım insanlara İngilizce hitap etmeye istekli olurum. <i>I am willing to talk to strangers in English in front of others</i>	Item 9

Underlying variables of L2 WTC inside the classroom: the process of EFA and CFA. One of the impetus of this study is to find a possible answer to the question about the factors affecting students in the classroom to use English in oral communication. In that respect, 84 items grouped under 11 categories, presented in Table 12, were tested respectively by the EFA first and then, the CFA. Since the atmosphere in the classroom differs in accordance with the interlocutors when the subject is communication, students' reactions to communication also vary. Some categories, namely, anxiety, perceived competence, attitude towards communication, L1 effect, and language utility in this data set, therefore, were also categorized into two groups as communication with teacher and communication with peers. In other words, this data set includes 84 items classified under 11 categories and 16 factors and the number of items in each factor was shown in Table 12.

Table 12

The Distribution of Items in L2 WTC Inside the Classroom

	Factors	N of items	Total
Underlying Variables of L2 WTC Inside the Classroom	Anxiety-Peer	6	12
	Anxiety-Teacher	6	
	Attitudes towards L2 communication - Peer	6	12
	Attitudes towards L2 communication- Teacher	6	
	L1 effect-peer	4	6
	L1 effect-teacher	2	
	Language Utility-peer	6	11
	Language Utility-teacher	5	
	Perceived competence- peer	8	16
	Perceived competence- teacher	8	
	Extrinsic motivation	5	5
	Intrinsic motivation	5	5
	Interlocutor's effect	6	6
	Teacher's support	5	5
	L2 education system	4	4
	Topic	4	4
	TOTAL	84	84

The data were split into two parts and 391 participants were participated into the EFA analysis. PCA was used in order to test the model in line with EFA. KMO Measure of Sampling Adequacy was attained at .892 value, which was quite acceptable. The initial analysis confirmed the assumption that the items would be grouped under 16 factors as their Eigen value is higher than .1 (Pallant, 2010, Tabachnick & Fidell, 2013). However, some of the items violated this assumption by creating another factor with other items rather than grouping under the assumed components. After the detailed analysis of item loadings in the scope of the conceptual framework and the literature, some items and accordingly, some categories were excluded from the data set. Moreover, items which were categorized based on the interlocutors were grouped under the same category without any reference to difference that the interlocutor may cause. After the exclusion of some items and categories, the following items, which explain a total of 70% variance under 10 components (shown in Table 13) were used for a new model, which were subjected to CFA.

Table 13

Item Loadings of L2 WTC Inside The Classroom Data Set after PCA

Items	Components*									
Item3_ExtriMot3	-.066	.053	.077	.068	-.051	.031	.766	-.001	.011	.052
Item4_ExtriMot4	.036	.036	.029	-.108	-.005	.051	.844	.042	.034	-.084
Item5_ExtriMot5	-.013	-.062	.002	.064	-.106	-.050	.838	-.016	.131	.045
Item8_IntriMot3	-.016	.022	-.030	.123	.081	.806	.076	.000	-.141	-.011
Item9_IntriMot4	-.014	.017	.047	-.023	-.041	.913	-.031	-.021	.078	.029
Item10_IntriMot5	.027	-.047	.015	-.036	-.005	.892	-.007	-.019	.024	-.028
Item11_Interlocutor1	-.013	.019	.106	-.139	.116	.034	.048	-.014	.762	-.056
Item12_Interlocutor2	.051	-.084	.000	-.006	.037	.005	.077	.018	.879	-.008
Item13_Interlocutor3	-.066	-.014	-.161	.192	-.055	-.067	.039	-.079	.728	.057
Item16_L2Education1	-.021	-.027	.005	-.105	.028	-.041	-.009	.865	-.100	-.027
Item17_L2Education2	-.015	-.049	.070	.095	-.088	-.091	-.064	.827	-.109	.048
Item18_L2Education3	-.010	.071	-.130	.156	.147	.114	.118	.492	-.039	.104
Item20_L2Education5	.058	.052	-.035	-.072	.007	.055	.064	.712	.235	-.063
Item54_TeacherSupport2	-.028	-.033	-.014	.764	-.016	.020	.082	-.016	.154	.020
Item55_TeacherSupport3	.019	.002	-.008	.939	-.013	.021	-.028	.003	-.003	-.050
Item56_TeacherSupport4	.016	-.037	.001	.950	.004	.019	.035	.013	-.066	-.025
Item57_TeacherSupport5	.026	.071	.024	.861	-.022	-.005	-.060	-.029	-.032	.013
Item24_Anxiety_peer1	.858	.035	-.002	.028	.045	-.030	.113	.000	-.020	-.032
Item26_Anxiety_peer3	.821	.002	.084	.029	.081	-.100	.127	-.061	-.116	.043
Item27_Anxiety_peer4	.852	-.023	.021	.049	.059	-.073	.064	.005	-.072	.011
Item28_Anxiety_peer5	.761	-.103	-.070	-.006	.050	-.020	.121	-.022	-.146	-.088
Item58_Anxiety_teacher1	.821	.033	-.014	.029	-.113	.030	-.132	.031	.143	.039
Item59_Anxiety_teacher2	.865	.046	.037	-.005	-.124	.032	-.117	.045	.102	.068
Item60_Anxiety_teacher3	.856	.014	.028	-.039	-.064	.028	-.082	-.018	.084	.050
Item61_Anxiety_teacher4	.812	-.044	.041	.027	-.091	.032	-.104	-.010	.068	.033
Item63_Anxiety_teacher6	.785	.003	-.092	-.071	.037	.112	-.043	.035	-.061	-.105
Item64_Attitude_teacher1	.036	-.109	.028	.023	.871	.083	-.077	.013	.052	.089
Item65_Attitude_teacher2	.017	.139	-.022	.025	.790	.009	-.108	-.025	.051	.026
Item66_Attitude_teacher3	-.120	.069	-.030	.071	.794	.020	-.030	-.040	.048	.027
Item68_Attitude_teacher5	-.065	-.088	.041	-.118	.876	-.067	.037	.034	-.047	-.050
Item36_L1 effect_peer2	.084	-.144	.033	.014	.051	.002	.002	.051	-.088	.807
Item37_L1 effect_peer3	-.037	.065	.032	-.080	.046	.048	-.007	-.020	-.052	.919
Item38_L1 effect_peer4	.026	.083	-.046	.030	-.025	-.075	.023	-.008	.148	.785
Item39_LanguageUtility_peer1	-.007	.924	-.024	.033	-.174	.049	-.014	.022	-.008	-.025
Item40_LanguageUtility_peer2	.037	.887	-.065	-.138	.039	-.039	.001	-.027	.064	.032
Item41_LanguageUtility_peer3	.057	.931	-.006	.014	-.047	-.027	-.004	-.014	-.007	-.052
Item42_LanguageUtility_peer4	-.067	.917	.009	-.050	-.059	.006	.023	.038	.012	.084
Item43_LanguageUtility_peer5	-.032	.852	.017	-.003	.042	.022	.041	-.014	-.109	.033
Item44_LanguageUtility_peer6	-.065	.840	.047	.075	-.021	.016	-.002	-.044	-.144	-.002
Item74_LanguageUtility_teacher3	.108	.399	.136	.164	.234	-.044	-.038	.048	.107	-.077
Item75_LanguageUtility_teacher4	.077	.473	.016	.144	.307	-.091	-.006	.049	.140	-.101
Item47_PerceivedComp_peer3	.011	-.045	.702	.055	-.008	.027	.084	.035	-.106	.024
Item49_PerceivedComp_peer5	-.114	-.040	.658	.062	-.065	-.013	-.137	.075	.062	-.089
Item50_PerceivedComp_peer6	.039	.113	.696	-.162	.024	.047	.047	.001	.034	.035
Item79_PerceivedComp_teacher3	-.238	-.020	.638	.085	-.140	.000	-.109	.056	.128	.010
Item81_PerceivedComp_teacher5	.070	.002	.809	.006	.108	-.022	.049	-.043	-.077	.003
Item82_PerceivedCompeteacher6	.104	-.014	.895	-.003	.048	-.002	.081	-.081	-.021	.020

*Rotation Method: Promax with Kaiser Normalization. Rotation converged in 6 iterations.

The researchers performed CFA on the total of 47 items after PCA in the L2 WTC inside the classroom data set with 460 participants. The results of CFA did not confirm all components explored in EFA at an acceptable level. The component of

L2 education system, which consists of four items about the effect of language education system on learners' WTC, was not confirmed. The standardized residual covariances indicated overlaps in item 18 and item 20 with other components. These items, therefore, were eliminated by the researchers. After the elimination of these two items, the component of L2 education system lost its feature to be a factor and it was removed from the model. The factor weights of some items required further attention and error loadings of these items were covaried (see Figure 18). The factor loadings and standardized residual covariances of some items indicated deeper problems and these items (9 items in total) were eliminated from the model. The finalized form of the model was presented in Figure 18.

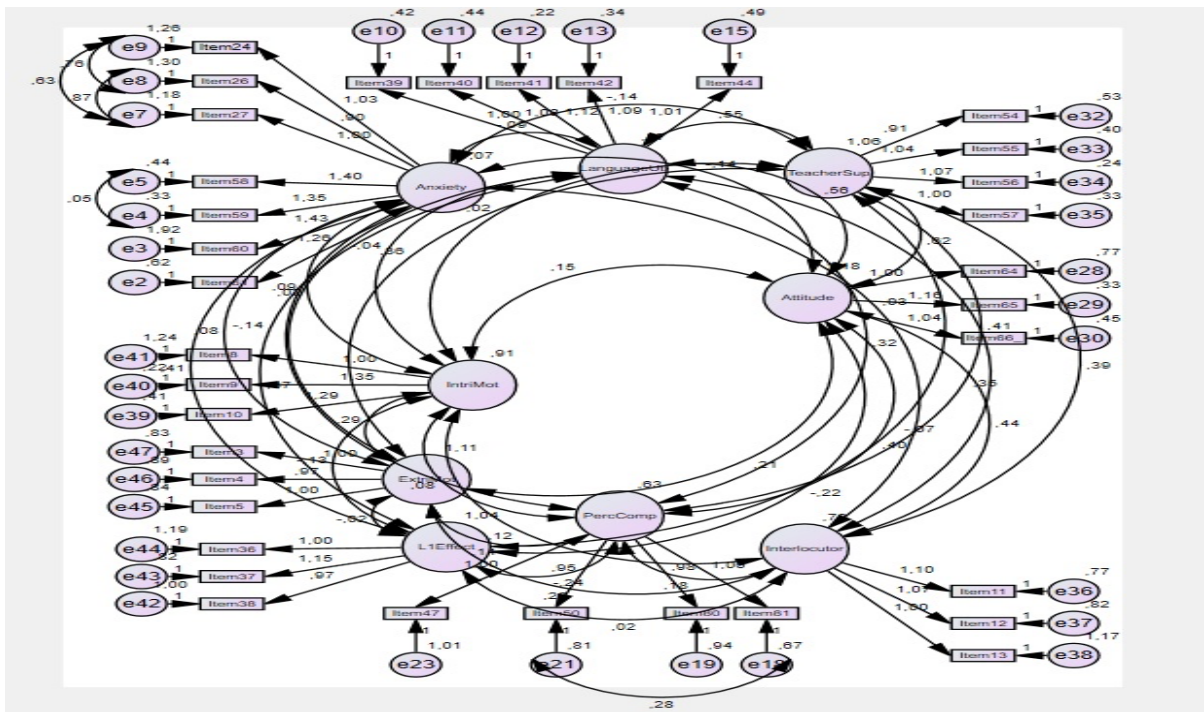


Figure 18. Underlying variables of L2 WTC inside the classroom model after CFA

After the elimination of one component as a whole and 9 items from some components, the CFA was computed one more time to test the model showed in Figure 18. Model fit indices shown in Table 14 was observed to be psychometrically acceptable after the changes in the model.

Table 14

The Summary of Model Fit of Underlying Variables of L2 WTC Inside the Classroom Data Set

Values	Threshold value	Fit Indices
CMIN/DF	<i>Below 3.00</i> (according to Byrne, 2005)	1.667
GFI	<i>.90 < GFI < 1.00</i> (according to Forza and Fillippini, 1998)	.901
CFI	<i>.90 < GFI < 1.00</i> (according to Ghanizadeh & Ghoonsoly, 2015)	.966
AGFI	<i>.80 < GFI < 1.00</i> (according to Ghanizadeh & Ghoonsoly, 2015)	.832
RMSEA	<i>Below .08; great when below .05</i> (according to Kline, 2011)	.038
PCLOSE	<i>Above .05; great when closer 1.00</i> (according to Awang, 2012)	1.00

After EFA and CFA, the total number of items in underlying variables of L2 WTC inside the classroom data set decreased from 84 to 35 while there was a decrease in number of components from 11 to 9 components. Each item under each component was presented in Table 15.

Table 15

Items in The Data Set of Underlying Variables of L2 WTC Inside The Classroom

<i>Variables Underlying L2 WTC inside the Classroom</i>		
<i>DERSTE... IN THE CLASSROOM,...</i>		
<i>Extrinsic Motivation</i>		
1.	İngilizce dışında <u>başka bir dil kullanamadığımız</u> için öğretmenimle İngilizce sözlü iletişim kuruyorum. <i>I communicate orally in English with my teacher because we cannot use any other language.</i>	Item 3
2.	İngilizce konuşmak zorunda olduğumuz için arkadaşlarımla İngilizce sözlü iletişim kuruyorum. <i>I communicate orally in English with my friends because we have to talk in English.</i>	Item 4
3.	öğretmenimle İngilizce konuşmak zorunda olduğum için İngilizce sözlü iletişim kuruyorum. <i>I communicate orally in English with my teacher because I have to talk in English.</i>	Item 5
<i>Intrinsic Motivation</i>		
4.	kendimi arkadaşlarımdan daha başarılı hissettirdiği için İngilizce sözlü iletişim kuruyorum. <i>I communicate orally in English because I feel myself more successful than my friends.</i>	Item 8
5.	kendimi üstün hissettirdiği için İngilizce sözlü iletişim kuruyorum. <i>I communicate orally in English because I feel myself superior.</i>	Item 9
6.	kendimi havalı hissettirdiği için İngilizce sözlü iletişim kuruyorum. <i>I communicate orally in English because I feel myself nubby.</i>	Item 10
<i>Anxiety</i>		
7.	arkadaşlarımla İngilizce sözlü iletişim kurarken panikliyorum. <i>I get into panic when I communicate orally in English with my friends.</i>	Item 24
8.	arkadaşlarımla İngilizce sözlü iletişim kurarken kaygılanıyorum. <i>I feel anxious when I communicate orally in English with my friends.</i>	Item 26
9.	arkadaşlarımla İngilizce sözlü iletişim kurarken geriliyorum. <i>I feel tense when I communicate orally in English with my friends.</i>	Item 27
10.	öğretmenimle İngilizce sözlü iletişim kurarken panik oluyorum. <i>I get into panic when I communicate orally in English with my teacher.</i>	Item 58

Table 15 (continued)

DERSTE... IN THE CLASSROOM,...	
11. öğretmenimle İngilizce sözlü iletişim kurarken tedirgin oluyorum. <i>I feel worried when I communicate orally in English with my teacher.</i>	Item 59
12. öğretmenimle İngilizce sözlü iletişim kurarken endişeleniyorum. <i>I feel anxious when I communicate orally in English with my teacher.</i>	Item 60
13. öğretmenimle İngilizce sözlü iletişim kurarken geriliyorum. <i>I feel tense when I communicate orally in English with my teacher.</i>	Item 61
L1 Effect	
14. arkadaşlarımla İngilizce sözlü iletişim kurarken daha çok anadilimi kullanıyorum. <i>I use my first language when I communicate orally in English with my friends.</i>	Item 36
15. arkadaşlarımla İngilizce sözlü iletişim kurarken ilk fırsatta Türkçeye dönüyorum. <i>I switch to Turkish when I communicate orally in English with my friends.</i>	Item 37
16. arkadaşlarımla İngilizce sözlü iletişim kurarken zorlandığımda Türkçeye dönüyorum. <i>I switch to Turkish if I have difficulties when I communicate orally in English with my friends.</i>	Item 38
Language Utility	
17. arkadaşlarımla İngilizce sözlü iletişim kurmak İngilizce öğrenmemi olumlu etkiliyor. <i>Having oral communication with my friends in English help me practice English.</i>	Item 39
18. arkadaşlarımla İngilizce sözlü iletişim kurmak hatalarımı görmem için bir fırsattır. <i>Having oral communication with my friends in English is an opportunity for me to realize my mistakes.</i>	Item 40
19. arkadaşlarımla İngilizce sözlü iletişim kurmak İngilizce konuşma becerimi geliştiriyor. <i>Having oral communication with my friends in English develops my speaking skills.</i>	Item 41
20. arkadaşlarımla İngilizce sözlü iletişim kurmak beni İngilizce konuşmaya alıştıyor. <i>Having oral communication with my friends in English makes me to get used to speak English.</i>	Item 42
21. arkadaşlarımla İngilizce sözlü iletişim kurarak İngilizcede akıcılık kazanıyorum. <i>I gain fluency in English by communicating with my friends in English.</i>	Item 44
Perceived Competence	
22. arkadaşlarımla İngilizce sözlü iletişim kurmak için yeterli dilbilgisine sahibim. <i>I am competent enough at grammar to communicate with my friends.</i>	Item 47
23. arkadaşlarımla İngilizce sözlü iletişim kuracak kadar kelime bilgim var. <i>I have enough vocabulary to communicate with my friends in English.</i>	Item 50
24. öğretmenimle İngilizce sözlü iletişim kurmada kendimi yetkin görüyorum. <i>I am competent enough to communicate with my teacher in English.</i>	Item 80
25. öğretmenimle İngilizce sözlü iletişim kuracak kadar kelime bilgim var. <i>I have enough vocabulary to communicate with my teacher in English.</i>	Item 81
Teacher's Support	
26. öğretmenimle İngilizce sözlü iletişimi onun yapıcı yaklaşımı sayesinde kuruyorum. <i>I communicate with my teacher in English through his/her constructive approach.</i>	Item 54
27. öğretmenim İngilizce sözlü iletişim kurmamda beni cesaretlendiriyor. <i>My teacher encourages me a lot to communicate orally in English.</i>	Item 55
28. öğretmenim İngilizce sözlü iletişim kurmam için beni motive ediyor. <i>My teacher motivates me a lot to communicate orally in English.</i>	Item 56
29. öğretmenim İngilizce sözlü iletişim kurmamda bana yardımcı oluyor. <i>My teacher helps me a lot to communicate orally in English.</i>	Item 57

Table 15 (continued)

<i>Interlocutor's Effect</i>		
1.	Derste İngilizce seviyesi bana yakın arkadaşlarımla İngilizce sözlü iletişim kurmak beni olumlu etkiliyor. <i>Communicating with the friends whose level is similar to me affects me positively.</i>	Item 11
2.	Derste İngilizce sözlü iletişim kurarken arkadaşlarımla da benzer şeyleri yaşaması beni cesaretlendiriyor. <i>The fact that my friends experience the same thing while communicating in English encourages me.</i>	Item 12
3.	Derste öğretmenimle İngilizce sözlü iletişim kurarken onun seviyesini benim seviyeme indirmesi beni olumlu etkiliyor. <i>The fact that my teacher simplifies his/her language while communicating in English with me affects me positively.</i>	Item 13
<i>Attitudes towards L2 communication</i>		
4.	öğretmenimle İngilizce sözlü iletişim kurmak benim için onur vericidir. <i>It is an honor for me to communicate orally with my teacher.</i>	Item 64
5.	öğretmenimle İngilizce sözlü iletişim kurmak bana mutluluk verir. <i>It makes me feel happy to communicate in English with my teacher.</i>	Item 65
6.	öğretmenimle İngilizce sözlü iletişim kurmak benim için keyiflidir. <i>It is fun for me to communicate in English with my teacher.</i>	Item 66

Underlying variables of L2 WTC outside the classroom: The process of EFA and CFA. The study also aimed to find the variables influencing L2 WTC outside the classroom. 81 items developed after a long process were administered on the participants to check whether the assumed model including 13 factors fit into the psychometric analysis. The emergent data including 391 participants were analyzed by employing PCA in order to explore the proposed model. The initial analysis of the model indicated that KMO Measure of Sampling Adequacy was attained at a value of .898, which was greater than the expected value of .6. It also showed some items had overlapping loadings while some others had low loadings. The elimination of these items resulted in the elimination of the following five categories: effort, integrativeness, interlocutor's effect, language utility, and perceived opportunity to communicate. The final version of eight-factor model including 38 items explained 75.8% of total variance. Table 16 below shows the loadings of items under each component according to the results of PCA on the data set. The item loadings are presented in bold in Table 16 in order to indicate the factors into which they were grouped.

Table 16

*Item Loadings of Underlying Variables of L2 WTC Outside The Classroom Data
Set after PCA*

	Components							
	1	2	3	4	5	6	7	8
Item1_ExtriMot1	.829	.026	-.018	.086	-.076	.063	-.016	-.033
Item2_ExtriMot2	.879	.041	.010	.042	-.011	-.008	.043	-.026
Item3_ExtriMot3	.882	-.070	-.049	-.002	.040	-.002	.014	.030
Item4_ExtriMot4	.951	-.017	-.029	-.048	-.008	-.010	.014	.036
Item5_ExtriMot5	.913	.003	.068	-.030	.011	-.090	-.012	.034
Item6_ExtriMot6	.830	.013	-.016	-.032	.063	.032	-.042	-.007
Item7_ExtriMot7	.810	.044	.044	.044	.018	-.019	.003	-.016
Item8_IntriMot2	.046	-.033	-.019	-.056	.850	.042	-.020	-.031
Item10_IntriMot4	.045	-.055	.006	-.004	.854	.024	-.045	-.047
Item11_IntriMot5	.003	.039	.032	.018	.850	.019	.028	-.001
Item12_IntriMot6	-.059	.067	-.015	.109	.815	-.038	.030	.054
Item21_PerceComp1	.083	-.076	.015	-.175	.106	.784	.006	.014
Item22_PerceComp2	-.062	-.007	-.002	.032	-.005	.905	-.001	-.001
Item23_PerceComp3	-.031	.040	.035	.076	-.013	.828	-.052	.042
Item24_PerceComp4	-.005	.055	-.027	.053	-.030	.857	.065	-.020
Item28_Personality3	-.072	-.063	.024	.854	.067	-.063	.015	.065
Item29_Personality4	.029	.016	.024	.721	.127	-.104	.028	.068
Item31_Personality6	-.006	-.044	-.078	.877	-.014	.085	.004	-.034
Item32_Personality7	.228	-.006	.036	.697	-.086	.082	-.013	-.011
Item33_Personality8	.092	.055	.024	.814	-.037	.014	-.031	-.083
Item34L2EducationSys1	.081	-.083	.051	-.053	.009	-.001	.793	-.019
Item35L2EducationSys2	.040	-.025	-.078	-.032	-.060	.034	.839	-.007
Item36L2EducationSys3	-.015	.018	.005	.001	.063	-.035	.908	-.007
Item37L2EducationSys4	-.091	.074	.012	.082	-.023	.023	.856	.028
Item39_Anxiety1	-.042	.741	-.147	.055	.045	-.063	-.016	.072
Item40_Anxiety2	.059	.891	-.012	-.063	-.030	-.018	.005	.010
Item42_Anxiety4	.015	.908	.076	-.049	-.003	-.038	.008	-.002
Item43_Anxiety5	-.042	.915	.053	.014	-.013	.036	-.001	-.016
Item44_Anxiety6	.007	.943	.029	.009	-.008	.019	.007	-.006
Item45_Anxiety7	.030	.887	-.013	-.007	.028	.067	-.009	-.039
Item49_Attitude4	.020	-.110	.859	-.015	.013	-.014	.003	.020
Item50_Attitude5	.045	-.039	.864	-.010	-.022	.055	-.005	.034
Item51_Attitude6	-.053	.050	.930	.075	.002	-.068	-.043	-.022
Item52_Attitude7	-.002	.129	.926	-.083	.028	-.008	.026	.000
Item53_Attitude8	.034	-.058	.808	.040	-.028	.080	.009	-.016
Item76_L1 Effect3	-.045	-.004	.114	.027	.005	-.084	.056	.782
Item77_L1 Effect4	.031	-.002	-.096	-.018	-.005	.058	-.039	.917
Item78_L1 Effect5	.032	.009	.006	-.010	-.027	.051	-.016	.858

*Rotation Method: Promax with Kaiser Normalization.

Rotation converged in 6 iterations.

The decrease in the number of items from 81 to 38 and elimination of five categories after the EFA led to the development of a new eight-factor model. In order to confirm this new model, CFA was conducted on the data including 449 participants. Based on the modification indices, some error-loadings of items were covaried on the model after the initial CFA results as shown in Figure 19.

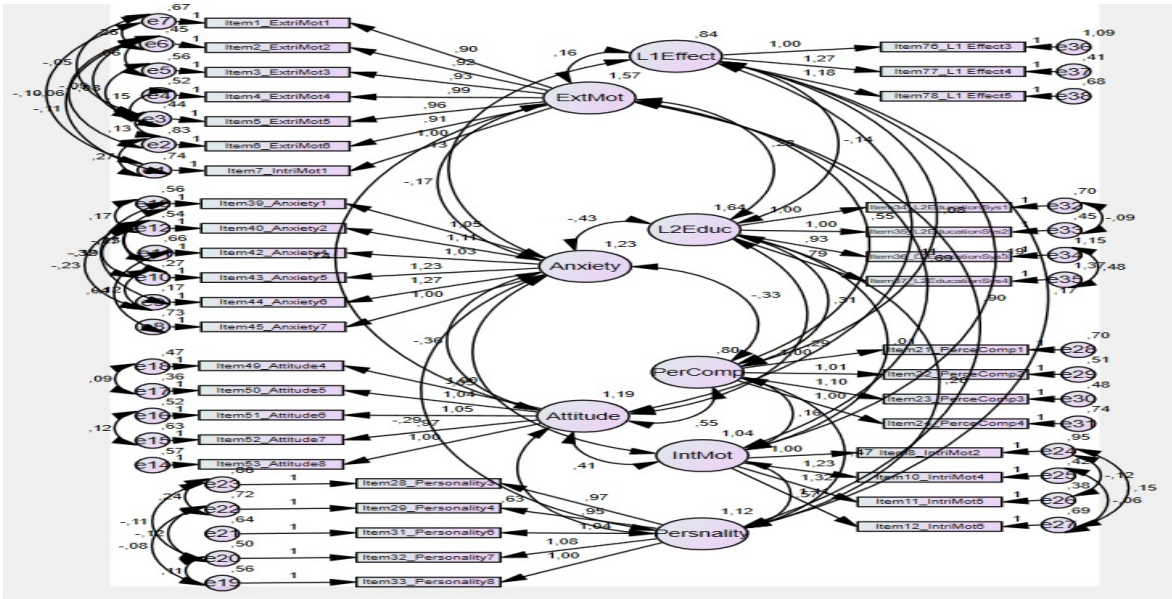


Figure 19. Underlying variables of L2 WTC outside the classroom model after CFA

Further analyses confirmed the model according to the fit indices (see Table 17) and item loadings. Therefore, according to the results of CFA, the scale of underlying variables of L2 WTC outside the classroom consisted of 38 items under 8 categories. Figure 19 diagrammatically shows the finalized version of the model.

Table 17
The Summary of Model Fit of Underlying Variables of L2 WTC Outside The Classroom Data Set

Values	Threshold value	Fit Indices
CMIN/DF	<i>Below 3.00</i> (according to Byrne, 2005)	1.568
GFI	<i>.90 < GFI < 1.00</i> (according to Forza and Fillippini, 1998)	.904
CFI	<i>.90 < GFI < 1.00</i> (according to Ghanizadeh & Ghoonsoly, 2015)	.973
AGFI	<i>.80 < GFI < 1.00</i> (according to Ghanizadeh & Ghoonsoly, 2015)	.878
RMSEA	<i>Below .08; great when below .05</i> (according to Kline, 2011)	.036
PCLOSE	<i>Above .05; great when closer 1.00</i> (according to Awang, 2012)	1.00

Table 18 portrayed that there were 38 items under 8 categories after both EFA and CFA results which were conducted respectively. The elimination of five components was also supported by the conceptualized framework and the literature. Therefore, the following items shown in Table 18 were the finalized version of this data set.

Table 18

Items in the Data Set of Underlying Variables of L2 WTC Outside The Classroom

<i>Underlying Variables of L2 WTC outside the Classroom</i>		
<i>Extrinsic Motivation</i>		
1.	Kariyerim açısından önemli olduğu için okul dışında İngilizce sözlü iletişim kuruyorum. <i>I communicate in English outside the classroom as it is important for my career.</i>	Item 1
2.	Kariyerime yönelik yeni olanaklar oluşturduğu için okul dışında İngilizce sözlü iletişim kuruyorum. <i>I communicate in English outside the classroom as it creates new opportunities for my career.</i>	Item 2
3.	Kişisel gelişimimi olumlu yönde etkilediği için okul dışında İngilizce sözlü iletişim kuruyorum. <i>I communicate in English outside the classroom as it impacts my self-development.</i>	Item 3
4.	Gelecekte daha iyi bir işe girmek için okul dışında İngilizce sözlü iletişim kuruyorum. <i>I communicate in English outside the classroom in order to get a good job in the future.</i>	Item 4
5.	Geleceğimi güvence altına almak için okul dışında İngilizce sözlü iletişim kuruyorum. <i>I communicate in English outside the classroom in order to guarantee my future.</i>	Item 5
6.	Dünyayı gezmek için okul dışında İngilizce sözlü iletişim kuruyorum. <i>I communicate in English outside the classroom in order to travel around the world.</i>	Item 6
7.	Hayallerime ulaşmak için okul dışında İngilizce sözlü iletişim kuruyorum. <i>I communicate in English outside the classroom in order to reach my dreams.</i>	Item 7
<i>Intrinsic Motivation</i>		
8.	Kendimi üstün hissetmek için okul dışında İngilizce sözlü iletişim kuruyorum. <i>I communicate in English in order to feel superior.</i>	Item 8
9.	Kendimi farklı hissetmek için okul dışında İngilizce sözlü iletişim kuruyorum. <i>I communicate in English in order to feel different.</i>	Item 10
10.	Kendimi bilgili hissetmek için okul dışında İngilizce sözlü iletişim kuruyorum. <i>I communicate in English in order to feel knowledgeable.</i>	Item 11
11.	Saygınlığımı artırdığı için okul dışında İngilizce sözlü iletişim kuruyorum. <i>I communicate in English as it increases my reputability.</i>	Item 12
<i>Perceived Competence</i>		
12.	Okul dışında kendimi ifade edebilecek düzeyde İngilizce sözlü iletişim kurabiliyorum. <i>I can communicate in English outside the school at a level I can express myself.</i>	Item 21
13.	Okul dışında İngilizce sohbetlerimde sorulan sorulara cevap verebiliyorum. <i>I can answer to the questions raised outside the classroom.</i>	Item 22
14.	Okul dışında İngilizce olarak kısa süreli sohbet edebiliyorum. <i>I can communicate in English outside the school for a short period of time.</i>	Item 23
15.	Okul dışında günlük hayatımı sürdürecekt kadar İngilizce sözlü iletişim kurabiliyorum. <i>I can communicate in English outside the school at a level I can survive.</i>	Item 24
<i>Personality</i>		
16.	Konuşkan biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum. <i>I communicate in English outside the classroom because I am talkative.</i>	Item 28
17.	İlişkilerinde istikrarı koruyan biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum. <i>I communicate in English outside the school because I am a person who maintains a stable relationship.</i>	Item 29
18.	Dışadönük biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum. <i>I communicate in English outside the school because I am extraverted.</i>	Item 31
19.	Deneyime açık bir insan olduğum için okul dışında İngilizce sözlü iletişim kuruyorum. <i>I communicate in English outside the school because I am open to experiences.</i>	Item 32
20.	Arkadaş canlısı biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum. <i>I communicate in English outside the school because I am friendly.</i>	Item 33
<i>L2 Education System</i>		
21.	İngilizceye yönelik aldığım eğitim beni konuşmaya <u>yönelmiyor</u> . <i>The instructions of English I take does not lead me to speak in English.</i>	Item 34

Table 18 (continued)

<i>L2 Education System</i>	
22. İngilizceye dair aldığım eğitimde, sözlü iletişim kurma becerisine vurgu <u>yapılmıyor</u> . <i>The instructions in English <u>does not</u> emphasize the ability to communicate verbally.</i>	Item 35
23. İngilizce öğretme sistemi okul dışında İngilizce sözlü iletişim kurma becerisini <u>geliştirmiyor</u> . <i>The English language teaching system <u>does not</u> improve the ability to communicate in English outside the school.</i>	Item 36
24. İngilizce öğretme sistemi okul dışında İngilizce kullanmak için <u>yeterli değil</u> . <i>The English teaching system is <u>not</u> enough to use English outside the school.</i>	Item 37
<i>Anxiety</i>	
25. Okul dışında İngilizce sözlü iletişim kurma fikri beni korkutuyor. <i>The idea of communicating in English outside the classroom frightens me.</i>	Item 39
26. Okul dışında İngilizce sözlü iletişim kurarken telaşlanıyorum. <i>I get panic when I communicate in English outside the classroom.</i>	Item 40
27. Okul dışında İngilizce sözlü iletişim kurarken panikliyorum. <i>I get into panic when I communicate orally in English outside the classroom.</i>	Item 42
28. Okul dışında İngilizce sözlü iletişim kurarken kendimi sıkıyorum. <i>I force myself when I communicate English outside the classroom.</i>	Item 43
29. Okul dışında İngilizce sözlü iletişim kurarken geriliyorum. <i>I feel tense when I communicate orally in English outside the classroom.</i>	Item 44
30. Okul dışında İngilizce sözlü iletişim kurarken endişeleniyorum. <i>I feel anxious when I communicate orally in English outside the classroom.</i>	Item 45
<i>Attitude</i>	
31. Okul dışında İngilizce sözlü iletişim kurmak benim için mutluluk vericidir. <i>It makes me feel happy to communicate in English outside the classroom.</i>	Item 49
32. Okul dışında İngilizce sözlü iletişim kurmak benim için keyiflidir. <i>It is enjoyable for me to communicate in English outside the classroom.</i>	Item 50
33. Okul dışında İngilizce sözlü iletişim kurmak benim için güven vericidir. <i>It is reassuring for me to communicate in English outside the classroom.</i>	Item 51
34. Okul dışında İngilizce sözlü iletişim kurmak benim için gurur vericidir. <i>It is an honor for me to communicate in English outside the classroom.</i>	Item 52
35. Okul dışında İngilizce sözlü iletişim kurmak benim için eğlencelidir. <i>It is fun for me to communicate in English outside the classroom.</i>	Item 53
<i>L1 Effect</i>	
36. Okul dışında İngilizce sözlü iletişim kurarken anadilimin olumlu etkisi oluyor. <i>My native language affects positively the process while I communicate in English outside the classroom.</i>	Item 76
37. Okul dışında İngilizce sözlü iletişim kurarken anadilimde bildiklerimi kullanıyorum. <i>I use my knowledge in my native language while learning English.</i>	Item 77
38. Okul dışında İngilizce sözlü iletişim kurarken anadilimden yararlanıyorum. <i>I use my native language when communicating in English outside the school</i>	Item 78

The reliability of scales. The reliability of the scales concerns with the consistency of scores and any errors affecting this consistency (Johnson & Morgan, 2016). While reporting the reliability, researchers mostly report on internal consistency rather than the score stability and parallel forms (Streiner & Norman, 2008). Following this tendency of researchers, this study, unfortunately, is only able to report the internal consistency of scores in terms of reliability.

The participants of the pilot study were given 184 items to state their opinions in a day at two different times. Each instrument set consisted of 92 items, which was distributed in different times. Employing a previously-developed forms of an

instrument with the same contents, response types and administrative procedures would make the respondents to focus on at least a hundred more items and to spend at best double time on the data collection sets. Due to the practicality concerns, use of parallel forms and measuring the coefficient of equivalence was to be avoided in the present study.

One important limitation of this study was related to the fact that I could not directly reach the participants. As I was not the teacher or the instructor of any participants in the study, having access to them after a while was more difficult than it seemed. Therefore, the test-retest estimate of reliability to ensure consistency of stability of scores could not be measured.

The only reliability measurement test that was administered in this study was on the internal consistency of the scores. After the confirmation of each scale's construct validity, Cronbach's alpha estimates of the items in the scales were measured for the estimated of their internal consistency. Since there were three different scales consisted of multiple components, each component was employed as a scale while measuring Cronbach's alpha estimates. The Cronbach's alpha values of each subscale revealed to be above the threshold value, which is above .70 (Fraenkel & Wallen, 2005).

Table 19

Cronbach's Alpha Values of Subscales

The Scale	Subscales	Cronbach's alpha
L2 WTC	1. L2 WTC inside the classroom	.902
	2. L2 WTC outside the classroom	.818
Underlying variables of L2 WTC inside the classroom	1. Anxiety	.940
	2. Attitudes towards L2 communication	.866
	3. Extrinsic motivation	.778
	4. Intrinsic motivation	.846
	5. Interlocutor's effect	.823
	6. L1 effect	.796
	7. Language utility	.875
	8. Perceived competence	.779
	9. Teacher's support	.903
Underlying variables of L2 WTC outside the classroom	1. Anxiety	.945
	2. Attitudes towards L2 communication	.872
	3. Extrinsic motivation	.886
	4. Intrinsic motivation	.871
	5. L1 effect	.944
	6. Perceived competence	.930
	7. Personality	.850
	8. L2 education system	.806

As details about the values are provided in Table 19, the first subscale of L2 WTC, namely, L2 WTC inside the classroom with seven items had the value of .902 while L2 WTC outside the classroom component with seven items had .818.

The second scale named as underlying variables of L2 WTC inside the classroom had nine components, which were referred as subscales. The lowest Cronbach's Alpha value, .778, belonged to the third subscale (extrinsic motivation), which has three items, in comparison to other subscales. However, it was still acceptable according to Fraenkel and Wallen (2005). On the contrary, the first subscale (anxiety) subscale had the highest values being as .940 with seven items. The value of .866 - for the second subscale (attitude towards L2 communication) with three items - was found to be acceptable; .846 was found for the fourth one (intrinsic motivation) with three items, .823 was the result for the fifth one (interlocutor's effect) with three items. The internal consistency test produced a Cronbach's value of .796 for the sixth one (L1 Effect) with three items, .875 for the seventh one (language utility) with five items, .779 was calculated for the eighth one (perceived competence) with four items and finally, .903 for the last one (teacher's support) with four items.

The internal consistency analysis proved that each component of the scale, underlying variables of L2 WTC outside the classroom had acceptable values. The value of .945 - for the first subscale (anxiety) with six items - was found to be acceptable; .872 was calculated for the second one (attitudes towards communication in L2) with five items; .886 was observed for the third one (extrinsic motivation) with seven items; .871 was found for the fourth one (intrinsic motivation) with four items, .944 was the result for the fifth one (L1 effect) with three items. The internal consistency test produced a Cronbach's value of .930 for the sixth one (perceived competence) with four items, .850 for the seventh one (personality) with five items, and finally .806 for the last one (L2 education system) with four items.

Summary of the study. In order to reflect more effectively on the results, Table 20 was prepared to show the difference in the number of items and categories. L2 WTC scale differed at least after the analysis of the study. While the number of categories remained the same, the number of items decreased from 19 to 14. The major difference in the number of categories was observed in the scale of underlying variables of L2 WTC outside the classroom. The number of categories decreased

from 13 to 8 after the analysis and it lost half of the items after analysis (from 81 to 38). The results of EFA and CFA had quite same effects on underlying variables of L2 WTC inside the classroom scale. The number of categories decreased from 11 to 9 and the number of items decreased from 84 to 35.

Table 20

Summary of Components After the Analysis

The Scale	Item categories in the pilot study			Item categories after the pilot study		
	Category	N of items	T	Category	N of items	T
L2 WTC (Merge into the following scale based on the factors)	1. L2 WTC inside the classroom	8	19	1. L2 WTC inside the classroom	7	14
	2. L2 WTC outside the classroom	11		2. L2 WTC outside	7	
Underlying Variables of L2 WTC Inside the Classroom	1. Anxiety	12	84	1. Anxiety	7	36
	2. Attitudes towards L2 communication	12		2. Attitudes towards L2 communication	3	
	3. Extrinsic motivation	5		3. Extrinsic motivation	3	
	4. Intrinsic motivation	5		4. Intrinsic motivation	3	
	5. Interlocutor's effect	6		5. Interlocutor's effect	3	
	6. L1 effect	6		6. L1 effect	3	
	7. Language utility	11		7. Language utility	5	
	8. Perceived competence	16		8. Perceived competence	5	
	9. Teacher's support	5		9. Teacher's support	4	
	10. L2 edu. system	4		10. L2 edu. system	-	
	11. Topic	4		11. Topic	-	
Underlying Variables of L2 WTC Outside the Classroom	1. Anxiety	7	81	1. Anxiety	6	38
	2. Attitudes towards L2 communication	8		2. Attitudes towards L2 communication	5	
	3. Effort	5		3. Effort	-	
	4. Extrinsic motivation	6		4. Extrinsic motivation	7	
	5. Intrinsic motivation	7		5. Intrinsic motivation	4	
	6. Integrativeness	4		6. Integrativeness	-	
	7. Interlocutor's effect	7		7. Interlocutor's effect	-	
	8. L1 effect	5		8. L1 effect	3	
	9. Language utility	4		9. Language utility	-	
	10. Perceived competence	11		10. Perceived competence	4	
	11. Perceived opportunity to communicate	4		11. Perceived opportunity to communicate	-	
	12. Personality	8		12. Personality	5	
	13. L2 edu. system	5		13. L2 edu. system	4	

Phase 3: The Main Study

After the development of the scales, the main study including the administration of these scales and the collection of qualitative data was conducted. The details of this study were provided respectively in the following subsections. Firstly, the setting and participants were introduced and later, information about the data collection instruments were presented. The processes of data collection are explained subsequently: concerning the quantitative data collection and qualitative data collection. Finally, the methods and techniques used both for quantitative and qualitative data analysis were presented in the last subsection.

Setting. The final stage of this multiphase study, also called as the main study, was conducted in the School of Foreign Languages at K University in November, 2018 after getting the ethical approval from the university committee. K University, founded in 1992 in a southwestern city in Turkey, is a developing university offering education in 15 faculties, 17 vocational schools of higher education, and 6 institutes. In order to meet the need of these units in terms of having students being proficient in certain foreign languages, namely English, German and French, the School of Foreign Languages was officially founded in 2004 and have been actively offering foreign language classes to the students of the university since 2007.

The School of Foreign Languages provides foreign language education to students enrolled in the programs which require B1+ proficiency level in the foreign language. The medium of instruction of these programs are partially in a foreign language (30% or 70%) or completely in a foreign language (100%). At the very same time, some students prefer to have this one-year long education prior to their transfer into the enrolled programs in the School of Foreign Languages even if the medium of instruction is in their native language, namely, in Turkish. This intensive foreign language program is offered in three languages, English, German and French, however, English is the most common language used as a medium of instruction throughout the university and therefore, it appeals to more students.

The English language preparation program was following a modular course structure at the time of data collection. This structure was based on the progression of students to a higher level by the courses on the skills of reading, writing, listening

and speaking and the knowledge of grammar and vocabulary for 24 hours in a week. The proficiency levels listed as A1, A2, B1 and B1+ were designed in accordance with Common European Framework of References for Languages (CEFR). The academic year was divided into four quarters and the language instruction was accomplished in these four quarters; two quarters were completed in the fall term and the other two were completed in the spring term. Each quarter lasted for 8 weeks. The students also might have required to have B2 level education if they had a B1+ certificate after proficiency test given at the end of each module. However, this module or even B2+ module was included to the curriculum based on the students' demands.

The students enrolled in the B1+ level were taking three 45-minute-long lessons at the time of data collection after two 45-minute-long lessons on listening skills. Each Wednesday in the eight-week-long module, they were taking intensive education in order to enhance their listening and speaking skills. The data set including the observations and field notes were collected in one of the B1+ groups for four weeks.

At the very beginning of the fall semester, the students enrolled in the majoring programs having partial or complete English medium of instruction took a proficiency test. The students who had 70 out of 100 had the choice of starting their education in the majoring programs. The rest of the students had a placement test and in line with their results, they were placed into an appropriate group. After an eight-week-long education, they had another proficiency test, namely module final exam and in addition to the results of mid-terms and quizzes, it took part in the decision of a student's passing either to the group at the higher proficiency level/ to their program or repeating the education at the module.

Participants. Of the non-probability sampling procedures, the convenience sampling method was employed to collect data in this current study because the participants were selected on the basis of some criteria such as easy accessibility and voluntariness in both quantitative and qualitative phases of the main study (Creswell, 2003; Dörnyei, 2007). Of 925 students enrolled in the second module of the program in the fall semester of 2018-2019 Academic Year, 636 students participated in the quantitative phase of the main study. 702 students actually were reached at the process of data collection. However, as a result of initial analysis on

outliers, 66 respondents were eliminated before the further analysis. Of these 636 students, 54% of participants (n=342) were male while 46% of them (n=294) were female. More details about these participants are provided in Table 21 and discussed below.

Table 21

Details about the Participants of the Main Study

Variables		N	Percent (%)
Gender	Female	294	46%
	Male	342	54%
Type of Education (ToE)	Daytime Education	448	70%
	Evening Education	188	30%
Level	A1	134	21%
	A2	329	52%
	B1	100	16%
	B1+	73	11%
Experience of English Learning (EoEL)	Less than a year	68	10%
	1-4 years	66	10%
	6-8 years	121	19%
	9-12 years	354	57%
	More than 12 years	19	3%
	Missing	8	1%
Faculty of Major	Faculty of Science and Letters	67	11%
	Faculty of Engineering	125	20%
	Faculty of Education	26	4%
	Faculty of Economics and Administrative Sciences	410	64%
	Faculty of Law	1	0.2%
	Missing	7	0.8%
Medium of Instruction	Completely (100%) in English	285	45%
	Partially (30% & 70%) in English	181	29%
	Turkish	165	25.2%
	Missing	5	.8%
Reasons of Attending Intensive English Program	Compulsory	439	69%
	Selective	195	30.7%
	Missing	2	.3%
Self-evaluation of their speaking skill	Very poor	26	4%
	Poor	159	25%
	Average	349	55%
	Proficient	76	12%
	Very Proficient	19	3%
	Missing	7	1%
The Last Achievement Exam Score	Lower than 65	111	17%
	65-74	138	22%
	75-84	214	34%
	85-94	154	24%
	Missing	19	3%
TOTAL		636	100

The education in some of the programs at K University is administered as evening classes. The students who are enrolled in these programs pay an amount of money as a fee and are taking the classes after 5 pm. These ones who are students of programs at evening education also take their classes at the School of

Foreign Languages in the evening. 30% (n=188) of participants were students taking English classes in the evening while 70% (n=448) of them were students of daytime education.

At the beginning of the first quarter, most of the students were placed into the group of A1 based on the mean of their scores. As data were collected in the second quarter of the education, the students who were placed in the group of A1 -the beginning group- passed to the A2 level education. Therefore, a majority of participants (52%, n= 329) were from A2 level groups. While 16% of the participants (n=100) had B1 level language level, 11% (n=73) had B1+ language level. 21% of participants (n=134) placed in the A1 level group were all repeating the A1 module.

In addition to the levels of students, the participants were grouped into categories in line with their English learning experiences. 57% of participants (n=354) stated that they had been learning English for 9-12 years. Following this major group, 19% of them (n=121) regarded that they had five-to-eight-year-long English learning experience while 10% of participants (n=66) put their English learning experience into the group of 1-4 year-long experience. 3% of participants (n=19) mentioned that they had English learning experience for more than 12 years while 10% of them revealed that their experience of learning English took less than a year.

Due to English medium of instruction at some programs such as Economics, International Trade and International Relations in the Faculty of Economics and Administrative Sciences, a majority of participants (64%, n=410) were enrolled students in this faculty. 20% of participants (n=125) were students of Faculty of Engineering while 11% of them (n=67) were students of Faculty of Science and Letters. Only a few participants (n=26, 4%) were students of Faculty of Education while only one student in Faculty of Law participated into this phase of the study.

The medium of instructions in the programs were also asked to the participants. 45% of them (n=245) stated that the programs they enrolled in had English medium of instruction while 29% of them (n=181) mentioned that they would have partially (30% or 70%) English medium of instructions in their programs. 25% of participants (n=165) indicated that the programs that they would have education had Turkish medium of instruction, which meant that those students selected to

have this intensive language education. However, there was an inconsistency between the numbers of students which stated they selected to have this one-year-long education (n=195) and of students who enrolled in the programs with Turkish medium of instruction (n=165). As only the participants in the programs having Turkish medium of instruction, it would be possible to choose to have this education. The rest of the students will take this training according to the results of the proficiency test until they reach the B1 + qualification level so that they can start their education in their departments. On the other hand, 70% of participants (n=439) mentioned that they had to take this education before passing into their major programs.

The scope of this study was related to the learners' L2 WTC but it only focuses on the learners' willingness for oral communication. Therefore, participants were asked to evaluate their speaking skills. As a result, 55% of participants (n=349) found their speaking skills at an average level. 25% of them (n=159) regarded their speaking skills as poor while 4% of them (n=26) found it very poor. Additionally, 12% of participants found the level of their speaking skills proficient. Only 3% of them (n=19) stated that they are very proficient at English speaking skills.

In addition to the self-evaluation of the participants for their speaking skills, they were also asked to mention the score that they got in the last exam they took. The data set was collected in the second week of the second quarter. Therefore, the last exam that these students took was the final exam in the first module and the scores belonged to this exam. 34% of the participants (n=214) stated that their exam score was ranking between 75 and 84 while 22% of them (n=138) mentioned that their exam score was in the range of 65-74. Additionally, 17% of the participants (n=111) stated that their exam scores were lower than 65 while 24% of them (n=154) indicated their scores were in the range of 85 and above.

Rather than having groups based on the general scores that the participants had, a question about their results of any speaking exam were also addressed to them. However, it was later realized that not all of the participants in each level had a specific speaking exam but only the participants in the B1 and B1+ level groups had a specific speaking exam and only a few participants stated their scores of speaking exam. Therefore, this information about the participants were eliminated from the data before the analyses.

After the collection of quantitative data, in order to elaborate more on the components of L2 WTC inside the classroom, it was decided to conduct a qualitative study at the very beginning of this long journey. Therefore, a meeting was arranged with the administrative staff including three instructors, all having more than 10-year-long teaching experience and two of whom had a PhD degree in the School of Foreign Languages at K University. The aim of this meeting was to learn their attitudes towards a qualitative study which would be conducted in their classrooms by having video recordings and observations. Thanks to their collaboration and support for such research, the qualitative phase of this main study was conducted.

In addition to their supportive attitudes, the administrative instructors suggested to conduct this study with the students in higher levels, namely, B1+ level students. The curriculum followed in B1+ classrooms covered speaking activities more than any other groups. The definition of L2 WTC in this phase of the participants and their actual behaviors of communication in English were aimed to be elicited. The consistency between this aim and the revelation of having more opportunities to speak in the classrooms in B1+ level groups urged me to conduct this qualitative study in a B1+ level group.

At the time of data collection, there were four groups at B1+ proficiency level. First of all, I visited the instructors of these groups and explained the scope of my study. Two of these instructors who had been giving speaking course confirmed that they would be open to the idea of my visits to their speaking lessons on Wednesdays and recording their lessons. Then, I visited their groups in order to explain my study and ask for their consents. One of these B1+ groups were taking daily-class education while the other one was for the students enrolled in evening education. The students in the daily education expressed their unwillingness for the idea of being video-recorded in their speaking classes after my explanations about the aims of the study and the methods for data collection. However, the ones in the evening education stated that they would welcome me to their speaking classes for the observations. They also mentioned that they would voluntarily and willingly accept the idea of being video-taped in their speaking classroom. After getting their consent for the first step of the study, I also asked for volunteers for the further steps of the study. I inform them that these volunteers need to reserve at least half an hour for the video-stimulated interviews with me in the following days of my visits to the

classroom. Following this acknowledgement, nine of the students stated they would be volunteer for the further steps of the research. The details about these participants are provided in Table 22.

Table 22

Details about the Participants in the Qualitative Phase of the Main Study

Participants	Gender	Major	EoEL	Self-Evaluation of Proficiency	Self-definition of oral L2 WTC
BAK	Male	English Lang.and Lite.	3 years	Poor	Willing
BET	Female	English Lang.and Lite.	4 years	Average	Willing
DIL	Female	English Lang.and Lite.	3 years	Poor	Unwilling
EMI	Male	English Lang.and Lite.	3 years	Very proficient	Willing
SEL	Female	English Lang.and Lite.	4 years	Average	Unwilling
SEZ	Female	English Lang.and Lite.	3 years	Average	Willing
SOY	Male	English Lang.and Lite.	9 years	Very proficient	Willing
YIG	Male	English Lang.and Lite.	7 years	Proficient	Willing
ZEH	Female	English Lang.and Lite.	3 years	Poor	Unwilling

Of these nine participants, 5 of them were female while four of them were male. All of them were enrolled students of evening education in English Language and Literature program. This program provides education with English medium of instruction only and therefore, for these students, it was compulsory to get these English courses intensively until they could get the certificate of B1+ level proficiency in English.

When the English learning experiences were asked to these students, they had different attitudes to the issue. Each of them started to learn English when they were in grade 4 at the primary school. However, only SOY referred to this education and expressed that he had been learning English for nine years. At the very same time, YIG stated that a computer game he started to play in 2012 would be referred to his first English language teacher and therefore, he had been learning English for seven years. Moreover, EMI stated that he had been learning English for three years after his decision of taking the language proficiency central exam for the university entrance. He was the only student who enrolled in a different department at the high school rather than the language department. On the other hand, the rest of six participants indicated that after choosing the language department at the high school, the education that they had could be reflected as English learning experience because they only had the chance to focus on the language at that time. Consequently, five of them indicated that they had been learning English for three years while two of them stated they had been learning English for four years. Despite

the same reason they indicated to have less experiences of learning English, the difference between the high school types caused the occurrence of this one-year-long difference.

The self-evaluations of these participants for their proficiency level in speaking were also asked. While three of them (SEL, SEZ, and BET) found their speaking skills in a moderate level, namely BAK, DIL and ZEH evaluated their speaking skills as poor. The other three participants, namely EMI, SOY and YIG indicated that their speaking skills were proficient while EMI and SOY underlined that they found their own speaking skills very proficient. Of these participants, BAK was the only one who could be identified as bilingual since he had Arabic origins and he referred Turkish and Arabic as his first languages rather than naming one of them as the mother tongue. Therefore, English was the third language he aimed to learn. However, only English had the feature of being a foreign language for him. He reflected that his bilingualism in other two languages did not have a direct influence on his opinions about and his proficiency level of English.

In line with the aim of this qualitative study, each participant was asked to define themselves in terms of their willingness for oral communication in English inside the classroom. Three female participants, namely DIL, SEL and ZEH defined themselves as unwilling individuals while the other six participants indicated that they found themselves willing to participate in oral communication inside the classroom. While defining their willingness, they also reflected on the opportunities that they had for oral communication in English in the classroom. During the education in their previous module (B1) and in the B1+ level module, they had special classes on speaking skills. In there lesson-hour long classes, they had pair- and group-work discussions and debates. They sometimes answered the directed questions to themselves or to the whole classroom by the lecturer. Besides, in each week, they made a pre-prepared five-minute-long speech on an assigned topic. During these activities, the lecturer had the role of a facilitator and a leader rather than controller. He helped the students while they were fulfilling the tasks and he also motivated them to speak in English.

The details about how the data were collected from the participants in both quantitative and qualitative phases of the main study, namely, about the instruments

and the data collection as well as analysis procedures were provided in the following sections.

Instruments. The current study employed a mixed methods research design. The data collection was started by administering an instrument set including 88 items which were developed in the pilot study. Later, supplementary data were collected through observations and video-recordings of voluntary students and stimulated recall interviews. Therefore, this study had a mixed method design to address the research questions (Creswell & Plano Clark, 2007). Details about each instrument are provided in the following subsections.

The composite survey instrument. The current study explored the L2 WTC inside and outside the classroom by also focusing on their relationship with variables, referring them as components of L2 WTC inside and outside the classroom. The use of scales, therefore, enabled the researcher to “obtain a snapshot” of L2 WTC and its components (Nunan, 1992, p. 140) “in a systematic and disciplined manner” (Dörnyei, 2007, p. 101). In order to measure L2 WTC and identify variables underlying L2 WTC, the composite survey instrument developed throughout the pilot study were used in the current study and more details about these instruments are presented as follows.

The quantitative instrument used in the present study was the one developed in the earlier phases. It consisted of three main parts in addition to the instructions at the very beginning (see Appendix-L). The first part included nine questions related to the participants’ demographic information. Of these nine questions about the participants’ gender, level, experience of language learning, program, medium of instruction, reasons of enrollment in the School of Foreign Languages, self-evaluation of their speaking skills, and scores in the last exam, the last one about their scores in the last speaking exam was eliminated in the process of analysis as there were some participants who had no speaking exam. In the second part of the instrument, there were items about L2 WTC inside the classroom in two subparts. The first subpart aimed to elicit the participants’ L2 WTC level while the second subpart including 36 items under nine subscales explore the variables underlying L2 WTC inside the classroom. The third part including two subparts: (1) situations to measure participants’ L2 WTC outside classroom, and (2) 38 items under eight categories to identify variables underlying L2 WTC outside the classroom in the

second subpart. The information about each scale is detailed in the following subsections.

L2 WTC scale. The scale developed through the preliminary study and pilot study was administered to elicit the participants' L2 WTC. The scale consisted of two subscales in line with the conceptual framework and literature. The first subscale, namely, L2 WTC inside the classroom included seven items and was given to the participants in the second part of the instrument set. The second subscale, namely, L2 WTC outside the classroom consisted of seven items and implemented in the third part of the instrument set. The participants were asked if they agreed or disagreed by selecting their answer from 1 totally disagree to 6 totally agree alternatives to be willing to have oral communication in seven different situations for both inside and outside the classroom settings. The reliability coefficients of each subscale were measured as .905 for WTC inside the classroom and .877 for WTC outside the classroom.

Underlying variables of L2 WTC inside the classroom scale. In order to explore the relationship between L2 WTC inside the classroom and variables influencing it, the scale developed in the pilot study was used. This scale included 36 items under nine subscales, namely *anxiety, attitudes towards L2 communication, extrinsic and intrinsic motivation, interlocutor's effect, L1 effect, language utility, perceived competence, and teacher's support*. These all subscales were related to the dispositions and attitudes that participants had while communicating in English inside the classroom. They were asked to give their responses by choosing the best alternative from 1 totally disagree to 6 totally agree. The reliability coefficients of each subscale were presented in Table 23.

Table 23

Reliability Coefficients of the Subscales in L2 WTC inside the Classroom Scale

The subscales	Cronbach's Alpha values
Anxiety	.958
Attitudes towards L2 communication	.887
Extrinsic motivation	.870
Intrinsic motivation	.894
Interlocutor's effect	.673
L1 effect	.818
Language utility	.933
Perceived competence	.895
Teacher's support	.875

As can be seen in Table 23, each subscale had a Cronbach's alpha value which was above the threshold value of .700 except the one related to interlocutor's effect (.673), which could be seen still acceptable.

Underlying variables of L2 WTC outside the classroom scale. The variables underlying L2 WTC outside the classroom was explored through the scale developed in the pilot study. It consisted of 38 items under eight subscales listed as *anxiety, attitudes towards L2 communication, extrinsic and intrinsic motivation, L1 effect, perceived competence, personality and L2 education system.* The participants were asked to respond to the items about the variables affecting L2 communication outside the classroom when they had a chance to communicate in English. The response type that participants could use was the same with other two scales as ranking from 1 totally disagree to 6 totally agree. The reliability coefficients of each subscale in the current study are provided in Table 24.

Table 24

Reliability Coefficients of the Subscales in L2 WTC outside the Classroom Scale

The subscales	Cronbach's Alpha values
Anxiety	.961
Attitudes towards L2 communication	.938
Extrinsic motivation	.897
Intrinsic motivation	.901
L1 effect	.860
Perceived competence	.908
Personality	.881
L2 Education System	.913

As Table 24 indicates, all subscales in the scale about underlying variable of L2 WTC outside the classroom had Cronbach's alpha values which were above the threshold value, which is .700 (Fraenkel & Wallen, 2005).

Qualitative data collection instruments. Considering Oppenheim's (2001) claim about the disadvantages of the quantitative inquiry in social science research suggesting that the researchers could only hold an outsider perspective and could not consider the individual differences, the current study employed a qualitative study after the collection of the quantitative data. The qualitative phase attempted to elaborate more on the numeric findings, supply more detailed answers to the research questions and examine validation of the statistical findings. Due to the foreign language setting that the study took place, this qualitative study could only be limited to the exploration of L2 WTC inside the classroom and its variables. Nine

volunteers expressed at the very beginning that they had no chance to use English in oral communication outside the classroom and therefore, they were not able to display their willingness or unwillingness to communicate outside the classroom. A couple of data collection methods such as observations, video recordings and stimulated recall interviews were used and information about these instruments was detailed in the following sections.

Observation and video recordings. Visual data collection including real time video recordings of the classes as well as the observations was one of the instruments to collect qualitative data in the present study. One of the primary aims of this multiphase study is to identify the moments when willingness for oral communication was demonstrated in the classroom. There were nine voluntary participants to focus on during the observations where I, as the researcher, took the role of non-participant observer by not interfering into any instances taking place in the classroom (Flick, 2002). It was not possible for me to catch each moment of interaction and the indicators of WTC by only observing the participants and taking some notes. Therefore, the visual data through video-tapes were collected to help me in the process of labelling the moment of WTC. The video recordings enabled me to catch the detailed presentations of WTC inside the classroom, which was too fast or too complex for eyes.

In this phase of the present study, L2 WTC was considered as a dynamic and a situational-specific variable which could be fluctuated in time and observed through actions when students had the chance to communicate in English (Cao, 2014). Thus, the observations and video recordings in twelve speaking classes provided the instances where nine participants showed willingness or unwillingness to communicate. The observations were descriptive in nature which involve general explanations of the field while video-recordings helped these observations taken into further phases. Through immediate and detailed watch of each video-tapes, the observations gained the characteristics of focused and selective observations. While the second phase made me to “concentrate more and more on aspects” of L2 WTC inside the classroom, the initial one provided the opportunity to “grasp only central aspects” (Flick, 2002, p. 136). Additionally, I watched the video-tapes by focusing on each participant. It provided the opportunity of receiving the participants’

opinions about the interactions through stimulated recalls, of which details are presented below.

Stimulated recall interviews. Stimulated recall interviews are used in studies to “prompt participants to recall thoughts they had while performing a task or participating in an event” (Gass & Mackey, 2000, p. 13). In the present study, it was used to solicit nine participants’ ideas about the moments they were found to be willing or unwilling to communicate by showing the video recordings of these moments as a reminder. The video-stimulated interviews were administered to explore how the participants “approach interactions in a number of different situations” (Dempsey, 2010, p. 349). The aim of these video-stimulated interviews was to understand how they chose to communicate or not to communicate in English in the classroom. Therefore, the instances that they had communication with their friends and teacher were identified and showed them as a stimulus to recall what they thought, how they decided to get interaction with their friends or teacher or to stay silent even if they had the chance of communication.

Data collection. Before starting to collect the data, I firstly negotiated with the academic staff in the administration office at School of Foreign Languages in K University to receive their opinions about conducting such a study. Then, I applied for the permission in addition to the ethical approval taken from Ethical Committee of Hacettepe University (see Appendix-R). At the beginning of November, 2018, I got the necessary permission from the School of Foreign Languages in K University and the Research Centre of K University.

Following this approval process, I consulted Head of Preparatory Unit for the numbers of students in the School of Foreign Languages. It was found that while there were 925 enrolled students in the English classes in the School of Foreign Languages at the time of data collection, there were approximately 200 students named as “ghost students”, who did not attend the classes. Therefore, the quantitative phase of the current study was conducted with the participation of 636 students in the School of Foreign Languages.

The quantitative data were collected in two days in the last week of November, 2018 (November 27 & 29, 2018). It was the second week of the eight-week-long module in the second quarter. The consent forms and the instruments

were put into an envelope (see Appendix-K and Appendix-L) and they were given to the instructors of each class with an informative instruction about how to apply the instruments (Appendix-M). Thanks to their collaboration, the data were collected from 134 A1 level, 329 A2 level, 100 B1 level and 73 B1+ students in 21 daytime classes and 10 evening classes. All of these students were asked for their consents to take part in the present study voluntarily before the distribution of the survey instrument.

After the collection of quantitative data, a meeting was arranged with the administrative staff of School of Foreign Languages. In the meeting, which the manager, two vice-managers and the researcher attended in, the administration of the qualitative study was discussed. As the aim of the study was related to explore the willingness of students for oral communication when they had a chance to communicate, there was a consensus among three administrators for the appropriateness of conducting this study with higher level students due to the fact that they were the ones who had more opportunities to speak in the classrooms. In line with their suggestions, the qualitative study was decided to proceed with a group of B1+ level students.

At the time of data collection, there were four B1+ level classes: three of them were having classes in daytime education from 8.30 to 12.55 and one of them was having classes in evening education from 15.00 to 19.45. First, the instructors who were giving speaking classes were asked if they would agree with the idea of collection of data through video cameras and observations by the researchers. Two of four instructors expressed that they would welcome such a study, while the other two were abstaining. Therefore, the classes of voluntary instructors were visited by the researcher to ask their consents.

The first group of 22 students who were invited to participate into this phase of the study was the students of daytime education. After explaining the aim and the procedures of the study and asking for volunteers for the further steps of the study, some students showed some resistance to the idea of having cameras in the classroom even if they would not be the concern of the study and only three of them were volunteered for the further steps, namely, for the stimulated recalls. The second group of 31 students was the only B1+ level class in the evening education. I visited this classroom and explained the aim and the scope of the present study

and asked for their consents in the third week of second module. The whole group approved the appearance of three cameras in their speaking classes and being recorded by expressing their willingness to participate in the study. Of the 24 students who were in the classroom in the introduction meeting, nine of them volunteered to be the participants who would be observed and interviewed through using the video-tapes as a stimulus. These nine students were invited to an informal meeting to inform them more about the study. Of nine participants being invited to the informal meeting, eight of them could manage to attend while one of them could not cancel an appointment he previously arranged. In this meeting, I introduced myself and the aims of the study while the students had the chance to introduce themselves. The whole meeting was recorded by voice-recorders in order to supply with an idea of being recorded for the participants. After this fifty-minute-long meeting, the participants stated that they were still willing and voluntary for the study.

In this B1+ evening group, the classes on speaking were scheduled on Wednesday as the last three classes after two listening skills based classes and the dinner break. The data were collected, therefore, on Wednesday in the last three classes between the fourth and eighth week of the took place in December 12, 2018 and YIG could not attend this class. In the fifth week of the module, the mid-term exam was on Wednesday and as a consequence, there was a compulsory break of data collection. The classroom was visited in order to collect the data for the second time in December 26, 2018. It was the only week that nine of the participants attended the classroom. The third week of data collection took place in January 2, 2019. It was just after the new year break and SOY and DIL decided to extended their break and did not attend the classes on that Wednesday. The classroom was lastly visited for data collection in January 9, 2019 and SOY was absent in these classes one more time. Each class in these four weeks were recorded by three cameras in three different angles and two voice-recorders were provided for the participants who were sitting at the back of the classroom and away from the cameras.

Table 25

Data Collection Procedure

The Data Sets	Date of Collection	Participants being absent
Informal Meeting	November 29, 2018	YIG
Week 1: Interactions in three speaking classes	December 12, 2018	YIG
Week 2: Interactions in three speaking classes	December 26, 2018	-
Week 3: Interactions in three speaking classes	January 2, 2019	DIL and SOY
Week 4: Interactions in three speaking classes	January 9, 2019	SOY

L2 WTC in the present study was described as lucid eagerness to talk when there is a chance. Almost of all of the participants in the qualitative phase of the study stated that they had no chance to communicate in English outside the classroom. Only YIG and BAK mentioned that they had some foreign friends on their social media accounts and they sometimes chatted with them. BAK also added that he sometimes talked to his roommates in English but these interactions took a few minutes. Consequently, the majority of the population still lacked the chance of using English in oral communication outside the classroom. Therefore, the research questions about the demonstration of L2 WTC and the explanations for eagerness to talk were limited to the inside the classroom context.

After each Wednesday on which nine participants were observed and video-taped, the data set were revisited and the videos were watched for several times by focusing on each participant and interview guidelines were prepared for each participant based on the instances being selected (Appendix-P). The stimulated recall interviews were administered in two different days: on Thursday and Friday except the second week of the data set. In this week, the interviews were organized on Thursday only, in December 27, 2019. At the beginning of each week, I sent the slots for interviews to these nine participants and they chose the best option. The timeline of stimulated recall interviews could be seen in Table 26.

Table 26

Timeline of Stimulated Recall Interviews

Interviewee	Dates of the Interviews	Duration of Interviews	Number of Extracts
BAK	1 st Week: December 14, 2018	00:25:26	12
	2 nd Week: December 27, 2018	00:16:28	12
	3 rd Week: January 4, 2019	00:18:32	6
	4 th Week: January 11, 2019	00:24:29	10
BET	1 st Week: December 13, 2018	00:36:12	19
	2 nd Week: December 27, 2018	00:35:02	12
	3 rd Week: January 4, 2019	00:32:13	10
	4 th Week: January 10, 2019	00:26:20	9
DIL	1 st Week: December 13, 2018	00:20:19	9
	2 nd Week: December 27, 2018	00:29:02	11
	3 rd Week	She was absent in the classes	-
	4 th Week: January 10, 2019	00:18:04	7
EMI	1 st Week: December 13, 2018	00:45:18	19
	2 nd Week: December 27, 2018	00:21:49	10
	3 rd Week: January 4, 2019	00:35:30	7
	4 th Week: January 11, 2019	00:34:10	10
SEL	1 st Week: December 14, 2018	00:37:07	15
	2 nd Week: December 27, 2018	00:23:51	11
	3 rd Week: January 3, 2019	00:25:08	7
	4 th Week: January 11, 2019	00:18:24	8
SEZ	1 st Week: December 13, 2018	00:31:27	11
	2 nd Week: December 27, 2018	00:25:54	10
	3 rd Week: January 3, 2019	00:27:25	8
	4 th Week: January 10, 2019	00:27:12	9
SOY	1 st Week: December 13, 2018	00:40:37	16
	2 nd Week: December 27, 2018	00:21:01	12
	3 rd Week	He was absent in the classes	-
	4 th Week	He was absent in the classes	-
YIG	1 st Week	He was absent in the classes	-
	2 nd Week: December 27, 2018	00:35:05	10
	3 rd Week: January 4, 2019	00:17:36	5
	4 th Week: January 11, 2019	00:30:36	12
ZEH	1 st Week: December 13, 2018	00:18:32	10
	2 nd Week: December 27, 2018	00:29:28	10
	3 rd Week: January 3, 2019	00:24:04	6
	4 th Week: January 10, 2019	00:25:06	10
TOTAL		14:27:28 App. 15 hours	343

In the stimulated recall interviews, the participants visited the researcher individually before or after their classes on Thursday and Friday. As it was displayed in Figure 20, each interview took place in a room where the researcher could be alone with the participants and was recorded by a video camera and a voice-recorder.

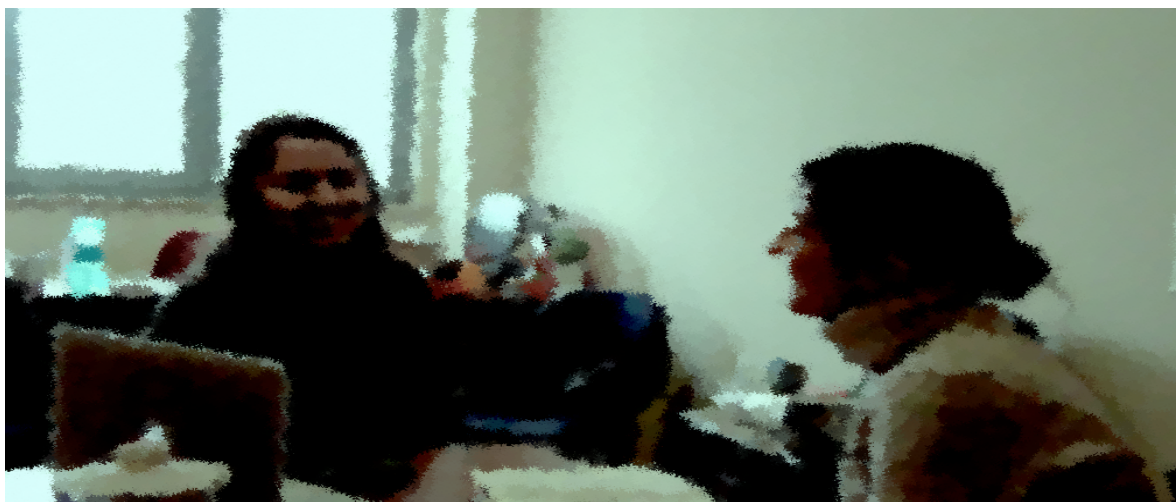


Figure 20. A snapshot from one of the stimulated recall interviews

All interviews were planned to last for thirty minutes. After asking some ice-breaking questions, I directed the participants to think about their actions by showing them the extracts in the classes. However, as can be seen in Table 26, some interviews took longer than thirty minutes due to the number of extracts showed to these participants and their eagerness to talk more than their peers. The number of extracts was mostly determined in accordance with the number of instances that these participants took roles in communication in English inside the classroom.

The flow of speaking classes was as follows: in the first two classes, the instructor gave students some specific tasks such as planning a debate on having plastic surgery as a group and in the third classes, the students were presenting their 3-4 minute speeches to the whole classroom about a previously-assigned topic such as phobias. Not all students could manage to give their speech in each week, therefore, they were first asked for their voluntariness and then, selected randomly from the list. The participants who had a chance to present their speeches had more extracts to review in that week. Moreover, in the third week of data collection, the students had a pop-up speaking quiz in the first two classes and in turn, each student talked on a randomly selected topic with a peer in front of the classroom.

Therefore, the rate of communication in the classroom was more limited in this week and the number of extracts, accordingly, decreased (see Table 26).

Data analysis. The data were collected in two sequential phases by use of different techniques in the current study in order to provide a satisfying answer to the following research questions:

RQ2. What are Turkish EFL learners' perceived levels of L2 WTC inside and outside the classroom?

- a. Is there a statistically significant difference between Turkish EFL learners' L2 WTC levels inside and outside the classroom?
- b. What is the effect of gender on Turkish EFL learners' L2 WTC levels inside and outside the classroom?
- c. What is the effect of proficiency level of Turkish EFL learners on their L2 WTC levels inside and outside the classroom?
- d. What is the effect of duration of learning English on Turkish EFL learners' L2 WTC levels inside and outside the classroom?
- e. What is the effect of medium of instruction on Turkish EFL learners' L2 WTC levels inside and outside the classroom?
- f. What is the effect of the reason of enrollment in the foreign language school on Turkish EFL learners' L2 WTC levels inside and outside the classroom?
- g. What is the relationship between Turkish EFL learners' perceived level of speaking and their L2 WTC levels inside and outside the classroom?
- h. What is the relationship between Turkish EFL learners' success and their L2 WTC levels inside and outside the classroom?

RQ3. What are the relationships among the variables underlying L2 WTC inside the classroom and L2 WTC outside the classroom?

RQ4. How do the identified variables predict L2 WTC inside the classroom?

RQ5. Of which the identified variables are the best predictors of L2 WTC outside the classroom?

RQ6. How is WTC displayed inside the classroom?

RQ7. How is WTC inside the classroom is explained by the learners?

RQ8. Which variables are identified as factors affecting participants' L2 WTC inside the classroom?

The methods used for data analysis were also varied in the present study. The first five research questions involving the sub-research questions were the subjects of quantitative data analysis techniques. The rest three of the research questions were elicited through qualitative data analysis techniques. The techniques used in the analysis of quantitative data are introduced first below. Then, the data analysis procedures along with the methods and techniques for the qualitative data will be discussed in the followings.

Quantitative data analysis. The data collected through the instrument set, which was developed by the researcher, were analyzed by using the descriptive and inferential statistics with the help of the software program called as Statistical Package for Social Science Version 21 (SPSS 21). The level of Turkish EFL learners' L2 WTC inside and outside the classroom was analyzed by discussing the means and standard deviations, namely, the descriptive statistics of each item (14 items in total) and the total score for L2 WTC inside the classroom and L2 WTC outside the classroom which indicated the level of participants' WTC. In order to explore the effect of gender, proficiency level, duration of learning English, medium of instruction, reasons of enrollment in the preparation program, perceived speaking skills and achievement on the participants' level of both L2 WTC inside and outside the classroom, one-way between-groups multivariate analysis of variance (MANOVA) statistics were employed. Besides, a paired-samples t-test was competed to find an answer to the sub-research question (RQ2a) about the difference between L2 WTC inside and outside the classroom after conforming the assumption of the normal distribution of the data.

The relationship between L2 WTC inside and outside the classroom and their underlying variables were aimed to be explored in the current study. After the analysis on normality, Pearson product-moment correlation coefficient analysis was used to describe these relationships. Moreover, Pearson product-moment correlation coefficients were also employed to identify the relationship between the levels of L2 WTC inside and outside the classroom.

The research questions concerning the variables which predict the level of L2 WTC inside and outside the classroom, namely RQ4 and RQ5 were sought to be analyzed by using standard multiple regression. For each research question, a different model was developed with the inclusion of different variables. Thus, two tests of model based on standard multiple regression analysis were processed in the study.

The inferential statistics employed in the study had some assumptions to be checked before the analysis procedure had started. Therefore, the assumptions listed in the following were tested in order to reveal whether the data set conform them.

Sample size. For MANOVA and standard multiple regression tests, a larger sample of participants would be helpful to conform the requirements of some assumptions such as normality (Pallant, 2010). It is highlighted that there should be more cases in each cell than the number of dependent variables to able to compute MANOVA. The number of participants (n=636) in the current study was enough to conform this assumption for MANOVA.

The standard multiple regression requires a large sample size of participants to generalize the results of the study. Tabachnick and Fidell (2013, p. 123) gave a formula for calculating the sample size requirements: as " $n \geq 8m+50$ " where m stands for the number of independent variables. Accordingly, the number of participants should be more than the eight times and 50 more of independent variables used in the study. The current study employed standard multiple regression twice. First, it was used to explore the prediction effects of L2 WTC outside the classroom, anxiety, attitude towards L2 communication, extrinsic motivation, interlocutor's effect, language utility, L1 effect, perceived competence and teacher's support on L2 WTC inside the classroom. In this sense, there were nine independent variables. By using the formula, the necessary number of participants was calculated as 122. The number of participants (n=636) was more than this number. Another standard multiple regression test was computed in order to investigate the predictive power of L2 WTC inside the classroom, attitude towards L2 communication, extrinsic motivation, intrinsic motivation, L1 effect, perceived competence and personality on L2 WTC outside the classroom. Accordingly, there

were seven independent variables. The previous calculation also indicated that the data set was verified for the standard multiple regression tests.

Normality and outliers. Each method for inferential statistics employed in the study look for a normally-distributed data set. The paired-samples t-test and Pearson correlation coefficients require controlling the data for univariate normality and outliers which indicate the data set was cleared of the points or scores being different from the rest of scores (Pallant, 2010). However, MANOVA and standard multiple regression require an additional control of multivariate normality and outliers on the data set in addition to the univariate normality.

In order to assess univariate normality, Skewness and Kurtosis of each variables in the current study were obtained along with the test of normality based on Kolmogorov-Smirnov values. A non-significant Kolmogorov-Smirnov ($p > .05$) indicated that there was a normal distribution of scores in the data set. All the Kolmogorov-Smirnov values of each variable in the present study had a significant level displayed in Table 27, which indicated a deviation from normal distribution. However, as Pallant (2010) highlighted, having significant Kolmogorov-Smirnov values in the data sets with a large number of participants is inevitable. Therefore, Skewness-Kurtosis values as well as the Q-Q plots were used as the main indicators of normal distribution. According to the results of Skewness-Kurtosis values within the acceptable level (± 2 for Tabachnick & Fidell, 2013), and reasonably straight lines observed in Q-Q plots for each continuous variables, the data set was accepted as a normally-distributed one in the present study.

Table 27

Normality Analyses of Variables

Variables	M	SD	Skewness	Kurtosis	Kolmogorov-Smirnov (p values)
L2 WTC inside the classroom	4.08	.98	-.348	-.040	.070 (p=.00)
L2 WTC outside the classroom	3.15	1.17	.241	-.593	.062 (p=.00)
Anxiety for in-class	3.65	1.41	-.103	-.889	.066 (p=.00)
Anxiety for out-of-class	3.21	1.44	.087	-.990	.097 (p=.00)
Attitudes tow. L2 com. for in-class	4.65	1.10	-.914	.773	.163 (p=.00)
Attitudes tow. L2 com. for out-of-class	4.48	1.17	-.810	.458	.127 (p=.00)
Extrinsic motivation for in-class	3.06	1.36	.260	-.761	.095 (p=.00)
Extrinsic motivation for out-of- class	5.16	.79	-1.218	1.436	.147 (p=.00)
Intrinsic motivation for in-class	2.34	1.37	.961	-.030	.197 (p=.00)
Intrinsic motivation for out-of-class	3.66	1.52	-.167	-1.014	.076 (p=.00)
Interlocutor's effect for in-class	5.06	.83	-1.180	1.733	.152 (p=.00)
Language utility for in-class	5.15	.83	-1.138	1.384	.155 (p=.00)
L1 effect for in-class	3.68	1.29	-.103	-.694	.072 (p=.00)
L1 effect for out-of-class	3.96	1.30	-.498	-.315	.107 (p=.00)
L2 education system for out-of-class	3.11	1.46	.325	-.871	.105 (p=.00)
Perceived competence for in-class	3.78	1.07	-.140	-.168	.079 (p=.00)
Perceived competence for out-of-class	4.20	1.04	-.411	.157	.096 (p=.00)
Personality for out-of-class	3.75	1.27	-.269	-.481	.085 (p=.00)
Teacher's support for in-class	5.02	.86	-1.012	1.356	.131 (p=.00)

p=.05

Moreover, the normality analysis on the data set provided the univariate outlier cases in the boxplots. Outlier cases are the participants who fell “well above or well below the majority of other cases” (Pallant, 2010, p. 64). Both MANOVA and the standard multiple regression tests are sensitive to the outlier cases. Therefore, the outlier cases found as 47 in number in the current data set were deleted.

For the multivariate normality, it is necessary to detect if there were any “participants with a strange combination of scores on the various dependent variables” (Pallant, 2010, p. 286). MANOVA and standard multiple regression test are also sensitive to multivariate outliers. In order to find the multivariate outliers, Mahalanobis distance was calculated based on the number of dependent variables. MANOVA was employed in order to explore the difference of a variety of variables might cause on the levels of L2 WTC inside and outside the classroom. In this sense, for MANOVA analysis there were two dependent variables. On the other hand, standard multiple regression test was computed twice in the current study: to investigate 1) if there were nine predictors of L2 WTC inside the classroom and 2)

if there were seven predictors of L2 WTC outside the classroom. The critical value of Mahalanobis distance was accepted as 13.82 for two dependent variables, 24.32 for seven variables and 27.88 for nine variables (Pallant, 2010, p. 288). The cases whose Mahalanobis distance values were higher than the critical value in each analysis were excluded from the data set because they were accepted as multivariate outliers. Thus, standard multiple regression to explore the predictors of L2 WTC inside the classroom were computed on 581 participants (eight cases were excluded) and the standard multiple regression test to explore the predictors of L2 WTC inside the classroom were measured with the inclusion of 585 participants (four cases were deleted).

Linearity. The assumption is about the presence of a straight-line relationship between each pair of dependent variables. Both MANOVA and standard multiple regression require the evidence of non-linearity.

Multicollinearity and singularity. MANOVA and standard multiple regression test work best when there are a moderate correlation among the dependent and independent variables (Tabachnick & Fidell, 2013). Multicollinearity exists when the independent variables are highly correlated. Singularity occurs when one independent variable is a combination of other independent variables. Both MANOVA and standard multiple regression avoid the existence of multicollinearity and singularity. In that respect, the correlations among each independent variable were analyzed. These analyses revealed that there was no multicollinearity in the data set. Moreover, for standard multiple regression, Tolerance and VIF values presented in Table 28 supported the assumption of avoidance of multicollinearity since all the Tolerance values were above .10 while all the VIF values were below 10.

Table 28

Tolerance and VIF Values of Each Independent Variable for Multiple regression

Variables	Tolerance	VIF
L2 WTC inside the classroom	.674	1.484
L2 WTC outside the classroom	.869	1.151
Anxiety for in-class	.689	1.451
Attitudes tow. L2 com. for in-class	.691	1.446
Attitudes tow. L2 com. for out-of-class	.589	1.699
Extrinsic motivation for in-class	.839	1.192
Extrinsic motivation for out-of- class	.738	1.354
Intrinsic motivation for out-of-class	.626	1.598
Interlocutor's effect for in-class	.697	1.436
Language utility for in-class	.648	1.543
L1 effect for in-class	.648	1.544
L1 effect for out-of-class	.823	1.215
Perceived competence for in-class	.740	1.352
Perceived competence for out-of-class	.782	1.278
Personality for out-of-class	.581	1.722
Teacher's support for in-class	.719	1.391

Overall, the analyses suggested that the data set used in the current study conformed the assumptions of MANOVA and standard multiple regression. Therefore, the sub-research questions concerning the interaction of gender, level, duration of learning English, medium of instruction, reasons of enrollment in the preparation program, perceived speaking skills and achievement on the participants' level of both L2 WTC inside and outside the classroom (RQ2b, RQ2c, RQ2d, RQ2e, RQ2f, RQ2g, RQ2h) were analyzed by the use of MANOVA since it helped to reduce the risk of occurrence of Type 1 Error. The research questions about the variables predicting the L2 WTC inside the classroom (RQ4) and L2 WTC outside the classroom (RQ5) were sought to be answered by a standard multiple regression test.

Qualitative data analysis. The qualitative phase of this multiphase study aimed to elaborate more on the quantitative findings of inside the classroom context and to provide an additional perspective to the quantitative findings by concerning the L2 WTC as a dynamic and situation-specific context at a micro level. Through a qualitative study conducted in a real classroom atmosphere with real English language students in real time, it was aimed to *describe* the L2 WTC in the classroom from a micro perspective situated in a classroom by highlighting dynamic nature of the concept. Therefore, a multiple case study approach was adapted as

an attempt to “illustrate the issue” by researcher’s selection of multiple cases (Creswell, 2007, p. 74). Through the qualitative data analysis, following research questions were aimed to be explored:

RQ6. How is WTC displayed inside the classroom?

RQ7. How is WTC inside the classroom is explained by the learners?

RQ8. Which variables are identified as factors affecting participants’ L2 WTC inside the classroom?

In order to present an illustration of L2 WTC inside the classroom, qualitative descriptive and content analysis methods were employed together in the present study. The field notes based on the observations and video-tapes were summarized and interpreted by the use of codes and categories in order to describe how L2 WTC displayed in the classroom through descriptive analysis (RQ6) and how L2 WTC inside the classroom was described by learners of English (RQ7). As Krippendorff (2004, p. 11) suggested, content analysis has primarily been used by researchers in order to infer “motivational, mental and personal” aspects of verbal data. By keeping the individual, contextual and linguistic factors identified in the quantitative study in mind, participants’ perceived reasons for their WTC (RQ8) were interpreted through coding and categorizing the transcribed stimulated interviews. The meanings as well as the relationships of words and concepts were quantified and analyzed. Details about the preparation process as well as the analysis were provided in the following subsections below.

Interpretation of observations and visual data. In this multiphase study, L2 WTC was accepted as a concept having dual characteristics: trait-like and situation-specific. The trait-like feature of L2 WTC suggests that individual’s general tendency for communication discloses the L2 WTC, which was mostly the subject of quantitative phase of the study adopting a macro-perspective. On the other hand, the situation-specific nature of L2 WTC reflect that the general tendency of an individual to communicate in the target language fluctuates and changes from context to context. The qualitative phase of the present study employing a micro perspective focused on the situation-specific nature of L2 WTC since it considered L2 WTC as a multilayered, dynamic and situational construct. It was accepted that there was an interdependence between L2 WTC and various individual, linguistic,

and contextual variables ensued in different time and contexts. These variables could be the result of both student-external and student-internal attributes (Cao, 2013, 2014; MacIntyre et al., 2011; Peng, 2012; Yashima, 2002). Following Cao (2014), L2 WTC inside the classroom was identified in this phase as a situated concept “operationalized in terms of observable behavior in class, which refers to occasions on which students chose whether to communicate (or not to communicate) when they had the opportunity to do so” (p. 795).

In this study, L2 WTC is reflected as a concept much more related to the situations where students show an observable willingness or unwillingness to participate in an interaction rather than the instances in which actual participation of students could be labelled. To elaborate on this, the speaking classes of a B1+ level classroom were observed by the researcher and recorded with three video-cameras placed in three different angles of the classroom for four weeks during the data collection process. In these classes, I primarily observed nine voluntary participants and attempted to fill in the observation form for each participant. I mostly sat at the back of the classroom during these observation sessions and due to the psychical shape of the classroom, it was not possible to reach and see each participant all the time. Therefore, the video-recordings of each class were employed to confirm the observations in a meaningful way and complete filling out each observation form. These organized observation notes as well as the extracts of WTC behaviors constituted the main source of stimulated recall interviews.

During the observations and watching the video recordings, I used an adapted version of an WTC behavior chart based on the previous studies displayed in Table 29 (Cao, 2013, 2014; Cao & Philp, 2006; MacIntyre et al., 1998; MacIntyre & Legatto, 2011; Mady & Arnott, 2010; Sert, 2015; Şener, 2014; Yashima et al., 2018). I also originally developed an observation form which gave places to narrate the certain instances referred as the indicators of WTC behavior.

Table 29

WTC Behavioral Categories Adapted from Cao (2014)

WTC Behavior	Interlocutor	A Brief Description	References
Volunteer an answer to a question raised by teacher to the whole class.	Teacher & Whole-class	A student raises hand to take the turn. A student answers a question directed to another student.	MacIntyre et al. (1998) Sert (2015) Cao and Philip, 2006 Cao (2014)
Give an answer to a question of teacher directed to the whole class.	Teacher & Whole-class	A student gives an answer to a question	Cao and Philip, 2006 Cao (2014)
Present an opinion about a topic.	Teacher & Whole-class	A student presents the own opinion about a topic.	Cao (2013) MacIntyre and Legatto (2011)
Respond an opinion.	Teacher, Whole-class, & Group members or pair	A student responds an opinion about a topic.	Cao (2014)
Participate in the tasks	Whole-class	A student participates in the tasks on his or her own.	Cao (2013); Cao (2014)
Attempt at a difficult linguistic form.	Whole-class	A student tries to form a sentence which has a difficult lexical, morphological or syntactical pattern.	Cao (2013); Cao (2014) Cao and Philip (2006)
Present an opinion in English (L2) about a topic.	Peers	A student presents his or her opinions in English.	Mady and Arnott (2010)
Present an opinion in a group or whole-class debate.	Peers & whole group	A student presents his or her opinions in a group discussion to the members or to the whole-class.	Yashima et al. (2018)

While analyzing the data, I read the descriptions of each extract for several times and I also watched the videos of extracts one more time. The categories of WTC behavior presented in Table 29 were used as the preliminary codes and categories. Besides, the data were set free to generate more categories and codes reflected as WTC behaviors. Additionally, the stimulated recall interviews with the participants also guided the analysis process of observation notes because they were used as a reliability confirmation of each observation. During the interviews, I realized that I mislabeled some instances as behaviors of WTC or unWTC after seeking the opinions of participants about the extracts. For instance, I observed that BAK was not engaged in a group activity. In that class, they were asked to join in two groups to discuss the beauty industry. After preparation, in a debate, the groups were required to convince the others by exposing their opinions. The task itself gave

the position to the group: one would be for the idea of cosmetic surgery while the other would be against it. BAK was in the group who was the supporter of natural beauty. In the video, while the rest of his group members were discussing or reading the instructions about the topic provided by the lecturer, BAK seemed to be busy with his phone. After showing the extract to him during the stimulated interview, he mentioned that he was looking for different ideas in the internet to support the beauty industry for the debate. He also highlighted that he was eager to take part in the task and share his opinions. This specific instance indicated an inconsistency between my observation and what BAK was actually doing. Therefore, I checked these extracts once again and excluded them mostly from the analysis. In this phase, I was only concerned with the observable WTC behaviors being confirmed by the individuals themselves as well. Table 30 summarizes the categories of WTC behaviors identified in the data analysis and further information about each category will be presented in the findings chapter.

Table 30

WTC Behavioral Categories in the Present Study

Categories of WTC Behavior	Description of the category
Volunteer an answer to a question raised by lecturer	A student raises (attempts to raise) his or her hand to take the turn. A student answers a question directed to another student.
Volunteer to make a speech in front of the classroom.	A student volunteers to make a prepared speech about a topic assigned to whole class by lecturer.
Volunteer to respond to an opinion in a group debate.	A student raises hand to respond to an opinion in a group debate.
Present an opinion/ an answer.	A student presents his or her opinion or an answer to a question without being directed by lecturer. A student presents his or her opinion /answer after lecturer's sudden call. A student presents his or her opinion/answer after a peer's encouragement.
Participate in tasks/activities in the classroom.	A students participates in the tasks/activities assigned by lecturer after a certain period of preparation time. A students participates in the tasks/activities given by lecturer in front of the classroom after a certain period of preparation time..
Attempt at creating a difficult linguistic form.	A student tries to form a statement which has a difficult lexical, morphological or syntactical pattern. A student attempts to make a meaningful statement by use of a complex lexical, morphological and syntactical pattern by getting a help from a friend.

Present an opinion in English (L2) about a topic in a group or pair work	A student presents his or her opinions in English in a pair or group work.
Discuss with a pair or a group member	A student discusses with a friend who is matched by lecturer in a task or an activity. A student discusses with a self-selected friend in a task or an activity.

In the classes, the lecturer mostly provided the activities or the tasks to the students. Of the twelve observed classes, three lessons involved the weekly assigned presentations for three to five minutes they were making in order to practice their skills of giving a speech in front of others. In these classes, the lecturer firstly asked for volunteers and if there had been no volunteer, he selected the presenters himself. In the observed sessions, none of the participants became volunteer for the presentations and in the interview sessions, the reasons of non-voluntariness were questioned. Therefore, these presentations were accepted as valuable data and they were included in the analysis. However, in the third week of data collection, they had a pop-up quiz in the first two classes. In the quiz, the students were assigned with a pair and they were to discuss a topic with the pair without any previous preparation. They were evaluated by the lecturer and given a score based on their performances. During the observations, their reactions were explored in terms of their willingness. Nevertheless, these observed data were excluded from the analysis of RQ6 on WTC behaviors because the students had to communicate and this might have influenced their willingness in a way which was not the concern of this study (Cao, 2014; Cao & Philp, 2006).

Transcription of the interview. The data collected through semi-structured interviews were transcribed verbatim between February 2019 and May 2019. I got a help of an undergraduate student in a program having English medium of instruction in the process of transcribing the data. He had previous experience in transcribing recorded data in Turkish and his English background enabled him to transcribe the words used in English in the interview. I gave him a training before he started to transcribe the data. He only had the voice-recordings of the data and they were shared with him for a certain period of time and by use of a program which disallowed to copy the files. However, these transcriptions were only the first draft involving only the basics of data. I listened to the voice-recordings and watched the videos for several time and the transcriptions of interviews were organized.

Following the suggestion of Richards (2003) for the transcriptions of interviews, I aimed to present a readable data “without sacrificing essential features” (p. 81). Thus, my focus is much more related to explain to the readers what had uttered and happened during the interviews apart from the details of utterances. I employed the list of Richards (2003, p. 81-82) for transcription features specifically proposed for interviews (see Table 31). I made my own additions to the list such as use of hyphen (-) for utterances being cut off as well as taking the turn without any halt after the previous speaker finishes the statement.

Table 31

Transcription Features for Interviews Adapted from Richards (2003, p. 81-82)

Symbol	
(-)	indicates a short pause in speech.
(+) (++)	indicates a long pause in speech. The number of + means that there is a longer pause.
[]	indicates an overlap between the utterances of interviewer and interviewee.
.	indicates a falling intonation.
,	indicates a contour intonation meaning speaker will continue.
?	indicates a questioning intonation.
()	indicates a word, a statement or a sentence that is not clear.
(())	indicates a non-verbal behavior.
-	indicates an unfinished statement or word. It also indicates a direct turn taking without any pause after the previous speaker.
:	indicates a stretched sound.
.	indicates the exclusion of some irrelevant lines from the displayed extract.
.	
.	
l, l:, e, e:	indicates the sounds that speakers use in the function of fillers.
um: er, er:	

I used Microsoft Office Word 2019 for Mac to transcribe the data and VLC Player for the audio and video recordings. The transcriptions were organized in a template with three columns designed for lines, transcriptions and comments. For the analysis of these transcribed files, MAXQDA 2018 for Mac was employed. Details of coding and categorizing will be prompted in the following subsection.

Coding the transcribed data. The stimulated interviews in the present study were transcribed at first. The transcriptions of these interviews were read several times in order to obtain as many categories as possible in order to explain the reasons of WTC as well as the participants’ own understandings of WTC and their level of WTC. While transcribing the data and reviewing the transcriptions repeatedly, I not only took the account of previously developed categories in the quantitative phase of the study but I also set the data free to produce new factors

influencing WTC. However, it should be kept in mind that the reason of pursuing this qualitative phase of the study was much related to the need of verification of findings obtained through quantitative data collection and analysis method which represented a macro perspective through a qualitatively designed study within the micro perspective paradigm. From this perspective, the coding and analysis of the transcripts was more explanatory in nature than exploratory. At the end of this process, I had a collection of categories and codes to identify the factors influencing WTC and unWTC.

After the first cycle of analysis, I described each categories and labelled some of them in MAXQDA 2018. Some of the categories had some sub-codes related as well and these codes were also described individually. In order to minimize any chance of making mistakes in the analysis, I reviewed each category and code all of them one by one in MAXQDA 2018 so that I was able to control the analysis of data. In this second cycle, the similar codes and categories were identified and combined. Moreover, some convergent codes and categories were described carefully in this phase. In the final stage of this second cycle, I had 20 categories in addition to some sub-categories as well. In Appendix-Q, each of these categories and codes with a brief description were indicated. Moreover, in Chapter 4, each of these categories will be explored deeply with examples from the data.

In the third cycle of coding the interviews, it was necessary to consult another view in the codes and categories. Therefore, a second coder was invited to review and categorize some part of data. This coder was a PhD holder in ELT for more than a year. She has primarily been studying with qualitative data and she had the experience in content analysis even if her analysis in her dissertation was based on discourse analysis. She was experienced in coding and categorizing qualitative data.

She was informed about the aim of the study. She was also provided an informative letter about what was expected from her. As an attached file to this letter, I sent her the name of categories and codes along with their definitions as in the form presented in Appendix-Q. This form was discussed with her in order to minimize any effect of uncertainty before she started to code the data individually.

Out of 32 transcribed interviews, 5 of them was randomly selected constituting approximately 15% of the whole data. These transcriptions were from different weeks and belonged to different participants. They were given to the second coder. It took approximately five hours for her to finish the coding and she was free to ask for help when she stuck. At first, she was quite slow in coding. Then, she gained expertise in codes and categories after the first transcription and that made her to be faster.

In the reliability analysis, two mostly used methods are Cohen's Kappa and Spearman's Rho in calculating inter-rater reliability. A closer look into the present data indicated that neither of these methods are suitable for the reliability check. Because Cohen's Kappa is used when the rating is nominal (e.g., yes/no) while Spearman's Rho is used for more continuous, ordinal measures (e.g., scale of 1-10), and reflects the correlation between the ratings of judges. Therefore, the f formula developed by Young (1996) and employed by Erten (1998) and Aksoy (2018) was used to calculate the inter-coder reliability. "AKM" represents the researcher and the coder is given the letter 'C' in the following formula:

Number of factors coded same by AKM and C

Number of factors coded by only AKM

The researcher and coder categorized a total of 83 components alike for factors affecting WTC out of 100 instances. When the inter-coder reliability was calculated, it was found that the rate was 83% which indicated a satisfactory rate. Then, the analyses of data were evaluated to be reportable in the following chapter.

Summary

Being identified as a multiphase study, the present study possessed a complex and compound methodology chapter. It is better to provide a summary of methods used in each phase of the study.

First phase of the study was conducted as the preliminary steps of scale development. At this phase, in order to improve an item-pool based on the real expressions of students in a foreign language context, a qualitative study was conducted through using open-ended questionnaire form as well as making semi-structured interviews. 186 students from two different state universities filled in the

open-ended questionnaire while 17 students from one of the universities were participated in the interviews. The data set was analyzed thematically and each statement of the participants was written. As a result of the thematic analysis, the first draft of scales was developed of which items were chosen from the newly-developed pool. This first draft of items under different categories was finalized after gathering opinions of experts in different cycles. The finalized draft of the scales consisted of 19 items in WTC inside and outside the classroom scale, 84 items in underlying factors of WTC inside the classroom scale and 81 items in underlying factors of WTC outside the classroom scale.

In order to perform the psychometric analysis, this set of finalized scales was employed in a piloting study after the items were measured in terms of clearness and style in a pre-piloting study. In this second phase of the study which was called as the pilot study phase, it was aimed to measure the validity and reliability of the developed scales. A total of 933 students in 7 different state universities were participated in this phase of the study. After the psychometric analysis, each was altered in terms of number of items. The number of items in L2 WTC scales decreased from 19 to 14. The major difference in the number of categories was seen in the scale of underlying variables of L2 WTC outside the classroom. The number of categories decreased from 13 to 8 after the analysis and it lost half of the items after the analysis (from 81 to 38). The results of EFA and CFA had quite same effects on underlying variables of L2 WTC inside the classroom scale. The number of categories decreased from 11 to 9 and the number of items decreased from 84 to 35. As a result of these changes, the instrument set was finalized and ready to be employed in further studies.

The last phase of the study being referred as the main study had a mixed methods research design. It included both quantitative and qualitative research design. The quantitative study was conducted in a language preparatory school of a state university. 636 students whose levels, backgrounds, majors and needs for English vary participated in the study. The data were analyzed through descriptive and inferential statistical analysis and their results are reported in Chapter 4. Following this quantitative study, a qualitative study was conducted in order to elaborate more on the quantitative results. The participants of the quantitative study was invited to participate in the observation sessions and stimulated interviews. A

classroom confirmed that they gave permission to be observed by the researcher. More specifically, nine students in this classroom volunteered to become participants of the stimulated recall interviews. These students were observed by the researcher and video-taped by three video cameras in twelve speaking courses in four weeks. Then, I interviewed each of these participants by showing the extracts where they showed WTC or unWTC. The observation notes and video recordings were analyzed descriptively in order to identify the instances that the participants showed willingness. The interviews were firstly analyzed descriptively in order to understand each participant's point of view for WTC and their self-assessment of WTC levels. The content analysis was used in the transcriptions of the interviews so that the concepts influencing WTC could be identified. The findings of each analysis are reported in Chapter 4.

Chapter 4

Findings

This chapter reports the findings of quantitative and qualitative analyses of data collected in the main phase of the study. These findings will be provided in two different parts. In the first part of the chapter, the descriptive and inferential statistical analysis in regard to L2 WTC both inside and outside the classroom and the underlying variables of L2 WTC inside and outside the classroom will be presented. They will be reported under the related research questions in different sections. Research questions which will be addressed in the first part of the chapter are as follows:

- RQ1. What are the variables underlying L2 WTC in an EFL context?
- RQ2. What are Turkish EFL learners' perceived levels of L2 WTC inside and outside the classroom?
- a. Is there a statistically significant difference between Turkish EFL learners' L2 WTC levels inside and outside the classroom?
 - b. What is the effect of gender on Turkish EFL learners' L2 WTC levels inside and outside the classroom?
 - c. What is the effect of proficiency level of Turkish EFL learners on their L2 WTC levels inside and outside the classroom?
 - d. What is the effect of duration of learning English on Turkish EFL learners' L2 WTC levels inside and outside the classroom?
 - e. What is the effect of medium of instruction on Turkish EFL learners' L2 WTC levels inside and outside the classroom?
 - f. What is the effect of the reason of enrollment in the foreign language school on Turkish EFL learners' L2 WTC levels inside and outside the classroom?
 - g. What is the relationship between Turkish EFL learners' perceived level of speaking and their L2 WTC levels inside and outside the classroom?

h. What is the relationship between Turkish EFL learners' success and their L2 WTC levels inside and outside the classroom?

RQ3. What are the relationships among the variables underlying L2 WTC inside the classroom and L2 WTC outside the classroom?

RQ4. How do the identified variables predict L2 WTC inside the classroom?

RQ5. Of which the identified variables are the best predictors of L2 WTC outside the classroom?

The second part of the chapter provides the findings of the qualitative analysis. In this part, the appearance of L2 WTC behavior inside the classroom will be presented through the analysis of the observation notes and the interviews with nine voluntary learners in order to elaborate the quantitative findings and indicate the dynamic nature of L2 WTC inside the real classroom. The following research questions will be addressed in this part:

RQ6. How is WTC displayed inside the classroom?

RQ7. How is WTC inside the classroom is explained by the learners?

RQ8. Which variables are identified as factors affecting participants' L2 WTC inside the classroom?

Part 1: Quantitative Findings – A Macro Perspective

RQ2. Turkish EFL learners' perceived levels of L2 WTC inside and outside the classroom. This study primarily aims to explore the level of Turkish EFL learners' L2 WTC inside and outside the classroom. In order to find the L2 WTC levels, the students at School of Foreign Languages in a state university were invited into the study. These learners filled in the L2 WTC questionnaire set developed by the researcher, which were given them in two separate forms: L2 WTC inside the classroom and L2 WTC outside the classroom. Participants were asked to indicate their willingness in the provided situations inside the classroom and outside classroom through seven items for each by use of 1-totally disagree to 6-totally agree response type. The descriptive analyses were performed in order to categorize the participants in relation to their willingness level as low, moderate and high. Following Başöz and Erten (2018), Çağatay (2019), and Kalra (2017), the

mean scores were divided into three categories simply by using the formula 'maximum value of mean score (6.00) – minimum value of mean score (1.00) / number of categories (3). Thus, the mean scores which were between 1.00-2.66 were referred as low WTC, those which fell between 2.67-4.33 were regarded as moderate WTC and those between 4.34-6.00 were presumed to be high WTC.

The psychometric analyses employed in the development process of the subscales enabled them to have a total mean score of items as the main indicator of WTC inside the classroom and WTC outside the classroom. The descriptive statistical analyses based on mean values of each seven item and total score of items are presented in Table 32.

Table 32

L2 WTC Inside and Outside the Classroom

Variables	M	SD
1. Derste verilen bir görevi bir arkadaşım ile tamamlamak için İngilizce sözlü iletişim kurmaya istekli olurum. <i>In the classroom, I am willing to communicate orally in English in order to fulfill an appointed task with one of my friends.</i>	4.34	1,18
2. Derste verilen bir görevi <u>grup olarak</u> arkadaşlarımla tamamlamak için İngilizce sözlü iletişim kurmaya istekli olurum. <i>In the classroom, I am willing to communicate orally in English in order to fulfill an appointed task with my friends as a group.</i>	4.27	1,15
3. Derste bir arkadaşım ile bir konu hakkında İngilizce konuşmaya istekli olurum. <i>In the classroom, I am willing to talk in English with one of my friends about a topic</i>	4.23	1.22
4. Derste bir konu hakkındaki görüşümü sınıfa belirtirken İngilizce konuşmaya istekli olurum. <i>In the classroom, I am willing to communicate orally in English while sharing my opinion about a topic with the whole class.</i>	3.99	1.23
5. Derste bir konu hakkında öğretmenimle İngilizce konuşmaya istekli olurum. <i>In the classroom, I am willing to talk in English with my teacher about a topic</i>	4.19	1.23
6. Derste grup içinde bir konu hakkında İngilizce sözlü iletişim kurmaya istekli olurum. <i>In the classroom, I am willing to communicate orally in English about a topic in a group.</i>	3.95	1.21
7. Derste sınıfın önünde bir konu hakkında İngilizce sunum yapmaya istekli olurum. <i>In the classroom, I am willing to make a presentation in English about a topic in front of the whole class.</i>	3.59	1.53
WTC inside the classroom	4.08	.98

Table 32 (continued)

Variables	M	SD
8. Elime fırsat geçtiğinde, okul dışında arkadaşlarımla İngilizce sözlü iletişim kurmaya istekli olurum. <i>When I get the chance, I am willing to communicate orally with my friends outside the classroom.</i>	3.74	1.48
9. Elime fırsat geçtiğinde, okul dışında sevgilimle İngilizce sözlü iletişim kurmaya istekli olurum. <i>When I get the chance, I am willing to communicate orally with my beloved one outside the classroom.</i>	3.25	1.71
10. Elime fırsat geçtiğinde, okul dışında ailemle İngilizce sözlü iletişim kurmaya istekli olurum. <i>When I get the chance, I am willing to communicate orally with my family outside the classroom.</i>	3.25	1.64
11. Elime fırsat geçtiğinde, okul dışında tanımadığım insanlarla İngilizce sözlü iletişim kurmaya istekli olurum. <i>When I get the chance, I am willing to communicate orally with strangers outside the classroom.</i>	3.47	1.60
12. Elime fırsat geçtiğinde, okul dışında ilk kez girdiğim bir ortamda İngilizce konuşmaya istekli olurum. <i>When I get the chance, I am willing to communicate orally in an environment where I appear for the first time outside the classroom.</i>	2.69	1.49
13. Elime fırsat geçtiğinde, okul dışında bir topluluk önünde arkadaşlarıma İngilizce hitap etmeye istekli olurum. <i>When I get the chance, I am willing to talk to my friends English in front of others outside the classroom.</i>	2.95	1.56
14. Elime fırsat geçtiğinde, okul dışında bir topluluk önünde tanımadığım insanlara İngilizce hitap etmeye istekli olurum. <i>When I get the chance, I am willing to talk to strangers in English in front of others outside the classroom.</i>	2.72	1.53
WTC outside the classroom	3.15	1.17

The participant's overall WTC in English inside the classroom was moderate (M=4.08, SD=.98) while they had a moderate level of willingness to communicate in spoken interaction outside the classroom (M=3.15, SD=1.17) as well. As it is indicated in Table 32, the participants' level of L2 WTC inside the classroom (M=4.08, SD=.98) was higher than their level of L2 WTC outside the classroom (M=3.15, SD=1.17). This suggests that they found themselves more willing to communicate inside the classroom than outside the classroom.

The mean values of each item related to WTC inside the classroom revealed that the participants found themselves moderately willing inside the classroom. However, they had a moderate level of WTC while making a presentation in front of the classroom (M₇=3.59, SD=1.53). They have high level of WTC while having an interaction with their friends in a peer-work or group-work (Item 1, Item 2, and Item 3). With only a friend (M₁=4.34, SD=1.18) or a group of friends (M₂=4.27, SD=1.15), they perceive higher WTC in order to fulfil a task which was given to them. However, their willingness to achieve a task by communicating in English in a group was not

the same in their WTC in a group about a topic. The mean value of item 6 as 3.95 (SD=1.21) indicated that they were less willing to communicate in a group about a topic than while fulfilling a task with their friends in a group ($M_2=4.27$, $SD=1.15$). Additionally, they were moderately willing to communicate in English with one of their friends about a topic ($M_3=4.23$, $SD=1.22$). They also had a relatively low WTC while sharing their opinions about a topic with the whole class ($M_4=3.99$, $SD=1.23$). In addition to their friends, the participants communicated with their teacher in the classroom. The mean value indicated that they had high WTC while talking in English to their teacher about a topic ($M_5=4.19$, $SD=1.23$).

The overall L2 WTC outside the classroom with its mean value of 3.15 (SD=1.17) showed that the participants had a moderate level of WTC outside the classroom. The first three items (i.e. Item 8, Item 9 and Item 10) were to explore their WTC with their acquaintances such as friends, family members and partners. The stress on the chance is much related to the context where they learn English. It is not always possible for them to talk to their friends in English in their daily lives. Therefore, items about L2 WTC outside the classroom accompanied with the statement of "when I had the chance". The mean values suggested that they had a moderate level of WTC while talking to their friends ($M_8=3.74$, $SD=1.48$), to their partners ($M_9=3.25$, $SD=1.71$) and to their family members ($M_{10}=3.25$, $SD=1.64$).

The participants indicated that they had a moderate level of WTC while talking to a stranger in English outside the classroom ($M_{11}=3.47$, $SD=1.60$). However, when there was a change in the role of the participants from a talker to a public speaker, their willingness decreased ($M_{14}=2.72$, $SD=1.53$). Moreover, a similar decrease in their WTC could be observed while they were communicating with their friends orally in English ($M_8=3.74$, $SD=1.48$) and while they were addressing to them as a public speaker in front of others ($M_{13}=2.95$, $SD=1.53$). They might still have had a moderate level of WTC while making a public speech to their friends ($M_{13}=2.95$, $SD=1.53$) or to strangers ($M_{14}=2.72$, $SD=1.53$). However, it was obvious that they had less WTC as a public speaker in front of others than as a speaker in a private conversation either with a friend ($M_8=3.74$, $SD=1.48$) or with a stranger ($M_{11}=3.47$, $SD=1.60$). Therefore, it could be inferred that the contextual differences could play a role in the participants' WTC outside the classroom. Supporting this assumption, the mean value of item 12 ($M_{12}=2.68$, $SD=1.49$) also

indicated that the participants felt themselves willing at the lowest level outside the classroom while communicating orally in an environment that they first entered in.

In a nutshell, the findings suggested that the Turkish learners of English at the university level had a moderate level of WTC inside the classroom and outside the classroom. Their WTC both inside and outside the classroom could change in accordance with whom they were communicating with and where they were communicating. Findings related to the difference that participants' various features could cause in the level of their WTC inside and outside the classroom in English are presented in the following subsections.

RQ2a. The difference between L2 WTC inside the classroom and L2 WTC outside the classroom. The descriptive statistics showed in Table 32 revealed that Turkish learners of English were more willing to communicate in English inside the classroom than outside the classroom. In order to explore its significance in terms of statistical analysis, a paired sample t-test was conducted.

Table 33

A Comparison of EFL Learners' L2 WTC Inside and Outside the Classroom

	N	M	SD	MD	t	df	p
L2 WTC inside the classroom	589	4.08	.98	.927	20.009	588	.00
L2 WTC outside the classroom	589	3.15	1.17				

p = less than .05

The findings of the paired samples t-test shown in the table 33 indicated that there was a statistically significant difference between the participants' L2 WTC inside the classroom (M = 4.08, SD = .98) and L2 WTC outside the classroom (M = 3.15, SD = 1.17), $t(588) = 20.009$, $p < .05$ (two-tailed). The mean decrease from L2 WTC inside the classroom to L2 WTC outside the classroom was .92 with a 95% confidence interval ranging from .83 to 1.01. The calculated eta squared value being .68 illustrated a large effect size (Cohen 1988, p. 284–7). Accordingly, it could be revealed that the difference between the participants' level of L2 WTC inside the classroom and L2 WTC outside the classroom was significant.

RQ2b. The effect of gender on L2 WTC inside the classroom and outside the classroom. The descriptive statistics and MANOVA were performed to explore gender differences in the participants' willingness to use English in the spoken interaction inside the classroom during their classes and outside the classroom in

their daily life. Table 34 illustrated the descriptive values representing the perceptions of female and male participants' L2 WTC inside and outside the classroom.

Table 34

Descriptive Statistics for L2 WTC inside and outside the Classroom based on gender

Gender	L2 WTC in-class			L2 WTC out-of-class	
	N	M	SD	M	SD
Females	277	4.12	.93	3.27	1.17
Males	312	4.04	1.02	3.05	1.17

As indicated in Table 34, female learners of English perceived higher WTC both inside ($M_f=4.12$, $SD=.93$) outside the classroom ($M_f=3.27$, $SD=1.17$) although there was a slight difference in WTC inside the classroom between females and males ($M_m=4.04$, $SD=1.02$). For both groups of learners, the degree of willingness was decreased outside the classroom. They could be identified as high willing learners to communicate in these two settings ($M_f=4.12$, $SD=.93$, $M_m=4.04$, $SD=1.02$) due to the closeness of mean values to the threshold level being 4.33. However, their willingness was found to emerge in the moderate level, having the mean values of 3.27 ($SD=1.17$) for females and 3.05 for males ($SD=1.17$). In order to test the significance of these values, MANOVA was employed rather than measuring it through two different independent t-tests, which would lead to the occurrence of Type 1 error (Pallant, 2010). The results of this analysis were presented in Table 35.

Table 35

Gender-based Difference in L2 WTC Inside and Outside the Classroom

	Wilks' Λ	F (2, 586)	p	Partial η^2
Gender	.992	2.46	.086	.008

p = less than.05

As mentioned in the previous section, preliminary assumptions to perform MANOVA were checked for normality, linearity, univariate and multivariate outliers, homogeneity of variance covariance matrices, and multicollinearity and it was noticed that no serious violations were noted. The findings shown in Table 35 suggested that there was no statistically significant difference between males and females on their level of WTC both inside and outside the classroom, $F(2, 586) =$

2.46, Wilks' $\Lambda = .99$, $p = .08$. Therefore, the gender-based difference in the levels of L2 WTC inside and outside the classroom could not be suggested as a significant result.

RQ2c. The effect of proficiency level on L2 WTC inside the classroom and outside the classroom. In order to investigate the difference that participants' competence level of English made on their WTC inside and outside the classroom, descriptive statistics and a MANOVA test were performed on two dependent variables: L2 WTC in the classroom and L2 WTC outside the classroom. Table 36 provides the descriptive values of participants' WTC depending on their competence levels.

Table 36

Descriptive Statistics of L2 WTC Inside and Outside the Classroom Based on the Competence Level

Competence Levels	N	L2 WTC in-class		L2 WTC out-of-class	
		M	SD	M	SD
A1 level participants	125	3.18	.98	3.04	1.14
A2 level participants	299	4.11	.93	3.09	1.16
B1 level participants	96	4.19	1.02	3.38	1.16
B1+ level participants	69	4.26	1.06	3.31	1.28

As shown in Table 36, it could be inferred that participants who were in lower level groups such as A1 ($M_{A1}=3.18$, $SD_{A1}=.98$) found themselves less willing to communicate inside the classroom than their peers in higher level groups such as B1+ ($M_{B1+}=4.26$, $SD_{B1+}=1.06$). Moreover, the difference between A2 level students' ($M_{A2}=4.11$, $SD_{A2}=.93$) and B1 level students' ($M_{B1}=4.19$, $SD_{B1}=1.02$) L2 WTC inside the classroom was relatively small. It could be suggested that the participants' L2 WTC inside the classroom got higher when their competence in the target language improved. However, the same findings could not be claimed for the participants' L2 WTC outside the classroom. While they found themselves less willing in the beginner levels ($M_{A1}=3.04$, $SD_{A1}=1.14$, $M_{A2}=3.09$, $SD_{A1}=1.16$), B1 level students ($M_{B1}=3.38$, $SD_{B1}=1.16$) reported to be more willing than B1+ level participants ($M_{B1+}=3.31$, $SD_{B1+}=1.28$). Additionally, in each level group, the participants were found to perceive themselves more willing in the classroom than outside the classroom.

Table 37

Level-based Difference in L2 WTC Inside and Outside the Classroom

	Wilks' Λ	F (2, 586)	p	Partial η^2
Level	.970	2.99	.007	.015

p = less than .05

The significance of these analyses was tested through MANOVA, of which details are provided in Table 37. MANOVA analyses indicated that the participants' competency level made a statistically significant difference in their L2 WTC, $F(2, 586) = 2.99$, Wilks' $\Lambda = .97$, $p = .00$, partial $\eta^2 = .015$. A closer look into the results suggested that the mean difference in participants' perceptions of their WTC inside the classroom could be explained significantly based on their different levels ($p < .00$) with a small effect size (Partial $\eta^2 = .022$). However, there was no statistically significant difference in participants' perceptions of their WTC outside the classroom based on their levels despite the fact that they had different mean values for each level group, $F(2, 586) = 2.273$, $p = .79$.

RQ2d. The effect of duration of learning English on Turkish EFL learners' L2 WTC in and outside the classroom. The study also aimed to explore the effect of time that the participants spent to learn English on their L2 WTC both inside and outside the classroom. In order to reach this aim, the descriptive statistics were calculated and then, MANOVA was conducted. Table 38 presented the results of descriptive calculations.

Table 38

Descriptive Statistics of L2 WTC Inside and Outside the Classroom Based on the Duration of Learning

Duration of Learning English	L2 WTC in-class			L2 WTC out-of-class	
	N	M	SD	M	SD
Less than a year	64	4.01	1.22	3.29	1.42
1-4 years	60	4.11	.87	3.30	1.05
5-8 years	115	4.02	.95	3.14	1.17
9-12 years	331	4.12	.96	3.10	1.14
More than 12 years	19	3.92	1.06	3.31	1.33

As can be seen in Table 38, the study could not manage a balanced distribution in the number of participants in each duration-based group. Considering the potential effect of this inequality in numbers, it was found that in each group, participants were more willing to communicate inside the classroom than outside

the classroom. There was a little difference in the mean values of participants in both settings. However, the participants who had less experiences in learning English indicated higher degree of willingness ($M_1=3.29$, $SD_1=1.42$ and $M_{1-4}=3.30$, $SD_{1-4}=1.05$) than the ones who had been learning English for 5-8 years ($M_{5-8}=3.14$, $SD_{5-8}=1.17$) and for 9-12 years ($M_{9-12}=3.10$, $SD_{9-12}=1.14$). In order to test the significance in the mean values of these groups categorized based on the duration of learning English, MANOVA was employed.

Table 39

Duration of Learning English-based Difference in L2 WTC Inside and Outside the Classroom

	Wilks' Λ	F (2, 586)	p	Partial η^2
Duration of learning English	.988	.881	.53	.006

p = less than .05

The results of MANOVA performed after conforming the data was free of violations of assumptions were presented in Table 39. The Wilk's Lambda statistic demonstrated that there was no statistically significant effect of duration of learning English on both L2 WTC inside and outside the classroom, $F(2, 586) = .881$, Wilks' $\Lambda = .99$, $p = .53$.

RQ2e. The effect of medium of instruction on Turkish EFL learners' L2 WTC in and outside the classroom. The participants of the current study were students of different programs. Before starting their education at their own programs, they enrolled in an intensive language program since the medium of instruction in their programs were 70% or 30% English. There were some participants of whose programs had Turkish medium of instruction. However, of any reason, these participants chose to enroll in the language program and had the intensive English language education.

In this study, it was assumed that the medium of instruction of the programs would make a difference in the participants' L2 WTC inside and outside the classroom. Therefore, a couple of different analyses such as the descriptive analyses and MANOVA were used. Table 40 displayed the results of the descriptive statistics.

Table 40

Descriptive Statistics of L2 WTC Inside and Outside the Classroom Based on the Medium of instruction

Medium of Instruction	L2 WTC in-class			L2 WTC out-of-class	
	N	M	SD	M	SD
Completely (100%) in English	258	4.16	1.00	3.23	1.19
Partially (30% & 70%) in English	178	4.00	.87	3.14	1.29
Turkish	148	3.98	.96	2.95	1.21

As can be noticed in Table 40, the participants who would have their instructions completely in English in the classes at their programs found themselves more willing for communication inside the classroom ($M_C=4.16$, $SD_C=1.00$) and outside the classroom ($M_C=3.23$, $SD_C=1.19$) than their peers who would have partially English instruction and Turkish instruction. The lowest degree of L2 WTC both inside the classroom ($M_T=3.98$, $SD_T=.96$) and outside the classroom ($M_T=2.95$, $SD_T=1.21$). In order to test the significance of these differences, MANOVA was computed, of which results was shown in Table 41.

Table 41

Medium of Instruction-based Difference in L2 WTC Inside and Outside the Classroom

	Wilks' Λ	F (2, 586)	p	Partial η^2
Medium of instruction	.979	2.024	.06	.010

p = less than .05

MANOVA was performed by setting the medium of instruction as the independent variable and L2 WTC inside and outside the classroom as the two dependent variables. The Wilks' Lambda analysis suggested that there was no statistically significant difference in participants' L2 WTC inside and outside the classroom based on the medium of instruction in the programs they enrolled in, $F(2, 586) = 2.02$, Wilks' $\Lambda = .97$, $p = .06$.

RQ2f. The effect of reason of enrollment in the language program on Turkish EFL learners' L2 WTC inside and outside the classroom. In relation to the medium of instruction of the programs that the participants enrolled in, their reasons of taking the one-year-long language preparation education were varied. The students who were at the programs in which classes were instructed in English at 100% or 30% rate had to enroll in the language preparation program if they had lower than 70 points in the proficiency exam made in the beginning of the semester.

Therefore, for these students, the language education at the school of foreign languages was compulsory. On the other hand, some students wanted to improve their English language skills and so, they took the advantage of focusing heavily on English for an academic year by enrolling in the language preparation program. These students could be either the students at programs in which classes were carried out in Turkish or the ones who could have a higher proficiency exam score (above 70 points) but still, wanted to develop their English language skills through the one-year-long education. For them, the enrollment into the language program was selective. Table 42 was prepared to indicate the details of the analyses.

Table 42

Descriptive Statistics of L2 WTC Inside and Outside the Classroom Based on Reason of Learning English

Reason of enrollment	L2 WTC in-class			L2 WTC out-of-class	
	N	M	SD	M	SD
Compulsory	410	4.12	.99	3.97	.93
Selective	177	3.22	1.20	2.99	1.11

As shown in Table 42, the participants who enrolled in the language preparatory program compulsorily were more willing to communicate both inside the classroom setting ($M_C=4.12$, $SD_C=.99$) and outside the classroom setting ($M_C=3.97$, $SD_C=.93$) than the ones who selected to get this education upon their own will in both settings: inside the classroom ($M_S=3.22$, $SD_S=1.20$) and outside the classroom ($M_S=2.99$, $SD_S=1.11$).

Table 43

Reason of Learning English-based Difference in L2 WTC Inside and Outside the Classroom

	Wilks' Λ	F (2, 586)	p	Partial η^2
Reason of learning English	.981	2.864	.02	.010

p = less than .05

By computing MANOVA, the significance of the results related to the difference based on the reasons of enrollment in the language preparation program was tested. In the analysis, the reasons of enrollment was regarded as the independent variables while the levels of L2 WTC inside and outside the classroom were accepted as the dependent variables. Table 43 illustrated the results of Wilks' Lambda analysis. According to the findings, it could be seen that there was a

statistically significant difference that the reasons of learning English caused in the participants' L2 WTC level, $F(2, 586) = 2.864$, Wilks' $\Lambda = .98$, $p = .02$ with a small effect (Partial $\eta^2 = .01$). The details of the analysis suggested that reason of enrollment in the language preparation program had a significant effect only on the participants' L2 WTC inside the classroom with a small effect size, $F(3, 586) = 4.60$, $p = .01$, partial $\eta^2 = .01$).

RQ2g. The effect of perceived level of speaking English on Turkish EFL learners' L2 WTC in and outside the classroom. In this present study, the participants were asked to share their perceived level of spoken English by choosing the best option from five alternatives: very poor, poor, average, good and very good. The descriptive statistics were used to identify the difference in participants' L2 WTC depending on their perceived competence. Then, the effect of participants' perceived level of speaking on their L2 WTC inside and outside the classroom were explored through MANOVA. Details of the descriptive statistics were provided in Table 44.

Table 44

Descriptive Statistics of L2 WTC Inside and Outside the Classroom Based on Perceived Level of Speaking English

Perceived level	L2 WTC in-class			L2 WTC out-of-class	
	N	M	SD	M	SD
Very poor	21	3.47	1.32	2.61	1.24
Poor	147	3.64	.95	2.80	1.16
Average	328	4.14	.87	3.22	1.10
Good	68	4.58	.95	3.48	1.21
Very good	18	5.09	.68	4.08	1.29

The participants who perceived their speaking skills as very poor had the lowest level of L2 WTC inside the classroom ($M_{VP}=3.47$, $SD_{VP}=1.32$) and of L2 WTC outside the classroom ($M_{VP}=2.61$, $SD_{VP}=1.24$). The participants who thought that they had poor speaking skills in English had a moderate level of L2 WTC inside the classroom ($M_P=3.64$, $SD_P=.95$). Even if they had a moderate level of L2 WTC outside the classroom ($M_P=2.80$, $SD_P=1.16$), their WTC outside the classroom was lower than their WTC inside the classroom. Participants with an average level of speaking skills appeared to have high level of L2 WTC inside the classroom ($M_A=4.14$, $SD_A=.87$). Additionally, the participants categorized their English speaking skills into good ($M_G=4.58$, $SD_G=.95$) and very good levels ($M_{VG}=5.09$,

$SD_{VG}=.68$) found to have a high level of L2 WTC inside the classroom. On the other hand, the level of L2 WTC outside the classroom was moderate for the participants who perceived their speaking skills as average ($M_A=3.22$, $SD_A=1.10$) and good ($M_G=3.48$, $SD_G=1.21$). Those who perceived their speaking skills as very good had moderately higher level of WTC outside the classroom ($M_{VG}=4.08$, $SD_{VG}=.1.29$). The mean values of each perceived level suggested that the more positive perceptions that participants had for their speaking skills, the more willing they became in both settings. The significance of these differences were tested through MANOVA.

Table 45

Perceived Level of Speaking-based Difference in L2 WTC Inside and Outside the Classroom

	Wilks' Λ	F (2, 586)	p	Partial η^2
Perceived level of speaking	.861	11.222	.00	.072

p = less than .05

In MANOVA, the participants' perceived level of speaking were accepted as the independent variable. There were two dependent variables: L2 WTC inside the classroom and L2 WTC outside the classroom. As shown in Table 45, the analysis of Wilks' Lambda revealed that there was a statistically significant effect of perceived level of speaking English on participants' L2 WTC levels, $F(2, 586) = 11.222$, Wilks' $\Lambda = .86$, $p = .00$. A closer look into the analysis suggested that L2 perceived competence of spoken English had a significant effect on participants' levels of L2 WTC inside the classroom, $F(3, 586) = 21.71$, $p = .00$, partial $\eta^2 = .13$ and L2 WTC outside the classroom, $F(3, 586) = 9.34$, $p = .00$, partial $\eta^2 = .06$. In brief, the perceived level of speaking skills of English had a difference on participants' L2 WTC inside the classroom with a calculated medium effect size and L2 WTC outside the classroom with a small effect size.

RQ2h. The difference of achievement on Turkish EFL learners' L2 WTC in and outside the classroom. The participants were asked to write the exam score that they had at last. As the data were collected in the first weeks of the second module, the score that participants were mentioned was the one they got from the achievement test made in the end of the previous module. Based on this score, the participants were categorized into five groups: those who had lower than 65; between 65 and 74; between 75 and 84 between 85 and 94 and between 95 and 100. In order to explore the effect of their achievement in the last exam on the

participants' levels of L2 WTC inside and outside the classroom, a MANOVA test was performed. Table 46 indicated the results of the descriptive statistics.

Table 46

Descriptive Statistics of L2 WTC Inside and Outside the Classroom Based on Success

Achievement Score	N	L2 WTC in-class		L2 WTC out-of-class	
		M	SD	M	SD
Lower than 65	103	3.87	1.02	3.04	1.16
65-74	125	3.83	1.05	2.99	1.19
75-84	199	4.13	.88	3.22	1.11
Higher than 95	146	4.41	.99	3.32	1.20

As illustrated in Table 46, the comparison of mean values suggested that the more successful participants had higher level of L2 WTC both inside and outside the classroom. The participants who had achievement scores above 85 appeared to be the most willing ones inside the classroom ($M_{85}=4.60$, $SD_{85}=.99$) and outside the classroom ($M_{85}=3.32$, $SD_{85}=1.20$). However, it needs to be noted that they indicated they had a moderate level of WTC outside the classroom. The participants with achievement scores below 65 were the ones who had lower L2 WTC inside the classroom ($M_{65}=3.87$, $SD_{65}=1.02$). However, the lowest level of L2 WTC inside the classroom belonged to the ones whose achievement scores were in the band of 65-74 ($M_{65-74}=3.83$, $SD_{65-74}=1.05$). For the out-of-class context, this group of learners had also the lowest willingness as well ($M_{65-74}=2.99$, $SD_{65-74}=1.19$). Moreover, the level of L2 WTC inside the classroom was accepted to be high for the participants who had their achievement scores between 75 and 84 ($M_{75-84}=4.13$, $SD_{75-84}=.88$) inside the classroom while they indicated their willingness was in the moderate level outside the classroom ($M_{75-84}=3.22$, $SD_{75-84}=1.11$)

Table 47

Achievement-based Difference in L2 WTC Inside and Outside the Classroom

	Wilks' Λ	F (2, 586)	p	Partial η^2
Achievement	.950	3.66	.00	.025

p = less than .05

The Wilks' Lambda analysis demonstrated that there was a statistically significant difference in participants' degree of L2 WTC based on their achievement, $F(2, 586) = 3.66$, Wilks' $\Lambda = .95$, $p = .00$ with a small effect size (partial $\eta^2 = .025$). A detailed look into the comparisons of mean values based on the MANOVA

suggested that achievement had a significant effect on participants' L2 WTC inside the classroom, $F(3, 586) = 7.23, p = .00, \text{partial } \eta^2 = .04$ rather than their level of L2 WTC outside the classroom, $F(3, 586) = 1.68, p = .15, \text{partial } \eta^2 = .01$. In brief, it could be suggested that participants' achievement level had a significant effect on their L2 WTC inside the classroom with a small effect size ($\text{partial } \eta^2 = .04$). However, it had no statistically significant effect on their L2 WTC outside the classroom.

RQ3. The relationships among the variables underlying L2 WTC inside and outside the classroom. One of the main impetus of the current study was to identify the variables underlying L2 WTC, being a composite variable in nature. In order to identify these variables, earlier phases of the study were conducted and an instrument set was developed. Through this instrument set, the data were collected to explore the relationship among these underlying variables and L2 WTC in the main phase of the study. In the current study, L2 WTC was considered differently in two different settings: inside the classroom and outside the classroom. Accordingly, the variables which were accepted to have an effect on the emergence of L2 WTC were identified differently for L2 WTC inside the classroom and L2 WTC outside the classroom. Even if the names of some variables underlying L2 WTC inside the classroom and L2 WTC outside the classroom were exactly the same, the items representing them were divergent in meaning. Before reporting the relationship among the variables and L2 WTC inside and outside the classroom, the descriptive statistics of the variables underlying L2 WTC inside the classroom were noted first in the subsection below. Then, the descriptive statistics of the variables of L2 WTC outside the classroom were disclosed in the next subsection below. Later on, the relationship among the variables and in-class and out-of-class L2 WTC was reported in addition to a separate declaration of the relationship between in-class L2 WTC and out-of-class L2 WTC.

The relationship between L2 WTC inside the classroom and its underlying variables. The participants' mean values for the level of L2 WTC inside the classroom and its underlying variables were displayed in Table 48. As pointed out, while categorizing the level of participants for L2 WTC inside the classroom as high, moderate and low level, the mean scores were divided into three categories simply by using the formula 'maximum value of mean score (6.00) – minimum value

of mean score (1.00) / number of categories (3) in line with Başöz and Erten (2018). The same formula was used for the categorization of participants' anxiety level, perceived competence level, extrinsic and intrinsic motivation level for oral communication. Therefore, the mean values between 1.00-2.66 were accepted as a low level, 2.67-4.33 as a moderate level and finally, 4.34-6.00 as a high level. In a similar vein, the participants' perceptions of language utility, attitude towards L2 communication, interlocutor's and teachers' effect as well as L1 effect were divided into three categories based on their mean values: positive, neutral and negative by use of a similar formula. In this sense, the mean values between 1.00-2.66 were accepted as indicators of negative perceptions, 2.67-4.33 as indicators of neutral perceptions and finally, 4.34-6.00 as indicators of positive perceptions.

Table 48

Descriptive Statistics of Underlying Variables of L2 WTC Inside the Classroom

Variables	N	Minimum	Maximum	M	SD
WTC inside the classroom	589	1.00	6.00	4.08	.98
Anxiety	589	1.00	6.00	3.65	1.41
Attitude towards L2 communication	589	1.00	6.00	4.65	1.10
Extrinsic motivation	589	1.00	6.00	3.06	1.36
Intrinsic motivation	589	1.00	6.00	2.34	1.37
Interlocutor's effect	589	1.67	6.00	5.06	.83
Language utility	589	1.80	6.00	5.15	.83
L1 Effect	589	1.00	6.00	3.68	1.29
Perceived competence	589	1.00	6.00	3.78	1.07
Teacher's support	589	1.25	6.00	5.02	.86

The mean value of L2 WTC inside the classroom indicated that participants had a moderate level of L2 WTC inside the classroom. The descriptive statistics on the variables underlying L2 WTC showed in Table 48 suggested that the participants' anxiety while communicating inside English in the classroom (M=3.65, SD=.1.41) at a moderate level. Their perceptions of their attitudes towards L2 communication was highly positive (M=4.65, SD=1.10) as well. On the other hand, the items used to explore extrinsic motivation for oral communication in this instrument was much related to the mandatory use of English as a medium of communication in the classroom. The moderate level of extrinsic motivation (M=3.06, SD=1.36) for oral communication in the classroom implied that the participants had moderate motivation of compulsory use of English in oral communication. The only variable which had the mean value in the band of low level belonged to the variable of intrinsic motivation. The participants had a low level of intrinsic motivation for their oral communication inside the classroom (M=2.34,

SD=1.37). Apart from this, they had relatively positive perceptions of the effect of language utility on L2 WTC (M=5.06, SD=.83), interlocutor's effect on L2 WTC (M=5.15, SD=.83) as well as teacher's effect on L2 WTC (M=5.02, SD=.86). The participants also indicated the effect of their own native language on the oral communication process in the classroom and the mean value of L1 effect suggested that they had neutral perceptions of L1 effect on the oral communication in class (M=3.68, SD=1.29). There is a need to highlight that the items related to L1 effect focused on the negative effect of L1 transfer into the process of oral communication in English. Besides, the participants also indicated their perceived competence for oral communication and the mean value suggested that they had a moderate level of perceived competence to communicate inside the classroom (M=3.78, SD=1.07).

After reporting the descriptive statistics of each underlying variable of L2 WTC inside the classroom, the analysis of Pearson product-moment correlation coefficient was computed in order to explore the relationship between the level of L2 WTC inside the classroom and its underlying variables and the findings are displayed in Table 49.

Table 49

Pearson Product-Moment Correlation Coefficients between L2 WTC Inside the Classroom and Its Underlying Variables

	1	2	3	4	5	6	7	8	9	10
1. WTC In the classroom	1									
2. Interlocutor's effect	.293**	1								
3. Teacher's support	.287**	.474**	1							
4. Extrinsic motivation	-.248**	-.032	-.128**	1						
5. Intrinsic motivation	.081*	-.083*	-.047	.281**	1					
6. Anxiety	-.293**	.024	-.068	.267**	-.069	1				
7. L1 Effect	-.365**	.013	-.062	.258**	.010	.524**	1			
8. Language Utility	.365**	.398**	.372**	-.246**	-.100**	-.051	-.089*	1		
9. Perceived competence	.404**	.076	.126**	-.069	.164**	-.236**	-.336**	.295**	1	
10. Attitudes towards L2 communication	.414**	.302**	.302**	-.171**	.093**	-.037	-.180**	.444**	.330**	1

**Significant at .01 level (2-tailed)

*Significant at .05 level (2-tailed)

The Pearson correlation coefficients showed that all of the variables explored in the current study correlated at a statistically significant level with L2 WTC inside the classroom. There was a medium size, positive correlation between attitudes towards L2 communication ($r=.41, p<.01$) and L2 WTC inside the classroom. This correlation could only explain 16.8% variance of the relationship. A medium size, positive correlation between L2 WTC inside the classroom and perceived competence ($r=.40, p<.01$) with a 16.0% variance as well as language utility ($r=.36, p<.01$) with a 12.9% variance could be observed. Between interlocutor's effect and L2 WTC inside the classroom, a small, positive correlation was found ($r=.29, p<.01$), which explained 8.4% of the variance along with a small, positive correlation between teacher's effect and L2 WTC inside the classroom having a 7.8% variance ($r=.28, p<.01$). At a significant level, there was a positive correlation between intrinsic motivation and L2 WTC inside the classroom with a small size ($r=.08, p<.05$). On the other hand, there were negative correlations between some variables and L2 WTC inside the classroom in different sizes. Thus, the appearance of some variables could have a role in a decrease of L2 WTC inside the classroom. Accordingly, there was a medium size, negative correlation between L1 effect and L2 WTC inside the classroom ($r=-.36, p<.01$) with a 12.9% variance. Additionally, medium size, negative correlations were observed between L2 WTC inside the classroom and respectively, anxiety ($r=-.29, p<.01$) and extrinsic motivation ($r=-.24, p<.01$). In brief, it could be pointed that L2 WTC inside the classroom had correlations with the variables underlying it at different directions and sizes.

The relationship between L2 WTC outside the classroom and its underlying variables. Before the details of the relationship between L2 WTC outside the classroom and its underlying variables, the descriptive statistics of each variables in discuss are expressed below. In the interpretation of these statistics, the mean values of each variable were categorized into three by use of the same method for the variables of L2 WTC inside the classroom, which mentioned in the previous subsection. The participants' anxiety level, perceived competence level, extrinsic and intrinsic motivation level for oral communication outside the classroom were categorized into three labels as high, moderate and low. Accordingly, the mean values between 1.00-2.66 were accepted as a low level, 2.67-4.33 as a moderate level and finally, 4.34-6.00 as a high level. For the participants' perceptions of

attitudes towards L2 communication, L1 effect, L2 education system and personality for their out-of-class oral communication, three categories were used: positive, neutral and negative. In this case, the mean values between 1.00-2.66 were referred as the indicators of negative perceptions, 2.67-4.33 as the indicators of neutral perceptions and finally, 4.34-6.00 as the indicators of positive perceptions.

Table 50

Descriptive Statistics of Underlying Variables of L2 WTC Outside the Classroom

Variables	N	Minimum	Maximum	M	SD
WTC outside the classroom	589	1.00	6.00	3.15	1.17
Anxiety	589	1.00	6.00	3.21	1.44
Attitude towards L2 communication	589	1.00	6.00	4.48	1.17
Extrinsic motivation	589	2.00	6.00	5.16	.79
Intrinsic motivation	589	1.00	6.00	3.66	1.52
L1 Effect	589	1.00	6.00	3.96	1.30
L2 Education System	589	1.00	6.00	3.11	1.46
Perceived competence	589	1.00	6.00	4.20	1.04
Personality	589	1.00	6.00	3.75	1.27

The descriptive statistics shown in Table 50 demonstrated that participants had a moderate level of L2 WTC outside the classroom ($M=3.15$, $SD=1.17$). At the very same time, their level of anxiety for oral communication outside the classroom were moderate as well ($M=3.21$, $SD=1.44$). While participants had positive perceptions for their attitudes towards L2 oral communication outside the classroom ($M=4.48$, $SD=1.17$), they had neutral perceptions over effects of L1 ($M=3.96$, $SD=1.30$), L2 education system ($M=3.11$, $SD=1.46$) and their personality ($M=3.75$, $SD=1.27$) on their oral communication outside the classroom. On the other hand, they had high level of extrinsic motivation ($M=5.16$, $SD=.79$) for oral communication outside the classroom while they perceived their intrinsic motivation ($M=3.66$, $SD=1.52$) and competence ($M=4.20$, $SD=1.04$) for oral communication outside the classroom moderately.

In line with the aim of the study to investigate the relationship between L2 WTC outside the classroom and these underlying variables, Pearson product-moment correlation coefficient was measured after the preliminary analyses were performed to confirm that there was no violation of the assumptions of normality, linearity and homoscedasticity. The findings of Pearson correlation coefficients were presented in Table 51.

Table 51

Pearson Product-Moment Correlation Coefficients between L2 WTC Outside the Classroom and Its Underlying Variables

	1	2	3	4	5	6	7	8	9
1. WTC outside the classroom	1								
2. Perceived competence	.296**	1							
3. L2 Education System	-.010	-.068	1						
4. Extrinsic motivation	.228**	.249**	-.037	1					
5. Intrinsic motivation	.333**	.148**	.065	.412**	1				
6. Personality	.419**	.309**	-.043	.311**	.523**	1			
7. Anxiety	-.027	-.346**	.223**	-.040	.053	-.209**	1		
8. Attitude	.423**	.339**	-.092*	.381**	.366**	.418**	-.120**	1	
9. L1 Effect	.262**	.160**	-.044	.159**	.294**	.343**	.023	.338**	1

** Significant at .01 level (2-tailed)

*Significant at .05 level (2-tailed)

The Pearson correlations coefficients indicated that there was a statistically significant correlation between L2 WTC outside the classroom and the majority of the variables in concern. There was a medium size, positive correlation between attitudes towards L2 communication and L2 WTC outside the classroom ($r=.42$, $p<.01$) with a 17.6% variance. The same size positive correlation were found between personality and L2 WTC outside the classroom ($r=.41$, $p<.01$) along with intrinsic motivation ($r=.33$, $p<.01$). In addition, the small size, positive correlations were observed between L2 WTC outside the classroom and perceived competence ($r=.29$, $p<.01$), L1 Effect ($r=.26$, $p<.01$), and extrinsic motivation ($r=.22$, $p<.01$). Interestingly, there were no statistically significant correlation between anxiety and L2 WTC outside the classroom ($r=-.02$, $p>.05$). Moreover, a non-significant was found in the correlations between L2 education system and L2 WTC outside the classroom ($r=-.01$, $p>.05$). To summarize, it could be figured out that the level of L2 WTC outside the classroom was not related to all of the identified variables.

The relationship between L2 WTC inside the classroom and L2 WTC outside the classroom. A Pearson correlation coefficients test was also performed to investigate the relationship between L2 WTC inside and outside the classroom after detecting the assumptions. The findings displayed in Table 52 made it apparent that there were statistically significant correlations between L2 WTC inside and outside the classroom. A medium size, positive correlation between these two

variables were found with 22.0% variance. The positive relationship between these two suggested that the increase in L2 WTC inside the classroom will facilitate the enhancement in L2 WTC outside the classroom or vice versa.

Table 52

Pearson Product-Moment correlation Coefficients between L2 WTC Inside and Outside the Classroom

	1	2
1. L2 WTC inside the classroom	1	
2. L2 WTC outside the classroom	.471**	1

**Significant at .01 level (2-tailed)

RQ4. The predictability of the level of L2 WTC inside the classroom by the identified variables. After the identification of the relationship between the level of L2 WTC inside the classroom and its related variables (shown in Table 49), the prediction effect of these variables on the participants' level of L2 WTC inside the classroom was aimed to be explored. A standard multiple regression analysis was computed after the preliminary analysis to check for the assumptions such as normality, linearity multicollinearity and detection of outliers, of which details were reported in Data Analysis section. Based on the findings of Pearson correlation coefficients, the intrinsic motivation was deleted from the model because of its small size of correlation with L2 WTC inside the classroom.

One of the main assumptions that multiple regression analyses was about cleaning the data from the outlier cases. In order to clear data of the outliers, 47 participants were excluded from the analysis. However, outliers can also be checked through the investigation of Mahalanobis distances that are produced as an outcome of multiple regression analysis. As Pallant (2010, p. 159) stated "to identify which cases are outliers, you will need to determine the critical chi-square value using the number of independent variables as the degrees of freedom". In the current analysis, L2 WTC outside the classroom, anxiety, attitudes towards L2 communication, perceived competence, extrinsic motivation, L1 effect, teacher's support, interlocutor's effect, and language utility were the independent variables of which effects on the variance of L2 WTC inside the classroom were measured. In other words, there were nine independent variables in these analyses. By using the formula given by Tabachnick and Fidell (2013, p. 75), the critical value for Mahalanobis distance was calculated. 8 participants whose Mahalanobis distance

value was higher than the critical value were excluded from the analysis in order to conform the assumption of outliers for the multiple regression analysis.

Table 53 displayed the standard multiple regression analysis. It was indicated that the model which included nine independent variables related to L2 WTC inside the classroom explained 46.7% ($R^2=.467$) of the variance in the level of L2 WTC inside the classroom, $F(9,572) = 57.56$, $p = .00$. The adjusted R^2 value indicated that almost half of the variability in the level of L2 WTC inside the classroom was predicted by the identified variables.

Table 53

Standard Multiple Regression Analyses for the L2 WTC Inside the Classroom

	F	df	p	R ²	Adj. R ²
The Model	57.568	571	.00	.476	.467

$p = .05$

Of these nine variables, eight of them made significant contribution to L2 WTC inside the classroom as demonstrated in Table 54. Teacher's support was the only underlying variable which had no significant predictive effect on L2 WTC inside the classroom ($p=.13$) although the bivariate correlation between L2 WTC inside the classroom and teacher's support was statistically different from zero. It could be assumed that the relationship between L2 WTC inside the classroom and teacher's support was mediated by a combination of other variables.

On the other side, the unique contribution of L2 WTC outside the classroom was the largest one in the model and it was represented by 7% variance, $\beta = .303$, $t = 9.263$, $p = .00$. Anxiety ($\beta = -.122$, $t = 3.320$, $p = .00$), attitudes towards L2 communication ($\beta = .116$, $t = 3.111$, $p = .00$), extrinsic motivation ($\beta = -.080$, $t = -2.392$, $p = .01$), interlocutor's effect ($\beta = .153$, $t = 4.210$, $p = .00$), language utility ($\beta = .116$, $t = 3.004$, $p = .00$), L1 effect ($\beta = -.141$, $t = 3.707$, $p = .00$) and perceived competence ($\beta = .156$, $t = 4.417$, $p = .00$) had a contributive role in the model developed to predict the level of L2 WTC. The semi-partial correlation coefficients of these variables showed that they explained very small variances (less than 2%) in the level of L2 WTC inside the classroom at a significant level ($p<.05$).

Table 54

Predictors of L2 WTC Inside the Classroom

Variables	Standardized Coefficient β	t	p	Correlations		
				Zero order	Partial	Part
L2 WTC Outside the classroom	.303	9.263	.00	.470	.361	.281
Anxiety	-.122	-3.320	.00	-.302	-.138	-.101
Attitudes towards L2 com.	.116	3.111	.00	.425	.129	.094
Extrinsic Motivation	-.080	-2.392	.01	-.242	-.100	-.072
Interlocutor's effect	.153	4.210	.00	.302	.174	.128
Language utility	.116	3.004	.00	.400	.125	.091
L1 Effect	-.141	-3.707	.00	-.379	-.153	-.112
Perceived competence	.156	4.417	.00	.420	.182	.134
Teacher's support	.055	1.498	.13	.294	.063	.045

p=.01

Overall, the model to explain the level of L2 WTC inside the classroom disclosed that variables in combination contributed to the level of L2 WTC inside the classroom. It explained a total of 46.7% of the variance in L2 WTC inside the classroom.

RQ5. The predictability of the level of L2 WTC outside the classroom by the identified variables. The statistics of Pearson correlation coefficients to explore the relationship between L2 WTC outside the classroom and underlying variables suggested that there were a statistically significant relationships between variables except anxiety and L2 education system. Thus, while investigating the predictor variables of L2 WTC outside the classroom, these two variables were not included into the model. The model included the level of L2 WTC outside the classroom as the dependent variable while L2 WTC inside the classroom, attitude towards L2 communication, extrinsic and intrinsic motivation, L1 effect, perceived competence and personality were encompassed as independent variables.

The multivariate normality analysis based on each case Mahalanobis distance indicated that four cases had higher values than the critical value (24.32). These four cases were excluded from the analysis in order not to deviate from the normality assumption of the standard multiple regression test.

The results of standard multiple regression analysis were shown in Table 55. Accordingly, the model consisting of seven variables as the predictors of L2 WTC outside the classroom explained 32.9% of variance ($R^2=.329$) in the dependent variable. The adjusted R^2 value indicated that third of the variability in the level of L2 WTC outside the classroom was predicted by a combination of L2 WTC inside the

classroom, attitude towards L2 communication, extrinsic and intrinsic motivation, L1 effect, perceived competence and personality.

Table 55

Standard Multiple Regression Analyses for the L2 WTC Outside the Classroom

	F	df	p	R ²	Adj. R ²
The Model	41.916	577	.00	.337	.329

p= .05

Table 56 displayed that extrinsic motivation ($\beta = -.033$, $t = -.826$, $p = .40$), L1 effect ($\beta = .051$, $t = 1.371$, $p = .17$) and perceived competence ($\beta = .068$, $t = 1.766$, $p = .07$) had no significant prediction effect on L2 WTC outside the classroom although they had a moderate level correlation at zero order level. It could be inferred that these three variables could be related to L2 WTC outside the classroom through a mediating variable or more than one variable. However, L2 WTC inside the classroom ($\beta = .304$, $t = 7.337$, $p = .00$), attitudes towards L2 communication ($\beta = .136$, $t = 3.085$, $p = .00$), intrinsic motivation ($\beta = .140$, $t = 3.273$, $p = .00$) and personality ($\beta = .137$, $t = 3.091$, $p = .00$) had a role in prediction of L2 WTC outside the classroom at a significant level.

Table 56

Predictors of L2 WTC Outside the Classroom

Variables	Standardized Coefficient β	t	p	Correlations		
				Zero order	Partial	Part
L2 WTC Inside the classroom	.304	7.337	.00	.483	.292	.249
Attitudes towards L2 com.	.136	3.085	.00	.429	.127	.105
Extrinsic Motivation	-.033	-.826	.40	.226	-.034	-.028
Intrinsic Motivation	.140	3.273	.00	.336	.135	.111
L1 Effect	.051	1.371	.17	.253	.057	.046
Perceived competence	.068	1.766	.07	.304	.073	.060
Personality	.137	3.091	.00	.424	.128	.105

p=.01

A detailed examination of the analysis revealed that L2 WTC inside the classroom explained 6.2% variance in L2 WTC outside the classroom. The unique contribution of intrinsic motivation to L2 WTC outside the classroom measured as 1.2% variance while the contributions of attitudes towards L2 communication and personality were found as 1.1% variance in L2 WTC outside the classroom.

Part 2: Qualitative Findings – A Micro Perspective

This section of the chapter aims to present the qualitative findings of the study by adapting a micro perspective. Firstly, the analyses of the research question related to the demonstration of L2 WTC inside the classroom (RQ6) are reported. Then, the descriptive analyses of the participants' descriptions of L2 WTC (RQ7) are presented. The reasons of being willing to communicate in English in a spoken interaction (RQ8) is lastly reported in the last subsection.

RQ6. The demonstration of L2 WTC in the classroom. The video-taped data and observation notes of the researcher enabled to identify the instances that the learners showed willingness or unwillingness for oral communication in the classroom. Each instance was confirmed with the participants themselves in the stimulated recall interviews whether they had willingness or unwillingness to communicate. After coding and categorizing the confirmed instances, the descriptive analyses suggested eight different categories, some of which pursued sub-categories as well. A list of categories of WTC behaviors and their brief definitions are provided in Table 57 below.

Table 57

WTC Behavioral Categories in the Present Study

Categories of WTC Behavior	Description of the category
1. Volunteer an answer to a question raised by lecturer	A student raises (attempts to raise) his or her hand to take the turn. A student answers a question directed to another student.
2. Volunteer to make a speech in front of the classroom	A student volunteers to make a prepared speech about a topic assigned to whole class by lecturer.
3. Volunteer to respond to an opinion in a group debate	A student raises hand to respond to an opinion in a group debate.
4. Present an opinion/an answer to the whole class	A student presents his or her opinion or an answer to a question without being directed by lecturer. A student presents his or her opinion/answer after lecturer's sudden call. A student presents his or her opinion/answer after a peer's encouragement.

Table 57 (continued)

Categories of WTC Behavior	Description of the category
5. Participate in tasks/activities in classes	A students participates in the tasks/activities assigned by lecturer after a certain period of preparation time. A students participates in the tasks/activities given by lecturer in front of the classroom after a certain period of preparation time.
6. Attempt at creating a difficult linguistic form	A student tries to form a statement which has a difficult lexical, morphological or syntactical pattern. A student attempts to make a meaningful statement by use of a complex lexical, morphological and syntactical pattern by getting a help from a friend.
7. Present an opinion in English (L2) about a topic in a group or pair work	A student presents his or her opinions in English in a pair or group work.
8. Discuss with a pair or a group member	A student discusses with a friend who is matched by lecturer in a task or an activity. A student discusses with a self-selected friend in a task or an activity.

L2 WTC is regarded at this point as the observable behaviors in the classroom that the students showed WTC or unWTC when they had the chance to do so. The data set was analyzed in line with this description of L2 WTC for this research question. A detailed description of each category along with an example based on the observation notes and video recordings will be reported in the following subsections.

Volunteer an answer to a question raised by lecturer. In the observed and recorded speaking courses, nine voluntary students were identified as willing when they took the turn in order to answer a question of the lecturer following MacIntyre et al. (1998) and Sert (2015). This observed act of willingness was initiated by the students in two ways in the current study: (1) one of the voluntary student raised the hand to take the turn when the lecturer asked a question and (2) one of the participants answered a question which was directed to another peer by the lecturer. In order to illustrate these WTC behaviors in the current data, one example from twelve speaking courses being observed was described in details.

The first instance was from the week one (December 12, 2018) when SOY raised his hand to give an answer to the lecturer's question that he asked to the whole class. In this week, the lecturer brought some hand-outs to the classroom which included some topics about technology to discuss in groups first and then, share their common ideas with the rest of the classroom following the lecturer's

initiation. After doing this activity five times as it was explained, the lecturer started asking the questions on the paper to the whole classroom one by one without the provision of time to discuss at first in groups. In one of these instances, he asked to the whole classroom that without which technological devices that students could not live. SOY answered him without any sign of asking for approval and the lecturer did not hear him. He, then, raised his hand to take the turn. However, the lecturer did not realize him and he gave the turn to another student. After his friend, SOY again raised his hand and this time, he raised it upper to make sure that the lecturer could see him. Then, he eventually took the turn. I showed this instance to SOY in the interview the next day and asked how he felt during this turn-taking act as well as the reasons. He mentioned that he was willing with the reasons as in Extract 1.

Extract 1. Volunteer to answer a question by raising hand (from the interview with SOY in December 13, 2018)

- 197 SOY: bir de oradaki çünkü fark- yani daha çok istekli olmamın sebebi farklı bir cevaptı o genelde çoğu insan hani az mı üzülürüm çok mu üzülürüm sanırım sadece ben ve x yani hiçbir şey hissetmeyiz dedik o yüzden istekli oldum yani farklı bir düşünceyi söylemek için.
moreover, there- because there is a difference- I mean why I am more willing to talk, it was a different answer generally others said that they would feel less miserable or more miserable I think only I and x said that we would not feel anything thus I became eager in order to share a different idea.

SOY stated in Extract 1 that he was more willing to share his idea and therefore, he raised his hand upper in his second try. For his first try, he also mentioned that he was keen to take the turn. This instance of SOY chosen as an example reflected that raising hand was an indication of WTC inside the classroom.

The second way of volunteering to answer a question occurs when a student answers a question that the lecturer asked to another student. There are a bunch of instances in the present data that nine voluntary students took the turn to answer a question directed to another friend. The proper example instance came from the first day of data collection process as well. In the first lesson of the day, the lecturer asked the students to work in groups and give answers to the questions on the worksheet about technology. Then, he selected a member of each group to share their answer on behalf of their group. Before this instance, he read the first question on the sheet and each group was discussing about the most beneficial technological device of all time. He then asked a student from each group to share their answer. In this instance, it was observed that BAK and EMI were in the same group. The

lecturer chose BAK and BAK uttered their answer to the question. Afterwards, the lecturer asked him further questions to elaborate on their answer. It was seen in the video recordings that BAK was ready to answer his questions since he opened his mouth. However, EMI suddenly took the turn and answered the lecturer's elaboration questions. He expressed his willingness as in Extract 2.

Extract 2. Volunteer to answer a question directed to another student (from the interview with EMI in December 13, 2018)

- 096 AKM: burada da olanı aslında sormak istedim sana ne oldu burada diye BAKla hoca hoca BAK'a söz verdi.
I just would like to ask to you what happened here with BAK lecturer gave the turn to him.
- 097 EMI: ((gülüyor))
((in laughs))
- 098 AKM: sen devam ettin.
you continued.
- 099 EMI: öyle olmuş ya, ya bizde bilmiyorum videoyu gösterince oldu ben konuşmuşum ama böyle değil ya,
yeah it happened like that, I don't know I just realized when you showed the video I took the turn but it was not like that,
- 100 AKM: ben sadece senin konuşma istekliliğini öğrenmek için soruyorum yoksa bunlar sadece kesitler hani sen bu konuda konuşmak için istekli miydin? sebep o muydu onu öğrenmek için aslında bunları gösteriyorum.
I just asked you to learn your willingness to talk otherwise these are only extracts were you willing to talk about this topic? I made you watch these all in order to learn whether it was the reason for you.
- 101 EMI: ya ben açıkçası istekliydim çünkü konuşamayan insanlardan yoruluyorum yani tam anlamıyla. mesela ben meslek lisesi çıkışlıyım genelde çevremdeki insanlar basit bir insan oldu. nasıl diyeyim konuşmak istemeyen böyle itici insan. itici değil de içe kapanık ve ben bunlardan yoruldum açıkçası. BAK de hani bilmiyor konuyu bilmiyorum hani çok normal bir şey hani ben de ilk başta böyleydim konuşamıyor ben de çok sinir- yani sinirlenmiyorum da bunalıyorum.
um to be honest I was willing because I get tired when people could not talk I mean exactly. for instance I graduated from a vocational high school in general people around me were ordinary. how can I say people who do not want to talk, people being offensive. Not being offensive but introversive and strictly I am too tired of them. I know that BAK does not know the topic I do not know well it is very normal well I was like him at the very beginning he could not speak and I am very angr- I mean I do not get angry but get tired.
- 102 AKM: hım.
um.
- 103 EMI: hoca gelmiş soru soruyor birkaç saniyemiz var hoca eğer BAK cevap veremezse biz de cevap veremedik olarak sayılacağız bakıyorum baki ikiliyor falan böyle kek- şey oluyor hemen giriyorum araya.
lecturer came to us and he asked some questions we had a few seconds if BAK could not answer it means that we could not provide answer as well I realize that BAK had hesitations like he was stam- like that then I stepped forward.

Extract 2 illustrates that students could be identified as willing when they used the chance of answering a question directed to one of their friends. EMI also stated the reason of his taking the turn from BAK. However, it will be the concern of RQ8 and it will be analyzed in that section.

Volunteer to make a speech in front of the classroom. In the courses being observed, the participants had chances to practice their speaking skills in different situations such as: in a group debate, in pair or group discussions, or making a speech to the whole classroom mostly in front of the classroom or at their desks. While making a speech to the whole classroom, they had a chance to get prepared beforehand. In each week except the week three in which students had a pop-up quiz, the third lesson of the day was used for students' monologues. These were on the topics that the lecturer assigned them in a week before and the students could make use of the time to search for the topic, prepare a speech and take some notes to be perceived as speaker notes. The students who performed their speech had extra points. In addition to this chance, during the courses, the students were also asked to prepare a speech as a monologue or a dialogue and perform it in the front of the classroom. However, this time they had very limited time of preparation. In the courses being observed, it was realized that they sometimes made their eagerness to be visible in these situations by raising their hand or calling the lecturer to take the turn.

The detailed analysis of the observation notes and video recordings indicated that the participants undertook to make a prepared speech in front of the classroom by raising their hand or calling the lecturer to take the turn. Two following extracts were chosen in order to provide examples of these situations that they were identified as willing. The first extract was selected to exemplify the instances that the participants showed willingness to make their prepared monologue in front of the classroom while the second one was chosen to illustrate how students volunteered to present their prepared speech, either a monologue or a dialogue within the course hours.

For the assigned monologues that the students were required to make every week to get extra points, it was observed that the lecturer first asked for volunteers and mostly, none of the students became volunteer and he pinpointed the speakers by use of the attendance list one by one. However, in a few instances, it was detected that the participants of the present study became volunteer by raising their hand and took the turn to perform their prepared speech. In week 2 (December 28, 2018), ZEH was seen while raising her hand to make her speech in the third lesson of the day. The lecturer could not realize her and he chose another student from the

list. She waited for her classmate to finish his speech and just after his last words, she again raised her hand. This time she was seen by lecturer and caught the chance of making her speech. These moments were shown to her and she was asked how she felt. Her answers and reactions to these moments were presented in Extract 3.

Extract 3. Volunteer to make a prepared speech (from the interview with ZEH in December 29, 2018)

- 145 AKM: o el sana ait ZEH.
that hand belongs to you ZEH
- 146 ZEH: evet ((gülüyor))
yes ((in laughs))
- 147 AKM: ne yapıyorsun burada?
what are you doing here?
- 148 ZEH: elimi kaldırıyorum hani kendim çıkmak için, çünkü haftaya kalsın zaten istemiyorum çünkü ben bir şeyleri bölmeyi sevmiyorum stresim daha çok artıyor, heyecanım daha çok artıyor. bir de unutuyorum neyi ne zaman yapmam gerektiğini, o yüzden kalkmak istedim el kaldırarak. (...)
I raised my hand in order to be in the front, because I did not want it to be delayed next week because I dislike to split something my stress is increasing, my anxiety is increasing more. I also forget what to do when, that's why I wanted to take the turn by raising the hand. (...)

As seen in Extract 3, ZEH said that she was willing to make her speech which was assigned in Week 2 by lecturer. Therefore, her action of raising her hand could be regarded as a sign of WTC.

In Week 4, the lecturer introduced a web-site in the listening courses, which were not observed as part of the study. The web-site enables the students to choose a celebrity or a crucial event to spot on the life or flow through timelines. In the first speaking course of the week being observed, the students were working on the timeline and they were preparing a speech to present a biography of the person or the event. After approximately twenty minutes, lecturer asked them to perform their speech in front of the classroom. It was seen that EMI raised his hand as well as calling lecturer by saying “hocam (*lecturer*)”. In Extract 4, EMI explained how willing he was to perform his speech about the Battle of Dumlupınar that he prepared in the provided twenty minutes.

Extract 4. Volunteer to make a prepared speech in a limited time (from the interview with EMI in January 11, 2019)

- 135 AKM: sen gönüllü oluyorsun EMI. neden?
136 you became volunteer EMI. Why?
EMI: konu çok güzel. ya ben şey düşündüm. herkes monoton bir şeyler yapacak, orada yazanları yazacak falan filan. kimse de isteyerek yapmayacak biliyorum. dedim bir geçeyim de en azından ilk kişi olunca şey oluyor hani. ilk kişi olunca herkes birkaç dakika en azından seni dinliyor. ((gülüyor)) bir de fazlasıyla süren oluyor. dedim ben bunu kullanırım. ((gülüyor))
the topic was too good. I thought that everyone would make something monotonous, they would write something what was written there etc. I know that nobody would make it willingly. I said that I would take the turn and be the first one that at least I mean. if you are the first one, everyone listens to you at least for a few minutes. ((in laughs)) you also had more time. I said I will make use of this. ((in laughs))
- 137 AKM: him. onun için. kendini istekli mi hissettin gönüllü olurken?
um. for that. were you willing when you became volunteer?
- 138 EMI: aynen aynen.
exactly.
- 139 AKM: anladım.
I see.

Extract 4 confirms that EMI showed his eagerness by raising his hand and calling the lecturer when they were asked to volunteer. The participants became volunteer to make a prepared speech either in a week or in a limited time if they feel themselves willing. Therefore, volunteering to make a speech was accepted as a way that the students demonstrated their WTC.

Volunteer to respond to an opinion in a group debate. In the lessons being observed, the students had a debate in Week 1 in two groups. The lecturer divided the whole class into two groups based on where they sat. He, then, shared the topic with the groups: one would favor the idea of cosmetic surgery while the other one challenges this idea and supports the natural beauty. The debate started after a preparation as a group and one of the members from each group became the speaker who took the first turn and introduced their sides with the reasonable explanations.

After the first speakers from each group, the lecturer asked the rest of the members to take the turn one by one. In the group of which support the idea of cosmetic surgery, the group members hesitated to take the turn and the lecturer asked the speaker (it was SOY in that group) to choose one of his friends. However, the group who favored the idea of natural beauty did not have any hesitations to support their side with different ideas coming from different members. EMI and BAK, who were the only members of this group as the participants of the study, took turns

to share their ideas in favor of natural beauty. After an amount of time passed without sharing any ideas against the others' arguments, the cosmetic surgery supporters started to produce some ideas and BET, SEZ and ZEH and two other group members took turns one by one. Among these five, ZEH and two other group members showed their voluntariness by raising their hands and obtained an approval from lecturer to take the turn. ZEH made to watch the moments when she got the turn in the interview and her reactions were displayed in Extract 5.

Extract 5. Volunteer to present an opinion in a debate (from the interview with ZEH in December 13, 2018)

- 113 AKM: sen burada diyorsun ki ben ben konuşacağım.
you told here that I am going to talk.
- 114 ZEH: ((gülüyor))
((in laughs))
- 115 AKM: ki konuşacaksın da söz aldıktan sonra
you also talked after you got the approval.
- 116 ZEH: hı hı.
uh-huh.
- 117 AKM: him şimdi sen burada nasılsın?
um now how were you here?
- 118 ZEH: istekliyim konuşmak için, gözüküyor da zaten.
I am willing to talk, as it seems.

ZEH expressed that she was willing to communicate while she was taking the turn by raising her hand. She also affirmed that by raising her hand and saying that she would get the turn to her friends sitting closest to her, she was willing as she seemed. This extract indicated that the students in the classroom displayed their willingness while volunteering to present their own opinion by raising their hands in line with the findings of Yashima et al. (2018).

Present an opinion/an answer to the whole class. The participants who were observed mainly in the current study had opportunities to present their opinions or supply an answer to any questions raised either by lecturer or a friend to the whole classroom. It was observed that they shared their opinions or answer with the classroom in three different ways: (1) without being directed by the lecturer and showing any sign of voluntariness, (2) after the lecturer's sudden call of their names or orientation to them, and (3) after one of their friends' encouragement to take the turn. Each of these three way is respectively described with an example situation below in order to approve that in these instances students were displaying their willingness in the classroom like in Cao and Philip (2006) and Cao (2014).

In the classroom, the lecturer sometimes was in the position of asking a question or an idea to the whole classroom rather than to a particular student. He was expecting the students would take the turn and share their ideas with the rest of the classroom. In some situations, the students presented their opinions or answers by not getting any approval and showing any sign of voluntariness, such as raising hand (MacIntyre et al., 1998; Sert, 2015). These situations were labelled as presenting an opinion or an answer without being directed by the lecturer in the current data and its exemplifying instance was coming from Week 3.

In Week 3, the students had a pop-up quiz in the first two lessons of the day and this quiz was not the concern of analysis. In the third lesson of the day, the lecturer brought a worksheet to the classroom. On the worksheet, there were some situations about some illnesses along with some symptoms. The students were required to work in pairs and took the role of doctor and patient. In the instance, the lecturer was giving the instructions for the activity by providing some examples. He also asked a further question about diagnosis and symptoms by stating “what else?”. He waited for a while for an answer. However, the students did not supply an answer. The lecturer then paraphrased his question by saying “what could be other symptoms?”. After his second attempt, SEZ suddenly gave an answer. This act of SEZ was identified as she was willing to communicate with the lecturer and present her opinion about the topic. She approved this identification in the stimulated recall interview in January 3, 2019, of which extract was presented below.

Extract 6. Present an opinion without being directed by lecturer (from the interview with SEZ in January 3, 2019)

- 171 AKM: hoca bir cevap arıyor SEZ, [yaklaşık]
lecturer was looking for an answer SEZ, [approximately]
- 172 SEZ: [bize bakıyordu]
[he was looking at us]
- 173 AKM: aynen 10 saniye falan yani 10 saniye biraz abartı 7 saniye kadar cevap alamadı.
 sen cevap verdin.
exactly he could not take any answer for more or less ten seconds I mean ten seconds were exaggerated for seven seconds. you gave an answer.
- 174 SEZ: düşündüm galiba orada. dedim artık bir şey söylemeliyim, bir şey bekliyor. öyle aklıma geleni söyledim o an. istedim yani aklıma geleni paylaşmak.
I guess I was thinking there. I said that I need to tell something, he was waiting for something. I just said what came to my mind at that moment. I wanted to share what came to my mind.

In line 174 in Extract 6, SEZ expressed that she was willing to present her opinion with both the lecturer and the classroom. Her confirmation betrayed that the

students in the current data demonstrated their WTC in the classroom by presenting their opinion or answer in situations where there were no directions and signs.

In the observed lessons, the participants presented their opinion after a sudden direction or an orientation of the lecturer. In the most of these sudden chances of communication, the participants defined themselves unwilling, which could be observed from their body language as well. However, in some situations, especially when they were ready to answer the question or they had something to say in mind about the topic, they said that they were willing to communicate and present their opinions. One of the instances that the participants showed willingness belonged to DIL in Week 1.

In Week 1, as it was explained in details beforehand, the lecturer invited the students to participate in an activity about technology as a group of three or four. He asked some questions about technology and he gave some time to discuss first in groups and then, share their common answer with the rest of the classroom for the first five questions. However, beginning from the question six, he asked the questions to the whole classroom and required sudden answers developed without any preparation. In the particular instance, he asked to the whole classroom what technology could not replace. He gave the turn to one of the students in the classroom and he oriented himself to DIL and asked her “to you?”. DIL answered him without any hesitation with a smile on her face. In the interview, she stated that she was willing as displayed in Extract 7.

Extract 7. Present an opinion after lecturer’s sudden call (from the interview with DIL in December 13, 2018)

- 065 AKM: burada, hoca direk sana sordu. “to you” diye. ne hissediyorsun hoca böyle direk sana soru yönelttiğinde?
here, lecturer asked you directly. he said “to you”. how do you feel when lecturer asked you such sudden questions?
- 066 DIL: orada cevabımı hazırlamıştım zaten. tabi yine stres vardı ama bir de sınıf kendi arasında konuşuyor ya tamamen bana odaklanmadığı için gayet şeydim rahattım aslında o yüzden istekliydim. cevabımı verdim. daha konuşacaktım, hoca kesti hatta. daha aklımda bir şeyler daha vardı söyleyecektim. yani orada gayet rahat konuştum.
I prepared my answer there. of course i was stressful but the rest of the classroom was talking to each other they did not focused on me actually I was totally cool therefore I am willing. I gave my answer. I was ready to talk more, lecturer cut my words. I had things to say in my mind. So I talked there perfectly, without any stress.

Extract 7 supports the identification that in some situations, the students became eager to share their opinion or answer when the lecturer unexpectedly gave them the turn. The reason behind this demonstration of WTC will be examined in the section of RQ8.

The last way of presenting an opinion or answer by students was initiated after getting an encouragement from a friend or a couple of friends. In these instances, the participants were seemed to have hesitations because they either looked around or showed resistance to take the turn till they got an encouraging move from one of their friends to take the turn. For instance, in Week 1, during the debate, BAK had the chance to take the turn after the first speaker of the other group. Every other member of his group looked at BAK. He sat up in his desk and turned around to look at his friends, which were identified as being willing to communicate. Until hearing from one of his friend saying “BAK should talk now”, he did not start to talk. After her encouragement for BAK to take the turn, he started to present his opinion. His reactions about these moments were pointed in Extract 8.

Extract 8. Present an opinion after a peer’s encouragement (from the interview with BAK in December 14, 2018)

- 168 AKM: ne oldu burada BAK?
what happened here BAK?
- 169 BAK: ne gibi?
what sort?
- 170 AKM: neden mesela döndün, arkadaşlarına baktın?
why did you turn around, look at your friends?
- 171 BAK: ha, çünkü BAK diye seslendiler bir an. sonra zaten orada yanındaki siyah x de dedi BAK söylesin. sonra hani karışıklık olmasın diye ben bekledim çünkü konuşacağımı biliyordum, sonra önden x dedi sen konuş. ben tamam dedim çıktım konuştum.
aha, because they called my name BAK for a moment. then, the black one, x said that BAK should say. then, I waited not to cause any mess because I knew that I was going to talk, then, x from the front told me that you should talk. I said okay I stepped forward I talked.
- 172 AKM: hım. istedin mi söz almak?
did you want to take the turn?
- 173 BAK: tabii tabii.
of course.
- 174 AKM: konuşmakta istekliydin orada?
you were willing to talk there?
- 175 BAK: aynen.
exactly.

In the interview, in line 171, BAK summarized what happened in the video being presented to him. Then, I directly asked him if he was willing to take the turn and he confirmed that he was willing. Thus, it could be concluded that the students

in the classroom demonstrate their willingness when they presented their opinions or answers after an encouraging move from a friend or a couple of friends.

Participate in tasks/activities in the classroom. In the L2 classrooms, the students were required to participate in the tasks and activities which were mostly provided by the teacher or the book used as the main resource. In the observed twelve lessons in the current study, the participants appeared to take part in some activities either willingly or unwillingly. In this subsection of analysis, a particular instance which was identified as a demonstration of unWTC in the classroom is reported in the following when the lecturer repeatedly asked the students to participate in a task after a preparation process. This instance was chosen rather than a moment of showing willingness so that it could be showed that the participants would be unwilling to communicate even if they took the turn. One another way of participating in the tasks in the classroom was related to the situation when the students were chosen to make a prepared speech in front of the classroom by the lecturer. Each of these two ways of initiating willingness (or unwillingness in this context) is exemplified in the followings.

The first instance was from Week 4 where the lecturer initiated an intonation activity on the sentence stress in the book. It was a perfect example of a drilling activity. He read some sentences in the book by putting stress on the different words. He also made students listen to these sentences from the recordings provided with the book. After a couple of examples, he started to ask students' opinions about putting stress on the certain words in a sentence. He paraphrased his requirement more than twice because he did not get any idea from the students. Then, he gave some time to the students to work on the sentence individually. After a couple of minutes, he started to assign each sentence with students one by one. In the provided example, BET was seen to read the sentence that lecturer assigned to her. It was observed that she had some doubts from the impression she had on her face while reading her sentence by putting some stress on some of the content words. Extract 9 indicated BET's reflections about these moments after she had the chance to watch herself.

Extract 9. Participate into tasks/activities assigned by lecturer after getting prepared
– unWTC (from the interview with BET in January 10, 2019)

- 079 AKM: hoca burada bir soru soruyor BET. farkındaysan yaklaşık iki dakika geçen hocanın çabası var ama kimse cevap vermiyor. ne oldu burada. neden sence?
lecturer asked here a question BET. if you realize there was an effort of lecturer for more than two minutes but nobody gave any answer. what happened here? in your opinion, why?
- 080 BET: bence bu konu çok sıkıcıydı. konu etkiliyor beni. ((gülüyor)) yani bilmiyorum ne denir ki buna, üçe bölünüyor cümle. işte durumdan kaynaklı. yani bilmiyorum duraklaman gerekiyor falan bilmiyorum çok cevap verecek bir şey yoktu bence.
I think that this topic was too boring. the topic had an influence on me. ((in laughs)) I mean I do not know what to tell about this, the sentence was split into three. related to the situation. I mean I do not know you need to give pauses etc. I do not know there was no answer to provide in my opinion.
- 081 AKM: hım sen cevap vermek istedin mi?
um did you want to give an answer?
- 082 BET: ı-ih
nope
- 083 AKM: istemedin.
you did not want.
- 084 BET: ((ekranı göstererek)) istememişim galiba.
((showing the screen)) I suppose I did not want so.
- 085 AKM: ((gülüyor)) neden istemedin peki?
why did not you want to communicate?
- 086 BET: söylenecek bir şey yok çünkü. bence yani. ya da konu sıkıcıydı. aynı şey. konu sıkıcı olduğu için söyleyecek bir şey bulamadım. o yüzden de söylemedim.
because there was nothing to say. I mean in my opinion. or the topic was boring. it is the same thing. as the topic was boring I could not find anything to say. thus, I did not tell anything.

In Extract 9, BET clearly defined herself as being unwilling to participate in the task no matter how hard the lecturer tried to make her take part in and even gave her the turn in Line 82 and 83. It was chosen to show that having the turn and taking part in a conversation with the lecturer, a pair, a group member or the whole of the classroom. Thus, the participation into a task or an activity which were assigned by the lecturer was identified as a sign of both willingness and unwillingness to communicate in the present data.

In some situations in the classroom, the students demonstrated WTC while participating in a task or an activity in the front of the classroom after getting prepared to perform it. The assigned presentations were mostly labelled under this classification because the lecturer was the one who gave the task to the students and they had a whole week to get prepared for their speech. For this task, the participants were resistant to the idea of being volunteer in a remarkable number of cases. Their participation into this task by the lecturer-selection from the attendance list was categorized in this type of WTC behavior. Additionally, the students were also required to prepare speeches during the courses in some instances. They were

given a certain amount of time to get prepared for their speech during the course and after their preparation, they were asked to perform their speeches in the front of the classroom. The instance employed to represent this specific way of initiation of L2 WTC belonged to this type of task. It was from the collections of SEZ in Week 2.

At this week, the lecturer gave role cards to each student in the classroom. He made them work in groups and share their roles written on the cards. Each student played a role of a guest in a wedding party and they shared different gossips about the bride and groom in groups. Following this task, the students were required to think about an original gossip and took some notes about their own gossips. After getting prepared, they were invited to the front of the classroom in a respective order so that they shared their own gossips with the whole class. The moments that SEZ participated in this task was selected to show her in the stimulated interview session. She stated that he was willing in Extract 10.

Extract 10. Participate into tasks/activities in front of the classroom after getting prepared (from the interview with SEZ in December 27, 2018)

- 110 AKM: ne hissettin burada SEZ, hazır mıydın bu aktivite için?
how did you feel SEZ, were you ready for this activiy?
- 111 SEZ: evet çünkü hazırlamıştım, yani yazmıştım. o yüzden heyecanlanmadım çıkıp okudum yani. böyle çok heyecanlanacak bir şey yapmadım zaten derste o yüzden çok heyecanlı değildim. biraz istekliydim, çünkü zorlayıcı bir şey yoktu dediğim gibi.
yes because I got prepared, I mean I wrote it down. so I didn't get excited I went to the front and read it. I did not make so much things to get nervous at that lesson. so I was not very nervous. I was willing a little, because as I told there was almost nothing to challenge.
- 112 AKM: hı hı.
uh-huh.
- 113 SEZ: o yüzden normaldi, güzeldi yani.
therefore it was normal, good.
- 114 AKM: hoca seçmiş seni bu konuda ne hissediyorsun?
you were selected by the lecturer how do you feel about this?
- 115 SEZ: hazırdım zaten çıkmaya. o yüzden şey yapmadım yani. of işte şimdi ben konuşacağım, kalbim atmadı yani böyle normal çıktım.
I was ready to take part in. so I didn't do anything. ah that I am going to talk right now, my heart didn't beat so much so I came out normally.

In Line 111, it was seen that SEZ was willing to communicate at a certain amount of level being referred as little by her. After her confirmation, in some situations, the participants were identified as willing to communicate when they participated in the task in the front of the classroom after getting prepared for a while.

Attempt at creating a difficult linguistic form. In the current data, the participants were observed in communication while they were trying to form a complex statement having a high level of a lexical, morphological, syntactical pattern. They initiated this attempt in two different way: either by responding a call from a friend or a group of friends to build a sentence or by asking help to form a complex statement or sentence from a friend. Each situation was embodied through two identified instances in the following.

The first instance belonged to Week 1 when SOY and his group members were getting prepared for the debate. SOY was observed to be an outsider during the discussion among his friends about their topic. In a certain moment, his friends started to stare at him and then, he came out to their sides. The voice-recordings of the instance indicated that they were in search of forming a sentence in English and they asked how to say the sentence in English by the use of L1. SOY attempted to form the sentence referred to be complex for others and he also paraphrased it in English rather than using the L1. After his attempts, the medium of communication turned into English again. His reactions about this instance were reflected in Extract 11.

Extract 11. Forming a complex sentence after a call of help (from the interview with SOY in December 14, 2018)

- 243 AKM: şimdi sen gruba geldin, o sırada arkadaşların bir şeyler tartışıyorlardı zaten nasıl diyeceklerini. ve direk sana yöneldiler.
now you appeared in the group, at that moment your friends were discussing about something about how to say. and they directly oriented to you.
- 244 SOY: ((kafasını aşağı yukarı sallar))
((he was nodding))
- 245 AKM: neden sence, SOY?
why do you think, SOY?
- 246 SOY: nasıl desem. ya doğru olur mu bilmiyorum ama sanki benim seviyem onlardan biraz daha önde.
I don't know how to say. I am not sure if it is right but I suppose my competence level was better than them.
- 247 AKM: hım.
um.
- 248 SOY: şimdi egoistlik yapmak gibi olmasın ama, ben daha fazla konuşuyorum onlardan. mesela çevirmem gereken türkçe cümleleri çok daha rahat çeviriyorum. belki, bana güvendikleri için dönmüş olabilirler. Zaten isterim de böyle iletişim kurmak, cümle oluşturmak sonra devam etmek.
I don't want to sound like an egoist but, I talked more than them. for example I could translate the Turkish sentences more easily that I need to translate. maybe, they oriented to me because they trusted in me. by the way I want to communicate like this one, form a sentence and then, continue to communicate.

It was seen in the last sentence of Extract 11 that SOY stated that he was willing to take part in such communications by starting it to form a complex sentence and keeping it up. Therefore, the participants were identified as willing in such situations that they affirmed in the interview. It could be suggested that they displayed WTC in the classroom by attempting to form a complex sentence as in the same line with Cao (2013) and (2014).

The second way of WTC was initiated when a friend asked for help to form a difficult sentence or statement in the classroom. The instance of BAK in Week 1 declared how the participants interacted willingly to attempt at a complex linguistic form. In the interview, it was realized that BAK was willing to take the turn in the debate to respond an opinion. However, he thought that he needed help to form a statement which could convey his message. He turned EMI and asked him to form the sentence. Then, he asked for some of his friends approval to take the turn. Extract 12 from the interview summarized how he felt in terms of WTC during these moments.

Extract 12. Forming a complex sentence after asking for help (from the interview with BAK in December 14, 2018)

- 177 AKM: ne oldu burada BAK?
what happened here BAK?
- 178 BAK: ı: şey oldu, hatırlıyorum (-) ha ben biraz ironi katacaktım cümleye de arkadaşlarım istemedi dedi ağır olur. meğer hani bu sadece bu ameliyatlan mutlu olacaksan ((gülerek)) mutsuz ol diyecektim ben. nasıl derim diye EMIye sordum önce.
er: it happened there, I am recalling (-) aha I was going to add some irony to the sentence I was planning however my friend didn't want me to do they said it would offend them. I would say if you got only happy with the surgery, then be unhappy. first I asked EMI to how to say.
- 179 AKM: hım. iletişim kurmak istedin yani sen?
um. you wanted to get into communication?
- 180 BAK: evet istedim yani o yüzden onlara sordum cümle kurduk EMIyle. söyle deselerdi ben söyledim.
yes I did so I asked them we formed a sentence a EMI. if they had said to me tell it, I would have told it.
- 181 AKM: hım fikrini paylaştın, arkadaşlarına konuşunca vazgeçtin.
um you shared tour idea, after talking to your friends, you gave up with it.
- 182 BAK: aynen.
exactly.

This extract revealed that the participants initiated a conversation with a friend in order to form a sentence that was complex to themselves when they felt themselves willing to communicate as it was displayed in Line 180. Therefore,

asking a friend help to attempt a complex linguistic pattern was identified as a sign of WTC in the current data.

Present an opinion in English (L2) about a topic in a group or pair work.

The current data set revealed that the students were in the tendency of using their L1, Turkish in this context while discussing about the topic in pair or group works. It was observed that the participants mostly wrote down the whole dialogue rather than taking notes about what they were going to say in the pair or group works when they were provided time to prepare for the task. In this process, they mostly communicated in Turkish. As a matter of this fact, they were warned by the lecturer to use English rather than Turkish in their discussions for a bunch of time. Therefore, the instances when the participants used English in their pair or group discussions were identified as the demonstration of L2 WTC behavior in the classroom like Mary and Arnott (2010).

In a group discussion in Week 2, SEL was seen in a discussion with her group friends on the role cards they had about the gossips at the wedding party. The voice-recording devices enabled me to detect the language of this discussion. They were sharing their roles with each other through not only reading their roles in the cards but also adding something more and building enriched dialogues. I realized that they were using English while a few of participants in other groups were using Turkish in this preparation time. The following extract from the interview with SEL was to learn her ideas about this instance and elaborate more on it.

Extract 13. Present an opinion in L2 (from the interview with SEL in December 27, 2018)

- 086 AKM: hım. kullandığınız dil neydi?
um. what language did you use?
- 087 SEL: ingilizce
english.
- 088 AKM: ingilizce mi? ı: genelde böyle grup aktivitelerinde ingilizce mi konuşuyorsunuz
SEL.
was it english? er: in general did you use english in communication in such group activities SEL.
- 089 SEL: konuşmaya çalışıyoruz ama çoğu zaman kolayca kaçıp araya türkçe karıştırdığımız oluyor ya da birden bire türkçeye dönüyoruz.
we attempt to talk in english but most of the time we use turkish words as we take the easy way out or we may suddenly turn into turkish.
- 090 AKM: türkçe daha kolay olduğu için mi bu sizin için
is it because that turkish is much easier for you
- 091 SEL: sanırım evet.
I guess so.
- 092 AKM: hım. kolayca kaçmak dedin çünkü o yüzden?
um. thus, you said that you take the easy way?
- 093 SEL: evet.
yes.
- 094 AKM: anladım ama sence hani ingilizce mi konuşmalısınız türkçe mi.
I see but in your opinion in which language should you talk in english or in turkish.
- 095 SEL: bence ingilizce konuşmalıyız.
I think we should talk in English.
- 096 AKM: neden?
why?
- 097 SEL: çünkü (++)
because (++)
- 098 AKM: bunu ben bir ingilizce öğretmeni olarak sormuyorum. genel hani, böyle sohbet ortamı.
I am not asking this question as an English language teacher. it is a general chat.
- 099 SEL: hazırlıktayız, ingilizce bir bölüm okuyacağız ingiliz dili ve edebiyatı. ingilizcenin en derinine kadar ineceğiz ve bence bunun öğrenme süreci ve ona hazırlanma süreci de ingilizce olmalı. ben burada istedim mesela İngilizce kendimi ifade etmek çünkü öyle olmalı.
we are at the prep class, we are going to have an education in a program having english medium of instruction english language and literature. we will be in the deep sides of english and I think its learning and preparation process should be in english. for instance I wanted to express myself in english because it must be like that.

As presented in Extract 13, SEL was concerned about the use of English in the classroom due to the fact that they were learning this language before their transfer into their programs. In Line 99, she stated that she was willing to communicate with her friends in English because of the influence of practice on their English competence level. In some situations, therefore, it was approved that the students demonstrated their L2 WTC when they use English in their interactions even if they had a chance of using L1.

Discuss with a pair or a group member. In the classroom being observed, the tasks were mostly fulfilled with a pair or a group. The students were either

matched with the pairs and group members by the lecturer or they selected their own pairs or members of the group. Their L2 WTC was observed to be varied based on the peer or peers they work with: whether they were matched by the lecturer or they selected themselves. Due to this observed difference, it was concluded that the peer had an influence on the arousal of L2 WTC of the students. These two initiations were exemplified in details below.

The first instance from the moments that BAK was matched with a pair in Week 3 by the lecturer to do the doctor-patient activity. In this activity, they were given a worksheet which consisted of symptoms and diagnosis to be matched. Then, the lecturer asked them to work in pairs and develop a dialogue between a patient and a doctor. Rather than letting them to choose to whom they worked with, he matched them with the pairs based on the criteria of sitting place. BAK was matched with a friend with whom he performed very limited number of tasks in the data collection period. It was seen that BAK was the only one who was busy with the task and taking some notes while his pair was looking around and chatting with other friends. It was asked how he felt working with this particular friend for this task in the interview. Extract 14 chosen from the interview indicated his feelings below.

Extract 14. Discuss with a matched friend to do a task (from the interview with BAK in January 4, 2019)

- 094 AKM: ... ilk olarak şunu soracağım x ile çalışıyor olmak sana ne hissettirdi?
... *first of all, I will ask that how did you feel when you were working with x?*
- 095 BAK: hepsini ben hazırladım x şey yapmadı pek yani x'nin konuşmasını da ben hazırladım benim kendi konuşmamı da ben hazırladım.
I prepared all of them x did not do anything I prepared x's speech as well as my speech.
- 096 AKM: hım, neden?
um, why?
- 097 BAK: x pek şey yapamıyor ya yetersiz kalıyor.
x could not do things he was not competent enough.
- 098 AKM: hım onun için peki ne hissettirdi x ile çalışmak sana?
um for this then how did you feel while you were working with x?
- 099 BAK: ya aslında bilmem ben istemezdim diyebilirim ben seni istemezdim diyebilirim.
um actually I don't know I could say that I don't want him I could say him I don't want you.
- 100 AKM: hım başka bir pair ile mi çalışırdın?
um would you work with another pair?
- 101 BAK: evet.
yes.
- 102 AKM: neden?
why?
- 103 BAK: ya çünkü bütün yük böyle senin üstüne kalıyor bir de dediğin bütün her şeyi sen düşünüyorsun, fikir üretiyorsun ve sen yazıyorsun. hiç iletişim kurmadık ki ben kendi kendime oluşturdum. diğer herkes konuşuyordu ben de isterdim öyle olsun.

because the whole load stays on you and you think about everything you say, you produce ideas and you write. we did not communicate at all I made something on my own. the others were talking to each other I wish that we would be like them.

In Line 99, BAK expressed his unwillingness to work with his friend with whom he was matched by the lecturer. He found his friend less competent in English and therefore, he could not help BAK during the process of preparation for the task. He also underlined that they had no communication and he wished to have communication with his pair. This extract indicated that BAK was willing to communicate with his pair. However, he could not find a chance to get into communication due to the mismatch with his pair.

While BAK indicated that he was unwilling to work with his friend with whom they were matched even if he was willing to communicate, most of other participants who were in the shoe of BAK expressed that their willingness was not badly influenced when they were matched with a peer or a couple of peers. It was much related to the fact that while forming the pairs or groups, the lecturer put the ones who sat closer to each other into the same group or he assigned the closest two as the partners. They were mostly sitting closer to their best friends in the classroom and their partners automatically became the ones that they would choose even when the lecturer formed the pairs or groups. Therefore, to the question how they felt while they heard that the lecturer was forming the pairs or groups, they generally answered that it was not a problem for them since they were matched with the friend(s) they were thinking about to choose. However, all of the students mentioned in the interviews that they could not stand with the idea of matching with friends who were not intimate to them.

The current group were combined into the same class at the very beginning of the module in which the study was carried out. In the previous module, they were in two different B1 level classrooms. At the beginning of the current module, they were combined into a single classroom. However, it was observed that there were two groups in the same classroom and they did not establish any relationship. In the last week of the module, the participants were still in doubts about the names of their friends who were identified as “from other classroom”. Only EMI expressed that he could be a partner of a pair or a group with anyone in the classroom while the rest of the participants stated clearly that they would be unwilling to communicate

with a friend from the “other” classroom in a pair or group work if they were combined with them.

The second instance was coming from when a student selected the partner in a pair work or partners in a group work. It was not surprising to observe that the participants showed WTC when they chose the friend to discuss themselves during an activity. For instance, YIG moved next to DIL in order to do the pair works in Week 2. In a sense, he selected his pair as DIL for the week. Every time he heard the instructions from the lecturer about talking to a friend, he turned to DIL. In Extract 15, he expressed his WTC with DIL.

Extract 15. Discuss with self-selected friend to do a task (from the interview with YIG in December 27, 2018)

- 080 AKM: ı: mesela partnerinle öncelikle şöyle sorayım DIL ile çalışmayı tercih ediyor musun pair olarak?
er: for instance let me ask you first do you prefer to work with DIL as a pair?
- 081 YIG: evet güzeldi.
yes it was okay.
- 082 AKM: çünkü dersten önce hiç olmuş muydunuz partner?
had you ever became partner before the course yesterday?
- 083 YIG: tabi tabi, yani zaten şeydim yani hani normalde ı: x ve SEL'le birlikteydim pair olduğumuz için baktım DIL'nin yanı boştu hani ikili olmak için oraya geçmişim. kendim onunla seçmeyi seçtim ve gayet memnumdum. istekliydim yani onunla konuşmaya.
of course, I was the thing I mean I normally er: was with x and SEL I moved next to DIL since we were going to work in pairs and no one was sitting next to her. I chose her to work and I was pretty happy. I was willing to talk to her so.

It was realized that both YIG and DIL seemed to have great enthusiasm while working together in that week. YIG also confirmed that he was willing to communicate with DIL, whom YIG selected to work with as a pair. Therefore, it was concluded that the participants displayed L2 WTC inside the classroom when they selected their pair or group partners on their own.

Overall, it was found that the learners of English demonstrated their L2 WTC in different situations in the classroom. The confirmed observation data revealed that their L2 WTC was identified in eight different situations, which were initiated through fourteen different ways. The factors influencing L2 WTC they demonstrated as well as their definitions of L2 WTC were explored in the following subsections.

RQ7. The explanations of L2 WTC by learners of English. In the qualitative phase of the current study, it was aimed to find out which factors were influencing L2 learners' L2 WTC. The factors affecting their L2 WTC were examined

through stimulated recall interviews. During the interviews, they watched some extracts from the courses in which they were identified as showing WTC. They, then, asked if they could confirm whether they were willing to communicate in the particular situations and identify the factors which had an influence on their WTC. In that manner, it was crucial to understand how they reacted on the L2 WTC since WTC possesses an ambiguity in meaning as one may refer to the perceived communication competence rather than willingness. In order to obviate this ambiguity, it was solicited how they defined WTC in English in the interview sessions. They were also asked to assess their willingness in oral communication first in general and then, specifically for each task then for each course and each week.

The research question seven (RQ7) was added to the concern of the study in order to investigate the explanations of each participant for L2 WTC. They were asked at least once to express their own definitions of willingness for oral communication in English during the data collection process which lasted four weeks. They were also required to assess their willingness for oral communication out of 10. First, they were asked to assess themselves in general in terms of their WTC inside the classroom. Then, they were asked to evaluate their willingness for each task and each week as well. However, rather than their self-assessments for each course and each task, their general assessments for their willingness are included in the findings below. The descriptive analysis of the definitions were reported below in the alphabetical order of abbreviations of the participants' names from BAK to ZEH.

BAK's willingness for oral communication. In the first interview with BAK, before watching the extracts from the courses in Week 1, he was asked some semi-structured questions. Two of these questions were about oral communication and willingness for it. After asking the meaning of oral communication for him, he was required to share his definition of willingness for oral communication as well. Following extract from the interview with BAK in Week 1 presented this inquiry between me as the researcher and BAK.

Extract 16. BAK's definition of willingness for oral communication in L2 (from the interview with BAK in December 14, 2018)

- 033 AKM: anladım. peki sözlü iletişim istekliliği denince ne ifade ediyor sana?
I see. well what does oral communication mean to you?
- 034 BAK: ((gülerek)) ı: kendim.
((laughing)) er: myself.
- 035 AKM: ((gülerek)) kendin?
((laughing)) yourself?
- 036 BAK: ı: şöyle, insanlarla iletişim kurmayı muhabbet etmeyi çok seviyorum zaten etrafımdaki insanlar da çok söylüyor sürekli. hani bir ortama girdiğimde kolaylıkla biriyle ya da tanımadığım biriyle çok rahat iletişim kurabiliyorum.
er: I mean, I love to communicate with chat with people too much people around me told me so. I can easily communicate with a person in a new environment or with a stranger.
- 037 AKM: anladım peki ingilizce konuşma ı: ingilizce sözlü iletişim istekliliği desem?
I got it what about I told you willingness to communicate in english?
- 038 BAK: o karşımdaki insana da bağlı biraz eğer mesela odada var ingilizcesi iyi olan arkadaşım iki tane yurtta, bazen ingilizce sohbet ediyoruz. hoşuma gidiyor, etraftakiler izliyor ne diyor bunlar falan diyor ama o an birbirimizi anladığımızda benim çok hoşuma gidiyor yani. kurmayı istiyorum.
it depends on the interlocutor if for example I have two roommates whose english level are well at the dormitory, we sometimes talked in english. I like it, everybody around is watching us they asked what these are talking about but I feel really satisfied at that moment when we understand each other. I would like to communicate.
- 039 AKM: istiyorsun. peki ingilizce sözlü iletişim istekliliğini 1 ile 10 arasında değerlendirsen, kaç verirsin kendine?
you would. where do you see yourself between 1-10 in willingness for oral communication?
- 040 BAK: (+) sanırım 5 veririm.
I suppose I would give 5.
- 041 AKM: 5 verirsin ... neden?
you would give 5 ... why?
- 042 BAK: işte, biraz yani konuşurken dilim şey birbirine şöyle kelimeleri bazen çıkartamıyorum. heyecanlanıyorum.
well, while talking my tongue well I cannot articulate words. I get excited.
- 043 AKM: bu da senin istekliliğini mi etkiliyor?
does it have an influence on your willingness?
- 044 BAK: evet. yani heyecan unsuru var. normalde çok soğukkanlı biriyim ama iş ingilizce olunca, şöyle tarif edeyim antalyadaydım okulun ilk haftası bir sunum vardı video çekecektim. sadece karşımda kız arkadaşım var videoyu çekiyor, 15 defa tekrarlattırdım. yani sadece normal bir kız arkadaşımın yanında konuşurken ingilizce, heyecanlanıyorum.
yes. there is the factor of excitement. normally I am calm but when the concern is english, let me define this like I was in antalya it was the first week of the term there was a presentation I needed to record a video. only my girlfriend was there she was shooting the video, I restarted it for fifteen times. I mean I get nervous even when I am with my girlfriend while talking in english.
- 045 AKM: heyecanlanıyorsun, bu da istekliliğini etkiliyor.
you get nervous, and this has an influence on your willingness.
- 046 BAK: hı him.
uh-huh.

In the previous lines of Extract 16, I asked BAK his definition of oral communication, to which he answered as the vital element of a language. In line 33, he was asked about his own ideas of willingness for oral communication. He first

answered this question as “myself” in line 34. It barely understood by the researcher and she echoed him as “yourself” in a rising tone. He then defined his feelings about oral communication such as his general tendency to have a communication with others by highlighting how much he loved to communicate with others. It was seen that he was talking about oral communication in general not specifically in English. Therefore, the question was repeated this time by adding willingness for oral communication in English. BAK again did not present a definition of oral WTC, however, he mentioned the factors influencing his willingness by stating “it depends on the person to whom I communicate with” in Line 38. It was seen that his own definition of willingness of oral communication could not be attained in Week 1. However, it could be inferred that BAK found oral communication important.

After the realization of not getting a gist of BAK’s insight for willingness for oral communication, it was asked him how willing he assessed himself in oral communication in English. In line 34, he assessed himself willing in general in oral communication because he meant to answer the question how he defined WTC as he was the one willing to communicate orally by saying “myself”. However, he did not see himself as much willing when it comes to communicate orally in English since he hesitated to provide a response to the question about his level of willingness in English between 1 to 10. After a short period of time in line 40, he expressed that he had a moderate level of willingness (5 out of 10) for oral communication. Therefore, BAK was regarded as one of the participants who had a moderate level of WTC.

BET’s willingness for oral communication. In the first interview with BET, it was realized that her opinion about L2 WTC was only questioned in line with her level of L2 WTC. It was neglected to ask her definition of L2 WTC. In the last line of Extract 17, BET stated that she was giving her level of L2 WTC six out of ten. This indicated that BET was regarded herself willing to communicate in English.

Extract 17. BET's level of willingness for oral communication in L2 (from the interview with BET in December 13, 2018)

- 021 AKM: anladım peki: şöyle bir şey sorsam BET ingilizce isteklilik seviyene 1 ile 10 arasında bir puan versen genel olarak konuşma becerisinde, sözlü iletişime kaç verirsin?
I see well: let me ask you this BET if you give to your level of willingness a point from 1 to 10 in general in your speaking skills, how could you evaluate yourself in oral communication?
- 022 BET: yani konuşmadan kendi isteğim.
in a word without speaking my willingness.
- 023 AKM: hı hım
uh-hum
- 024 BET: işte isteklilik konuya göre değişir ama:: 6 falan verebilirim.
well willingness depends on the topic however: I can give 6.

After realizing that it was forgotten to ask BET about her opinion of L2 WTC, the question about her definition of L2 WTC was directed to her in Week 2 while she was in search of evaluating herself in terms of her WTC in a particular activity. Extract 18 was consisted of this part of the interview with BET.

Extract 18. BET's first definition of willingness for oral communication in L2 (from the interview with BET in December 27, 2018)

- 092 AKM: sözlü iletişim istekliliği ne sence BET?
what is willingness for oral communication in your opinion BET?
- 093 BET: ya ben şeyi ayırtıramıyorum aslında yani mesela istekliyim ama konuşamıyorum o zaman sözlü iletişim isteksizliğim kötü mü onu tam anlayamadım.
well actually I cannot figure out the difference for instance I am willing but I cannot talk then my willingness for oral communication is bad I cannot understand this exactly.
- 094 AKM: anlayamadın.
- 095 BET: *you do not understand it.*
yani çünkü hani sözlü iletişim deyince konuşman gerekiyor ama isteksizlik ya da isteklilik denince de sadece konuşmaya yeltenmem mi gerekiyor?
I mean when oral communication is concerned you need to talk but unwillingness or willingness were concerned do we need to attempt to talk only?
- 096 AKM: *unwillingness or willingness were concerned do we need to attempt to talk only?*
- 097 BET: hım.
um.
- 098 AKM: falan burayı tam anlayamadım ben açıkçası ne sizce?
I cannot sort this out exactly. what is it in your opinion?
((gülüyor)) yani hani isteyebilirsin ama bu tamamen sana bağlı senin tanımın olmalı-
- 099 BET: *((laughing)) you can be willing but this totally depends on you it should be your own definition-*
- 100 AKM: *-o zaman 10 filan mı benim yani?*
- 101 BET: *-then it is 10 for me, isn't it?*
istekli miydin dün genel olarak derste?
- 102 AKM: were you willing yesterday in the courses in general?
yani aslında konu eğer dikkatimi çekerse genelde istekliyim ama.
- 103 BET: *I mean, in fact, I'm usually willing if the subject catches my attention.*
hım.
- 104 AKM: *um.*
yani her zaman konuştuğum söylenemez.
- 105 BET: *so I cannot say that I am always talking.*

- 106 AKM: eyleme dönmüyor.
it does not put in action.
evet.
- 107 BET: *yes.*
o zaman sence sen istekli bir insan mısın isteksiz bir insan mısın?
then, in your opinion are you a willing person or unwilling person?
yani konuya göre değişir derse göre değişir istekli değilim o zaman.
well it changes in accordance with the topic with the course then I am not willing.

In the previous lines that were not included in Extract 18, BET was asked how willing she felt to communicate orally in a task where the lecturer put her in a group to discuss about wedding gossips. Before providing an answer to this question, she mentioned that she had difficulties to sort out what willingness for oral communication is in Line 93. In Line 95, she explained her confusion by stating whether attempt to talk in oral communication would be enough to be regarded as willing to communicate orally. Then, she asked for help from the researcher in Line 97 in order to clear her mind of the concept. In Line 98, I, as the researcher, mentioned that I was in search of understanding her own opinions about oral communication and willingness for oral communication. Therefore, I did not supply a response to her call for help. The last two lines of Extract 18 consisted of the recurring question of the researcher to understand BET's opinion of L2 WTC and her final answer. She highlighted that her willingness for oral communication was shaped in line with the topics and courses. However, she concluded in Line 107 that she found herself unwilling to communicate in English. Extract 18 pointed that BET was confused about the exact meanings of L2 WTC and oral communication. Therefore, there was a mismatch between the self-assessment of her L2 WTC level in the first week as being willing and in the second week as being unwilling. The following extract, namely Extract 19, however, showed out that her opinions about L2 WTC and oral communication were clarified.

Extract 19. BET's final definition of willingness for oral communication in L2 (from the interview with BET in January 10, 2019)

- 039 AKM: peki istekliliği ne, sözlü iletişim istekliliği sence?
well what is willingness, willingness for oral communication in your opinion?
- 040 BET: sözlü iletişim istekliliği, istekli olup- yani mesela el kaldırdığımızda istekli olmuş oluyoruz. ama konuşmuyorsak istekliliğimizi etkilemiyor. yani bu ikisi farklı şeyler benim gözümde.
willingness for oral communication, being willing- so for instance when we raise hand it means we are willing. but if we are not talking it does not affect our willingness. these two are different things in my perspective.
- 041 AKM: hım farklı diyorsun.
um you say that they are different.
- 042 BET: aynen. yani iletişime geçmek ile istekli olmak çok farklı şeyler. yani sanırım siz de bunu araştırıyorsunuz e: bu yüzden de yani bir insanın o sohbeta katılma istekliliği. ama katılıp katılmaması önemli değil.
exactly. I mean communicating and being willing to communicate are very different things. I think you are searching on this er: thus I mean it is a person's willingness to participate into a conversation. yet it is not important if he or she participates in it or not.
- 043 AKM: önemli değil diyorsun tamamdır. ...
you say that it is not important okay then. ...

Extract 19 belonged to the interview sessions that took place in Week 4. BET's confusion about the definition of willingness for oral communication made the researcher to repeat the question of what L2 WTC is for BET in the last interview session. This time, BET seemed to be sure about the concept and provided a clear definition in Line 40. She highlighted that willingness for oral communication and being in oral communication are two different concepts and the initial one referred to the attempts to take part in communication rather than being actively participated into it. Therefore, it could be inferred that L2 WTC was related to an intention to communicate in English according to BET rather than being in actual communication. Her reactions for the instances when she was found as willing or unwilling to communicate was regarded in terms of her final definition.

DIL's willingness for oral communication. DIL was requested to reply some questions in order to clarify her position of L2 WTC. She was directly asked to provide an answer to the question of what willingness for oral communication was in the stimulated interview sessions in Week 2. After asking her opinions about oral communication, she was invited to present her own thoughts about L2 WTC. Extract 20 presented below included her own definition of willingness for oral communication.

Extract 20. DIL's first definition of willingness for oral communication in L2 (from the interview with DIL in December 27, 2018)

- 036 AKM: peki istekliliği sözlü iletişim de nasıl tanımlıyorsun, DIL?
well how do you define the willingness in oral communication, DIL?
- 037 DIL: nasıl yani?
what do you mean?
- 038 AKM: sence sözlü iletişim istekliliği ne?
what is willingness for oral communication in your opinion?
- 039 DIL: sözlü iletişim
oral communication
- 040 AKM: [istekliliği]
[willingness]
- 041 DIL: [istekliliği]
[willingness]
- 042 AKM: yani mesela diyorsun ya istekliydim 10 veririm diye neyine 10 veriyorsun sence neydi yani. bu sefer 10 olmasının sebebi neydi?
well for instance you say that I was willing I would give 10 to what that you give 10 in your opinion. what is the reason of giving 10 this time.
- 043 DIL: yani pasif kalmak istemedim isteklilik budur bence istedim yani konuşmak istedim kendimi göstermek istedim, pasif kalmak istemedim. açıkçası normalde pasif kalmak taraftarıyım çünkü.
well I did not want to be passive this time willingness is this in my opinion well I wanted to talk I was eager to show myself, I did not want to be passive. to be honest, I am much more in favor of being passive mostly.
- 044 AKM: him anladım. ...
um I see. ...

In Extract 20 from Line 36 to Line 43, DIL was trying to understand the question of what willingness for oral communication was. In Line 43, she stated that she was eager to be active in that particular lesson. Therefore, she identified herself willing in the activities. Then, she stressed that WTC was related to these factors: being eager to be active, talk in a course and show herself. She also stated that she was barely felt active to take part in activities in the courses. Therefore, in the previous lines, she identified herself as unwilling to communicate. However, in Week 2, she defined herself willing and described willingness for oral communication as being eager to be active in communication.

In the last interview session with DIL in Week 4, she was again asked about her own opinions about oral communication and its willingness. She mentioned that oral communication was a concept about expressing one's own ideas and opinions in a spoken interaction. After this, she was inquired to share her opinions about willingness for oral communication and her answers were presented in Extract 21.

Extract 21. DIL's final definition of willingness for oral communication in L2 (from the interview with DIL in January 10, 2019)

- 036 AKM: hım ... peki isteklilik deyince, sözlü iletişim istekliliği deyince ne değişiyor?
um ... so, what changes when it comes to willingness, when it comes to willingness for oral communication?
- 037 DIL: istekli olmadıktan sonra zaten ne kendini ifade edebiliyorsun ne başka bir şey yapabiliyorsun o yüzden direk hani istekliliğe bağlı bir şey olduğunu düşünüyorum. hani içe kapalılık bir yerde fazlaysa yani özgüven fazlaysa isteklilik fazlaysa iletişim fazla. onları bağlıyorum birbirine.
without being willing, you can neither express yourself nor do anything else. so I think it's something that depends on your willingness. When inwardness is more in one place, that is, self-confidence is high, willingness is high, communication gets high. I am putting them together.
- 038 AKM: anladım peki DIL, türkçe sözlü iletişim istekliliği ile ingilizce sözlü iletişim istekliliği farklı mı sence?
I see that well DIL, do you think that willingness for oral communication in turkish and willingness for oral communication in english are two different things?
- 039 DIL: yani kişinin ilgi alanlarına göre değişir bence. şimdi ben ingilizceyi seviyorumdur mesela ama yani türkçe'de çok daha iyi hissediyorumdur kendimi türkçe'de daha rahatım ama ingilizcede de istekliliğim var. yani bunu nasıl açıklayabilirim? yani iyi olduğun konuda daha fazla istekli olursun bence.
so I think it will vary according to one's interests. now I like english, for example, but I feel much better in turkish. I feel more comfortable in turkish, but I also have a desire in English. so how do I explain it? so I think one may become more willing in a topic in which she or he is better. .
- 040 AKM: anladım. ...
I see. ...

In Line 37 of Extract 21, DIL was seen that she identified willingness as the prerequisite of oral communication. For her, it was the first step of oral communication because she stated that without willingness, one would not attempt to express one's own ideas. She also stressed out that willingness for oral communication should be accepted as a whole with self-confidence and oral communication. These three were integrated for her. In a nutshell, it could be concluded that DIL defined willingness for oral communication as being eager to active orally in the classroom and as the first step of being in oral communication.

EMI's willingness for oral communication. In the first three interviews with EMI, it was either neglected to ask him his definition of both oral communication and WTC or he focused more on his level of WTC. EMI was one of the participants who clearly identified himself as having a high level of willingness to communicate in English inside the classroom. Therefore, he mostly mentioned his opinion about his level of willingness when the questions about WTC was directed to him. Extract 22, which was included as a sample was one of the instances where he stated his level of WTC in English.

Extract 22. EMI's level of willingness for oral communication in L2 (from the interview with EMI in December 13, 2018)

- 026 AKM: tamam peki iletişim istekliliği durumunu ingilizce sözlü iletişim durumunu 1 ile 10 arasında nerde görüyorsun.
okay well where do you see your willingness for oral communication in english between 1 and 10?
- 027 EMI: 8
8
- 028 AKM: 8
8
- 029 EMI: 8,5
8.5
- 030 AKM: buçuk hatta. o zaman 9 diyelim 8,5dan isteklisin o halde kendini öyle tanımlıyorsun *and also half. then let's say 9 out of 8.5 you define yourself willing then.*
- 031 EMI: tamam 9 olsun. tabi tabi.
okay let it be 9. of course I am.

In the first interview session with EMI, he was required to define himself in terms of his level of WTC in English. He showed no hesitation to evaluate his willingness as high by giving eight at first and nine at last out of ten. In the first week of data collection process, the transcribed data of stimulated interviews indicated that his perspectives of WTC were not inquired. Therefore, he was directly asked to share his own understandings of oral communication and WTC either in English and in Turkish in Week 4. Following extract included these instances in the interview session with him.

Extract 23. EMI's definition of willingness for oral communication in L2 (from the interview with EMI in January 11, 2019)

- 025 AKM: ... son kez soruyorum. bu manada son kez görüşmemiz olduğu için. sence sözlü iletişim ne?
... I am asking this question for the last time. since we met for the last time with this purpose in mind. what is oral communication in your opinion?
- 026 EMI: sözlü iletişim ne? bir insanın o anda aklına geleni dili ile ağızıyla karşısındaki kişiye fikrini doğru bir şekilde yansıtmasıdır, göstermesidir.
what is oral communication? it is to transfer, to show what a person can think of at the moment to the others with his/her tongue and mouth.
- 027 AKM: anladım. peki sözlü iletişim istekliliği ne desem?
I see. then, if I ask what willingness for oral communication is?
- 028 EMI: sözlü iletişim istekliliği sözlü iletişim e: işte bu dediğim şey açıklamaya artı olarak; o işi yapma istekliliği yani.
willingness for oral communication oral communication er: it is a plus of what I said what I defined: it is the willingness to communicate.
- 029 AKM: peki sence türkçe sözlü iletişim istekliliği ile ingilizce sözlü iletişim istekliliği arasında fark var mıdır?
then is there a difference between willingness for oral communication in turkish and willingness for oral communication in english in your opinion?
- 030 EMI: kesinlikle. okumada bile böyle hani. ingilizce ben tamamen ayırıyorum yani. dil dildir diye bakmam asla. mesela türkçede konuşma istekliliği adamın karakteri farklı olabilir. ingilizcede de farklı olabilir. aslında her dil farklı bir karakterdedir. hatta bir çok yerde araştırmalarda da bu söyleniyor yani.

mesela yabancı dilde insan daha kibar olmuştur vs. vs. gibi. bu nedenle tabii farklı, kesinlikle farklı.

exactly. even in reading. I totally separate these two. I can never look at languages as only languages. for example, the willingness to talk in turkish may be different related to difference in one's character. in english it may also be different. in fact, each language has a different character. even in many places, this is said in research. for example, people would be more polite in a foreign language, etc. etc.. therefore of course different, absolutely different.

031

AKM:

tamamdır. ...
okay. ...

EMI highlighted the importance of transferring the opinions to the receiver in a communication as a response to the question of his own definition of oral communication in Line 26. For him, willingness for oral communication is also based on putting the intention of communication into action willingly. Therefore, EMI regarded willingness for oral communication as a behavior in action. Since the question about willingness for oral communication was not directed to him by highlighting the concern was in L2 which was English in EMI's case, in line 29, the difference between willingness in Turkish and in English was questioned. He stated that each language had a role to build a different character in each individual. Therefore, his willingness to communicate orally in English is different from the one in Turkish.

The two extracts chosen as samples of EMI's case in terms of his reactions to WTC orally in English showed that he defined willingness to communicate as being eager to share one's opinions with others, which was inferred as he regarded it as an observable behavior rather than an intention. He was evidently one of the most willing participants of the current study according to his self-assessment of his WTC level.

SEL's willingness for oral communication. SEL was one of the participants who defined herself unwilling in the orientation meeting which was considered as a pilot of interviews. She did not hesitate to identify herself as unwilling when I asked their assessment for their level of willingness. However, in the first interview session with her, it was realized that she found herself willing in speaking even if she barely believed in her speaking skills. Extract 23 consisted of her self-assessment for her WTC inside the classroom as well as her first definition of WTC.

Extract 24. SEL's level and definition of willingness for oral communication in L2
(from the interview with SEL in December 14, 2018)

- 015 AKM: peki sözlü iletişim istekliliği dediğimde ne anlarsın, ne anlıyorsun?
well what do you understand when I say willingness for oral communication?
- 016 SEL: ı:m.: kendini konuşarak ifade etmeye gönüllü ve meyilli olmak, diyebilirim.
u:m.: being willing to express oneself by talking and having a tendency, I can say.
- 017 AKM: meyilli olmak bu böyle içinde bir meyillin bulunması mı?
having a tendency is it something that you have a tendency?
- 018 SEL: evet
yes
- 019 AKM: tamamdır. peki SEL sana genel olarak önce şeyi sorayım. konuşma becerisinde kendini 1 ila 10 arasında bir değerlendirsen kaç verirsin?
okay. well SEL I am going to ask you something in general. if you need to assess yourself in speaking skills, how will you assess yourself between 1 and 10?
- 020 SEL: 3 ya da 4.
3 or 4.
- 021 AKM: 3 ya da 4.
3 or 4.
- 022 SEL: evet
yes
- 023 AKM: peki istekliliği desem sözlü iletişim istekliliği konuşma istekliliği.
if I ask willingness willingness for oral communication
- 024 SEL: istekliyim ama bunu ne kadar dışarı gösteriyorum orası tartışılır. çünkü çekincelerim var. kendimce.
I am willing but it is debatable if I show this willingness to others. because I have reservations. in my own way.
- 025 AKM: ama içimde istekliyim diyorsun.
however you say that you are willing inside.
- 026 SEL: evet.
yes.
- 027 AKM: 1 ila 10 arasında kaç verirsin konuşma istekliliğine?
how do you assess your willingness for oral communication between 1 and 10?
- 028 SEL: 8 ya da 9 olabilir.
it could be 8 or 9.

In Line 15 presented in Extract 23, I directly asked her how she regarded WTC in English in order to comprehend her own understanding of WTC. After a few seconds of thinking, she answered this question as having a tendency to express one's opinions in Line 16. Then, her self-assessment for the oral communication skills was inquired. Her answer in Line 20 indicated that she assessed her speaking skills as being low competent. Following this, her willingness was questioned and it was found that she found herself very willing by giving 8 or 9 out of 10 to her willingness level. However, she underlined that she kept her willingness inside and doubted if she showed it to others and used it while speaking.

SEL was again asked to define the willingness for oral communication in the second week of data collection presented in Extract 25. In these instances, she again used the statement of having a tendency to communicate in her description

of WTC. Based on this, it was inferred that she saw WTC as an intention rather than an observable behavior. However, her additional comments on the issue demonstrated that this inference did not constitute a ground.

Extract 25. SEL's definition of willingness for oral communication in L2 (from the interview with SEL in December 27, 2018)

- 045 AKM: hım: genelde kendini nasıl değerlendiriordun SEL geçen hafta konuşmuştuk ama
um: how do you assess yourself in general SEL we talked last week yet
- 046 SEL: genelde istekliyim ama bu isteğimi pratiğe dökmüyorum
in general I am willing but I cannot show it in practice.
- 047 ((gülüyorlar))
((both in laughs))
- 048 AKM: dökmüyorsun tamamdır.
you do not show it in practice okay.
- 049 SEL: hı hı.
uh-huh.
- 050 AKM: ama senin için isteklilik ne sözlü iletişim istekliliği
then what is willingness for you willingness for oral communication
- 051 SEL: olmazsa olmaz.
indispensable.
- 052 AKM: olmazsa olmaz.
indispensable.
- 053 SEL: yani
I mean
- 054 AKM: nasıl tanımlıyorsun?
how do you define it?
- 055 SEL: ı:: yani iletişim kurmak silah zoruyla yapılabilecek bir şey değil. bu yüzden ne kadar istekli olursan kendini o kadar daha rahat ifade edersin.
er: communicating is not something that can be done at gunpoint. so the more willing you are, the more comfortable you will express yourself.
- 056 AKM: hı hı.
uh-huh.
- 057 SEL: o kadar daha çok iletişime meyilli olursun. konuşmaya,
the more you have a tendency, to talk,
- 058 AKM: hım:. pratiğe dökmek şart mı?
um:. is it necessary to put it in practice?
- 059 SEL: yani evet
well yes.
- 060 AKM: istekliliğini pratiğe dökmek şart o zaman
then it is necessary to use your willingness in practice
- 061 SEL: yani evet
well yes

Before this conversation shown in Extract 25, it was asked her how she assessed herself in the last lessons and what she thought of the content of the lessons. As the courses focused on speaking skills, SEL started talk about her speaking skills and how willing she was in the last courses. Therefore, in Line 45, she was asked about self-assessment of her own WTC in general. The answers that she provided were all related to WTC in English in the classroom context because the content of conversation was based on it. Thus, when SEL stated that she was

generally willing however she could not show it in practice in Line 46, she presented her WTC in English inside the classroom.

By regarding WTC as an indispensable component of communication, SEL claimed that the level of willingness would influence the way that an individual communicated in Line 55 since he or she would feel more comfortable in communication if they had willingness. In Line 57, she again used “having a tendency to talk” while describing WTC. Based on her expression of being comfortable while communicating to describe WTC, I asked her in Line 58 if it is necessary to use willingness in practice. She confirmed that it was necessary to use one’s willingness in communication in Line 59 and 61. As a result, it was concluded that SEL thought that WTC was an intention to communicate. However, having this intention or tendency would not be enough to be willing. According to her, it was important to show this willingness in practice as well, which indicated that WTC could be an observable behavior as well as an intention that an individual had inside for an individual at the very same time.

SEZ’s willingness for oral communication. The transcribed data of SEZ’s interviews pointed that she was asked her opinions about speaking skills and oral communication in the first week. It is aimed to understand her self-assessment for her speaking skills at first. Extract 26 consisted of the conversation between the researcher and SEZ on her opinion about oral communication and her level of WTC.

Extract 26. SEZ’s level of willingness for oral communication in L2 (from the interview with SEZ in December 13, 2018)

- 020 AKM: ((gülerek)) genel yine bir sorum olacak. kendini nasıl görüyorsun konuşma becerisinde?
((laughing)) *I have a general question. how do you see yourself in speaking skills?*
- 021 SEZ: yani 1’den 10’a kadar bir puan versem 4 falan diyebilirim herhalde yani. görmüyorum kendimi.
if I needed to give a point from 1 to 10 I would give approximately 4 maybe. I do not see myself.
- 022 AKM: ((gülüyor)) neden?
((laughing)) *why?*
- 023 SEZ: konuşamıyorum. ya bilmiyorum ya konuşamıyorum yani. hızlı düşünemiyorum öyle diyeyim.
I cannot talk. I do not know I cannot talk. I cannot think fast I could say.
- 024 AKM: hım:. peki türkçe’de [de bu böyle mi?]
um:. well [was it the same] in turkish?
- 025 SEZ: [yazsam yazarım] yok türkçe de böyle değil. türkçe de konuşurum. yani o konuda biraz iyiyim.
[I could write if I need to] no it was not the same in turkish. I can talk in turkish. I am slightly good at that.

- 026 AKM: ama dil deęişince farklı mı?
but if the language changes is it different?
- 027 SEZ: evet hı hı.
yes uh-huh.
- 028 AKM: anladım. peki sözlü iletişim becerisine yani daha doğrusu şöyle diyeyim sözlü iletişim deyince ne anlıyorsun sen?
I see. what about your oral communication skills, or rather verbal communication, what do you understand when you hear it?
- 029 SEZ: sözlü iletişim mimikler devreye giriyor göz teması olabilir belki. yani o duyguyu hissetmek karşındaki insanın senin verdiđin onun verdiđi tepkileri senin anlamaman vesaire olabilir.
oral communication may be eye contact that comes into play in facial expressions. I mean, feeling that emotion may be the way you understand your reactions to what you're giving.
- 030 AKM: onlar geliyor aklına. süper. peki, bir de şunu soracađım. hani işin özelinde geçen hafta da konuşmuştuk, toplu görüşmemizde de. ı: isteklilik olarak şimdi az evvel sözlü becerine 10 üzerinden puan verdin ya. sözlü iletişim istekliđi ya da konuşma istekliliđine kaç puan verirsin? 10 üzerinden.
they come to your mind. super. well, I'm going to ask this one. you know, we talked about it last week, also in our collective meeting. I: as willingness, you just scored over 10 points in your oral skills. how many points do you give to your willingness to communicate or to talk? out of 10.
- 031 SEZ: ingilizce mi? istek var. isteđe 8 verebilirim. ama bu faale geçince 4 oluyor.
in english? there is willingness. I would give 8 to it. but when it is in action it becomes 4.

Due to her lack of practice, she mentioned that she was not as competent as she was in other skills such as writing and she assessed herself low competent in speaking skills by giving it 4 out of 10. In Line 25, she also gave a response to the question whether the language had any effect on her competence level as she was totally different in Turkish and she found herself good at Turkish. After these warm-up questions, SEZ expressed the difference between speaking skills and oral communication since she said that the oral communication compromised mimics and gestures and the transfer of emotions through body language in Line 29. After her identification of oral communication, it was neglected to ask her the ideas for the description of WTC in the first week of interviews. However, her level of willingness for oral communication was discovered and she stated that she had high level of willingness by giving it 8 out of 10. It could be understood that SEZ was a willing learner of English.

In Week 4, SEZ's definition of willingness for oral communication was explored by raising questions to learn her opinions because it was forgotten to be examined in the previous weeks of data collection. Extract 27 collected the answers that SEZ provided to the questions to learn her opinions about willingness for oral communication.

Extract 27. SEZ's description of willingness for oral communication in L2 (from the interview with SEZ in January 10, 2019)

- 021 AKM: ... sence sözlü iletişim ne?
... *what's oral communication in your opinion?*
- 022 SEZ: sözlü iletişim, karşındakini tam anlamıyla dinlemek ve duygularını falan hissetmek, jest mimiklerle falan.
oral communication, listening to the person completely and feeling her / his emotions through gestures and mimics.
- 023 AKM: hım:.
um:.
- 024 SEZ: sözlü iletişim o yüzden çok önemli. ben özellikle göz temasına çok önem veriyorum yani. biriyle konuşurken sürekli gözlerinin içine bakarım. hatta, karşımdaki ben onla konuşurken gözlerimin içine bakmayınca da sinirlenirim. bazen mesela kendi arkadaş grubumda, ben bir şey anlatırken böyle beni inceliyorlar, sevmiyorum. mesela gözümün içine bakmasını istiyorum. mesela ZEH öyle değil. o baya göz teması kuruyor.
oral communication is therefore very important. I especially care about eye contact. I always look into the eyes when I talk to someone. I even get angry when the other person doesn't look into my eyes while I'm talking to him. sometimes for example in my own group of friends, when I tell something like that they look at me up and down, I do not like this. for example, I want him to look me in the eye. for example, ZEH is not so. she's making eye contact.
- 025 AKM: hım.
um.
- 026 SEZ: benim için önemli yani. karşıdaki insanın beni dinlediğini hissettirmesi benim için önemli.
it is important for me. it is important for me that the person shows that he listens to me.
- 027 AKM: önemli diyorsun. peki, sözlü iletişim istekliliği ne sence?
you say that it is important. well, what is willingness for oral communication in your opinion?
- 028 SEZ: ingilizce konusunda: konuşursam, bilmiyorum ya. tamamıyla böyle kişinin şeyine bağlı yani biraz daha hani ingilizce iyi olup olmadığına inanmasıyla alakalı bence. ben kötü olduğuma inanıyorsam yani istekliliğim çok düşüktür. ama iyi olduğuma inanıyorsam yüksektir yani.
about english: if I speak, I don't know. I think it's totally connected to the person's thing, I think it's about believing whether his / her english is good or not. so if I believe that I am bad, my willingness is very low. but if I believe I'm good, it's high.
- 029 AKM: hım. o zaman.
um. then.
- 030 SEZ: kendimi bilmemle alakalı.
it is about knowing myself.
- 031 AKM: he tanımanla alakalı diyorsun. ...
aha you say that it is about knowing yourself. ...

In Line 21, the question about her understandings of oral communication was repeated one more time in Week 4. She again mentioned that it was more about feeling the emotions by use of gestures and mimics. In Line 24, SEZ was trying to express how important that oral communication was for her as it enabled her to be in contact with others by use of her body language. She also stressed that during the communication what was crucial for her was to make eye contacts with the interlocutor and in the oral communication, this contact could be attained. Then, her

ideas about her level of WTC orally were questioned. In Line 28, she stated that willingness for oral communication in English was in the same vein with an individual's self-assessment of competence. For her, a person would become willing when she thought that she was good at the language in the time of communication. Therefore, it could be inferred that SEZ claimed that a willing person in having communication in English was the one who thought that his/her competence level of English was sufficient. This description of SEZ for willingness for oral communication was in conflict with her self-assessments of both her competence level and willingness level. Because in Week 1, she answered the question for her level of competence as being low while she stated that she found herself quite willing to another relevant question. According to her description of WTC, she should have either low willingness or high competence level of oral communication.

To conclude, it could be understood that SEZ found herself willing in English communication although she thought that she was not competent in English speaking skills. Her reactions for not showing her willingness even if she was willing inside were commented as SEZ comprehended WTC as an intention that an individual made it grow inside.

SOY's willingness for oral communication. SOY attended the courses of the first two weeks and he was absent in the last two weeks of data collection process. Therefore, he was interviewed twice. The preliminary analysis of his interviews showed that in the first two weeks, SOY provided answers which enabled the researcher understand his point of view for WTC. The following extract included SOY's own understandings about oral communication and his self-assessment of his level of WTC.

Extract 28. SOY's level and definition of willingness for oral communication in L2
(from the interview with SOY in December 13, 2018)

- 031 AKM: ((gülerek)) benim bir beklentim yok şahsen. peki sözlü iletişim deyince senin aklına ne geliyor?
((laughing)) I do not have any expectations personally. well what comes to your mind when you hear oral communication?
- 032 SOY: konuşmak.
speaking.
- 033 AKM: konuşma geliyor.
speaking comes to your mind.
- 034 SOY: yani şu an yaptığımız gibi, şu an sözlü iletişim içerisindeyiz zaten.
I mean as if we are doing right now, we are in oral communication right now.
- 035 AKM: anladım. tek başına bir iletişim kurabilir misin?
I see. can you communicate alone?
- 036 SOY: tabii ki, yani ayna karşısında- genelde zaten monolog ve dialog olarak ikiye ayrılıyor ya iletişim, ı: bir şeyin iletişim olması için illa iki kişinin olmasına gerek- hatta sadece konuşma olmasına da gerek olmadığını düşünüyorum çünkü mimiklerimizle falan anlaşabiliyoruz. hatta mimik- bazen hiçbir şey yapmadan bile anlaşabildiğimizi düşünüyorum bazen. yani iki kişi bir konuyu biliyorsa, bir bakışı ona anlatabiliyor yani. bu da iletişimdir sonuçta o yüzden
of course, that is, in the face of the mirror - communication is usually divided into monologues and dialogs, er: I think there must be two people for something to be communicated - or even just talk was not necessary I think because we can get along with our mimics. even mimic - sometimes I think we can get along without doing anything. that is, if two people know a subject, they can communicate by only looking at each other. this is also communication.
- 037 AKM: anladım. peki sözlü iletişim istekliliği deyince sende ne canlanıyor? aklına ne geliyor?
I see. then what do you understand when I say willingness for oral communication? what comes to your mind?
- 038 SOY: fikir belirtme isteği, daha böyle ön planda olmak için gayret etmek.
the desire to express ideas, striving to be in the foreground more.
- 039 AKM: hım.
um.
- 040 SOY: ondan sonra yani rahat bir şekilde en azından açıklamak diye düşünüyorum. yani bu sözlü olabilir, yani dediğim gibi mimikleri kullanarak olabilir, ım konuşamayarak da olabilir.
after that in a comfortable way at least I think to explain it. so this can be verbal, that is, as I said, by using mimics, or not speaking.
- 041 AKM: hı hı.
uh-huh.
- 042 SOY: yani konuşmak için illa her şeyi yüz yüze yapmak zorunda değiliz. ne de olsa türkçe konuşmaya çalışan insanları biz anlayabiliyoruz. yanlış konuşmalar da veya ingilizce konuşan insanlar biz gramer hatası yaptığımız zaman bizi çok rahat bir şekilde anlayabiliyor.
so we do not have to do everything face to face in order to talk. after all we understand people who try to speak turkish. even if they speak wrong or english speaking people can understand us very comfortably when we make grammar error.
- 043 AKM: hım. peki istekliliğini yani sözlü iletişim kurma istekliliğini sen 1-10 arasında nerede görüyorsun? ingilizce tabii ki.
um. then where do you see your willingness for oral communication between 1 and 10? in english of course.
- 044 SOY: hım. aslında bu konudan konuya göre değişebilir ama 7 diyeyim buna.
um. in fact it may differ from subject to subject but let me say 7 to this.
- 045 AKM: 7.
7.
- 046 SOY: yedi. çünkü bazen bilmediğim konular hakkında konuşmak istemiyorum veya bi-daha doğrusu şöyle ben karşıdaki insan eğer benim için samimiyse ben

konuşmaya çok istekliyim hatta benim b1 ile ben daha çok konuşuyordum şu ana nazaran şu anki hocalarıma pek alışamadım hala. bir ay geçmesine rağmen pek bir o aradaki bağı kuramadım. o yüzden biraz geri planda kalıyorum ki zaten gerilediğimin de farkındayım konuşmadıkça ((gülerek)) o daha da sinirimi bozuyor o da ayrı bir konu o zaten.

7. because sometimes I don't want to talk about things that I don't know, or rather, if the person in front of me is sincere to me, I am very willing to talk, and even with my b1, I was talking more and more, and I am still not getting used to my current teachers. after a month, I didn't really build the connection with them. so I'm staying in the background a little bit that I'm already aware that I decreased in my level of speaking ((laughing)) that makes me even more annoyed anyway it is a another subject.

Extract 28, being respectively long, consisted of SOY's own understandings of oral communication, willingness for oral communication as well as his self-assessment of his willingness. In Line 31, I asked him his ideas about oral communication. He responded this question in Line 32 as speaking. In that respect, it could be seen that SOY identified oral communication with speaking skills. Through the unstructured question in Line 35 about communicating alone, SOY shared his further opinions about oral communication which suggested that it did not require any interlocutor and even sometimes any verbal expression. Then, in Line 36, I raised the question about willingness for oral communication so that I could explore his ideas. He explained his understanding of WTC orally as being eager to express one's ideas and working to be in the foreground. In the further lines, he added that it was not always necessary to use any verbal skills to show the willingness for oral communication. Additionally, he highlighted that there was no need of having linguistically correct sentences in oral communication if the message was properly conveyed. Thus, it can be concluded that WTC was an observable behavior for SOY since he connected it to speaking in practice. He regarded it as a concept being tolerant to any language mistakes if the communication could be accomplished.

In Line 43, I asked him how he assessed his willingness for oral communication and he was required to give a point from 1 to 10. He mentioned that his level of WTC could be seven out of ten if he needed to say a point. However, he also remarked that his WTC could be varied from topic to another topic. It was understood that he identified himself willing in general although he classified WTC as a situational and dynamic concept by stressing its variable nature. In a nutshell, SOY thought that WTC was a dynamic and situation specific behavior which could be observed.

YIG's willingness for oral communication. YIG confirmed to be one of the participants in the first visit that I paid to the classroom as the researcher in order to explain the aim of my study as well as to ask their voluntariness. In that visit, he informed me that he could not attend the first meeting scheduled on that week and the courses in the first week of data collection process as well due to his personal plans on those days. Therefore, the first meeting and interview with YIG as part of the study were held in Week 2. In this interview, he was first asked about his opinion for his own WTC inside the classroom. Additionally, his understandings of WTC were also explored in Week 2. Extract 29 involved the instances that YIG explained his own opinions about oral communication and WTC.

Extract 29. YIG's definition of willingness for oral communication in L2 (from the interview with YIG in December 27, 2018)

- 021 AKM: anladım peki sözlü iletişim istekliliği ne desem?
I see then if I say what is willingness for oral communication?
- 022 YIG: ım: ((gülüyor)) 1 ile 10 arasında mı?
um: ((in laughs)) between 1 and 10?
- 023 AKM: ((gülüyor)) yok. sence sözlü iletişim istekliliği ne? senin tanımın ne olabilir?
((laughing)) no. what is willingness for oral communication in your opinion? how can you define it?
- 024 YIG: sözlü iletişim istekliliği ne... insanın istekli olması işte şey için bu konuşarak anlaşma konusunda.
what is willingness for oral communication... it is being willing to do the thing to communicate through talking.
- 025 AKM: hım isteklilik göstermesi mi diyorsun...
um do you say that showing willingness...
- 026 YIG: yani.
so.
- 027 AKM: peki türkçe sözlü iletişim istekliliği ile ingilizce sözlü iletişim istekliliği arasında bir fark var mıdır?
then is there a difference between willingness for oral communication in turkish and willingness for oral communication in english?
- 028 YIG: fark yani bu türk insanları için mi yoksa geneller mi?
difference so for turkish people or generals?
- 029 AKM: senin için.
for you.
- 030 YIG: ha benim için. ya ingilizce iletişim arasında tek fark dilin değişiyor olması. ingilizce iletişimi herkesle yapamazsınız. bu şöyle yani ama şey ı: onun dışında pek bir fark yok dil farkı ve iletişim kurduğın kişilerin farklılık göstermesi bence.
uh-huh for me. the only difference between english communication is that the language changes. you cannot communicate in english with anyone. I mean with this thing but the thing is er: I don't think there is much difference except for the language difference and the people you communicate with.

YIG defined oral communication as getting along with others through words in the previous lines which were not included in Extract 29. Then, when he was asked to share his ideas about WTC, he stated that it is about being eager to get along with others through talking. In Line 25, as I misheard him, I asked him if it is

related to showing the willingness. He answered this question not as much clear as to comprehend his point of view in this respect. As the previous question was not clear enough to give him the meaning that the concern was WTC in English, in Line 27, the difference between WTC in Turkish and WTC in English was added so that his understandings for WTC in English would be reached directly. It was found that he regarded his WTC as the same in both languages. He stated in Line 30 that the only difference between these two was only the language itself and the interlocutors as it was not possible to communicate with anyone in English. Further on, YIG was required to assess his level of willingness for oral communication in general. In Extract 30, his level of WTC was demonstrated.

Extract 30. YIG's definition of willingness for oral communication in L2 (from the interview with YIG in December 27, 2018)

- 051 YIG: yani isteklilik (+) işte dediğim gibi zaten konuşmayı seviyorum ben. ikisinde de yani şeyli bir şekilde yaptım istekli bir şekilde katıldım ben hani istekliydim yani *so willingness (+) well as I said I like talking. I was willing in both of them well I did them willingly I participated willingly I was willing.*
- 052 AKM: katıldın. 1 ile 10 arasında bir sayı verebilir misin istekliliğine sınıf içindeki genel olarak *you participated. could you give a point between 1 and 10 to your willingness inside the classroom in general.*
- 053 YIG: bilmem (+) 8 9. *I do not know (+) 8 9.*
- 054 AKM: 8 9 tamamdır. ... *8 9 okay. ...*

In Line 51, YIG assessed his willingness being specific to the courses in Week 2. He said that he participated in the tasks at the courses, which would showed that he was willing. In Line 52, I directed him to assess his L2 WTC inside the classroom in general. He hesitated to tell a point at first. However, he immediately pronounce 8 or 9 out of 10. Thus, he assessed his own willingness for oral communication through 8 or 9 in general. It indicated that he found himself highly willing to communicate inside the classroom as he explained this through his like for talking in Line 51.

The analyses of YIG's understandings of oral communication and WTC showed that he found himself eager to communicate inside the classroom. He expressed that he showed his willingness by participating into the tasks in the courses. Therefore, it could be concluded that for YIG, willingness for oral communication was an observable behavior.

ZEH's willingness for oral communication. ZEH was the only participant of this study who showed resistance to the cameras placed to record the courses in the classroom in the first week of data collection. It was seen that she refused to participate in the tasks even if her friend SEZ insisted on her to take roles in the tasks. Thus, the first week of the interview which was conducted immediately after the recordings and observations was mostly on her willingness to take part in the study. I reminded her that she had right to withdraw from the study and more, she might have asked me to stop the recordings if she was not comfortable with them. However, she made it clear that she was better in the third lesson of the day and she was quite sure of her decision to participate in the study. After clearing the questions out about her presence in the study, she was asked to define her WTC inside the classroom and later, she was invited to watch the instances taken from the three courses of the first week. Thus, it was neglected to ask her about her opinions about oral communication and willingness for oral communication. Extract 31 compromised the lines that she shared her opinions about her level of WTC below.

Extract 31. ZEH's level of willingness for oral communication in L2 (from the interview with ZEH in December 13, 2018)

- 015 AKM: genel olarak bir kaç soruyla başlayacağım ZEH. senin konuşma becerisine ya da sözlü iletişime bakış açın ne, ne düşünüyorsun?
in general, I'll start with a few questions ZEH. your perspective on speaking skills or oral communication, what do you think?
- 016 ZEH: yani aslında ben çok isterim böyle konuşmak falan ama çok aşırı derecede telaş, gerginlik, stress yapan bir insan olduğum için her zaman geri planda durmayı şey yapıyorum. zaten sınıfta da en arkada oturuyorum öyle çok şey olmadığım için ama bir işe yaramıyor tabiki de yine kalkıyorum söz almaya çalışıyorum hoca bir şey sorduğunda kafamda toparlamaya çalışıyorum ama o kafamda topladığım şeye emin olana kadar kalkmak istemiyorum o sırada da zaten o konu geçmiş oluyor
I mean, I would really like to talk like that, but I'm always in the background because I'm a very anxious, nervous, stressful person. besides I'm sitting in the back of the classroom because I'm not much that kind, but of course it doesn't work, I'm trying to stand up again, when the teacher asks for something, I'm trying to take the turn, but I don't want to stand up until I'm sure what I've got in my head at that time the topic has been already changed.
- 017 AKM: geçmiş oluyor
it has been changed.
- 018 ZEH: ve ben de konuşmuyorum yani, konuşamıyorum o yüzden.
and I do not talk I mean, I cannot talk as a result of this.
- 019 AKM: him, peki istekli misin konuşmaya?
um, then are you willing to talk?
- 020 ZEH: aslında ı: böyle tanıdığım insanlarsa istekli oluyorum ama böyle sınıf ortasında ya da topluluk ortasında falan olduğu zaman ya da tanımadığım insanlar olduğu zaman konuşmak istemiyorum stresli oluyorum hani her an ağzımdan yanlış bir şey çıkacakmış gibi hissediyorum o yüzden şey yapamıyorum.

in fact er: if they are the people I know, I am willing but if I am in the middle of the classroom or with the people whom I don't know I do not want to talk I fell stressful as if something wrong would come out of my mouth so I cannot do the thing.

- 021 AKM: peki derste sözlü iletişim kurmana yani o istekliliğine 10 üzerinden kaç puan verirsin?
then how many points will you give to your willingness to communicate orally inside the classroom out of 10?
- 022 ZEH: him 4 veririm.
um I give it 4.
- 023 AKM: dört mü? tamamdır. ...
four? okay. ...

In Line 16, ZEH clearly expressed that she actually was willing to talk. However, her personal characteristics of being stressful, anxious and nervous prevented her to talk when she had a chance. Due to her characteristics, she added that she lost most of the chances to express her ideas and then, she was not able to talk. In Line 19, I revised my question and asked her directly whether she was willing to communicate. She answered this direct question as she was willing when she had the chance to talk the people she found them intimate. However, she identified herself unwilling when she needed to talk in the front of the classroom or in the groups which were full of unfamiliar people. Therefore, her level of WTC mostly depended on the situations in which she was asked to communicate orally. In Line 21, she was inquired to give a point to her WTC inside the classroom out of 10 and in Line 22, she assessed her level of WTC as low by giving it 4 out of 10. As a result, she identified herself unwilling in oral communication in English inside the classroom.

Before the last week of data collection, it was seen that ZEH was forgotten to invite to share her understandings of oral communication and willingness for oral communication. Extract 32 consisted of her understandings of both below.

Extract 32. ZEH's definition of willingness for oral communication in L2 (from the interview with ZEH in January 10, 2019)

- 019 AKM: ... peki ZEH son kez soruyorum artık. son görüşmemiz olduğu için bunu. sence sözlü iletişim ne?
... well ZEH I ask this question for the last time. since it is our last meeting. what is oral communication in your opinion?
- 020 ZEH: sözlü iletişim (+) ı: (+)
oral communication (+) er: (+)
- 021 AKM: ingilizceyi de düşünelim tabii içinde.
think english inside of it.
- 022 ZEH: iki insanın en az iki kişinin karşılıklı yüz yüze bakarak e: belli fikirlerini ortaya döktüğü bir tür, konuşma türü.
a type of conversation in which two people put forward their particular ideas by looking face to face with at least two people.
- 023 ((gülüyorlar))
(in laughs)
- 024 AKM: konuşma türü diyorsun peki istekliliği ne sence? sözlü iletişim istekliliği?
a type of conversation you say then what is oral communication in your opinion? willingness for oral communication?
- 025 ZEH: sözlü iletişim istekliliği? e: kendini hazır hissetme. kendi düşünceni savunabilme, ona inanma, kendi düşünceni savunabileceğine inanma. bunları güzel bir şekilde o kalıplara oturarak karşı tarafa aktarabilmek. o tarz.
what is oral communication? er: to feel ready. to be able to defend your own thoughts, to believe in them, to believe that you can defend your own thoughts. to put them in a beautiful way to transfer them to the opposite side. that kind.
- 026 AKM: him anladım. peki sence türkçe iletişim istekliliği ile ingilizce sözlü iletişim istekliliği farklı şeyler mi senin için?
um I get it. do you think the willingness to communicate in turkish and the willingness to communicate orally in english are different things for you?
- 027 ZEH: ya benim için farklı çünkü ben bir türk olduğum için türkçe tabii ki daha rahat, daha kendimi iyi ifade edebildiğim bir dil. ama bir ingilize sorarsak o da ingilizce der diye düşünüyorum. herkes kendi dilinde kendini daha iyi ifade edebildiği için birazcık farklı yani.
it is different for me because I am a turk, of course turkish is more comfortable and I can express myself better. but if we ask this to a british, I think he says english. it is a bit different because everyone can express themselves better in their own language.
- 028 AKM: him anladım. o zaman ingilizce iletişim istekliliğinde daha mı farklı yerdesin sen?
um I see. are you in a different level in willingness for oral communication?
- 029 ZEH: aynen.
exactly.
- 030 AKM: neredesin? aşağıda mı yukarıda mı?
in which level are you? low or high?
- 031 ZEH: aşağıda, türkçe'den aşağıda yani.
low, it is lower than turkish.
- 032 AKM: anladım tamamdır. ...
I see okay. ...

In Line 22, ZEH shared her own definition of oral communication that she developed. For her, oral communication was identified as a type of conversation which required face-to-face interaction. When she was asked to present her own opinions about willingness for oral communication in Line 24, she expressed that willingness is related to the belief that one could defend her / his own thoughts. She also stated that WTC is being able to transfer one's opinions and ideas to the others.

Then, it could be seen that willingness is an action for ZEH rather than an intention. In Line 27, she mentioned that she reacted WTC in Turkish and WTC in English as two different concepts since Turkish was her own language and she felt more comfortable while communicating in Turkish. She provided answers to the further questions which compared her level of WTC in Turkish and WTC in English. She stated that she found her willingness in English lower than in Turkish.

It could be concluded that ZEH found herself unwilling in communication in English. She also stated that her willingness in English was lower than her willingness in Turkish. For her, WTC was a behavior rather than an intention because she expressed that she felt herself willing however, as she cannot use her willingness in practice, she was an unwilling person in communicating with her classmates and teacher in English inside the classroom.

Summary of findings of RQ7. Table 58 presented below was drawn to summarize the findings of RQ7. It was aimed to find out participants own understandings of WTC as well as their self-assessments for their WTC levels. As can be seen in Table 58, six of the participants, namely BAK, BET, EMI, SEZ, SOY and YIG clearly defined themselves willing in oral communication inside the classroom in English. On the other hand, ZEH and DIL were the ones who identified themselves as unwilling in oral communication in English. SEL was not clear about her level of willingness because she identified willingness in oral communication inside the classroom with two different ways. For her, WTC orally could be both an observable behavior and an intention which mostly kept inside. When she considered WTC as an intention, she found herself willing. However, when she regarded it as an observable behavior, she found herself unwilling. Apart from SEL, other participants were divided into two for their understandings of WTC. For BET and SEZ, willingness for oral communication was identified as an intention to communicate while DIL, EMI, SOY, YIG and ZEH defined it as an observable behavior, which was related to use of willingness in practice. In the four stimulated recall interviews made with BAK, it was unfortunately not possible to understand his point of view for L2 WTC inside the classroom.

Table 58

Summary of Findings of RQ7

Participants	Definitions of WTC	Level of WTC
BAK	Not clear	Willing
BET	As an intention	Willing
DIL	As an observable behavior	Unwilling
EMI	As an observable behavior	Willing
SEL	As an observable behavior	Unwilling
SEZ	As an intention	Willing
SOY	As an intention	Willing
SOY	As an observable behavior	Willing
YIG	As an observable behavior	Willing
ZEH	As an observable behavior	Unwilling

RQ8. The variables affecting L2 WTC inside the classroom. The current study also aims to explore the variables which have an effect on L2 WTC inside the classroom. In order to identify the variables, nine participants were observed in a real classroom for four weeks. In these observation sessions, three cameras were employed to video-tape the courses. I, as the researcher of the study, watched the video recordings immediately after the courses. I repeatedly watched each course for each participant who was in the classroom in that week. While watching, the instances that the participants were observed as having willingness and reluctance to communicate were detected in accordance with the identified WTC behaviors in line with the literature, which was reported in RQ 6 section. These instances were cut from the whole video and prepared to show to each participant in the interview so that they could remember that instance in the lessons. After watching each video, they were prompted to give the details of the instances by answering what they did, why they did and how they felt at the exact moments. Table 59 employed in this section one more time to present the number of videos that each participant watched in each week in the interviews and the duration of interviews. The videos being cut were named as extracts in Table 59.

Table 59

The Number of Extracts and Duration of Interviews

Interviewee	Dates of the Interviews	Duration of Interviews	Number of Extracts
BAK	1 st Week: December 14, 2018	00:25:26	12
	2 nd Week: December 27, 2018	00:16:28	12
	3 rd Week: January 4, 2019	00:18:32	6
	4 th Week: January 11, 2019	00:24:29	10
BET	1 st Week: December 13, 2018	00:36:12	19
	2 nd Week: December 27, 2018	00:35:02	12
	3 rd Week: January 4, 2019	00:32:13	10
	4 th Week: January 10, 2019	00:26:20	9
DIL	1 st Week: December 13, 2018	00:20:19	9
	2 nd Week: December 27, 2018	00:29:02	11
	3 rd Week	She was absent in the classes	-
	4 th Week: January 10, 2019	00:18:04	7
EMI	1 st Week: December 13, 2018	00:45:18	19
	2 nd Week: December 27, 2018	00:21:49	10
	3 rd Week: January 4, 2019	00:35:30	7
	4 th Week: January 11, 2019	00:34:10	10
SEL	1 st Week: December 14, 2018	00:37:07	15
	2 nd Week: December 27, 2018	00:23:51	11
	3 rd Week: January 3, 2019	00:25:08	7
	4 th Week: January 11, 2019	00:18:24	8
SEZ	1 st Week: December 13, 2018	00:31:27	11
	2 nd Week: December 27, 2018	00:25:54	10
	3 rd Week: January 3, 2019	00:27:25	8
	4 th Week: January 10, 2019	00:27:12	9
SOY	1 st Week: December 13, 2018	00:40:37	16
	2 nd Week: December 27, 2018	00:21:01	12
	3 rd Week	He was absent in the classes	-
	4 th Week	He was absent in the classes	-
YIG	1 st Week	He was absent in the classes	-
	2 nd Week: December 27, 2018	00:35:05	10
	3 rd Week: January 4, 2019	00:17:36	5
	4 th Week: January 11, 2019	00:30:36	12
ZEH	1 st Week: December 13, 2018	00:18:32	10
	2 nd Week: December 27, 2018	00:29:28	10
	3 rd Week: January 3, 2019	00:24:04	6
	4 th Week: January 10, 2019	00:25:06	10
TOTAL		14:27:28	343
		App. 15 hours	

A total of approximately fifteen hours long qualitative data set was analyzed through qualitative content analysis (Krippendorff, 2004). The interviews were transcribed first and to familiarize myself with the data, I read them several times. Then, I focused on finding relevant and repetitive ideas emerging from the data set about any variables that had any influence on the participants' L2 WTC. I started to code the data set by use of MAXQDA 2018 in order to divide the data into identifiable

segments. After coding the set, I aimed to combine similar codes under a category and the categories being alike were also put together into the salient themes. At the end of this analysis process, I had a number of codes and categories under three themes. In order to check the reliability of this process, a researcher who has a PhD degree in the field of ELT was requested to code and categorize a randomly selected part of the data set. The level of intercoder reliability was found to be 83%, which was a high degree of reliability (Kurasaki, 2000; Young, 1996). Additionally, a PhD candidate who had previous experiences in qualitative analysis also reviewed the selected excerpts as the example of each codes to be reported in the findings and provided her ideas about the match between the factors and the extracts.

The variables identified as the factors having an effect on EFL learners' WTC inside the classroom in English as well as the number of participants who labelled each category as an impact on their WTC in English inside the classroom were presented in Table 60. Under three themes as affective factors, contextual factors and individual factors, there were twenty categories as well as some sub-categories tied to them. They were listed alphabetically in the table below.

Table 60

The Variables Having An Impact on EFL Learners L2 WTC Inside the Classroom

Factors affecting L2 WTC inside the classroom			f*	N/9
Themes	Categories	Codes (if available)		
Affective variables	Anxiety & Fear	Anxiety	16	6
		Comfort	4	3
		Fear of being ridiculous	5	3
		Fear of being on the stage	13	7
		Fear of making mistake	17	7
		Fear of failure	5	4
		Intrinsic motivation: being superior; being listened; being the first; having responsibility	17	6
	L2 learning motivation	Extrinsic motivation: being recognized by the teacher; getting points; being obligatory to communicate	22	8
		Self-confidence	16	7

Table 60 (continued)

Factors affecting L2 WTC inside the classroom			f*	N/9
Themes	Categories	Codes (if available)		
	Atmosphere		11	6
	Interaction type		18	7
	Interlocutor's effect	Interlocutor's tendency of speaking	2	2
		Harmony with the interlocutor	15	5
		Interlocutor's interest as a listener	15	7
		Competence level of the interlocutor	12	6
		Familiarity with the interlocutor	23	7
	Peer	Competition with peers	9	5
		Peer's reactions/ reflections	9	4
		Peer's encouragement	8	3
Contextual variables	Preparation (reading)		65	9
	Task	Task type	5	2
		Task variety	2	2
		Task difficulty	3	2
		Interest on task	12	5
		Familiarity with task	4	4
	Teacher	Teacher's support	9	4
		Personal intimacy (familiarity) with teacher	4	2
	Time of communication		27	8
	Topic	Knowledge about the topic	33	9
		Interest in the topic	28	9
	Language utility		23	8
	L1 effect		5	5
	Mood		38	8
Individual variables	Personality		6	4
	Perceived competence		30	8
	Perceived opportunity to communicate		7	5
	Previous experience		10	3

*In some of the codes, the participants may have reported more than one answer in the four week time of interviews. Therefore, the frequencies of the factors are not necessarily equal to total frequencies of the participants.

The variables which were considered as affecting EFL learners' L2 WTC inside the classroom will be displayed in details below with the examples from the data. Through the use of an alphabetical order in themes and categories, they are discussed respectively.

Affective variables affecting L2 WTC inside the classroom. Anxiety and fear, L2 learning motivation and self-confidence categories were grouped into the affective variables in the current data set since they were mostly the emotionally relevant reactions of participants (Gardner & MacIntyre, 1993). In thirty-two

interviews that were carried with nine participants, the effect of affective variables was spotted in 115 instances as shown in Table 61. All of the participants stated that their motivation to learn English, either extrinsic motivation (n=6) or intrinsic motivation (n=8) had an impact on their WTC inside the classroom. For some situations where they felt that they were unwilling, they explained their unWTC through anxiety and fear (n=8) as well as lack of self-confidence (n=7). Of the coded segments of all the data set (n=550), 21% (n=115) were in the group of affective variables including these three categories. Each will be exemplified through a representative extract from one of the interviews with a participant below.

Table 61

Affective Variables Influencing L2 WTC inside the Classroom

Affective variables influencing L2 WTC inside the classroom			f*	N/9	
Themes	Categories	Codes (if available)			
Affective variables	Anxiety & Fear	Anxiety	16	6	
		Comfort	4	3	
		Fear of being ridiculous	5	3	
		Fear of being on the stage	13	7	
		Fear of making mistake	17	7	
		Fear of failure	5	4	
	L2 learning motivation	Intrinsic motivation: being superior; being listened; being the first; having responsibility	Extrinsic motivation: being recognized by the teacher; getting points; being obligatory to communicate	17	6
				22	8
		Self-confidence		16	7

Anxiety and fear. This category consisted of six sub-categories, five of which were related to the factors that participants stated as the reason of their unwillingness in oral communication in the particular situations that they were made to watch. Only comfort (n=3) was declared as the factor influencing their WTC in English in a positive way. In a sense, comfort is the opposite of anxiety; while a participant stated that feeling anxious had a negative effect on the WTC, the other one expressed that feeling comfortable possessed a positive impact on the WTC. When the data set was explored as a whole category rather than individually in terms of sub-categories, it was realized that all of the participants declared that anxiety or fear affected their WTC in English in some situations except EMI.

In the stimulated recall interviews, six participants (as shown in Table 61) stated that they were under the effect of their *anxiety* when their WTC in English

inside the classroom was prompted so that they hesitated to communicate in the classroom in that particular moments. This sub-category therefore defined in the current study as follows: a student felt anxious in the speaking lessons or at the particular moments in the lessons and she or he hesitated to communicate in English. To represent this sub-category, ZEH's expressions in the first interview were selected.

In the first interview I made with ZEH, after some warm-up questions, I asked her opinions about the oral communication in order to familiarize her with the interviewing process. Without any further prompting questions, she started to talk about her WTC in English and her position for oral communication. Extract 33 presents her opinions for L2 WTC.

Extract 33. Anxiety (from the first interview with ZEH in December 13, 2018)

- 015 AKM: genel olarak bir kaç soruyla başlayacağım ZEH. senin konuşma becerisine ya da sözlü iletişime bakış açın ne, ne düşünüyorsun?
I will start with a few general questions ZEH. What are your opinions about speaking skills or oral communication, what do you think about them?
- 016 ZEH: yani aslında ben çok isterim böyle konuşmak falan ama çok aşırı derecede telaş, gerginlik, stres yapan bir insan olduğum için her zaman geri planda durmayı şey yapıyorum. zaten sınıfta da en arkada oturuyorum öyle çok şey olmadığım için ama bir işe yaramıyor tabi ki de yine kalkıyorum söz almaya çalışıyorum hoca bir şey sorduğunda kafamda toparlamaya çalışıyorum ama o kafamda toparladığım şeye emin olana kadar kalkmak istemiyorum o sırada da zaten o konu geçmiş oluyor.
well in fact I would love to talk like that but I'm always in the background because I'm a person who is extremely anxious, nervous and stressful. I'm already sitting at the back of the classroom because I'm not much of a thing, but of course I'm trying to stand up again, I'm trying to take the turn when the lecturer asks something, but I try to prepare my words beforehand and I don't want to take the turn until I'm sure about what I'm going to say in my mind in that time the questions that the lecturer raised has already answered.
- 017 AKM: geçmiş oluyor
it has already answered
- 018 ZEH ve ben de konuşmuyorum yani, konuşamıyorum o yüzden. böylece istekli olamıyorum, İngilizce konuşmaya isteksiz oluyorum.
and I am not talking, I mean so I cannot talk. then I cannot be willing, I become reluctant to talk in English.

ZEH was one of the participants who identified her trait L2 WTC as unwilling as it was discussed in the previous section related to RQ7. However, during the first interview with her, it was seen in Line 16 that she was willing to talk indeed. However, the anxiety and stress that she possessed hindered her to take part in communication in the classroom according to her expressions. In Line 18, she stated that she could not make her voice heard since she was too anxious. Then, her resistance to talk sourced from her anxiety becomes her reason of being

unwilling. Based on this, it could be inferred that anxiety is one of the factors affecting an individual's WTC in a negative manner.

As an opposite of anxiety, *comfort* was indicated by some of the participants (n=3) as the reason of being ready to communicate in the speaking lessons. In this study, comfort was defined as a factor influencing an individual's WTC in a positive way since she or he felt calm and comfortable in the speaking lessons or in some exact moments of the lessons while speaking. During the interview with SOY in the first week, he expressed the effect of feeling comfortable on his WTC and this part of the interview is presented in Extract 34.

Extract 34. Comfort (from the first interview with SOY in December 13, 2018)

- 216 SOY: konuşmaya istekli olmamız için yani daha rahat olmamız lazım.
in order to be willing to talk we need to be more comfortable.
- 217 AKM: rahat hissetmen önemli senin konuşmaya istekli olman için o halde?
then, it is important for you to feel comfortable in order to be willing to talk?
- 218 SOY: tabii ki.
definitely.
- 219 AKM: bu sınıfta rahat hissetmiyor musun?
aren't you comfortable in this classroom?
- 220 SOY: daha değil.
not yet.
- 221 AKM: henüz değil.
not yet.
- 222 SOY: hayır.
no.
- 223 AKM: ((gülerek)) bitiyor dönem!
((laughing)) it is almost the end of the term!
- 224 SOY: b- bu- bu sınıftan bu sefer elektrik alamadım ya geçen şeyde bir haf- bir iki haftada alışmıştık ama bu sefer pek öyle olmadı.
this time I could not take electricity from t- this- this classroom in the last thing in a we- in one or two weeks we got used to but this time it is not the same.

SOY was participated in the data collection process in the first two weeks. Therefore, he was invited to the interviews in those weeks when he appeared in the courses. In the first interview with SOY which took forty minutes, he shared his own opinions about his WTC clearly. He defined himself as a willing student to speak in English inside the classroom. Therefore, his trait WTC was defined as a willing student. However, during the interview, he highlighted that his willingness might fluctuate from time to time. In Line 216, he stated that for him and his friends in the classroom, there was a need of being comfortable in the classroom so that they could be more willing. In the previous lines of this extract, he made to watch an extract from the third lesson of the week and in this extract, not only SOY but also his classmates passed a moment where they had a chance to participate in the

communication. As he expressed that to be more willing in the classroom they should be comfortable, he was asked in Line 219 whether he felt comfortable in the classroom or not. Line 224 presents that he could not find the intimacy in this classroom (which is another factor influencing WTC reported in the following sections) and as a result of this, he was not comfortable in the classroom as much as he looked for. In this sense, it could be found that being comfortable in the exact moments is another factor influencing students' WTC inside the classroom.

Being a part of a community in the classroom, the participants of the study reported that they sometimes hesitated to communicate in English orally inside the classroom due to their *fear of being ridiculous* in front of others. Three of the participants expressed five times that their fear of being ridiculous affected their WTC in English. In this particular study, this factor was described as follows: a student became unwilling to communicate in English inside the classroom due to the fear of being mocked or laughed at. Extract 35, a part of the first interview with DIL, is presented below to exemplify this category.

Extract 35. Fear of being ridiculous (from the first interview with DIL in December 13, 2018)

- 092 AKM: (yeneceğim diyorsun tamamdır.) şuradan ı: ikinci dersin, aslında ikinci dersi seninle genel olarak konuşmak istiyorum sonra buraya döneceğiz. ikinci ders nasıl bir dersti sence? grup aktivitesi yaptınız. grup aktiviteleri hakkında ne düşünüyorsun? ilki de öyleydi gerçi.
(you said that you will cope with it okay.) there e: in the second lesson, indeed I want to talk to you about the second lesson in general then we will come back here. how was the second lesson in your opinion? you made a group work. what do you think about the group works? actually the first one was also a group work.
- 093 DIL: bu "debate"de biz önceki modülümüzde de bunu yapmıştık. hocamız hiç karışmamıştı, bir şey yapmamıştı vesaire hani orda çok zevksiz geçmişti ama burada zevk aldım bir de önce katılmak istedim gerçekten. ama dediğim gibi yani o stres, özgüvensizlik, hani çıkarsam bir şey, yanlış bir şey der miyim? hani kalktığımda mesela bakıyorum insanların eli titriyor falan yine ben de öyle olacağım, bakacaklar bana bön bön. karşıma bakıyorum böyle izliyor ben orada ayakta konuşamam vesaire onu düşündüm sadece.
in this debate we made this in our last module. our lecturer was not involved at all, did not do anything so there it was too boring but here I enjoyed a lot and I really wanted to join at first. but as I said well the stress, lack of self-confidence well if I took the turn would I say something wrong? If I took the turn and went to the front for instance I saw that people's hands were shaking then I would be like them, they would look at me. I look at my front they were watching me I can't stand standing there and talk I just thought of this.
- 094 AKM: yanlış bir şey söylesen ne oluyor?
what is happening when you uttered something wrong?
- 095 DIL: yani kimsenin bir şey demeyeceğini biliyorum. öyle insanlar değiller sonuçta herkes o olgunlukta. hoca da tabii ki bir şey demeyecek ama kendimden kaynaklanan bir sorun bu, özgüven eksikliğinden, hani stres yapıyorum elim ayağım titriyor. sanki gülünç duruma düşecekmişim gibi hissediyorum vesaire vesaire. yani kendimi sanki

kötü bir duruma düşürecekmış gibi hissediyorum ondan dolayı da istemiyorum konuşmak, iletişime geçmek aslında öyle bir şey yok bunu sonradan idrak edebiliyorum. ama o anda sanki bir şey olacak da ben yer yarılacak içine gireceğim. *namely I know that no one would say anything to me. they are not that kind of people thus they are that mature. the lecturer definitely would not say anything but it is all about myself, the lack of self-confidence, I mean I got stressed, in a dither. I feel like I am going to be ridiculous etc. etc. I mean feeling like I'm going to put myself in a bad situation because of that I don't want to talk or communicate. I know that there is no such a thing but at that moment something will happen and the ground will swallow me.*

In the first week of data collection process, students were divided into two groups in order to make a group debate on plastic surgery and natural beauty. DIL was in the group of favoring natural beauty. DIL was asked in Line 92 to share her opinions about group activities. However, as it is seen in Line 93, she expressed her opinions about the activity itself. It was observed that in this activity, DIL never took the turn and spoke aloud. She stated that she could not stand the idea of standing in front of others to share her opinions while they were watching her. She also mentioned that she hesitated to talk due to her fear of making mistake, which is one of the other sub-factors under this category. Then, in Line 94 she was asked what happened when she made mistakes. She clearly stated that she was quite sure that nobody would give any reactions to her if she made any mistakes. However, due to her lack of self-confidence, another affective variable affecting participants' WTC, she thought that she would make herself ridiculous and put herself in a bad situation. Thus, her idea of being ridiculous made her unwilling to communicate in English. She additionally stated that she felt as if the ground would swallow her if she took the turn and gave a speech to others voluntarily. Therefore, it was seen that fear of being ridiculous and laughed at is one of the factors affecting participants' WTC in this study.

In each week that the data collection carried out in the classroom, the students were assigned with a topic on which they need to prepare a short speech and they were asked to present their speech in the front of the classroom in the following week. In addition to this opportunity, they were sometimes invited to the front of the classroom by the lecturer in order to share an activity that they prepared individually, in pairs or in groups. Thus, they had certain opportunities to give a speech to the whole classroom either individually, in pairs or in groups. However, it was observed that not all the participants seemed to be willing to participate in such a communication opportunity. One of the reasons that they used to explain their unwillingness in such activities was *fear of being on the stage*. SEZ in the fourth

interview expressed her reactions in an activity where she was asked to come to the front in Extract 36.

Extract 36. Fear of being on the stage (from the fourth interview with SEZ in January 10, 2019)

- 142 AKM: anladım o zaman bir aktivitenin neticesini hazırlayanlara artı verileceğini bilseydin söz almaz mıydın?
I see then if you knew that everybody would get a point even if they would not present it?
- 143 SEZ: almazdım.
I would neither.
- 144 AKM: almazdım diyorsun. neden?
you said you wouldn't. why?
- 145 SEZ: yani bilmiyorum. hazır bir artı varken niye efor sarf edeyim ki. bir de yani çok istekli değilim konuşma konusunda böyle çıkıp sunum yapma konusunda heyecanlanıyorum çünkü önde konuşurken. herkes yapar diye düşündüm. bir an önce bitsin hani rahat rahat oturayım diye istedim.
well I don't know. why would I try hard when there is a given plus. And also I was not that willing to talk to make a presentation like this one because I get excited in the front. I supposed everyone would do it. I wanted to finish it as soon as possible so that I would have a minute to sit comfortably.

In the activity that SEZ commented on in Extract 36, students were asked to prepare a short speech about an important event or a famous person. They were required to present a timeline of their lives or the event. SEZ was one of the students who took the turn and presented her speech to the whole classroom voluntarily as the lecturer promised them to give extra points - indeed a plus which stands for 1-2 points. However, due to the time limits, he did not let everybody to present their speech and instead, he said that he gave a plus to everyone in the classroom. Extract 36 includes the instances when SEZ shared her ideas about this situation. In Line 142, it was asked her whether she became volunteer if she knew the fact she would have a plus without making the presentation. She directly answered this question as she would not have taken the turn if she knew it in Line 143. In Line 145, she explained the reason of her idea. She stated that she got excited while making a presentation in the front of the classroom. Therefore, she did not want to be in the front while making a speech and she was not that willing to make a speech about the topic. However, she tried hard to get an extra point from her speech, as another factor influencing her willingness. In sum, it was seen that fear or dislike of being in the front of the classroom which was referred as fear of being on the stage in this study was one of the sub-factors that affected participants' WTC.

Another sub-factor under the category of anxiety and fear is *fear of making mistake*. The participants mentioned that they became unwilling to speak inside the

classroom because they had the fear of making mistake while talking. It was the sub-category which was mentioned most (n=17) by seven participants of the study (Table 61) among the other six sub-categories. From the second interview with BET in the second week of data collection, an extract was chosen to explain this factor in details by using an example below.

Extract 37. Fear of making mistake (from the second interview with BET in December 27, 2018)

- 199 BET: ama bir tane cümleyi kuramadım, e: 'do you know' dedim sonra hiç bunu duydunuz mu falan dedim hiç böyle orayı kuramadım orada da gördüm zaten o zaman böyle bir kötü yani bir şey oluyordum sonra toparladım ama yani acaba yanlış mı yapıyorum gibi oluyordum sonra toparladım.
but I could not make a sentence, er: I said 'do you know' then I asked have you ever heard this I could not produce it I saw it there at that moment I felt bad at that moment then I felt okay but well I thought that I was making a mistake then I made up myself.
- 200 AKM: yanlış yapman ne hissettiriyor sana BET?
how do you feel when you made a mistake BET?
- 201 BET: yani sanırım bütün şeyim kırılıyor şevkim. eğer toparlayamazsam orada toparladım ama yani keşke çıkmasaydım falan gibi şeyler de olabiliyor.
I mean I guess I lost all of my desire. if I couldn't finish my statement – that I could finish it there but I started to think I hadn't taken the turn.
- 202 AKM: hım. istekliliğini nasıl etkiliyor mu?
um. how it does it affect your willingness?
- 203 BET: tabi ama işte hani önceden- önceki konuşmamızda da demiştik bazen çok kısa sürüyor aman diyorum herkes yapıyor diye ama bazen etkiliyor baya. Yanlış yaparım diye çıkmıyorum bir daha.
of course but as I mentioned before in our previous meeting sometimes I takes a few minutes then I said everybody could do such thing but sometimes it affected me a lot. I would not take the turn if I made a mistake.

In Extract 37, BET was sharing her comments about the video that she watched when she was talking to her friends in a group-work activity. In the previous lines, she mentioned that she was not excited or anxious at all since it was a group work. She started her words in Line 199 that she had a moment of questioning herself while talking because she supposed that she was making a mistake. In Line 200, I asked her how she felt when she made a mistake. She stated that she lost all of her enthusiasm if she realized that she made a mistake and even sometimes she regretted to take the turn if she was not able to make up her words. In Line 203, she stated that in some situations, her WTC for upcoming activities was affected a bit due to her mistakes. However, she indicated that sometimes she abandoned the idea of taking a turn due to her fear making further mistakes. From this point of view, it was concluded that not only the previous experiences of participants, a factor influencing their WTC, but also their hesitance of making any mistake affected their WTC in a negative way.

The last sub-category was *fear of failure* under this category. In Week 3, participants had a pop-up speaking quiz. They were informed about the topic that they were going to talk on. However, they did not know the exact time of the quiz and its type. As it was the seventh week of the module and they had one more week to finish the module, most of the students were expecting to have the quiz in these lessons. However, none of the participants mentioned that they made a previous preparation for the quiz. The reactions that participants provided for the quiz were not included in the analysis of RQ6 and RQ7 because this was not the part of the normal routine of the classroom and these two questions considered more to generalize WTC behaviors in RQ6 and participants' identifications of WTC in RQ7. However, RQ8 aimed to explore the factors affecting L2 WTC inside the classroom. Therefore, the variables that participants were named to explain their WTC or unWTC were identified. Four of the participants mentioned that they were unwilling to participate into the debate in pairs during the quiz since they were afraid of being unsuccessful in the quiz. The expressions of SEL in the third interview was chosen to exemplify this factor in Extract 38.

Extract 38. Fear of failure (from the third interview with SEL in January 3, 2019)

- 016 SEL: *dünya derste genel olarak, işte dediğim gibi quiz kısmı olmasaydı gayet iyiydi.*
in the lessons yesterday in general, as I said if we had not have a quiz, it was very good.
- 017 AKM: *quiz kısmı seni ne noktada etkiledi? tamam endişelendin, onu anladım. gerildin onu da anladım. peki istekliliğini etkiledi mi derse yönelik?*
how did the quiz make an effect on you? okay you got nervous, I saw it. I were anxious, I also understood it. did it affect your willingness to the lesson?
- 018 SEL: *yani evet istekli değildim ve hani bana hadi burada şu konuları konuşacağız deselerdi ve bu isteğe bağlı olsaydı, katılmazdım.*
well yes I was not willing and if they told me that we would talk about these and if it was voluntary based, I would not participate in it.
- 019 AKM: *hım. neden?*
uh-hum. why?
- 020 SEL: *((gülerek)) çünkü katılmazdım. istemezdim böyleyken konuşmak.*
((in laughs)) because I would not participate in it. I would not want to talk in such a position.
- 021 AKM: *yani dersten farklı mıydı quiz sence?*
was the quiz different from the lessons in your opinion?
- 022 SEL: *aslında derste yaptığımız şeyler evet hani debate, derste kendi aramızda da yapıyoruz ama sanırım onun değerlendiriliyor olması beni daha çok endişelendiriyor. başarısız olurum gibi.*
in fact, what we do in the lessons yes, we made debate activities in the lessons, but I think it makes me more worried when I am being evaluated. as if I would fail.

At the beginning of each interview, the participants were prompted to share their general opinions about the lessons of the week. In Week 3, SEL was also asked about her opinions about the lessons. In Line 16, she stated that she would

have felt better if there had been no quiz in that week. She expressed that she was not willing to communicate in the quiz and if she had a chance of speaking, she would have refused to talk on the topics in Line 18 and 20. In Line 22, she mentioned that even if they were doing the same activities in the lessons, she felt more anxious in the quiz due to the feeling of being evaluated. She added as a last statement that the idea of being unsuccessful affected her and her WTC in the lessons. Accordingly, the fear of failure becomes one of the factors affecting participants WTC in English inside the classroom.

L2 learning motivation. The theme of affective variables consisted of L2 learning motivation as a category. Under this category, there were intrinsic and extrinsic motivation as sub-categories to define the factors influencing participants' L2 WTC inside the classroom. *Intrinsic motivation* category referred to the time when a student feels willing to communicate in English inside the classroom in order to feel satisfied. It was indicated as a factor by six of the participants for 17 times (shown in Table 61). The category of intrinsic motivation appeared in four different ways in the current data. The participants identified themselves willing to communicate in order to *be superior, be listened, be the first* and *have the responsibility*. They felt satisfied and then willing to communicate when they experience these four instances.

On the other hand, *extrinsic motivation* is much related to the external motives based on one's values, beliefs, and self. It was found that the participants (n=8) stated that they felt willing or unwilling to communicate in English inside the classroom due to the extrinsic motivation in 22 instances (see Table 61). It was observed in the current data in three different ways. The participants showed eagerness to communicate in English inside the classroom so that they would *be recognized by the teacher, get points* as well as they had no other alternatives, in other words, they *had to communicate orally*. Beginning from reporting the ways of embodying intrinsic motivation, the findings of the study about L2 learning motivations are elaborated respectively.

As a sub-factor related to intrinsic motivation, the participants became eager to communicate in English inside the classroom in order to show themselves. By getting the chance of communication, it was possible to *be superior* to the other classmates in a classroom environment. Then, this idea behind their motive made

them to be a willing student in that exact moment. In the first interview with EMI, he clearly explained why he felt willing to participate into a conversation by referring to the importance of being superior for him. Extract 39 included these instances below.

Extract 39. Being superior to others (from the first interview with EMI in December 13, 2018)

- 120 AKM: aslında benim burada sormak istediğim de şu sana EMI şimdi bu hocanın hani sizi teknolojinin kötü duruma düşürdüğü bir yer var mı? o soruya başladığı yer ve bu soruya cevap yaklaşık 4 buçuk dakikada falan geliyor tüm sınıftan ve yine ilk cevabı sen veriyorsun ona da birazdan geleceğiz onu da ayrıca tartışacağız ama burada hoca işte sizi biraz konuya daha da ısıtmak için baktı ki cevap alamıyor. durumu farklılaştırıyor işte kendinizi hiç mi bilgisayar önünde “miserable” hissetmediniz mi? Oradan x alıyor sözü sonra sen bir şeyler eklemek istiyorsun e: bunu da yine söz alarak yapıyorsun sen burada da fikrini paylaşmaya istekli miydin? Diye sorsam ne olur?
actually I want to ask you here EMI now this is the time when the lecturer started to ask you the question whether you have ever experienced any bad sides of technology. It took four minutes to have an answer to this question from the whole classroom and again you are the one who provided an answer we will talk about it in a minute we will discuss about it later separately but here the lecturer tried to warm you up for the topic since he realized that he did not get any answer. He changed the situation he said if you ever felt miserable in front of a computer? Then x took the turn and later you tried to add something more er: you did this by taking the turn were you willing to share your ideas here? If I ask you like this?
- 121 EMI: evet.
yes.
- 122 AKM: neden?
why?
- 123 EMI: çok istedim çünkü mantıklı geldi cevabı biliyordum bir de kimse söyleyemiyordu ya daha da benim şey oldu. hani demek kimse cevap veremiyor ben söylersem kötü bile olsa fikrim yani hatalı bile olsa ben fikrimi söylerim öne çıkarırım.
I wanted it a lot because it was sensible I knew it moreover nobody took the turn and this affected me more. well nobody could give any answer then if I gave the answer even if my idea was bad I mean wrong I would tell my idea and come to the forward.

Extract 39 included the instances in the interview when the researcher showed the video coming from the first lesson of Week 1 in a faster mode because it was a five-minute-long video and the time slot for the interviews did not provide an opportunity to watch it in the normal mode. Therefore, Line 120 included the moments in the interview while I narrated the video while playing it in the faster mode. I ended the sentence with a question raising if EMI was willing to communicate with the lecturer after a relatively long silence. In Line 121, he directly answered it by saying “yes”. Then, he explained the reason of his approval in Line 123 as follows: he stated that he was very willing since he found his answer sensible. Moreover, he expressed that he would take the turn no matter he found his answer worthy to share because everybody was in silence and this would enable him to be superior to the others. In this sense, as a form of intrinsic motivation, being superior

to others was one of the factors influencing the EFL learners' WTC inside the classroom.

Participants also stated that their L2 WTC increased when they realized that they were listened by the others. As a form of intrinsic motivation, *being listened* was analyzed as a factor influencing their L2 WTC. In the first interview with YIG in Week 2, he indicated that he felt willing when he noticed that he was listened. These instances were included in Extract 40 below.

Extract 40. Being listened (from the first interview with YIG in December 27, 2018)

- 116 YIG: burada da aynıydı ya yine istekliydim, çıktım yani işte öyle konuştu herkes, bekledim bende hani şey yapmadım işte en son kalma işte bir iki kişi kaldık sonra bende sessizlik oldu diye söyledim biliyor muydunuz böyle böyle diye.
it was the same here again I was again willing, I walked to the front and well everybody talked about the topic, I was waiting I didn't feel the thing that being the last. there were a few ones left behind there was a silence and then I shared my ideas by telling them do you know this like that.
- 117 AKM: tahtaya çıkmak sınıfa hitap etmek sende ne oluşturuyor YIG ne düşünüyorsun.
what do you think about coming to the board and talking to the whole classroom YIG.
- 118 YIG: bilmiyorum yani şeyi severim hani tahtaya çıkıp sınıfa hitap edince bi seni dinleyen bir kitle oluyor o his güzel oluyor ama bir yandan da ama şey oluyor ı: geçen haftalarda ı: aksan şeyi sunumu yapmıştık yine x hocanın dersinde bir yandan güzel oluyor bir yandan da ı: hani insan endişeleniyor acaba bir hata yapacak mıyım düzgün sunum yapacak mıyım diye işte o iki duygu birlikte gidiyor.
I don't know well I like the thing that coming to the board and talking to the classroom a there was a community who listens to you and that feeling is so good but on the other hand but there is er: in the last weeks er: we had a presentation about the accent in the lecturer's lessons on one hand it is good on the other hand er: you get anxious whether I would do any mistake if I could make a good presentation these two feelings are together.
- 119 AKM: hım peki, dinleyicilerin seni dinlemesi önemli mi senin için
um well, is it important for you to be listened?
- 120 YIG: tabi ya benim için de bir insana saygı olsun diye zaten dileyici konuşan kişiyi dinlemesi gerek bu ben olmayabilirim yani herhangi biri olsa bile ister öğretmen ister öğrenci zaten hani speakerı dinlemek saygı gereği yapılan bir şeydir.
of course for me in order respect the person the listener should listen to the one who is talking. it doesn't have to be me the speaker but the speaker should be listened no matter he is a student or a teacher.

In this week, they were asked to behave as if they were at a wedding party. They were given some role-cards and they were sharing some gossips about bride and groom and their parents with each other. After sharing in small groups, the lecturer invited them to the front of the classroom to role-play as if they were in a real wedding party. In the previous lines of Extract 40, YIG was asked if he was willing to communicate in this activity while he was talking to his friends at his desk. Then, the question was revised for the part of the activity when they were invited to the front of the classroom. In Line 116, he mentioned that he was willing as he was

in the previous one. In Line 117, I asked him how he felt when he was required to be in the front and speak to his friends in the front of the classroom. YIG answered this question in Line 118 and indicated he liked to be in the front of the classroom and speak to the whole classroom because there was a community who listened to YIG when he was in the front. Therefore, it was understood that YIG became willing to communicate in English in the front of the classroom due to the opportunity he had to be listened. Then, *being listened* was regarded as one of the factors influencing participants' L2 WTC inside the classroom.

As one another form of intrinsic motivation, *being the first* was analyzed to be one of the factors that influence learners L2 WTC inside the classroom in the current study. The participants indicated that they became eager to share an opinion or an idea in a communication because they were in the need of being the first to share it. Extract 41 from the first interview with BET included the sentences that she felt willing to communicate in order to be the first.

Extract 41. Being the first (from the first interview with BET in December 13, 2018)

- 126 AKM: bak benim için burada elini kaldırıyor sun yani isteklilik gösterdiğini-
look at here you are raising your hand I mean showing willingness-
- 127 BET: -evet evet tabiki.
-yes yes of course.
- 128 AKM: benimle hemfikir misin?
do we agree on this?
- 129 BET: evet evet.
yes yes.
- 130 AKM: yani burada isteklisin söz almak istiyorsun.
well here you are willing and you want to take the turn.
- 131 BET: aynen hemen söyleyeyim çünkü bu herkesin aklına gelebilecek bir şey olduğu için
hemen söyleyeyim ben hemen ilk olayım işte bitsin gibi ama hoca yine de bekletti.
*exactly I am in hurry to share it because it is an answer that everybody could think
of so that I will tell it right now and become the first however the lecturer made us
wait.*

The exact moment that BET was raising her hand in the lesson was shown her in the stimulated interview session. In Line 126, I started the sentence however, I preferred not to finish it in order not to direct BET to the answer. Yet, she understood my intention and gave a positive response to my unfinished question in Line 127. In Line 131, she explained why she identified herself as willing and she stated that she was in a hurry because the answer that she would provide was kind of one which could be found by anybody else. She aimed to be the first and her aim made her to be willing to communicate. Therefore, *being the first* related to intrinsic

motivation was recognized as another variable affecting L2 WTC of learners inside the classroom.

As the last type of intrinsic motivation as an influence of L2 WTC, the *responsibility* that the participants had for the lecturer and the course itself was identified. The participants of the current study indicated that they would feel responsible to provide an answer to the question that the lecturer raised. This internal motive that they had made them to be willing to communicate in English inside the classroom. In the fourth interview with SEZ, she explained her WTC with the lecturer by giving the reference to the responsibility she had for the lecturer and for the course itself. Extract 42 consisted of this part of SEZ's interview.

Extract 42. Having responsibility (from the fourth interview with SEZ in January 10, 2019)

- 100 SEZ: nasılsa kimse cevap vermemiş. dedim ki verelim yani. ben öyle hissettim sonra x da söyleyince devamı geldi.
somehow nobody provided an answer. I said that we shall give it. I felt so and then x shared her ideas and it kept going.
- 101 AKM: buradaki SEZ nasıl? ne düşünüyor sence söylerken?
how is SEZ here? what is she thinking of while telling her answer?
- 102 SEZ dedim ki hani artık bitsin. söylediğim gibi. o yüzden bitsin istedim yani. çünkü hoca çok fazla sordu kimse bir şey demedi. artık söylemeliyim diye düşündüm.
I just said to myself it need to end right now nobody said anything. I thought that I needed to say it now. because the lecturer asked it repeatedly and nobody gave an answer. I thought I needed to share my answer at that moment.

In the first lesson of Week 4, the lecturer brought a pronunciation activity and at first he asked them to do the activity as a whole with the classroom. Then, she asked the question individually. At the very beginning, after giving the instructions of the activity he requested the participation of the students. However, they did not give any response to the lecturer's request. After a while, SEZ found this situation awkward and she tried to provide a proper answer to the lecturer. In Line 102, she expressed that she gave the answer to the repeated question of the lecturer since nobody shared an opinion with him. This explanation of SEZ was identified and named as having a responsibility. In this situation, SEZ had the responsibility of answering the question on behalf of her classmates as well because nobody gave any answer to him. Then, her responsibility made her willing to communicate with the lecturer in English. Having a responsibility for the lesson, for the lecturer, for the friends as well as for oneself was found as one of the factors influencing EFL learners' L2 WTC inside the classroom.

In the L2 learning motivation theme, there was another category being identified in the current data set: extrinsic motivation. Extrinsic motivation is much related to the external motives. Three different forms of extrinsic motivation in the current data set were identified: (1) being recognized by the teacher, (2) getting points and (3) being obligatory to communicate. The first sub-factor was about the desire that the participants had to *be recognized by the teacher* (the lecturer in this case) and therefore, to be noticed, they showed willingness or identified themselves to be willing to communicate in English inside the classroom. In the first interview with DIL, she mentioned her L2 WTC in a certain situation was the result of her wish to be noticed by the lecturer as presented in Extract 43.

Extract 43. Being recognized by the teacher (from the first interview with DIL in December 13, 2018)

- 084 AKM: çok uzun bir "silence" oldu burada sessizlik oldu sınıfta hocanın sorduğu soruya binaen. sence neden yaşandı bu?
there was a long silence here there was a silence after the question that the lecturer asked. what was the reason behind this silence in your opinion?
- 085 DIL: zaten hocam herkes gözlerini kaçırıyor gibi yani belli videoda kimse, illa ki herkesin bir anısı vardır. ben de düşündüm aslında bir yandan hani orada falan filan diye ama gelmedi aklıma gelse belki konuşurdum orda.
actually teacher as it is obvious in the video everybody is turning their eyes away from the lecturer nobody, everybody had such an experience. I thought on it there indeed but it didn't come to my mind if it came, I would have talked there.
- 086 AKM: hım: aklıma gelmediği için konuşmadın.
um: you didn't speak because it didn't come to your mind.
- 087 DIL: evet orada aklıma gelmediği için konuşmadım.
yes there I didn't talk because it didn't come to my mind.
- 088 AKM: istiyor muydun konuşmak o anda?
were you willing to talk in that moment?
- 089 DIL: tabi zaten "silence" da hani evet ben çıkayım hani hoca görsün beni falan kafası oluyor biraz da. yani ama orada o an aklıma bir şey gelmedi.
of course it was a silence yes I should come forward so the lecturer realizes me you are in such mind. but well there I could not think of anything.
- 090 AKM: hoca tarafından fark edilmek önemli mi senin için?
is it important for you to be recognized by teachers?
- 091 DIL: yani. çünkü pasif kaldığımı düşünüyorum. hoca da fark etse bir yerden sonra yani kendimi de geliştirmek istiyorum aslında çünkü konuşma derslerinde gerçekten çok kötüyüm. yani "writing"im falan çok iyi yani gerçekten seviyorum yazmayı falan ama yani konuşma dersinde yok. çıkaramıyorum sesimi. işte dediğim gibi özgüven eksikliğimde olduğu için kendi benliğimden ötürü yani onu da yenmeye çalışmaktan hani konuşabildiğim kadar aslında konuşmak isterim ama yine de yavaş yavaş yeneceğim.
so it is. because I think that I am passive. If the lecturer notices me, I want to improve myself actually because I am too bad in speaking lessons. Well my writing skills are good I love writing but well in speaking classes no. I cannot make my voice. as I said because I have lack of self-confidence it is due to my own self I try to overcome it I want to talk as much as I can but I will overcome it over time.

The long silence that occurred in the first lesson in Week 1 was also asked to DIL in order to understand her explanations for this silence. In Line 85, she stated that it was obvious that each student in the classroom was looking for ways to escape from answering the question about the bad sides of technology according to the reactions of the students shown in the video. She mentioned that she was willing to share an opinion in those minutes however, she could not produce a proper idea as a response to the lecturer's question. In Line 89, she indicated that since there was a silence in the classroom, she could make use of it and she would have been noticed by the lecturer. She found herself passive in speaking lessons and when everybody was in silence, she could have caught this opportunity to be noticed by the lecturer. However, she lost the chance and she did not take the turn. In that point, it was found that L2 WTC was described as an intention rather than an observable behavior. DIL defined her trait WTC as an unwilling learner of English in oral communication. However, it was seen that she could sometimes become willing and this willingness is related to the extrinsic motivation in the form of being recognized by the lecturer.

The participants also indicated that they felt themselves willing to communicate in English inside the classroom in order to get points. These points that the students gained were different from the ones gained from the pop-up quiz. They had a plus which indicated 1-2 points at the end of the presentations that they made in the last lesson in each week. Therefore, the participants sometimes identified themselves willing to communicate in such activities in order to *get points*. For instance, BAK in the first interview stated that he was willing for the presentation since he was in need of extra opportunities to gain points. Extract 44 consisted of these instances below.

Extract 44. Getting points (from the first interview with BAK in December 14, 2018)

- 192 AKM: ne hissetin BAK? ismin söylenince?
how did you feel BAK? when your name was announced?
- 193 BAK: im: yani dedim bekledim- yani çok içime doğmuştu. bekliyordum. zaten yani eninde sonunda konuşacaktım o sunumu yapacaktım çünkü, puanımı yükseltmek için en azından. bir de yani dersin sonlarına yaklaşınca- çünkü sunum yapmayan arkadaşlarımız vardı ben orada gönüllü kalkardım. eğer kimse el kaldıramayacaksa mesela gelmedi sıra, gönüllü olarak katılabılırdim ben orada.
um: well I said I was waiting- I felt it much. I was waiting. well in the end I will give a speech about it I will make the presentation because to increase my points at least. and also we are coming to the end of the lesson- because there were some friends who didn't make their presentations I was volunteer there. if nobody raised

their hands for instance if I was not selected in turn, I could participate in it voluntarily there.

BAK was the first presenter being selected from the attendance list after a few trials of the lecturer to find a volunteer for the presentation. In Line 192, it was asked him how he felt when he heard his name as the first name being announced. He expressed that he would become volunteer to make his presentation if he was not selected because he wanted to get some extra points in order to increase his grade. Therefore, *getting points* was also another sub-factor related to extrinsic motivation which influences EFL learners L2 WTC inside the classroom.

The last sub-factor related to extrinsic motivation was about the fact that the participants *had to* communicate in English in some situations because they were in a speaking course. They accepted this obligation and some of them stated that this obligation made them to be willing in the lessons to communicate. In the first interview conducted with ZEH, she exemplified this sub-factor. Extract 45 presented these instances.

Extract 45. Being obligatory (from the first interview with ZEH in December 13, 2018)

- 054 AKM: burada hoca sana söz verdi.
here you took the turn by the lecturer's selection.
- 055 ZEH: hı hı.
uh-hum.
- 056 AKM: ne hissettin? burada da dinlemek istersen, ama duyduk genel olarak değil mi? ne hissettin?
how did you feel? here if you wanted to listen to, but we heard it in general, didn't we? how did you feel?
- 057 ZEH: hı hı şimdi sırayla gittiği için ilk başta biraz kendimi hazırladım. benim de cevap vermem gerektiğini düşündüğüm için hani böyle sırayla soruyordu zorundaydım cevap vermeye. kendimi o yüzden bir şey yazıp hazırladım. sıra bana gelince de o sıranın bana geleceğini bildiğim için stres yapmadım o an ve bir şeyleri yazdığım için hazır olduğum için konuşmaya yani emin olduğum için konuşacağım şeyden hemen söyleyip geçtim yani öyle stres falan hissetmedim. ve söz aldım normal diğer insanlar gibi konuştum ve geçtim yani hani öyle şey bir strestir, mutluluktur, telaştır o tarz bir şey hissetmedim yani o an. ama istedim tabi paylaşmak zorundaydım.
uh-hum now at first I prepared myself because it went in turn. I thought that I needed to give an answer well it is because he was asking in turn I have to give an answer. I prepared myself by writing something because of this. when it was my turn I did not feel stressed at that moment because I knew that it was my turn and since I wrote something as I was prepared to talk I mean I was sure about it and I took the turn I talked like other normal people and I passed it I mean I didn't feel such emotions as stress, happiness, panic at that moment.

In Line 56, ZEH was asked how she felt when the lecturer gave her the turn. As a response in Line 57, she stated that she realized that she needed to provide an answer because they were talking in turn. There was no other alternative but

talking to the lecturer and the whole class there. This obligation made her less stressful and anxious as an opposite of her general mood. When it was her turn, without any stress, she gave her prepared answer and talked to the teacher and the whole classroom. In the last sentence of the line she added that she was willing to communicate because the communication was an obligation for her at that moment. *Being obligatory* to communicate, therefore, was acknowledged as a sub-factor affecting EFL learners' L2 WTC inside the classroom.

Self-confidence. In the relevant literature, the studies referred to confidence that individuals have for themselves in communication as communication confidence (Başöz & Erten, 2019) or L2 confidence (Clément et al., 2003). As being the last emotionally related variable in the group of affective variables, the current study named the confidence that individuals have for themselves as self-confidence (MacIntyre et al., 1998; Peng, 2013). Based on the analysis, in this study participants mostly referred to their own confidence for themselves rather than the confidence for their communication skills or confidence for their English skills. Therefore, self-confidence was defined as the emotional manner that the participants had it for themselves. They would feel eager to communicate when they felt they could make it in an effective and adaptive manner.

Seven participants explained mostly their unWTC in some situations through their lack of self-confidence. Therefore, self-confidence was mostly found as a variable of which deficiency caused a difference on the participants' WTC. In the first interview with SOY, he emphasized the effect of lack of self-confidence on his L2 WTC. This part of the interview was presented in Extract 46 below.

Extract 46. Self-confidence (from the first interview with SOY in December 13, 2018)

- 199 AKM: çok uzun bir "silence" oluyor. aslında bunun önü de var yaklaşık 1,5 dakika kadar sınıfta bir sessizlik oluyor. bunun sebebi neydi?
there was a long silence. actually we had the previous segments of this there was a silence for more than a minute. what was the reason?
- 200 SOY: bunun sebebi, özgüven eksikliği olduğunu düşünüyorum çünkü hani birisi söz alıp da böyle böyle oldum bunu yapmadım falan demedi. ben de dahil. benim aslında bir iki tane şeyim vardı ama pek söyleme gereği duymadım, istemedim. neden olduğunu pek bilmiyorum ama pek anlamlı şeyler değildi belki o yüzden söylememişimdir. yani özgüven eksikliği olduğunu düşünüyorum.
the reasons of this, I think it is lack of self-confidence because nobody including me took the turn and expressed his experiences. I had a few experiences actually but didn't think that it was necessary to share them, I didn't want it. I don't know why but there were not meaningful ideas maybe because of this I didn't share them. I mean I think it is lack of self-confidence.

The opinions of SOY about the reasons of relatively long silence in the first week were sought to be explored. Therefore, in Line 199, he was directly asked. SOY stated that the reason of such silences were related to the lack of self-confidence. Although he had something in his mind, he preferred not to share with the lecturer and the whole classroom. He had some guesses about the reasons of his own silence. However, he was quite sure about the effect of his deficiency in self-confidence on his silence. Thus, he mentioned that he was unwilling to communicate with the lecturer in Line 200. In the same vein with SOY, six more participants expressed the effect of their self-confidence on their L2 WTC inside the classroom for sixteen time as it was indicated in Table 61. Then, self-confidence was concluded as one of the affective variables influencing EFL learners L2 WTC inside the classroom in the current study.

In a nutshell, it was found that the participants had the influence of affective variables identified as anxiety and fear, L2 communication motivation and self-confidence on their L2 WTC inside the classroom. It was portrayed that the emotional reflections of these variables on the participants led them either to take part in oral communication in English or to hesitate to express themselves in the spoken interactions inside the classroom. Henceforth, affective variables were positioned to have mostly negative but also positive influences on EFL learners' L2 WTC.

Contextual variables. In the current study, the variables that were related to the context were found to have an impact on the participants' L2 WTC. Their situational L2 WTC dynamically varied in line with their interaction with the concerns that are present in the context such as topics, tasks, teacher, interlocutors and peers (Cao, 2014; Khajavy et al., 2018). Out of 550 detected instances in the current data set, 57% of them (n= 314) were found to be tied to the contextual variables as displayed in Table 62. Consequently, it is obvious that the majority of the participants stated they were under the effect of contextual factors when their situational L2 WTC was considered. Under this theme, there were nine categorizes presented in Table 62, which were related to the atmosphere, climate and facilities of the classroom. They were, namely, classroom atmosphere, interaction type, interlocutor's effect, peer's effect, preparation, task, teacher, time of communication and topic. The

analyses for each category as well as sub-categories related to some of them will be described in details in the following sub-sections in an alphabetical order.

Table 62

Contextual Variables Influencing L2 WTC inside the Classroom

Contextual variables affecting L2 WTC inside the classroom			f*	N/9			
Themes	Categories	Codes (if available)					
Contextual variables	Atmosphere		11	6			
	Interaction type		18	7			
	Interlocutor's effect	Interlocutor's tendency of speaking	Harmony with the interlocutor	15	5		
			Interlocutor's interest as a listener	15	7		
			Competency level of the interlocutor	12	6		
			Familiarity with the interlocutor	23	7		
			Peer	Competition with peers	9	5	
			Peer's reactions/ reflections	9	4		
	Preparation (reading)	Task	Peer's encouragement	8	3		
			Preparation (reading)	65	9		
	Task	Task	Task type	5	2		
			Task variety	2	2		
			Task difficulty	3	2		
			Interest on task	12	5		
			Familiarity with task	4	4		
			Teacher	Teacher's support	9	4	
			Personal intimacy (familiarity) with teacher	4	2		
			Time of communication		27	8	
			Topic	Topic	Knowledge about the topic	33	9
					Interest in the topic	28	9

Classroom atmosphere. The atmosphere in the classroom that the participants were exposed to was reflected as one of the factors affecting their L2 WTC inside the classroom. As can be seen in Table 62, six of the participants stated that their L2 WTC fluctuated in line with the atmosphere in the classroom. This variable was defined in the current study as follows: a student becomes eager to express himself or herself orally when the environment in the classroom appeals to him or her. From the first interview with SOY, an extract was chosen to exemplify this category.

Extract 47. Atmosphere (from the first interview with SOY in December 13, 2018)

- 207 AKM: hım. sınıfınızda öyle bir ortam var mı peki?
um. in your classroom do you have such a context?
- 208 SOY: ya, ım.: belli- yani ortada değil ama yani kendi aramızda var yani yine açık bir şekilde.
well, er: obvious- I mean it could be observable but we clearly had such an environment in the classroom.
- 209 AKM: hım. yani rahatsınız kendi aranızda doğru mu anlıyorum?
um. you are comfortable am I right?
- 210 SOY: tabii. yani şey bizim normalde sınıflarımız ayrı 2 tane sınıftı. biz kendi sınıfımıza çok alışmıştık. beraber çay kahve içiyorduk falan bayağı yakınlaşmıştık. sonra bu iki sınıf karılınca, onlar bizi tanımıyor biz onları tanımıyoruz. şimdi bir şey söyleyeceğiz, ı: ortama alışık olmadığımız için biz bayağı konuşmadık mesela x ile beraber. ve arkada oturuyor bu sefer normalde yanımda oturuyordu kamerayı görünce arkaya geçti. onunla beraber biz çok aktiftik.
of course. so the thing is that our classes actually were two separate classes. we were very used to our class. we were drinking tea and coffee together and we got pretty close. then when these two classes meet, they don't know us, we don't know them. now we will say something, er: we are not accustomed to the environment for example we did not talk a lot with x he was sitting in the back this time he was normally sitting next to me when he saw the camera he moved back. we were very active with him.
- 211 AKM: hım.
um.
- 212 SOY: bu hep öğretmenlerimiz değişti, sınıf arkadaşlarımız eklendi, bizi etkiledi yani.
this is about our teachers changed, some new classmates were added, it affected us.
- 213 AKM: hım.
um.
- 214 SOY: bizim biraz daha "comfortable" bir "place" de olmamız lazım.
we need to be in a more comfortable place.

As was explained earlier in the previous section, SOY was one of the participants who expressed the importance of feeling comfortable in the classroom. In the previous lines of Extract 47, he mentioned that they needed to be comfortable emotionally and physically to be willing to communicate. For the affective part, he stated that they needed to calm themselves down. On the other hand, for the physical part, he highlighted the importance of the atmosphere in the classroom. In Line 207, I asked him if they had such an atmosphere in their classroom. He answered this question in Line 208 by stating they had a comfortable atmosphere which could not be observed easily. However, they had this climate among their friends.

In Line 210, he explained one of the common problem that each participant faced in this classroom. This B1+ group of students was in two different evening classes in the previous module. After the achievement test at the end of that module, half of each class achieved to be in the B1+. Thus, the class in which data set was collected composed of two different group of learners. These two group of students had problems to be integrated into one group. Of nine participants, BAK, BET and

EMI were in the same class in the previous module and they called themselves the ones on the right hand side and new-comers because they physically changed their classroom while the other group stayed in the one in which they were in the previous module. On the other hand, DIL, SEL, SEZ, SOY, YIG and ZEH were in the other class in the previous module and they were called the ones on the left hand side. They were the ones who did not psychically change their classroom as well. While talking about the member of the class, every participant called the ones who were not in the same class in the previous module as “others” and they all mentioned that they had some problems while establishing an intimacy with the others. In Line 210, SOY expressed this intimacy problem in the classroom and he said that he was not so comfortable to talk as much as he could do in the previous classroom. He conveyed in Line 212 that the change of their teachers as well as the addition of new classmates affected them so that their L2 WTC was also influenced under these changes. According to him, they should have been in a comfortable environment to be willing in oral communication inside the classroom. In that respect, classroom environment was classified as one of the contextual factors affecting the EFL learners’ L2 WTC inside the classroom.

Interaction type. In the classroom, the participants had opportunities to practice their communication skills in English through different interaction types, which were monologue, dyadic or group interaction. The monologue involved the activities when the participants were in the position of a speaker and they were mostly presenting a speech that they were prepared beforehand (a week or a few minutes before the speech) in the front of the classroom. On the other hand, the dyadic interaction enabled them to work in pairs and exchange ideas. They were mostly used this interaction types while preparing for a role-play or a debate. In addition, during the pop-up quiz, they were asked to make a discussion on a topic about its pros and cons. As its name suggests, in the group interaction, the participants were working in groups and had a chance to practice their speaking skills in groups.

In the current study, the analyses of the data set suggested that the interaction type had an impact on the L2 WTC of the participants inside the classroom. Seven participants indicated that their L2 WTC was under the effect of interaction type for eighteen times. This contextual factor was defined in the study

in line with the reflections of the participants about being willing or unwilling. They defined themselves willing or unwilling to communicate in English in some situations as a result of the interaction type. SEL was mentioned the effect of interaction type in her second interview and the instances from this interview were presented in Extract 48.

Extract 48. Interaction type (from the second interview with SEL in December 27, 2018)

- 133 AKM: şimdi az evvel ki SELin aksine bir yüz ifadesi görüyorum o yüzden soracağım. sen ne düşündün burada?
now I see a facial expression unlike the previous SEL, so I'll ask. what did you think here?
- 134 SEL: diğerinin daha eğlenceli olduğunu düşündüm. ((gülüyor)) yani orada zaten ingilizce namına iki üç kelimelik bir şey kullanacaktık ve bireysel olmak yani sıkıcı geldi bana. tahtaya çıkıp tek başına onu okumak ve oturmak.
I thought the other one was more enjoyable. ((in laughs)) well we would use only a few words in english and being individual well was boring for me. going to the front individually reading it and sitting back.
- 135 AKM: hı: tahtaya bireysel çıkmayı sevmiyor musun?
uh-huh: don't you like to go to the board individually?
- 136 SEL: çok bayıldığımı söyleyemem.
I could not say that I am a fan of it.
- 137 AKM: sevmiyor musun yanlış bir soru oldu da ne hissediyorsun tahtaya bireysel çıktığında
don't you like was a wrong question how do you feel when you appear on the board individually
- 138 SEL: tabiki geriliyorum.
of course I get stressed.
- 139 AKM: buradaki o yüz ifadeni neye yorumlayabilirim ben neye yorumlayabilirim, neye yorumlamalıyım
what can I interpret that facial expression here, what should I interpret
- 140 SEL: burada açıkçası tahtaya çıkmaktan korkmadım ama yine grup halinde yapacağımızı düşünmüştüm. o yüzden de hani grup olarak yapmayacağımızı öğrendiğimde ilki çok eğlenceliydi gerçekten ı: bolca gülmüştük bununda öyle olacağını düşündüğüm için ne diyebilirim ona hayal kırıklığına uğramak belki bir nebze
frankly, I wasn't afraid to go on the board here, but I thought we'd do it again in a group. so when I found out that we wouldn't do it as a group, the first one was really fun. er: in the first one we laughed a lot, what can I say because I thought it would be so to be disappointed maybe a little bit
- 141 AKM: hı: beklentini karşılamadı mı?
um: it didn't meet your expectations?
- 142 SEL: evet evet.
yes yes.
- 143 AKM: istekli miydin peki?
were you willing then?
- 144 SEL: değildim. bunda
I was not. here.

In the lesson of which SEL watched an extract during the interview, the students were first asked to talk in groups about the gossips in a wedding party which were provided them on the role cards. Then, the lecturer said to them to write their own gossips down which could be shared at a wedding party as well. Each

student in the classroom wrote a gossip and then, they were invited to the front of the classroom to share their gossips individually with the rest of the class. It was seen that SEL was not seemed happy and it was asked if the inference about her facial expression was correct. In Line 134, she stated that she was not happy about the idea of being individual in the front of the classroom to share her gossip. She was asked in Line 135 directly whether she liked to be individual in the front and she answered this question as she was not keen on it. In Line 140, she clearly indicated that she had no questions about the activity, however the interaction that she was asked to be in was the main problem for her. She was referring to her satisfaction in the previous activity that they did it in groups (which is another factor influencing L2 WTC and will be reported below). She also added in Line 144 that she was not willing for this situation to communicate in English due to the interaction type. Therefore, it was concluded that interaction type had an impression on EFL learners' L2 WTC inside the classroom.

Interlocutor's effect. Interlocutor refers to the classmates and teacher that an individual has an interaction with for the particular period of time inside the classroom (Khajavy et al., 2018). While considering the effect of interlocutor on L2 WTC, it is much related to the roles of the classmates or teacher on an individual's L2 WTC if they have an interaction. The analyses suggested that the participants expressed that their L2 WTC was under the effect of the interlocutor for sixty seven times in the current data set. As was presented in Table 62, it consisted of five sub-categories: interlocutor's tendency of speaking (n=2), harmony with the interlocutor (n=15); interlocutor's interest as a listener (n=15); competency level of the interlocutor (n=12) and familiarity with the interlocutor (n=23). Each sub-categories will be reported in details with the sampling extracts respectively below.

While having a conversation with their friends in English inside the classroom, the participants emphasized the importance of the solid flow of the conversation. Therefore, two participants stated that the interlocutor's eagerness to talk would influence the process. In the third interview with BAK, for instance, she mentioned the effect of the *interlocutor's tendency of speaking*. Extract 49 included these instances.

Extract 49. Interlocutor's tendency of speaking (from the third interview with BAK in January 4, 2019)

- 046 AKM: peki ı: partnerin hakkındaki görüşün ne
then er: what are your opinions about your pair
- 047 BAK: EMI çok konuşmayı çok seviyor. hatta yani en çok o konuştu. bi konuşunca fazla şey yapmıyor mesela durmuyor. işte süremiz de kısıtlı oluyor. ben yine konuştuğum pek
EMI loves talking. and he talked there most. when he starts to talk he doesn't do much thing for instance he doesn't stop. and so we had a limited time. yet I talked.
- 048 AKM: hı-hım. başka bir partner ister miydin
uh-hum. would you like to have another pair
- 049 BAK: yok ya mesela ben geçen quiz'imde b1 deki geçen kur şeyle çıkmıştım x'le x beni çok zorladı sürekli soruyu değiştirmeye çalışıyorum anlaması için daha çok basit yapılar kurmaya çalışıyorum. o sorunca ben anlayamıyorum pek ben kaç defa hatta ben soruyorum arada da cevabını söylüyorum sessizce, o da söylüyor ama EMIde hiç öyle olmadı ikimiz de gayet konuştuk.
no, for example, in my last quiz in b1 in the last module I was with x x forced me a lot I always tried to paraphrase my questions so that he could understand them I used simple structures. when he asked to me I could not understand the questions a lot many times I asked and then sometimes I whispered the answer, he said back but with EMI it was not like that we both talked a lot.

In the pop-up quiz, BAK was matched with EMI in the raffle. It was asked his reactions about his pair in Line 46. He stated that EMI enjoyed a lot while talking and during the quiz, he was the one who talked more. Since he said that EMI talked without a pause during the quiz, I asked him if he wanted to have another pair in Line 48. He was quite sure while answering this question and told me his previous experiences in the quiz in the previous module. In that quiz, he matched with a student whose level of competence was low according BAK. While communicating with him, he had difficulties to convey his messages due to his competency level, which is another factor affecting his L2 WTC. Moreover, he highlighted that they talked a lot with EMI and therefore, it was appropriate for BAK to be in pair with a classmate who talked a lot. In that respect, the interlocutor's tendency of speaking was identified as one of the factors influencing L2 WTC of EFL learners inside the classroom.

For some of the participants (n= 5), it was crucial to work in *harmony with the interlocutor* that they were in conversation. While they were working in pairs or in groups, they were looking for an opportunity to work with a closer friend in pairs or groups because they wanted to be in the same channel during the conversation. In the second interview with DIL, she expressed clearly that she found it important to work with a pair or a group friend in harmony.

Extract 50. Harmony with the interlocutor (from the second interview with DIL in December 27, 2018)

- 009 DIL: öyle yani iyi gibi hissettim sanki kendimi.
I felt like I was good.
- 010 AKM: iyi. tamam. bunda neyin etkisi vardı sence? ne farklıydı?
good. okay. What affects you then in your opinion) what is different?
- 011 DIL: konunun büyük ihtimalle konunun ilgimi çekmesi. bir de YIG'le tam böyle oturduk. hocam ne fark ettim biliyor musunuz. şimdi ben normalde SOY'larla falan otururken geçen hafta hani gözlemlemiştik ya onu. orada sanki hani onlarda onlara daha fazla bilgi var. ben bir şey söylersem onlar şey mi yapacak gibi hissedip. ama yiğitle mesela YIG'in mesela iki lafından biri benim gramerim yok sen orayı yap. benim şuyum yok bu- normalde oda iyi konuşur o da çok iyi ama hani birbirimizi tamamlamış gibi olunca. hani evet gramerin bak şurada yanlış şurada eksik bilmem ne diye konuşunca kendimi rahat hissettim hani ikimiz de aynı seviyeymişiz gibi hissettim, istekli oldum. aslında diğer arkadaşlarımda öyle rahatım da ama dediğim gibi onun ister istemez şeyi olmuş bende. çok daha istekliydim bu sebeple.
the topic it is probably the topic catches my interest. we were with YIG. do you know what I realized, now normally I was sitting with SOY and others last week we observed it. there they had more information. if I say something I feel like they will do something. but YIG for example, one of the two words he said I am not good at grammar you do this part. I do not have this- normally he is so good at speaking but you know it was as if we completed each other. I mean when we talk to each other I was like yes your grammar is wrong here it lacks there I felt comfortable as if we were like each other in the same level, I became willing. actually I was comfortable with my other friends as well but as I said I felt the pressure of this. therefore I was much more willing.

In the first week of my observations in the data collection process, DIL tried hard to be engaged in the pair or group discussions. In one of the group activities, she warned her friends to listen to herself by saying that she was one of the members of the group. When she was asked in the interview if she had preferred to work with a different group, she stated that she had no discomfort about being in that particular group in Week 1. During the second interview, while talking about the lessons in Week 2, DIL referred to the first week again in Line 11. She stated that she realized she was not included in the conversation in the previous week. She had the opportunity to work with YIG for the first time. She recognized that they completed each other and they worked in harmony in a comfortable environment. Thus, she found herself more willing while she was working with YIG. Based on this, *the harmony with the interlocutor* became one of the factors related to the effect of the interlocutor which has an effect on EFL learners' L2 WTC.

In addition to the harmony between the speaker and the interlocutor in interaction, seven participants identified *the interlocutor's interest as a listener* as one of the sub-factors influencing L2 WTC. This sub-factor was defined as an influencer of L2 WTC in a positive way in this current study. When an individual

regarded that her speech is listened by the listeners, he or she felt willing to present the speech. In the second week, BET clearly conveyed her ideas about the influence of being listened in a conversation on her L2 WTC. Extract 51 included these instances from the interview.

Extract 51. The interlocutor's interest as a listener (from the second interview with BET in December 27, 2018)

- 177 AKM: sen istekliydin o zaman grup aktivitesi içinde.
you were willing in the group work then.
- 178 BET: evet.
yes.
- 179 AKM: genelde böyle olur musun? grup aktivitelerinde BET.
were you like this in general? in group works BET.
- 180 BET: yani bence gerçekten o ortama göre çok değişiyor çünkü eğer dinleyen ve beniya mesela sadece kendi aralarında konuşan bir grup olsaydı ben hiç dahil olmazdım. bunlar beni çok etkiler isteklilik yani, ya da BET hadi ilk hadi konuşalım dönün deseydi falan bunda da yani böyle olabilirdi ama sonradan kendimi dahil etmek zorunda kalmazdım ama sonradan kendimi dahil etmek zorunda kaldım yani şey de değil yani iyi ki dahil etmişim.
I think it really changes a lot based on the environment because if it was a group that listened to me and for example if they talked to only each other, I would never be involved in. these things affect me very much, or if they said BET come on, let's talk first, let's talk or something like that would be so, but then I wouldn't have felt that I needed to integrate myself into the conversation, but then I had to involve myself but I am not that I mean I am happy that I did integrate myself into the conversation.

BET was observed to be willing in the group discussion in which they were talking about the gossips. She approved that she was willing to communicate in this activity in Line 178. She stated that the reason of her willingness was related to the environment. However, her reflections on the environment clarified that she considered the effect of interlocutors as listeners on her L2 WTC. She mentioned that she would have stayed silent instead of engaging in the conversation if the group had chosen not to listen to her. However, the reactions of her group friends as a listener affected her and made her feel willing to communicate in English inside the classroom. The effect of interlocutor's interest as a listener was then regarded to be one of the factors influencing EFL learners L2 WTC inside the classroom.

As BAK indicated in Extract 49 and DIL referred in Extract 51, the participants of this study mentioned that *the competency level of interlocutors* affected them in communication. They were eager to communicate with friends whose level of competence is close to themselves. It was found that they hesitated to get in contact with the interlocutors who were more competent than them according to their perceived level of competence. On the other hand, they also stated that they

preferred not to be in communication with low proficient interlocutors because it was hard for them to meet at a common channel to keep up with the interaction. In addition to the examples of BAK and DIL, the expressions of BET in the second interview was selected as a representative example of this sub-factor. Extract 52 presented these moments that BET referred to the interlocutor's level of competence in a pair-work in her second interview.

Extract 52. Competency level of the interlocutor (from the second interview with BET in December 27, 2018)

- 266 AKM: o zaman EMI ya da başka biri fark ediyor mu senin için?
then is there a difference for you EMI or another one for you?
- 267 BET: ya fark etmez de e: yani yaparken.
it does not differ anything well while making.
- 268 AKM: hı hı.
uh-huh.
- 269 BET: fark edebilir.
it may differ.
- 270 AKM: him.
um.
- 271 BET: yani neden oldum bununla falan asla demem tabi ki ama yani şey önemli işte ingilizce konuşmak.
I mean I will never say why I am with him or her of course but it was important to talk in english.
- 272 AKM: him.
um.
- 273 BET: ingilizce düşünmek ya da onun seni anlaması ya da seninle pair olmak istemesi hani falan böylece ben de istekli olurum ...
thinking in english or being comprehended by him or her or his/ her willingness to become a partner with you so that I become willing ...

In Week 2, in the second lesson, EMI and BET were working together to prepare a role-play. Their roles were provided by the lecturer on the role-cards and they needed to form the dialogues for their roles. The instances above constituted the moments when BET was talking about the preparation part of the task. At first, she stated that the pair she worked with made no difference on her attitudes towards the task. However, in Line 269 she changed her mind and she added that it was important for her to talk in English, to express herself in English and to be comprehended by her pair. These all affected her willingness and she stated that she would become willing. As can be seen, the interlocutors' level of competence in English is an influencing sub-factor of EFL learners' L2 WTC.

The last sub-factor in the category of the interlocutor's effect identified as *the familiarity with the interlocutor*. Of nine participants in the current study, seven of them expressed the effect of familiarity with the interlocutor on their L2 WTC. It was

also the sub-category which was mentioned most by the participants (n=23) in this category. It was related to the fact that participants become willing to communicate with their friends who were familiar to them. In a classroom, which had five lessons in a day together for three weeks before the beginning of the data collection process, it was not expected to have students who expressed that they were not familiar to each other. Some of the participants even stated that they were not familiar with the names of their classmates in the last week of the module. This nature of the classroom from which the data were collected made it possible to observe the effect of familiarity with the interlocutor on their L2 WTC. If the participants found the interlocutor familiar or intimate, they stated that they would be willing to communicate with them. For instance, EMI commented on an extract from the lesson in Week 3 in his third interview that he would never have identified himself as willing if he had done the task with his classmates from the “other” class. Extract 53 consisted of his reflections on the familiarity with the interlocutor below.

Extract 53. Familiarity with the interlocutor (from the third interview with EMI in January 4, 2019)

- 087 AKM: tamamdır peki partnerin hakkında ne düşünüyorsun? BAK ile eşleştiniz.
okay then what do you think about your partner? you matched with BAK.
- 088 EMI: tanıdığım biri olduğu için rahattım ve istekliydim onunla yani şey çıksaydı şu sağdaki kızlardan biri çıksaydı daha isimlerini bile bilmiyorum hani ((gülüyor)) ve iki bir hafta sonra falan bitiyor okul bilmiyorum tanımıyorum onları ve genelde ben konuştuğumda siz gelmeden önce falan böyle ben konuşunca hata yaptığımda onu tekrar ederler falan böyle hani dalga geçmeye hep ondan sonra yine bu kalktı gibi falan gibi laf atmalar falan olmuştu ben cevap vermemiştim de hani çok pek de sıcak bakmıyorum hani kendilerine.
I was comfortable and willing with him since he was familiar to me if it were one of the girls on the right side I still do not know their names ((in laughs)) and in two weeks the module will be over I do not know them and generally when I talked before you came when I made a mistake they repeated it as a reaction of mocking and they reacted at my turns while I was talking by saying that again he was talking I did not give any answers to them so I do not have good ideas about them.

These instances presents in Extract 53 belonged to the third week of data collection. In this week, as was pointed out in the methodology chapter, the participants had a pop-up quiz and they had a debate in the front of the classroom with a pair who was selected by the lecturer through a random name picker program. EMI matched with BAK in this pop-up quiz. His opinions about being a partner with BAK in the quiz were prompted in Line 87. He answered this question in Line 88 that he was willing to talk with BAK since he was familiar to him. In the previous module, they were in the same classroom with BAK and they knew each other. Thus,

EMI found BAK familiar to him. However, he added that he even did not know the names of his classmates sitting on the other side the classroom. If he had matched with them, he would have had some difficulties while interacting with them. Because he had some problems with them during the lessons before the data collection process was started. Based on what he said, it was inferred that he would be less willing to communicate with his classmates being less familiar to him. Therefore, familiarity with the interlocutor became one of the factors influencing EFL learners' L2 WTC inside the classroom.

Peer's effect. Apart from the friends that the participants had an interaction in the lessons in the classroom that the current data set was collected, the classmates with whom they had no mutual interference had an influence on the participants' L2 WTC as well. This category, therefore, differs from the interlocutor's effect in the respect that there was no mutual interaction between the speaker and the classmates. However, the category of interlocutor's effect consists of the time that the speaker had a direct and an observable interaction with (one of) his or her classmates. It was found that this category was mentioned twenty six times by the participants as it was presented in Table 62 and it included three following sub-categories: *competition with peers* ($n=9$), *peer's reactions* ($n=9$) and *peer's encouragement* ($n=8$). Each will be explored and exemplified in the followings.

The *competition with the peers* as the first sub-factor in this category was indicated by five participants. They were noticed that the competitive environment they felt between themselves and their friends impressed them to become willing to communicate in English inside the classroom. From the data set of the first week, the interview with SEZ was selected. In a part of the interview, she was talking about taking the turn in the debate which took place in the second lesson of the week. The reason of her willingness to take the turn was explored and her answer was presented in Extract 54 below.

Extract 54. Competition with the peers (from the first interview with SEZ in December 13, 2018)

219 SEZ: çünkü çok heyecanlanmışım, yüzüm filan da kıpkırmızı zaten ben kızarıyorum böyle heyecanlandığımda falan. ZEH'e diyorum ki bir şey demeliyiz çok sinirlendim çünkü. aslında çok kendilerini çok iyi ifade ettiler zaten. adını hatırlamıyorum ama baya iyi konuşuyor kendini iyi ifade edebiliyor. o konuda onu takdir ediyorum. dedim ki bir şey söylemeliyiz kaybediyoruz. bir de böyle kayıp söz konusu olunca kendimi kötü hissettim yani. o yüzden.
because I was too excited, my face is blushed in red and I get blushed in red when I'm get nervous. I told ZEH that we should say something because I was so angry. in fact, they expressed themselves very well. I don't remember her name but she speaks very well. I appreciate her about it. I said we should say something we are losing. I also felt bad when it comes to such loss. that's why.

SEZ expressed the reason of raising her hand to take the turn during the debate in relation to her excitement. She referred to her red blushed face in order to prove the excitement that she felt at that moment. Then, she stated that her group was almost losing the debate since the members of the other group expressed themselves well. This feeling of losing the competition led her to take the turn and become willing to express her ideas orally. In that vein, the competitive environment in the classroom influenced EFL learners' L2 WTC according to the analyses of the current data set.

The *peers' reactions* as a sub-factor recurred throughout the data set. Four of the participants suggested that the reactions that their classmates provided while they were or other speakers were speaking had an influence on their L2 WTC. The reactions of peers were used in the meaning of observable reflections of the classmates during a speech. Following the analyses of the data set, the sub-factor was defined as follows: a learner appears to be willing to communicate when the peers give reactions to what is mentioned. Additionally, they become willing to communicate when they realize that their messages are conveyed by their peers through their reactions. Extract 55 shows below that EMI found himself unwilling since while giving his speech he did not get the expected reactions from his friends, who were the listeners of his speech.

Extract 55. Peer's reactions as listeners (from the second interview with EMI in December 27)

- 093 AKM: istekli miydin?
were you willing?
- 094 EMI: yok ya o son iki kalkış ben özellikle son BETle kalkış beni benden aldı yani.
no exactly the last two turns especially the last one with BET affected me so bad.
- 095 AKM: neden?
why?
- 096 EMI: ya nasıl diyeyim kağıt üzerinde komikler ama gülünmemesi hoş değil ya şey oluyor, hıh falan hani hıhıhı tam olmuyor yani. hiç hoşuma gitmez zaten espriye gülünmemesi falan. kim sever ki zaten espri yapıyorsun kimse gülmüyor.
well how I can express myself they are funny on paper but they are not laughed at. it was like hah like hahaha it was not completed. I never like the idea of not laughing at the joke. who loves at you are making a joke and nobody laughed at.

In a response to the direct question in Line 93 about his willingness to communicate during the task, EMI put it clearly that he was not keen on taking the part in the activity after his previous experience with BET, which was another factor affecting his L2 WTC. He responded to the question related to the reason of his unwillingness in Line 96 and he mentioned that he discomforted the idea of not getting any reactions from his friends during a speech. After his previous experience with BET in which they were doing a role-play task and they were playing a couple who had an argument during a travel, he sensed that he did not get any reactions from the listeners. A few minutes later, this time, he was asked to share his self-prepared gossip which could take place in a wedding party. He supposed that he would not get any reactions from his friends one more time, and thus, he was unwilling to participate in the communication. EMI's view surfaced the effect of getting reactions from the peers on EFL learners' L2 WTC.

Some of the participants, especially, the ones who were in the same classroom in the previous module had the tendency to encourage each other to participate in the communication inside the classroom. It was observed in some situations, a participant of the study hesitated to speak and to express herself or himself. However, following an encouraging comment from a friend, he or she became eager to take the turn. Therefore, *the peer's encouragement* emerged as a sub-factor in the current study in eight instances indicated by three participants. SOY expressed the effect of his peer's encouragement on his L2 WTC in the first interview made with him. Extract 56 illustrated his expressions below.

Extract 56. Peer's encouragement (from the first interview with SOY in December 13, 2018)

- 232 SOY: ya normalde şey oluyor, ı:, bir insan ilk arkadan mesela x konuştuğu zaman ben hemen atlayasım geliyor çünkü x konuştuğu zaman x bana cesaret veriyor, ben konuştuğum zaman ben başkasına cesaret veriyorum. o yüzden sürekli bi birinin ön planda olup arka arkaya daha uzun sürüyor. işte EMI konuşmuş ondan sonra ben ona gö- özgüven alıp ben konuşmak istemişim. genelde öyle oluyor zaten. dediğim gibi o yüzden x, ben. bayağı-
well normally it is like, um:, a person at the back for instance when x talks I feel that I should take the turn because when x talks he encourages me, when I talk, I give encourage to another person. thus it keeps a long when a person is in the foreground. well EMI talked there then I got the courage from him and I wanted to talk. in general it is always like this therefore x and I mostly-
- 233 AKM: bayağı-
almost-
- 234 SOY: aramız iyi yani.
we have a good relationship.
- 235 AKM: anladım.
I got it.
- 236 SOY: o konuda hatta bazen baskı yapıyorum ((gülerek)) ona konuşsana diye. o da beni cesaretlendiriyor. öylelikle söz alıyorum istiyorum yani alma.
I put pressure on him about this ((laughing)) to talk. then he encourages me. then I take the turn I want to take the turn.

In the previous lines of Extract 56, SOY was asked to explain what happened and how he felt during the lesson showed him through the video. It was seen that SOY took the turn and gave a response to the lecturer after some of his classmates. He commented that the first move came from EMI in the classroom and then, SOY felt himself willing to communicate and followed EMI to share his opinions. He also mentioned the name of his best friend in the classroom and he stated that this friend gave him the courage that he looked for in the speaking lessons to be in communication. In Line 236, he added that they encouraged each other to communicate in English inside the classroom. Based on these views of SOY, the encouragement of peers to communicate in English inside the classroom emerges as one of the factors affecting EFL learners L2 WTC.

Preparation. The participants uttered that they became willing to communicate inside the classroom if they had the opportunity to get prepared before they started to talk. This view facilitated the emergence of *preparation* as a factor affecting L2 WTC inside the classroom. Making previous *preparations* before talking or communicating in English inside the classroom was one of the few categorizes which was indicated by all of the participants (n=9, see Table 62). It was also one of the categories which was uncovered most (n=65) among all other factors in the current data set.

All participants indicated that in some different situations they felt willing when they got prepared by note-taking, searching on different ideas about the topic, and building their sentences to be used in the speeches. In the last interview with SEL, she identified this factor as an influencer of her L2 WTC inside the classroom. Extract 57 included this part of the interview with SEL in Week 4.

Extract 57. Preparation (from the fourth interview with SEL in January 11, 2019)

- 107 AKM: söz alıyorsun SEL, neden? gönüllü oluyorsun.
you took the turn SEL, why? you became volunteer.
- 108 SEL: açıkçası eninde sonunda yapacaktım ve beklemenin bir anlamı yoktu. hazırdım da o yüzden beni engelleyen bir şey yoktu. neden başta söz almadığıma gelirse de önce EMI çıktı. EMI'nin yaptığı biraz aklımı karıştırdı diyebilirim çünkü benim anladığımdan daha farklı bir sunum hazırlamıştı. daha sonra en azından bir örnek daha görmek istedim. bu yüzden gördüm ve kafamda oturunca çıkmamam için bir sebep yoktu hazırdım çünkü çıkmak istedim.
frankly I would do it sooner or later and there was no need of waiting. I was ready so that there was nothing to restrain me. if we consider why I didn't take the turn as the first presenter first EMI took the turn. I could say that what EMI made confused me because he prepared a presentation different from what I understood. I wanted to see at least one more example later. thus I watched one more and when I understood what I should do there was no more reason for me not to take a turn I was ready because I was eager to take the turn.

In a response to the question why she volunteered to take the turn, SEL stated in Line 108 that there was no other option but take the turn for the task about presenting the timeline of a favorite person or an important event. She emphasized that she was ready and then, being prepared cleared off all excuses she could make up not to take the turn. After commenting on the time of communication, which was another factor emerging from the data set, she concluded her words by saying there was no reason to cancel taking the turn and she was willing to communicate since she was prepared. Regarding the view of SEL as a representation of the participants' reflections for the effect of feeling readiness on their L2 WTC, making previous preparations was included as one of the factors influencing EFL learners' L2 WTC inside the classroom.

Task. In the classroom that the data were collected, the participants were provided with some tasks to be completed during the lessons so that they could use English in communication while doing the tasks. The various features of each task given to them were found to impress their L2 WTC after the analyses of the data set. These features of tasks emerged as sub-categories and presented in Table 62 as *task type, task variety, task difficulty, interest on the task and familiarity with the task.* All in all, the category of tasks was identified as an influencer of L2 WTC by

five participants in twenty-six times in the current data. Each sub-category will be investigated in details with particular examples from the interviews below.

A small number of participants (n=2) expressed in five times that their L2 WTC would change in line with *the type of the tasks* given to them in the lessons. By indicating the task type, it was aimed to refer to the category of the tasks such as role-play, debate, discussion or solving puzzles. In Week 3, SEZ expressed how she felt uncomfortable during the pop-up quiz due to the type of the task, which was on making a debate. Extract 58 consisted of her expressions about the task type and its effect on her L2 WTC.

Extract 58. Task type (from the third interview with SEZ in January 3, 2019)

- 034 SEZ: ya aslında tek başıma olsam biraz daha iyi olabilirdi böyle “pair” olunca işte “debate” şeklinde olunca biraz daha kötüydü yani benim için. o yüzden yani istekliydim ama biraz da şeydim, çekingendim. o an düşünmem gerektiği için. biraz korktum yani.
well indeed if I had been alone, it would have been better when we were in pairs like this and in debate it was much worse for me. thus well I was willing but at the same time I was a bit well, timid. because at that moment I had to think of it. I was a bit afraid.
- 035 AKM: hı him. önceden hazırlık yapamadığınız için mi?
uh-hum. since you could not make a preparation beforehand?
- 036 SEZ: evet.
yes.
- 037 AKM: peki neden “pair”li olmak seni kötü etkiledi sence?
well why did being in pairs affect you badly in your opinion?
- 038 SEZ: aslında “pair”den değil hani “debate” şeklinde olacağı için. yoksa mesela şey olsa işte ZEH ile yan yana olsak, ikimiz savunsak- çok güzel bir şey hani seviyorum ben zaten grup ile çalışmayı. ama “debate” şeklinde olduğu için tamamıyla, biraz stresliydi. isteyemedim o yüzden.
actually it was not about being in pairs it was about the debate. for instance well if we had been with ZEH next to each other, if we both defended- it was a good interaction I like the idea of working in groups. but since we needed to make a debate, it was a bit stressful. therefore I could not want it.
- 039 AKM: hım. karşılıklı bir fikir [olduğu için]
um. since it was an [exchange of ideas]
- 040 SEZ: [hı-hım evet]
[uh-hum yes]
- 041 AKM: sen kendi- anladım.
you yourself- I got it.

As was presented in Extract 58, SEZ was not happy with the idea of having a debate in the front of the classroom in the quiz. In Line 34, she gave a response to the question about her ideas for her performance in the quiz that she would have been better if she had been alone. Based on what she said, I considered that the interaction type affected her rather than the task type. Therefore, I asked her in Line 37 whether being in pairs affected her negatively in terms of L2 WTC. As a response, she corrected me in Line 38 and she expressed that she had no problems with being

in pairs in the quiz, but making a debate affected her willingness. In the debate, the pairs were talking respectively and they needed to develop ideas immediately against what the pair had said. Thus, SEZ got nervous and having a debate influenced her L2 WTC negatively. As it was exemplified through SEZ's opinions for having a debate during the quiz, the task type emerged as one of the factors affecting L2 WTC of EFL learners.

A very few participants (n=2) mentioned that if the variety of the tasks in the lessons was high in numbers, they became willing to communicate. Instead of making the same type of tasks in the lessons repeatedly, they would rather being exposed to different types of tasks so that they would become eager to participate in communication in English. In the second interview with ZEH, she expressed the importance of task variety in the lessons in terms of her L2 WTC. Extract 59 was formed to present her perceptions about the issue.

Extract 59. Task variety (from the second interview with ZEH in December 27, 2018)

- 011 AKM: şimdi daha mı isteklisin?
are you more willing now?
- 012 ZEH: aynen şimdi daha iyiyim yani hem şimdi böyle değişik şeyler yaptığımız için her hafta bilmiyorum yani sınıfa filanda alıştım hani karma olmuştuk daha iyi olduğunu düşünüyorum.
exactly now I am much better well it is because both we are making different things right now for each week I mean I got used to the classroom we were mixed I think that it is much better.
- 013 AKM: peki aktiviteler ı: etkiliyor mu seni derste? yani aktivite seçimleri daha farklı şeyler yapıyoruz diyorsun ya etkiliyor mu o derste seni?
well activities er: does they affect you in the lesson? I mean activity choices you said that you have various activities does it affect you in the lesson?
- 014 ZEH: hı hı evet aynen farklı şeyler olunca ha evet farklı bir şey bu neymiş bakayım istiyorum bakmak.
uh-hum yes exactly when there are different activities I am like aha it is different let me give it a look I want to experience it.
- 015 AKM: him. istekli oluyorsun o zaman?
uh-hum. then you are willing?
- 016 ZEH: evet önce bir bakmak ilgimi çeken bir konuysa zaten daha çok istekli oluyorum ...
yes to look at it first if the topic catches my interest I get more willing ...

In the previous lines of Extract 59, ZEH mentioned that the lecturer changed the tasks in the last two weeks and therefore, she felt better in the lessons now. In Line 11, I asked her directly if the difference in the tasks during the last two weeks affected her level of L2 WTC. In Line 12, she responded that she was better since she got used to the classroom as well as they had different tasks. To elaborate more on the task variety, she added in Line 14 that when they had different types of tasks, this variety caught ZEH's attention and she became eager to engage in the tasks. If

the topic was also appealing to her, she became more willing to communicate. In that respect, this study suggested that the task variety has an effect on L2 WTC of EFL learners inside the classroom.

Apart from the type and variety of the tasks, the level of difficulty according to the perceptions of participants was found to be a factor affecting L2 WTC inside the classroom. It was seen that a small number of participants (n=2) referred to *the difficulty of the task* while they were explaining the reasons of their L2 WTC in some certain situations. For instance, DIL stated that she was willing to communicate while doing a task in the last week of the module since she found the activity pointless but easy. Extract 60 below presented her reflections on the effect of task difficulty on her L2 WTC.

Extract 60. Task difficulty (from the third interview with DIL in January 10, 2019)

- 099 AKM: bu şekilde toplamda dört tane cümleyi sesli hoca söylüyor dinliyorsunuz tekrar ediyorsunuz. geriye kalan 6 tanesini herkes bireysel çalışıyor sonra hoca tek tek okutuyor. nasıl bir aktiviteydi sence bu?
in total four times the lecturer read them aloud you listened to him you repeated after him. for the rest of six ones everybody worked on them individually then the lecturer made you read one by one. what do you think about the activity?
- 100 DIL: ya ben o anda da bunu anlamlandıramamıştım bunu hani, gereksiz bulmuştum nedense. ya bilmiyorum biraz boş buldum. yani konuyla alakası ne neden şu an bunu yapıyoruz gibi oldu benim için.
I didn't get it there at that moment. I found it useless somehow. I don't know it was pointless. I don't understand its relevancy with the topic. I was like why we were doing it right now.
- 101 AKM: hım istekli miydin sen?
were you willing?
- 102 DIL: kolay bir aktiviteydi o yüzden bence o yüzden istekliydim ama yani anlam veremedim dediğim gibi.
it was an easy activity thus I think therefore I was willing but I found it pointless as I said.

In Line 100, DIL expressed that she could not understand the point of the task about putting stress and intonation on the sentences in the book. Then, it was expected that she would be unwilling to take part in such an activity. However, she stated in Line 102 that she found herself willing since it was an easy task even if she perceived it pointless. In that respect, the current study found that EFL learners' L2 WTC is influenced by the level of difficulty of the task assigned to them.

In the category of task as a factor influencing L2 WTC, the sub-factor related to the interest that the participant had for the tasks was the one which was identified most (n=12) by five participants. They indicated that they felt more willing to communicate if they found the task appealing to them. In the third interview with

YIG, he marked the effect of his *interest in the task* on his L2 WTC and Extract 61 denoted these instances from the interview.

Extract 61. Interest in tasks (from the second interview with YIG in January 4, 2019)

- 005 AKM: neden?
why?
- 006 YIG: bilmem, anlamadım.
I don't know, I didn't understand.
- 007 AKM: hım ders ile mi alakalıydı seninle mi alakalıydı?
um was it about you or about the lesson?
- 008 YIG: belki bendendir işte biraz hastaydım o gün. belki derstendir biraz. dersin bazı etkinliklerini çok beğenmedim ben.
maybe it was about me well I was sick a bit on that day. maybe it was about the lesson a bit. I didn't like some of the activities.
- 009 AKM: hım hangi etkinlikleri beğenmedin?
um which activities you didn't like?
- 010 YIG: şeyi ı:: en son yaptığımız...
the one er::: the one that we made last...
- 011 AKM: role-play mi?
was it the role-play?
- 012 YIG: normal diyalog oluşturmalı.
the one that we made a normal dialogue.
- 013 AKM: hım. neden?
um. why?
- 014 YIG: yani bilmem. klişe geldi galiba biraz bana. şey ı: diyalog oluşturma artık sarmıyor beni.
well I don't know. I suppose they were a bit cliché for me. er: making a dialogue does not catch me.
- 015 ((gülüyorlar))
((both in laughs))
- 016 YIG o kadar çok yaptık ki hani zaten yıllar boyunca. bu dönem de yaptık ondan bayağı.
we made it a lot for years. we did a lot in this module as well.

YIG stated that he was not happy with himself in the lessons at that week and he was not willing to communicate in that week as well. In Line 5, I asked him the reason. He was unsure for the reason, however he stated that it would be related to either his mood or the tasks given in the lessons. In Line 8, he was clear about his dislike of the tasks in the lessons. As a response to the elaborative question to name the activities that he did not like, in Line 12, he pointed the task he did not like which required them to form a dialogue. For the reason, he said “making a dialogue does not catch me” and so he was identified as not having an interest in the task, which affected his L2 WTC for the task as a result. The identification of this recurring category in the data set concluded with the emergence of interest in tasks as a sub-factor influencing L2 WTC inside the classroom.

The last factor in the category of tasks was about the level of *familiarity with the tasks* for the learners. Four of the participants pointed that their familiarity with

the tasks had an influence on their L2 WTC inside the classroom. For instance, SOY suggested that he was willing to communicate in a task since he was familiar with the type of the task in the second interview conducted with him. It could be regarded as a sub-factor related to the previous experience that the participants had with the task. However, rather than the features of their experience, the feeling of finding the process familiar had the effect on L2 WTC in this point. Extract 62 from the interview with SOY represented this sub-factor below .

Extract 62. Familiarity with tasks (from the second interview with SOY in December 27, 2018)

- 150 SOY: tabi. ben ona aksan söylüyorum o bana kelime söylüyor cümleyi şöyle yapsak daha mı iyi olur diye tartışıyoruz sürekli
sure. I told him clues about the accent he told me new words we always discuss about if it would be better when we make the sentence like that
- 151 AKM: hı: peki aktivitenin özelinde sorsam SOY istekli miydin bu aktivite için
hum: well if I ask you SOY particularly about the activity were you keen on this activity
- 152 SOY: tabi
exactly.
- 153 AKM: neden
why
- 154 SOY: ya biz alışmıştık zaten bizim önceki kurda x ((hocanın adı)) ile beraber çok yapıyorduk böyle şeyler, dedik başladık yine. her zamanki gibi. gayet rahat bir şekilde yaptık.
well we were used to do such activities in the last module we were doing such activities a lot with x ((name of the teacher)), we thought here we are again. like always we did it comfortably.
- 155 AKM: yaptınız.
you did it.
- 156 SOY: aynen biz şey yapıyoruz bir de xle, bazen o yazıyor bütün konuyu o belirliyor veya bazen ben belirliyorum.
exactly we were doing practices with x, sometimes he is writing he decides on the whole topic or sometimes I decide on it.

In the instances that SOY watched in the interview, SOY and one of his closest friends in the classroom were working on their role cards after presenting the ones about wedding party. They would play a character provided on the cards and they needed to plan the dialogues. SOY was working with one of his favorite friend in the classroom for this task. In Line 151 SOY was asked directly if he was willing to communicate during the activity since they could do the task through communication. As a response to the question about his willingness for the task, he identified himself willing because he was used to do such kind of tasks. In other words, his familiarity with the task impressed his willingness to communicate in the classroom. From this point of view, familiarity with the task was found to be one of the sub-factors influencing EFL learners' L2 WTC inside the classroom.

Teacher's effect. Teacher as one of the natural member of the classroom environment was accounted for the effect on the learners' L2 WTC in the current study. Some of the participants marked that their WTC was influenced through the *support* they gained from their teachers, which was detected as the first sub-category while some others claimed that they needed to have a *personal intimacy between themselves and the teacher*, which was recognized as the second sub-category. The teacher here was called as the lecturer throughout the study due to his title as well as his position as giving lectures rather than instructing the knowledge or teaching some skills. He was in the position of leading to and sometimes controlling the activities. However, the category itself was identified by use of "teacher" as a reference to him by considering the issue of generalizability of the findings in the relevant literature.

Four of the participants pointed that they would be willing to communicate in English inside the classroom when they got *the support from the teacher*. YIG, in the second interview with him, expressed that teacher was quite important in each aspect of the lesson and so, for L2 WTC as well. Extract 63 below included the expressions of SOY about the sub-category.

Extract 63. Teacher's support (from the first interview with YIG in December 27, 2018)

- 162 YIG: evet ya zaten şey biz birinci ders yapacaktık işte hoca tek tek seçmişti zaten sürede teneffüse geliyordu dedik 2. ders yaparız acelesi yok zaten çünkü bir de x hoca hani şey tek tek şey yapan herkesi dinlemek isteyen çıkartan bir insan ondan dedik sıkıntı olmaz. bu işte şey dün atladı bizi hatta işte bekliyorduk yani çıkartıyordu herkesi atlayınca işte bizde dedik o kadar şey yaptık senaryo yazdık çalıştık falan emeğimiz bari gitmesin yapmış olalım öyle ondan şey yaptık yani söyledik hocaya
yes we were going to make it in the first lesson however the lecturer was choosing one by one and also we were so close to the break time we said that we would make it in the second lesson, no need to hurry up well moreover lecturer x was a teacher who listens to everyone wants to listen to everyone we said it would not be a problem. well then yesterday he forgot us we were expecting he gave the turn to everybody so when he forgot us we prepared a lot we wrote a script we rehearsed it we put a lot of efforts that we did not want to waste it. then so we told the lecturer and we took the turn.
- 163 AKM: yaptınız tamam. peki x hoca vurgusu oluyor hoca bu sence önemli mi?
you took the turn okay. well there is an emphasis on lecturer x teacher was so important in your opinion?
- 164 YIG: hoca: (-) önemli.
teacher: (-) important.
- 165 AKM: sözlü iletişimde önemli mi senin için
was it important for you for the oral communication
- 166 YIG: tabi ya işte hocanın ne bileyim şeyleri önemli böyle konuşma tarzı falan hani ı: çok ağır ve şey konuşmamalı bence bir hoca öğrenciyi teşvik etmeli bence konuşmaya

- of course well I don't know the style that the teacher talks er: not too harsh and the teacher should encourage a student to talk.*
- 167 AKM: hı.: nasıl etkiliyor peki hoca istekliliğini senin?
um: how does the lecturer affect your willingness?
- 168 YIG: yani x hoca mesela şey yapıyor konuşma tarzıyla veya bize yönelttiği sorularla veya konuşmalarıyla falan yani bizi de konuşmaya yöneltiyor aslında
well indeed lecturer x for instance direct us to talk through what he said, his style of talking and the questions he asked us.
- 169 AKM hı.: anladım. peki.
uh-hum I see. okay.

YIG worked on a role-play activity with DIL in the second week of data collection process. They were observed that they enjoyed a lot while doing the task. They were also eager to present their play in the front of the classroom and they warned their lecturer who forgot to give the turn to them while he was assigning the turns in a particular order. His emphasis on the lecturer prompted the question regarding the effect of teacher on the interaction inside the classroom. In Line 166, YIG stated that a teacher should encourage the students to take part in speaking activities. In Line 168, he exemplified that their teacher supported them in the process of expressing themselves in English by his questions and directions. In that point, the sub-factor of teacher's support surfaced as the factor influencing EFL learners' L2 WTC inside the classroom.

A small number of participants (n=2) accounted for the intimacy level that they had with the teacher as an impact on their L2 WTC. According to them, feeling *intimate with the teacher* had an influence on their WTC in English inside the classroom. DIL expressed that it was important for her to build a close and intimate relationship with teacher in order to be willing to communicate in English inside the classroom. Extract 64 chosen from the fourth interview with DIL below represented this sub-category.

Extract 64. Personal intimacy with teacher (from the third interview with DIL in January 10, 2019)

- 017 AKM: hım. hoca önemli mi konuşmayı istemende?
um. is teacher important for you to be willing to talk?
- 018 DIL: kesinlikle. hoca çok önemli.
exactly. teacher is too important.
- 019 AKM: hım ne gibi bir rolü var hocanın sence?
um what kind of effects that teacher has in your opinion?
- 020 DIL: yani teşvik etmesi konusunda mesela yine hani diğer modül ile karşılaştırıyorum. diğer modülde hocamız han (-) boş bırakıyordu ne bileyim söylüyordu bir şey sonra çıkıyorduk biz söylüyorduk mesela ne bileyim bir tepkisi yoktu vesaire hani. o da tabi çok etki ediyor benim için en azından. hani bir övgü görmek şey olmak. o yüzden hoca bence etkili. hocanın sıcak kanlı olması samimi olması aynı şekilde.
well to encourage us for instance I am comparing with the previous module. in that one, our teacher (-) left us alone I mean she said something then we took the turn and we said something for instance I don't know she had no reaction. it has a huge effect at least for me. I would like to hear a compliment. thus for me the lecturer has an effect. in the same way, it is important to have a teacher being warm and intimate.

DIL confirmed in Line 18 that teacher had a great importance on L2 WTC in her point of view. In comparison with the previous module, the lecturer during the data collection process had more influence in the encouragement of the learners to be engaged in the communication because he was giving immediate feedbacks to their performances. She added as a last statement of her reflections about the issue that it was equally important to have “warm and intimate” teachers so that they would become more willing to communicate. Through these analyses, personal intimacy with the teacher came out as one of the factors influencing EFL learners’ L2 WTC.

Time of communication. Most of the participants (n=8) in the current study pointed out that the time they were required to communicate had an influence on their L2 WTC. Some of them stated that they would never want to be the first speaker in a task since they would like to see some examples and then, calm themselves down while some other wanted to be one of the first speakers since they would not like to delay the assigned task so that they would feel the comfort after their turns. In that respect, time of interaction is regarded as a factor affecting EFL learners’ L2 WTC either positively or negatively. The expressions of SEL from the third interview were selected to represent both perspectives. Extract 65 below presented them.

Extract 65. Time of communication (from the third interview with SEL in January 3, 2019)

- 044 SEL: açıkçası zaten, yani eninde sonunda oraya çıkacağımı biliyordum. ama ilk olmamın benim için bir dezavantaj olduğunu düşündüm.
frankly, well in the end I know that I will take the turn sooner or later. but it is a disadvantage for me to be the first.
- 045 AKM: hım, neden?
um, why?
- 046 SEL: diğer arkadaşlarımla hareketlerini ve yaptıklarını gözlemleyebilirim çünkü ilk olmasaydım.
because I could have observed my friends' moves and what they did if I had not been the first presenter.
- 047 AKM: hım, önünde bir örnek olmadığı için mi?
um, since you did not have an example?
- 048 SEL: yani evet.
well yes.
- 049 AKM: anladım. ı: o zaman sen ilk çıkmamayı mı tercih ederdin?
I got it. er: then you preferred not to be the first?
- 050 SEL: (-) sanırım evet. ama çok sonra da çıkmamayı tercih ederdim.
(-) I guess yes. but I preferred not to take the turn later.
- 051 AKM: neden?
why?
- 052 SEL: ım:, oturduğum yerde daha fazla gerilmeme sebep olurdu çünkü bu.
um:, because it made me feel more nervous while I was sitting on my chair.

In Week 4, the students in the classroom were required to prepare a timeline about a favorite person or an important event and then, present this timeline to the whole classroom in the front of the classroom. SEL watched her impression during the moments when the lecturer was choosing the first speaker after asking any volunteers as well as announcing her name after picking it up from the attendance list. Then, she was asked how she was feeling at that point of instances. She said in Line 44 that she knew the fact that she would take the turn sooner or later. However, she doubted about the advantageous of being the first presenter since she lost the chance of watching her friends first and making use of their experiences. Therefore, she confirmed that she was unwilling to make her presentation because she was the first presenter. On the other hand, she also indicated that she preferred not to wait long to be selected for her speech because it would have made her to get stressed more while waiting. Based on this, it could be commented that SEL wanted to talk not too early and also not too late during the lessons and the time of communication, accordingly, affected her L2 WTC inside the classroom. Therefore, it emerged as one of the factors affecting EFL learners L2 WTC in the present study.

Topic. The final category in the list of the contextual variables was identified as topic. It was found that EFL learners are under the effect of the choice of topic on which they have an interaction. It was one of the few categories which was

indicated by all of the participants for sixty one times as was presented in Table 62. Topic was classified into two narrow sub-categories: *knowledge about the topic* and *interest in the topic*. Each sub-category was identified by all of the participants (n=9) as well. Details about these sub-categories will be reported below.

As expected, the participants of the current study stated that their *knowledge about the topic* that they needed to comment on had an influence on their L2 WTC. They expressed they would be willing to communicate about a topic if they had previous knowledge. When they were required to do a task such as a discussion on a topic that was not familiar to them, they hesitated to be in the interaction with the teacher or the other interlocutors. BET in the first interview indicated the effect of familiarity with topic on her L2 WTC below.

Extract 66. Knowledge about the topic (from the first interview with BET in December 13, 2018)

- 256 BET: bence baya normalde olmadığımdan istekliydim herhalde
I think I was more willing than how I am most of the time
- 257 AKM: istekliydin. normalde böyle değil misin?
you were willing. weren't you normally like this?
- 258 BET: işte çok değişiyor ya!
it changes a lot well!
- 259 AKM: neye göre değişiyor sence?
what do you think it depends on?
- 260 BET: işte konuya, ortama, e: öğretmene göre mesela aslında konuya göre çok değişiyor mesela "reading" de şey yaptık kadın ve erkeklerin eşitliliğiyle ilgili bir konu yaptık mesela ben orada çok konuşmak istiyordum bilgim vardı ama cümleleri çok toparlayamadım sonra da şey dedim ama konuşmak istiyorum neden söylemeyeyim falan diye düşünüp orada da söylemişim. o yüzden konu etkili bence baya işte ortamda etkili hocayla göz temasın falan işte hocanın seni seçip seçmemesi gibi, görüp görmemesi de çok önemli çünkü bazen çok istiyorum konuşmak ama mesela sonra söylüyorum hoca duymuyor falan bazı derslerde bu derste olmadı da ondan sonra (-) başka hi:ç böyle işte yani.
it depends on topic, on context, er: on teacher for instance it changes a lot based on the topic for instance in the reading lesson we worked on a topic about the equality of man and woman for instance I was very willing to talk there I had the knowledge but I could not make up the sentences then I said to myself I want to talk why am I waiting I thought like this and then I shared my ideas. thus topic is important a lot. the context plays a role as well making eye contact with the teacher being chosen by the teacher being realized by the teacher these are all important because I want to talk a lot sometimes but for instance then I share my ideas however the teacher doesn't hear them in some lessons. it was not like this in these lessons then after all (-) that is all.

In Line 256, she said that she was considerably willing in comparison to the level of her L2 WTC in other days. Since she used the expression of "I was more willing than I am in normal circumstances" in Line 256, I asked her how she was in terms of L2 WTC in normal circumstances. She responded that her L2 WTC

remarkably varied. In Line 260, she started to list the reasons of the fluctuation appeared on her L2 WTC. She first expressed the topic along with the environment and teacher. She mentioned that her L2 WTC changed much based on the topic. She shared one of her experiences about the effect of knowledge about the topic on her L2 WTC. Since she had something to share in her mind and information about the topic, she was eager to communicate about it. Consequently, knowledge about the topic appeared one of factors influencing L2 WTC of EFL learners in the current study.

In addition to the previous knowledge, EFL learners' *interest in the topic* that they have a communication was pointed as one of the sub-factors affecting their L2 WTC in the current study. All of the participants (n=9) marked that they would feel willing to communicate on a topic which was appealing to them even if they did not have necessary knowledge about it. BAK in his last interview explained how he felt willing while talking about a topic that it caught his interest. Extract 67 comprised these reflections of BAK in the following.

Extract 67. Interest in topic (from the fourth interview with BAK in January 11, 2019)

- 165 AKM: gönüllü oldun BAK bunu yapmak için. neden?
you were volunteer to do this BAK. why?
- 166 BAK: ya daha çok hani anlatacağım yazarı sevdiğim için albert camus'u.
well it was about that I like the author that I will talk about him albert camus.
- 167 AKM: him.
um.
- 168 BAK: yani o yüzden. bir anlatma isteği gereği duydum.
well therefore. I thought that I needed to explain it.
- 169 AKM: gereği duydun o yüzden gönüllü oldun tamamdır ...
I felt the need and then you became volunteer okay ...
- . . .
- 188 AKM: him. peki orda ki BAK izlediğin BAK az önce izlediğin BAK sence nasıl? ne hissediyor?
um. well BAK there the BAK that you watched a few minutes ago how was that BAK? how he felt?
- 189 BAK: o anda mı? şu anda mı?
at that moment? at this moment?
- 190 AKM: o anda.
at that moment.
- 191 BAK: ya o anda sevdiğim bir adamın sunumunu yaparken seviyordum yani. gayet isteyerek ve severek yaptım.
well at that moment I was making a presentation about a man that I like. I was totally willing and I like it.

In Week 4, as mentioned earlier, the participants had the chance to make a presentation about the timeline of one their favorite person or event. BAK chose an author for this task. In Line 166, he indicated that he was willing to make his

presentation since he was going to talk about a person that he liked. In that respect, he had a personal interest on the topic that he would talk on. After watching his performance, it was asked him how he felt in those moments. In Line 191, he commented that he was totally willing since he was talking about a person he liked most. Therefore, interest in the topic was regarded as one of factors affecting L2 WTC of EFL learners inside the classroom.

Overall, so far it was aimed to report the findings related to the theme of contextual variables in this sub-section. It was seen that L2 WTC might stem from contextual variables at a considerable rate. However, individual variables being related to the characteristics and features of EFL learners led to the impress on EFL learners' L2 WTC inside the classroom as well. The following sub-section will discuss about the effect of individual variables on L2 WTC inside the classroom.

Individual variables. The variables which are related to both perceptions and characteristics of an individual are regarded as the individual variables in the current study (Silva, 2019). This broad theme was divided into seven categories as shown in Table 63: *language utility, L1 effect, mood, personality, perceived competence, perceived opportunity to communicate and previous experience*. It was found that the participants of the study referred to the effect of these variables on their L2 WTC in 22% of instances (n=120) in total out of 550 instances. The analyses of each category will be reported in the following sub-sections in an alphabetical order below.

Table 63

Individual Variables Influencing L2 WTC inside the Classroom

Individual variables affecting L2 WTC		f*	N/9
	Language utility	23	8
	L1 effect	5	5
	Mood	38	8
Individual variables	Personality	6	4
	Perceived competence	30	8
	Perceived opportunity to communicate	7	5
	Previous experience	10	3

Language utility. The common problem that EFL learners have is that they are suffering from the lack of any opportunity to use the target language whenever they want to do so. Consequently, the classroom where they have been instructed to English mostly becomes the only environment that they can use and practice their

skills in English. Some of the learners would like to use this opportunity for the sake of improving their language skills. Therefore, their desire to develop their language skills influences their L2 WTC inside the classroom since they become willing to communicate as an attempt to the utility of their language skills. It was identified as a factor influencing the participants' L2 WTC inside the classroom. Of nine participants, eight of them referred to the effect of their intention to improve their language skills on their L2 WTC inside the classroom. EMI described the effect of language utility on L2 WTC of himself and his friends in the first interview made with him in Week 1. Extract 68 presented what he expressed below.

Extract 68. Language utility (from the first interview with EMI in December 13, 2018)

- 170 EMI: yani ben konuşmalarını çok isterim geliştirmelerini de isterim ama olmuyor hani istemiyorlar.
well I want them to talk I also want to improve their speaking but it doesn't so they don't want it.
- 171 AKM: senin için bu bir fırsat mı? hani sınıf içerisinde- işte bu konuşma anları geliştirme adına bir fırsat mı?
is it an opportunity for you? I mean inside the classroom- well these speaking moment are they an opportunity to improve it?
- 172 EMI: tabi tabi tabi
of course definitely
- 173 AKM: öyle mi değerlendiriyorsun?
do you see this like that?
- 174 EMI: aynen öyle özellikle mesela geçen dönem b1de kimse konuşmazdı bizim sınıfta hani ben çok denerdim hani şansımı çok denerdim katılmaya çalışırdım mesela "reading"te bile öyle geliştirmek için bir de bunun sebebi de şu yazın ben gönüllü proje için polonya'da İngilizce öğretmenliğine gidiyorum işte hani bir şey olmak la- olması lazım bende hani gelişmem lazım şimdi gidersem yani türküm oraya gideceğim şimdi "kindergarten"da çocuklara öğretiyorum yanımdaki insanlardan geride kalırsam İngilizce olarak hoş olmaz
exactly particularly for instance in the last term in the b1 module nobody was talking in our classroom I tried a lot I used my chance a lot I sought to participate in the lessons in the reading lessons as well to improve my language skills moreover one of the reasons of improving my language skills is that I am going to poland this summer as part of a voluntary project as a teacher of English there is a need of being a th- I need to improve my language skills if I go there now I am turkish I will go there and teach english to kids in the kindergarten I am teaching the kids if I am less competent than the people around me in English, it will not be nice.
- 175 AKM: hı hı.
uh-hum.
- 176 EMI: bu nedenle kendimi ne kadar geliştirsem konuşmaya yönelik falan daha iyi. onun için istiyorum konuşmak.
therefore, the more I improve myself, the better it is for talking or something. that is why I want to talk.
- 177 AKM: o kadar iyi diyorsun tamamdır.
the more the better you said.

In the previous lines of Extract 68, EMI was asked in which language they were talking while making a preparation for the tasks in pairs or in groups. He responded that they were using Turkish in pair or group discussions while making

preparations for the tasks. He stated that he was eager to use English in every phase of the lessons. However, his friends refused him and he stayed alone in his decision. In line 170, he mentioned that he wanted his friends to use English in pair or group discussions since they needed to use every chance of learning and practicing English during the lessons because the aim of enrollment into the language preparation program was to learn English at a certain level. Based on what he said, it was asked him whether he found the use of English inside the classroom as an opportunity to develop his language skills. He was quite sure that it was a great opportunity to practice English skills by using it inside the classroom in every chance. He elaborated on his idea in Line 174 and he shared that he would use English in the summer holiday because he was planning to live abroad for a period of time as a volunteer teacher. By practicing his language skills in the classroom, he would improve his language. Consequently, his eagerness to develop his language skills led him to have WTC in English inside the classroom. In Line 176, he confirmed that he was willing to communicate in English since he wanted to improve his language skills. As a result, language utility emerged as one of the factors influencing EFL learners' L2 WTC inside the classroom.

L1 effect. The classroom that the data set was collected comprised only learners who used Turkish as their native language. Of nine participants, BAK stated that he was using Turkish in his daily interaction. However, he was adding some words from Arabic because he had been using Arabic in his daily live before coming to the city for his university education. He stated that he sometimes had difficulties while using Turkish all the time. Nevertheless, BAK defined his L1 as Turkish because it was the language he used in interaction. Consequently, all participants identified Turkish as their first language.

They were more competent in Turkish and it was observed that they tended to use Turkish in the communication among their friends while they were getting prepared for the tasks and activities. In that respect, five of the participants indicated that their L1 had an influence on their L2 WTC inside the classroom. They identified themselves to less willing to communicate in English since they had a more competent language in common and they wanted to use Turkish. YIG indicated in the second interview that his L2 WTC got influenced by their native language. Extract 69 presented his expressions.

Extract 69. L1 effect (from the first interview with YIG in December 27, 2018)

- 068 AKM: peki böyle arkadaşlarıyla konuşurken derste hangi dili kullanıyorsunuz çoğunlukla
well which language do you mostly use while talking to your friends
- 069 YIG: yani derste genelde türkçe kullanıyoruz hani şey olarak kendi aramızda konuşurken
falan ama işte bazı konular geliyor falan onlarda arada ingilizce kullandığımız
oluyor.
*indeed we mostly use turkish in the lessons while talking to each other but about
some topics we sometimes use english.*
- 070 AKM: neden türkçe kullanıyorsunuz sence
why do you use turkish in your opinion
- 071 YIG: ya anadilimiz olduğu içindir hani dilimiz buna daha alışkın. o sebeple kendi
aramızda İngilizce konuşmak istemeyiz. Türkçe isteriz.
*it is tied to the fact that turkish is our mother tongue we are more used to use turkish.
therefore we do not want to speak in english among ourselves. we want turkish.*

In Extract 69, YIG was asked the reason of using Turkish in the discussions in pairs or in groups after he mentioned that they were mostly using Turkish in communication. YIG responded that they were using Turkish since it was their native language. YIG also added that they did not want to use English while they were talking to each other because they had a common language to be used in communication. Consequently, based on YIG's expressions, it was found that L1 effect was one of the factor influencing EFL learners' L2 WTC inside the classroom.

Mood. The emotional and physical state of EFL learners was pointed as a factor affecting L2 WTC inside the classroom. A majority of the participants (n=8) expressed that their L2 WTC impressed based on their mood in the lessons in the current study. Mood as a term implied both positive feelings of participants such as being happy or hopeful and negative feelings such as being upset, thoughtful or sick. The mood of the participants had an effect on their L2 WTC either negatively or positively in this study as well. The following extract coming from the BAK's data set represented the negative effect of mood on the participants L2 WTC.

Extract 70. Mood (from the second interview with BAK in December 27, 2018)

- 011 AKM: anladım süper, peki dünkü genel isteklilik seviyeni on üzerinden kaç olarak değerlendirirsin? konuşma için istekliliğini.
I got it super, then how you assess your general willingness level yesterday out of ten? willingness to speak.
- 012 BAK: dokuz ya dün keyfim yerinde olsaydı on derdim. dün sabahtan beri modum düşüktü olsaydı kesin on derdim ama o yüzden dokuz diyebilirim.
nine if I had been in the mood yesterday I would said ten. I was not in the mood yesterday I would certainly say ten but so I could only say nine.
- 013 AKM: modun etkiliyor mu seni BAK?
does your mood affect you BAK?
- 014 BAK: etkiliyor.
it affects.
- 015 AKM: ne gibi etkiliyor?
how does it affect?
- 016 BAK: yani bazen hiçbir şey yapasım gelmiyor keyfim yok ya havadan ya da özel sebeplerle dolayı dün yani fazla konuşasım yoktu yine baya konuştu diyebilirim onun dışında mesela normal hoca dün bizi kaldırmasa bizi tahtaya bu aktiviteyi vermeseydi pek derse katılacağımı düşünmüyorum çünkü kendimi hiç iyi hissetmiyordum.
well sometimes I don't want to do anything I was not in the mood due to either the weather or private reasons therefore yesterday I don't want to talk much despite this I talked a lot. apart from that for instance if the lecturer did not invite us to the board and make us participate in the activities, I don't think that I would participate in the lesson because I didn't feel alright.

In Line 12, BAK indicated that he was willing to communicate in the lessons in Week 2. He gave his willingness to communicate in the three lessons nine out of ten. However, he also indicated that he would give himself ten but he was in the low mood in the day of the lessons and his mood affected him. Additionally, in Line 16, he mentioned that his WTC increased to the higher level thanks to the choice of tasks in the lessons. Otherwise, he pointed that he would not have taken any turn during the lessons in that week because he was not in the mood. Apparently, mood of EFL learners emerged as one of the factors affecting the participants' L2 WTC inside the classroom.

Personality. The characteristics of the individuals might have reflections in the language classes. A considerable number of participants (n=4) in the study indicated that they were under the effect of their personality in a few situations (n=6) when their L2 WTC was considered. SEL referred to the effect of her personality on her L2 WTC in her second interview. Extract 71 included these instances below.

Extract 71. Personality (from the second interview with SEL in December 27, 2018)

- 068 AKM: gruptaki rolün ne sence SEL senin
what is your role in the group SEL
- 069 SEL: nasıl yani
what do you mean
- 070 AKM: yani işte hani grupta bazı rolleri ister istemez paylaşıyoruz ya kimisi daha böyle
ne bileyim sözcü gibi oluyor, kimisi not alıyor kimisi daha çekingen oluyor arka
planda kalan oluyor
*well you share some roles in the group in other words, inevitably we share some
roles in the group or some of them are like speaker, some are taking notes, some
are more shy.*
- 071 SEL: burada çekingen değildim aksine ön planda olduğumu düşünüyorum sıranın
ortasındaydım hani mesela arkadaşşıma dedim ki buradan başlayalım şu şekilde
devam etsin sırayla gibi. isteklice dahil oldum konuşmaya.
*I was not shy here on the other hand I thought that I was at the forefront I was in
the middle of the desk for instance I said to my friend let's start here and it will
keep up like that in turn. I get into the speech willingly.*
- 072 AKM: hı hı. genelde böyle mi oluyorsun?
uh-hum. are you like this in general?
- 073 SEL: sanmıyorum ama planlama konusunda evet yani bir şeyi önceden planlayıp daha
sonra eyleme döktüğümüzde iyi olacağını düşündüğüm için ister istemez
müdahale ediyorum grup içinde
*I don't suppose so but yes for planning yes well I believe that if we plan in advance
then we put it in practice inevitably I interfere with it.*
- 074 AKM: hım: bu senin yapınla mı alakalı
um: is it about your character
- 075 SEL: elbette evet
definitely yes
- 076 AKM: kişiliğinle mi
about your personality
- 077 SEL: evet
yes
- 078 AKM: o zaman hani sözlü iletişimde geldiğin bu halde de kişiliğin etkiliyor diyebilir miyiz?
*then can we claim that your personality has an effect on the position for oral
communication?*
- 079 SEL: evet.
yes.

It was observed in the video that while her friends in the group were discussing about the task, SEL was busy with taking notes. In Line 68, it was asked her what her role was in the group since it was assumed that she became the note-taker instead of having a more speaking oriented role. However, she responded that she had a prominent role in the group and she encouraged all members to share their ideas. Therefore, according to her she was willing to communicate. The appearance of being away from the communication was related to the reflections of her personality. She stated that the task required planning and she was capable of doing plans. Even if she seemed unwilling to communicate during the task due to her personality to be focused more on the plans, she identified herself willing. As mentioned earlier, SEL's definition of L2 WTC had two different meanings: in some situations as an observable behavior while in others as an intention. SEL regarded

L2 WTC as an intention and she identified herself willing. She also marked that this willingness was a result of her personality. It was concluded that personality emerged as a factor of impressing EFL learners' L2 WTC.

Perceived competence. The level of competence in English that EFL learners perceived for themselves have an effect in most of the aspects in the language learning process inside the classroom. In line with this, it was seen that the perceptions of their own competency level in English influenced the participants' L2 WTC inside the classroom. It was observed that in some situations, they could become more willing if they thought that they were competent in English. On the other hand, when they hesitated to trust in their levels, they were timid and tended not to engage in the communication. For instance, SEZ was observed that she hesitated to become the speaker in the debate in Week 1 even her friends asked her to take the turn. She watched these instances in the first interview. She was requested to comment on the instances. Extract 72 presents her comments below.

Extract 72. Perceived competence (from the first interview with SEZ in December 13, 2018)

- 203 AKM: SELden önce aslında burada onu kaçırdık sana biri SELdi sanırım dönüp videoda çünkü öyle gördüm.-
before SEL actually we missed it here someone looked at you I guess it was SEL because I saw it in the video so.-
- 204 SEZ: -herkes bana baktı.
-everybody looked at me.
- 205 AKM: diyor ki hah SEZ sen.
she said that SEZ you.
- 206 SEZ: ((gülerek)) sen sen konuş diyorlardı.
((laughing)) they told me you you talk.
- 207 AKM: nedense arkadaşların senin gönüllü olmanı istedi. ama sen geri durdun neden?
somehow your friends want you to become volunteer. but you had resistance why?
- 208 SEZ: bir anda herkes bana bakınca çok gerildim. yapamam filan diye düşündüm. bir de hani yazdığımız tek bir şeyi okuyacağımızı ya da tek bir şeyi ifade edeceğimizi düşündüğüm için dedim ki bunun altını dolduramayabilirim. hani bunu okurum ama kendime daha sonra ifade ederken kafamda ingilizce bir şekilde dolduramam diye düşündüğüm için dedim ki yok yapamam ben. hani SEL gibi düşünseydim alıp hepsini okurdum yani.
all of a sudden everybody started to looked at me and I got nervous. I thought that I could not do it. also I supposed that we would read one of the things that we wrote or expressed one of the things then I said to myself I could not enrich this. I can read it but I could not enrich the sentences while expressing it in english so that I said no I can't do this. if I thought like SEL I would have got all of them and read them all.

As was mentioned earlier, in the debate the class was divided into two groups. One group was supporting the idea of plastic surgery while the other group was defining natural beauty. During the debate, different speakers were presenting

the mutual ideas of their group and tried to convince the others that their position was beneficial for people. In the group of SEZ, they selected SOY as the first speaker and he introduced their position. After SOY, the first speaker of the other group made an introduction for their position. Then, it was again time for SEZ's group to present more arguments in relation to their position. At that moment, a large number of group members turned to SEZ and said her that she could take the turn as the second speaker. It was understood that SEZ recognized the effort of her friends for her to take the turn based on what she said in Line 206. However, she refused to take the turn. In Line 208, she explained the reasons of her refusal and she stated that she got stressed when everybody looked at her. She also added that she had some doubts about her skills in language that she would use while completing the idea during her speech and then, she refused the idea of speaking on behalf of her group. It could be concluded that EFL learners' perceived competence have an effect on their L2 WTC inside the classroom.

Perceived opportunity to communicate. In some situations, the participants in this study thought that they would identify themselves willing if they possess some opportunities to communicate in English. The emphasis on opportunity by five participants resulted in the occurrence of another factor influencing L2 WTC inside the classroom. In Week 1, DIL identified that she was willing during an activity. However, she lacked of the opportunity to use her willingness in communication according to her. Extract 73 included the instances that she explained the effect of opportunity to communicate on her L2 WTC and her resolution for the deficiency.

Extract 73. Perceived opportunity to communicate (from the first interview with DIL in December 13, 2018)

- 026 AKM: DIL burada ne oldu sence? bu tartışmada? grup elemanların önde oturuyor üç kişi, sen arkadasın.
DIL what happened here in your opinion? in this discussion? your group members they were three were sitting in front of you, you were at the back.
- 027 DIL: söz hakkı alamadığımı hissettim orada. ben dedim hatta öne geçeyim. hatta orada kendim de söyledim beni de unutmayın ben de buradayım falan diye SOY söyledim. sonra yanlarına geçtim.
I felt that I had no chance to take the turn there. I said that I needed to move forward. even there I told SOY and others myself that do not forget me I am here. then I went next to them.
- 028 AKM: him. yanlarına geçtin.
um. you sat next to them.
- 029 DIL: ben de arkada kalmayayım diye.
in order to not be backward.
- 030 AKM: yani aktiviteye katılmak istiyordun sen de.
then you were willing to participate in the activity.

- 031 DIL: evet evet. biraz bir durdum sonra dedim fırsatı kendim yapayım.
yes yes. I stopped for a period of them then I said I could make the opportunity.
- 032 AKM: ama fırsat olamadığı için [arkada kal-].
but since there were no opportunity [you were at the back-]
- 033 DIL [evet arkadan] yer olmayınca şey yapamadım da
 sonradan yanlarına kaydım işte. *[yes from the back] there was no place to sit I could not participate in it and then I went next to them.*

While her group friends were in a row in their desks, DIL was sitting at the back of them in Week 1 during the tasks that they answered the questions of the lecturer as a group. DIL tried to engage in the conversation for a couple of times. She stood up to hear what her friends said and also she called their names to catch their attention before sharing her ideas. Thus, it was observable that she was willing to communicate with her friends so that she tried harder. However, she was noticed that she gave up to be engaged into the communication. In Line 27, she confirmed that the lack of opportunity to communicate affected her willingness negatively and apparently, she lost some chances of communication. After a while, she moved next to her friends and she got engaged in the conversation as she mentioned she created her own opportunity and she displayed her WTC. Consequently, the opportunity that EFL learners perceived had an influence on their L2 WTC inside the classroom.

Previous experience. The current data set suggested that the participants would react at some situations since they had similar experiences in similar situations. The features of their experiences influenced their willingness to participate in the communication either negatively or positively. EMI, for instance, made a presentation with BET in Week 2. It was different from what EMI expected since they could not get the reactions from the listeners that EMI supposed to get. Extract 74 included the instances that he reflected the effect of his previous experience on his L2 WTC.

Extract 74. Previous experience (from the third interview with EMI in January 4, 2019)

- 207 EMI: ya zaten beklediğim şey olduğu için yaparken de şey yaptım hani ı: hızlı bir şekilde yapalım, dinleyen varsa da dinlemesin hani ((gülüyor))
well indeed it was what I was expecting while making it er: let's make it fast, if there was anyone listening to us he or she also gave up listening ((laughing))
- 208 AKM: anladım.
I got it.
- 209 EMI: ya çünkü BET ile yaşadığım şey herkes dinliyordu diye hatırlıyorum herkes değil de çoğunluk dinliyordu o kötü olaydan sonra benim kolay kolay çıkıp da esprili iki kişilik bir oyun yapmam, olmazdı.
well because the thing that I experienced with BET everyone was listening there as far as I remember not everyone but most of them were listening to us after that bad experience I would not play a comedy for two easily, it was not possible.
- 210 AKM: o tecrüben burayı etkiliyor öyle mi?
your experience there affects here, does it?
- 211 EMI: tabii tabii.
definitely.
- 212 AKM: tamamdır. istekliliğini de etkiliyor mu bu tarz şeyler?
okay. do such kind of things influence your willingness?
- 213 EMI: tabii.
of course.

In the last lesson of the third week, after the pop-up quiz, the participants were asked to work in pairs on a paper which included some symptoms and diagnoses. Having the roles of a patient and a doctor, they needed to form a dialogue comprising possible illnesses with such symptoms. Then, they were asked to present their dialogue in the front of the classroom. EMI was asked how he found this activity and how he found himself during the activity. He stated that their performance was not listened by his friends, which was also another factor affecting his L2 WTC as mentioned before. Moreover, his experience with BET in the previous week had an influence on his willingness to make the presentation. With BET in Week 2, they made a role-play and they had the roles of couples in a discussion. However, they did not get any reactions from their friends. EMI stated that since he did not get any reactions including laughs, smiles or facial expressions, he felt bad and this affected his L2 WTC in the other activities of the day. Nevertheless, it was seen that this experience affected his L2 WTC in more aspects and after a week, he stated that he was still unwilling to communicate in such situations. In this sense, it was found that previous experience of EFL learners have an effect on their L2 WTC.

All in all, the empirical findings of the present study shed light on that EFL learners' reactions including linguistic and personal factors had a remarkable impression on their readiness to communicate in English inside the classroom during the process of learning English. Given the term of individual variables as an

umbrella, the participants' self-perceptions of both linguistic factors consisting of perceived competence, L1 effect, language utility and perceived opportunity to communicate as well as personal factors involving personality, mood and previous experience.

Summary of findings of RQ8. The present study sought to explore the reasons of EFL learners' tendency to participate in oral communication in an L2 classroom. In addition to the perceptions of the participants for their eagerness to interact, their observed behaviors in interactions were identified to unearth the variables influencing their willingness for oral communication during speaking classes. The qualitative content analysis employed on the fifteen-hour-long interview data as well as on the observation notes indicated that the participants referred to twenty variables in total, grouped into three main themes as affective variables, contextual variables and individual variables.

The findings portrayed that the influence of affective variables on L2 WTC inside the classroom was identified under the categories of anxiety and fear, L2 learning motivation and self-confidence. The first category, anxiety and fear, included six sub-categories, mostly reflected to have negative contributions to L2 WTC except comfort, the variable referred to the opposite of anxiety. L2 learning motivation was one another category tied to the affective variables and it included extrinsic and intrinsic motivation. It was indicated that the participants felt more willing to communicate orally in English inside the classroom depending on their inducement level aroused by both external and internal motives. Involved in this theme, the last category was more concerned with the lack of self-confidence that one felt within himself. The lack of self-confidence was found to be a source of unWTC based on the participants' reflections. Therefore, the emergence of L2 WTC was interpreted due to the feeling of self-confidence.

Of twenty variables being identified in this study, nine of them classified into the theme of contextual variables. According to the analysis, the participants mostly explained their state of being willing to communicate through contextual factors. Based on the situation and the context, classroom atmosphere, interaction type, interlocutor's effect (interlocutor's tendency of speaking, harmony with the interlocutor, interlocutor's interest as listener, interlocutor's competency level, familiarity with the interlocutor), peer's effect (competition with the peer, peer's

reflections, peer's encouragement) preparation, task (task type, task variety, task difficulty, interest in task, familiarity with task), teacher (teacher's support, intimacy with teacher), time of communication as well as topic (knowledge about the topic, interest in topic) were established to have either a contributory or a preventive effect on the EFL learners' L2 WTC.

Based on the reflections of the participants, the linguistic factors as well as personal factors were found to be responsible of their state of being willing to communicate inside the classroom. Gathered into a single theme as individual variables, these factors included language utility, L1 effect, perceived competence and perceived opportunity to communicate tied to linguistic concerns while personality, mood and previous experience related to personal characteristics. It was found that the EFL learners might explain their state L2 WTC through individual variables.

All in all, this subsection aimed to provide explanations for the participants observed willingness inside the classroom as well as for the observed fluctuations in the level of L2 WTC. Before the discussion of all findings of the present study, the conclusion remarks will be provided in the section below.

Conclusion

This chapter reported the analyses of the data collected through scales, observations, and stimulated recall interviews in the main study phase of this multiphase study. In the first section of the chapter titled as the macro perspective on L2 WTC, the analyses of the large-scale data collected through L2 WTC, underlying variables of L2 WTC inside the classroom and underlying variables of L2 WTC outside the classroom scales were demonstrated. The results suggested that EFL learners had higher WTC inside the classroom than outside the classroom while they had a moderate level of L2 WTC in both settings. The effect of the predetermined independent variables on the participants' level of L2 WTC was explored and it was found that gender, duration of learning and medium of instruction in the enrolled program had no significant effect. On the other hand, the competency level, reason of enrollment in the intensive language preparatory program, perceived competence of speaking skills as well as achievement scores obtained in the last achievement test had a statistically significant effect on their L2

WTC. The relationship between the participants' perceived L2 WTC inside the classroom and outside the classroom as well as their underlying variables were explored in this phase as well. The results suggested that L2 WTC inside the classroom was predicted by L2 WTC outside the classroom, anxiety, attitudes towards L2 communication, extrinsic and intrinsic motivation, language utility, L1 effect and perceived competence. Additionally, it was portrayed that L2 WTC outside the classroom was predicted by L2 WTC inside the classroom, attitudes towards L2 communication, extrinsic and intrinsic motivation, L1 effect, personality and perceived competence.

The findings solicited through the macro perspective that this study adopted were mostly confirmed by the results suggested by the micro perspective in the main study phase. The micro perspective on L2 WTC research was employed in order to point the dynamic and intricate nature of the L2 WTC construct, which could be fluctuated over time based on different situations. A group of learners of English in a university setting was invited to participate in this part of the study. A voluntary class was visited for five weeks to observe the flow of speaking lessons in terms of L2 WTC. Of the members of this class, nine participants volunteered to take part in the further step of data collection as part of this study to elaborate on their L2 WTC inside the classroom. The results suggested that L2 WTC could be defined as a construct displayed in different ways inside the classroom through actual behaviors in addition to the unobserved intentions. Confirmed by the participants' own definitions, L2 WTC could be regarded in two-ways: as an intention that language learners had within themselves to use the target language in communication and as an observable and actual behavior that language learners demonstrate their eagerness to communicate in the target language. The intricate and dynamic nature of this construct was also ensured by the findings elicited from the analyses of stimulated recall interviews. It was found that L2 WTC inside the classroom was associated with the affective, contextual and individual variables.

Following the findings of the present study, the next chapter will discuss the findings of these analyses based on the relevant literature. It additionally involves the implications, suggestions and conclusion of the current study.

Chapter 5

Conclusion, Discussion and Suggestions

This chapter briefly summarizes the contributions of this study in reference to the aforementioned research areas, namely, L2 WTC, motivation, and psychology of language learning. It first offers a summary of findings of each phase conducted in the current study. Then, it discusses the findings of the study depending on the results of the relevant literature by adopting a way of reference to each research question presented in Chapter 1 in details. This chapter elaborates more on the findings through presenting the methodological and pedagogical implications of the findings. It further offers suggestions for future studies in line with the limitations of the study. Lastly, this chapter presents a conclusion regarding all the results that this multiphase study has offered.

Summary of The Study

The present study explored the EFL learners' L2 WTC, identified as an observable behavior or an intention of eagerness to communicate in English inside and outside the classroom settings, as well as the variables associated with L2 WTC in both inside and outside the classroom settings. Entitled as a multiphase study, the current study comprised three main phases. It firstly conducted a qualitative research as the preliminary attempts of the instrument's construction measuring the EFL learners' L2 WTC inside and outside the classroom as well as unearthing the variables associated with L2 WTC in both settings. A quantitative study, then, was designed to pilot the items through empirical data in order to confirm the validity and reliability concerns of the developed instrument set. Lastly, a mixed-methods research study was employed to reflect the macro and micro perspectives adopted to identify L2 WTC in line with the suggestions of Mystkowska-Wiertelak and Pawlak (2017). To illustrate the macro perspective on L2 WTC both inside and outside the classroom, the scales being developed throughout the previous phases were administered to collect the data from the EFL learners representing the target population. A qualitative study including a small group of EFL learners in a real classroom setting, additionally, was employed to display the micro perspective on L2 WTC inside the classroom.

The first phase of the study was carried out to reveal the actual voices of Turkish EFL learners regarding their L2 WTC inside the classroom and outside the classroom, two settings emerging naturally in L2 contexts where the target language is acquired through instructions so that a data collection instrument could be developed based on their reflections on L2 WTC in two settings. An open-ended questionnaire including ten questions about oral communication in L1 as well as in L2 both inside and outside the classroom was employed to collect the data (presented in Appendix-B). In addition to these questions, it involved a part to elicit the demographic information of the participants. The last part in this open-ended questionnaire asked the participants to write a metaphorical definition of oral communication. The questions regarding the oral communication in L1 were excluded from the analysis due to the realization of its irrelevancy with the main scope of this study, which is oral communication in L2. 132 university level learners of English from two different state universities participated in this part of the study. Among these 132 learners, the participants in one of the universities, from which the data were collected, were invited to the semi-structured interviews carried out by me, as the researcher of the study. In response to this invitation, 17 learners in three different competency level groups, namely A1, A2, and B1 volunteered for the semi-structured interviews. The interview guide presented in Appendix-C was used in these encounters and I transcribed each interview sessions into a Word document. All data sets collected through the open-ended questionnaire and the transcriptions of the semi-structured interviews constituted the main source of the items for the scales being developed. I read them several times and depending on them, I wrote items about the situations in which Turkish EFL learners found themselves willing in English inside and outside the classroom as well as the factors associated with L2 WTC. This set of items was revised repeatedly and then, analyzed through thematic analysis so that they could be grouped into different but relevant categories. All in all, depending on the actual opinions of real L2 learners, the items of the instrument set including three different scales were presented to gather experts' opinions.

Following the consecutive steps including four cycles, the opinions of the experts were gathered for the items in the instrument set including L2 WTC scale, underlying variables of L2 WTC inside the classroom scale and underlying variables of L2 WTC outside the classroom scale. After the revisions depending on the

experts' views, the instrument set was prepared to collect data for the psychometric analysis in order to confirm the validity and reliability concerns of each scale. This phase was renamed as the second phase which covered the process of piloting the scales. At the beginning of this phase, the L2 WTC scale included 19 items under two different subfactor: (1) L2 WTC inside the classroom, and (2) L2 WTC outside the classroom. The second scale aimed to be developed in this phase was germane to the variables underlying L2 WTC inside the classroom. The participants in the first phase associated oral communication in English inside the classroom with anxiety, attitudes towards L2 communication, extrinsic and intrinsic motivation, interlocutor's effect, L1 effect, language utility, perceived competence, teacher's support, L2 education system as well as topic. As a result, the items regarding the variables underlying L2 WTC inside the classroom were categorized into these variables and there were 84 items in total. The scale about the underlying variables of L2 WTC outside the classroom was the last scale aimed to be developed in this current study. After the revisions of the experts, it consisted of 81 items under thirteen categories: *anxiety, attitudes towards L2 communication, effort, extrinsic and intrinsic motivation, integrativeness, interlocutor's effect, L1 effect, language utility, perceived competence, perceived opportunity to communicate, personality as well as L2 education system*. To test the validity and reliability of each item in this instrument set, a pilot study including 933 EFL learners being in seven different language levels of competence (A1, A2, A2+, B1, B1+, B2, and B2+) and having an intensive English language preparatory education in schools of foreign languages in seven different state universities across Turkey at the time of data collection was conducted. The collected data were divided into two in order to perform EFA and CFA respectively. After the analyses, the number of items in each scale was decreased. The validated version of L2 WTC scale consisted of 14 items under two subfactors as L2 WTC inside and outside the classroom. Additionally, the final version of the scale on the underlying variables of L2 WTC inside the classroom included 36 items related to nine subfactors: *anxiety, attitudes towards L2 communication, extrinsic and intrinsic motivation, interlocutor's effect, L1 effect, language utility, perceived competence, teacher's support*. On the other hand, the scale about the underlying variables of L2 WTC outside the classroom consisted of 38 items related to eight subfactors after the exclusion of the hypothesized variables in the model as follows: *effort, integrativeness, interlocutor's effect, language utility*

and perceived opportunity to communicate. After all of the psychometric tests to confirm the validity and reliability of scales, the instrument set comprising three scales was ready for use to collect a large-scale set of data.

After the validation process of the constructed scales, the last phase of the current study was conducted. It was reported by using the name of main study in the previous chapters. This main study engaged in a mixed-methods research design, including a quantitative and a qualitative study in a single research. The quantitative study aimed to unearth the level of L2 WTC of EFL learners in a Turkish university context as well as the variables tied to L2 WTC in both settings: inside and outside the classroom. It adopted a macro perspective enabling to collect data from a greater number of participants to better represent the population and define the overall picture of the construct. Therefore, using the scales constructed and validated in the first two phases, 636 EFL learners who were students at different programs but enrolled in an intensive language preparatory program for a year in a state university participated in this study. The results suggested that they had a moderate level of L2 WTC both inside and outside the classroom. On the other hand, their L2 WTC inside the classroom was significantly higher than their eagerness to communicate outside the classroom.

The study, additionally, considered the effect of demographic information of the participants on their L2 WTC. The results revealed that gender, duration of learning and medium of instruction in the enrolled program had no significant effect on the EFL learners' L2 WTC. On the other hand, the competency level, reason of enrollment in the intensive language preparatory program, perceived competence of speaking skills as well as achievement scores obtained in the last achievement test had a statistically significant effect on their L2 WTC.

The relationship between the participants' perceived L2 WTC inside the classroom and outside the classroom as well as their underlying variables were explored through the large-scale data collected in this part of the study. With the correlations among the variables, the regression analysis was performed in order to explore the prediction effect of variables identified to influence L2 WTC inside and the outside the classroom. Accordingly, the results revealed that L2 WTC inside the classroom was predicted by L2 WTC outside the classroom, anxiety, attitudes towards L2 communication, extrinsic and intrinsic motivation, language utility, L1

effect and perceived competence. However, it was found that interlocutors and teacher had no role in the prediction of the emergence of L2 WTC inside the classroom. When the concern was L2 WTC outside the classroom, it was portrayed that it was predicted by L2 WTC inside the classroom, attitudes towards L2 communication, extrinsic and intrinsic motivation, L1 effect, personality and perceived competence. It was highly interesting to find that anxiety as well as L2 education system had no correlation with L2 WTC outside the classroom, thus, they had no predictive effect on L2 WTC outside the classroom as well.

After the identification of the situations and variables in which L2 WTC was associated in the first and second phase of the study and the confirmation of these situations and variables in the first part of the third phase of the study, this study also aimed to determine L2 WTC in a real communication atmosphere. Depending on the preliminary findings of the study, I was aware that Turkish EFL learners had limited opportunity to use English in communication outside the classroom and they might tend to hesitate while hypothetically taking the shoe of an English user in oral communication outside the classroom. Hence, the investigation of L2 WTC in actual communication context was kept limited to the one setting: L2 WTC inside the classroom.

Adopting a micro perspective to understand the concern in details by extensively considering its different dimensions, the main phase of the study involved a qualitative study. It aimed to explore the L2 WTC inside the classroom in details by considering its deployment in a real L2 classroom environment and its definitions identified by EFL learners as well as the variables that they named to have any impact on their L2 WTC and its fluctuations. In this sense, L2 WTC has been reflected as a more situation specific and dynamic construct in this part of the study. To reach these aims, among the participants of the quantitative study, the ones who had higher competency level in English were determined to ask for participation in the study. Of the ones who responded positively to the call for the participation, a B1+ level, evening education group of learners was selected. I visited this group of students in their speaking lessons four times during the data collection (four weeks in total) . Nine out of twenty students indicated that they would volunteer to take part in the qualitative data collection process. Therefore, during the four visits I paid to their classroom, I observed these nine students and took some notes while

three video-cameras were recording 135-minute-long speaking lessons from three different angles in each week. The video recordings were used to stimulate the lessons to the participants in the interviews scheduled in the following two days after watching them repeatedly so that they could elaborate their L2 WTC inside the classroom more. The results indicated that L2 WTC could be defined as a construct displayed in different ways inside the classroom through actual behaviors in addition to the unobserved intentions. Confirmed by the participants' own definitions, L2 WTC could be regarded two-ways: (1) as an intention that language learners had within themselves to use the target language in communication, and (2) as an observable and actual behavior that language learners demonstrate their eagerness to communicate in the target language. The intricate and dynamic nature of this construct was also ensured by the findings solicited from the analyses of stimulated recall interviews. It was found that L2 WTC inside the classroom was associated with the affective, contextual and individual variables.

Before moving on the conclusion of the study after a detailed summary, it is time to discuss the results of this study in line with the relevant literature so that the reasons and implications of the results could be disclosed. The following sections, therefore, aim to provide the discussions of the findings organized related to the research questions and then, pedagogical as well as methodological implications of the study in addition to the suggestions for future studies shaped by the limitations of the current study.

Discussion of the Findings

This section discusses the findings of this multiphase study by comparing them with the relevant studies in the literature. It is organized in five different subsections in accordance with the research questions. It firstly aims to discuss the findings related to the identification of situations and the variables that L2 WTC is associated based on the perceptions of actual EFL learners. Then, it presents a discussion subsection related to the perceptions of EFL learners' level of L2 WTC. Another subsection is included on the discussion of the relationships among the underlying variables of L2 WTC as well as of regression analyses on the underlying variables of L2 WTC inside and outside the classroom. Afterwards, the findings related to deployment of L2 WTC inside the classroom as well as the definitions of

L2 WTC by the EFL learners are discussed. Finally, the last subsection includes the discussion of the variables that the EFL learners suggested as the influencers of their state L2 WTC inside the classroom.

The situations and variables associated with L2 WTC. The current study aimed to explore the actual opinions of EFL learners for their L2 WTC including the variables which could be identified as components of L2 WTC in two different settings: inside and outside the classroom. Based on these genuine reflections of the EFL learners, a data collection instrument set on L2 WTC was constructed. In the process of this instrument development, the following six steps were adapted from the earlier studies of DeVellis (2012), Furr (2011) and Johnson and Morgan (2016): (1) establishment of a purpose; (2) identification of the constructs; (3) production of an item tool; (4) decision of the item format; (5) consulting the experts for their opinion and designment of a pre-piloting study for the items; and (6) conducting a large-scale pilot study.

In line with this predetermined steps, the study firstly established the purpose of the instrument set in accordance with the need in the literature to have a valid and reliable scale to be applicable in FL contexts, which was highlighted by previous research studies (e.g. Başöz, 2018; Ekin, 2018; Mystkowska-Wiertelak & Pawlak, 2016; Peng & Woodrow, 2010). The mostly used data collection instruments were all theory-driven (e.g. MacIntyre, et al., 2003; McCroskey, 1992; Mystkowska-Wiertelak & Pawlak, 2016; Peng, 2013; Peng & Woodrow, 2010) while a few parts of some instruments included the opinions of teachers and administrators (e.g. Khatib & Nourzadeh, 2015). However, their attempts might seem to posit a limited perspective in portraying the positions and opinions of real L2 learners for their own eagerness to use L2 in communication. Consulting the real learners of English in a Turkish university setting, this study aimed to represent and register the actual voices of real EFL learners echoing the Osterman's position (2014).

Attending the experts' opinions and the views of a small group of EFL learners in step 5, the instrument set was prepared to be piloted in the sixth step. The instrument set included three different scales and 184 items in total. Providing the situations in which the EFL learners stated they would be willing both inside and outside the classroom, the first scale was to elicit participants' level of L2 WTC inside and outside the classroom. It first involved 19 items in total: 8 for L2 WTC inside the

classroom and 11 for L2 WTC outside the classroom. After the psychometric analysis, one item from the groups of items about L2 WTC inside the classroom was excluded. A closer look into the item (item 6) indicated that this item was much more related to external motives since the teachers was the one who encouraged the individual to take part in oral communication inside the classroom while the rest of the items were more related to situations tied to the individual's internal motives for oral communication. Therefore, it was found sensible to eliminate this item from the subfactor of L2 WTC inside the classroom.

Of 11 items in the subfactor of L2 WTC outside the classroom, four items were excluded from the data set. In an FL setting where L2 has been learned through instructions, the limited access to the oral communication in the target language outside the classroom is inevitable (Kachru 2005; Khatib & Nourzadeh, 2015; Sharifian 2010). The eliminated items were about the situations where the EFL learners needed either to have such an experience or to envision themselves to be in oral communication in such situations. It could be the reasons of the elimination of these items because the EFL learners might have hesitated to think themselves while delivering a speech to the audiences outside the classroom (item 10) or communicating in English in an interactive computer games (item 11) if they had no such an experience beforehand. In the same vein, the other two items had an emphasis on the oral communication with foreigners outside the classroom in their daily lives. Based on the results of psychometric tests, it was found that these two items were not applicable, which could be referred to the emergence of limited opportunity to communicate with foreigners in L2 settings (MacIntyre, 2007). In that respect, they cannot reflect on their eagerness to communicate with foreigners.

The second scale subjected to the pilot study included the items related to underlying variables of L2 WTC inside the classroom. It consisted of 84 items under 11 categories. After the psychometric tests employed in the sixth step of the process, the number of items was reduced to 36 and tied to 9 components. Of the initial subfactors, items tied to topic and L2 education system were eliminated, which were in line with the previous studies (e.g. Baker & MacIntyre, 2000; Bektaş-Çetinkaya, 2005; Hashimoto, 2002; Kim, 2004; Lin, 2019; Lu & Hsu, 2008; MacIntyre et al., 2002; MacIntyre et al., 2003; Matsuoka, 2006; Peng, 2007; Şener, 2014; Yashima, 2002; Yashima et al., 2004). Investigating L2 WTC by asking the

general perceptions of the EFL learners in certain situations of the willingness, in this part of the study, L2 WTC was regarded as a stable and trait-like characteristics that individuals had a similar tendency to communicate in general circumstances. No previous study sharing the same positions for L2 WTC had integrated these variables into their models. Even if the EFL learners explained their eagerness through these two variables, the findings similarly suggested that no underlying effect of topic and L2 education system on L2 learners' trait-like WTC exists and thus, their effects on trait-like L2 WTC could not be confirmed through statistical analysis. Being in consistency with the previous studies, the findings portrayed that the following five variables could be referred to underlying components of L2 WTC inside the classroom as follows: anxiety (Başöz, 2018; Matsuoka, 2006; Yashima, 2002; Yousef et al., 2013), attitudes towards L2 communication (Tannenbaum & Tahar, 2008), extrinsic and intrinsic motivation (Bektaş-Çetinkaya, 2005; Ghoonsoly et al., 2012; Kim, 2004), and perceived competence (Lahuerta, 2014; Matsuoka, 2006; Yashima, 2002). On the other hand, the underlying effect of teacher's support, interlocutor's effect, L1 effect as well as language utility was associated with trait-like L2 WTC inside the classroom in a scale for the first time, to the best of my knowledge. Covering these variables as the components of L2 WTC could be inferred as the contribution of the current study to the literature and symbolized the effect of consulting actual L2 learners for the reasons of being willing or unwilling to communicate orally inside the classroom.

The last scale being developed in the first phase of the current study was linked to the variables affecting L2 WTC outside the classroom. This scale was comprised of 81 items under 13 categories after the revisions based on the experts' and L2 learners' suggestions in the pre-piloting step. However, collecting the data from a greater number of EFL learners in the pilot study and analyzing these data through psychometric tests caused to the decrease in the number of items and subfactors as follows: 38 items under eight subfactors. As in the same vein with the findings related to L2 WTC inside the classroom, the findings suggested that L2 WTC outside the classroom is related to anxiety, attitudes towards L2 communication, extrinsic and intrinsic motivation, as well as perceived competence, being in agreement with the previous studies (e.g. Baker & MacIntyre, 2000; Bektaş-Çetinkaya, 2005; Hashimoto, 2002; Kim, 2004; Lin, 2019; Lu & Hsu, 2008;

MacIntyre et al., 2002, 2003; Matsuoka, 2006; Peng, 2007; Şener, 2014; Yashima, 2002; Yashima et al., 2004). Additionally, the present study portrays a relationship between L2 WTC outside the classroom and personality as an echo of the findings of Ghonsooly et al. (2012), Bektaş-Çetinakaya (2005) and Şener (2014). The inclusion of L1 effect and L2 education system as the antecedents of L2 WTC outside the classroom could be identified as another contribution of this study to the relevant literature. This finding could be explained through the potential effect of involving items sourced by real L2 learners in a Turkish EFL context.

However, the model issued to psychometric analysis failed to confirm the inclusion of effort to communicate in L2 outside the classroom, integrativeness, interlocutor's effect, language utility and perceived opportunity to communicate as the underlying variables of L2 WTC outside the classroom. These results seem to be consistent with the reflections of Kachru (2005), Khatib & Nourzadeh (2015) and Sharifian (2010) which indicate the effect of limitations in the opportunity to communicate in the target language out-of-classroom setting in an FL environment on L2 learners' perceptions. As the participants lacked any opportunities to use English outside the classroom in oral communication, they might have problems to indicate their perceptions about their effort, language utility, as well as the effect of interlocutor, integrativeness and self-perceived opportunity to communicate on their L2 WTC. Therefore, these variables were excluded from the scales titled underlying variables of L2 WTC.

In a nutshell, taking each predetermined step meticulously resulted in the emergence of a well-developed instrument set on L2 WTC, which could be employed in EFL settings. In order to explore the EFL learners' level of L2 WTC as well as the relationship between L2 WTC and the underlying variables, this instrument set was employed as a single and compound data collection tool in the main phase of the study. The findings of this main study will be discussed in the following subsections.

EFL learners' level of L2 WTC inside and outside the classroom. In the main phase of the current study, the level of EFL learners' L2 WTC was investigated through the scale developed for the purpose in the earlier phases. It was found that EFL learners had moderate level of L2 WTC both inside and outside the classroom in line with the previous studies (e.g. Başöz, 2018; Bektaş-Çetinkaya, 2005;

Ghonsooly et al., 2012; Kanat-Mutluoğlu, 2016; Öz et al., 2015; Şener, 2014). However, the high level of L2 WTC both inside and outside the classroom in Ekin's study (2018) in Turkish context, Liu and Jackson's study (2008) and Peng (2015) in Chinese context, and Denies et al. (2015) in Belgium context was contradicted with the moderate level of the EFL learners' L2 WTC in the current study. Bursalı and Öz (2017), additionally, found that Turkish university-level EFL learners had low level of L2 WTC inside and outside the classroom. This contradiction could be related to the number of participants and their various characteristics as well as the employment of different instruments to elicit the L2 WTC of L2 learners.

The current study also discovered that university-level Turkish EFL learners perceived their L2 WTC inside the classroom more positive than their L2 WTC outside the classroom. In other words, it was statistically significant that Turkish EFL learners' level of L2 WTC inside the classroom was higher than their level of L2 WTC outside the classroom in line with the findings of Tannenbaum and Tahar (2008). A possible explanation for this result may be the lack of adequate exposure to L2 and chances of communication in L2 outside the classroom: they have not had adequate exposure to the opportunities to use English in communication outside the classroom as much as they can define themselves 'willing' or 'unwilling'. The qualitative findings gained from the interviews with nine EFL learners also supported that Turkish EFL learners lack any actual opportunities to use English in oral communication so that this group of learners could not realize their eagerness to communicate outside the classroom. However, other studies from Turkish university settings indicated that Turkish EFL learners' L2 WTC level was lower inside the classroom than outside the classroom (e.g. Başöz & Erten, 2018; Ekin, 2018; Şener, 2014). Accordingly, they found themselves more willing to communicate in English outside the classroom because they were free of the feeling of being assessed (Peng, 2015). This feeling might not seem to have an effect on the participants of the current study. Moreover, the dynamic and multifaceted nature of L2 WTC emerged in this point by suggesting the contradiction between the results of L2 WTC studies (MacIntyre et al., 1998; Peng, 2015). The multidimensional feature of L2 WTC poses a potential problem which should be taken into account while measuring it in different settings by adopting different research perspectives (Mystkowska-Wiertelak & Pawlak; Peng, 2015).

Considering the effects of some individual related independent variables on the level of L2 WTC, the current study stated that there was no relationship between L2 WTC and gender, duration of learning English, and medium of instruction. Echoing the results of Donovan and MacIntyre (2004) suggesting the statistically indifferences in WTC level based on gender in older ages, the current study found no differences in the participants' L2 WTC based on their gender. The identification of the participants in the qualitative study also confirmed this finding in a way that the difference between participants' definition of being willing and unwilling depended on the affective, contextual and individual reasons rather than their gender being in inconsistency with Baker and MacIntyre (2000) and MacIntyre et al. (2002). Additionally, the duration of learning and medium of instruction of the enrolled program were assumed to cause a difference on the participants' L2 WTC at a statistically significant rate. However, the difference between L2 WTC and these independent variables could not be confirmed in the present study. For the duration of learning, it was observed that the participants hesitated to indicate the actual time of their process of learning English. Because they regarded the time they spent in the school of foreign languages as the actual learning since it was for the first time that they had instructions about all skills and knowledge bases of English. They were barely exposed to any instructions about speaking skills before they enrolled into the intensive language preparatory program at the school of foreign languages. Although the finding of non-significant relationship between L2 WTC and duration of learning English could be explained, interestingly, the medium of instruction in the major programs of the participants had no effect on the level of L2 WTC.

Revealing insignificant relationship between L2 WTC and gender, duration of learning and medium of instruction, the current study demonstrated that there was a significant relationship between L2 WTC inside the classroom and the competency level, achievement level as well as the reason of enrollment into the intensive language preparatory program. Based on the results, it was found significant that Turkish EFL learners who are at the lower levels of competence perceived themselves less willing than the learners in the higher competency levels. It is encouraging to compare this finding with the results of the previous L2 WTC studies indicating the effect of perceived competence on L2 WTC (e.g. Başöz, 2018; Bektaş-Çetinkaya, 2005; Ghoonsoly et al., 2012; Hashimoto, 2002; Kim, 2004;

Lahuerta, 2014; Lu & Hsu, 2008; Matsuoka, 2006; MacIntyre et al., 1998, 2003; Piechurska-Kuciel, 2018; Peng & Woodrow, 2010; Wen & Clement, 2003; Yousef et al., 2013). In addition to the effect of perceived competence on L2 WTC inside the classroom, this study attempted to contribute to the literature by suggesting the effect of actual competence on L2 WTC inside the classroom. Moreover, the effect of achievement on Turkish EFL learners' L2 WTC was established through one of the findings of the current study. It was suggested that the more successful EFL learners based on the results of their achievement test had higher level of L2 WTC inside the classroom in line with MacIntyre et al. (2001) and Khajavy et al. (2016). Accordingly, it could be inferred that language proficiency represented by the level group of the learners and their results from the achievement tests might have an influence on L2 WTC inside the classroom through confidence, which was illustrated by Khajavy et al. (2016). However, this finding was in consistency with Başöz (2018) from a Turkish university-level educational setting reflecting the insignificant effect of learners' achievement on their L2 WTC.

Besides, the EFL learners in the university-level have the choice of having an intensive language education in the school of foreign languages if they have ensured that they have the required proficiency level, upper than B1+ or B2 for some programs. The current study displayed that the EFL learners who enrolled in the language preparatory program compulsorily were more willing to communicate orally inside the classroom than the ones who registered to these programs upon their own will. It was much in same vein with the result found in the qualitative study conducted with a smaller group of learners where they indicated that being obligatory to speak inside the classroom as part of a requirement of the speaking course made them become willing to communicate. It corroborated with the results of earlier studies demonstrating the effect of external motives on L2 WTC (e.g. Lin, 2019; MacIntyre et al., 1998; Peng & Woodrow, 2010). Lin (2019) and Peng and Woodrow (2010) stated that EFL learners' L2 WTC was under the indirect effect of extrinsic motivation through communication confidence, including anxiety and perceived competence so that the external regulations which indicated EFL learners' proficiency development had an influence on their L2 WTC.

The only independent variable which made a difference on Turkish EFL learners' level of L2 WTC outside the classroom was their self-perceived speaking

competence. It also possessed an effect on their L2 WTC inside the classroom as well. In two settings, Turkish EFL learners who perceived their speaking skills as very poor had the lowest level of L2 WTC inside and outside the classroom according to the result of the study while the ones who thought that they had highly proficient speaking skills possessed the highest level of L2 WTC in both settings. This encouraged to claim that the higher that the level of perceived competence in speaking skills gets, the higher L2 WTC inside and outside the classroom becomes. This finding confirmed the association between L2 WTC and perceived competence emphasized by the previous studies (e.g. Başöz, 2018; Bektaş-Çetinkaya, 2005; Ghonsoly et al., 2012; Hashimoto, 2002; Kim, 2004; Lahuerta, 2014; Lu & Hsu, 2008; Matsuoka, 2006; MacIntyre et al., 1998, 2003; Piechurska-Kuciel, 2018; Peng & Woodrow, 2010; Wen & Clement, 2003; Yousef et al., 2013). It has been also echoed by the findings of the qualitative study in which the EFL learners perceived their competence for a particular activity or task influenced their L2 WTC in a way that the more they felt competent, the more willing they became to take part in the spoken activity in the same vein with Peng and Woodrow (2010).

All in all, this current study addressed Turkish EFL learners' L2 WTC level as well as its relationship with some independent variables. It portrayed that Turkish EFL learners possessed a moderate level of L2 WTC. Perceived competence caused a significant difference in their L2 WTC emerging in two settings, namely inside and outside the classroom. Besides, achievement level, actual competence and the reason of enrollment into the intensive language preparatory program had a significant effect on Turkish EFL learners' level of L2 WTC inside the classroom. In the following subsection, the correlations between L2 WTC in two settings and their antecedents as well as their predicting effects on L2 WTC would be discussed in related to the relevant studies.

The predicting effect of the underlying variables on L2 WTC. The findings of the current study displayed that different variables could be identified as the predictors L2 WTC inside and outside the classroom depending on the regression analyses performed after the correlation tests. As mentioned earlier, L2 WTC had been reflected to possess two different main components in this study, referring to the difference of the context: L2 WTC inside the classroom and L2 WTC outside the classroom. Given this difference in L2 WTC from the setting, the current study

explored L2 WTC in twofold and discovered similar but various antecedents of these two components. Correspondingly, L2 WTC inside the classroom, on the one hand, was associated with anxiety, attitudes towards the classroom, extrinsic and intrinsic motivations, interlocutor's effect, L1 effect, language utility, perceived competence and teacher's support. On the other hand, L2 WTC outside the classroom was allied with anxiety, attitudes towards the classroom, extrinsic and intrinsic motivations, L1 effect, L2 education system, perceived competence, and personality. The association of L2 WTC with the underlying variables are discussed in relation to the relevant studies in details as follows.

It was found that L2 WTC inside the classroom had significant and positive correlations with L2 WTC outside the classroom and other six underlying variables, yet it was negatively associated with L1 effect, extrinsic motivation and anxiety in consistency with the previous studies on trait-like L2 WTC (e.g. Ghoonsoly et al., 2012; Lahuerta, 2014; Peng & Woodrow, 2010; Yashima, 2002). Moreover, the correlation analysis indicated that there was a very small but positive correlation between L2 WTC inside the classroom and intrinsic motivation. It is much related to the fact that most of the participants of the study compulsorily enrolled in the intensive language preparatory program and thus, the motives to do an activity in order to feel satisfied and have fun (Noels et al., 2001) remained back in their needs to learn the language in contradiction with the ideas of Joe et al. (2017) about the contributory effect of intrinsic motivation on L2 communication. Further analysis in Peng and Woodrow's study (2010) indicating the indirect effect of intrinsic motivation on L2 WTC may support the small size correlation of intrinsic motivation with L2 WTC inside the classroom. Therefore, this underlying variable was excluded from the model employed to test the predicting effects of the identified variables on L2 WTC inside the classroom.

A multiple regression test was performed to evaluate the predicting effects of L2 WTC outside the classroom, anxiety, attitudes towards L2 communication, extrinsic motivation, interlocutor's effect, L1 effect, language utility, perceived competence, and teacher's support on L2 WTC inside the classroom. According to the results, eight of nine variables predicted L2 WTC inside the classroom and L2 WTC outside the classroom becomes the best predictor of L2 WTC inside the classroom. In a sense, EFL learners who perceived themselves willing to

communicate in their daily lives out of the instructional settings would probably have a desire to express themselves through English inside the classroom. This finding further supported the idea of Ekin (2018) and Başöz (2018) on the strong relationship between L2 WTC inside and outside the classroom. Interestingly, teacher's support was observed to have no significant predictive effect on L2 WTC inside the classroom although the bivariate correlation between L2 WTC inside the classroom and teacher's support was statistically different from zero. It could be assumed that the relationship between trait-like L2 WTC inside the classroom and teacher's support is mediated by a combination of other variables, which is in need of confirmation through further investigations.

Additionally, while the previous studies investigated the relationship between trait-like L2 WTC and attitudes towards L2 learning (Baker & MacIntyre, 2000; Bektaş-Çetinkaya, 2005; Khajavy et al., 2016; Kim, 2004), attitudes towards learning situations (Öz et al., 2015; Peng, 2007), and attitudes towards the language (Tannenbaum & Tahar, 2008), the current study explored the relationship between L2 WTC inside the classroom and attitudes towards L2 communication. It was found that there was a medium size, positive correlation between these two variables and it made a small contribution to L2 WTC inside the classroom based on the regression analysis. However, this finding supported the idea that the positive attitudes towards L2 oral communication would contribute to eagerness and readiness to communicate in L2. In addition to the attitudes towards L2 communication, the small size, positive correlation between L2 WTC and attitudes towards the interlocutor, identified as interlocutor's effect in the current study, further supported the finding that the positive reactions to the interlocutors would provide the development in L2 WTC inside the classroom (Tannenbaum & Tahar, 2008) and this assumption could be confirmed through the regression analysis indicating its predictive effect on L2 WTC inside the classroom. The assumption that the effect of difference between Turkish and English on the process of EFL learning and communication was also confirmed partly through Turkish EFL learners' attitudes towards the effect of their L1 since the predictive effect of L1 effect on L2 WTC inside the classroom was found to be significant.

Tied to the external motives that EFL learners perceived in the process of EFL learning, extrinsic motivation and language utility were the additional variables

contributing to L2 WTC inside the classroom based on their predictive effects. While extrinsic motivation had a small size, negative correlation with L2 WTC inconsistently with Altiner (2018), language utility had a positive relationship with L2 WTC inside the classroom. The negative relationship between extrinsic motivation and L2 WTC was much related to the items in the scale about the mandatory use of English in oral communication inside the classroom. It was assumed that the compulsory use of English in oral communication during the tasks and presentations in the classroom would motivate the learners to take part in communication. However, it was interesting to find no support for this hypothesis, yet the results yielded from the qualitative study supported the positive effect of compulsory use of English on L2 WTC in the classroom.

In addition to the relationship between L2 WTC and attitudes as well as motivations, perceived competence was found to have a medium size, positive correlation with trait-like L2 WTC inside the classroom. The regression analysis also confirmed its predictive effect on L2 WTC inside the classroom. This finding corroborated the results of earlier research on the positive effect of perceived competence on the volitional action of oral communication (e.g. Baker & MacIntyre, 2000; Bektaş-Çetinkaya, 2005; Ghoonsoly et al., 2012; Hashimoto, 2002; Kim, 2004; Lahuerta, 2014; Piechurska-Kuciel, 2018; MacIntyre et al., 2002; Yousef et al., 2013). However, it contradicted with the idea that perceived competence accompanied by anxiety is the best predictor of L2 WTC (MacIntyre et al., 1998; Peng, 2015; Öz et al., 2015; Şener, 2014). A small size negative correlation was found between L2 WTC and anxiety as an echo of Denies et al.'s finding (2015) in this study as well. While most of the earlier studies highlighted the great impact of anxiety on L2 WTC (e.g. Fushino, 2010; Ghoonsoly et al., 2012; MacIntyre et al., 2001, 2002, 2003; Mystkowska-Wiertelak & Pawlak, 2016; Öz et al., 2015; Peng, 2007; Peng & Woodrow, 2010), this study could only confirm the relatively small contribution of anxiety on L2 WTC inside the classroom.

When the setting of oral communication in L2 has been changed into out of instructional context, the variables having an impact of L2 WTC have varied as well. In this current study, the relationship between L2 WTC outside the classroom and its underlying variables having identified as anxiety, attitudes towards the classroom, extrinsic and intrinsic motivations, L1 effect, L2 education system,

perceived competence, and personality was investigated. Of these eight variables, L2 WTC outside the classroom was observed to possess positive correlations with attitudes towards L2 communication, personality, perceived competence, L1 effect, extrinsic and intrinsic motivations at a relatively moderate or small size. It is quite interesting to find out that anxiety had a non-significant correlation with L2 WTC when the context was outside the classroom. This finding corroborated with the result of Peng (2015) where she put an emphasis on the different antecedents of L2 WTC in a different context in the Chinese setting. According to the results of her seminal study, L2 anxiety directly contributed to L2 WTC inside the classroom but had no direct or indirect effect on L2 WTC outside the classroom. As Başöz (2018) put it, in an instructional setting, EFL learners felt anxious due to their fear of being evaluated while using the language in interaction. The findings of the qualitative study may also support this idea that Turkish EFL learners hesitate to interact in English due to their fear of evaluation, making mistakes or being laughed at in consistency with previous studies conducted by Horwitz et al. (1986), Peng (2007) and Peng and Woodrow (2010). Additionally, the relationship between teacher and L2 WTC inside the classroom in the present study also conformed the idea that anxiety sourced by fear of evaluation would have an influence on L2 WTC in the classroom. However, L2 communication outside the classroom was free from this type of anxiety. Therefore, it was assumed that the relationship between L2 WTC outside the classroom and anxiety was failed to be obtained in this study in line with MacIntyre et al. (2003) and Başöz (2018).

In addition to the inconsistent finding indicating the non-significant relationship between anxiety and L2 WTC outside the classroom, a non-significant correlation was found between L2 education system and L2 WTC outside the classroom as well. To the best of my knowledge, L2 education system was involved as an antecedent of L2 WTC for the first time in a scale based study. However, the intricate relationship between L2 education system and L2 WTC could not be confronted through the data gathered from this sample. It could be related to the fact that the participants of this quantitative study regarded the language education that they had in the school of foreign languages as their first instruction to language skills because their previous experiences were far from the real instructions of language skills. Therefore, they might have considered to evaluate the current

curriculum employed in the school of foreign languages and the potential effect of social desirability bias might have influenced their answers (Erten & Burden, 2014).

Given the non-significant correlations between L2 WTC outside the classroom and anxiety as well as L2 education system, these two variables were excluded from the model which was tested through the standard multiple regression analysis in order to explore the predicting effect of L2 WTC inside the classroom, attitude towards L2 communication, extrinsic and intrinsic motivation, L1 effect, perceived competence and personality on L2 WTC outside the classroom. As an echo of the previous findings related to L2 WTC inside the classroom, the best predictor of L2 WTC outside the classroom was L2 WTC inside the classroom for Turkish EFL learners in line with Ekin (2018) and Başöz (2018). The variable related to the attitudes toward L2 communication followed L2 WTC inside the classroom considering the prediction of L2 WTC outside the classroom. It suggested that the more positive attitudes that EFL learners possessed for L2 communication, the more willing they would become to communicate in English as an echo of MacIntyre et al.'s claim (1998) and Öz et al.'s (2015) as well as MacIntyre's et al.'s results (2003). However, this finding contradicted with the finding observed in Matsuoka's study (2006) considering the non-significant effect of attitudes towards L2 learning on the prediction of L2 WTC in a Chinese EFL setting.

The effect of personality on L2 WTC was also investigated through the model in line with the earlier studies which portrayed the influence of personality on the eagerness to communicate in L2 (e.g. Başöz & Erten, 2019; Bektaş-Çetinkaya, 2005; Cao, 2011, 2014; Ghonsooly, et al., 2012; Lin, 2019; MacIntyre & Charos, 1996; McCroskey & Richmond, 1991; Pawlak & Mystkowska-Wiertelak, 2015; Şener, 2014). As an identified antecedent of L2 WTC outside the classroom, personality was observed to contribute to EFL learner's L2 WTC outside the classroom according to the result of regression analysis. It is difficult to explain this result, but it might be related to the fact that the EFL learners had different contextual motives inside the classroom such as teacher, topics or tasks. However, out of the instructional settings, they were more bound to internal impulses. Therefore, the role of personality traits in shaping L2 WTC might emerge more outside the classroom than inside the classroom. This assumption also supported the predicting effect of intrinsic motivation on L2 WTC outside the classroom while non-significant effect of

extrinsic motivation was observed. This finding corroborated with the claims of Peng and Woodrow (2010), Joe et al. (2017), Başöz (2018) and Lin (2019) for the effect of internal motives on L2 WTC.

Despite the moderate level correlation between L2 WTC outside the classroom and extrinsic motivation, L1 effect as well as perceived competence, their prediction effects on L2 WTC outside the classroom could not be confirmed through statistical analysis. It could be assumed that the relationship between trait-like L2 WTC outside the classroom and these three variables was mediated by a combination of other variables, which is in need of confirmation through further investigations. The finding regarding the non-significant effect of perceived competence on the process of predicting L2 WTC was partially supported by MacIntyre et al. (2003) where they found a non-significant contribution of perceived competence on L2 WTC.

In brief, the findings of this study displayed the intricate and interwoven relationships among L2 WTC in both settings and their identified antecedents. It could also ensure the multifaceted nature of L2 WTC since it portrayed the influences of individual and motivational variables on the eagerness to communicate inside the classroom. In this study, rather than reaching a conclusion based on only quantitative findings, the multilayered feature of L2 WTC was intended to be internalized in real communication environments. Due to the natural implications of conducting such a study in an FL context where there are partial opportunities to use the target language in the daily lives, the scope of this investigation was limited to the in-class setting. The following two subsections present the discussions of findings obtained from the research.

The descriptions and demonstration of L2 WTC in the classroom. The current study presented its own understanding of L2 WTC depending on the definitions of actual EFL learners as well as the behaviors identified with WTC in a real classroom environment. The need for identification of L2 WTC separately was related to the contradiction in the relevant literature in terms of the definition of L2 WTC. The earlier studies on WTC based on shyness and unWTC defined it as follows: having an intention of communication when an individual has the choice on their own will (McCroskey & Bear, 1985). In line with this one of the first description of WTC, more recently, MacIntyre (2007) echoed that WTC is a “probability of

initiating communication, given choice and opportunity” (p. 567). Putting the stress on intentions, MacIntyre et al. (1998) defined L2 WTC in their seminal study as a volitional choice of *intention* to communicate in L2 based on a complex and intimate integration of psychological, linguistic, educational and communicative dimensions of language (Mystkowska-Wiertelak & Pawlak, 2012). Consequently, the emphasis on intention in the definitions implied that L2 WTC does not necessarily exemplify the definite interaction but rather a behavioral orientation to communicate when having a chance (MacIntyre, 2007). However, Cao (2014) suggested, in order to find a rational and empirical support for WTC in L2 context, L2 WTC should be defined with some observable behaviors emerged in the “occasions on which students chose whether to communicate when they had the opportunity to do so” (p. 796).

Aroused from this recent disagreement in the definitions of L2 WTC in the literature, the current study investigated the possible denotations of L2 WTC for the learners. The findings of this study corroborate these two different conceptualizations of L2 WTC depending on the EFL learners’ own definitions for L2 WTC. They indicated that L2 WTC could be defined as a construct displayed in different ways inside the classroom through actual behaviors in addition to the unobserved intentions. In line with MacIntyre (2007), MacIntyre and Charos (1996) and MacIntyre et al. (1998), L2 WTC was identified as a volitional choice of intentions to communicate in L2. The announcement of this definition could not prevent the emergence of the description of L2 WTC as a form of observable behavior occurring when the learners set free to communicate as an echo of Cao (2014). Confirmed by the participants’ own definitions, L2 WTC has been bilaterally reflected: as a volitional intention of EFL learners to use English in communication and as an observable and actual behavior with which they demonstrate their eagerness to communicate in the target language throughout the study.

The description of L2 WTC as an actual and observable behavior in the current study required the identification of these behaviors in a classroom context. Therefore, L2 WTC behaviors in a classroom were established in accordance with the real-time observations in the EFL classroom. The findings of the study suggested that EFL learners displayed their WTC by (1) volunteering an answer, a presentation or a response to an opinion (Cao & Philip, 2006; Cao, 2014; MacIntyre

et al., 1998; Sert, 2015), (2) presenting an opinion (Cao, 2013; MacIntyre & Legatto, 2011; Mady & Arnott, 2010; Yashima et al., 2018), (3) participating in the tasks (Cao, 2013; 2014), (4) attempting at a difficult linguistic forms (Cao, 2013, 2014; Cao & Philip, 2006), (5) presenting an opinion in L2 (Mady & Arnott, 2010), and (6) discussing in a debate (Yashima et al., 2018).

As a result, based on the definitions of L2 WTC gathered from EFL learners as well as the confirmed observations for the demonstration of L2 WTC, the current study internalized L2 WTC as a concept possessing dual characteristics: (1) an intention and (2) an observed behavior which is associated with (a) a stable trait or a dynamic (b) predisposition both (1) inside and (2) outside the classroom settings. The following subsection discusses the findings about the variables influencing dynamic and state L2 WTC in an FL classroom in reference to the existing studies in the relevant literature.

The variables affecting L2 WTC inside the classroom. This study lastly explored the variables interpreted as the factors impacting L2 WTC inside the classroom by the real L2 learners. The qualitative content analysis employed on the fifteen-hour-long interview data as well as on the observation notes portrayed that the participants referred to twenty variables in total, categorized into three main themes as affective variables, contextual variables and individual variables in line with Cao (2014), Kang (2005), Mystkowska-Wiertelak (2016), Mystkowska-Wiertelak and Pawlak (2017), Pawlak et al. (2016), Peng (2015), and Yashima et al. (2016). Echoing the effect of nine variables identified as the influencers of L2 WTC inside the classroom in the quantitative study, this phase of the study introduced more context-related variables such as topic, task, peer and preparation as well as different individual variables such as personality, and self-confidence, of which effects on L2 WTC inside the classroom could not be validated in the quantitative phase. The emergence of these new variables could be explained by the advantage of using qualitative methods which enabled to focus on the situation-specific and dynamic WTC.

The most identified variables as the determinants of L2 WTC inside the classroom were in the group of contextual variables. Accordingly, having a chance of preparation before taking the turn during an interaction in the classroom was the key factor which utilized the greatest impact on L2 WTC since it was mentioned

most. The findings indicated that Turkish EFL learners would become more willing if they had previous time to plan their utterances and got prepared for their speech. Pawlak et al. (2016) and MacIntyre and Doucette (2010) also conceived the impact of preparation for language use on EFL learners' L2 WTC. In same vein with the findings of the current study, Zarrinabadi (2014) stressed the effect of feeling ready to respond a question raised by the teacher. To put it simply, the time that EFL learners spend on the preparation of their conversation before its start plays a key role in their eagerness to communicate (Pawlak et al., 2016; Zarrinabadi, 2014).

The EFL learners participated in the qualitative study also demonstrated that they would like to be in a comfortable, stress-free and friendly classroom atmosphere so that they would become more willing to communicate. The enormous role of classroom atmosphere has been highlighted by many of the earlier studies (e. g. Başöz, 2018; Cao, 2011; Ghoonsoly et al., 2013; Joe et al., 2017; Kang, 2005; Khajavy et al., 2016; Khajavy et al., 2018; Peng, 2007; Peng & Woodrow, 2010; Reid & Trafimovich, 2018; Yashima & Zenuk-Nishide, 2008). Başöz (2018) mentioned that Turkish EFL learners become keener to communicate in English if they have an access to a stress-free classroom atmosphere. Joe et al. (2017) argued the interwoven relationship among affective variables linked to L2 WTC under the mediating effect of classroom social climate: a positive atmosphere will contribute to the satisfaction of learners' basic needs such as feeling secure, which directly influences the internal motivation of learners, and thus results in higher WTC. Besides, Khajavy and his associates (2018) indicated that the positive atmosphere in the classroom reduces EFL anxiety and thereby, it facilitates the increase in the level of L2 WTC.

The qualitative findings of the study confirmed that teacher influences the level and fluctuations of L2 WTC of EFL learners supported by previous studies (Başöz, 2018; Bernales, 2016; Cao, 2011; Kang, 2005; Mystkowska-Wiertelak, 2016; Pawlak et al., 2016; Peng, 2007; Peng et al., 2017; Zarrinabadi, 2014). As an echo of Başöz (2018), Turkish EFL learners indicated that the more support they gained from the teacher in a conversation, the more eager they became to take part in communication. Contrary to the idea of Zarrinabadi (2014), the participants gave no reference to the effect of teacher's error correction strategies on their L2 WTC. However, they highlighted to observe their teacher encouraging them to be active

in communication (Mystkowska-Wiertelak, 2016). Moreover, other teacher related factor about the teacher's rapport suggested EFL learners would feel more willing to be active in communication if they had intimate and approachable relationship with their teacher in line with Pawlak and his associates (2016). Through verbal and non-verbal strategies including multimodal semiotic resources (Peng et al., 2017), L2 teachers may reinforce their positive impact on the learners' L2 WTC (Bernales, 2016; Peng et al., 2017; Zarrinabadi, 2014).

In addition to teacher, EFL learners' classmates exerted to influence their L2 WTC inside the classroom. The participants mostly referred to the listener role of their peers while they were talking about the peer's effect on L2 WTC. For EFL learners, the attitudes and reactions of peers as well as the relationship with others paved the way to the fluctuations in L2 WTC (Başöz, 2018). The participants stated that they would be willing to talk on a topic if they realized that they were being listened by their peers in line with Yashima et al. (2018). Besides, the results suggested that the contest between the peers also contributed positively to the L2 WTC level of EFL learners in accordance with the desire to become the best, the winner or the first in the classroom. On the other hand, the classmates encouraged each other to take part in a conversation and thereby, their readiness to communicate increases (Yu, 2015).

While the peers were identified as the classmates having a passive role in interaction, the peers that EFL learners have a mutual interaction were denoted as interlocutors in the current study. The qualitative findings shed light on that interlocutors had an enormous impact on EFL learners' L2 WTC inside the classroom. The empirical data showed that Turkish EFL learners' level of L2 WTC varied according to the features of the interlocutor in terms of proficiency, familiarity, interest and willingness. The position of participants for the effect of L2 proficiency level of interlocutor on their L2 WTC varied. Some of them indicated that they would become eager to communicate if they had a chance to interact with a more proficient user since they could improve their language skills thanks to the help from the friend. On the other hand, some others reflected that they would feel less secure and more anxious while talking to a friend whose L2 proficiency was higher, supporting the findings of Kang (2005) and Kostianen (2015). A consensus has been reached in this point that Turkish EFL learners hesitate to communicate with a less proficient

user of English due to the communication break as a result of lower competence in understanding the messages and they clearly narrated their eagerness to communicate with an interlocutor having similar L2 proficiency level in contradiction with Başöz (2018). The second interlocutor related factor was the familiarity with one's interlocutor. As expected and confirmed by Cao and Philip (2006), Kang (2005) and Liu (2005), the EFL learners expressed that they would become eager to communicate if they found the interlocutor familiar and intimate to them. However, it contradicted with the claim of Başöz (2018) in which she stated that Turkish EFL learners would feel more eager while they are in communication with either a stranger or a foreigner. Additionally, the role of interlocutor as a listener also influenced the Turkish EFL learners' L2 WTC. Some of the participants in the present study stated that they would be willing to communicate when they realized that they were listened actively by the interlocutors. This finding corroborated with Başöz (2018) suggesting the active participation of interlocutors into the communication process. Moreover, during a conversation, EFL learners became keen and ready to communicate whenever they sensed that their interlocutor was also willing to communicate, which was confirmed by Başöz and Erten (2019) as well as Cao and Philip (2006).

In addition to the effect of teacher and classmates as the classroom members on EFL learners' L2 WTC, the way that they interacted as well as the time of this interaction appeared to have an influence on their L2 WTC as well. The results indicated that the type of interaction employed during an activity in the form of a monologue, a pair-work or a group-work made a difference in the amount of L2 WTC, which was consistent with de Saint Leger and Storch (2009), Mystkowska-Wiertelak (2016) and Cao (2011). Additionally, the time that the EFL learners initiated a conversation mattered when the concern was L2 WTC. It was mostly observed in monologue-type interaction that the Turkish EFL learners showed reluctance to be the first or the last speaker. This finding was partially confirmed by Cao (2014) where she indicated the fluctuations in L2 WTC over times and claimed that EFL learners feel most willing in the middle of a communication process. The impetus to feel secure and safe may foster the effect of timing on EFL learners' L2 WTC (Cao, 2009).

Related to the group of context-specific variables, tasks emerged to contribute the EFL learners' L2 WTC inside the classroom based on their own reflections, which mirror the results of previous studies that confirmed the effect of tasks on L2 WTC (e.g. Cao, 2011, 2013; Mystkowska-Wiertelak, 2016; Pawlak et al., 2016). Being similar to their Polish peers introduced in Mystkowska-Wiertelak (2016), the university-level Turkish EFL learners found to be willing to communicate if they were provided with an interesting, easy and a different task in the classroom. However, their L2 WTC decreased when they found the tasks less attractive and more difficult (Cao, 2013).

Not only the task but also the topic about which EFL learners were required to share ideas through oral communication was noted as an underlying variable of L2 WTC inside the classroom. The participants were in a consensus about the effect of topic on their L2 WTC and they noted that the interest in topic as well as the knowledge about the topic were the key two factors influencing L2 WTC. The decrease in an EFL learner's L2 WTC might have been observed based on the lack of interest in and knowledge about the topic (Başöz, 2018; Cao, 2009, 2013; Cao & Philip, 2006; Mystkowska-Wiertelak, 2016; Pawlak et al., 2016). In their influential study, MacIntyre and his associates (1998) put an emphasis on the effect of topic regarding its facilitator role in language use. According to their claims, the knowledge about and interest in topic facilitated the emergence of affective variables leading to L2 communication: a boost in self-confidence and a decrease in anxiety.

The confirmed negative effect of anxiety as an affective variable on L2 WTC inside the classroom was also expressed by the Turkish EFL learners participated in this study (e.g. Başöz & Erten, 2019; Bektaş-Çetinkaya, 2005; Kim, 2004; MacIntyre et al., 1998; Peng, 2015; Yousef et al., 2013). The trait-like nature of anxiety was reflected in some situations and thus, L2 WTC as a prerequisite of L2 communication was observed to be shaped by learners' anxiety traits. It mirrored the findings of more recent studies which argue that anxiety has a negative effect on L2 WTC (e.g. Başöz & Erten, 2019; Lin, 2019, Piechurska-Kuciel, 2018). Besides, these findings shed light on the fact that fear of being ridiculous, failure, making mistakes as well as fear of being on the stage play a role in EFL learners' unWTC. The Turkish EFL learners had concerns about making mistakes and being on the stage in front of others. As Başöz (2018) speculated, this might be explained

by their other-directedness, which suggested they care more about how to be perceived by others (Matsuoka, 2006). At the same time, they also might have the fear of being ridiculous if they made any mistake in front of others, and thereby, they insemiate to become unwilling to communicate in English (Başöz, 2018; Nagy, 2007).

In parallel with Cao (2011, 2013), this study also confirmed the impact of self-confidence on L2 WTC inside the classroom based on the eyes of EFL learners. They denoted that they became more willing to communicate while talking about a familiar topic or doing an interesting task with intimate interlocutors because they had the self-confidence to accomplish the activity. In this sense, rather than a direct effect, self-confidence had a mediated impact on EFL learners' L2 WTC. In addition to anxiety, fear and self-confidence, L2 motivation was also posited by the EFL learners as an antecedent of their L2 WTC tied to affective variables. The findings suggested that increased L2 motivation leaded to higher levels of WTC in English (Peng, 2007) and it underlined the effect of enjoyment and encouragement on L2 communication in line with Başöz (2018), Dörnyei (2007) and Pawlak et al. (2016).

The personality traits of EFL learners were also found to impact the fluctuations of L2 WTC in a classroom setting. They stated that they would be willing to communicate about a topic in a classroom activity. However, their personal characteristics, such as introversion and shyness, demotivated them and consequently reduced their eagerness, which was confirmed by Başöz (2018). As Cao (2011) simply put it, personality had a feature of either facilitating or inhibiting language learning in general and L2 WTC in particular (MacIntyre et al., 1998). The extravert and talkative participants also supported this idea by stating that they would be willing to take part in communication (Bektaş-Çetinkaya, 2005; Cao, 2011, 2013).

In addition to the personality traits, the EFL learners' temporary and variable moods were suggested as one of the influencers of L2 WTC inside the classroom. The participants of the study seemed to experience different range of moods in the process data collection. It was observed that the participants would become highly willing if they felt happy, satisfied with their own lives in particular days and also have fun (Cao, 2011). However, the psychical and psychological conditions related to tiredness, sickness as well as boredom were observed to inhibit EFL learner's L2

WTC in the classroom. This finding corroborated the ideas of Cao (2011, 2013), House (2004) and Peng (2012) about the positive effect of positive mood on EFL learners' L2 WTC.

The current study detected evidence based on the analysis that the previous L2 and communication experiences of EFL learners paved the way for either decrease or increase in L2 WTC. The positive experiences that they had about the language learning process as well as L2 communication motivated them to use the language in interaction and thereby, to possess higher level of readiness to communicate in L2 inside the classroom (Kang, 2014; Yashima & Zenuk-Nishide, 2008). Failing to confirm the irrelevant effect of previous experience on L2 WTC raised by Osterman (2014), this study also found that negative L2 and communication experiences led to communication anxiety, which affected L2 WTC in a negative way (Başöz, 2018; Bektaş-Çetinkaya, 2005; Jung, 2011).

In addition to the individual related factors, linguistic factors that these individuals perceived to have an impact on their L2 WTC emerged based on the qualitative content analysis of the data. The EFL learners clearly mentioned that they would become willing to use English in communication inside the classroom so that they could practice their language skills. As Compton (2002) indicated, EFL learners became more eager to take risks to use the language in communication if they had the appropriate environment facilitating their self-confidence, which in turn would provide the opportunities to practice their speaking skills. Their realization of improvement in speaking skills would influence their self-confidence in a positive manner and then, they would become more willing to find communication opportunities, which represented the emergence of a positive reinforcement cycle (Başöz, 2018; Yashima, 2004).

The EFL learners' exertions to seek out opportunities to communicate in order to practice their language skills emerged as one another factor influencing L2 WTC inside the classroom based on actual learners' expressions. The results suggested that the EFL learners might perceive themselves ready to communicate in the target language only when they felt that a suitable opportunity for communication arouse (Başöz, 2018; House, 2004; Osterman, 2014). The current study also presented that the Turkish EFL learners looked for opportunities to practice their speaking skills when they felt willing to engage in communication.

Therefore, it could be suggested that there was a chicken-and-egg relationship between L2 WTC and perceived opportunity to communicate: highly willing learners looked for opportunities to communicate which were perceived appropriate for L2 use; on the other hand, the emergence of opportunities led to the increase in the level of L2 WTC.

The current study also shed light on the fact that the Turkish EFL learners transfer into their L1 in order to compensate for their weakness in L2 (Freiermuth & Jarrel, 2006). While talking to a friend especially in pair-works, they opt to their L1 as a natural result of sharing the same L1 with the rest of the class members (Duff, 2001) because they felt themselves more competent and relieved while using L1 to express their ideas in a conversation. The amount of reliance on L1 was the key factor in this point, which portrayed the effect of L1 on L2 WTC as well. Too much reliance on L1 would reduce the L2 communication confidence which resulted in the increase of anxiety and decrease of L2 WTC (Cao, 2011; 2013). Consequently, the use of L1 in L2 classroom should be welcomed for the sake of the attainment of meaning transfer (Kobayashi, 2003). However, it was better to control the amount of L1 use in L2 conversations in order to impede a sharp fall in the level of L2 WTC (Cao, 2011).

Lastly, the current study portrayed that Turkish EFL learners' perceived level of L2 competence determine their L2 WTC inside the classroom according to the reflections of actual L2 learners, which was confirmed previously by empirical data (e.g. Başöz, 2018; Cao, 2011; Hashimoto, 2002; Matsuoka, 2006; Öz et al., 2015; Peng & Woodrow, 2010; Piechurska-Kuciel, 2018; Şener, 2014; Yashima, 2002; Yashima et al., 2004). It was found that the higher that the EFL learners perceive their competence level, the more willing they become engaged in L2 communication inside the classroom. This might be related to the fact that perceived competence increases one's self-confidence in the language and encourages him/her to take risks to use L2 in communication, which leads to the decrease in anxiety and fear of L2 use. The EFL learners who possess higher confidence, greater perceived competence and less anxiety would be motivated to communicate in L2 and thereby, become eager to engage in L2 communication inside the classroom.

All in all, the current study ensured that L2 WTC inside L2 classroom determined by a variety of influences, in line with its dynamic and situation-specific

feature, was intricately intertwined, cooperated in variable ways and was usually in a state of fluctuation (Pawlak & Mystkowska-Wiertelak, 2015). Following the discussion of findings, the upcoming section presents the implications, suggestions and conclusion of the study.

Suggestions and Conclusion

This last section of the chapter presents the suggestions resting upon the findings of the study. These suggestions are organized in three subsections: the first subsection involves the methodological implications of the study while the second one comprises the pedagogical implications of the study. In the third subsections, suggestions for further research are indicated in parallel with the limitations of the study. Lastly, the study concludes through a particular subsection involving the concluding remarks of the researcher established on the results of the study.

Methodological implications of the study. This study employed a multiphase research design to present a clear and vivid picture of L2 WTC, representing different aspects. Replicating Yashima et al.'s perspectives (2018), this study acknowledged that L2 WTC is an intricately interwoven concept, which suggests that it should be addressed from different angles. The findings of the study indicated that L2 WTC is not a simple integration of personality traits or a direct reflection of dynamic factors. Rather, the use of multiphase study approach showed that L2 WTC integrates enduring trait-like and dynamic nature in itself.

In order to identify the general representations of L2 WTC in an EFL setting, the use of reliable and validated scales is inevitable. However, the scales being employed in earlier studies either lacked the psychometric analyses to ensure their reliability and validity (e.g. MacIntyre et al., 2001) or were far from consisting of suitable items for the FL setting (McCroskey, 1992; Peng, 2013). Therefore, the first phase of the current study was devoted to the scale development process. It is the one of the first scale enhancement attempts on L2 WTC in the Turkish EFL context in which L2 WTC is highly appealing to the recent researchers (e.g. Altınır, 2017; Başöz, 2018; Ekin, 2018; Şener, 2014). This enhancement process ended up with the emergence of three different scales to be employed in the interpretation and conceptualization of L2 WTC in the EFL settings: (1) L2 WTC scale, (2) underlying variables of L2 WTC inside the classroom, and (3) underlying variables of L2 WTC

outside the classroom. All of these three scales depend on the actual voices of EFL learners rather than the assumptions of researchers or stakeholders, which makes these scales unique in the field of L2 WTC as well.

In addition to presenting a general picture of L2 WTC through use of scales, this study was able to provide a deeper understanding of L2 WTC through the data collected from a real L2 communication environment. This part of the study was devoted to gain fuller insights of the dynamic nature of L2 WTC. It was limited to inside the classroom setting as a natural outcome of conducting a study in an instructional EFL context where learners fail to have a direct access to English outside the classroom. Reflecting the perspective of Cao (2009, 2013, 2014) and Cao and Philp (2006), the data collected through observations and video-stimulated recalls facilitated the identification of L2 WTC behaviors in a Turkish EFL classroom for the first time. Moreover, the results also suggested L2 WTC, having state and stable features, could not be regarded as a single term rather than a multilayered concept, which promotes the use of mixed methods research designs.

All of the phases performed in the current study depended on the self-reflections of the EFL learners. Then, the whole study was based on the assumption that the EFL learners were sincere and faithful in their responses. Moreover, the lack of evaluation of any practices related to the development of WTC led to the emergence of another assumptions: these practices might work for the sake of L2 WTC. Conducting a longitudinal or a quasi-experimental study would possibly end the questions about the precautions to be taken in order to enhance L2 WTC.

Pedagogical implications of the study. Based on the findings, the current study provides some pedagogical implications which will be meaningful for language teachers, teacher trainees, teacher candidates, and policy makers. If the ultimate aim of language learning process is to enable learners to use the language in communication (Richard & Smith, 2013), the implications of the current study will be helpful in the process of equipping L2 learning with communication for the reason that L2 WTC is one of the prerequisites of L2 communication.

First of all, the quantitative findings of the study reveal that the Turkish EFL learners are moderately willing to communicate in English both inside and outside the classroom in general. Also, their WTC level outside the classroom is lower than

inside the classroom. This might be much related to the fact that these learners lack the opportunity to practice their speaking and communication skills outside the classroom. However, language use could not be limited to the instructional settings. Therefore, it is necessary to take some precautions to engage them in communication out-of-class settings. As Aksoy (2018) suggests, extracurricular activities might be effective in preparing learners for communication outside the classroom. Teachers may take the role of organizing English-speaking clubs outside the classroom, which would be free of evaluations and more, free of teacher's appearance. EFL learners not being the members of the classroom will be invited to these clubs and so, the learners may have the chance to communicate in L2 outside the classroom with strangers as well. Besides, some online and virtual activities might work in the enhancement of L2 WTC outside the classroom, which enable them to practice L2 skills out of classroom in line with Balaman (2016) and Buckingham and Alpaslan (2017). Consequently, the direct access to L2 outside the classroom will help EFL learners to gain experiences outside the classroom, and thereby result in increase in L2 WTC outside the classroom.

In terms of L2 WTC inside the classroom, the quantitative findings of the study indicate that anxiety, the difference between L1 and L2, and obligatory to use of L2 in interaction inside the classroom have negative influences on the EFL learners' L2 WTC. In the first semi-structured interviews conducted with the learners to solicit their reflections about L2 WTC and variables affecting it as the bases of the scales, it was realized that L2 learners doubted about their competence level in English due to the linguistic differences between English and Turkish (L1), which was the shared and available language for all the learners in the study. They stressed that L1 and L2 differences were one of the main obstacles that they face in the course of interaction in L2, which affected their L2 WTC negatively as well. These reflections of Turkish EFL learners were also validated through the quantitative analyses. In order to reduce this negative effect, the EFL learners might take some attribution retraining on the positive sides of L1 in the process of L2 learning (Çağatay, 2018).

The mandatory use of English during the activities inside the classroom was also found to influence L2 WTC negatively. The emphasis on the volitional choice of communication in the definition of WTC was confirmed through this finding

(MacIntyre et al., 1998). To overcome this negative effect, the learners might be informed about the positive sides of using L2 in communication rather than labelling it as an obligation.

Each of these two variables affecting L2 WTC negatively leads to the emergence of anxiety, which separately possesses a negative effect on the EFL learners' L2 WTC. The EFL learners tended to remain silent due to the effect of anxiety inside the classroom accompanied with the fear of making mistake, being on the stage, being ridiculed, and being unsuccessful of which effects were confirmed in the qualitative study and indicated by the previous studies (e.g. Ghoonsoly et al., 2012; Lahuerta, 2014; Peng & Woodrow, 2010; Yashima, 2002). Thus, a safe and comfortable classroom environment should be created in order to let the learners feel secure and free of the pressure to use English appropriately all the time. Teachers might give the message to the learners that making mistakes or failure are the natural outcomes of language learning. They can also be less critical and more accepting the mistakes by putting the emphasis on meaning so that EFL learners might feel more comfortable and less stressful.

In shaping the learners' L2 WTC, teachers play a crucial role without any doubts. The quantitative and qualitative findings of the main study also ensure this assumption. In order to enhance EFL learners' L2 WTC, teachers should have a rapport with the learners by having the roles of a facilitator or a leader rather than a controller or an evaluator. While teachers might influence the trait-like L2 WTC by providing the supports that the learners are looking for, the effect of such teachers is brighter when the concern is the dynamic nature of L2 WTC. Teachers' choice of tasks and topics as well as the interaction types were found to cause fluctuations in the EFL learners' L2 WTC. Hence, teachers should have a general information about the dynamics of the classroom and interests of the learners so that they will be able to bring a variety of interesting tasks and topics to the classroom. The awareness of the classroom dynamics also helps teachers in the process of determining the interaction types to accomplish a task. The enrichment of the activities through different types of tasks and topics will work as a meaningful effort because the EFL learners might find some of them appealing and become eager to communicate about it.

The current study also portrays the great influence of making preparation before delivering a speech and talking about a topic on the fluctuations of L2 WTC. It was realized that the EFL learners participated in the qualitative study had the tendency to take some notes before attempting to express their ideas about any topic during any activity. Hence, in order to reduce the level of anxiety and boost the self-confidence, EFL learners should have a chance of getting prepared before asking them to take the turn. The sudden chances for communication seem to be a source of anxiety for the learners, and so, they hesitate to communicate in L2. In order to enhance L2 WTC inside the classroom, EFL learners, especially the ones with lower level of proficiency, might be given extra time to plan their ideas. However, it is also suggested that these learners need to take some trainings about making preparation for speaking. It is observed that they tend to write their ideas on a paper and when they need to speak aloud, they start to read what they write rather than expressing their ideas orally. Therefore, the results of this study imply that EFL learners might have some problems associating the speaking activities accomplished in the classroom with the natural communication situations where they need to supply prompt responses. Increasing the number of communication opportunities and speaking practices might be a resolution for this problem as well.

All in all, the main pedagogical implication of the study is related to the fact that L2 WTC is a multilayered dimension prone to the influences of various individual and contextual variables. In an instructional setting, the enhancement of L2 WTC is bound to a fuller understanding of L2 WTC and the relationship among its underlying variables. This understanding might lead to the emergence of actual L2 communication both inside and outside the classroom in an FL context. To contribute more to the deeper understanding of L2 WTC, suggestions for further research is provided in the following subsection.

Suggestions for further research.

In line with the limitations of the current study presented in Chapter 1, the present subsection indicates some suggestions for further research. First of all, this study was based on the self-reflections of EFL learners. Therefore, it can only identify the variables underlying L2 WTC depending on the EFL learners' expressions rather than designing and evaluating a program to enhance L2 WTC in an EFL setting. Further studies might employ quasi-experimental or experimental

research designs in order to find empirical supports for the potential ways to be employed in the enhancement of L2 WTC process. In addition to this, further research has still a room for a longitudinal study exploring L2 WTC in combination with the reasons and results together.

There is an abundant room for further research to determine the direction of the causal relationships among the variables identified as antecedents of L2 WTC both inside and outside the classroom based on the actual voices of EFL learners. Future studies should employ SEM or Path analysis on the model provided in the current study. It might contribute to the field by defining the directions and mediating effect of the relationship among the variables on L2 WTC.

Additionally, the current study aims to contribute to the field by developing a validated and reliable instrument set after performing psychometric tests. The scales in this instrument set should be employed in different contexts by further studies in order to test its reliability and validity in other contexts as well. Moreover, for the sake of reaching the participants of the current study at ease, the scales were developed to be in Turkish. A further study should be conducted to validate its English version. Thus, the instrument set could reach more researchers and it could be validated in different cultures as well.

This study also aims to examine the dynamic and situation-specific nature of L2 WTC in a Turkish university setting. The review of literature suggests that this study is the only attempt in the Turkish EFL setting which explores L2 WTC together with the dynamism it involves in its nature. By collecting the real-time data from EFL classrooms and out-of-classroom EFL learning settings, future studies should investigate the dynamic nature of L2 WTC of Turkish EFL learners in order to support the findings of this study.

The findings of the present study draw on the actual voices of EFL learners. While investigating a concept about the process of language learning by an individual such L2 WTC, consulting their own reflections and ideas rather than depending fully on theories and assumptions are rare in the literature. Further research should be conducted to represent actual EFL learners more.

Concluding remarks. This multiphase study attempted to explore the L2 WTC inside and outside the classroom setting in an EFL context. I conducted a

multi-phase mixed methods research design study including two separate mixed methods studies. The first one aimed to explore the reflections of EFL learners for oral communication and based on these reflections, to develop a valid and reliable instrument set on L2 WTC. The psychometric analysis was employed in order to test the items based on the qualitative thematic analysis of EFL learners' reflections. Following this study, another mixed methods research design study was established. This study aimed to attain a fuller understanding of L2 WTC thanks to its focus on the relationship among the variables underlying L2 WTC both inside and outside the classroom as well as the situation-specific and momentary fluctuations of L2 WTC inside the classroom.

As a consequence of all these processes summarized above, the current study concludes that L2 WTC is a multilayered concept which is intricately interwoven with individual, contextual, linguistic and affective factors (Cao, 2011). In the FL contexts, it varies in the instructional setting and out-of-class environment (Peng, 2015). Rather than only focusing on the trait-like feature of L2 WTC, the dynamic nature of this dimension being in the state of flux should be taken into account (Pawlak & Mystkowska-Wiertelak, 2015) in order to promote L2 use in communication. The final conclusion that this study presents is the fact that L2 WTC is a volitional intention of communication in the target language in an FL setting on one side. On the other side, this study presents that L2 WTC could be represented by some observed behaviors as well. Therefore, this study bilaterally internalizes L2 WTC as both: (1) a voluntary intent that does not need to be embodied, and also (2) a group of observed L2 WTC behaviors can be symbolized by behaviors.

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APPENDIX-A: The Consent Form (The First Study)

Sayın Katılımcı,

Katılmış olduğunuz çalışma, Prof. Dr. İsmail Hakkı ERTEN danışmanlığında yürüttüğüm “A Multiphase Study into the Components of Willingness-to-Communicate and Their Relationship with Learner Individual Differences (İletişim-Kurma-İsteğinin Bileşenleri ve Bu Bileşenlerin Kişisel Farklılıkları ile İlişkisi üzerine Çokaşmalı Bir Çalışma)” başlıklı doktora tezi araştırmamda kullanılmak üzere Hacettepe Etik Komisyonu tarafından etik olarak uygun görülmüş olup, siz öğrencilerin İngilizce iletişim kurma istekliliği düzeyini ortaya koymayı ve bu istekliliği ya da isteksizliği oluşturan etmenleri ortaya çıkarmayı hedefleyen bir ölçeğin geliştirilmesini amaçlamaktadır. Bu amaca ulaşmak için sizlere açık uçlu soruların bulunduğu bir anket verilecektir ve araştırmacı ile ses ve görüntü kaydına alınacak bir görüşme uygulanacaktır. Çalışmaya katılımınız tamamen gönüllülük esasına dayanmalı ve çalışmaya katılımınız için hiçbir zorunluluk bulunmamaktadır. Çalışma esnasında sizi rahatsız edecek herhangi bir durumla karşılaşmanız durumunda istediğiniz zaman yardım talep edebilir ya da çalışmadan istediğiniz zaman çekilebilirsiniz.

Bu belgeyle elde edilen bilgilerin herhangi bir üçüncü şahıs ve grupla araştırma amacı dışında paylaşılmayacağını temin ederim. Kişisel bilgileriniz gizli tutulacak ve basılmış ya da çevrimiçi yayımlanmış herhangi bir belgede açık olarak verilmeyecektir. Değerli katılımınız ile toplanan veriler yalnızca araştırma amaçlı olmak üzere ilgili araştırmacı ve veriye akademik katkı sunacak araştırmacılar tarafından kullanılacaktır. Bu formu imzalamadan önce sormak istediğiniz herhangi bir konu varsa lütfen sormaktan çekinmeyiniz. Ayrıca çalışma bittikten sonra araştırmacıya telefon ya da e-posta yoluyla ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Bu belgeyi, ilgili prosedürü onaylıyor ve kayıtlarınızın araştırmacı(lar) tarafından kullanımına izin veriyorsanız lütfen imzalayınız. Saygılarımla.

Araştırmacı:

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

Tarih:

Katılımcı:

Ad-Soyad

Adres:

Telefon:

E-posta:

İmza:

APPENDIX-B: The Open-ended Questionnaire

Sayın katılımcı,

Bu açık uçlu soru formu sizin Türkçe ve İngilizce sözlü iletişim kurma hakkındaki görüşlerinizi öğrenmek adına hazırlanmıştır. 3 bölümden oluşan bu formda ilk bölümde genel olarak bazı demografik bilgilerinizi paylaşmanız istenmiştir.

İkinci kısımda sınıf içinde ve dışında İngilizce iletişim kurmaya yönelik olan duygu ve düşüncelerinizi öğrenmek için sizlere bazı sorular yöneltilmiştir.

Üçüncü kısımda ise İngilizce sözlü iletişim kurmayı, size anlamlı gelen herhangi bir şeye benzetmeniz istenmiştir.

Bu formu doldurmak yaklaşık olarak 20 dakika almaktadır. İçtenlikle cevaplayacağınız sorulara verdiğiniz yanıtlar bu bilimsel çalışmanın varlığının önemli unsurudur. Katkınız ve emeğiniz için teşekkürler.

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Bölüm A.

- ❖ Cinsiyetiniz _____
- ❖ Daha önce ortaokul ya da lise yıllarınızda İngilizce hazırlık eğitimi aldınız mı?
() Evet () Hayır
- ❖ Kaç senedir yoğun olarak İngilizce öğreniyorsunuz? _____
- ❖ İngilizce konuşma beceri seviyenizi, aşağıda verilen 10lu ölçek üzerinde size en uygun geleni seçerek belirtir misiniz?

10	9	8	7	6	5	4	3	2	1
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Mükemmel konuşurum. Hiç konuşamam.

- ❖ Daha önce hiç yurtdışında bulundunuz mu?
() Evet () Hayır

Evet ise, lütfen aşağıdaki tabloyu bu seyahatinizi(lerinizi) düşünerek doldurunuz.

Ülke Adı	Kalınan Süre	Gitme amacı	İlgili ülkede iletişim için kullandığınız dil

Bölüm B.

Bu bölümde siz değerli katılımcıların öncelikle Türkçe iletişim kurmaya yönelik görüşlerinizi , sonrasında da sınıf dışında ve sınıf içinde İngilizce iletişim kurmaya yönelik olarak görüşlerinizi öğrenmek için, yanıt vermeniz gereken sorular sırasıyla aşağıda verilmiştir. Her bir soru için ayrılan boşluk size yeterli gelmezse, formun sonunda verilen sayfayı da lütfen kullanınız. Aşağıda size örnek olabilmeleri için, yemek yemek hakkındaki duygu ve düşüncelere yönelik olan bir soruya cevap verilmiştir. Siz de aşağıdaki soruları benzer şekilde cevaplayabilirsiniz.

ÖRNEK:

Yemek yemek hakkındaki duygu ve düşüncelerinizi nedenlerini de belirterek lütfen açıklayınız.

Yemek yemek benim için bir eğlencedir. Çoğu zaman aç olmadığım halde bile yemek yerken buluyorum kendimi. Bunun sebeplerini düşündüğümde aklıma terapi geliyor. Sanırım biraz yemek yerken terapi alan bir hastanın geçtiği yollardan geçiyorum. Yemek yedikçe rahatladığım için benim için yemek yemek eğlence oluyor. Yemek yerken tamamen rahat ve huzurlu oluyorum. Ardından gelen pişmanlık hissini saymazsak, benim için yemek yemek zevk demektir.

1. Türkçe sözlü iletişim kurma ile ilgili duygu ve düşüncelerinizi lütfen *nedenlerini* de belirterek açıklayınız.

1. a. Sizce Türkçe iletişim kurarken güçlü ve/veya zayıf yanlarınız nelerdir? Kendinizi Türkçe iletişim kurma konusunda ne kadar yetkin hissediyorsunuz? Neden?

2. Okul dışında İngilizce olarak sözlü iletişim kurma hakkındaki duygu ve düşüncelerinizi lütfen *nedenlerini* de belirterek yazınız.

2. a. Okul dışında İngilizce olarak sözlü iletişim kurmada kendinizi ne kadar yeterli ve yetkin görüyorsunuz? Neden?

2. b. Okul dışında İngilizce iletişim kurarken hissettiklerinizi aşağıda *nedenleri* ile beraber anlatır mısınız?

3. İngilizce derslerinde, arkadaşlarınızla sözlü olarak İngilizce iletişim kurma hakkındaki duygu ve düşüncelerinizi lütfen *nedenleri* ile beraber yazınız.

3. a. Bu konuda güçlü ve/veya zayıf yanlarınız sizce nelerdir? Kendinizi yetkin görüyor musunuz? Neden?

3. b. Aynı şekilde, İngilizce derslerinde öğretmeninizle sözlü olarak İngilizce iletişim kurma hakkındaki duygu ve düşüncelerinizi lütfen *nedenleri* ile birlikte belirtiniz.

3. c. Bu konuda güçlü ve/veya zayıf yanlarınız sizce nelerdir? Kendinizi yetkin görüyor musunuz? Neden?

3. d. Sınıf içinde İngilizce iletişim kurarken hissettiklerinizi aşağıda nedenlerini belirterek anlatır mısınız?

Bölüm C.

Bu bölümde İngilizce iletişim kurmayı **bir şeye benzetmeniz** ve bunun nedenini belirtmeniz istenmektedir. Bu tip sorularda sizin için geçerliliği ve anlamı olan bir metafor üretmeniz beklenmektedir ve bu tamamen size bağlıdır. **Örneğin;** yemek yapmayı bir çiçeğe benzetebilirsiniz çünkü o esnada oluşan koku tıpkı çiçeklerin kokusu gibi sizin hoşunuza gidiyor olabilir. Önemli olan ürettiğiniz metaforun sizin için bir anlam ifade etmesidir. Lütfen ürettiğiniz metaforun kısa bir açıklamasını da yapınız.

“İngilizce sözlü iletişim kurmak benim için _____

_____ gibidir. Çünkü

_____.”

Katılımınız için bir kez daha teşekkürler...

APPENDIX-C: The Interview Guideline

Part 1. Pre-interview discussion	
Warm-up: Choose a topic which might be interesting for the students.	<ul style="list-style-type: none">○ Memleket○ Üniversite/ kampüs hayatı○ Bölüm/gelecekteki meslek○ Üniversite yaşamından beklentiler○ Hobiler/Boş zaman aktiviteleri○ Vb.
Orientation to the topic (Introduction)	<ul style="list-style-type: none">○ İngilizce ile olan geçmişi: ilk ne zaman tanıştın? Ne kadar süredir böyle bir eğitim alıyorsun?○ Hazırlık eğitimi hakkındaki fikirleri○ İngilizce senin için ne? Bir ders mi, bir başka insan olma fırsatı mı?○ İngilizce ve günlük hayatta kullanma: Seyahat etmeyi sever misin? Örneğin hiç yurtdışında bulundun mu? Nerelere gittin? Buradaki iletişimini İngilizce ile mi sağladın? & Yurtdışına gitmek ister misin? Nerelere gitmek istersin? Bu ziyaretini İngilizce kullanmak için bir fırsat olarak değerlendirir misin? (Burada bilgisayar oyunları, turistik gezilerde eklenebilir)○ İngilizce kullanma fırsatını değerlendirme: Günlük hayatında bir yabancı (Türkçe bilmeyen biri) görsen iletişim kurmaya ne kadar istekli olursun?
Part 2. Main part	
Yabancı Dil Öğrenme	<ul style="list-style-type: none">○ Nasıl bir öğrencisin? Peki, nasıl bir İngilizce öğrenen bir öğrencisin biraz bana bilgi verebilir misin?○ İngilizce seviyeni nasıl tanımlarsın?○ Derslerin işleyişi hakkında bilgi verebilir misin? Akışları nasıl? Farklı becerilere yönelik olarak ayrı dersler mi var? Mesala yazma ya da konuşma dersi ayrı mı?○ Konuşma dersleriniz ya da aktivitelerinizin genel akışını bana biraz anlatabilir misin? Değiştirme fırsatın

	<p><i>olsa konuşma derslerinde/aktivitelerinde ne gibi şeyler yapmak istersin?</i></p>
İletişim Kurma (Genel-Sınıf Dışında)	<ul style="list-style-type: none"> ○ <i>Genel olarak iletişim kurma da kendini nasıl tanımlarsın? Örneğin İletişime açık mısın?</i> ○ <i>Peki iletişim dili Türkçeden İngilizceye geçtiğinde kendini nasıl tanımlarsın? Bir değişiklik olur mu?</i> ○ <i>Hangi durumlarda iletişim kurmaya daha açık ve istekli olursun? Birkaç örnek verebilir misin?</i> ○ <i>İngilizce iletişim kurmak durumunda kalsan kendini nasıl hissedersin?</i> ○ <i>Sınıf arkadaşlarıyla iletişimin nasıl?</i>
İletişim kurma (Sınıf içinde)	<ul style="list-style-type: none"> ○ <i>İngilizce dersinde konuşmak için nasıl bir ortamın oluşması gerekir? ETMENLER?</i> ○ <i>Hangi durumlarda sınıfta İngilizce konuşmak için daha istekli olursun?</i> ○ <i>İngilizce öğretmeniniz size soru sorduğunda ne hissedersiniz?</i> ○ <i>Aniden gelen İngilizce sorulara cevap verirken nasıl hissedersiniz?</i> ○ <i>İngilizce konuşurken hata yaptığınızda diğer öğrencilerin size güleceği gibi bir endişeniz var mıdır?</i> ○ <i>Sınıf içinde iletişim kurma istekliliğini artırmak için elinde imkan olsa neler yapardın? Bu sınıfın öğretmeni olsan, sınıftaki İngilizce konuşmayı artırmak ya da genel olarak öğrencilerin İngilizce iletişim kurma istekliliğini artırmak için neler yapardın?</i>
Part 3. Ending the interview	<p>Acknowledgement Good-bying</p>

APPENDIX-D: L2 WTC Inside the Classroom Scale (Long Version)

Öğrenci Numaranız: _____

Başlama Saati: _____ Bitiş Saati: _____

İNGİLİZCE SÖZLÜ İLETİŞİM KURMA VE BEN (1)

Değerli Katılımcı,

Size sunulan bu ölçme aracı ile İngilizce öğrenen bireylerin sözlü iletişim kurma isteklilikleri ve bu istekliliklerini etkileyen unsurlara yönelik görüşlerini öğrenmek amaçlanmaktadır. Üç ayrı bölümden oluşan bu ölçme aracını iki ayrı seferde doldurmanız beklenmektedir. Sizleri bir seferde çok meşgul etmemek adına ilk olarak size kişisel bilgilerinizi ve derste İngilizce sözlü iletişim kurma istekliliğinizi öğrenmeye yönelik olan ölçme formu verilecektir. Aynı zamanda da sizlere bu kez okul dışında İngilizce sözlü iletişim kurmaya yönelik tutumlarınızı öğrenmek adına ilgili ölçme aracı verilecektir.

İki ayrı form olarak verilen ölçme aracını katılımcılarla eşleştirebilmek için her bir formun sol üst köşesine, öğrenci numaranızı yazmanız istenmektedir. Öğrenci numaranız sadece iki ayrı ölçme formunu eşleştirmek için kullanılacaktır ve herhangi başka bir amaç için bu bilgiye başvurulmayacaktır. Bu belgeyle elde edilen bilgilerin herhangi bir üçüncü şahıs ve/veya grupla araştırma amacı dışında paylaşılmayacağını temin ederim. Kişisel bilgileriniz gizli tutulacak ve basılmış ya da çevrimiçi yayımlanmış herhangi bir belgede açık olarak yer verilmeyecektir. Değerli katılımınız ile toplanan veriler yalnızca araştırma amaçlı olmak üzere ilgili araştırmacı ve veriye akademik katkı sunacak araştırmacılar tarafından kullanılacaktır. Formu teslim ederken öğrenci numaranızın görülmesini istemezseniz teslim etmeden önce lütfen üstünü size verilen yapışkan kağıtlarla kapatınız.

Aşağıda çalışmanın amacı doğrultusunda, kişisel bilgilerinizi öğrenebilmek adına hazırlanan ölçme aracının ilk bölümü bulunmaktadır. Bu bölümün başındaki açıklamaları lütfen dikkatlice okuyarak, ilgili yerleri doldurunuz. Bu bölümün devamında ölçme aracının ikinci ana bölümü olan derste İngilizce sözlü iletişim kurma istekliliğinizi ve derste İngilizce sözlü iletişim kurmaya yönelik tutumunuzu öğrenmeye yardımcı olacak maddeler bulunmaktadır. İkinci bölümde de maddelere cevap vermeden önce lütfen açıklamaları dikkatlice okuyunuz. Bu iki bölümü doldurmak ortalama dakika almaktadır.

Bu çalışmanın ortaya çıkması, sizin bu ölçme aracını doldurmayı kabul etmeniz ve vereceğiniz içten cevaplar sayesinde mümkün olacaktır ve çalışmada oluşturduğunuz etki eşsiz olacaktır. Çalışma hakkında herhangi bir sorunuz ya da iletmek istediğiniz görüşünüz varsa aşağıda verilen e-posta adresinden benimle iletişime geçebilirsiniz. Çalışmanın sonuçlarını öğrenmek isteyen katılımcılar, ilgili adrese mail atmaları halinde sonuçlar onlarla paylaşılacaktır.

Katılımınız ve içten cevaplarınız için çok teşekkürler.

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BÖLÜM 1. KİŞİSEL BİLGİLER					
Açıklama: Aşağıdaki tabloda çalışmanın amacı ile bağlantılı olarak size bazı sorular yöneltilmektedir. İlgili alanlarda verilen boşluklara X koyarak, sizi ifade eden seçeneği seçiniz. Bazı sorularda, sizin yazarak cevap vermeniz gerekebilir ve bu durumda da verilen boşluğa cevabınızı yazınız.					
Cinsiyetiniz	() Kadın		() Erkek		
Şu anki kurunuzu lütfen yazınız.	_____				
Kaç yıldır İngilizce öğrendiğinizi lütfen yazınız.	_____				
Hangi bölümün öğrencisi olduğunuzu lütfen yazınız.	_____				
Bölümünüzdeki eğitim dilini lütfen belirtiniz.	() %100 İngilizce	() % 70 İngilizce	() % 30 İngilizce	() Türkçe	
İngilizce hazırlık eğitimi alma sebebinizi lütfen belirtiniz.	() Zorunlu		() İsteğe bağlı		
İngilizce konuşma becerinizi lütfen değerlendiriniz.	() Çok iyi	() İyi	() Orta	() Kötü	() Çok Kötü
Son kur geçme sınavından aldığınız notu lütfen yazın. (Örneğin, bir önceki kurda A1seniz, A1+ ya da A2 olmak için	_____				

girdiğiniz kur sınavının notunu yazınız.)	
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BÖLÜM 2. DERSTE İNGİLİZCE SÖZLÜ İLETİŞİM KURMA İSTEKLİLİĞİ						
<p>Açıklama: Bu bölümde ilk olarak size derste İngilizce sözlü iletişim kurma isteklilik seviyenizi anlamak için bazı durumlar verilmektedir. Ardından da derste İngilizce sözlü iletişim kurma istekliliğinizi etkileyen unsurlara yönelik olarak bazı maddeler verilmektedir. Her iki alt bölüm için ayrı ayrı açıklamalar yapılmaktadır. Lütfen doldurmaya başlamadan önce ilgili kısımları okuyunuz.</p>						
A. Derste İngilizce Sözlü İletişim Kurduğunuz Durumlar						
<p>Açıklama: Aşağıda derste sözlü iletişim kurduğunuz durumlarda isteklilik göstermenize yönelik görüşünüzü öğrenmek için 8 madde verilmiştir. Bu maddelere yönelik görüşünüzü belirtirken, lütfen sözlü iletişim kurma isteği denilerek bu çalışmada kast edilenin <u>elinize fırsat geçtiğinde İngilizce olarak kendinizi sözlü ifade etmeniz</u> olduğunu aklınızda bulundurunuz. Aşağıda tabloda verilen her bir durum için 6 ile 1 arasında dağılım gösteren ve anlamları aşağıda verilen cevaplardan birini, X işareti koyarak seçiniz.</p>						
DURUMLAR	6. Tamamen katılıyorum.	5. Katılıyorum.	4. Kısmen katılıyorum.	3. Kısmen katılmıyorum.	2. Katılmıyorum.	1. Tamamen katılmıyorum.
1. Derste verilen bir görevi bir arkadaşım ile tamamlamak için İngilizce sözlü iletişime kurmaya istekli olurum.	6	5	4	3	2	1
2. Derste verilen bir görevi grup olarak arkadaşlarımla tamamlamak için İngilizce sözlü iletişime kurmaya istekli olurum.	6	5	4	3	2	1
3. Derste bir arkadaşım ile bir konu hakkında İngilizce konuşmaya istekli olurum.	6	5	4	3	2	1
4. Derste bir konu hakkındaki görüşümü sınıfa belirtirken İngilizce konuşmaya istekli olurum.	6	5	4	3	2	1
5. Derste bir konu hakkında öğretmenimle İngilizce konuşmaya istekli olurum.	6	5	4	3	2	1
6. Derste öğretmenim bir konu hakkındaki görüşümü belirtmem için bana söz verdiğinde İngilizce konuşmaya istekli olurum.	6	5	4	3	2	1
7. Derste grup içinde bir konu hakkında İngilizce sözlü iletişime kurmaya istekli olurum.	6	5	4	3	2	1
8. Sınıfın önünde bir konu hakkında İngilizce sunum yapmaya istekli olurum.	6	5	4	3	2	1
Bu bölüm bitti, şimdi lütfen bir sonraki sayfada yer alan diğer bölümle ilgili maddelere cevap veriniz.						

B. Derste İngilizce Sözlü İletişim Kurmayı Etkileyen Bileşenler						
<p>Açıklama: Bu alt bölümde, derste İngilizce sözlü iletişime kurmaya yönelik görüşünüzü öğrenmek için size 84 madde verilmektedir. Her bir madde için, 6 ile 1 arasında değişiklik gösteren ve aşağıda anlamları verilen değerlerden, size en anlamlı gelenin üzerine X işareti koyarak seçiniz.</p>						
	6. Tamamen katılıyorum.	5. Katılıyorum.	4. Kısmen katılıyorum.	3. Kısmen katılmıyorum.	2. Katılmıyorum.	1. Tamamen katılmıyorum.
1. Derste arkadaşlarımla İngilizce sözlü iletişime kurarken panikliyorum	6	5	4	3	2	1
2. Derste arkadaşlarımla İngilizce sözlü iletişime kurarken rahatım.	6	5	4	3	2	1
3. Derste arkadaşlarımla İngilizce sözlü iletişime kurarken kaygılanıyorum.	6	5	4	3	2	1
4. Derste arkadaşlarımla İngilizce sözlü iletişime kurarken geriliyorum.	6	5	4	3	2	1
5. Derste arkadaşlarımla İngilizce sözlü iletişime kurma fikri beni korkutuyor.	6	5	4	3	2	1
6. Derste arkadaşlarımla İngilizce sözlü iletişime kurmak benim için sıkıcıdır.	6	5	4	3	2	1
7. Derste arkadaşlarımla İngilizce sözlü iletişime kurmak benim için eğlencelidir.	6	5	4	3	2	1

	6. Tamamen katılıyorum.	5. Katılıyorum.	4. Kısmen katılıyorum.	3. Kısmen katılmıyorum.	2. Katılmıyorum.	1. Tamamen katılmıyorum.
8. Derste arkadaşlarımla İngilizce sözlü iletişim kurmak benim için gereksizdir.	6	5	4	3	2	1
9. Derste arkadaşlarımla İngilizce sözlü iletişim kurmak benim için yapmaktır.	6	5	4	3	2	1
10. Derste arkadaşlarımla İngilizce sözlü iletişim kurmak keyiflidir.	6	5	4	3	2	1
11. Derste arkadaşlarımla İngilizce sözlü iletişim kurmak faydalıdır.	6	5	4	3	2	1
12. Anadilimiz aynı olduğu için derste arkadaşlarımla İngilizce sözlü iletişim kurmak gereksiz geliyor.	6	5	4	3	2	1
13. Derste arkadaşlarımla İngilizce sözlü iletişim kurarken daha çok anadilimi kullanıyorum.	6	5	4	3	2	1
14. Derste arkadaşlarımla İngilizce sözlü iletişim kurarken ilk fırsatta Türkçeye dönüyoruz.	6	5	4	3	2	1
15. Derste arkadaşlarımla İngilizce sözlü iletişim kurarken zorlandığımda Türkçeye dönüyorum.	6	5	4	3	2	1
16. Derste arkadaşlarımla İngilizce sözlü iletişim kurmak İngilizce öğrenmemi olumlu etkiliyor.	6	5	4	3	2	1
17. Derste arkadaşlarımla İngilizce iletişim kurmak hatalarımı görmem için bir fırsattır.	6	5	4	3	2	1
18. Derste arkadaşlarımla İngilizce sözlü iletişim kurmak İngilizce konuşma becerimi geliştiriyor.	6	5	4	3	2	1
19. Derste arkadaşlarımla İngilizce sözlü iletişim kurmak beni İngilizce konuşmaya alıştıyor.	6	5	4	3	2	1
20. Derste arkadaşlarımla İngilizce sözlü iletişim kurarak dildeki eksikliklerimi gideriyorum.	6	5	4	3	2	1
21. Derste arkadaşlarımla İngilizce sözlü iletişim kurarak İngilizcede akıcılık kazanıyorum.	6	5	4	3	2	1
22. Derste arkadaşlarımla İngilizce sözlü iletişim kurmada kendimi yetkin görüyorum.	6	5	4	3	2	1
23. Derste arkadaşlarımla İngilizce sözlü iletişim kurmada akıcılık sıkıntısı yaşıyorum.	6	5	4	3	2	1
24. Derste arkadaşlarımla İngilizce sözlü iletişim kurmak için yeterli dilbilgisine sahibim.	6	5	4	3	2	1
25. Derste arkadaşlarımla İngilizce sözlü iletişim kurarken zorlanıyorum.	6	5	4	3	2	1
26. Derste arkadaşlarımla İngilizce sözlü iletişim kuracak kadar altyapım yok.	6	5	4	3	2	1
27. Derste arkadaşlarımla İngilizce sözlü iletişim kuracak kadar kelime bilgim var.	6	5	4	3	2	1
28. Derste arkadaşlarımla İngilizce sözlü iletişim kuracak özgüvenim var.	6	5	4	3	2	1
29. Derste arkadaşlarımla İngilizce sözlü iletişim kuracak cesaretim yok.	6	5	4	3	2	1
30. Derste öğretmenimle İngilizce sözlü iletişim kurarken panik oluyorum.	6	5	4	3	2	1
31. Derste öğretmenimle İngilizce sözlü iletişim kurarken tedirgin oluyorum.	6	5	4	3	2	1
32. Derste öğretmenimle İngilizce sözlü iletişim kurarken endişeleniyorum.	6	5	4	3	2	1
33. Derste öğretmenimle İngilizce sözlü iletişim kurarken geriliyorum.	6	5	4	3	2	1
34. Derste öğretmenimle İngilizce sözlü iletişim kurarken rahatım.	6	5	4	3	2	1
35. Derste öğretmenimle İngilizce sözlü iletişim kurmaya korkuyorum.	6	5	4	3	2	1
36. Derste öğretmenimle İngilizce sözlü iletişim kurmak benim için onur vericidir.	6	5	4	3	2	1
37. Derste öğretmenimle İngilizce sözlü iletişim kurmak bana mutluluk verir.	6	5	4	3	2	1
38. Derste öğretmenimle İngilizce sözlü iletişim kurmak benim için keyiflidir.	6	5	4	3	2	1
39. Derste öğretmenimle İngilizce sözlü iletişim kurmak benim için faydalıdır.	6	5	4	3	2	1
40. Derste öğretmenimle İngilizce sözlü iletişim kurmak benim için doğaldır.	6	5	4	3	2	1
41. Derste öğretmenimle İngilizce sözlü iletişim kurmak benim için öğreticidir.	6	5	4	3	2	1
42. Derste öğretmenimle İngilizce sözlü iletişim kurmak anadilimiz aynı olduğu için gereksiz geliyor.	6	5	4	3	2	1
43. Anadilimiz aynı olduğu için derste öğretmenimle İngilizce sözlü iletişim kurmak yapmaktır geliyor.	6	5	4	3	2	1
44. Derste öğretmenimle İngilizce sözlü iletişim kurarak hatalarımın farkına varıyorum.	6	5	4	3	2	1
45. Derste öğretmenimle İngilizce sözlü iletişim kurarak hatalarımı düzeltiyorum.	6	5	4	3	2	1
46. Derste öğretmenimle İngilizce sözlü iletişim kurarak İngilizce öğrenme imkanı yakalıyorum.	6	5	4	3	2	1
47. Derste öğretmenimle İngilizce sözlü iletişim kurmayı İngilizce öğrenme fırsatı olarak görüyorum.	6	5	4	3	2	1

	6. Tamamen katılıyorum.	5. Katılıyorum.	4. Kısmen katılıyorum.	3. Kısmen katılmıyorum.	2. Katılmıyorum.	1. Tamamen katılmıyorum.
48. Derste öğretmenimle sözlü iletişim kurarken bilmediğim konuları öğrenme imkanı kazanıyorum.	6	5	4	3	2	1
49. Derste öğretmenimle İngilizce sözlü iletişim kurarken zorlanıyorum.	6	5	4	3	2	1
50. Derste öğretmenimle İngilizce sözlü iletişim kurarken cümle kuramıyorum.	6	5	4	3	2	1
51. Derste öğretmenimle İngilizce sözlü iletişim kuracak altyapım yok.	6	5	4	3	2	1
52. Derste öğretmenimle İngilizce sözlü iletişim kurmada kendimi yetkin görüyorum.	6	5	4	3	2	1
53. Derste öğretmenimle İngilizce sözlü iletişim kuracak kadar kelime bilgim var.	6	5	4	3	2	1
54. Derste öğretmenimle İngilizce sözlü iletişim kurmak için yeterli dil bilgisine sahibim.	6	5	4	3	2	1
55. Derste öğretmenimle sözlü iletişim kuracak kadar kendime güvenmiyorum.	6	5	4	3	2	1
56. Derste öğretmenimle İngilizce sözlü iletişim kuracak cesaretim var.	6	5	4	3	2	1
57. Derste öğretmenimin konuşma becerisine yönelik tutumu İngilizce sözlü iletişim kurmamı etkiliyor.	6	5	4	3	2	1
58. Derste öğretmenimle İngilizce sözlü iletişimi onun yapıcı yaklaşımı sayesinde kuruyorum.	6	5	4	3	2	1
59. Derste öğretmenim İngilizce sözlü iletişim kuramamda beni cesaretlendiriyor.	6	5	4	3	2	1
60. Derste öğretmenim İngilizce sözlü iletişim kurmam için beni motive ediyor.	6	5	4	3	2	1
61. Derste öğretmenim İngilizce sözlü iletişim kuramamda bana yardımcı oluyor.	6	5	4	3	2	1
62. İngilizce öğrenme sistemimizde konuşma becerisine yer yok.	6	5	4	3	2	1
63. Derste İngilizce sözlü iletişim kurma becerisine vurgu yapılmıyor.	6	5	4	3	2	1
64. Derste İngilizce sözlü iletişim kurabilmek için yaratıcı aktiviteler yapıyoruz.	6	5	4	3	2	1
65. Derste İngilizce sözlü iletişim kurarken konu kısıtlaması olması beni olumsuz etkiliyor.	6	5	4	3	2	1
66. Aldığım İngilizce eğitiminde konuşma becerisine yer veriliyor.	6	5	4	3	2	1
67. Derste benzer konular hakkında konuşuyor olmak beni olumsuz etkiliyor.	6	5	4	3	2	1
68. Derste İngilizce sözlü iletişim kurarken bildiğim konularda fikirlerimi belirtiyorum.	6	5	4	3	2	1
69. Hakkında fikir sahibi olmadığım konularda derste İngilizce konuşmuyorum.	6	5	4	3	2	1
70. Kişisel gelişimime katkı sağladığı için derste İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
71. Arkadaşlarıma karşı küçük düşmemek için derste İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
72. Derste İngilizce dışında başka bir dil kullanamadığımız için öğretmenimle İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
73. Derste İngilizce konuşmak zorunda olduğumuz için arkadaşlarımla İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
74. Derste öğretmenimle İngilizce konuşmak zorunda olduğum için İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
75. Dildeki gelişimime faydalı olduğu için derste İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
76. Pratik yapmak için derste İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
77. Kendimi arkadaşlarımdan daha başarılı hissettirdiği için derste İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
78. Kendimi üstün hissettirdiği için derste İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
79. Kendimi havalı hissettirdiği için derste İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
80. Derste İngilizce seviyesi bana yakın arkadaşlarımla İngilizce sözlü iletişim kurmak beni olumlu etkiliyor.	6	5	4	3	2	1
81. Derste İngilizce sözlü iletişim kurarken arkadaşlarımdan da benzer şeyleri yaşaması beni cesaretlendiriyor.	6	5	4	3	2	1
82. Derste öğretmenimle İngilizce sözlü iletişim kurarken onun seviyesini benim seviyeme indirmesi beni olumlu etkiliyor.	6	5	4	3	2	1
83. Derste öğretmenimle İngilizce sözlü iletişim kurarken onun sahip olduğu seviye beni cesaretlendiriyor.	6	5	4	3	2	1
84. Derste söz alıp İngilizce konuşmaya çekiniyorum.	6	5	4	3	2	1

Bu form bitti, katılımınız için çok teşekkürler.

Çalışmanın sonuçlandırılması sizin ikinci formu da doldurmanıza bağlı...

Lütfen uygulamayı yaptıran öğretmeninizden ikinci formun verileceği zamanla ilgili bilgi alın.

APPENDIX-E: L2 WTC Outside the Classroom Scale (Long Version)

Öğrenci Numaranız:

Başlama Saati: _____ Bitiş Saati: _____

İNGİLİZCE SÖZLÜ İLETİŞİM KURMA VE BEN (2)

Değerli Katılımcı,

İlk olarak belirtmek isterim ki bir önceki formu doldurduğunuz için ve şimdi de bu formu doldurmayı kabul ettiğiniz için size minnettarım. Daha önce bahsettiğim gibi lütfen sol üst köşeye öğrenci numaranızı yazmayı ihmal etmeyin ve öğrenci numaranızın teslim ederken görülmesini istemiyorsanız, lütfen teslim etmeden önce üzerini size verilecek olan yapışkan kağıtlarla kapatın. Bir kez daha altını çizmek isterim ki öğrenci numaranız sadece iki ayrı ölçme formunu eşleştirmek için kullanılacaktır ve herhangi başka bir amaç için bu bilgiye başvurulmayacaktır.

Ölçme aracının üçüncü ve son bölümünü içeren bu formla, sizlerin bu kez okul dışında İngilizce sözlü iletişim kurma istekliliğinizi ve okul dışında İngilizce sözlü iletişim kurmaya yönelik görüşünüzü öğrenmek adına maddeler verilecektir. Okul dışında İngilizce sözlü iletişim kurma denilerek sizin, okuldan sonraki yaşamınızda sözlü iletişimde İngilizce kullanma istekliliğinizin kast edilmektedir. Maddelere cevap vermeden önce lütfen açıklamaları dikkatlice okuyunuz. Bu formu doldurmak ortalama dakika almaktadır.

Katılımınız ve içten cevaplarınız için bir kez daha çok teşekkürler.

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BÖLÜM 3. OKUL DIŞINDA İNGİLİZCE SÖZLÜ İLETİŞİM KURMA İSTEKLİLİĞİ						
Açıklama: Bu bölümde ilk olarak size okul dışında İngilizce sözlü iletişim kurma isteklilik seviyenizi anlamak için bazı durumlar verilmektedir. Ardından da okul dışında İngilizce sözlü iletişim kurmaya yönelik tutumunuzu ölçmek için bazı maddeler verilmektedir. Her iki alt bölüm için ayrı ayrı açıklamalar yapılmaktadır. Lütfen doldurmaya başlamadan önce ilgili açıklamaları okuyunuz.						
A. Okul Dışında İngilizce Sözlü İletişim Kurulan Durumlar						
Açıklama: Aşağıda okul dışında sözlü iletişim kurduğunuz durumlarda isteklilik göstermenize yönelik tutumunuzu öğrenmek için 11 madde verilmiştir. Bu maddelere yönelik görüşünüzü belirtirken, lütfen sözlü iletişim kurma isteği denilerek bu çalışmada kast edilenin <u>elinize fırsat geçtiğinde İngilizce olarak kendinizi sözlü ifade etmeniz</u> olduğunu aklınızda bulundurunuz. Aşağıda tabloda verilen her bir durum için 6 ile 1 arasında dağılım gösteren ve anlamları aşağıda detaylıca verilen cevaplardan birini, X işareti koyarak seçiniz.						
DURUMLAR	6. Tamamen katılıyorum.	5. Katılıyorum.	4. Kısmen katılıyorum.	3. Kısmen katılmıyorum.	2. Katılmıyorum.	1. Tamamen katılmıyorum.
1. Okul dışında arkadaşlarımla İngilizce sözlü iletişim kurmaya istekli olurum.	6	5	4	3	2	1
2. Okul dışında sevgiliyle İngilizce sözlü iletişim kurmaya istekli olurum.	6	5	4	3	2	1
3. Okul dışında ailemle İngilizce sözlü iletişim kurmaya istekli olurum.	6	5	4	3	2	1
4. Okul dışında tanımadığım insanlarla İngilizce sözlü iletişim kurmaya istekli olurum.	6	5	4	3	2	1
5. Okul dışında tanımadığım yabancı uyruklu kişilerle İngilizce sözlü iletişim kurmaya istekli olurum.	6	5	4	3	2	1
6. Okul dışında yabancı uyruklu arkadaşlarımla İngilizce konuşmaya istekli olurum.	6	5	4	3	2	1
7. Okul dışında ilk kez girdiğim bir ortamda İngilizce konuşmaya istekli olurum.	6	5	4	3	2	1
8. Okul dışında bir topluluk önünde arkadaşlarıma İngilizce hitap etmeye istekli olurum.	6	5	4	3	2	1
9. Okul dışında bir topluluk önünde tanımadığım insanlara İngilizce hitap etmeye istekli olurum.	6	5	4	3	2	1
10. Okul dışında İngilizce sunum yapmaya istekli olurum.	6	5	4	3	2	1
11. Okul dışında interaktif bilgisayar oyunu oynarken İngilizce konuşmaya istekli olurum.	6	5	4	3	2	1
<i>Bu bölüm bitti, şimdi lütfen bir sonraki bölümle ilgili maddelere cevap veriniz.</i>						

B. Okul Dışında İngilizce Sözlü İletişim Kurmayı Etkileyen Bileşenler

Açıklama: Bu alt bölümde, okul dışında İngilizce sözlü iletişim kurmaya yönelik görüşlerinizi öğrenmek için 81 madde verilmektedir. Her bir madde için, 6 ile 1 arasında değişiklik gösteren ve aşağıda anlamları verilen değerlerden, size en anlamlı gelenin üzerine **X** işareti koyarak seçiniz.

	6. Tamamen katılıyorum.	5. Katılıyorum.	4. Kısmen katılıyorum.	3. Kısmen katılmıyorum.	2. Katılmıyorum.	1. Tamamen katılmıyorum.
MADDELER						
1. Okul dışında İngilizce sözlü iletişim kurma fikri beni korkutuyor.	6	5	4	3	2	1
2. Okul dışında İngilizce sözlü iletişim kurarken telaşlanıyorum.	6	5	4	3	2	1
3. Okul dışında İngilizce sözlü iletişim kurarken rahatım.	6	5	4	3	2	1
4. Okul dışında İngilizce sözlü iletişim kurarken panikliyorum.	6	5	4	3	2	1
5. Okul dışında İngilizce sözlü iletişim kurarken kendimi sıkıyorum.	6	5	4	3	2	1
6. Okul dışında İngilizce sözlü iletişim kurarken geriliyorum.	6	5	4	3	2	1
7. Okul dışında İngilizce sözlü iletişim kurarken endişeleniyorum.	6	5	4	3	2	1
8. Okul dışında İngilizce sözlü iletişim kurmayı seviyorum.	6	5	4	3	2	1
9. Okul dışında İngilizce sözlü iletişim kurmak benim için yapmacıktır.	6	5	4	3	2	1
10. Okul dışında İngilizce sözlü iletişim kurmak benim için sıkıcıdır.	6	5	4	3	2	1
11. Okul dışında İngilizce sözlü iletişim kurmak benim için mutluluk vericidir.	6	5	4	3	2	1
12. Okul dışında İngilizce sözlü iletişim kurmak benim için keyiflidir.	6	5	4	3	2	1
13. Okul dışında İngilizce sözlü iletişim kurmak benim için güven vericidir.	6	5	4	3	2	1
14. Okul dışında İngilizce sözlü iletişim kurmak benim için gurur vericidir.	6	5	4	3	2	1
15. Okul dışında İngilizce sözlü iletişim kurmak benim için eğlencelidir.	6	5	4	3	2	1
16. Okul dışında İngilizce sözlü iletişim kurmak için yabancı arkadaşlar edinmeye çalışıyorum.	6	5	4	3	2	1
17. Okul dışında İngilizce iletişim kurabilmek için çabalıyorum.	6	5	4	3	2	1
18. Okul dışında İngilizce sözlü iletişim kuracak ortam oluşturmaya uğraşıyorum.	6	5	4	3	2	1
19. Okul dışında İngilizce sözlü iletişim kuracağım ortamlara girmeye çalışıyorum.	6	5	4	3	2	1
20. Okul dışında İngilizce sözlü iletişim kurma imkanlarını araştırıyorum.	6	5	4	3	2	1
21. Kariyerim açısından önemli olduğu için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
22. Kariyerime yönelik yeni olanaklar oluşturduğu için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
23. Kişisel gelişimimi olumlu yönde etkilediği için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
24. Gelecekte daha iyi bir işe girmek için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
25. Geleceğimi güvence altına almak için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
26. Dünyayı gezmek için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
27. Hayallerime ulaşmak için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
28. Kendimi üstün hissetmek için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
29. Kendimi iyi hissetmek için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
30. Kendimi farklı hissetmek için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
31. Kendimi bilgili hissetmek için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
32. Saygınlığımı artırdığı için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
33. Beni geliştirdiğini hissettiğim için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
34. Okul dışında İngilizce sözlü iletişim kurmak farklı kültürleri öğrenmemi sağlıyor.	6	5	4	3	2	1
35. Okul dışında İngilizce sözlü iletişim kurmak dilin kültürünü öğrenmemi sağlıyor.	6	5	4	3	2	1
36. Okul dışında İngilizce sözlü iletişim kurmak farklı kültürden insanları anlamamı sağlıyor.	6	5	4	3	2	1
37. Okul dışında İngilizce sözlü iletişim kurarak başka toplumların yaşantısını öğreniyorum.	6	5	4	3	2	1
38. Okul dışında İngilizce seviyesi bana yakın insanlarla İngilizce sözlü iletişim kurmak beni olumlu etkiliyor.	6	5	4	3	2	1
39. Okul dışında İngilizceyi iyi bilen biriyle konuşmak beni olumlu etkiliyor.	6	5	4	3	2	1

	6. Tamamen katılıyorum.	5. Katılıyorum.	4. Kısmen katılıyorum.	3. Kısmen katılmıyorum.	2. Katılmıyorum.	1. Tamamen katılmıyorum.
40. Okul dışında İngilizce sözlü iletişim kurarken konuştuğum kişinin İngilizce bilmesi beni olumlu etkiliyor.	6	5	4	3	2	1
41. Okul dışında aynı süreçten geçtiğim insanlarla İngilizce sözlü iletişim kurmak beni olumlu etkiliyor.	6	5	4	3	2	1
42. Okul dışında Türkçe bilmeyen biriyle İngilizce sözlü iletişim kurmak bana kolay geliyor.	6	5	4	3	2	1
43. Okul dışında Türkçe bilen biriyle İngilizce sözlü iletişim kurmak bana yapmacık geliyor.	6	5	4	3	2	1
44. Okul dışında Türkçe bilen biriyle İngilizce sözlü iletişim kurmak bana zorlama geliyor.	6	5	4	3	2	1
45. Okul dışında İngilizce sözlü iletişim kurarken İngilizcenin Türkçeden farklılıkları beni zorluyor.	6	5	4	3	2	1
46. Anadilim olmadığı için okul dışında kendimi İngilizce ifade edemiyorum.	6	5	4	3	2	1
47. Okul dışında İngilizce sözlü iletişim kurarken anadilimin olumlu etkisi oluyor.	6	5	4	3	2	1
48. Okul dışında İngilizce sözlü iletişim kurarken anadilimde bildiklerimi kullanıyorum.	6	5	4	3	2	1
49. Okul dışında İngilizce sözlü iletişim kurarken anadilimden yararlanıyorum.	6	5	4	3	2	1
50. Okul dışında İngilizce sözlü iletişim kurmak İngilizce konuşma becerimi geliştiriyor.	6	5	4	3	2	1
51. Okul dışında İngilizce sözlü iletişim kurmak İngilizce kelime bilgimi artırıyor.	6	5	4	3	2	1
52. Okul dışında İngilizce sözlü iletişim kurmak İngilizcemin hızlı gelişmesine yardımcı oluyor.	6	5	4	3	2	1
53. Okul dışında İngilizce sözlü iletişim kurmak İngilizcemi geliştiriyor.	6	5	4	3	2	1
54. Okul dışında İngilizce sözlü iletişim kurarak İngilizcede akıcılık kazanmıyorum.	6	5	4	3	2	1
55. Okul dışında kendimi ifade edebilecek düzeyde İngilizce sözlü iletişim kurabiliyorum.	6	5	4	3	2	1
56. Okul dışında İngilizce sözlü iletişim kurarken zorlanıyorum.	6	5	4	3	2	1
57. Okul dışında İngilizce sözlü iletişim kurmak için yeterli kelime bilgisine sahibim.	6	5	4	3	2	1
58. Okul dışında İngilizce sözlü iletişim kurmak için yeterli dilbilgisine sahibim.	6	5	4	3	2	1
59. Okul dışında İngilizce sözlü iletişim kurarken anlamlı cümleler oluşturamıyorum.	6	5	4	3	2	1
60. Okul dışında İngilizce sohbetlerimde sorulan sorulara cevap verebiliyorum.	6	5	4	3	2	1
61. Okul dışında İngilizce olarak kısa süreli sohbet edebiliyorum.	6	5	4	3	2	1
62. Okul dışında günlük hayatımı sürdüreceğim kadar İngilizce sözlü iletişim kurabiliyorum.	6	5	4	3	2	1
63. Okul dışında İngilizce sözlü iletişim kuracak özgüvenim var.	6	5	4	3	2	1
64. Okul dışında İngilizce sözlü iletişim kuracak kadar kendime güvenmiyorum.	6	5	4	3	2	1
65. Okul dışında kimse benimle İngilizce sözlü iletişim kurmuyor.	6	5	4	3	2	1
66. Okul dışında İngilizce sözlü iletişim kurma imkanım yok.	6	5	4	3	2	1
67. Okul dışında etrafımda İngilizce sözlü iletişim kuracağım biri yok.	6	5	4	3	2	1
68. Çevremde okul dışında İngilizce sözlü iletişim kuracağım insanlar var.	6	5	4	3	2	1
69. Utangaç biri olduğum için okul dışında İngilizce sözlü iletişim kurmuyorum.	6	5	4	3	2	1
70. Sorumluluk bilinci yüksek biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
71. Konuşkan biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
72. İlişkilerinde istikrarı koruyan biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
73. İçedönük biri olduğum için okul dışında İngilizce sözlü iletişim kurmuyorum.	6	5	4	3	2	1
74. Dışadönük biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
75. Deneyime açık bir insan olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
76. Arkadaş canlısı biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
77. İngilizceye yönelik aldığım eğitim beni konuşmaya yöneltmiyor.	6	5	4	3	2	1
78. İngilizceye dair aldığım eğitimde, sözlü iletişim kurma becerisine vurgu yapılmıyor.	6	5	4	3	2	1
79. İngilizce öğretme sistemi okul dışında İngilizce sözlü iletişim kurma becerisini geliştirmiyor.	6	5	4	3	2	1
80. İngilizce öğretme sistemi okul dışında İngilizce kullanmak için yeterli değil.	6	5	4	3	2	1
81. İngilizce için aldığım eğitim okul dışında konuşma becerisine yer vermiyor.	6	5	4	3	2	1

İçten cevaplarınız ve katılımınız için çok teşekkürler.

APPENDIX-F: L2 WTC Inside the Classroom Scale (Short Version)

Öğrenci Numaranız: _____

Başlama Saati: _____ Bitiş Saati: _____

İNGİLİZCE SÖZLÜ İLETİŞİM KURMA VE BEN (1)

Değerli Katılımcı,

Size sunulan bu ölçme aracı ile İngilizce öğrenen bireylerin sözlü iletişim kurma isteklilikleri ve bu istekliliklerini etkileyen unsurlara yönelik görüşlerini öğrenmek amaçlanmaktadır. Üç ayrı bölümden oluşan bu ölçme aracını iki ayrı seferde doldurmanız beklenmektedir. Sizleri bir seferde çok meşgul etmemek adına ilk olarak size kişisel bilgilerinizi ve derste İngilizce sözlü iletişim kurma istekliliğinizi öğrenmeye yönelik olan ölçme formu verilecektir. Aynı zamanda da sizlere bu kez okul dışında İngilizce sözlü iletişim kurmaya yönelik tutumlarınızı öğrenmek adına ilgili ölçme aracı verilecektir.

İki ayrı form olarak verilen ölçme aracını katılımcılarla eşleştirebilmek için her bir formun sol üst köşesine, öğrenci numaranızı yazmanız istenmektedir. Öğrenci numaranız sadece iki ayrı ölçme formunu eşleştirmek için kullanılacaktır ve herhangi başka bir amaç için bu bilgiye başvurulmayacaktır. Bu belgeyle elde edilen bilgilerin herhangi bir üçüncü şahıs ve/veya grupla araştırma amacı dışında paylaşılmayacağını temin ederim. Kişisel bilgileriniz gizli tutulacak ve basılmış ya da çevrimiçi yayımlanmış herhangi bir belgede açık olarak yer verilmeyecektir. Değerli katılımınız ile toplanan veriler yalnızca araştırma amaçlı olmak üzere ilgili araştırmacı ve veriye akademik katkı sunacak araştırmacılar tarafından kullanılacaktır. Formu teslim ederken öğrenci numaranızın görülmesini istemezseniz teslim etmeden önce lütfen üstünü size verilen yapışkan kağıtlarla kapatınız.

Aşağıda çalışmanın amacı doğrultusunda, kişisel bilgilerinizi öğrenebilmek adına hazırlanan ölçme aracının ilk bölümü bulunmaktadır. Bu bölümün başındaki açıklamaları lütfen dikkatlice okuyarak, ilgili yerleri doldurunuz. Bu bölümün devamında ölçme aracının ikinci ana bölümü olan derste İngilizce sözlü iletişim kurma istekliliğinizi ve derste İngilizce sözlü iletişim kurmaya yönelik tutumunuzu öğrenmeye yardımcı olacak maddeler bulunmaktadır. İkinci bölümde de maddelere cevap vermeden önce lütfen açıklamaları dikkatlice okuyunuz. Bu iki bölümü doldurmak ortalama dakika almaktadır.

Bu çalışmanın ortaya çıkması, sizin bu ölçme aracını doldurmayı kabul etmeniz ve vereceğiniz içten cevaplar sayesinde mümkün olacaktır ve çalışmada oluşturduğunuz etki eşsiz olacaktır. Çalışma hakkında herhangi bir sorunuz ya da iletmek istediğiniz görüşünüz varsa aşağıda verilen e-posta adresinden benimle iletişime geçebilirsiniz. Çalışmanın sonuçlarını öğrenmek isteyen katılımcılar, ilgili adrese mail atmaları halinde sonuçlar onlarla paylaşılacaktır.

Katılımınız ve içten cevaplarınız için çok teşekkürler.

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BÖLÜM 1. KİŞİSEL BİLGİLER					
Açıklama: Aşağıdaki tabloda çalışmanın amacı ile bağlantılı olarak size bazı sorular yöneltilmektedir. İlgili alanlarda verilen boşluklara X koyarak, sizi ifade eden seçeneği seçiniz. Bazı sorularda, sizin yazarak cevap vermeniz gerekebilir ve bu durumda da verilen boşluğa cevabınızı yazınız.					
Cinsiyetiniz	() Kadın		() Erkek		
Şu anki kurunuzu lütfen yazınız.	_____				
Kaç yıldır İngilizce öğrendiğinizi lütfen yazınız.	_____				
Hangi bölümün öğrencisi olduğunuzu lütfen yazınız.	_____				
Bölümünüzdeki eğitim dilini lütfen belirtiniz.	() %100 İngilizce	() % 70 İngilizce	() % 30 İngilizce	() Türkçe	
İngilizce hazırlık eğitimi alma durumunuzu belirtiniz.	() Zorunlu		() İsteğe bağlı		
İngilizce konuşma becerinizi değerlendiriniz.	() Çok iyi	() İyi	() Orta	() Kötü	() Çok Kötü
Son kur geçme sınavından aldığınız notu lütfen yazın. (Örneğin, bir önceki kurda A1seniz, A1+ ya da A2	_____				

olmak için girdiğiniz kur sınavının notunu yazınız.)	
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BÖLÜM 2. DERSTE İNGİLİZCE SÖZLÜ İLETİŞİM KURMA İSTEKLİLİĞİ						
Açıklama: Bu bölümde ilk olarak size derste İngilizce sözlü iletişim kurma isteklilik seviyenizi anlamak için bazı durumlar verilmektedir. Ardından da derste İngilizce sözlü iletişim kurma istekliliğinizi etkileyen unsurlara yönelik olarak bazı maddeler verilmektedir. Her iki alt bölüm için ayrı ayrı açıklamalar yapılmaktadır. Lütfen doldurmaya başlamadan önce ilgili kısımları okuyunuz.						
A. Derste İngilizce Sözlü İletişim Kurduğunuz Durumlar						
Açıklama: Aşağıda derste sözlü iletişim kurduğunuz durumlarda isteklilik göstermenize yönelik tutumunuzu öğrenmek için 8 madde verilmiştir. Bu maddelere yönelik görüşünüzü belirtirken, lütfen sözlü iletişim kurma isteği denilerek bu çalışmada kast edilenin <u>elinize fırsat geçtiğinde İngilizce olarak kendinizi sözlü ifade etmeniz</u> olduğunu aklınızda bulundurunuz. Aşağıda tabloda verilen her bir durum için 6 ile 1 arasında dağılım gösteren ve anlamları aşağıda verilen cevaplardan birini, X işareti koyarak seçiniz.						
DURUMLAR	6. Tamamen katılıyorum.	5. Katılıyorum.	4. Kısmen katılıyorum.	3. Kısmen katılmıyorum.	2. Katılmıyorum.	1. Tamamen katılmıyorum.
1. Derste verilen bir görevi bir arkadaşım ile tamamlamak için İngilizce sözlü iletişim kurmaya istekli olurum.	6	5	4	3	2	1
2. Derste verilen bir görevi grup olarak arkadaşlarımla tamamlamak için İngilizce sözlü iletişim kurmaya istekli olurum.	6	5	4	3	2	1
3. Derste bir arkadaşım ile bir konu hakkında İngilizce konuşmaya istekli olurum.	6	5	4	3	2	1
4. Derste bir konu hakkındaki görüşümü sınıfa belirtirken İngilizce konuşmaya istekli olurum.	6	5	4	3	2	1
5. Derste bir konu hakkında öğretmenimle İngilizce konuşmaya istekli olurum.	6	5	4	3	2	1
6. Derste öğretmenim bir konu hakkındaki görüşümü belirtmem için bana söz verdiğinde İngilizce konuşmaya istekli olurum.	6	5	4	3	2	1
7. Derste grup içinde bir konu hakkında İngilizce sözlü iletişim kurmaya istekli olurum.	6	5	4	3	2	1
8. Sınıfın önünde bir konu hakkında İngilizce sunum yapmaya istekli olurum.	6	5	4	3	2	1
<i>Bu bölüm bitti, şimdi lütfen bir sonraki sayfada yer alan diğer bölümle ilgili maddelere cevap veriniz.</i>						

B. Derste İngilizce Sözlü İletişim Kurmayı Etkileyen Bileşenler						
Açıklama: Bu alt bölümde, derste İngilizce sözlü iletişim kurmaya yönelik tutumunuzu öğrenmek için size 84 madde verilmektedir. Her bir madde için, 6 ile 1 arasında değişiklik gösteren ve aşağıda anlamları verilen değerlerden, size en anlamlı gelenin üzerine X işareti koyarak seçiniz.						
	6. Tamamen katılıyorum.	5. Katılıyorum.	4. Kısmen katılıyorum.	3. Kısmen katılmıyorum.	2. Katılmıyorum.	1. Tamamen katılmıyorum.
1. Kişisel gelişimime katkı sağladığı için derste İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
2. Arkadaşlarıma karşı küçük düşmemek için derste İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
3. Derste İngilizce dışında başka bir dil kullanamadığımız için öğretmenimle İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
4. Derste İngilizce konuşmak zorunda olduğumuz için arkadaşlarımla İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
5. Derste öğretmenimle İngilizce konuşmak zorunda olduğum için İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
6. Dildeki gelişimime faydalı olduğu için derste İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1

7.	Pratik yapmak için derste İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
8.	Kendimi arkadaşlarımdan daha başarılı hissettirdiği için derste İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
9.	Kendimi üstün hissettirdiği için derste İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
10.	Kendimi havalı hissettirdiği için derste İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
11.	Derste İngilizce seviyesi bana yakın arkadaşlarımla İngilizce sözlü iletişim kurmak beni olumlu etkiliyor.	6	5	4	3	2	1
12.	Derste İngilizce sözlü iletişim kurarken arkadaşlarımla da benzer şeyleri yaşaması beni cesaretlendiriyor.	6	5	4	3	2	1
13.	Derste öğretmenimle İngilizce sözlü iletişim kurarken onun seviyesini benim seviyeme indirmesi beni olumlu etkiliyor.	6	5	4	3	2	1
14.	Derste öğretmenimle İngilizce sözlü iletişim kurarken onun sahip olduğu seviye beni cesaretlendiriyor.	6	5	4	3	2	1
15.	Derste söz alıp İngilizce konuşmaya çekiniyorum.	6	5	4	3	2	1
16.	İngilizce öğrenme sistemimizde konuşma becerisine yer yok.	6	5	4	3	2	1
17.	Derste İngilizce sözlü iletişim kurma becerisine vurgu yapılmıyor.	6	5	4	3	2	1
18.	Derste İngilizce sözlü iletişim kurabilmek için yaratıcı aktiviteler yapıyoruz.	6	5	4	3	2	1
19.	Derste İngilizce sözlü iletişim kurarken konu kısıtlaması olması beni olumsuz etkiliyor.	6	5	4	3	2	1
20.	Aldığım İngilizce eğitiminde konuşma becerisine yer veriliyor.	6	5	4	3	2	1
21.	Derste benzer konular hakkında konuşuyor olmak beni olumsuz etkiliyor.	6	5	4	3	2	1
22.	Derste İngilizce sözlü iletişim kurarken bildiğim konularda fikirlerimi belirtiyorum.	6	5	4	3	2	1
23.	Hakkında fikir sahibi olmadığım konularda derste İngilizce konuşmuyorum.	6	5	4	3	2	1
24.	Derste öğretmenimin konuşma becerisine yönelik tutumu İngilizce sözlü iletişim kurmamı etkiliyor.	6	5	4	3	2	1
25.	Derste öğretmenimle İngilizce sözlü iletişimi onun yapıcı yaklaşımı sayesinde kuruyorum.	6	5	4	3	2	1
26.	Derste öğretmenim İngilizce sözlü iletişim kurmamda beni cesaretlendiriyor.	6	5	4	3	2	1
27.	Derste öğretmenim İngilizce sözlü iletişim kurmam için beni motive ediyor.	6	5	4	3	2	1
28.	Derste öğretmenim İngilizce sözlü iletişim kurmamda bana yardımcı oluyor.	6	5	4	3	2	1
Derste arkadaşlarımla İngilizce sözlü iletişim....							
29.	.... kurarken panikliyorum	6	5	4	3	2	1
30.	.... kurarken rahatım.	6	5	4	3	2	1
31.	.... kurarken kaygılanıyorum.	6	5	4	3	2	1
32.	.... kurarken geriliyorum.	6	5	4	3	2	1
33.	.... kurma fikri beni korkutuyor.	6	5	4	3	2	1
34.	.... kurmak benim için sıkıcıdır.	6	5	4	3	2	1
35.	.... kurmak benim için eğlencelidir.	6	5	4	3	2	1
36.	.... kurmak benim için gereksizdir.	6	5	4	3	2	1
37.	.... kurmak benim için yapmacıktır.	6	5	4	3	2	1
38.	.... kurmak keyiflidir.	6	5	4	3	2	1
39.	.... kurmak faydalıdır.	6	5	4	3	2	1
40.	.... kurmak anadilimiz aynı olduğu için gereksiz geliyor.	6	5	4	3	2	1
41.	.... kurarken daha çok anadilimi kullanıyorum.	6	5	4	3	2	1
42.	.... kurarken ilk fırsatta Türkçeye dönüyoruz.	6	5	4	3	2	1
43.	.... kurarken zorlandığımda Türkçeye dönüyorum.	6	5	4	3	2	1
44.	.... kurmak İngilizce öğrenmemi olumlu etkiliyor.	6	5	4	3	2	1
45.	.... kurmak hatalarımı görmem için bir fırsattır.	6	5	4	3	2	1
46.	.... kurmak İngilizce konuşma becerimi geliştiriyor.	6	5	4	3	2	1
47.	.... kurmak beni İngilizce konuşmaya alıştıyor.	6	5	4	3	2	1
48.	.... kurarak dildeki eksikliklerimi gideriyorum.	6	5	4	3	2	1
49.	.... kurarak İngilizcede akıcılık kazanıyorum.	6	5	4	3	2	1
50.	.... kurmada kendimi yetkin görüyorum.	6	5	4	3	2	1
51.	.... kurmada akıcılık sıkıntısı yaşıyorum.	6	5	4	3	2	1
52.	.... kurmak için yeterli dilbilgisine sahibim.	6	5	4	3	2	1
53.	.... kurarken zorlanıyorum.	6	5	4	3	2	1

	6. Tamamen katılıyorum.	5. Katılıyorum.	4. Kısmen katılıyorum.	3. Kısmen katılmıyorum.	2. Katılmıyorum.	1. Tamamen katılmıyorum.
Derste arkadaşlarımla İngilizce sözlü iletişim....						
54. kuracak kadar altyapım yok.	6	5	4	3	2	1
55. kuracak kadar kelime bilgim var.	6	5	4	3	2	1
56. kuracak özgüvenim var.	6	5	4	3	2	1
57. kuracak cesaretim yok.	6	5	4	3	2	1
Derste öğretmenimle İngilizce sözlü iletişim....						
58. kurarken panik oluyorum.	6	5	4	3	2	1
59. kurarken tedirgin oluyorum.	6	5	4	3	2	1
60. kurarken endişeleniyorum.	6	5	4	3	2	1
61. kurarken geriliyorum.	6	5	4	3	2	1
62. kurarken rahatım.	6	5	4	3	2	1
63. kurmaya korkuyorum.	6	5	4	3	2	1
64. kurmak benim için onur vericidir.	6	5	4	3	2	1
65. kurmak bana mutluluk verir.	6	5	4	3	2	1
66. kurmak benim için keyiflidir.	6	5	4	3	2	1
67. kurmak benim için faydalıdır.	6	5	4	3	2	1
68. kurmak benim için doğaldır.	6	5	4	3	2	1
69. kurmak benim için öğreticidir.	6	5	4	3	2	1
70. kurmak anadilimiz aynı olduğu için gereksiz geliyor.	6	5	4	3	2	1
71. kurmak anadilimiz aynı olduğu için kurmak yapmacık geliyor.	6	5	4	3	2	1
72. kurarak hatalarımın farkına varıyorum.	6	5	4	3	2	1
73. kurarak hatalarımı düzeltiyorum.	6	5	4	3	2	1
74. kurarak İngilizce öğrenme imkanı yakalıyorum.	6	5	4	3	2	1
75. kurmayı İngilizce öğrenme fırsatı olarak görüyorum.	6	5	4	3	2	1
76. kurarken bilmediğim konuları öğrenme imkanı kazanıyorum.	6	5	4	3	2	1
77. kurarken zorlanıyorum.	6	5	4	3	2	1
78. kurarken cümle kuramıyorum.	6	5	4	3	2	1
79. kuracak altyapım yok.	6	5	4	3	2	1
80. kurmada kendimi yetkin görüyorum.	6	5	4	3	2	1
81. kuracak kadar kelime bilgim var.	6	5	4	3	2	1
82. kurmak için yeterli dilbilgisine sahibim.	6	5	4	3	2	1
83. kuracak kadar kendime güvenmiyorum.	6	5	4	3	2	1
84. kuracak cesaretim var.	6	5	4	3	2	1

Bu form bitti, katılımınız için çok teşekkürler.

Çalışmanın sonuçlandırılması sizin ikinci formu da doldurmanıza bağlı...

Lütfen uygulamayı yaptıran öğretmeninizden ikinci formun verileceği zamanla ilgili bilgi alınız.

APPENDIX-G: L2 WTC Outside the Classroom Scale (Short Version)

Değerli Katılımcı,

İlk olarak belirtmek isterim ki bir önceki formu doldurduğunuz için ve şimdi de bu formu doldurmayı kabul ettiğiniz için size minnettarım. Daha önce bahsettiğim gibi lütfen sol üst köşeye öğrenci numaranızı yazmayı ihmal etmeyin ve öğrenci numaranızın teslim ederken görülmesini istemiyorsanız, lütfen teslim etmeden önce üzerini size verilecek olan yapışkan kağıtlarla kapatın. Bir kez daha altını çizmek isterim ki öğrenci numaranız sadece iki ayrı ölçme formunu eşleştirmek için kullanılacaktır ve herhangi başka bir amaç için bu bilgiye başvurulmayacaktır.

Ölçme aracının üçüncü ve son bölümünü içeren bu formla, sizlerin bu kez okul dışında İngilizce sözlü iletişim kurma istekliliğinizi ve okul dışında İngilizce sözlü iletişim kurmaya yönelik görüşünüzü öğrenmek adına maddeler verilecektir. Okul dışında İngilizce sözlü iletişim kurma denilerek sizin, okuldan sonraki yaşamınızda sözlü iletişimde İngilizce kullanma istekliliğiniz kast edilmektedir. Maddelere cevap vermeden önce lütfen açıklamaları dikkatlice okuyunuz. Bu formu doldurmak ortalama dakika almaktadır.

Katılımınız ve içten cevaplarınız için bir kez daha çok teşekkürler.

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BÖLÜM 3. OKUL DIŞINDA İNGİLİZCE SÖZLÜ İLETİŞİM KURMA İSTEKLİLİĞİ						
Açıklama: Bu bölümde ilk olarak size okul dışında İngilizce sözlü iletişim kurma isteklilik seviyenizi anlamak için bazı durumlar verilmektedir. Ardından da okul dışında İngilizce sözlü iletişim kurmaya yönelik tutumunuzu ölçmek için bazı maddeler verilmektedir. Her iki alt bölüm için ayrı ayrı açıklamalar yapılmaktadır. Lütfen doldurmaya başlamadan önce ilgili açıklamaları okuyunuz.						
A. Okul Dışında İngilizce Sözlü İletişim Kurulan Durumlar						
Açıklama: Aşağıda okul dışında sözlü iletişim kurduğunuz durumlarda isteklilik göstermenize yönelik tutumunuzu öğrenmek için 11 madde verilmiştir. Bu maddelere yönelik görüşünüzü belirtirken, lütfen sözlü iletişim kurma isteği denilerek bu çalışmada kast edilenin <i>elinize fırsat geçtiğinde İngilizce olarak kendinizi sözlü ifade etmeniz</i> olduğunu aklınızda bulundurunuz. Aşağıda tabloda verilen her bir durum için 6 ile 1 arasında dağılım gösteren ve anlamları aşağıda detaylıca verilen cevaplardan birini, X işareti koyarak seçiniz.						
	6. Tamamen katılıyorum.	5. Katılıyorum.	4. Kısmen katılıyorum.	3. Kısmen katılmıyorum.	2. Katılmıyorum.	1. Tamamen katılmıyorum.
1. Okul dışında arkadaşlarımla İngilizce sözlü iletişim kurmaya istekli olurum.	6	5	4	3	2	1
2. Okul dışında sevgilimle İngilizce sözlü iletişim kurmaya istekli olurum.	6	5	4	3	2	1
3. Okul dışında ailemle İngilizce sözlü iletişim kurmaya istekli olurum.	6	5	4	3	2	1
4. Okul dışında tanımadığım insanlarla İngilizce sözlü iletişim kurmaya istekli olurum.	6	5	4	3	2	1
5. Okul dışında tanımadığım yabancı uyruklu kişilerle İngilizce sözlü iletişim kurmaya istekli olurum.	6	5	4	3	2	1
6. Okul dışında yabancı uyruklu arkadaşlarımla İngilizce konuşmaya istekli olurum.	6	5	4	3	2	1
7. Okul dışında ilk kez girdiğim bir ortamda İngilizce konuşmaya istekli olurum.	6	5	4	3	2	1
8. Okul dışında bir topluluk önünde arkadaşlarıma İngilizce hitap etmeye istekli olurum.	6	5	4	3	2	1
9. Okul dışında bir topluluk önünde tanımadığım insanlara İngilizce hitap etmeye istekli olurum.	6	5	4	3	2	1
10. Okul dışında İngilizce sunum yapmaya istekli olurum.	6	5	4	3	2	1
11. Okul dışında interaktif bilgisayar oyunu oynarken İngilizce konuşmaya istekli olurum.	6	5	4	3	2	1

Bu bölüm bitti, şimdi lütfen bir sonraki bölümle ilgili maddelere cevap veriniz.

B. Okul Dışında İngilizce Sözlü İletişim Kurmayı Etkileyen Bileşenler
Açıklama: Bu alt bölümde, okul dışında İngilizce sözlü iletişim kurmaya yönelik görüşlerinizi öğrenmek için 81 madde verilmektedir. Her bir madde için, 6 ile 1 arasında değişiklik gösteren ve aşağıda anlamları verilen değerlerden, size en anlamlı gelenin üzerine X işareti koyarak seçiniz.

	6. Tamamen katılıyorum.	5. Katılıyorum.	4. Kısmen katılıyorum.	3. Kısmen katılmıyorum.	2. Katılmıyorum.	1. Tamamen katılmıyorum.
1. Kariyerim açısından önemli olduğu için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
2. Kariyerime yönelik yeni olanaklar oluşturduğu için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
3. Kişisel gelişimimi olumlu yönde etkilediği için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
4. Gelecekte daha iyi bir işe girmek için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
5. Geleceğimi güvence altına almak için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
6. Dünyayı gezmek için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
7. Hayallerime ulaşmak için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
8. Kendimi üstün hissetmek için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
9. Kendimi iyi hissetmek için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
10. Kendimi farklı hissetmek için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
11. Kendimi bilgili hissetmek için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
12. Saygınlığımı artırdığı için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
13. Beni geliştirdiğini hissettiğim için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
14. Okul dışında İngilizce seviyesi bana yakın insanlarla İngilizce sözlü iletişim kurmak beni olumlu etkiliyor.	6	5	4	3	2	1
15. Okul dışında İngilizceyi iyi bilen biriyle konuşmak beni olumlu etkiliyor.	6	5	4	3	2	1
16. Okul dışında aynı süreçten geçtiğim insanlarla İngilizce sözlü iletişim kurmak beni olumlu etkiliyor.	6	5	4	3	2	1
17. Okul dışında Türkçe bilmeyen biriyle İngilizce sözlü iletişim kurmak bana kolay geliyor.	6	5	4	3	2	1
18. Okul dışında Türkçe bilen biriyle İngilizce sözlü iletişim kurmak bana yapmacık geliyor.	6	5	4	3	2	1
19. Okul dışında Türkçe bilen biriyle İngilizce sözlü iletişim kurmak bana zorlama geliyor.	6	5	4	3	2	1
20. Anadilim olmadığı için okul dışında kendimi İngilizce ifade edemiyorum.	6	5	4	3	2	1
21. Okul dışında kendimi ifade edebilecek düzeyde İngilizce sözlü iletişim kurabiliyorum.	6	5	4	3	2	1
22. Okul dışında İngilizce sohbetlerimde sorulan sorulara cevap verebiliyorum.	6	5	4	3	2	1
23. Okul dışında İngilizce olarak kısa süreli sohbet edebiliyorum.	6	5	4	3	2	1
24. Okul dışında günlük hayatımı sürdüreceğim kadar İngilizce sözlü iletişim kurabiliyorum.	6	5	4	3	2	1
25. Okul dışında kimse benimle İngilizce sözlü iletişim kurmuyor.	6	5	4	3	2	1
26. Utangaç biri olduğum için okul dışında İngilizce sözlü iletişim kurmuyorum.	6	5	4	3	2	1
27. Sorumluluk bilinci yüksek biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
28. Konuşkan biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
29. İlişkilerinde istikrarı koruyan biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
30. İçedönük biri olduğum için okul dışında İngilizce sözlü iletişim kurmuyorum.	6	5	4	3	2	1
31. Dışadönük biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
32. Deneyime açık bir insan olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
33. Arkadaş canlısı biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	6	5	4	3	2	1
34. İngilizceye yönelik aldığım eğitim beni konuşmaya yöneltmiyor.	6	5	4	3	2	1
35. İngilizceye dair aldığım eğitimde, sözlü iletişim kurma becerisine vurgu yapılmıyor.	6	5	4	3	2	1
36. İngilizce öğretme sistemi okul dışında İngilizce sözlü iletişim kurma becerisini geliştirmiyor.	6	5	4	3	2	1
37. İngilizce öğretme sistemi okul dışında İngilizce kullanmak için yeterli değil.	6	5	4	3	2	1
38. İngilizce için aldığım eğitim okul dışında konuşma becerisine yer vermiyor.	6	5	4	3	2	1

	6. Tamamen katılıyorum.	5. Katılıyorum.	4. Kısmen katılıyorum.	3. Kısmen katılmıyorum.	2. Katılmıyorum.	1. Tamamen katılmıyorum.
Okul dışında İngilizce sözlü iletişim....						
39. kurma fikri beni korkutuyor.	6	5	4	3	2	1
40. kurarken telaşlanıyorum.	6	5	4	3	2	1
41. kurarken rahatım.	6	5	4	3	2	1
42. kurarken panikliyorum.	6	5	4	3	2	1
43. kurarken kendimi sıkıyorum.	6	5	4	3	2	1
44. kurarken geriliyorum.	6	5	4	3	2	1
45. kurarken endişeleniyorum.	6	5	4	3	2	1
46. kurmayı seviyorum.	6	5	4	3	2	1
47. kurmak benim için yapmacıktır.	6	5	4	3	2	1
48. kurmak benim için sıkıcıdır.	6	5	4	3	2	1
49. kurmak benim için mutluluk vericidir.	6	5	4	3	2	1
50. kurmak benim için keyiflidir.	6	5	4	3	2	1
51. kurmak benim için güven vericidir.	6	5	4	3	2	1
52. kurmak benim için gurur vericidir.	6	5	4	3	2	1
53. kurmak benim için eğlencelidir.	6	5	4	3	2	1
54. kurmak için yabancı arkadaşlar edinmeye çalışıyorum.	6	5	4	3	2	1
55. kurabilmek için çabalıyorum.	6	5	4	3	2	1
56. kuracak ortam oluşturmaya uğraşıyorum.	6	5	4	3	2	1
57. kuracağım ortamlara girmeye çalışıyorum.	6	5	4	3	2	1
58. kurma imkanlarını araştırıyorum.	6	5	4	3	2	1
59. kurmak farklı kültürleri öğrenmemi sağlıyor.	6	5	4	3	2	1
60. kurmak dilin kültürünü öğrenmemi sağlıyor.	6	5	4	3	2	1
61. kurmak farklı kültürden insanları anlamamı sağlıyor.	6	5	4	3	2	1
62. kurarak başka toplumların yaşantısını öğreniyorum.	6	5	4	3	2	1
63. kurarken konuştuğum kişinin İngilizce bilmesi beni olumlu etkiliyor.	6	5	4	3	2	1
64. kurarken İngilizcenin Türkçeden farklılıkları beni zorluyor.	6	5	4	3	2	1
65. kurarken anadilimin olumlu etkisi oluyor.	6	5	4	3	2	1
66. kurarken anadilimde bildiklerimi kullanıyorum.	6	5	4	3	2	1
67. kurarken anadilimden yararlanıyorum.	6	5	4	3	2	1
68. kurmak İngilizce konuşma becerimi geliştiriyor.	6	5	4	3	2	1
69. kurmak İngilizce kelime bilgimi artırıyor.	6	5	4	3	2	1
70. kurmak İngilizcemin hızlı gelişmesine yardımcı oluyor.	6	5	4	3	2	1
71. kurmak İngilizcemi geliştiriyor.	6	5	4	3	2	1
72. kurarak İngilizcede akıcılık kazanmıyorum.	6	5	4	3	2	1
73. kurarken zorlanıyorum.	6	5	4	3	2	1
74. kurmak için yeterli kelime bilgisine sahibim.	6	5	4	3	2	1
75. kurmak için yeterli dilbilgisine sahibim.	6	5	4	3	2	1
76. kurarken anlamlı cümleler oluşturamıyorum.	6	5	4	3	2	1
77. kuracak özgüvenim var.	6	5	4	3	2	1
78. kuracak kadar kendime güvenmiyorum.	6	5	4	3	2	1
79. kuracağım insanlar çevremde var.	6	5	4	3	2	1
80. kurma imkanım yok.	6	5	4	3	2	1
81. kuracağım biri etrafımda yok.	6	5	4	3	2	1

İçten cevaplarınız ve katılımınız için çok teşekkürler.

APPENDIX-H: The Consent Form (The Pilot Study)

Sayın Katılımcı,

Katılmış olduğunuz çalışma, Prof. Dr. İsmail Hakkı ERTEN danışmanlığında yürüttüğüm “A Multiphase Study into the Components of Willingness-to-Communicate and Their Relationship with Learner Individual Differences (İletişim-Kurma-İsteğinin Bileşenleri ve Bu Bileşenlerin Kişisel Farklılıkları ile İlişkisi üzerine Çokaşamalı Bir Çalışma)” başlıklı doktora tezi araştırmamda kullanılmak üzere Hacettepe Etik Komisyonu tarafından etik olarak uygun görülmüş olup, İngilizce öğrenen bireylerin İngilizce iletişim kurma istekliliği ve bu istekliliği oluşturan etmenleri ortaya çıkarmayı hedeflemektedir. Bu amaca ulaşmak için siz öğrencilerin İngilizce iletişim kurma istekliliği ve bu istekliliğin ya da isteksizliğin başlıca nedenlerini ortaya çıkarmak için bir ölçek uygulanacaktır. Çalışmaya katılımınız tamamen gönüllülük esasına dayanmalı ve çalışmaya katılmanız için hiçbir zorunluluk bulunmamaktadır. Çalışma esnasında sizi rahatsız edecek herhangi bir durumla karşılaşmanız durumunda istediğiniz zaman yardım talep edebilir ya da çalışmadan istediğiniz zaman çekilebilirsiniz.

Bu belgeyle elde edilen bilgilerin herhangi bir üçüncü şahıs ve grupla araştırma amacı dışında paylaşılmayacağını temin ederim. Kişisel bilgileriniz gizli tutulacak ve basılmış ya da çevrimiçi yayımlanmış herhangi bir belgede açık olarak verilmeyecektir. Değerli katılımınız ile toplanan veriler yalnızca araştırma amaçlı olmak üzere ilgili araştırmacı ve veriye akademik katkı sunacak araştırmacılar tarafından kullanılacaktır. Bu formu imzalamadan önce sormak istediğiniz herhangi bir konu varsa lütfen sormaktan çekinmeyiniz. Ayrıca çalışma bittikten sonra araştırmacıya telefon ya da e-posta yoluyla ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. İşbu belgeyi, ilgili prosedürü onaylıyor ve kayıtlarınızın araştırmacı(lar) tarafından kullanımına izin veriyorsanız lütfen imzalayınız.

Saygılarımla.

Araştırmacı:

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

Tarih:

Katılımcı:

Ad-Soyad

Adres:

Telefon:

E-posta:

İmza:

APPENDIX-I: The L2 WTC Inside The Classroom Instrument (The Pilot Study)

Öğrenci Numaranız: _____

İNGİLİZCE SÖZLÜ İLETİŞİM KURMA VE BEN (1)

Değerli Katılımcı,

Size sunulan bu ölçme aracı ile İngilizce öğrenen bireylerin sözlü iletişim kurma isteklilikleri ve bu istekliliklerini etkileyen unsurlara yönelik görüşlerini öğrenmek amaçlanmaktadır. Üç ayrı bölümden oluşan bu ölçme aracını iki ayrı seferde doldurmanız beklenmektedir. Sizleri bir seferde çok meşgul etmemek adına ilk olarak size kişisel bilgilerinizi ve derste İngilizce sözlü iletişim kurma istekliliğinizi öğrenmeye yönelik olan ölçme formu verilecektir. Aynı bir zamanda da sizlere bu kez okul dışında İngilizce sözlü iletişim kurmaya yönelik görüşlerinizi öğrenmek adına ilgili ölçme aracı verilecektir.

İki ayrı form olarak verilen ölçme aracını katılımcılarla eşleştirebilmek için her bir formun sol üst köşesine, öğrenci numaranızı yazmanız istenmektedir. Öğrenci numaranız sadece iki ayrı ölçme formunu eşleştirmek için kullanılacaktır ve herhangi başka bir amaç için bu bilgiye başvurulmayacaktır. Bu belgeyle elde edilen bilgilerin herhangi bir üçüncü şahıs ve/veya grupla araştırma amacı dışında paylaşılmayacağını temin ederim. Kişisel bilgileriniz gizli tutulacak ve basılmış ya da çevrimiçi yayımlanmış herhangi bir belgede açık olarak yer verilmeyecektir. Değerli katılımınız ile toplanan veriler yalnızca araştırma amaçlı olmak üzere ilgili araştırmacı ve veriye akademik katkı sunacak araştırmacılar tarafından kullanılacaktır. **Formu teslim ederken öğrenci numaranızın görüldüğünü istemezseniz teslim etmeden önce lütfen üstünü size verilen yapışkan kağıtlarla kapatınız.**

Aşağıda çalışmanın amacı doğrultusunda, kişisel bilgilerinizi öğrenebilmek adına hazırlanan ölçme aracının ilk bölümü bulunmaktadır. Bu bölümün başındaki açıklamaları lütfen dikkatlice okuyarak, ilgili yerleri doldurunuz. Bu bölümün devamında ölçme aracının ikinci ana bölümü olan derste İngilizce sözlü iletişim kurma istekliliğinizi ve derste İngilizce sözlü iletişim kurmaya yönelik tutumunuzu öğrenmeye yardımcı olacak maddeler bulunmaktadır. İkinci bölümde de maddelere cevap vermeden önce lütfen açıklamaları dikkatlice okuyunuz. Bu iki bölümü doldurmak ortalama 10-12 dakika almaktadır.

Bu çalışmanın ortaya çıkması, sizin bu ölçme aracını doldurmayı kabul etmeniz ve vereceğiniz içten cevaplar sayesinde mümkün olacaktır ve çalışmada oluşturduğunuz etki eşsiz olacaktır. Çalışma hakkında herhangi bir sorunuz ya da iletmek istediğiniz görüşünüz varsa aşağıda verilen e-posta adresinden benimle iletişime geçebilirsiniz. Çalışmanın sonuçlarını öğrenmek isteyen katılımcılar, ilgili adrese mail atmaları halinde sonuçlar onlarla paylaşılacaktır.

Katılımınız ve içten cevaplarınız için çok teşekkürler.

Arzu KANAT MUTLUOĞLU
kanatarzu@gmail.com

BÖLÜM 1. KİŞİSEL BİLGİLER					
Açıklama: Aşağıdaki tabloda çalışmanın amacı ile bağlantılı olarak size bazı sorular yöneltilmektedir. İlgili alanlarda verilen boşluklara X koyarak, sizi ifade eden seçeneği seçiniz. Bazı sorularda, sizin yazarak cevap vermeniz gerekebilir ve bu durumda da verilen boşluğa cevabınızı yazınız.					
Cinsiyetiniz	() Kadın		() Erkek		
Şu anda bulunduğunuz kurunuzu/dil seviyenizi lütfen yazınız.	_____				
Kaç yıldır İngilizce öğrendiğinizi lütfen yazınız.	_____				
Hangi bölümün öğrencisi olduğunuzu lütfen yazınız.	_____				
Bölümünüzdeki eğitim dilini lütfen belirtiniz.	() %100 İngilizce	() % 70 İngilizce	() % 30 İngilizce	() Türkçe	
İngilizce hazırlık eğitimi alma durumunuzu belirtiniz.	() Zorunlu		() İsteğe bağlı		
İngilizce konuşma becerinizi değerlendiriniz.	() Çok iyi	() İyi	() Orta	() Kötü	() Çok Kötü
Son kur geçme sınavından/ara sınavdan aldığınız notu lütfen yazın. (Örneğin, bu dönem içerisinde girdiğiniz son sınavın sonucunu yazabilirsiniz.)	_____				

BÖLÜM 2. DERSTE İNGİLİZCE SÖZLÜ İLETİŞİM KURMA İSTEKLİLİĞİ						
A. Derste İngilizce Sözlü İletişim Kurduğunuz Durumlar						
Açıklama: Aşağıda derste sözlü iletişim kurduğunuz durumlarda isteklilik göstermenize yönelik görüşünüzü öğrenmek için 8 madde verilmiştir. Bu maddelere yönelik görüşünüzü belirtirken, lütfen sözlü iletişim kurma isteği denilerek kast edilenin <u>elinize fırsat geçtiğinde İngilizce olarak kendinizi sözlü ifade etmeniz</u> olduğunu aklınızda bulundurunuz. Aşağıda tabloda verilen her bir durum için 1 (tamamen katılmıyorum) ile 6 (tamamen katılıyorum) arasında dağılım gösteren ve anlamları aşağıda verilen cevaplardan birini, yuvarlak içine alınız.						
	1. Tamamen katılmıyorum.	2. Katılmıyorum.	3. Kısmen katılmıyorum.	4. Kısmen katılıyorum.	5. Katılıyorum.	6. Tamamen katılıyorum.
1. Derste verilen bir görevi bir arkadaşım ile tamamlamak için İngilizce sözlü iletişim kurmaya istekli olurum.	1	2	3	4	5	6
2. Derste verilen bir görevi grup olarak arkadaşlarımla tamamlamak için İngilizce sözlü iletişim kurmaya istekli olurum.	1	2	3	4	5	6
3. Derste bir arkadaşım ile bir konu hakkında İngilizce konuşmaya istekli olurum.	1	2	3	4	5	6
4. Derste bir konu hakkındaki görüşümü sınıfa belirtirken İngilizce konuşmaya istekli olurum.	1	2	3	4	5	6
5. Derste bir konu hakkında öğretmenimle İngilizce konuşmaya istekli olurum.	1	2	3	4	5	6
6. Derste öğretmenim bir konu hakkındaki görüşümü belirtmem için bana söz verdiğinde İngilizce konuşmaya istekli olurum.	1	2	3	4	5	6
7. Derste grup içinde bir konu hakkında İngilizce sözlü iletişim kurmaya istekli olurum.	1	2	3	4	5	6
8. Sınıfın önünde bir konu hakkında İngilizce sunum yapmaya istekli olurum.	1	2	3	4	5	6
<i>Bu bölüm bitti, şimdi lütfen aşağıda yer alan diğer bölümle ilgili maddelere cevap veriniz.</i>						

B. Derste İngilizce Sözlü İletişim Kurmayı Etkileyen Bileşenler						
Açıklama: Bu alt bölümde, derste İngilizce sözlü iletişim kurmaya yönelik tutumunuzu öğrenmek için size 84 madde verilmektedir. Her bir madde için, 1 (tamamen katılmıyorum) ile 6 (tamamen katılıyorum) arasında değişiklik gösteren ve aşağıda anlamları verilen değerlerden, size en anlamlı geleni yuvarlak içine alınız.						
	1. Tamamen katılmıyorum.	2. Katılmıyorum.	3. Kısmen katılmıyorum.	4. Kısmen katılıyorum.	5. Katılıyorum.	6. Tamamen katılıyorum.
1. Kişisel gelişimime katkı sağladığı için derste İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
2. Arkadaşlarıma karşı küçük düşmemek için derste İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
3. Derste İngilizce dışında başka bir dil kullanamadığımız için öğretmenimle İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
4. Derste İngilizce konuşmak zorunda olduğumuz için arkadaşlarımla İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
5. Derste öğretmenimle İngilizce konuşmak zorunda olduğum için İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
6. Dildeki gelişimime faydalı olduğu için derste İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
7. Pratik yapmak için derste İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
8. Kendimi arkadaşlarımdan daha başarılı hissettirdiği için derste İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6

	1. Tamamen katılmıyorum.	2. Katılmıyorum.	3. Kısmen katılmıyorum.	4. Kısmen katılıyorum.	5. Katılıyorum.	6. Tamamen katılıyorum.
9. Kendimi üstün hissettirdiği için derste İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
10. Kendimi havalı hissettirdiği için derste İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
11. Derste İngilizce seviyesi bana yakın arkadaşlarımla İngilizce sözlü iletişim kurmak beni olumlu etkiliyor.	1	2	3	4	5	6
12. Derste İngilizce sözlü iletişim kurarken arkadaşlarımla da benzer şeyleri yaşaması beni cesaretlendiriyor.	1	2	3	4	5	6
13. Derste öğretmenimle İngilizce sözlü iletişim kurarken onun seviyesini benim seviyeme indirmesi beni olumlu etkiliyor.	1	2	3	4	5	6
14. Derste öğretmenimle İngilizce sözlü iletişim kurarken onun sahip olduğu seviye beni cesaretlendiriyor.	1	2	3	4	5	6
15. Derste söz alıp İngilizce konuşmaya çekiniyorum.	1	2	3	4	5	6
16. İngilizce öğrenme sistemimizde konuşma becerisine yer yok .	1	2	3	4	5	6
17. Derste İngilizce sözlü iletişim kurma becerisine vurgu yapılmıyor .	1	2	3	4	5	6
18. Derste İngilizce sözlü iletişim kurabilmek için yaratıcı aktiviteler yapıyoruz.	1	2	3	4	5	6
19. Derste İngilizce sözlü iletişim kurarken konu kısıtlaması olması beni olumsuz etkiliyor.	1	2	3	4	5	6
20. Aldığım İngilizce eğitiminde konuşma becerisine yer veriliyor.	1	2	3	4	5	6
21. Derste benzer konular hakkında konuşuyor olmak beni olumsuz etkiliyor.	1	2	3	4	5	6
22. Derste İngilizce sözlü iletişim kurarken bildiğim konularda fikirlerimi belirtiyorum.	1	2	3	4	5	6
23. Hakkında fikir sahibi olmadığım konularda derste İngilizce konuşmuyorum .	1	2	3	4	5	6
Derste arkadaşlarımla İngilizce sözlü iletişim....						
24. kurarken panikliyorum.	1	2	3	4	5	6
25. kurarken rahatım.	1	2	3	4	5	6
26. kurarken kaygılanıyorum.	1	2	3	4	5	6
27. kurarken geriliyorum.	1	2	3	4	5	6
28. kurma fikri beni korkutuyor.	1	2	3	4	5	6
29. kurmak benim için sıkıcıdır.	1	2	3	4	5	6
30. kurmak benim için eğlencelidir.	1	2	3	4	5	6
31. kurmak benim için gereksizdir .	1	2	3	4	5	6
32. kurmak benim için yapmacıktır.	1	2	3	4	5	6
33. kurmak keyiflidir.	1	2	3	4	5	6
34. kurmak faydalıdır.	1	2	3	4	5	6
35. kurmak anadilimiz aynı olduğu için gereksiz geliyor.	1	2	3	4	5	6
36. kurarken daha çok anadilimi kullanıyorum.	1	2	3	4	5	6
37. kurarken ilk fırsatta Türkçeye dönüyoruz.	1	2	3	4	5	6
38. kurarken zorlandığımda Türkçeye dönüyorum.	1	2	3	4	5	6
39. kurmak İngilizce öğrenmemi olumlu etkiliyor.	1	2	3	4	5	6
40. kurmak hatalarımı görmem için bir fırsattır.	1	2	3	4	5	6
41. kurmak İngilizce konuşma becerimi geliştiriyor.	1	2	3	4	5	6
42. kurmak beni İngilizce konuşmaya alıştıyor.	1	2	3	4	5	6
43. kurarak dildeki eksikliklerimi gideriyorum.	1	2	3	4	5	6
44. kurarak İngilizcede akıcılık kazanıyorum.	1	2	3	4	5	6
45. kurmada kendimi yetkin görüyorum.	1	2	3	4	5	6
46. kurmada akıcılık sıkıntısı yaşıyorum.	1	2	3	4	5	6
47. kurmak için yeterli dilbilgisine sahibim.	1	2	3	4	5	6
48. kurarken zorlanıyorum.	1	2	3	4	5	6
49. kuracak kadar altyapım yok .	1	2	3	4	5	6
50. kuracak kadar kelime bilgim var.	1	2	3	4	5	6
51. kuracak özgüvenim var.	1	2	3	4	5	6
52. kuracak cesaretim yok .	1	2	3	4	5	6

	1. Tamamen katılmıyorum.	2. Katılmıyorum.	3. Kısmen katılmıyorum.	4. Kısmen katılıyorum.	5. Katılıyorum.	6. Tamamen katılıyorum.
53. Derste öğretmenimin konuşma becerisine yönelik tutumu İngilizce sözlü iletişim kurmamı etkiliyor.	1	2	3	4	5	6
54. Derste öğretmenimle İngilizce sözlü iletişimi onun yapıcı yaklaşımı sayesinde kuruyorum.	1	2	3	4	5	6
55. Derste öğretmenim İngilizce sözlü iletişim kurmamda beni cesaretlendiriyor.	1	2	3	4	5	6
56. Derste öğretmenim İngilizce sözlü iletişim kurmam için beni motive ediyor.	1	2	3	4	5	6
57. Derste öğretmenim İngilizce sözlü iletişim kurmamda bana yardımcı oluyor.	1	2	3	4	5	6
Derste öğretmenimle İngilizce sözlü iletişim....						
58. kurarken panik oluyorum.	1	2	3	4	5	6
59. kurarken tedirgin oluyorum.	1	2	3	4	5	6
60. kurarken endişeleniyorum.	1	2	3	4	5	6
61. kurarken geriliyorum.	1	2	3	4	5	6
62. kurarken rahatım.	1	2	3	4	5	6
63. kurmaya korkuyorum.	1	2	3	4	5	6
64. kurmak benim için onur vericidir.	1	2	3	4	5	6
65. kurmak bana mutluluk verir.	1	2	3	4	5	6
66. kurmak benim için keyiflidir.	1	2	3	4	5	6
67. kurmak benim için faydalıdır.	1	2	3	4	5	6
68. kurmak benim için doğaldır.	1	2	3	4	5	6
69. kurmak benim için öğreticidir.	1	2	3	4	5	6
70. kurmak anadilimiz aynı olduğu için gereksiz geliyor.	1	2	3	4	5	6
71. kurmak anadilimiz aynı olduğu için yapmacık geliyor.	1	2	3	4	5	6
72. kurarak hatalarımın farkına varıyorum.	1	2	3	4	5	6
73. kurarak hatalarımı düzeltiyorum.	1	2	3	4	5	6
74. kurarak İngilizce öğrenme imkanı yakalıyorum.	1	2	3	4	5	6
75. kurmayı İngilizce öğrenme fırsatı olarak görüyorum.	1	2	3	4	5	6
76. kurarken bilmediğim konuları öğrenme imkanı kazanıyorum.	1	2	3	4	5	6
77. kurarken zorlanıyorum.	1	2	3	4	5	6
78. kurarken cümle kuramıyorum.	1	2	3	4	5	6
79. kuracak altyapım yok.	1	2	3	4	5	6
80. kurmada kendimi yetkin görüyorum.	1	2	3	4	5	6
81. kuracak kadar kelime bilgim var.	1	2	3	4	5	6
82. kurmak için yeterli dilbilgisine sahibim.	1	2	3	4	5	6
83. kuracak kadar kendime güvenmiyorum.	1	2	3	4	5	6
84. kuracak cesaretim var.	1	2	3	4	5	6
<p><i>Bu form bitti, katılımınız için çok teşekkürler.</i> <i>Çalışmanın sonuçlandırılması sizin ikinci formu da doldurmanıza bağlı...</i> <i>Lütfen uygulamayı yaptıran öğretmeninizden ikinci formun verileceği zamanla ilgili bilgi alınız</i></p>						

APPENDIX-J: The L2 WTC Outside The Classroom Instrument (The Pilot Study)

Öğrenci Numaranız: _____

İNGİLİZCE SÖZLÜ İLETİŞİM KURMA VE BEN (2)

Değerli Katılımcı,

İlk olarak belirtmek isterim ki bir önceki formu doldurduğunuz için ve şimdi de bu formu doldurmayı kabul ettiğiniz için size minnettarım. Daha önce bahsettiğim gibi lütfen sol üst köşeye öğrenci numaranızı yazmayı ihmal etmeyin ve öğrenci numaranızın teslim ederken görülmesini istemiyorsanız, lütfen teslim etmeden önce üzerini size verilecek olan yapışkan kağıtlarla kapatın. Bir kez daha altını çizmek isterim ki **öğrenci numaranız sadece iki ayrı ölçme formunu eşleştirmek için kullanılacaktır ve herhangi başka bir amaç için bu bilgiye başvurulmayacaktır.**

Ölçme aracının üçüncü ve son bölümünü içeren bu formla, sizlerin bu kez okul dışında İngilizce sözlü iletişim kurma istekliliğinizi ve okul dışında İngilizce sözlü iletişim kurmaya yönelik görüşünüzü öğrenmek adına maddeler verilecektir. Okul dışında İngilizce sözlü iletişim kurma denilerek sizin, okuldan sonraki yaşamınızda sözlü iletişimde İngilizce kullanma istekliliğiniz kast edilmektedir. Maddelere cevap vermeden önce lütfen açıklamaları dikkatlice okuyunuz. Bu formu doldurmak ortalama 7-10 dakika almaktadır.

Katılımınız ve içten cevaplarınız için bir kez daha çok teşekkürler.

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BÖLÜM 3. OKUL DIŞINDA İNGİLİZCE SÖZLÜ İLETİŞİM KURMA İSTEKLİLİĞİ						
A. Okul Dışında İngilizce Sözlü İletişim Kurulan Durumlar						
Açıklama: Aşağıda okul dışında sözlü iletişim kurduğunuz durumlarda isteklilik göstermenize yönelik görüşünüzü öğrenmek için 11 madde verilmiştir. Bu maddelere yönelik görüşünüzü belirtirken, lütfen sözlü iletişim kurma isteği denilerek bu çalışmada kast edilenin <i>elinize fırsat geçtiğinde İngilizce olarak kendinizi sözlü ifade etmeniz</i> olduğunu aklınızda bulundurunuz. Aşağıda tabloda verilen her bir durum için 1 ile 6 arasında dağılım gösteren ve anlamları aşağıda verilen cevaplardan birini, yuvarlak içine alınız.						
	1. Tamamen katılmıyorum.	2. Katılmıyorum.	3. Kısmen katılmıyorum.	4. Kısmen katılıyorum.	5. Katılıyorum.	6. Tamamen katılıyorum.
Elime fırsat geçtiğinde, okul dışında						
1. arkadaşlarımla İngilizce sözlü iletişim kurmaya istekli olurum.	1	2	3	4	5	6
2. sevgilimle İngilizce sözlü iletişim kurmaya istekli olurum.	1	2	3	4	5	6
3. ailemle İngilizce sözlü iletişim kurmaya istekli olurum.	1	2	3	4	5	6
4. tanımadığım insanlarla İngilizce sözlü iletişim kurmaya istekli olurum.	1	2	3	4	5	6
5. tanımadığım yabancı uyruklu kişilerle İngilizce sözlü iletişim kurmaya istekli olurum.	1	2	3	4	5	6
6. yabancı uyruklu arkadaşlarımla İngilizce konuşmaya istekli olurum.	1	2	3	4	5	6
7. ilk kez girdiğim bir ortamda İngilizce konuşmaya istekli olurum.	1	2	3	4	5	6
8. bir topluluk önünde arkadaşlarıma İngilizce hitap etmeye istekli olurum.	1	2	3	4	5	6
9. bir topluluk önünde tanımadığım insanlara İngilizce hitap etmeye istekli olurum.	1	2	3	4	5	6
10. İngilizce sunum yapmaya istekli olurum.	1	2	3	4	5	6
11. interaktif bilgisayar oyunu oynarken İngilizce konuşmaya istekli olurum.	1	2	3	4	5	6

Bu bölüm bitti, şimdi lütfen bir sonraki bölümle ilgili maddelere cevap veriniz.

B. Okul Dışında İngilizce Sözlü İletişim Kurmayı Etkileyen Bileşenler						
Açıklama: Bu alt bölümde, okul dışında İngilizce sözlü iletişim kurmaya yönelik görüşlerinizi öğrenmek için 81 madde verilmektedir. Her bir madde için, 1 (tamamen katılmıyorum) ile 6 (tamamen katılıyorum) arasında değişiklik gösteren ve aşağıda anlamları verilen değerlerden, size en anlamlı geleni yuvarlak içine alarak seçiniz.						
	1. Tamamen katılmıyorum.	2. Katılmıyorum.	3. Kısmen katılmıyorum.	4. Kısmen katılıyorum.	5. Katılıyorum.	6. Tamamen katılıyorum.
1. Kariyerim açısından önemli olduğu için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
2. Kariyerime yönelik yeni olanaklar oluşturduğu için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
3. Kişisel gelişimimi olumlu yönde etkilediği için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
4. Gelecekte daha iyi bir işe girmek için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
5. Geleceğimi güvence altına almak için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
6. Dünyayı gezmek için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
7. Hayallerime ulaşmak için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
8. Kendimi üstün hissetmek için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
9. Kendimi iyi hissetmek için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
10. Kendimi farklı hissetmek için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
11. Kendimi bilgili hissetmek için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
12. Saygınlığımı artırdığı için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
13. Beni geliştirdiğini hissettiğim için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
14. Okul dışında İngilizce seviyesi bana yakın insanlarla İngilizce sözlü iletişim kurmak beni olumlu etkiliyor.	1	2	3	4	5	6
15. Okul dışında İngilizceyi iyi bilen biriyle konuşmak beni olumlu etkiliyor.	1	2	3	4	5	6
16. Okul dışında aynı süreçten geçtiğim insanlarla İngilizce sözlü iletişim kurmak beni olumlu etkiliyor.	1	2	3	4	5	6
17. Okul dışında Türkçe bilmeyen biriyle İngilizce sözlü iletişim kurmak bana kolay geliyor.	1	2	3	4	5	6
18. Okul dışında Türkçe bilen biriyle İngilizce sözlü iletişim kurmak bana yapmacık geliyor.	1	2	3	4	5	6
19. Okul dışında Türkçe bilen biriyle İngilizce sözlü iletişim kurmak bana zorlama geliyor.	1	2	3	4	5	6
20. Anadilim olmadığı için okul dışında kendimi İngilizce ifade edemiyorum.	1	2	3	4	5	6
21. Okul dışında kendimi ifade edebilecek düzeyde İngilizce sözlü iletişim kurabiliyorum.	1	2	3	4	5	6
22. Okul dışında İngilizce sohbetlerimde sorulan sorulara cevap verebiliyorum.	1	2	3	4	5	6
23. Okul dışında İngilizce olarak kısa süreli sohbet edebiliyorum.	1	2	3	4	5	6
24. Okul dışında günlük hayatımı sürdüreceğim kadar İngilizce sözlü iletişim kurabiliyorum.	1	2	3	4	5	6
25. Okul dışında kimse benimle İngilizce sözlü iletişim kurmuyor .	1	2	3	4	5	6
26. Utangaç biri olduğum için okul dışında İngilizce sözlü iletişim kurmuyorum .	1	2	3	4	5	6
27. Sorumluluk bilinci yüksek biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
28. Konuşkan biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
29. İlişkilerinde istikrarı koruyan biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
30. İçedönük biri olduğum için okul dışında İngilizce sözlü iletişim kurmuyorum .	1	2	3	4	5	6
31. Dışadönük biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
32. Deneyime açık bir insan olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
33. Arkadaş canlısı biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
34. İngilizceye yönelik aldığım eğitim beni konuşmaya yönelmiyor .	1	2	3	4	5	6
35. İngilizceye dair aldığım eğitimde, sözlü iletişim kurma becerisine vurgu yapılmıyor .	1	2	3	4	5	6

36. İngilizce öğretme sistemi okul dışında İngilizce sözlü iletişim kurma becerisini geliştirmiyor.	1	2	3	4	5	6
37. İngilizce öğretme sistemi okul dışında İngilizce kullanmak için yeterli değil.	1	2	3	4	5	6
38. İngilizce için aldığım eğitim okul dışında konuşma becerisine yer veriyor.	1	2	3	4	5	6
	1. Tamamen katılmıyorum.	2. Katılmıyorum.	3. Kısmen katılmıyorum.	4. Kısmen katılıyorum.	5. Katılıyorum.	6. Tamamen katılıyorum.
Okul dışında İngilizce sözlü iletişim....						
39. kurma fikri beni korkutuyor.	1	2	3	4	5	6
40. kurarken telaşlanıyorum.	1	2	3	4	5	6
41. kurarken rahatım.	1	2	3	4	5	6
42. kurarken panikliyorum.	1	2	3	4	5	6
43. kurarken kendimi sıkıyorum.	1	2	3	4	5	6
44. kurarken geriliyorum.	1	2	3	4	5	6
45. kurarken endişeleniyorum.	1	2	3	4	5	6
46. kurmayı seviyorum.	1	2	3	4	5	6
47. kurmak benim için yapmacıktır.	1	2	3	4	5	6
48. kurmak benim için sıkıcıdır.	1	2	3	4	5	6
49. kurmak benim için mutluluk vericidir.	1	2	3	4	5	6
50. kurmak benim için keyiflidir.	1	2	3	4	5	6
51. kurmak benim için güven vericidir.	1	2	3	4	5	6
52. kurmak benim için gurur vericidir.	1	2	3	4	5	6
53. kurmak benim için eğlencelidir.	1	2	3	4	5	6
54. kurmak için yabancı arkadaşlar edinmeye çalışıyorum.	1	2	3	4	5	6
55. kurmak farklı kültürleri öğrenmemi sağlıyor.	1	2	3	4	5	6
56. kurmak dilin kültürünü öğrenmemi sağlıyor.	1	2	3	4	5	6
57. kurmak farklı kültürden insanları anlamamı sağlıyor.	1	2	3	4	5	6
58. kurmak İngilizce konuşma becerimi geliştiriyor.	1	2	3	4	5	6
59. kurmak İngilizce kelime bilgimi artırıyor.	1	2	3	4	5	6
60. kurmak İngilizcemin hızlı gelişmesine yardımcı oluyor.	1	2	3	4	5	6
61. kurmak İngilizcemi geliştiriyor.	1	2	3	4	5	6
62. kurmak için yeterli kelime bilgisine sahibim.	1	2	3	4	5	6
63. kurmak için yeterli dil bilgisine sahibim.	1	2	3	4	5	6
64. kurarak İngilizcede akıcılık kazanmıyorum.	1	2	3	4	5	6
65. kurarken zorlanıyorum.	1	2	3	4	5	6
66. kurarken anlamlı cümleler oluşturamıyorum.	1	2	3	4	5	6
67. kuracak özgüvenim var.	1	2	3	4	5	6
68. kuracak kadar kendime güvenmıyorum.	1	2	3	4	5	6
69. kurabilmek için çabalıyorum.	1	2	3	4	5	6
70. kuracak ortam oluşturmaya uğraşıyorum.	1	2	3	4	5	6
71. kuracağım ortamlara girmeye çalışıyorum.	1	2	3	4	5	6
72. kurma imkanlarını araştırıyorum.	1	2	3	4	5	6
73. kurarak başka toplumların yaşantısını öğreniyorum.	1	2	3	4	5	6
74. kurarken konuştuğum kişinin İngilizce bilmesi beni olumlu etkiliyor.	1	2	3	4	5	6
75. kurarken İngilizcenin Türkçeden farklılıkları beni zorluyor.	1	2	3	4	5	6
76. kurarken anadilimin olumlu etkisi oluyor.	1	2	3	4	5	6
77. kurarken anadilimde bildiklerimi kullanıyorum.	1	2	3	4	5	6
78. kurarken anadilimden yararlanıyorum.	1	2	3	4	5	6
79. kuracağım insanlar çevremde var.	1	2	3	4	5	6
80. kurma imkanım yok.	1	2	3	4	5	6
81. kuracağım biri etrafımda yok.	1	2	3	4	5	6

İçten cevaplarınız ve katılımınız için çok teşekkürler.

APPENDIX-K: The Consent Form (The Main Study)

GÖNÜLLÜ KATILIM VE İZİN FORMU

Sayın Katılımcı,

Katılmış olduğunuz İngilizce öğrenen bireylerin İngilizce iletişim kurma istekliliği ve bu istekliliği oluşturan etmenleri ortaya çıkarmayı hedefleyen bu araştırma, Prof. Dr. İsmail Hakkı ERTEN danışmanlığında yürüttüğüm "A Multiphase Study into the Components of Willingness-to-Communicate and Their Relationship with Learner Individual Differences (İletişim-Kurma-İstekliliğinin Bileşenleri ve Bu Bileşenlerin Kişisel Farklılıkları ile İlişkisi üzerine Çokaşamalı Bir Çalışma)" başlıklı doktora tezi çalışmamda kullanılmak üzere Hacettepe Etik Komisyonu tarafından etik olarak uygun görülmüş olup Pamukkale Üniversitesi Yabancı Diller Yüksekokulundan da gerekli izinler alınmıştır. Araştırmanın amaçlarına ulaşabilmek için siz öğrencilerin İngilizce iletişim kurma istekliliği ve bu istekliliğin ya da isteksizliğin başlıca nedenlerini ortaya çıkarmak için bir ölçek uygulanacaktır. Çalışmaya katılımınız tamamen gönüllülük esasına dayanmalı ve çalışmaya katılmanız için hiçbir zorunluluk bulunmamaktadır. Çalışma esnasında sizi rahatsız edecek herhangi bir durumla karşılaşmanız durumunda istediğiniz zaman yardım talep edebilir ya da çalışmadan istediğiniz zaman çekilebilirsiniz.

Bu belgeyle elde edilen bilgilerin herhangi bir üçüncü şahıs ve grupla araştırma amacı dışında paylaşılmayacağını temin ederim. Kişisel bilgileriniz gizli tutulacak ve basılmış ya da çevrimiçi yayımlanmış herhangi bir belgede açık olarak verilmeyecektir. Değerli katılımınız ile toplanan veriler yalnızca araştırma amaçlı olmak üzere ilgili araştırmacılar ve veriye akademik katkı sunacak araştırmacılar tarafından kullanılacaktır. Bu formu imzalamadan önce sormak istediğiniz herhangi bir konu varsa lütfen sormaktan çekinmeyiniz. Ayrıca çalışma bittikten sonra araştırmacıya e-posta yoluyla ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. İşbu belgeyi, ilgili prosedürü onaylıyor ve kayıtlarınızın araştırmacı(lar) tarafından kullanımına izin veriyorsanız lütfen imzalayınız.

Saygılarımla.

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

Tarih:

Katılımcı İmzası:

APPENDIX-L: L2 WTC Instrument Set (Main Study)

İNGİLİZCE SÖZLÜ İLETİŞİM KURMA İSTEKLİLİĞİNİ KAVRAMSALLAŞTIRMA ÖLÇEĞİ

Değerli Katılımcı,

Size sunulan bu ölçme aracı ile İngilizce öğrenen bireylerin **derste ve okul dışında sözlü iletişim kurma isteklilikleri ve bu istekliliklerini etkileyen unsurlara yönelik görüşlerini** öğrenmek amaçlanmaktadır. Aşağıda çalışmanın amacı doğrultusunda, kişisel bilgilerinizi öğrenebilmek adına hazırlanan ölçme aracının ilk bölümü bulunmaktadır. Bu bölümün başındaki açıklamaları lütfen dikkatlice okuyarak, ilgili yerleri doldurunuz. Bu bölümün devamında ölçme aracının ikinci ana bölümü olan derste İngilizce sözlü iletişim kurma istekliliğinizi ve derste İngilizce sözlü iletişim kurma istekliliğinizi etkileyen bileşenleri öğrenmeye yardımcı olacak maddeler bulunmaktadır. Ölçme aracının üçüncü ve son bölümünde ise sizlerin bu kez okul dışında İngilizce sözlü iletişim kurma istekliliğinizi ve okul dışında İngilizce sözlü iletişim kurmak için istekli olmanızı etkileyen bileşenleri öğrenmek adına maddeler verilecektir. **Okul dışında İngilizce sözlü iletişim kurma istekliliği denilerek sizin, okuldan sonraki yaşamınızda sözlü iletişimde İngilizce kullanma istekliliğiniz kast edilmektedir.** Maddelere cevap vermeden önce lütfen açıklamaları dikkatlice okuyunuz. Bu üç bölümü doldurmak **ortalama 10 dakikanızı** almaktadır.

Bu çalışmanın ortaya çıkması, sizin bu ölçme aracını doldurmayı kabul etmeniz ve vereceğiniz içten cevaplar sayesinde mümkün olacaktır ve çalışmada oluşturduğunuz etki eşsiz olacaktır. Çalışma hakkında herhangi bir sorunuz ya da iletmek istediğiniz görüşünüz varsa aşağıda verilen e-posta adresinden benimle iletişime geçebilirsiniz. Çalışmanın sonuçlarını öğrenmek isteyen katılımcılar, ilgili adrese mail atmaları halinde sonuçlar onlarla paylaşılacaktır.

Katılımınız ve içten cevaplarınız için çok teşekkürler.

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BÖLÜM 1. KİŞİSEL BİLGİLER					
Açıklama: Aşağıdaki tabloda çalışmanın amacı ile bağlantılı olarak size bazı sorular yöneltilmektedir. İlgili alanlarda verilen boşluklara X koyarak, sizi ifade eden seçeneği seçiniz. Bazı sorularda, sizin yazarak cevap vermeniz gerekebilir ve bu durumda da verilen boşluğa cevabınızı yazınız.					
Cinsiyetiniz	() Kadın		() Erkek		
Şu anda bulunduğunuz kurunuzu/dil seviyenizi lütfen yazınız.	_____				
Kaç yıldır İngilizce öğrendiğinizi lütfen yazınız.	_____				
Hangi bölümün öğrencisi olduğunuzu lütfen yazınız.	_____				
Bölümünüzdeki eğitim dilini lütfen belirtiniz.	() %100 İngilizce	() % 70 İngilizce	() % 30 İngilizce	() Türkçe	
İngilizce hazırlık eğitimi alma durumunuzu belirtiniz.	() Zorunlu		() İsteğe bağlı		
İngilizce konuşma becerinizi değerlendiriniz.	() Çok iyi	() İyi	() Orta	() Kötü	() Çok Kötü

Son kur geçme sınavından/son ara sınavdan aldığınız notu lütfen yazın. (Örneğin, bu dönem içerisinde girdiğiniz son sınavın sonucunu yazabilirsiniz.)	_____
Son kur geçme sınavında/son ara sınavda konuşma becerisine yönelik notu biliyorsanız, lütfen yazın.	_____
Şimdi lütfen arka sayfada yer alan maddelere cevap verin.	

BÖLÜM 2. DERSTE İNGİLİZCE SÖZLÜ İLETİŞİM KURMA İSTEKLİLİĞİ

A. Derste İngilizce Sözlü İletişim Kurduğunuz Durumlar

Açıklama: Aşağıda derste sözlü iletişim kurduğunuz durumlarda isteklilik göstermenize yönelik görüşünüzü öğrenmek için 7 madde verilmiştir. Bu maddelere yönelik görüşünüzü belirtirken, lütfen sözlü iletişim kurma isteği denilerek kast edilenin, "*elinize fırsat geçtiğinde İngilizce olarak kendinizi sözlü ifade etme isteği*" olduğunu aklınızda bulundurunuz. Aşağıda tabloda verilen her bir durum için 1 (tamamen katılmıyorum) ile 6 (tamamen katılıyorum) arasında dağılım gösteren ve anlamları aşağıda verilen cevaplardan birini, **yuvarlak** içine alınız.

DERSTE...	1. Tamamen katılmıyorum.	2. Katılmıyorum.	3. Kısmen katılmıyorum.	4. Kısmen katılıyorum.	5. Katılıyorum.	6. Tamamen katılıyorum.
9. ... verilen bir görevi bir arkadaşıyla tamamlamak için İngilizce sözlü iletişim kurmaya istekli olurum.	1	2	3	4	5	6
10. ... verilen bir görevi <u>grup olarak</u> arkadaşlarımla tamamlamak için İngilizce sözlü iletişim kurmaya istekli olurum.	1	2	3	4	5	6
11. ... bir arkadaşıyla bir konu hakkında İngilizce konuşmaya istekli olurum.	1	2	3	4	5	6
12. ... bir konu hakkındaki görüşümü sınıfa belirtirken İngilizce konuşmaya istekli olurum.	1	2	3	4	5	6
13. ... bir konu hakkında öğretmenimle İngilizce konuşmaya istekli olurum.	1	2	3	4	5	6
14. ... grup içinde bir konu hakkında İngilizce sözlü iletişim kurmaya istekli olurum.	1	2	3	4	5	6
15. ... sınıfın önünde bir konu hakkında İngilizce sunum yapmaya istekli olurum.	1	2	3	4	5	6

B. Derste İngilizce Sözlü İletişim Kurmayı Etkileyen Bileşenler

Açıklama: Bu alt bölümde, derste İngilizce sözlü iletişim kurmaya yönelik tutumunuzu öğrenmek için size 36 madde verilmektedir. Her bir madde için, 1 (tamamen katılmıyorum) ile 6 (tamamen katılıyorum) arasında değişiklik gösteren ve aşağıda anlamları verilen değerlerden, size en anlamlı geleni **yuvarlak** içine alınız.

	1. Tamamen katılmıyorum.	2. Katılmıyorum.	3. Kısmen katılmıyorum.	4. Kısmen katılıyorum.	5. Katılıyorum.	6. Tamamen katılıyorum.
1. Derste İngilizce seviyesi bana yakın arkadaşlarımla İngilizce sözlü iletişim kurmak beni olumlu etkiliyor.	1	2	3	4	5	6
2. Derste İngilizce sözlü iletişim kurarken arkadaşlarımla da benzer şeyleri yaşamamı beni cesaretlendiriyor.	1	2	3	4	5	6

3. Derste öğretmenimle İngilizce sözlü iletişim kurarken onun seviyesini benim seviyeme indirmesi beni olumlu etkiliyor.	1	2	3	4	5	6
4. Derste öğretmenimle İngilizce sözlü iletişimi onun yapıcı yaklaşımı sayesinde kuruyorum.	1	2	3	4	5	6
5. Derste öğretmenim İngilizce sözlü iletişim kurmamda beni cesaretlendiriyor.	1	2	3	4	5	6
6. Derste öğretmenim İngilizce sözlü iletişim kurmam için beni motive ediyor.	1	2	3	4	5	6
7. Derste öğretmenim İngilizce sözlü iletişim kurmamda bana yardımcı oluyor.	1	2	3	4	5	6
DERSTE İngilizce sözlü iletişimi...						
8. ... öğretmenimle İngilizce dışında başka bir dil kullanamadığımız için kuruyorum.	1	2	3	4	5	6
9. ... arkadaşlarımla İngilizce konuşmak zorunda olduğumuz için kuruyorum.	1	2	3	4	5	6
10. ... öğretmenimle İngilizce konuşmak zorunda olduğum için kuruyorum.	1	2	3	4	5	6
11. ... kendimi arkadaşlarımdan daha başarılı hissettirdiği için kuruyorum.	1	2	3	4	5	6
12. ... kendimi üstün hissettirdiği için derste kuruyorum.	1	2	3	4	5	6
13. ... kendimi havalı hissettirdiği için kuruyorum.	1	2	3	4	5	6
Bu kısım bitti. Şimdi lütfen diğer sayfada yer alan maddelere cevap verin.						

	1. Tamamen katılmıyorum.	2. Katılmıyorum.	3. Kısım katılmıyorum.	4. Kısım katılıyorum.	5. Katılıyorum.	6. Tamamen katılıyorum.
Derste arkadaşlarımla İngilizce sözlü iletişim ...						
14. ... kurarken panikliyorum.	1	2	3	4	5	6
15. ... kurarken kaygılanıyorum.	1	2	3	4	5	6
16. ... kurarken geriliyorum.	1	2	3	4	5	6
17. ... kurarken daha çok anadilimi kullanıyorum.	1	2	3	4	5	6
18. ... kurarken ilk fırsatta Türkçeye dönüyorum.	1	2	3	4	5	6
19. ... kurarken zorlandığımda Türkçeye dönüyorum.	1	2	3	4	5	6
20. ... kurmak İngilizce öğrenmemi olumlu etkiliyor.	1	2	3	4	5	6
21. ... kurmak hatalarımı görmem için bir fırsattır.	1	2	3	4	5	6
22. ... kurmak İngilizce konuşma becerimi geliştiriyor.	1	2	3	4	5	6
23. ... kurmak beni İngilizce konuşmaya alıştıırıyor.	1	2	3	4	5	6
24. ... kurarak İngilizcede akıcılık kazanıyorum.	1	2	3	4	5	6
25. ... kurmak için yeterli dilbilgisine sahibim.	1	2	3	4	5	6
26. ... kuracak kadar kelime bilgim var.	1	2	3	4	5	6
Derste öğretmenimle İngilizce sözlü iletişim...						
27. ... kurarken panik oluyorum.	1	2	3	4	5	6
28. ... kurarken tedirgin oluyorum.	1	2	3	4	5	6
29. ... kurarken endişeleniyorum.	1	2	3	4	5	6
30. ... kurarken geriliyorum.	1	2	3	4	5	6
31. ... kurmak benim için onur vericidir.	1	2	3	4	5	6
32. ... kurmak bana mutluluk verir.	1	2	3	4	5	6
33. ... kurmak benim için keyiflidir.	1	2	3	4	5	6
34. ... kurmada kendimi yetkin görüyorum.	1	2	3	4	5	6
35. ... kuracak kadar kelime bilgim var.	1	2	3	4	5	6
36. ... kurmak için yeterli dilbilgisine sahibim.	1	2	3	4	5	6

İkinci bölüm bitti. Şimdi lütfen son bölüm olan üçüncü bölümdeki maddelere cevap veriniz.

BÖLÜM 3. OKUL DIŞINDA İNGİLİZCE SÖZLÜ İLETİŞİM KURMA İSTEKLİLİĞİ						
A. Okul Dışında İngilizce Sözlü İletişim Kurulan Durumlar						
Açıklama: Aşağıda okul dışında sözlü iletişim kurduğunuz durumlarda isteklilik göstermenize yönelik görüşünüzü öğrenmek için 7 madde verilmiştir. Bu maddelere yönelik görüşünüzü belirtirken, lütfen sözlü iletişim kurma isteği denilerek bu çalışmada kast edilen <i>elinize fırsat geçtiğinde İngilizce olarak kendinizi sözlü ifade etmeniz</i> olduğunu aklınızda bulundurunuz. Aşağıda tabloda verilen her bir durum için 1 ile 6 arasında dağılım gösteren ve anlamları aşağıda verilen cevaplardan birini, yuvarlak içine alınız.						
	1. Tamamen katılmıyorum.	2. Katılmıyorum.	3. Kısmen katılmıyorum.	4. Kısmen katılıyorum.	5. Katılıyorum.	6. Tamamen katılıyorum.
Elime fırsat geçtiğinde, okul dışında ...						
12. ... arkadaşlarımla İngilizce sözlü iletişim kurmaya istekli olurum.	1	2	3	4	5	6
13. ... sevgilimle İngilizce sözlü iletişim kurmaya istekli olurum.	1	2	3	4	5	6
14. ... ailemle İngilizce sözlü iletişim kurmaya istekli olurum.	1	2	3	4	5	6
15. ... tanımadığım insanlarla İngilizce sözlü iletişim kurmaya istekli olurum.	1	2	3	4	5	6
16. ... ilk kez girdiğim bir ortamda İngilizce konuşmaya istekli olurum.	1	2	3	4	5	6
17. ... bir topluluk önünde arkadaşlarıma İngilizce hitap etmeye istekli olurum.	1	2	3	4	5	6
18. ... bir topluluk önünde tanımadığım insanlara İngilizce hitap etmeye istekli olurum.	1	2	3	4	5	6
Bu kısım bitti, şimdi lütfen arka sayfada yer alan maddelere cevap veriniz.						
B. Okul Dışında İngilizce Sözlü İletişim Kurmayı Etkileyen Bileşenler						
Açıklama: Bu alt bölümde, okul dışında İngilizce sözlü iletişim kurmaya yönelik görüşlerinizi öğrenmek için 38 madde verilmektedir. Her bir madde için, 1 (tamamen katılmıyorum) ile 6 (tamamen katılıyorum) arasında değişiklik gösteren ve aşağıda anlamları verilen değerlerden, size en anlamlı geleni yuvarlak içine alarak seçiniz.						
	1. Tamamen katılmıyorum.	2. Katılmıyorum.	3. Kısmen katılmıyorum.	4. Kısmen katılıyorum.	5. Katılıyorum.	6. Tamamen katılıyorum.
1. Okul dışında kendimi ifade edebilecek düzeyde İngilizce sözlü iletişim kurabiliyorum.	1	2	3	4	5	6
2. Okul dışında İngilizce sohbetlerimde sorulan sorulara cevap verebiliyorum.	1	2	3	4	5	6
3. Okul dışında İngilizce olarak kısa süreli sohbet edebiliyorum.	1	2	3	4	5	6
4. Okul dışında günlük hayatımı sürdüreceğim kadar İngilizce sözlü iletişim kurabiliyorum.	1	2	3	4	5	6
5. İngilizceye yönelik aldığım eğitim beni konuşmaya yöneltilmiyor.	1	2	3	4	5	6
6. İngilizceye dair aldığım eğitimde, sözlü iletişim kurma becerisine vurgu yapılmıyor.	1	2	3	4	5	6
7. İngilizce öğretme sistemi okul dışında İngilizce sözlü iletişim kurma becerisini geliştirmiyor.	1	2	3	4	5	6
8. İngilizce öğretme sistemi okul dışında İngilizce kullanmak için yeterli değil.	1	2	3	4	5	6
Okul dışında İngilizce sözlü iletişimi ...						
9. ... dünyayı gezmek için kuruyorum.	1	2	3	4	5	6
10. ... hayallerime ulaşmak için kuruyorum.	1	2	3	4	5	6
11. ... kendimi üstün hissetmek için kuruyorum.	1	2	3	4	5	6
12. ... kendimi farklı hissetmek için kuruyorum.	1	2	3	4	5	6
13. ... kendimi bilgili hissetmek için kuruyorum.	1	2	3	4	5	6
14. ... saygınlığımı artırdığı için kuruyorum.	1	2	3	4	5	6
15. ... kariyerim açısından önemli olduğu için kuruyorum.	1	2	3	4	5	6

16.	... kariyerime yönelik yeni olanaklar oluşturduğu için kuruyorum.	1	2	3	4	5	6
17.	... kişisel gelişimimi olumlu yönde etkilediği için kuruyorum.	1	2	3	4	5	6
18.	... gelecekte daha iyi bir işe girmek için kuruyorum.	1	2	3	4	5	6
19.	... geleceğimi güvence altına almak için kuruyorum.	1	2	3	4	5	6
20.	... konuşkan biri olduğum için kuruyorum.	1	2	3	4	5	6
21.	... ilişkilerinde istikrarı koruyan biri olduğum için kuruyorum.	1	2	3	4	5	6
22.	... dışadönük biri olduğum için kuruyorum.	1	2	3	4	5	6
23.	... deneyime açık bir insan olduğum için kuruyorum.	1	2	3	4	5	6
24.	... arkadaş canlısı biri olduğum için okul dışında İngilizce sözlü iletişim kuruyorum.	1	2	3	4	5	6
Okul dışında İngilizce sözlü iletişim...							
25.	... kurma fikri beni korkutuyor.	1	2	3	4	5	6
26.	... kurarken telaşlanıyorum.	1	2	3	4	5	6
27.	... kurarken panikliyorum.	1	2	3	4	5	6
28.	... kurarken kendimi sıkıyorum.	1	2	3	4	5	6
29.	... kurarken geriliyorum.	1	2	3	4	5	6
30.	... kurarken endişeleniyorum.	1	2	3	4	5	6
31.	... kurmak benim için mutluluk vericidir.	1	2	3	4	5	6
32.	... kurmak benim için keyiflidir.	1	2	3	4	5	6
33.	... kurmak benim için güven vericidir.	1	2	3	4	5	6
34.	... kurmak benim için gurur vericidir.	1	2	3	4	5	6
35.	... kurmak benim için eğlencelidir.	1	2	3	4	5	6
36.	... kurarken anadilimin olumlu etkisi oluyor.	1	2	3	4	5	6
37.	... kurarken anadilimde bildiklerimi kullanıyorum.	1	2	3	4	5	6
38.	... kurarken anadilimden yararlanıyorum.	1	2	3	4	5	6
<i>İçten cevaplarınız ve katılımınız için çok teşekkürler.</i>							

APPENDIX-M: The Instructions For the Employment of the Instrument Set

Sayın Hocam,

Öncelikle anlayışınız ve ayırdığınız zaman için size çok müteşekkirim. Çalışmama sağladığınız katkının anlamı benim için gerçekten çok büyük. Ayrıca sizin aracılığınızla da bir kez daha yönetime ve çalışmada katılımcı olarak yer alacak olan öğrencilerinize içten teşekkürlerimi sunuyorum.

Size teslim etmiş olduğum bu dosyada, yabancı dil öğrenen bireylerin iletişim istekliliklerine dair sahip oldukları görüşleri öğrenmek üzere geliştirilmiş ve 4 sayfadan oluşan bir ölçek bulunmaktadır. Ayrıca öğrencilerin bu araştırmaya gönüllülük esasına dayalı olarak katıldıklarını belgeleyebilmek adına bir de gönüllü katılım formu eklenmiştir. Sizden ricam, öğrencilerin önce bu onam formunu imzalamalarının çalışmanın devamlılığı açısından taşıdığı önemi belirtmenizdir.

Ölçek arkalı önlü olarak 2 yaprak olacak şekilde çoğaltılmıştır. Öğrencilerin ölçeğin ön yüzlerini doldurup arka yüzlerini unutma veya görmeme ihtimaline karşılık ölçek üzerinde gerekli uyarılar yapılmıştır. Bir kez de uygulama esnasında sizin bu hatırlatmayı sesli dile getirmenizi rica edebilir miyim?

Bir kez daha anlayışınız ve katkınız için çok teşekkür ederim.

Saygılarımla,

Arzu KANAT MUTLUOĞLU

APPENDIX-N: The Consent Form (From The Whole Classroom)

Sayın Katılımcı,

Katılmış olduğunuz çalışma, Prof. Dr. İsmail Hakkı ERTEN danışmanlığında yürüttüğüm “A Multiphase Study into the Components of Willingness-to-Communicate and Their Relationship with Learner Individual Differences (İletişim-Kurma-İsteğinin Bileşenleri ve Bu Bileşenlerin Kişisel Farklılıkları ile İlişkisi üzerine Çokaşamalı Bir Çalışma)” başlıklı doktora tezi araştırmamda kullanılmak üzere Hacettepe Etik Komisyonu tarafından etik olarak uygun görülmüş olup Pamukkale Üniversitesi Yabancı Diller Yüksekokulundan da gerekli izinler alınmıştır. Bu çalışma, İngilizce öğrenen bireylerin İngilizce iletişim kurma istekliliği ve bu istekliliği oluşturan etmenleri ortaya çıkarmayı hedeflemektedir. Bu amaca ulaşmak için sizlerden çalışmanın bir aşaması olarak **ses ve görüntü kaydına alınacak olan sınıf içi gözlem safhasına gönüllü olarak katılmanız** beklenmektedir. Çalışmanın bu aşamasına katılımınız tamamen gönüllülük esasına dayanmalı ve çalışmaya katılmanız için hiçbir zorunluluk bulunmamaktadır. Çalışma esnasında sizi rahatsız edecek herhangi bir durumla karşılaşmanız durumunda istediğiniz zaman yardım talep edebilir ya da çalışmadan istediğiniz zaman çekilebilirsiniz.

Bu belgeyle elde edilen bilgilerin herhangi bir üçüncü şahıs ve grupla araştırma amacı dışında paylaşılmayacağını temin ederim. Kişisel bilgileriniz gizli tutulacak ve basılmış ya da çevrimiçi yayımlanmış herhangi bir belgede açık olarak verilmeyecektir. Değerli katılımınız ile toplanan veriler yalnızca araştırma amaçlı olmak üzere ilgili araştırmacı ve veriye akademik katkı sunacak araştırmacılar tarafından kullanılacaktır. Bu formu imzalamadan önce sormak istediğiniz herhangi bir konu varsa lütfen sormaktan çekinmeyiniz. Ayrıca çalışma bittikten sonra araştırmacıya e-posta yoluyla ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Bu belgeyi, ilgili prosedürü onaylıyor ve kayıtlarınızın araştırmacı(lar) tarafından kullanımına izin veriyorsanız lütfen imzalayınız.

Saygılarımla.

Araştırmacı:

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Ayrıntıları benimle paylaşılan çalışmanın bir aşaması olan ses ve görüntü kaydına alınacak sınıf içi gözlem kısmına gönüllü olarak katılmak istiyorum. Çalışmanın bu aşamasında ses ve görüntü kaydına alınacağımda noktasında bilgi sahibiyim. Çalışmadan rahatsızlık hissettiğim zaman çekilebileceğimi, araştırmacıyla paylaşmış olduğum tüm kişisel bilgilerimin gizli tutulacağını ve verdiğim bilgilerin yalnızca bilimsel amaçlarla kullanılacağını anlamış bulunuyorum. Bu belgeyle, çalışmanın bu aşamasına da gönüllü olarak katılacağımı beyan ederim.

Tarih:

Katılımcı:

Ad-Soyad:

İmza:

APPENDIX-O: The Consent Form (From Nine Participants)

GÖNÜLLÜ KATILIM VE İZİN FORMU

Sayın Katılımcı,

Katılmış olduğunuz çalışma, Prof. Dr. İsmail Hakkı ERTEN danışmanlığında yürüttüğüm “A Multiphase Study into the Components of Willingness-to-Communicate and Their Relationship with Learner Individual Differences (İletişim-Kurma-İsteğinin Bileşenleri ve Bu Bileşenlerin Kişisel Farklılıkları ile İlişkisi üzerine Çokaşamalı Bir Çalışma)” başlıklı doktora tezi araştırmamda kullanılmak üzere Hacettepe Etik Komisyonu tarafından etik olarak uygun görülmüş olup Pamukkale Üniversitesi Yabancı Diller Yüksekokulundan da gerekli izinler alınmıştır. Bu çalışma, İngilizce öğrenen bireylerin İngilizce iletişim kurma istekliliği ve bu istekliliği oluşturan etmenleri ortaya çıkarmayı hedeflemektedir. Bu amaca ulaşmak için sizlerden çalışmanın bir aşaması olarak ses ve görüntü kaydına alınacak olan sınıf içi gözlem ve sınıf dışı görüşme safhalarına gönüllü olarak katılmanız beklenmektedir. Çalışmanın bu aşamasına katılımınız tamamen gönüllülük esasına dayanmalı ve çalışmaya katılmanız için hiçbir zorunluluk bulunmamaktadır. Çalışma esnasında sizi rahatsız edecek herhangi bir durumla karşılaşmanız durumunda istediğiniz zaman yardım talep edebilir ya da çalışmadan istediğiniz zaman çekilebilirsiniz.

Bu belgeyle elde edilen bilgilerin herhangi bir üçüncü şahıs ve grupla araştırma amacı dışında paylaşılmayacağını temin ederim. Kişisel bilgileriniz gizli tutulacak ve basılmış ya da çevrimiçi yayımlanmış herhangi bir belgede açık olarak verilmeyecektir. Değerli katılımınız ile toplanan veriler yalnızca araştırma amaçlı olmak üzere ilgili araştırmacı ve veriye akademik katkı sunacak araştırmacılar tarafından kullanılacaktır. Bu formu imzalamadan önce sormak istediğiniz herhangi bir konu varsa lütfen sormaktan çekinmeyiniz. Ayrıca çalışma bittikten sonra araştırmacıya telefon ya da e-posta yoluyla ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Bu belgeyi, ilgili prosedürü onaylıyor ve kayıtlarınızın araştırmacı(lar) tarafından kullanımına izin veriyorsanız lütfen imzalayınız.

Saygılarımla.

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Ayrıntıları benimle paylaşılan çalışmanın bir aşaması olan sınıf içi gözlem ve sınıf dışı görüşme kısmına da gönüllü olarak katılmak istiyorum. Çalışmanın bu aşamasında ses ve görüntü kaydına alınacağım noktada bilgi sahibiyim. Çalışmadan rahatsızlık hissettiğim zaman çekilebileceğimi, araştırmacıyla paylaşmış olduğum tüm kişisel bilgilerimin gizli tutulacağını ve verdiğim bilgilerin yalnızca bilimsel amaçlarla kullanılacağını anlamış bulunuyorum. Bu belgeyle, çalışmanın bu aşamasına da gönüllü olarak katılacağımı beyan ederim.

Tarih:

Katılımcı:

Ad-Soyad:

Telefon:

E-posta:

İmza:

APPENDIX-P: Interview Guideline (Main study)

Tarih	11 Ocak 2019
Hafta	4
Görüşülen Kişi	YIG
Görüşme Sayısı	6
Genel Sorular	<ol style="list-style-type: none">1. Ders nasıldı? Sen nasıldın?2. Son speaking dersiydi. Ne düşünüyorsun? Kurun başından bu yana olan değişim.3. Bu ders istekliliğine etki etti mi? Nasıl?4. Geçtiğimiz ders için isteklilik düzeyin? 10 üzerinden?5. Sözlü iletişim ne? İsteklilik ne?
1. Ders	<ol style="list-style-type: none">1. Sony 00:00-07:10 (JVC 00:00-06:50) – Bana aktiviteyi anlatır mısın? Sen ne hissettin? Ne düşünüyorsun? Grubunuz çok kalabalıktı, neden? Nasıl etkiledi sizi? Daha az olsun ister miydin? En son siz bitirdiniz, neden sence?2. Sony 09:10-10:00 – Ne düşünüyorsun? Sence nasıldı? Yerinizde yaptınız, tahtada yapsaydınız ne değiştirdi? Sondaki gülüş?3. JVC 13:18-14:30 – Hoca bir soruyor ama cevap yok. İletişim neden başlamadı? Hocaya cevap vermek istedin mi? Neden?4. JVC 17:35-18:20 – Bu aktivite hakkında ne düşünüyorsun? Etkili konuşmaya yönelik aktivite? Sendeki etkisi? (4 tane buna benzer + 6 kendileri)5. JVC 25:44-26:00 – Söz sırası sana geldi? Ne hissettin? Bana buradaki YIG'i anlatır mısın? İstekli misin?
2. Ders	<ol style="list-style-type: none">6. Timeline aktivitesi – Ne düşünüyorsun? Hazırlık aşaması 20 sürdü. İstekli miydin? Teneffüse çıktın mı? Neden? İlk arkadaşın yaparken bile sen hazırlanıyorsun? Bu aktiviteye mi? Hazırlık önemli mi YIG? Aniden yapman istenseydi?7. RH's 34:58-35:10 – SEZ'le gönüllü olmak için yarış var. Neden?8. Sony 00:00- – Nasıldı sence? Ne hissettin? Hoca dersin sonunda yapmayanlara da (+) verdi. O zaman ne düşündün?
3. Ders	<ol style="list-style-type: none">9. Before Presentation 1 – 09.40-09.48 – Seçilme anın! Ne hissettin? Ne düşündün? Yerinde yapmak ister miydin?10. Presentation 1 – Sence nasıldı? Daha önce yapmış olmak ister miydin?11. Before Presentation 2 – Direk çekim yok. JVC 33.12-33.53 – Ne oldu burada YIG? Ne hissettin?12. Presentation 2 – RH's 34.35-36.40 – Hazırlanma + sunum → Sence nasıldı? Hocanın yorumu ne hissettirdi?

APPENDIX-Q: Factors Influencing L2 WTC Inside the Classroom

Categories	Codes	Definitions
1. Anxiety	<i>Anxiety</i>	A student feels anxious in the speaking courses and s/he hesitates to communicate orally in English.
	<i>Comfortable</i>	A student feels calm and comfortable in the speaking courses and s/he defines himself/herself being eager to communicate orally in English.
	<i>Fear of being ridiculous</i>	A student becomes unwilling to communicate in the speaking courses due to the fear of being mocked/ laughed.
	<i>Fear of being on the stage</i>	A student hesitates to communicate in the front of classroom due to the fear s/he feels.
	<i>Fear of making mistake</i>	A student hesitates to communicate in English due to the fear of making mistake.
	<i>Fear of failure</i>	A student defines himself or herself unwilling for a specific situation in a certain time because s/he is afraid of being unsuccessful in an exam.
2. Classroom Atmosphere		A student is willing/unwilling to communicate due to the environment in the classroom.
3. Interaction Type		A student reflects himself or herself willing/unwilling in line with the type of interaction (monologue, dyadic, group) with the teacher and peers.
4. Interlocutor (The person that an individual has an interaction)	<i>interlocutor's tendency of speaking</i>	A students feels willing/unwilling to communicate orally in speaking courses in line with the interlocutor's tendency of speaking.
	<i>harmony with interlocutor(s)</i>	- A student feels willing to communicate in the speaking courses when s/he has a harmony with the interlocutor.
	<i>interlocutor's interest as a listener</i>	A student feels willing to communicate in the speaking courses when the interlocutor pays interest to what s/he says.
	<i>competency level of the interlocutor(s)</i>	A student feels willing to communicate in the speaking courses when the interlocutor has a certain or similar level of competence.
5. Language utility	<i>Practice of language skills and knowledge</i>	- A student feels willing to communicate in the speaking courses when s/he finds the interlocutor(s) intimate and familiar.
		- A student is willing to communicate in English in the speaking courses in order to catch the chance of practicing all language skills. - A student is willing to communicate in English to improve his or her language skills and knowledge through interaction.
6. L1 Effect		A student hesitates to use L2 in oral communication in the classroom due to the common L1 to be used in interaction.
L2 Learning Motivation		

7. Intrinsic motivation		A student feels willing to communicate in the speaking courses in order to feel being satisfied. It has five sub-themes: <i>being superior, being listened, being the first, having responsibility.</i>
8. Extrinsic Motivation		A student is engaged in an oral communication under the effect of external motives such as one's values, beliefs and self. It has three sub-themes: <i>being recognized by teacher, getting points and being obligatory to communicate orally.</i>
9. Mood		A student feels willing to communicate in the English courses because her/his mood (being energetic, tired, sick, bored, sad, happy) enables him/her to communicate.
10. Peer (this time the students did not have a direct communication with the ones referred here as "peer")	<p><i>competition with peers</i></p> <p><i>peer's reactions/reflections</i></p> <p><i>peer's encouragement</i></p>	<p>A student feels willing to communicate in speaking courses because there is a contention between herself/himself and other peers.</p> <p>- A student feels himself or herself willing while the peers give reactions to his or her speech.</p> <p>A student becomes willing to communicate orally after her/his friend's encouragement.</p>
11. Personality		A student reflects that s/he is willing/unwilling to communicate as a reflection of his/her personality.
12. Perceived competence		<p>- A student feels willing to communicate in English in the speaking courses because s/he thinks that s/he has the capacity to express herself/himself orally on the issue.</p> <p>- A student hesitates to communicate orally in speaking courses since her/his self-assessment for his/her English language skills is not competent enough to express the ideas orally in English.</p>
13. Perceived opportunity to communicate		A student states that s/he is willing to communicate in a certain time because s/he thinks that there is an opportunity to communicate.
14. Preparation (readying)		A student becomes eager to communicate when s/he makes some preparations such as note taking, building the statements or sentences on the topic.
15. Previous experience		<p>- A student is willing to communicate in speaking courses when s/he has previous experiences of speaking through the English learning process.</p> <p>- A student feels unwilling to communicate as s/he states that there is no previous experience of speaking in his/her life. (lack of practice)</p>
16. Self-confidence/ Communication confidence		A student is eager to communicate when s/he thinks that s/he is able to communicate in the L2 in an adaptive and efficient manner.

17. Task	<i>Task type</i>	A student becomes willing/unwilling to communicate in line with the type of tasks such as role-playing, debate etc.
	<i>Task variety</i>	- A student is keen to communicate in speaking courses when there are various tasks.
	<i>Task difficulty</i>	- A student is eager to communicate in speaking courses when tasks are labelled as being easy.
	<i>Interest in task</i>	A student feels willing to communicate in the speaking courses when s/he finds the task interesting.
	<i>Familiarity with task</i>	A student feels willing to communicate in the speaking courses when the topic is familiar to him or her.
18. Teacher	<i>Teacher's support</i>	A student becomes willing to communicate orally in speaking courses when s/he has the teacher's support such as error correction, feedback provision, etc.
	<i>Personal intimacy with teacher</i>	A student becomes willing to communicate orally in speaking courses when s/he has an individual intimate relationship with teacher.
19. Time of communication		- A student becomes eager to communicate in the speaking course when s/he doesn't want to delay the assigned task. - A student is keen to communicate in English in the speaking course after some peers. (A student hesitates to take the turn as the first person who takes the turn.)
20. Topic	<i>knowledge about the topic</i>	A student feels willing to communicate in the speaking courses when s/he has a previous knowledge about the topic.
	<i>interest in the topic</i>	A student feels willing to communicate in the speaking courses when s/he finds the topic interesting. / has an interest in the topic.
