HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

A CASE STUDY ON WILLINGNESS TO COMMUNICATE IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

Nihan BURSALI

Master's Thesis

Ankara, (2019)

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YABANCI DİL OLARAK İNGİLİZCE ÖĞRENİMİNDE İLETİŞİM KURMA İSTEKLİLİĞİ ÜZERİNE BİR DURUM ÇALIŞMASI

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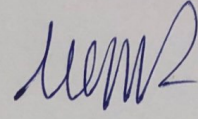
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Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **Nihan BURSALI** and entitled "A Case Study on Willingness to Communicate in Learning English as a Foreign Language" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.
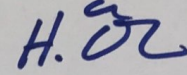
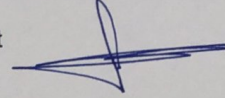|		
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Prof. Dr. Ali Ekber ŞAHİN

Director of Graduate School of Educational Sciences

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Abstract

The aim of the current study was to probe the duality of the notion of willingness to communicate (WTC) – trait-like WTC and situational WTC - inside the classroom in Turkish foreign language (L2) settings along with the factors that affect the participants' WTC. In order to achieve this aim, a mixed-method research design was adopted by utilizing a WTC scale, classroom observations, and participant interviews consisting of stimulated recall. The sampling group of the study consisted of 10 participants who were enrolled in a preparatory program at a private university in Ankara, Turkey. The participants were selected according to their WTC scores as 5 highest and 5 lowest scorers- among the students who already filled WTC scales. Due to the small number of the sampling, several non-parametric statistical tests were computed. Initially, a Spearman Rank Order Correlation was computed to understand whether there was a match between the participants' WTC scale scores and real WTC behaviors inside the classroom. The findings indicated that there was a mismatch. This mismatch was corroborated by the qualitative findings of the participant interviews as the qualitative findings indicated that there were three main factors affecting the individuals' WTC inside the classroom, which were linguistic factors, psychological factors, and situational factors. However, the findings also revealed that these factors affected the participants in combination, and each individual was affected in a unique way. In addition, the findings also indicated that there was statistically a significant difference in the participants' WTC in pair work and group work.

Keywords: EFL, factors affecting WTC, individual differences, L2 willingness to communicate, situational WTC, trait-like WTC.

Öz

Bu çalışmanın amacı, iletişim kurma istekliliğinin ikili yapısını – karakteristik iletişim kurma istekliliği ve durumsal iletişim kurma istekliliği- Türkiye'deki yabancı dil ortamlarında sınıf içerisinde bireylerin iletişim kurma istekliliğine etki eden faktörlerle birlikte incelemektir. Bu amacı gerçekleştirmek için; iletişim kurma istekliliği ölçeği, sınıf gözlemleri ve uyarılmış hatırlama içeren katılımcı görüşmeleri kullanılarak karma yöntem araştırma tasarımı benimsenmiştir. Araştırmanın örneklem grubu, Ankara'da özel bir üniversitenin hazırlık programında kayıtlı 10 katılımcıdan oluşmaktadır. Katılımcılar iletişim kurma istekliliği ölçeklerine vermiş oldukları yanıtlara göre- en yüksek 5 ve en düşük 5 puan alan katılımcılar- seçilmiştir. Örneklemdeki katılımcı sayısının az olması nedeniyle, çeşitli parametrik olmayan istatistiksel testler gerçekleştirilmiştir. Başlangıçta, katılımcıların iletişim kurma istekliliği ölçeğinden aldıkları toplam puanlar ile sınıf içindeki gerçek iletişim kurma istekliliği davranışları arasında bir eşleşme olup olmadığını anlamak için Spearman Sıra Farkları Korelasyonu analizi yapılmıştır. Bulgular bu iki değişken arasında bir uyumsuzluk olduğunu göstermiştir. Bu uyumsuzluk katılımcı görüşmelerinden elde edilen nitel bulgular ile desteklenmiş olup nitel bulgular; bireylerin sınıf içi iletişim kurma istekliliklerini etkileyen üç ana faktörün (dilsel, psikolojik ve durumsal) olduğunu göstermiştir. Ancak bulgular katılımcıların bu faktörlerin hepsinin birleşiminden etkilendiğini ve bu faktörlerin her bireyi farklı şekilde etkilediğini ortaya koymuştur. Buna ek olarak elde edilen bulgular aynı zamanda katılımcıların iletişim kurma istekliliklerinde ikili çalışmalarda ve grup çalışmalarında istatistiksel olarak anlamlı bir fark olduğunu göstermiştir.

Anahtar sözcükler: durumsal iletişim kurma istekliliği, iletişim kurma istekliliğine etki eden faktörler, karakteristik iletişim kurma istekliliği, yabancı dilde iletişim kurma istekliliği, yabancı dil olarak İngilizce

Acknowledgements

Table of Contents

List of Tables

List of Figures

Symbols and Abbreviations

CA: Communication Apprehension

CEFR: Common European Framework of Reference

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

ESP: English for Specific Purposes

ID: Individual Difference

IDs: Individual Differences

L1: Native Language

L2: Second/Foreign Language

L2 WTC: Willingness to Communicate in Second Language

SEM: Structural Equation Modelling

SLA: Second Language Acquisition

SPCC: Self-Perceived Communicative Competence

SPSS: Statistical Package for Social Sciences

WTC: Willingness to Communicate

WTP: Willingness to Participate

Chapter 1

Introduction

This study aims to investigate the notion of Willingness to Communicate (WTC) in English as a Foreign Language (EFL) classroom. The rationale for the present study has grown out of the researcher's desire and motivation in Willingness to Communicate and previous studies that have been covered in the background of the study section. In this chapter, the background of the study is presented which is followed by the problem and the purpose of the study. After the clarification of the significance of the study, the research questions are presented. Afterward, the assumptions and limitations are given, and lastly, the terms used in the current thesis are defined in harmony with the previous studies.

Background of the Study

Human beings are unique creatures, and the general tendency of characteristics of humankind can differ from one person to other, or there can be commonalities among people. Therefore, psychology, as an academic discipline has examined the human mind from two perspectives, one focusing on the general principles of the human mind and the other focusing on the uniqueness of individuals. However, the latter one is succinctly what we call "individual difference (ID) research" which is focused on these characteristics and why these differences are occurring (Dörnyei & Ryan, 2015).

The scope of individual differences (IDs) in second language acquisition (SLA) is quite broad as it comprises plenty of constructs such as language learning strategies, personality, learner beliefs, language aptitude, motivation, learning and cognitive styles, anxiety, creativity, willingness to communicate, and self-esteem (Dörnyei, 2005). However, the present study focuses on the notion of willingness to communicate defined as "probability of initiating communication given choice and opportunity" which is quite intriguing and a relatively new construct (MacIntyre, 2007, p. 567).

The emergence of WTC can be associated with Burgoon's (1976) notion of unwillingness to communicate as a personality trait (Yashima, 2012). Personality traits, on the other hand, can be defined as certain thoughts and acts that do not

change even though the situations can change (Yashima, 2012). Besides, the developments on personality affected the notion of WTC in a great deal.

The early studies (McCroskey & Baer, 1985; McCroskey & Richmond, 1987, 1990) on WTC were in first language (L1), and it was associated with communication apprehension (CA) generally; therefore, anxiety is quite related to WTC (McCroskey, 1992, 2009). These studies followed quantitative orientations mostly. For instance, McCroskey and Richmond (1987) worked on this notion by perceiving it as a stable one and claimed that although the circumstances could change, one's tendency of WTC would be similar and stable. To investigate personality variable, they constructed a scale which consisted of four different communication contexts with three types of receivers and had been used and validated through several other studies (Hashimoto, 2002; McCroskey, 1992; McCroskey & Richmond, 1991). The scale was also validated by Chan and McCroskey (1987) as the participants who had high WTC scores showed more participation than others who had lower scores. Besides, several comparative studies were conducted in several parts of the world in L1 context. The results differed among the countries (McCroskey & Richmond, 1991). Therefore, it was suggested that the generalizations should be operated in a culture dependent way.

In 1994, MacIntyre argued that CA, which later transformed into language anxiety and perceived competence would be the causes of WTC. Other scholars (e.g., MacIntyre, Babin & Clément, 1999) also conducted research on L1 WTC in order to scrutinize the predictors of WTC.

Not so long, WTC gained attention by L2 researchers due to its appropriateness to second and foreign language learning contexts as both have an ultimate goal which is communicating in L2. The fundamental points of L2 WTC can be explained by the differentiation of beliefs, experiences, thoughts, and feelings from L1 WTC while someone is communicating in L2. In this respect, a heuristic model of WTC was introduced by MacIntyre, Clément, Dörnyei, and Noels (1998) in L2, suggesting that WTC could be regarded as a situational variable instead of a personality trait only. This model includes six layers, at the bottom; there are more stable predictors; personality and intergroup climate which can be explained by the position of the L2 within the society where it is learned. The fifth layer consists of affective and cognitive predictors; intergroup attitudes, social situation, and

communicative competence. In the fourth layer, there are motivational propensities; interpersonal motivation, intergroup motivation, and self-confidence. The third layer is the situated antecedents, as one can understand when you approach the top, the predictors' enduringness is getting low, so the dynamism increases, these situated antecedents are a desire to communicate with a specific person and state communicative self-confidence. The second layer is WTC, and it has behavioral intention. At the apex, there is actual L2 use in specific situations. It is also hypothesized that the upper layers may have more impact on L2 WTC than lower layers.

To validate this model, a substantial amount of research was conducted. However, any fixed array of predictors has not been detected; the array is situation dependent. This idea is also supported by scholars such as Ellis (2008).

At first, most research which was conducted on L2 WTC had quantitative orientations. Moreover, the early studies on L2 WTC were conducted in the Western context, especially in Canada and the US (MacIntyre et al., 1998). There was also substantial research conducted in Japan (Yashima, 2002; Yashima, Zenuk-Nishide, & Shimizu, 2004) and in China (Liu & Jackson, 2008; Peng, 2007) and in Turkey (Başöz & Erten, 2018; Çetinkaya, 2005; Kanat-Mutluoğlu, 2016; Öz, Demirezen, & Pourfeiz, 2015). These quantitative studies used McCroskey's (1992) original scale in general which treats WTC as a personality trait. The cumulated findings indicated that L2 WTC lead to L2 communication and it was predicted by L2 self-confidence (MacIntyre & Charos, 1996). In addition, some studies found relationships between integrativeness, attitudes towards the learning situation, international posture and WTC at different rates (Yashima, 2002; Yashima et al., 2004).

However, there are also some qualitative or mixed-method studies on WTC, primarily focused on the situational aspects of WTC. For instance, Kang (2005) conducted triangulation research on the dynamic emergence of situational WTC. Besides, she made a new definition of WTC, in which WTC is associated with "a dynamic situational concept that can change moment-to-moment" rather than a personality trait (Kang, 2005, p. 277). It was also claimed that there had been substantial quantitative research to examine the situational variables; however, they were not adequate to explore situational characteristics of WTC in a real situation. In terms of this research, it was found that situational WTC emerged from the joint

effect of excitement, responsibility, and security, each of which was also co-constructed by situational variables like topic, interlocutors, and conversational context (Kang, 2005).

Cao and Philp (2006) also did further research into the topic, focusing on both trait-like and situational WTC. They concluded that WTC behavior in class influenced by various factors such as "the group size, familiarity with interlocutors, interlocutors' participation, familiarity with the topics under discussion, self-confidence, medium of communication and cultural background" (Cao & Philp, 2006, p. 480). Besides, in the limitations and future research section, they concluded that such kind of triangulation research should be done with larger groups and one may examine the extent to which these perceptions are observable in behavior.

Cao (2011) conducted another study which employed several instruments such as classroom observation, stimulated-recall interviews, and reflective journals. In the conclusions and pedagogical implications section, Cao claimed that the emic perspective could be beneficial in terms of giving greater insights into the complexity and dynamics of WTC in the classroom. In 2013, Cao also conducted a longitudinal case study and showed the dynamic nature of WTC as it could change within a single task. Thus, the factors that contribute to WTC conceptualized as task, experience, and confidence. After that, Cao (2014) again conducted a study on WTC with the help of classroom observations, stimulated-recall interviews, and reflective journals. With this study, she proposed evidence to the dynamic nature of classroom WTC rather than its stable nature.

There is another attempt to investigate WTC with qualitative orientations conducted by MacIntyre, Burns, and Jessome (2011) with the help of a focused essay technique. Later, MacIntyre and Legatto (2011) and MacIntyre (2012) took WTC under renovation in terms of methodology of research with the idiodynamic method. MacIntyre and Legatto (2011) presented this methodology for working on the rapid shifts in WTC. They pointed out that the variation in WTC in a period of time could be examined when WTC was regarded as a dynamic system. It could be said that they proposed this methodology to make adequate studies on the dynamic aspects of WTC. As it is mentioned earlier, most of the research was conducted on WTC thanks to the pyramid model proposed by MacIntyre et al. (1998) and was shaped around this model while the model stated at center. Thus, MacIntyre and

Legatto (2011) established this new methodology to work on WTC's dynamic aspects by focusing on them moment-to-moment. However; every methodology has its limitations. Firstly, this methodology included the convergence of self-reports (trait-level scores, dynamic WTC ratings, explanations by the participant and the report of the research assistant). Thus, there could be biases in the self-reports. However, they operationalized "brief tasks and immediate stimulated recall" to decrease the biases. Another limitation was the interpretation of anxiety as it could be regarded as both positive and negative. In terms of the difficulty of interpretation, there was another issue time; in other words, pause as it could be associated with hesitation, understanding or hearing problem. They concluded that hesitation might be regarded as unwillingness to communicate; yet, their participant simply clarified that she was thinking of a better answer. Thus, that kind of silence could not be interpreted as unwillingness. They also concluded that for further research, the overlaps in WTC, the topic of conversation, the relative status of interlocutors (peers vs. teachers) could be studied by this method. In addition to that, it was said that observers could study WTC and verbal or nonverbal behavior (e.g., repairs, vocal hesitations, and eye gaze).

MacIntyre (2012) also stated that with the concentration on dynamics of change, they were facing a methodological problem. Therefore, they proposed "Idiodynamic Method". It can be said that this method leads to WTC research currently and some scholars support it such as Yashima (2012). In addition, there are further studies with this particular method such as Yashima, MacIntyre, and Ikeda's (2016). They also focused on the dual characteristics of WTC with the help of self-reflection, observations, interviews, and scale-based data.

There were also other studies which followed qualitative or mixed methods research design such as Pawlak, Mystkowska-Wiertelak and Bielak's (2014, 2016), Peng's (2012, 2014). Besides, the conversation-based methods were proposed as suitable by scholars (De Costa, 2014; Evnitskaya & Berger, 2017; Preston, 2009; Sert, 2015). For example, De Costa (2014) proposed "a bridging the sociocognitive divide to investigate WTC from a conversation-based perspective" (p. 11). While looking into it, one could see remarkable results, and he also made contributions by giving arguments to the current WTC research. First of all, one's thoughts and actions may not match. Thus, a researcher needs to make observations and give

evidence according to one's thought by this way thought can be validated or refuted. Therefore, to understand the real WTC of people, we need to work on real data, but of course, we still need to take the quantitative findings into consideration (De Costa, 2014).

Even though there was a substantial amount of research on WTC both quantitative and qualitative orientations, further research is still needed. Thus, educational practices can be developed. Furthermore, qualitative orientations can be influential to give insights into WTC in pedagogical settings (Yashima, 2012). Besides, methodological eclecticism is appreciated in today's world (Dörnyei, 2009). Thus, the current study aims to look at willingness to communicate with mixed-method research design. Namely, the main purpose of the study is to figure out whether the participants' scale scores and their observable acts in the classroom are in accordance with each other with a follow-up interview to determine the factors that affect one's WTC.

Statement of the Problem

Willingness to communicate which emerged in L1, then studied in L2, could be regarded as a relatively new research topic, and it has been examined in a great deal, especially in second language settings. Although there are several examples from foreign language settings; in particular Japan (Yashima, 2002), this notion needs to be examined in EFL settings more. To make better judgments on WTC, one needs to understand that WTC has the dual characteristic. One stems from personality traits which can be claimed that stable and enduring, the other stems from context or situation and can change when the circumstances change. Namely, it is dynamic. In addition to that, the factors that affect WTC determined to some extent (MacIntyre et al., 1998). However, according to studies, an array of factors that contribute to one's WTC is not fixed (Ellis, 2008).

Moreover, one needs to take the context into account as any context is unique and the factors can change accordingly. Therefore, in Turkish context studies focusing on the factors should be done in harmony with its dual nature. That is why; a mixed-method research design was adopted to not to overlook any angle.

Purpose of the Study

The main problem of the study stems from the dual characteristics of WTC. As mentioned earlier, there has been a substantial amount of research on trait-like WTC (McCroskey, 1992) and the state level WTC also has gained attraction from several scholars such as Kang (2005), Cao and Philp (2006), Peng (2012), and MacIntyre (2012). Besides, there are some claims such as one's thoughts, and behaviors may not match in different contexts or circumstances even though there is a limited number of studies showing controversial results (De Costa, 2014; Yu, 2015). Therefore, the studies should include classroom observations (De Costa, 2014). Thus, the primary aim of the current study is to understand these two characteristics of WTC.

In addition, one needs to consider the factors that can affect one's L2 WTC in context. The factors are partially listed in the previous chapters, and it should be kept in mind that the context has a sensitive place when the focus is on L2 WTC. Therefore, the second focal point of the study is to detect the factors that can contribute to one's L2 WTC in EFL classrooms in Turkey. To achieve this, while considering the different interaction types which are whole class, group, and pair interaction a mixed-method research design was adopted including a WTC scale, classroom observations, and structured interviews with a stimulated recall.

Briefly, the study aims to investigate if there is any match in one's WTC perceptions and his or her real actions in the classroom, and the factors that can affect one's WTC.

Significance of the Study

WTC is a recent topic, and it is still in its infancy; therefore, it is an attractive topic for scholars. However, the significance of the study can be associated with several aspects of second or foreign language education. First of all, the dominant language teaching approach is still Communicative Language Teaching (CLT), and it is suggested that there are strong relations between WTC and CLT due to the ultimate aim of second or foreign language education which is to communicate with the target community.

Another importance can be the factors; there are several factors affecting one's WTC (MacIntyre et al., 1998); yet, the studies showed differences among the countries. Even though there are some studies focused on WTC in Turkey (Öz et al., 2015), any contribution would affect the literature.

In addition, according to several scholars, although they have adequate communication skills, some students may choose to remain silent, and vice versa is possible, too (MacIntyre, 2007; Sert, 2015). This claim is making the factors that can affect L2 WTC much more important. Accordingly, one needs to understand that L2 WTC can be affected by many things such as context, teacher, course book, topic, personality, anxiety, friendship and when the educators identify them, they can eliminate the deteriorating factors and elevate the communication in the classroom. It is highly important for EFL classrooms where the students limited opportunities to speak in English.

Another important point could be regarded as classroom management, in classrooms unwillingness to communicate may lead to off-task behaviors, and if these behaviors are not handled with care, they can lead to disruptive behaviors eventually which is not a wanted situation (Sert, 2015).

Due to the combination of these statements, the current study adopting mixed-methods by approaching L2 WTC both qualitatively and quantitatively is not just significant, but also a need for Turkish EFL context.

Research Questions

In accordance with the research gap in the field, the current study sought to find out the dual characteristics of L2 Willingness to Communicate in the classroom environment; namely, trait-like WTC and situational WTC. Hence, the first objective of the study was to investigate the relationship between the participants' scale scores and the real willingness to communicate acts in the classroom. As these acts were investigated according to the activity types in the classroom such as whole class, group and pair work activities, the second aim was to understand the possible differences in WTC in those classroom contexts.

Besides, the third aim was on the participants' own ideas about the factors contributing to their willingness to communicate inside the classroom.

Therefore, the following three research questions were formulated to guide the current study;

1. Do the participants' mean scores of WTC match with their actual WTC acts in the classroom?

2. Are there any statistical differences in participants' WTC acts by classroom activity (e.g., whole class, group work, pair work)?

3. What are the participants' ideas about the factors that contribute to their WTC in the classroom?

Assumptions and Limitations

The possible limitations were predicted and tried to be eliminated before the study was conducted; however, some limitations are beyond the researcher's ability to intervene.

First of all, the data collection process manipulated without any biases. As it is a case study, the adequate time was given to collect the data, and the consents from participants were taken.

Another limitation of the study stems from sampling size which is a total of ten participants. Thus, the findings of the study were generalized according to Turkish context. Therefore, further generalization should be carried out cautiously.

Operational Definitions of Terms

Anxiety: refers to "feelings of nervousness and unease that can have physical manifestations, such as shortness of breath or increased heart rate." (Williams, Mercer, & Ryan, 2016, p. 149)

Individual Learner Differences: can be defined as "the differences in how learners learn an L2, in how fast they learn, and in how successful they are. These differences include both general factors such as language learning aptitude and motivation and specific learner strategies. The differences can be cognitive, affective, or social in nature." (Ellis, 2008, p. 966)

Integrativeness: can be associated with "the desire to learn an L2 in order to meet and communicate with members of L2 community." (Yashima, 2002, p. 56)

L2 WTC: refers to "how willing individuals are to communicate with others in their second language when they have the opportunity to do so." (Williams et al., 2016, p. 153)

Motivation: can be defined as "the primary impetus to initiate L2 learning and later the driving force to sustain the long, often tedious learning process." (Dörnyei & Ryan, 2015, p. 72)

Willingness to Communicate: refers to "the extent to which learners are prepared to initiate communication when they have a choice. It constitutes a factor believed to lead to individual differences in language learning." (Ellis, 2008, p. 983) Or else, with a more recent definition "the outcome of a dynamic interaction between individual propensities and the positive or negative reinforcements that arise during the realization of the volitional process in communication" (Dörnyei & Ryan, 2015, p. 183).

Conclusion

In this chapter, an introduction, background of the study, the problem, purpose, and significance were presented. Later, the research questions were displayed and continued with assumptions and limitations. Lastly, the operational definitions of terms were given. In the following chapter, a more comprehensive literature review on the notion of Willingness to Communicate and the related constructs is presented.

Chapter 2
Literature Review

Introduction

In this chapter, initially individual differences research will be explained briefly as willingness to communicate can be traced back to IDs. In addition, the construct of willingness to communicate will be defined and explored according to both L1 and L2 studies. Later on, some early studies based on quantitative research design and the models constructed according to them will be explained along with scale development. In addition, the qualitative and mixed-method based studies will be clarified to make a better understanding of the dynamic and situated nature of WTC. Lastly, a summary of theoretical development and research development was given with a conclusion.

Individual Differences

What can be understood from the basic nature of the psychology is about its scope and its leaning on the uniqueness and general principles of the human mind. Individual differences; on the other hand, focus on the former one: "inter-individual variation", yet in general aspects (Dörnyei & Ryan, 2015, p. 1). From the traditional perspective, IDs are characteristics or traits that can differ from one person to another. These differences are succinctly the reason why social sciences exist as human acts are not predictable like a scientific fact.

If we skip the Old Testament or classical Greek literature, the beginning of modern individual differences research relies on Sir Frances Galton's and Alfred Binet's works. Then, the investigation momentum has emerged with intelligence tests. Upon that, after the foundation of classical testing theory (Kline, 2005), other psychological tests designed such as personality, attitudes, and specific cognitive aptitudes tests. The field has flourished by 1950s, and today it maintains its dominance with its broad scope within psychology.

However, IDs in SLA should be investigated with care due to the fact that one's ultimate level of mastering L2 differs among people even though they can master their own native language without difficulty. In terms of this issue, the interrelations among individual, environment, and language have a crucial part

(Schumann, 2013). Furthermore, this fact makes us think about the characteristics of L2 learners. Even though there were several attempts to understand this, the real impetus comes from the good language learner studies (Naiman, Fröhlich, Stern, & Todesco, 1978). These studies eventually led to investigations on individualized learning techniques; namely, language learning strategies and learning styles (Shekan, 1998).

Contrary to traditional conceptions, in modern IDs paradigm, individual learner characteristics are conceptualized as temporal and situational rather than a stable one. They are also considered as complex structures like language aptitude, motivation, learning strategies, learning styles, and so on. All these concepts are considered complex and depend on context and time. However, at the end IDs paradigm cannot be separated from traditional orientations.

To explain IDs Dörnyei and Ryan (2015) states that

"No matter how hard we tried to escape the classic ID paradigm, no matter how hard we tried to couch matters in the language of situatedness, complexity, or dynamism, we have always returned to the reality that the most effective way to understand how learners differ from each other is to consider how they vary across a narrow range of generalizable features" (Dörnyei & Ryan, 2015, p. 13-14).

Key Aspects of Individual Differences

L2 motivation and its development. Motivation is one of the key aspects within the field, and it gained a great deal of vitality regarding language learning, as it can be regarded as the impetus to make individuals to learn a new language and helps individuals to maintain their learning process. In addition, the notion of motivation presupposes the other aspects of language learning. Although the individual has remarkable potential, without adequate motivation s/he tends to fail his or her long-term goals. Besides, motivation can help individuals to compensate their other deficiencies and leads them to success. Therefore, motivation can be regarded as an active, interesting and important issue within language learning, and it was exposed to a great deal of theoretical and methodological development since its emergence.

In terms of its chronological development, motivation can be examined with three main periods. First one is the social psychological period whose foundations could be traced back to the studies of some social psychologists in Canada in 1950s, especially Gardner and Lambert. Initially, they treated foreign language courses different than other school subjects as it depends on sociocultural elements while others do not. Furthermore, they emphasized that foreign language lessons integrated "social psychological factors such as language attitudes, cultural stereotypes, and even geopolitical considerations" (Dörnyei & Ryan, 2015, p. 74). Upon their studies on attitudes and motivation, the determinants of successful learning shifted to these two rather than older insights such as aptitude or effective teaching.

Besides, Gardner and Lambert's (1972) studies on motivation combined the older individualistic orientations, namely attributions, with social psychological approaches. Even though Gardner (1985) proposed some specific constructs, they were under development for a while. Later on, Gardner and MacIntyre (1993) proposed a model called socio-educational model of second language acquisition covering various psychological, and "individual aspects such as intelligence, language aptitude, language learning strategies, language attitudes, motivation, and language anxiety" (Dörnyei & Ryan, 2015, p. 75).
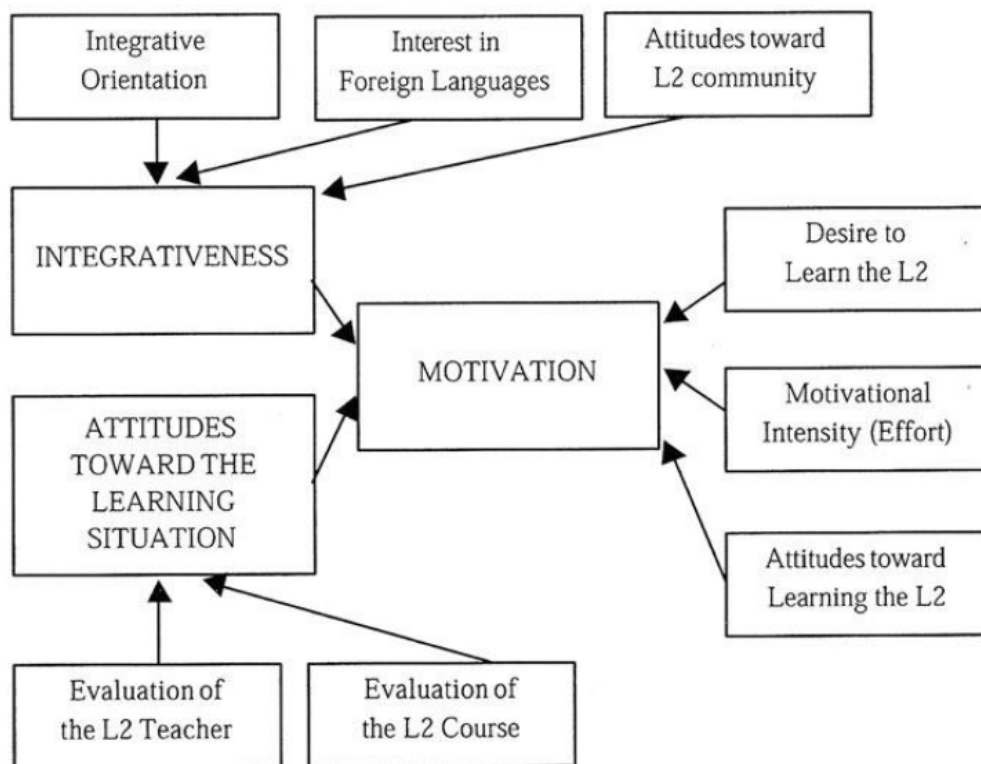
Figure 1. Gardner's socio-educational model of second language acquisition. (Gardner & MacIntyre, 1993, p. 3)

Although the model leads to plenty of studies, Gardner himself stated that the model was not an ultimate one, and more studies should be conducted. However, the following studies did not focus on the whole model, they paid attention to two subcomponents; integrative motivation which can be associated with one's positive feelings to L2 community and instrumental motivation which can be associated with one's rigid beliefs on the relationship between language proficiency and prosperity, good occupation, and so on.

In addition to the socio-educational model, there were several models proposed within a social psychological tradition such as Clément's (1980) social context model focusing on multi-ethnic contexts, and Schumann's (1986) acculturation theory. However, the studies within the boundaries of social psychological tradition were at the macro-level analysis and had little concern on micro-level analysis of individualistic elements. Thus, eventually, the practitioners turned away from it.

The second period is the cognitive-situated one. The primary impetus for this innovation is coming from the gap between the motivation research in second

language learning and educational psychology. Even though there were some early concerns on the issue, the starting point can be regarded as Crookes and Schmidt's (1991) "reopening the motivational research agenda". With cognitive-situated orientations towards motivation, the scholars started to emphasize micro-level analysis on motivation, namely they linked motivation to contextual factors. In terms of this research agenda, there are two important theories; self-determination theory and attribution theory.

Self-determination theory initially concentrated on autonomy, relatedness, and competence. Later on, the theory conceptualized on intrinsic and extrinsic motivation (Deci & Ryan, 2009). Besides, the theory emphasized, "the learners' cognitive perceptions of various situated and classroom-specific practices" (Dörnyei & Ryan, 2015, p. 82). Therefore, the theory can be regarded as a bridge between the socio-educational model and the future orientations on micro-level analysis of contextual elements.

Attribution theory, on the other hand, has a crucial place in terms of its status of being a challenge to Atkinson's classic achievement motivation theory (Dörnyei & Ushioda, 2011). According to attribution theory, motivation is closely linked to past experiences; they could be related to both success and failure. However, one's beliefs about the reasons behind the failure have a crucial place as one can think that the reason of failure is about unsuccessful strategy or inadequate effort, they generally tend to be motivated (Weiner, 2010). Its vitality in SLA can be associated with a great amount of failure in language learning across the world. The theory also affected L2 motivational research in various ways. First, it concentrates on "the temporal nature of motivation" by making connections between one's past experiences and future achievement orientations. Second, it led to methodological development in L2 motivational studies by adding qualitative orientations to the field.

Third one is the process-oriented period which was previously referred to cognitive-situated orientations by emphasizing the process. However, the study of motivation has gone beyond, and the importance of time, dynamism and fluctuations have risen. To clarify, the notion of motivation is such a dynamic one that it can change even within the same lesson hour; hence, the recent orientations to study motivation concentrates on this dynamic structure. There are several notable models in terms of this particular period. First of all, the process model proposed by

Dörnyei and Ottó (1998) was an early attempt to integrate dynamism into L2 motivational research agenda. The model was succinctly composed of three stages; pre-actional stage, actional stage, and post-actional stage. The fundamental motives here are diverse and can change according to the stages. For instance, the factors influencing one's motivation before starting to do something are different when it comes to the actional stage. Furthermore, the future influences can be associated with the post-actional stage.

Another important theoretical base in this period can be named as "the L2 motivational self-system" which was proposed by Dörnyei (2005). The early foundations of the model could be traced back to Markus and Nurius's (1986) possible selves and Higgins's (1987) self- discrepancy theory. The possible selves were succinctly about individuals' ideas of their future by focusing on "what they might be, what they would like to be, and what they are afraid of becoming" (Dörnyei & Ryan, 2015, p. 87). The self-discrepancy theory, on the other hand, explains how possible selves affect motivation, and it consists of two subcategories; ideal self which could be associated with one's ideal desires to have (hopes, wishes, etc.) and ought to self which could be associated with one's beliefs about their duty, responsibilities, and so on. According to Higgins, the real impetus to motivation results from the discrepancy between one's actual self and ideal and ought to selves.

The L2 motivational self-system by integrating these two theories conceptualizes three subcomponents of motivational selves; the ideal L2 self, the ought to L2 self, and the L2 learning experience. The ideal L2 self refers to one's ideal self facet in terms of L2, and ought to L2 self refers to one's beliefs that one needs to possess in terms of L2 learning. The last one, L2 learning experience, focuses on one's current language learning experience including teacher effect, curriculum, classroom environment, etc.

All in all, the research of motivation acts like other Individual Differences' constructs. It begins with macro-level analysis of somehow enduring qualities to micro-level analysis of individual and contextual factors. Especially with recent theoretical development, the importance of time and dynamism, the notion of motivation has started to be examined with qualitative research methods, too.

Affect and anxiety. Even though cognitive knowledge including mental processes like memory, attention, and thinking dominated the field of SLA in a great deal, affect has gained importance as it is inseparable from cognition, with its complex relations in the language learning process (Williams et al., 2016). Even though they are considered as to some extent similar, the term affect here includes "emotions, feelings and moods" (Williams et al., 2016, p. 80). At this point, emotions can be regarded as "conscious emotional responses to an event which they may be labeled as happiness, anger, joy, or remorse" (Williams et al., 2016, p. 80). However, feelings are more specific than emotions. To illustrate, a feeling of disappointment due to getting low exam marks is different from the feeling of disappointment due to teacher's unexpected choice of classroom tasks. In addition, moods extend a while with less intensity than feelings or emotions, and people sometimes cannot describe the reasons behind their specific mood.

Emotions also are complimentary for language learning; for instance, people tend to feel embarrassed when they make a mistake while they are learning a new language. However, the same situation can cause different feelings or emotions with different individuals according to their personal interest, personality traits, past experiences, etc.

In addition, the early foundations of affect in SLA can be associated with affective filter hypothesis which succinctly supports the idea of providing a secure, comfortable learning environment so that the learners become more open for learning process (Krashen, 1985). At this point, we need to touch upon the notion of anxiety which can be considered as an important issue in SLA and exposed to a lot of research in the field, especially noted as foreign language anxiety (Horwitz, Horwitz, & Cope, 1986). Even though anxiety connotes bad feelings, it can be both negative and positive (Dörnyei & Ryan, 2015; Horwitz, 2010; MacIntyre, 2002; Scovel, 2001). At this point, one can make a differentiation between debilitative anxiety that could be associated with negative anxiety which can affect one's performance negatively even though the one has the adequate capability, and facilitative anxiety which represents "a certain degree of anxiety can, in fact, facilitate performance"; for example, a little amount of anxiety can make the learners rehearse the role play they will perform in the classroom (Williams et al., 2016, p. 88).

Even though emotions affect human life in a great deal, the studies that were conducted within psychology or specifically within SLA are low in number due to their poor relations with rational thinking. However, the issue of anxiety, particularly in SLA, has been an attractive research topic for scholars as it has deep connections with second language learning process. In addition, the place of the anxiety is intriguing as we can see its role both in personality studies, especially within the Big Five Model, and in Gardner's socio-educational model.

All in all, along with anxiety all emotions, positive or negative; namely, affective issues have an impact on one's psychology; therefore, inevitably they also have an impact on one's language learning process. In addition, the studies also showed its complex relations with language education and the dynamism of the construct is under focus like motivation, like all other Individual Differences' constructs.

Up to that point, some key aspects that particularly have connections with Willingness to Communicate within Individual Differences were explained, as the present study specifically concentrating on Willingness to Communicate, the notion will have been presented in detail in the next section.

Willingness to Communicate

The notion of Willingness to Communicate represents "probability of initiating communication given choice and opportunity" (MacIntyre, 2007, p. 567). The emergence of this notion can be associated with Philips's (1965, 1968) studies on reticence, Burgoon's (1976) notion of "unwillingness to communicate", Mortensen, Arntson and Lustig's (1977) on predispositions toward verbal behavior, McCroskey and Richmond's (1982) on shyness and the concept of "communication apprehension" within L1 communication studies (McCroskey, 2009; McCroskey & Baer, 1985; McCroskey & Richmond, 1987, 1991). Later, McCroskey and Richmond (1987) formulated the known concept of Willingness to Communicate as the probability to initiate communication when free to do so.

It is a known fact that competency does not always predicate performance, namely in this context communication. Furthermore, some scholars such as MacIntyre (2007) states that "even after studying language for many years, some L2 learners do not turn into L2 speakers" (p. 564).

The initial studies on WTC treated this notion as a personality trait in L1, and it was claimed that the pattern of thought or behavior would not be affected by situations and time. Thus, it was a stable concept (McCroskey, 1992).

Willingness to communicate in L1. The early studies on WTC were in L1, as it grew out of communication studies; especially, the ones that focused on CA; therefore, it could be claimed that WTC was related to anxiety in a great deal (Dörnyei & Ryan, 2015). Besides, the general methodological orientation to L1 WTC was in a quantitative manner as it was treated as a personality variable. To investigate this notion, McCroskey and Richmond (1982) developed a scale composed of four communication contexts which are; speaking in dyads, in small groups, in meeting, and publicly with three types of receivers (strangers, acquaintances, and friends). This scale can be regarded as a widely used and validated one (McCroskey, 1992). For instance, Chan and McCroskey's (1987) study displayed that participant's WTC scores and their actual communication acts were compatible. However, later on, there are also studies to refute these results (Cao & Philp, 2006; MacIntyre, Baker, Clément, & Conrad, 2001).

In the light of these investigations, some factors that affect one's WTC in L1 were determined as introversion, CA, self-perceived communicative competence (SPCC), and self-esteem (McCroskey & Richmond, 1991).

In 1994, MacIntyre studied on WTC, and the results indicated that SPCC and low level of communication anxiety were the antecedents of WTC (Figure 2).
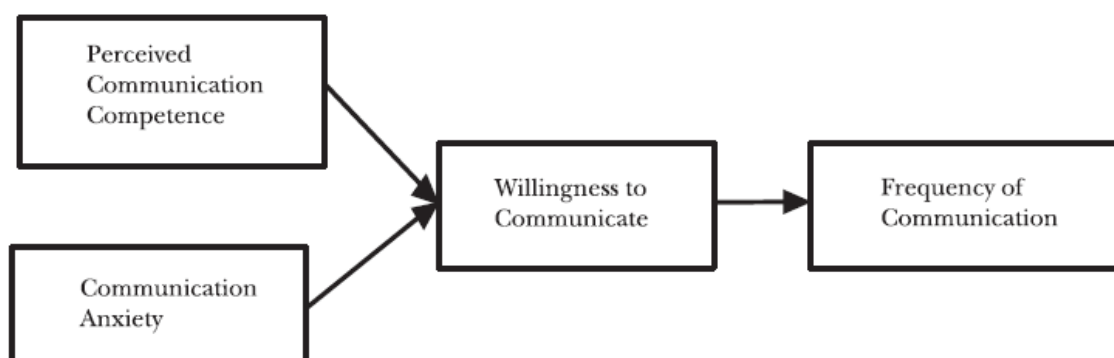
Figure 2. MacIntyre's (1994) Willingness to Communicate Model.

Willingness to communicate in L2. First of all, the notion of L2 WTC integrates psychological, linguistic, educational, and communicative aspects of L2 which are generally investigated individually, and it gives us a chance to look at the

interrelationships of these variables in harmony (MacIntyre, 2007). What is different in L2 WTC from L1 WTC essentially comes from the differences between one's communication orientations in L2 from L1. One's communication orientation in L1 generally is not the same as one's communication orientation in L2. When it comes to L2, the factors that affect one's communication orientation can range in a great deal such as it may be affected from "simple lack of interest in the immediate task or lesson to deep-rooted anxieties about being able to communicate in a foreign language in front of others" (Williams et al., 2016, p. 140).

The early studies on L2 WTC were conducted in the Western context, especially in Canada and US. The first attempts came from a group of social psychologists who were already working on anxiety, attitudes, and motivation in L2 learning. For example, MacIntyre and Charos's study (1996) based on Gardner's (1985) socio-educational model which could be regarded as one of the first attempts to investigate WTC in L2. The model (Figure 3) drew attention to the importance of affective variables which are attitudes, motivation, perceived competence, and anxiety on L2 communication and the role of personality.
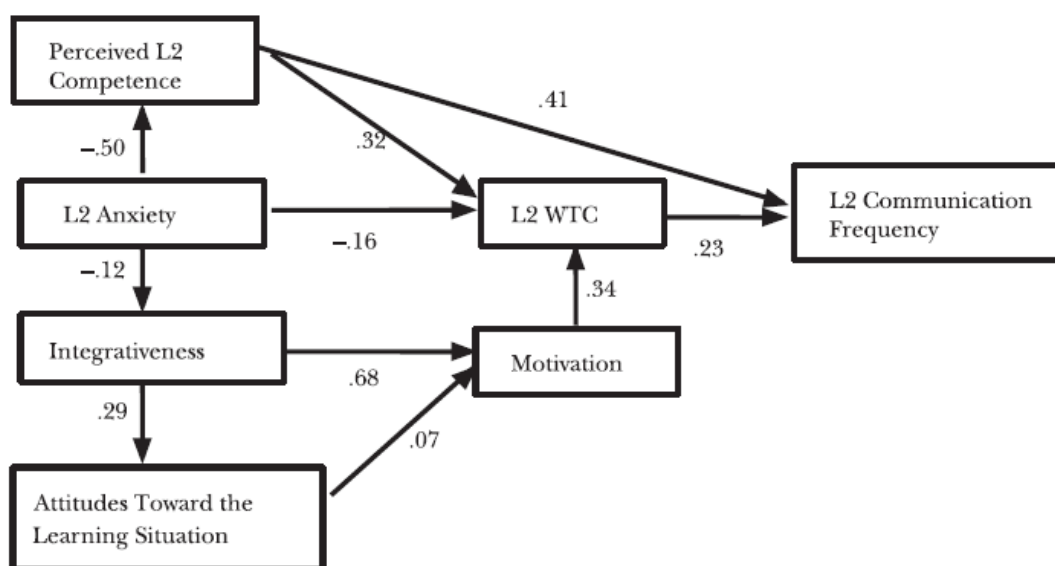
Figure 3. MacIntyre and Charos's (1996) Model of L2 Willingness to Communicate.

Figure 3 is a part of the model from MacIntyre and Charos's (1996) study that displays the relationships between L2 learning and L2 communication variables in a French SLA context in Canada. As it can be seen, L2 anxiety negatively affects perceived L2 competence, L2 WTC, and integrativeness While perceived L2

competence positively affects L2 WTC and L2 communication frequency. In addition, integrativeness both positively affects motivation and attitudes toward the learning situation. Motivation also positively affects L2 WTC. Lastly, L2 WTC positively affects L2 communication frequency.

There were several attempts to investigate WTC in L2, especially with path models that were used to examine the relations between the variables which are extraversion/introversion, anxiety, integrativeness, and motivation (MacIntyre & Charos, 1996; MacIntyre & Clément, 1996). These studies eventually led to the emergence of the well-known L2 WTC model which is called the pyramid-shaped heuristic model (Figure 4) focusing on both trait level and state level WTC in L2 (MacIntyre et al., 1998). Most of the studies were conducted in this area were centered on this model. According to this model, L2 WTC is regarded as "readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (MacIntyre et al., 1998, p. 547).
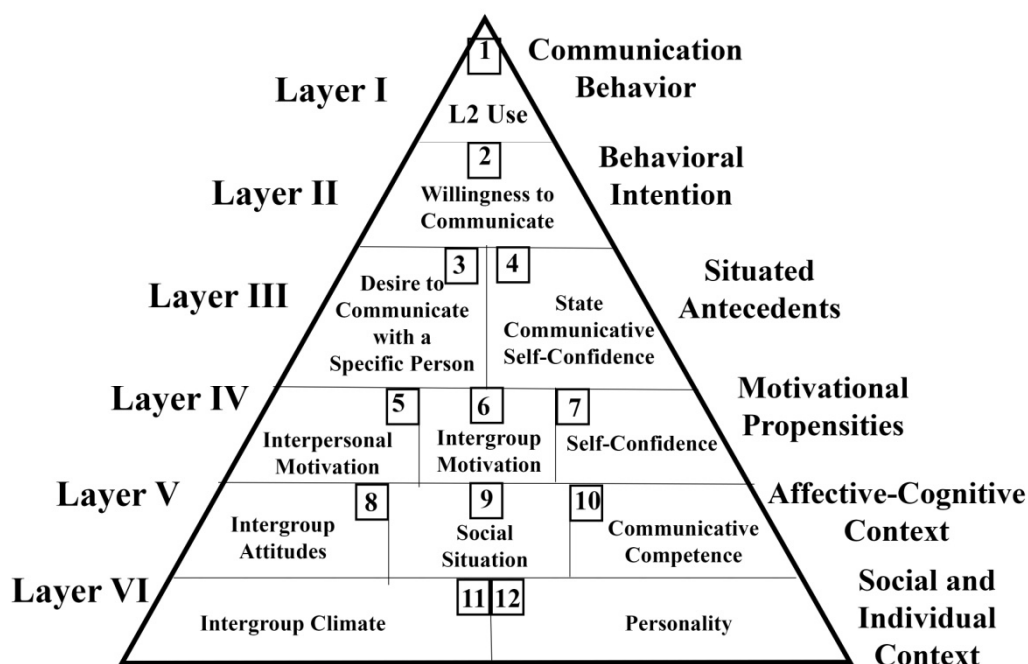
Figure 4. Pyramid shaped heuristic model proposed by MacIntyre et al. (1998).

This model proposes a combination of trait level WTC which can be associated with enduring variables such as personality and state level WTC which can be associated with contextual factors such as to communicate with a specific person. According to this model, one should consider that all these variables are interrelated; thus, the notion of WTC is complex and overwhelming for people who

work for L2 acquisition and learning. At the base of the pyramid, relatively more enduring variables are presented such as, personality and intergroup climate which refers to "the position and status of the target language within the society in which it is being learned" (Williams et al., 2016, p. 140) and these enduring variables represent "stable, long-term properties of environment or person that would apply to almost any situation" (MacIntyre et al., 1998, p. 546). On the other hand, the situational variables such as a desire to communicate with a specific person can be regarded as context depended and temporal. As it is presented, this model consists of six layers, and the structure of this model can be divided into two. First three layers (I, II, III) "represent situation specific influences on WTC at a given moment in time", the latter three layers (IV, V, VI), on the other hand, "represent stable and enduring influences on process" (MacIntyre et al., 1998, p. 547).

Layer VI, intergroup climate and personality are the variables that the individual has a little impact on them, they are relatively independent of the individual and can be associated with genetic influences coming from the ancestors and the enduring intergroup. These two variables were also claimed that they have an indirect influence on one's WTC in L2.

Layer V consists of the individual's typical affective and cognitive contexts. They can be listed as intergroup attitudes, social situation, and communicative competence. Intergroup attitudes can be associated with motivation to learn L2, tension, anxiety, hesitation, desire, and fear. The social situation, on the other hand, can be associated with the interlocutors, setting, topic, purpose, type of communication, and so on. The last one, communicative competence includes linguistic, strategic, sociocultural, actional, and discourse properties (Celce-Murcia, Dörnyei & Thurrell, 1995).

Layer IV, the last layer of enduring influences consists of "highly specific motives and self-related cognition" (MacIntyre, 2007, p. 568). Interpersonal motivation comes from the social roles that one carries in the group, and intergroup motivation comes directly from membership in a specific social group and one's interpersonal motivation. The last one, L2 self-confidence can be defined as the perceptions of communicative competence with a lack of anxiety.

Layer III which can be regarded as a situational one and it is composed of the desire to communicate with a specific person and state communicative self-competence. "This level of the model represents the level of behavioral intention (Ajzen & Fishbein, 1980) to speak, if one has the opportunity, or to remain quiet" (MacIntyre, 2007, p. 568).

Layer II, WTC is the ultimate psychological step in preparation for L2 communication. With this model, WTC is redefined as "a readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (MacIntyre et al., 1998, p. 547). By using word readiness here, the model broadened the notion of WTC by adding the intention to communicate to real communication; therefore, acts like hand-raising can be regarded as WTC in a body language form. The model also tries to underline that why some students represents WTC while others do not and claims that to establish WTC one needs to have a combination of variables such as self-esteem, motivation to language learning both in integrativeness and instrumental form of motivation, lack of anxiety with a sufficient level of communicative competence, adequate L2 experience, personality issues, and social context (MacIntyre et al., 1998).

At the apex, Layer I represents the actual communication behavior, it is "a result of a complex system of interrelated variables" (MacIntyre et al. 1998, p. 547). The model underlines communicative competence in L2 rather than L2 proficiency. However, L2 proficiency is regarded as a tool to gain interpersonal/intercultural goals (Yashima, 2012). Even though most of the studies on L2 WTC tried to examine this model, any predetermined array of the factors that affect one's L2 WTC was not found, and the assumptions should be made with consideration on the situation (Ellis, 2008; Yashima, 2012).

While trying to understand WTC, one needs to consider the context in which the language is taught. In different contexts, the meaning of learning the language can differ (Yashima, 2012). In Western contexts in which the language is taught as a second language may give different results than foreign language contexts. However, the research on L2 WTC has emerged in Western settings. For instance, Baker and MacIntyre (2000) studied the influence of learning context on WTC in immersion and non-immersion settings. Clément, Baker, and MacIntyre (2003), on the other hand, concentrated on context, norms, and ethnolinguistic vitality. The

results showed that immersion groups' WTC level was higher than the others. In addition to that, L2 learning orientations, social support (MacIntyre et al., 2001), and age and gender (MacIntyre, Baker, Clément & Donovan, 2002) were studied, and significant relationship with WTC was found in French immersion contexts.

The WTC model was also employed in English as a Foreign Language (EFL) contexts. In Japan, the studies on L2 WTC led to the emergence of a new predictor which is called international posture; its emergence can be associated with the context where learners do not have direct interaction with the target community (Yashima, 2002). However, the learners' attitudes towards English in EFL context come from education and media sources in general. International posture can be associated with integrative orientation, yet they are not identical due to the context that language learning takes place in. It is a combination of intercultural friendship orientation and instrumental orientation (Yashima, 2002; Yashima et al. 2004). In China, Peng and Woodrow (2010) conducted a study with structural equation modelling (SEM), and results showed that teacher support and learners' beliefs, namely classroom context variables and certain learning behaviors had impacts on L2 WTC.

The studies following quantitative orientations generally used WTC scale developed by McCroskey (1992). This scale approached WTC as a personality trait. However, there are also various scales that tried to approach WTC with contextual perceptions (MacIntyre et al., 2001; Peng & Woodrow, 2010; Weaver, 2005). Research on L2 WTC revealed that L2 self-confidence predicts L2 communication and inevitably L2 WTC (Clément et al., 2003; MacIntyre & Charos, 1996; Yashima, 2002; Yashima et al., 2004). These studies also concluded that integrativeness, attitudes towards the learning situation, and international posture had an impact on L2 WTC in various amounts. As mentioned, L2 confidence is a certain predictor of L2 WTC, and it integrates anxiety and SPCC. Both anxiety and SPCC affects L2 WTC; however, the weight of impact can differ in different contexts such as anxiety influences L2 WTC more in immersion contexts, and SPCC have more impact on L2 WTC in foreign language contexts (Baker & MacIntyre, 2000; MacIntyre et al., 2002; Peng & Woodrow, 2010; Yashima, 2002; Yashima et al., 2004). At this point, it can be said that immersion contexts are more similar to L1 contexts as in L1 WTC the best antecedent of WTC was anxiety (McCroskey & Richmond, 1991). Besides,

Baran-Łucarz (2014) linked WTC with pronunciation anxiety in his study that was conducted in Polish EFL context.

Development of scales on willingness to communicate. The very first scale on WTC was developed by McCroskey and Richmond (1982) and later was validated by McCroskey (1992). Later on, subsequent studies on WTC used this scale. However, some scholars such as MacIntyre et al. (2001), Cao and Philp (2006) emphasized that McCroskey's scale could be regarded as a validated WTC scale on general tendency of one's WTC orientation, yet the contextual factors are absent. Therefore, MacIntyre et al. (2001) constructed a skills specific scale on WTC by including WTC in reading, writing, comprehension and speaking. In addition, Weaver (2005) probed psychometric qualities of his 33 – item scale on WTC by paying attention to communication activities in Japanese EFL classrooms, and he presented a 4-point scale based on Rasch model. Peng and Woodrow (2010) revised this scale and constructed a 10 – item version. However, the shortest scale adapted from McCroskey's (1992) which has eight items were constructed by Ryan (2009), and it was employed to 2397 Japanese students with other motivational and affective constructs.

Willingness to communicate studies in Turkish EFL context. Although they are few in number, there are several studies on L2 WTC in Turkish EFL context. As it was implied earlier, the investigations on L2 WTC in different countries would give different results due to distinctive linguistic and sociocultural backgrounds which are unique to the particular country. To understand Turkish EFL context, one needs to scrutinize the previous studies.

To begin with, Çetinkaya (2005) examined WTC along with many other constructs conceptualized in IDs such as motivation, language anxiety, SPCC, attitude toward international community, and personality with 356 college students. Another aim was to understand if the WTC model explaining the relationships between social-psychological, linguistic and communication variables was compatible with Turkish context or not.

While conducting the investigation, questionnaires were employed to 356 students and interviews were also employed to 15 students who had already

answered the questionnaires to amplify the quantitative results. To understand the complex interrelations among the given constructs, SEM was employed.

According to the results, students were willing to communicate in English. They preferred to communicate with acquaintances and friends more than strangers. Also, they preferred small groups rather than larger groups. Besides, their interview results showed that they perceived to communicate in English with Turkish people was nonsense due to sharing the same native language, and it was easy to communicate in native language.

The students also had positive attitudes towards the international community, low communication anxiety, and they were slightly extrovert and regarded themselves as considerably competent to communicate in English. According to this study, anxiety was an intriguing construct as it was not stable, but a context-dependent one. The results showed that the least anxiety was detected when a student was talking with his/her acquaintances or friends. The most anxiety, on the other hand, was detected when they were talking with a large group of strangers and giving a presentation in front of strangers.

Moreover, a direct relation to students' attitude toward international community and perceived linguistic self-confidence from their WTC orientation was detected. Furthermore, an indirect relation to motivation and personality (extrovert/introvert) was also found. Lastly, the results showed significant correlations between the students' attitude towards international community and personality.

Şener (2014) conducted a study focusing on WTC, both inside and outside the classroom with 274 participants who were studying at English Language Teaching department at that time. She also focused on the other constructs that could affect one's WTC, such as linguistic self-confidence, motivation, attitudes towards international community, and personality. This study adopted a mixed method research design including questionnaires, classroom observations, and interviews. The results showed that the participants overall WTC scores were between moderate and high, and their motivation to communicate in English was also high in both contexts. Besides, positive attitudes toward international community were detected.

Furthermore, significant correlations of self-confidence, attitude toward international community, and motivation to WTC were discovered. In addition, self-confidence was also significantly correlated with attitudes and motivation according to the results of the study. To sum up, motivation had an effect on WTC along with self-confidence which was determined as a significant predictor of WTC and had a direct influence on one's WTC.

Another study on L2 WTC was conducted by Öz (2014), he focused on the relations between WTC and personality traits which are extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. The study was conducted with 168 English Language Teaching students. The results showed that 20% of the participants had high, 66% moderate, and 14% low L2 WTC scores. Significant predicting effect of extraversion, agreeableness, and openness to experience on L2 WTC was discovered. In addition, a positive correlation between academic achievement and L2 WTC was also found.

In 2015, Öz et al. conducted a study on L2 WTC and its predictors with a combination of several scales which are WTC scale (McCroskey, 1992), the self-perceived communicative competence scale (McCroskey & McCroskey, 1988), the perceived communication apprehension scale (McCroskey, 2006), integrative scale (MacIntyre & Charos, 1996) - which includes integrative orientation, attitudes towards learning situations, and interest in foreign languages- , instrumental orientation (Hashimoto, 2002; Yu, 2009), and ideal L2 self (Dörnyei & Taguchi, 2010). The scales were employed to 134 participants and to conduct the study; SEM was utilized. The results revealed that 21.6% of the participants had high WTC, 13.4% had high SPCC, and 18.7% high CA. Besides, SPCC and CA were determined as strong predictors of WTC. However, motivational factors indirectly influenced WTC.

In the paradigm of L2 WTC research, the impact of ideal L2 self on WTC was an attractive topic for some scholars (Bursalı & Öz, 2017; Kanat-Mutluoğlu, 2016; Öz, 2016). Öz (2016) conducted a study focusing on the predictive effect of ideal L2 self on WTC with 96 English Language Teaching students. The results of the study revealed a significant correlation between these two. Bursalı and Öz (2017) also tried to understand the relationship between ideal L2 self and WTC at the skills specific level. Their findings also showed significant correlations between ideal L2

self and WTC. The highest correlation was found at WTC in listening, and respectively in writing, in speaking, in reading followed it.

On the other hand, Kanat-Mutluoğlu (2016) examined the influence of ideal L2 self, academic self-concept and intercultural communicative competence on WTC. The findings of the study revealed that all the motivational units had positive correlations with each other. Furthermore, the notions of ideal L2 self and academic self-concept were discovered as predictors of WTC while only ideal L2 self was the best one.

Alishah (2015) conducted a study on the factors that affect one's WTC with 282 participants. In addition to quantitative results, he also interviewed 15 participants that already had answered WTC scale. The results showed that the Turkish EFL students had low WTC, low SPCC, high CA, and slightly extroverted personality. Moreover, SPCC was the best predictor of WTC according to this study. Asmalı (2016) also examined the antecedents of WTC with 251 participants. According to the findings, the participants' attitude toward international community, their motivation to learn English, and their confidence in English communication had a direct significant positive effect on their WTC in English. In addition, Basoz and Erten (2018) conducted a study on WTC with 701 participants which indicated a significant difference between WTC in the classroom context and outside the classroom context.

As it is demonstrated in Turkish EFL context, the weight of the studies conducted on L2 WTC was quantitative even though there are some examples of studies in which mixed method research design was employed. Furthermore, the studies generally focused on the predictors of L2 WTC, yet the dual characteristics of L2 WTC were overlooked. The recent research WTC paradigm is shifting from macro level to micro level. Thus, the situational and dynamic nature of WTC will be explained.

Situational and dynamic nature of willingness to communicate. Like all other constructs within IDs, WTC is somehow context depended. It can be affected by so many factors such as interlocutors, topic, and the mood of the day, a simple like or dislike towards a particular lesson or towards the teacher. After many studies focused on the stable nature of WTC, it was clear that the notion of L2 WTC has

dual characteristics. Moreover, it has a dynamic nature; for example, a student who does not listen to the lesson or participate to the class can change his/her attitude when s/he liked the topic or interlocutor, namely in a different contextual condition.

When the consideration comes to the situatedness of L2 WTC, one also needs to examine the studies that adopted qualitative or mixed-method research design. To begin with, Kang (2005) examined how one's WTC orientation can fluctuate within a conversation. To answer this question, she designed a triangulation study composed of interviews, videotaped conversations, and stimulated recalls with four Korean international students who study in the U.S.

The findings of the study showed that the reason why fluctuations occur was about the combined effect of psychological variables like "excitement, responsibility, and security" and their individual interactions with situational factors, such as "topic, interlocutors, and conversational context" (Kang, 2005, p. 277). To clarify, one of the categories that listed below the findings section was the influence of interlocutors on security. This means the interlocutors decide on security which was defined as "feeling safe from the fears that non-native speakers tend to have in L2 communication" (Kang, 2005, p. 282). First of all, the participants stated that they feel unsafe when they talk to people whom they did not know their proficiency level, and it was underlined as the participants' fear of losing face. Another thing here listed was in the study the thorny effect of familiarity with the interlocutor. The participants stated that they felt insecure when they talked with a less familiar person to them. However, they also stated that they felt unwilling to speak with Koreans in case they made mistakes. Besides, the familiarity of the interlocutors also could affect the power dynamics in the classroom such as a student may be closer to the tutor than other students and this also could affect one's feeling of security. In addition, the number of interlocutors and the interlocutors' social support also affected one's feeling of security. The last factor that spotted the interlocutors' proficiency level, it was clear that the participants felt unwilling to speak when their interlocutors' proficiency level was higher than theirs.

Another finding was about the influence of topic on security which was succinctly about background knowledge. The feeling of insecurity emerges among non-native language speakers who were already struggling with a combination of psychological factors when they came across to an unfamiliar topic. In addition, the

conversational context had an impact on security, too. It was stated that at the initial phase of a conversation the participants felt more insecure; however, with maintaining the conversation, they began to minimize that feeling.

The second one of the psychological factors was the excitement which was defined as "a feeling of elation about the act of talking" (Kang, 2005, p. 284). The influence of topic on excitement, it is stated that when the participants talked about interesting topics to them such as background knowledge, they felt excited. However, they also stated that when they talked about the same thing again and again, they got bored. The influence of interlocutors on excitement, the findings accumulated on three aspects. First one, the participants felt more excited when they talked with native speakers or the people who could help them to improve their speaking abilities while they did not prefer non-native speakers or Koreans as they could have a foreign accent or just because they thought that talking with a Korean in English was pointless. Second one, the interlocutors' appearance affected their excitement, for example, one of them felt disgusted when s/he talked with a person who had a tongue piercing. Third one, the interlocutors' interest, attention, and responses also affected the participant's excitement.

The influence of conversational context on excitement, according to the results the participants felt more excited when the interlocutors asked them additional information and the participants really believed that they wanted to listen to them.

Another psychological variable, responsibility "refers to a feeling of obligation or duty to deliver and understand a message or to make it clear" (Kang, 2005, p. 285). First of all, this topic needs to be regarded as a useful and important one, such as school registration, namely the topic should be about their personal motives. Thus, it could make people feel responsible. Besides, there was one more point about the topic to make people feel responsible. According to the findings, when people talked about sensitive topics such as cultural issues and when people disagree with something, they feel responsible for correcting the issues.

The influence of interlocutors on responsibility, the feeling of responsibility and the number of interlocutors had inverse proportion. When the number of the interlocutors' decreases, the feeling of responsibility increases. Besides, the

participants felt more responsible when they perceived that the interlocutors seemed interested and paid attention.

The last category of the findings of the combined effect of psychological and situational factors is the influence of conversational context on responsibility. The participants felt more responsible during the conversations when they felt there was a misunderstanding.

All in all, the psychological variables and the situational ones affected the WTC at the same time. With this study, Kang (2005) made a new definition to WTC which is "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).

Upon that, Cao and Philp (2006) examined WTC by focusing on the dual characteristics of WTC with the help of classroom observations, participant interviews, and questionnaires. There were eight participants who had different L1 backgrounds such as Chinese, Korean, Japanese, and Swiss-German. While trying to understand the dual characteristics of WTC, the researchers examined the participants' self-reports of WTC and their actual acts in the classroom within the three interactional classroom contexts which are whole class, pair work, and group work.

According to the findings, there were not any clear correlation between the participants' self-reports and their actual acts even though there was a significant correlation between participation in pair work and group work. In terms of potential differences in WTC acts, a significant difference in three contexts was found by suggesting a strong association between context and WTC acts. In addition, qualitative data analysis showed all the participants indicated different WTC rates in different interactional contexts (whole class, group work, pair work).

Lastly, they identified the factors that contribute one's WTC as "group size, self-confidence, familiarity with interlocutor, interlocutor participation, degree of topic preparation, cultural backgrounds, medium of communication" (Cao & Philp, 2006, p. 486).

All in all, there was a mismatch between the self-reports and actual WTC acts according to Cao & Philp (2006) which is also a strong innovation as the WTC questionnaire (McCroskey, 1992) is a well-known and widely-used to understand WTC for years. Furthermore, the results showed that there was a need for more advanced scales or methodological instruments to measure one's WTC in the classroom. That need was also supported by other scholars (MacIntyre et al., 2001).

MacIntyre's (2007) work was a revolutionary one as he tried to emphasize the vitality of volition or to choose freely to communicate in a particular moment as WTC. According to this paper, volition was likely to "organize multiple, competing for motivational, cognitive, and affective influences on specific observable actions by the learner" (MacIntyre, 2007, p.569). Moreover, this work encouraged scholars to study WTC as a volitional act, and it was also a milestone for the methodological innovation of WTC focusing on dynamic fluctuations of WTC within a particular time and context.

Later on, Cao maintained to work on WTC with different perspectives (Cao, 2011; 2013; 2014). In 2011, Cao conducted a multi-case study to investigate the situatedness of WTC in classroom context with an ecological perspective. This study was composed of classroom observations, stimulated-recall interviews, and reflective journals. The findings showed that situatedness of WTC depended on a combination of various variables such as "self-confidence, personality, emotion and perceived opportunity to communicate, classroom environmental conditions (topic, task, interlocutors, teacher, group size) together with linguistic factors" (Cao, 2011, p. 468).

In 2013, Cao tried to examine the fluctuations and dynamism of WTC over time with a longitudinal case study. According to the results, a combined effect of classroom context, individual and linguistic factors determined the fluctuations. In conclusion part, she claimed that understanding dynamic WTC methodologically could be based on triangulation, and to deeply understand the complexity of WTC acts within the classroom context a mixed method research design by integrating both quantitative and qualitative studies' findings could be justified.

In 2014, Cao conducted another multi-case study focusing on the dynamic and situated nature of L2 WTC; however, this time with a sociocognitive perspective

which encompasses linguistic, environmental, and individual factors altogether. The environmental factors could be regarded as topic, task type, interlocutor, teacher, and class interactional pattern. Individual factors; on the other hand, could be regarded as self-confidence, personality, emotion (satisfaction, enjoyment, anxiety, boredom, disappointment, etc.), and perceived opportunity to communicate. Linguistic ones succinctly depend on language proficiency and reliance on L1.

All in all, all these three studies indicated that WTC was influenced by a combination of factors that may differ among the people and the interrelationship was too complex to be predicted. Hence, teachers were advised to act with care to create students' WTC in the class because of this interdependence of factors that affect one's WTC inside the classroom.

The factors that can contribute one's WTC were also investigated by De Saint Léger and Storch (2009). They focused on the students' speaking skills perceptions, their participation in-class oral activities, and their attitudes toward these activities. The findings showed that all these dimensions had an impact on one's WTC.

In addition, in China Peng (2012) investigated the factors that had an impact on WTC in EFL contexts with an ecologically-nested multiple-case study. The study consisted of four participants who were university students and the data gathered through semi-structured interviews, learning journals kept by the participants and classroom observations over seven months. The qualitative analysis of the data indicated that there were six factors that affected classroom WTC which were learner beliefs, motivation, cognitive factors, linguistic factors, affective factors, and classroom environment. In 2014, Peng conducted another study on WTC and this time she combined her large-scale quantitative examination with qualitative data gathered again by semi-structured interviews, learning journals, and classroom observations. This time the findings added cultural and contextual issues to the agenda.

Riasati (2012) carried out a study on WTC with 7 participants in Iranian EFL context with the help of semi-structured interviews and the results showed that "task type, topic familiarity, topic interest, topic preparation, sex of interlocutor, age of interlocutor, familiarity with interlocutor, degree of interlocutor participation, personality, teacher role, classroom atmosphere, self-confidence, perceived

speaking ability, grading of speech, correctness of speech" were discovered as the factors that affect the individuals' WTC (Riasati, 2012, p. 1294).

Besides, Riasati and Rahimi (2018) focused on WTC along with the situational and individual factors in Iranian EFL context. According to the findings, the factors were found as "task type, topic (familiarity, interest, preparation, comfort, challenging), interlocutors (sex, age, familiarity, and participation), fear (negative evaluation, correctness), personality, self-confidence, perceived speaking ability, teacher, classroom atmosphere, perceived speaking opportunity, and seating location" (Riasati & Rahimi, 2018, p. 13).

MacIntyre et al. (2011) conducted a study on WTC by means of focused essay technique to understand the factors that could facilitate or inhibit one's WTC. Within this study, the participants noted the situations in which they were most willing and least willing to communicate. Their responses indicated that there could be rapid changes in one's affective state from willing to unwilling with intriguing differences in the communication contexts.

Besides, MacIntyre and Legatto (2011) proposed a new method called "idiodynamic methodology" to examine the rapid changes in WTC based on dynamic systems theory. This study was conducted with six young female adults, and the method included their personal characteristics, their recorded communication tasks, their self-ratings of fluctuations in WTC, and the reasons for these fluctuations. According to results, there were consistency and variation in WTC even though sampling was homogeneous, and the best predictor was searching memory for vocabulary along with some other affecting factors such as language anxiety which was quite challenging as it sometimes affected WTC positively or negatively, other times it was independent of WTC, too. Besides, it was stated that with this method one could spot the fluctuations even within a single task; however, they were more likely to be lost in the previous studies which were using general WTC-traits scores. Nevertheless, any method stands with its limitations, the limitations of the method depended on the bias in self-reports which were reduced by brief tasks and immediate stimulated recall, and difficulty in the interpretation of time. Time issue was a little bit more challenging as there were pauses and hesitations within the recorded task and to interpret these without asking the participants could cause problems. For example, when they asked the participants

about the pauses, one of them answered that she was trying to formulate a better response. All in all, each participant displayed a unique reaction to the task even though consistent patterns were also observed such as declination in WTC when they were discussing fewer familiar topics. This method was also supported and employed by other scholars (Pawlak et al., 2016; Yashima, 2012; Yashima et al., 2016).

Yashima et al. (2016) examined both state and trait WTC in EFL context with 21 participants to explain why participants show willingness at certain moments. Besides, their study tried to examine nested systems which were constructed by individual and group communication behaviors. Namely, they approached WTC as a complex dynamic system to understand "the interplay of learner characteristics and the learning environment" (Dörnyei, 2009, p. 179). To gather qualitative data, they used observations, self-reflection, and interviews, to gather quantitative data they used scales. Their findings were based on the interplay of characteristics (personality and proficiency) and contextual factors.

Mystkowska-Wiertelak and Pawlak (2014) also adopted MacIntyre and Legatto's (2011) idiodynamic method and conducted a study with English majors based on self-ratings, the results showed that participation format (monologue vs. dialogue) and fatigue had an impact on the fluctuation in WTC. In addition, Pawlak and Mystkowska-Wiertelak (2015) conducted another study with advanced learners of English again based on self-ratings and the fluctuations resulted from the impact of presence or absence of teacher, degree of familiarity with interlocutor, and having ideas to share. Self-ratings accompanied by immediate reports such as questionnaires with close and open-ended items were also used by Pawlak et al. (2016). According to their findings, fluctuations in WTC caused by a range of contextual and individual factors and high WTC was observed the situations in which the topics were based on the students' personal experiences, and they communicated with acquaintances in small groups or dyads.

The notion of WTC also attracted scholars who have worked with conversation-based methods such as De Costa (2014), Evnitskaya and Berger (2017), and Preston (2009). With his examination on WTC in classroom interaction, De Costa (2014) tried to reduce the gap between cognitive and social approaches in SLA and emphasized the importance of learning experience. This study was a

longitudinal ethnographic case study in which five immigrant students from China, Indonesia and Vietnam participated. However, the paper displayed one of the participants' willingness to communicate orientation. The data were generally videotaped and audio-taped which were supported with observation notes from inside and outside of the school. The analysis of the data showed that the participant preferred to communicate with her peers rather than her teachers and the analysis showed consistency with international posture proposed by Yashima (2002). In addition, the effects of self-confidence and communicative competence, experience, topic, proficiency, the purpose of the talk were also captured.

Another approach to WTC emerged when Preston (2009) identified willingness as participation in her doctoral dissertation with conversation analytic method, and she identified the construct Willingness to Participate (WTP). After that, Evnitskaya and Berger (2017) examined WTP in classroom interaction and tried to identify the WTP actions such as "claiming speakership, attempting to take floor, displaying attentiveness and interest, engaging in participation frameworks in different participant roles" (Evnitskaya & Berger, 2017, p. 89) with verbal and embodied (hand-raising, establishing mutual gaze with the teacher, etc.) orientations.

As mentioned, there was a considerable amount of research on the fluctuations of WTC, the factors that can contribute to WTC negatively or positively and the interplay of these factors was also vital (summary of main factors that can affect one's WTC is given in Table 1).

Table 1

Summary of the studies that identified the factors affecting WTC

Study	Factors
Kang (2005)	security, excitement, responsibility
	topic, interlocutors, conversational context
Cao & Philp (2006)	group size, familiarity with interlocutors, their participation, knowledge of the topic, self-confidence and cultural background
de Saint Léger & Storch (2009)	Students' perceptions of their speaking skills, contributions they made to in-

	class oral activities, attitudes towards these activities
Cao (2011)	self-confidence, personality, emotion, perceived opportunity to communicate, topic, task, interlocutor, teacher, group size, linguistic factors
MacIntyre et al. (2011)	Context
MacIntyre & Legatto (2011)	linguistic factors (lexis), context, proficiency
Peng (2012)	learner beliefs, motivation, cognitive factors, linguistic factors, affective factors, and classroom environment
Cao (2013)	task, experience, confidence
Cao (2014)	Individual characteristics, classroom environmental conditions, and linguistic factors
Peng (2014)	Motivation, learner beliefs, classroom context, aspects of perceived communication confidence, such as topical knowledge, topical familiarity or critical thinking ability
Mystkowska-Wiertelak & Pawlak (2014)	Participation format (monologue vs. dialogue), fatigue
Pawlak & Mystkowska-Wiertelak (2015)	Presence or absence of teacher, degree of familiarity with interlocutor, having ideas to share
Pawlak et al. (2016)	topic, types of tasks and the ways in which they implemented, scheduling of the class, teacher-related (personality, teaching style, teaching skills, enthusiasm, rapport with the students) and learner- related (motivation, proficiency, preparation, group dynamics) factors.
Riasati (2012)	task type, topic(familiarity, interest, preparation), interlocutor (sex, age, familiarity, participation), personality, teacher role, classroom atmosphere, self-confidence, perceived speaking ability, grading of speech, correctness of speech
Riasati & Rahimi (2018)	task type, topic (familiarity, interest, preparation, comfort, challenging), interlocutors (sex, age, familiarity, and participation), fear (negative evaluation, correctness), personality, self-confidence, perceived speaking ability, teacher, classroom atmosphere,

	perceived speaking opportunity, and seating location
Yashima et al. (2016)	enduring learner characteristics (personality, L2 proficiency, and learning experiences), intra-personal, inter-personal and other contextual factors

In light of all these previous studies, one of the purposes of the current study was to examine the factors that can contribute to WTC positively or negatively in Turkish EFL context.

Summary of the theoretical development of willingness to communicate. To begin with, the early studies on the validation of WTC model indicated that L2 anxiety and L2 WTC had strong correlations, even though the recent studies revealed that it was a complicated interrelation as L2 anxiety both could affect L2 WTC positively and negatively (MacIntyre & Legatto, 2011).

In addition, another theoretical development emerged when MacIntyre et al. (2001) linked WTC to Ajzen's (1991) "theory of planned behavior" which proposes that people do not have full control over their behavioral outcomes; however, their perceived behavioral control plays a vital role in their actual behavioral outcomes. This behavioral control "is a composite of one's control beliefs concerning the perceived ease or difficulty of performing the behavior" (Dörnyei & Ryan, 2015, p. 181). Therefore, learner beliefs could be linked to WTC.

Even though there was a lot of studies on WTC and it has attracted so many scholars, there is not so much theoretical innovation. However, the dynamic and situated nature of WTC was emphasized in several aspects. For instance, Peng's (2014) study created a pedagogical requirement to understand the question of why some language learners choose to speak while others do not according to the ultimate goal of language classrooms which is to show willingness to communicate, or namely communicative competence. These led to the investigation of instructed second language acquisition which also could be traced back to Yashima's 2002 and Yashima et al., 2004 studies conducted in learning contexts. At this point, one also needs to consider the cultural aspects of L2 WTC (Gallagher, 2013).

Summary of research development of willingness to communicate. The initial studies on WTC used quantitative research designs in general, and they

adopted the scales emerged within motivation, personality, and communication anxiety, etc. However, as mentioned earlier the scales have also changed as some scholars stated that the general WTC trait scales are not good enough to make a judgment on one's WTC in classroom environments (MacIntyre et al., 2001). Therefore, the environment including context, topic, and so on was considered, and the investigations on situated and dynamic nature of WTC emerged. The studies focused on the situational and dynamic nature of the WTC followed generally mixed-method or qualitative research designs (Cao, 2011, 2013, 2014; Cao & Philp, 2006; de Saint Léger & Storch, 2009; MacIntyre et al., 2011; Kang, 2005; Peng, 2012).

All in all, quantitative orientations have not been abandoned by scholars entirely, yet the momentum of WTC research shifted from "macro-level quantitative analyses of stable trait-like variables to micro-level qualitative investigations of momentary volition" (Dörnyei & Ryan, 2015, p. 182).

Besides, the future challenge was proposed to be innovative and to reconcile these two research paradigms in terms of investigations on WTC (Dörnyei & Ryan, 2015).

Conclusion

The review of the literature indicated that WTC also evolved like any other construct within IDs as it moved from a stable nature to a diverse nature. Besides, it was demonstrated that its diversity was coming from dynamic interactions both internally and externally. These interactions also advocated the idea that WTC was seen as a volitional process (MacIntyre, 2007). In addition, one should bear in mind that the origins of WTC can be traced back to the notion of "unwillingness to communicate" (Burgoon, 1976). Thus, all the factors that affect one's volitional process to take part in communication contexts should be investigated without any limitation as positive or negative. Subsequently, one should conceive that communication necessitates at least two people. Thus, both individual and social nature of WTC should be combined. Therefore, a more recent definition of WTC is given as "the outcome of a dynamic interaction between individual propensities and the positive or negative reinforcements that arise during the realization of the volitional process in communication" (Dörnyei & Ryan, 2015, p. 183).

Chapter 3
Methodology

Introduction

This chapter primarily endeavors to present the details of the methodology which was adopted for the study by touching upon several key aspects. To start with, the initial part explains the research design in detail. Immediately after, the context and the information about the subjects are presented in Setting and Participants section. Then, the instruments that have been used for data collection are demonstrated. After the explanation of the procedures for data collection and analysis determined for the study, the issues on the validity and reliability of the study are explained.

Research Design

Case study. One of the principal goals of the current study is to understand the participants' WTC in context, with its dynamism which requires depth in research design. Therefore, a multi-case study design has been identified as appropriate with a small number of participants. Case studies can be regarded as powerful in terms of its several qualities like being "accessible, concrete, immediate, and personal manner" (Duff, 2012, p. 96). In addition, conducting case studies may be helpful in terms of compensating the results of the larger sampling studies as they look into generalizable facts rather than particularize, they may lose some sort of individual factors (Duff, 2012). Furthermore, conducting an examination with a small number of participants may reveal the complexity of the constructs, and dynamic interaction among individual, context and so on. Therefore, the current study endorses a case study, with the individual cases to understand the willingness to communicate.

Even though case studies are quite beneficial in terms of their applicability, easiness to get ethical consent from a small number of people, by all means like any other type of study it has its own limitations. For the particular study, first of all, the results of the study were carried out with care as the generalizability of the results were limited to Turkish EFL context. To overcome any limitations that may arouse due to participants, data collection and analysis, careful consideration was given while planning and conducting the study.

Mixed-method research design. The current study adopted a mixed-method research design, or with its other labels "third methodological movement" (Tashakkori & Teddlie, 2003, p. 5), "third research paradigm" (Johnson & Onwuegbuzie, 2004, p. 15), "a new star in the social science sky" (Mayring, 2007, p. 1). As the labels suggest, mixed-methods research design can be regarded as a recent research paradigm in educational sciences even though its origins date back to "late 1980s" (Creswell & Plano Clark, 2011, p. 20).

In traditional educational research paradigm, the studies generally were based on quantitative orientations which were considered as more objective and generalizable. However, the recent studies in educational research started to investigate the phenomena in depth with qualitative research designs even though they have limitations about objectivity and generalizability. Thus, utilizing mixed-method design advocates the consistency of the study by emphasizing both objectivity and the depth of the study.

The key issue for the current study was to understand the construct of WTC in depth. Thus, the design consisted of both quantitative and qualitative orientations, however, as it is a quite obvious fact that there are several types of mixed-method research design according to relevant research questions. Therefore, the current study was conducted with a "multiphase design by combining concurrent quantitative and qualitative data collections" as Phase 1 and "a sequential qualitative data collection" as Phase 2 which builds on Phase 1 (Creswell & Plano Clark, 2011, p. 66).

To clarify, Phase 1 adopts a "convergent parallel design" to investigate whether the participants' quantitative WTC scores based on scale matches with their qualitatively observed WTC behaviors in the classroom (Creswell & Plano Clark, 2011, p. 70). This design was determined as it is relevant to the first research question, as the convergent parallel design aims "to obtain different but complementary data on the same topic" (Morse, 1991, p. 122). At this phase, the quantitative and qualitative data collection and analyses were done independently. However, the results have been compared to detect whether they are compatible with each other or not. Besides, the analysis of the qualitative data also provided an answer to the second research question which focuses on the differences of participants' WTC levels according to different types of classroom interaction.

Phase 2; on the other hand, adopted an "explanatory sequential design" with the aim of identifying the factors that can contribute to one's WTC level by collecting qualitative interview data and its coding with appropriate programs (Creswell & Plano Clark, 2011, p. 71). The explanatory sequential design endeavors to clarify the initial results, and to explain the reasons behind (Creswell & Plano Clark, 2011).

Before conducting the study, a piloting procedure was employed to be sure about the reliability of the data collection instruments. Therefore, the WTC scale, classroom observation scheme and participant interview were operated. While the scale was conducted in English, the participant interview was employed in L1. To be sure about the accuracy of the interview questions, translation and back-translation method was followed by translating the questions to L1, and then back to target language.

Triangulation. Even though the term "triangulation" has been used by many scholars in different contexts, sometimes only with qualitative research designs, the other times with mixed-method designs, it refers to the utilization of different types of separate methods to collect data for a particular examination (Mackey & Gass, 2005, p. 181).

According to literature, there is more than one type of triangulation which could be labeled as "theoretical triangulation, investigator triangulation, and methodological triangulation" (Mackey & Gass, 2005, p. 181). Furthermore, as the previous section clarified that methodological triangulation is employed for the current study with a combination of different types of measurements.

In addition to that, in the classroom observation process, to increase the reliability and the validity of the results of the study, investigator triangulation was conducted. However, this issue will be explained in detail in the Reliability and Validity of the Study section as it "reduces the observer or interviewer bias" (Johnson, 1992, p.146).

Setting and Participants

The present study was conducted at the preparatory school at Ufuk Univesity, which was established in 1999 by Turkey Traffic Accidents Aid Foundation (Türkiye Trafik Kazaları Yardım Vakfı). The foundation primarily aims to identify the methods

and principles to prevent accidents, disasters, physical and mental problems that could affect society, and to raise sufficient and competent employees to elevate citizens' awareness in terms of health, education, and public services. To achieve this aim, the university currently offers bachelor's degrees, MA, and Ph.D. degrees in different disciplines with five faculties, two vocational schools of higher education, and two institutions.

The university also endeavors to make the students competent in the English Language so that they can follow contemporary works, publications, and internet sources by offering a one-year preparatory program to the students. The program is executed by Preparatory Classes Coordinator ship which supports appropriate learning environment to the students for language education by offering 25 hours of instruction per week for fourteen weeks each semester of the academic year. The classification of the students is carried out according to the Common European Framework of Reference (CEFR). Accordingly, B1 group of the students were selected as participants due to the appropriateness for the topic.

As the current study adopted a case study design to understand the notion of willingness to communicate in detail ten students were selected as participants who already had completed the scales. Five of them were with the highest level of WTC, and the other 5 of them were with the lowest level of WTC. Table 2 shows the demographic background information of the participants.

Table 2

Demographic Information of the Participants

Pseudonym	Gender	Age	Department
Oscar	Male	20	Psychology
Emma	Female	20	Psychology
Isabella	Female	20	Psychological Counseling and Guidance
Jack	Male	18	Law
Mary	Female	21	Law

Tom	Male	20	Law
Sally	Female	19	Law
Belle	Female	20	Law
Eve	Female	24	Psychological Counseling and Guidance
Dean	Male	18	Law

Data Collection Instruments

Pilot Study. Before conducting the study, a pilot study was conducted in a pre-service EFL teacher education program at the end of the fall semester of the 2016-2017 academic year. A total of 33 EFL learners majoring in English as a foreign language program voluntarily participated in the study and gave consent for data collection. The participants ranged in age from 18 to 23 (M= 19.61 years, SD = 1.43). They completed the scale within 15 minutes. In addition, Table 3 shows the gender distributions of the pilot study.

Table 3

Gender Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	7	21.2	21.2	21.2
Valid	Female	26	78.8	78.8	100.0
	Total	33	100.0	100.0	

To determine the reliability of the scale a Cronbach's Alpha was measured (α=.92) without filler items as Table 4 shows. This value is appropriate for social sciences as the value was determined as .70 by Fraenkel and Wallen (2003). The other interpretations of Cronbach's Alpha value and reliability issues are discussed in detail in section Reliability and Validity of the Study.

Table 4

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.922	.922	17

After the participants completed the scales, a classroom observation was conducted by the researcher to understand if classroom observation items were applicable or not. All the categories of the classroom observation scheme were detected with a 40 minutes of classroom observation, and the applicability of the instrument was validated by this way. However, in the absence of the teacher part, namely at the pair and group work sessions, the participants tended to use their mother tongue. This situation was not decided as a threat, instead of the reasons behind this could be revealed after the study.

Lastly, the participant interview questions were piloted with one participant who already completed the WTC scale in the native language. The participant's background information is given below in Table 5.

Table 5

Participant Information for the Piloting

Pseudonym	Gender	Age	Department
Emily	Female	19	English Language Teaching

According to the pilot study, the participants did not have any problem during the implementation process in terms of understanding, time management, layout, and clarity.

After the transcription of the participant interview, coding procedure was piloted via *Atlas.ti* which is a user-friendly coding program. The preliminary findings are displayed below in Table 6.

Table 6

Preliminary Findings

Emily's Case	Subcategories			Total Quantity
Situational Factors	Interest (1)	Topic (1)	2	
	Interlocutors	Familiarity of interlocutors (1)	5	
		İnterlocutors' unwillingness to communicate (1)		
		Discrepancy between the interlocutors (3)		
	Mood (1)	-	1	
	Teacher	Eye contact (1)	2	
		Feedback (1)		10
Psychological Factors	Personality (1)	-		
			1	
	Self-esteem (1)	Sense of authority (1)	2	
	Fear (1)	Group size (2)		8
		Making mistakes (2)	5	
Linguistic Factors	Pronunciation (1)	-	1	
	Vocabulary (2)	Memory (1)	3	4

As Figure 5 displays, coding of the interview data revealed the factors which have an impact on one's L2 WTC. The detailed description of the coding is also given in Appendix-E.
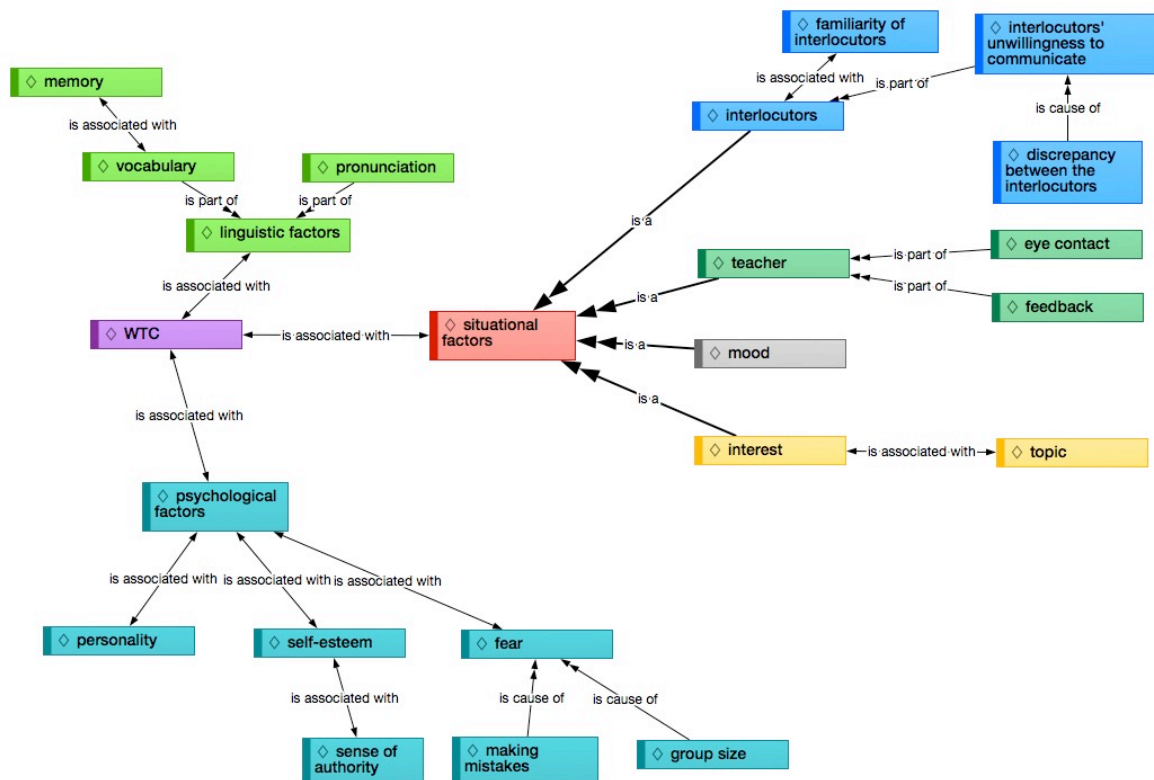
Figure 5. Pilot Study Preliminary Findings Scheme.

Willingness to communicate scale. The participants' WTC levels were measured by 25 item scale called Willingness to Communicate Scale which was originally developed by McCroskey's (1992) and adapted by Cao and Philp (2006). In their study, Cao and Philp (2006) added five more items which were based on behavioral intentions of WTC to make the scale more compatible with the classroom environment, as the original scale was designed to measure WTC for general purposes (Appendix-F). Even though the scale was generated for general purposes, it was used both for general purposes and classroom environments (Hashimoto, 2002; McCroskey & Richmond, 1991; Öz et al., 2015; Yashima, 2002). The reliability and validity confirmation of the scale was also concluded by some scholars (Asker, 1998; McCroskey, 1992). While filling this scale, the participants needed to indicate how willing they would be to communicate on a percentage scale (0-100%) in four communication situations which are public, meeting, group or dyad; in addition, with three types of receivers which are stranger, acquaintance or friend. Cronbach's Alpha value for Cao and Philp's (2006) study was measured as .917 which is a desirable level for social sciences. Besides, Cronbach Alpha value was measured as .938 for the present study (Table 7).

Table 7

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.938	.938	17

Classroom observation scheme. To detect and measure the participants' WTC behaviors in the classroom, a classroom observation scheme developed by Cao and Philp (2006) was utilized (Appendix-F). The scheme consists of seven categories based on previous studies on WTC and motivation for whole class observation in the presence of the teacher (Ely, 1986; MacIntyre et al., 1998; Oxford, 1997; Wajnryb, 1992). In addition, to make observation in the absence of the teacher, namely for pair/group work five categories were generated based on the same studies after the piloting procedure.

Participant interview questions. The factors that may have an effect on the participants' WTC were elicited with the help of Participant Interview Questions (Appendix-F). The interview consisted of three parts. The first part focused on the effects of predictors on WTC like motivation, anxiety and perceived competence. The second part was in stimulated recall form (Gass & Mackey, 2000) with the aim of obtaining the participants' self-reflections about their own performance in whole class, pair, and group works by watching and listening to extracts taken by the recordings. By this way, the participants' feelings about their performance, especially group and pair work were gathered. The third part particularly focused on the individual participants to understand their WTC behaviors in terms of distinct classroom contexts.

Procedures for Data Collection and Analysis

Data collection procedure. To begin with, a pilot study was conducted to prevent potential threats that may occur during the data collection and analysis procedure. Implementation of the pilot study was held in the fall semester of the 2016-2017 academic year. After the reliability of the scale was measured with the help of Cronbach's Alpha value with *Statistical Package for Social Sciences (SPSS)*

Version 21, all the preparations were done, and all the instruments were ready to the fundamental study.

Data collection process began in March 2017 at the spring semester of the 2016-2017 academic year at Ufuk University, Turkey. First of all, a preparatory classroom at the intermediate proficiency level was selected as the notion of willingness to communicate could be measured efficiently by this way. Then, the consent forms were distributed to get permission from the participants. The study was explained to the participants, and they were informed that they have any right to quit from the study whenever they want to do. A total of 18 participants filled the scales according to the instructions in 15 minutes in the presence of the researcher. Later, 10 of them was selected as cases for the particular study. At the same time, video recording for classroom observation was begun, in the end, eight classroom observations were carried out weekly in two hourly sessions. In addition, six audio recordings of group work and pair work were gathered twice weekly over three weeks.

The recordings were examined by the researcher, and the participants' behavioral intention of willingness was measured according to classroom observation scheme for each participant. To elevate the interrater reliability, another expert also coded the participants' behavioral intentions of willingness to communicate according to the same classroom observation scheme, and the results were controlled with the help of Cohen's Kappa. Then, the ratios for each classroom interaction type were calculated; whole class, group work, and pair work.

Lastly, a 30 min interview with each participant was conducted in their mother tongue to get more elaboration from the participants. Each interview session was recorded, then transcribed orthographically. Later on, a content analysis was conducted to construct the themes by utilizing *Atlas.ti* which is a computer application enabling coding qualitative data.

Data collection procedure also demonstrated below in Table 8.

Table 8

Three stages for data collection

Stage 1	Stage 2	Stage 3
WTC Scales	Classroom Recording	Interviews
(WEEK 1)	(8x2 h/four weeks)	(n= 10)
	Pair/group work	(30 min each)
	(six- sessions/three weeks)	

Data Analysis

The present study adopted a mixed-method research design as mentioned. Thus, both quantitative and qualitative data were collected. Initially, the results of the scale, namely quantitative data were analyzed with *SPSS 21.0,* and descriptive analysis was carried out including maximum scores, minimum scores, mean, and standard deviations.

After the validation of inter-rater reliability, the ratings of the researcher according to classroom observation scheme for each participant were calculated as ratios in terms of each classroom interaction type; whole class, pair work, and group work. Then, to answer the first research question focusing on whether the participants' self-reports match with their behavioral intention of willingness to communicate or not, Spearman Rank-order Correlation was utilized due to the small number of the participants, namely the dispersion was non-parametric.

To address the second research question, to understand if there is any statistically significant difference in participants' behavioral intentions of willingness to communicate in different classroom contexts, a Friedman test, a non-parametric equivalent of repeated measures ANOVA was employed. In addition, to further understand the difference between these three contexts, a Wilcoxon Signed Ranks Test was employed.

Lastly, to address the third research question, to understand the factors that may have an effect on one's willingness to communicate structured interviews and stimulated recall was carried out. After that, the voice recorded interview data were written down by orthographic transcription. The transcribed data were coded with using *Atlas.ti.* After first coding to elevate the reliability, an independent researcher

50

coded the same data, and a Kappa Measurement of Agreement was calculated as .65 which represents moderate agreement (Peat, 2001). Then, second coding was carried out, and the data were translated to English with the help of an expert translator.

Reliability and Validity of the Study

For the sake of determining the internal consistency reliability of the current study, Cronbach's Alpha value was calculated. However, there is more than one interpretation of Cronbach's Alpha value. One is Fraenkel and Wallen's (2003, p. 168), according to them Cronbach's Alpha value should be at least .70 or above to be regarded as reliable. Another interpretation was constructed by U.S. Department of Education (1997) as the values between .0 - .49 indicates low reliability, .50 -.79 indicates reliability, and .80 - 1.00 indicates high reliability of the instrument. As mentioned above in Pilot study section, the Cronbach's Alpha value of the WTC scale was calculated as .92. Besides, Cronbach's Alpha value was measured as .93 for the present study with the help of the *SPSS Version 21* which indicates that the instrument is reliable according to both of the interpretations.

Besides, as the study consisted of classroom observations based on a classroom observation checklist to determine the consistency of the observation results an expert was asked to rate the participants' behavioral intentions of willingness to communicate; thus, the interrater reliability was ensured with the help of Kappa Measurement Agreement as for the present study it was measured as *K=* .75 which represents good agreement (Peat, 2001).

Besides, a similar procedure to elevate the reliability of content analysis, an independent researcher coded the same data after the initial coding, and a Kappa Measurement of Agreement was calculated as *K=* .65 which represents moderate agreement (Peat, 2001).

All of these mentioned until now proves that the internal validity of the study is acceptable. However, any kind of method comes with its limitations, due to the small number of the participants external validity of the present study is under threat. Therefore, the discussion of the results was manipulated with caution.

Ethical Issues

Data collection process was conducted with special care according to the regulations proposed by Hacettepe University Ethics Committee (ethics approval reference number 433-3564). Thus, before the administration of data collection, permission was received from Ufuk University.

Initially, consent forms that present substantial information about the study including research design, the instruments, confidentiality were given to the participants. Besides, the participants were also informed that the participation was utterly voluntary, and it would not cause any problem in the future in terms of their courses or grades. In addition, in terms of confidentiality, the real identities of the participants were kept anonymous, and the participants chose pseudonyms. Lastly, the participants were also informed that they had any rights to drop out from the study whenever they would like to do without proposing any reason.

Introduction

This chapter is devoted to the presentation of the findings obtained as a result of several statistical tests and qualitative data analysis. It presents the findings of quantitative data followed by those of qualitative data. The results of the study are structured along with the research questions set in the study.

Quantitative Data Analysis

Correlation matrix of reported WTC and actual WTC behaviors.

Research Question 1: Do the participants' mean scores of WTC match with their actual WTC acts in the classroom?

The Spearman Rank-order correlation was carried out to address the first research question to understand the possible relationships among the participants' self-reported WTC and their actual WTC acts inside the classroom in different contexts (Whole Class, Pair Work, and Group Work; Table 9).

Table 9

Spearman Rank-order Correlation Matrix for mean scores of WTC and actual WTC acts

	Mean	SD	1	2	3	4
1. WTC	62.89	15.9	–			
2. Whole Class WTC	3.4	2.1	-.164	–		
3. Pair Work WTC	4.7	1.4	.086	.172	–	
4. Group Work WTC	2.9	1.1	.333	.406	.098	–

Spearman Rank-order correlation indicated that even though there were correlations among the participants' mean scores of WTC and actual WTC acts namely with Whole Class WTC ($\rho_{(10)}$ = -.164, p > .005), Pair Work WTC ($\rho_{(10)}$ = .086, p > .005), and Group Work WTC ($\rho_{(10)}$ = .333, p > .005) the relations were not statistically significant (Cohen, 1988).

Friedman test and Wilcoxon Signed Ranks test.

Research Question 2: Are there any statistical differences in participants' WTC acts by classroom activity? (whole class, group work, pair work)

The Friedman test, a non-parametric equivalent of one-way repeated measures ANOVA was conducted to understand if there are any statistical differences in participants' WTC acts in different contexts (whole class, group work, pair work).

The findings of the Friedman Test indicated that there was a statistically significant difference in three different contexts (χ^2(2, n = 10) = 7.400, p = .025). Besides, median values were measured for whole class (Md= 1.70), for pair work (Md= 2.70), and for group work (Md= 1.60).

In addition to the Friedman Test, to further understand the difference between the contexts a Wilcoxon Signed Rank Test with Bonferroni adjustment was employed (Table 10).

Table 10

Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks	z	p
Group Work – Whole Class	Negative Ranks	6	5.33	32.00	-.459	.646
	Positive Ranks	4	5.75	23.00		
	Ties	0	-		-	
Pair Work – Group Work	Negative Ranks	2	2.50	5.00	-2.295*	.022
	Positive Ranks	8	6.25	50.00		
	Ties	0	-	-		
Pair Work – Whole Class	Negative Ranks	1	10.00	10.00	-1.784*	.074
	Positive Ranks	9	5.00	45.00		
	Ties	0	-	-		

* Based on negative ranks.

According to Wilcoxon Signed Ranks Test, there was a statistically significant difference between Pair Work WTC and Group Work WTC, $z = -2.295$, $p < .025$, with a large effect size ($r = .7$) (Cohen, 1988). Besides, even though there were differences between Pair Work WTC and Whole Class WTC, and Group Work WTC and Whole Class WTC they were not statistically significant.

In addition, to give more details about the participants' self-reported WTC scores and their behavioral WTC scores were presented in Table 11. Figure 6 and Figure 7 also present these scores in a bar chart. According to the mean score of self-reported WTC, which was measured as 62.89, and the participants who had lower than 62.89 were labeled as low willing, and the ones who had higher than the mean score were labeled as high willing.

Table 11

Participants' Self-Reported WTC and their behavioral WTC Scores

	Self-reported WTC	Whole Class	Group Work	Pair Work	High/Low
Mary	32.94	2.52	1.3	3	Low willing
Isabella	45.29	1.11	2.1	5	Low willing
Oscar	55.88	3.9	3.87	5.2	Low willing
Dean	58.65	7.89	3.93	3.4	Low willing
Sally	58.85	3.14	4	6.6	Low willing
Tom	65	6.37	2.47	7.6	High willing
Eve	72.35	2.95	2.47	3.8	High willing
Emma	77.65	2.54	3.75	3.8	High willing
Jack	79.41	2.03	1.4	5	High willing
Belle	82.94	2.07	4.6	3.8	High willing

As Figure 7 shows, all the participants indicated different willingness in different contexts even though in some contexts the findings were not statistically significant. In Mary's case as it was illustrated her self-reported WTC ($M=32.94$) was the lowest one and her WTC in three contexts also lower than the other participants, and she showed the most willingness in Pair Work ($M=3$), later Whole Class

(*M*=2.52), and the least WTC was observed in Group Work (*M*=1.3). In terms of Isabella's case, one can conclude that she was more willing in Pair Work (*M*=5) than Group Work (*M*=2.1) and Whole Class (*M*=1.11), and the least willingness was observed in Whole Class.

With regard to Oscar's case, it was indicated that he showed more willingness in Pair Work (*M*=5.2), and his WTC in Group Work (*M*=3.87) and Whole Class WTC (*M*=3.9) were almost at the same rate. However, in Dean's case, it was shown that even though his self-reported WTC (*M*=58.65) was one of the lowest ones his Whole Class WTC (*M*=7.89) was highest. However, he was not as much willing as he was in Pair Work (*M*=3.4) and Group Work (*M*=3.93). Sally, on the other hand, was one of the most willing participants in Pair Work (*M*=6.6) even though she was not that much willing in Group Work (*M*=4) and Whole Class (*M*=3.14). In terms of Tom, it was indicated that he was one of the most willing participants in Pair Work (*M*=7.6) and Whole Class (*M*=6.37) while he was not so willing in Group Work (*M*=2.47). The last four cases that ones whose self-reported WTC was highest showed lower willingness in all three contexts. In Eve's case, as it was illustrated that even though there was a slight difference in Pair Work WTC (*M*=3.8), later Whole Class WTC (*M*=2.95), and Group Work WTC (*M*=2.47) they were not so high. In Emma's case, both Pair Work WTC (*M*=3.8) and Group Work WTC (*M*=3.75) at the same level, yet her Whole Class WTC (*M*=2.54) was one of the lowest. In Jack's case, it was indicated that he was quite willing in Pair Work (*M*=5); however, his WTC scores in Whole Class (*M*=2.03) and Group Work (*M*=1.4) were lower. Lastly, even though Belle had the highest self-reported WTC score (*M*=82.94), her WTC in Whole Class (*M*=2.07) and Pair Work (*M*=3.8) were not highest, yet she was the most willing participant in Group Work (*M*=4.6).

All in all, the Figures 6 and 7 show that only Oscar, Eve and Emma's WTC did not change so much in different contexts. Furthermore, the figures also explain the mismatch between the scale scores and observations such as Dean's WTC scale score was one of the low scores even though his whole class participation was the highest of all. Similarly, Belle, Jack, Emma, and Eve all had the highest scores of WTC according to the scale; however, their observation findings did not show consistency with these scores.
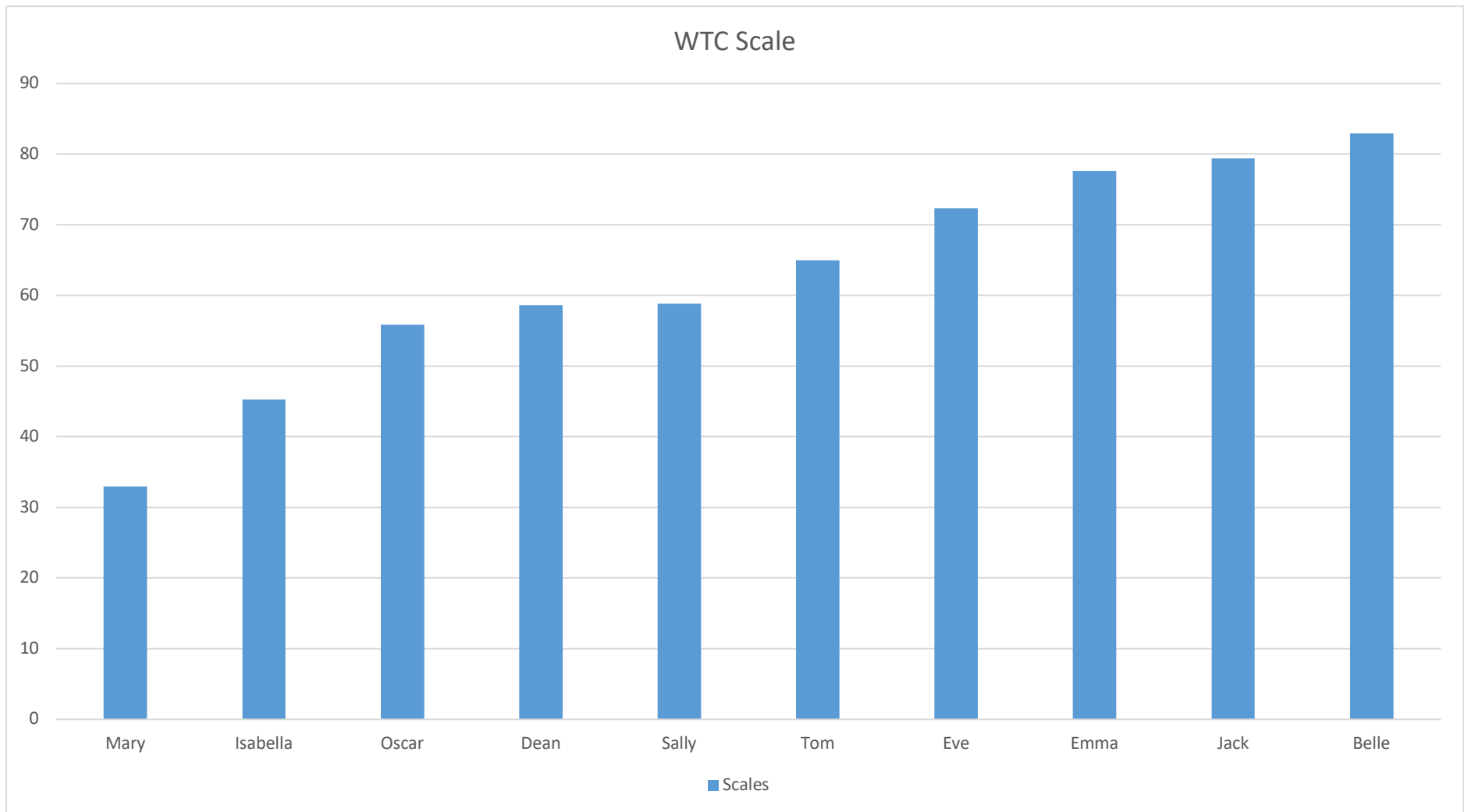
Figure 6. Self-Reported WTC results of each participant
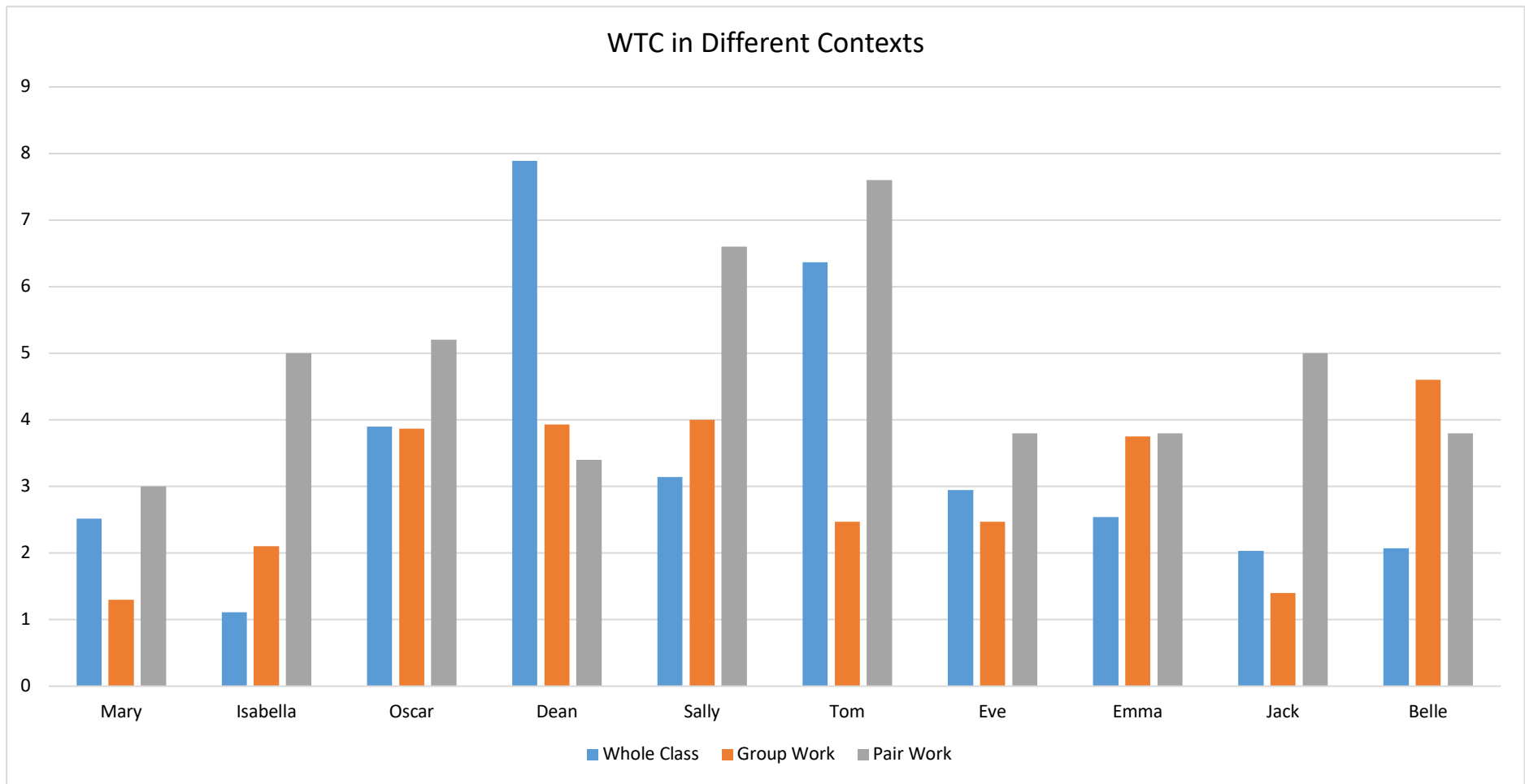
Figure 7. Classroom Observation Results for each participant

Qualitative Data Analysis

Research Question 3: What are the participants' ideas about the factors that contribute to their WTC in the classroom?

A 30-minute interviews with each participant were carried out to identify the factors that contribute to the participants' WTC in the classroom. As the study is a case study, qualitative analysis of individual interview findings was presented case by case.

After the interviews were conducted, the data gathered from the interviews were transcribed orthographically and were analyzed via *Atlas.ti,* a qualitative analysis program. To present the cases individually, the analysis was carried out case by case. After presenting all the cases, a summary of the themes was constructed.

Mary's case.

After the qualitative analysis of Mary's case, three main factors were found which were linguistic factors, psychological factors, and situational factors. In terms of linguistic factors, grammar, effort, past experience, practice, pronunciation, and vocabulary were found.

In terms of grammar, Mary stated that

Quotations:

"In terms of speaking, I can make sentences, but sometimes I may have troubles due to grammar. I mean when a person asks me something, it is tough for me to compose a full and grammatically correct sentence in my mind. Therefore, I do not feel willing to communicate sometimes."

Linked Codes:

– is part of → ● linguistic factors

In terms of effort, Mary stated that

Quotations:

"If I need to realistic, my language abilities are not so good. However, the reason why is me because at the first term I was putting more effort, I was repeating what I

learned in the classroom, I was trying to learn new vocabulary and reading books. However, this term I stopped to put effort, and I am not so willing to speak. I need to put more effort."

Linked Codes:

− is part of → ● linguistic factors

      In terms of past experience, Mary stated that

Quotations:

"I started to learn English when I was a 4th grader, but it is open to discussion that how much I learned English. Even though I had so many classes from that time to now, I think that I started to learn English in preparatory school. Before that, I do not feel like I was learning English. Why I could not learn English is about our education system I think because they tried to make us recite all the time. I mean if there were more practice and activities based on more speaking and writing, it would be more beneficial and permanent. I mean we were reciting only for passing the exam and what we tried to learn was based on grammar only."

Linked Codes:

− is part of → ● linguistic factors

      In terms of practice, Mary stated that

Quotations:

"I think to be more willing to communicate we should visit the countries where English is spoken. As you are exposed to language, you learn better and become more permanent. Now we are trying to learn the language here, but we cannot use it so much because it is not our mother tongue. However, if we go abroad it is their language, and you have to talk to it, and as you talk or practice the language, it gets better."

Linked Codes:

− is part of → ● linguistic factors

      In terms of pronunciation, Mary stated that

Quotations:

"Pronunciation is a little troubling for me even though I am good at spelling. Once I see a word, I never forget it. However, I have problems with pronunciation, and it reduces my willingness sometimes."

Linked Codes:

− is part of → ● linguistic factors

In terms of vocabulary, Mary stated that

Quotations:

"I think we should do something more to improve our vocabulary. We can carry out lots of quizzes because I think for fluency, we need vocabulary more than grammar. We cannot make sentences because we do not know enough words. However, sometimes our teachers say that we do not need vocabulary and what we need is grammar for our future educational life. However, I think vocabulary is needed for speaking, and I want to speak. Sometimes I cannot communicate because of my inadequate vocabulary, and this situation reduces my willingness."

Linked Codes:

− is part of → ● linguistic factors

In addition, the analysis indicated that anxiety, fear, personality, and preference were found as psychological factors. In terms of anxiety, Mary stated that

Quotations:

"I cannot speak it is another issue because I feel anxious and hesitated as I can make mistakes."

Linked Codes:

← is associated with − ● discrepancy between the interlocutors

← is cause of − ● group size

← is cause of − ● language policing

− is associated with → ● psychological factors

As the analysis displayed that anxiety was occurred due to different factors which were group size, and language policing. Besides, the analysis also indicated

that discrepancy between the interlocutors is also associated with anxiety. This issue will be presented under that theme. In terms of group size, Mary indicated that

Quotations:

"I feel nervous when my teacher asks me questions in whole class activities because all of my classmates are listening to me and that time I feel like I will make a mistake, and my brain stops; therefore, whenever my teacher directly asks me a question I freeze even though I know what to say. However, I cannot say anything, or I make mistakes. Later, I realize how cannot I think such a thing. I do not know, but at that moment I guess I feel anxious because a large amount of people is listening to me. I feel uneasy while talking in a crowd."

Linked Codes:

– is cause of → ● anxiety

In terms of language policing, Mary indicated that

Quotations:

"Prohibition of native language makes me feel anxious, but I think it is a sensible implementation because as I mention the more we are exposed to the language, the more we learn it. I mean if Turkish was not forbidden, we would never talk in English. Even though it is forbidden, we do not talk in English so much. If it was free, we would not talk at all. Therefore, I think it is a sensible implementation."

Linked Codes:

– is cause of → ● anxiety

In terms of fear, Mary stated that

Quotations:

"I was afraid when we first changed our classes because I did not know anybody, neither my classmates nor my teachers. In that classroom, everybody was making fun of everything. Therefore, I was afraid because I did not want to be laughed at. Therefore, I was not speaking at all. However, I get over from this feeling by getting know to people. Now I think that they can laugh at me, I also laugh at myself. I do not think it is trouble anymore, but at first, it was really a trouble for me. However, the more familiar or sincere you feel with people, the more comfortable to talk."

Linked Codes:

− is a → ● psychological factors

← is associated with − ● familiarity of the interlocutors

← is cause of − ● making mistakes

As it is stated in the quotation, familiarity of the interlocutors is associated with fear even though it is a situational factor. As it is a situational one, it will be presented under that part. In addition, Mary also indicated that making mistakes cause to fear for her. As we can see in the quotation:

Quotations:

"While I am speaking English, sometimes when the teacher asks something, it is hard to give an answer for me even though I have an answer in my mind. For example, I know what present perfect tense is, but I cannot explain it in English. It is tough for me. I am afraid of making mistakes like grammar or pronunciation mistakes. Therefore, I pull myself back."

Linked Codes:

− is cause of → ● fear

Another factor was found as personality which was closely related with familiarity of the interlocutors as we can see in the quotation:

Quotations:

"What can I say about my personality? According to familiarity; for example, I feel close to you; thus, I am talking freely. You must have noticed it already. However, if I did not feel sympathy for somebody, I would not speak so much. Therefore, I can say that I am talkative, but whom I talk with, and my familiarity level with that person is so important."

Linked Codes:

← is associated with − ● familiarity of the interlocutors

− is associated with → ● psychological factors

Preference also was found as a psychological factor as it can be seen in the quotation:

Quotations:

"I remember this task. It was the first week that we recorded our group discussions; therefore, I felt hesitated I had thought at least three times before I said "pop". Actually, I do not like group works that much because sometimes we pass off. I mean if we talked with the teacher directly one by one, I could force myself to talk more. However, in a group, we find an easy answer and say it quickly, and pass. I do not think it is beneficial for us. Therefore, even though in group work, I think the teacher should come and listen what we do time to time."

Linked Codes:

– is a → ● psychological factors

In addition, some situational factors were found which are interlocutors, teacher, and topic. First of all, interlocutors also had different sub-factors such as collaboration, discrepancy between the interlocutors, familiarity of the interlocutors, and interlocutors' WTC. On account of collaboration, Mary stated that;

Quotations:

"It is better when we do things as a group, as I mention a little bit. We can help each other and collaborate; therefore, the products are better, and I feel very willing to speak."

Linked Codes:

– is associated with → ● interlocutors

In terms of discrepancy between the interlocutors, Mary indicated that

Quotations:

"Actually, I think Jack and Belle's language abilities are so well such as pronunciation and grammar. If I was at a similar level to them, I would not feel anxious, and I would become more comfortable. I mean if I think that they also do not know, I can make mistakes, and I will not fall into a funny state. However, I feel hesitated when my classmates are better than me. Therefore, I do not speak."

Linked Codes:

– is associated with → ● anxiety

– is part of → ● interlocutors

As the quotation indicated that discrepancy between the interlocutors had a bad impact on Mary's anxiety. Besides, familiarity of the interlocutors was found as a sub-factor which was displayed under fear and personality as this factor was closely related with them even though it was a situational factor. In addition, interlocutors' WTC had also an impact on Mary's WTC level as it can be explained with this quotation:

Quotations:

"I think if you are so willing to communicate that day, but others around you are not, it affects you a lot in terms of WTC and vice versa is true, too."

Linked Codes:

– is part of → ● interlocutors

According to qualitative analysis, teacher's communication with the students was also found as a sub-factor of teacher which could be categorized as a situational factor, and it can be seen in this quotation:

Quotations:

"Z teacher and Y teacher's lessons are so good. X teacher is also good because these three of them are like friends to us, there is some kind of sincerity, and this makes us more willing to speak. However, W teacher is also a good one, but she is a little bit distant, we could not build that sincerity. Thus, her lessons are not so beneficial for us. I mean it is not only something about me, but also whole class probably said the same thing because we are talking about her with my classmates, too. We cannot be fully willing when the teacher is not concerned with us, and this affects us a lot. I mean our teachers' way of communication with us is really important."

Linked Codes:

– is part of → ● teacher

Lastly, a sub-factor of topic, familiarity of the topics was found as a situational factor. On account of this sub-factor, Mary indicated that

Quotations:

"I was able to speak better in this topic because it was about us. I think it is much easier to talk when we need to talk about ourselves."

Linked Codes:

– is part of → ● topic

A scheme of all the factors of Mary's case is given in Figure 8.
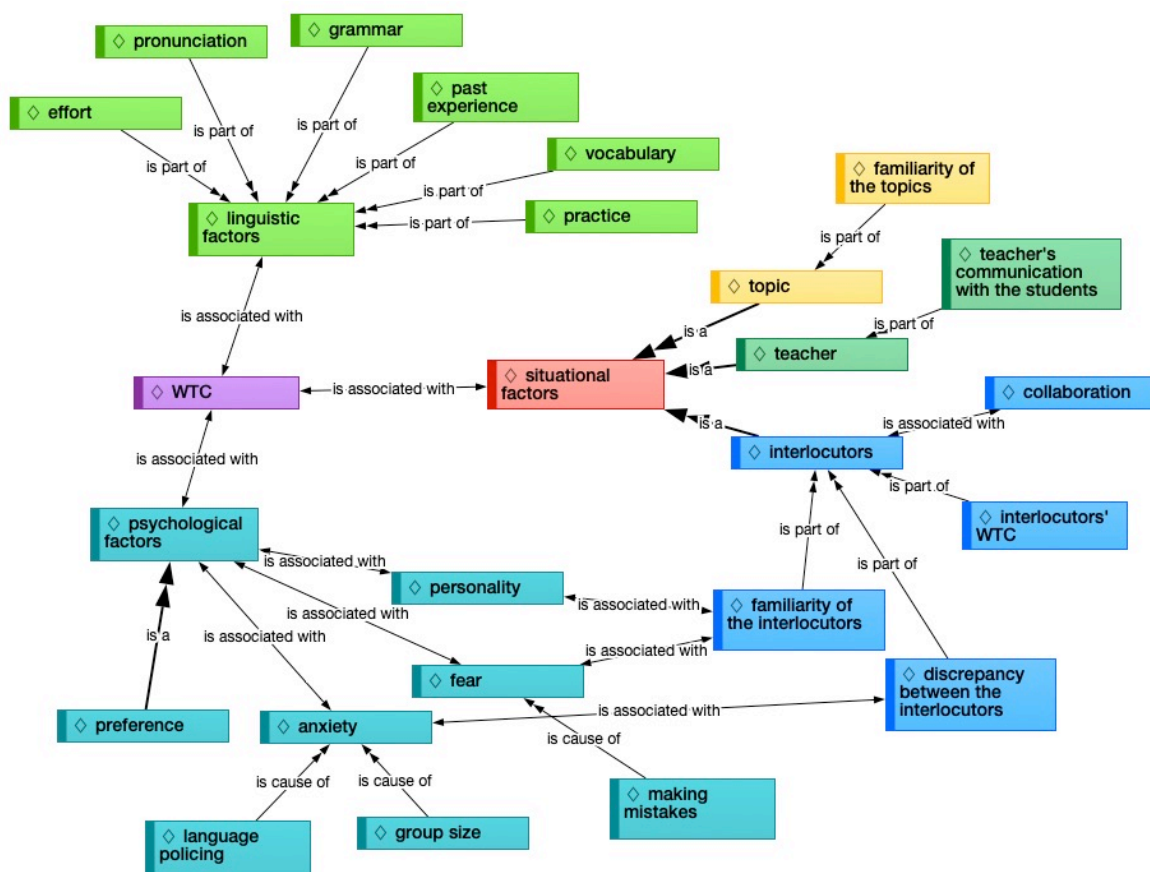
Figure 8. Mary's Case Qualitative Scheme

Isabella's case.

On account of Isabella's case, the qualitative analysis indicated three essential factors again which were linguistic factors, psychological factors, and situational factors. In terms of linguistic factors, vocabulary was found as it is shown below as a quotation:

Quotations:

"I think we could not talk due to our inadequate vocabulary knowledge since we can define what we see in Turkish, but in English, it was really difficult. I have a full

scholarship, but I could not tell in the classroom since I do not know the word in English."

Linked Codes:

− is a → ● linguistic factors

As psychological factors, anxiety, personality, and preference were found. In terms of anxiety, Isabella indicated that

Quotations:

"Sometimes I do not feel very comfortable while I am speaking. I feel anxious, and I cannot speak. I do not know exactly, but sometimes I may feel anxious if the people who are not so much familiar to me ask me something."

Linked Codes:

− is a → ● psychological factors

← is associated with − ● familiarity of the interlocutors

As it was stated in the quotation, familiarity of the interlocutors has an impact on Isabella's anxiety, which also affects her WTC. Another *psychological factor* was found as personality. According to Isabella:

Quotations:

"I sometimes do not talk too much, and I think it may be due to my personality as I am a shy person in general. In fact, I am a confident person, but I am a little bit shy and nervous."

Linked Codes:

− is a → ● psychological factors

Lastly, preference was found as a psychological factor. In terms of preference, Isabella indicated that

Quotations:

"I feel much more comfortable while I am doing individual activities in general. I think in some universities teaching speaking is much more based on presentations. In our university, this kind of implementations is missing. I mean we do a lot of group works

and discussions, but I think there should be more individual activities that we can prepare and present in the classroom."

Linked Codes:

– is associated with → ● psychological factors

In addition to linguistic and psychological factors, situational factors also found as interlocutors, task, teacher, topic. Sub-factors of interlocutors also could be listed as familiarity of the interlocutors, collaboration, interlocutors' WTC. In terms of familiarity of the interlocutors, Isabella indicated that

Quotations:

"I am not speaking because I cannot fully adapt. I am a person who has some problems to adapt. In fact, my current classroom is better than the previous one. This may be another reason. I could not get close to my classmates yet."

Linked Codes:

– is associated with → ● interlocutors

According to qualitative analysis, collaboration was found as a sub-factor of interlocutors, too. In terms of collaboration, Isabella indicated that

Quotations:

"I think collaboration helps us all and we can help each other in the speaking activities. We can speak more by helping each other."

Linked Codes:

– is associated with → ● interlocutors

Besides, interlocutors' WTC was found as a sub-factor of interlocutors, and Isabella stated that

Quotations:

"I think the person I talk with should be willing to communicate because I am a little bit silent person, but when other people ask me questions, I can speak more. However, when everybody is silent, I do not speak so much as well."

Linked Codes:

– is associated with → ● interlocutors

Task also found as a situational factor, and Isabella indicated that

Quotations:

"I think this task was so absurd and I could not do it because of it. I do not exactly remember, but this activity was about what we say to the given situations. I thought that it was too easy, and I did not want to do it."

Linked Codes:

− is a → ● situational factors

Teacher was also found as a situational factor, and Isabella indicated that

Quotations:

"In general, I speak more in Y teacher's and Z teacher's classes because they have more lesson hours than the others, I may get accustomed to them more easily."

Linked Codes:

− is a → ● situational factors

Lastly, topic was found as a situational factor. In terms of this actor, Isabella stated that

Quotations:

"The topic was so amusing that made me speak more. Group discussions are entertaining, but they depend on the topic in general. When the topic is not interesting, we do not speak."

Linked Codes:

← is associated with − ● familiarity of the topics

− is a → ● situational factors

In terms of topic, another sub-factor was found which was familiarity of the topics, and in terms of familiarity of the topics, Isabella indicated that

Quotations:

"The topic was nice because it was about us, it is much easier when you speak about yourself. Actually, I do not like to talk about myself specifically, but I know

what I am talking. I do not need to think, and I can talk easily when I talk about myself."

Linked Codes:

− is associated with → ● topic

A scheme of all the factors of Isabella's case is given in Figure 9.
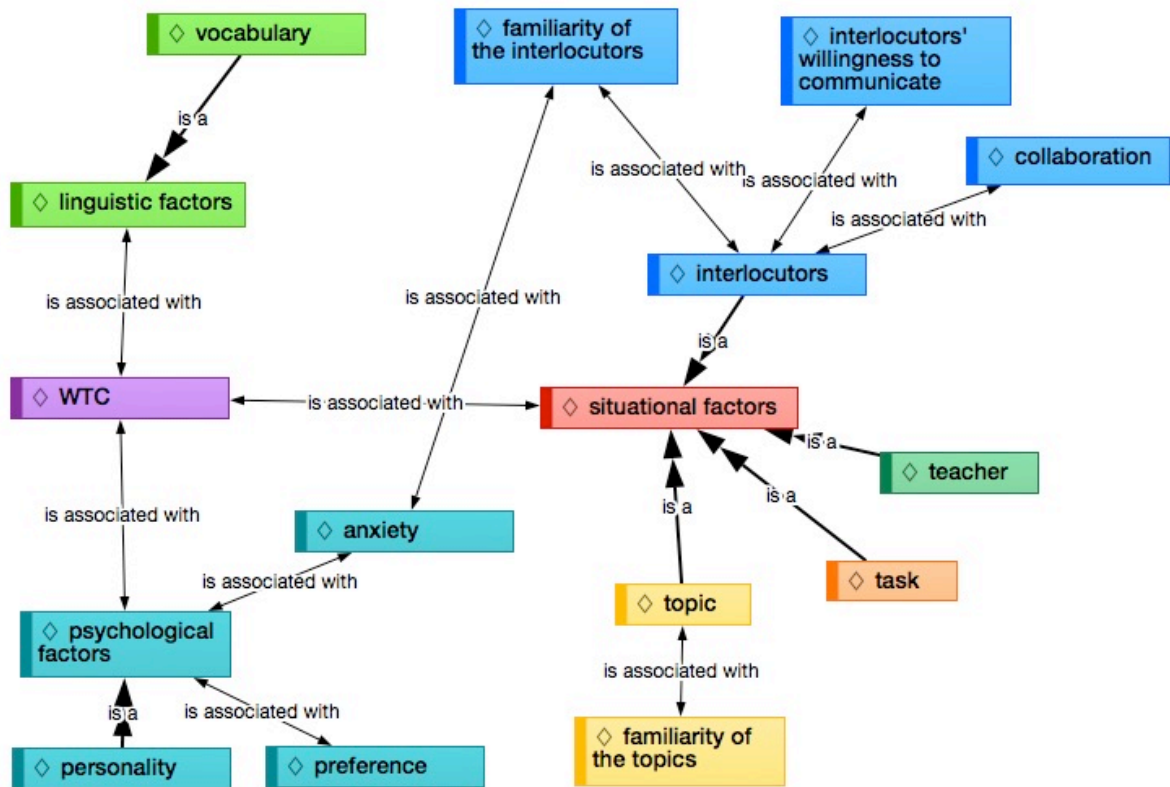
Figure 9. Isabella's Case Qualitative Scheme

Oscar's case.

After the qualitative analysis of Oscar's case, three main factors were found which were linguistic factors, psychological factors, and situational factors. In terms of linguistic factors, grammar, practice, and vocabulary were found as factors.

In terms of grammar, Oscar stated that

Quotations:

"In terms of forming sentences, I mean in general topics like this I feel that I am inadequate. I sometimes do not feel willing enough because of this issue."

Linked Codes:

− is part of → ● linguistic factors

In terms of practice, Oscar stated that

Quotations:

"In terms of speaking skills… actually, I know the rules, but you know because we have not done any particular practice in terms of speaking. Speaking can be like a separate lesson because it is limited with discussion parts. English is not our native language. I mean it is a language that we learn afterward. So, trying is important here, not speaking at all is a bad thing because we need to learn how to speak rather than to learn grammar only."

Linked Codes:

← is associated with − ● effort

− is associated with → ● linguistic factors

In addition, as a factor effort was found. According to Oscar:

Quotations:

"Dean's English has improved so much since the start of the year, he is my roommate, as you see here, he never gives up on asking questions or speaking, forming sentences. For example, he tried a few times there, he said "do you eat, do you find" etc. and finally he found the correct sentence, I think the purpose of things like these is that."

Linked Codes:

← is part of − ● making mistakes

− is associated with → ● practice

Besides, making mistakes was found related to effort as in can be seen in the quotation:

Quotations:

"Of course, we will make mistakes, and we will use weird words when we are speaking, and I think we will learn by making mistakes as such, that is why generally I speak English."

Linked Codes:

− is part of → ● effort

Another linguistic factor was found as vocabulary, in terms of this factor Oscar indicated that

Quotations:

"For example, in specific topics, we have a friend, and they discussed terrorism in Ankara, I mean we tried to discuss it in English while we were sitting in a café. After certain topics, I sometimes feel that my vocabulary is not adequate. So, I feel, I lack in vocabulary, or I lack in forming sentences and in specific topics like that."

Linked Codes:

– is part of → ● linguistic factors

In terms of psychological factors, anxiety, personality, and self-esteem was found, and in terms of anxiety Oscar stated that

Quotations:

"My anxiety level depends on the questions, the questions that I do not know their answers or the questions with a specific answer, while I am answering them, I get a little excited in thinking part if I am making the teacher wait."

Linked Codes:

– is associated with → ● psychological factors

Another psychological factor was found as personality as it can be traced in the quotation:

Quotations:

"Well, in general, I choose to be at ease, I mean rather than staying silent I speak in some situations. But of course, there are some situations in which I would stay silent, but I am a talkative person."

Linked Codes:

– is associated with → ● psychological factors

Lastly, one more psychological factor was found as self-esteem, and Oscar stated that

Quotations:

"An activity like this, I mean when we continue it or when we put words together and form sentences while forming sentences and talking about general things it improves our speaking more than grammar activities. I like to see myself while talking because I feel more confident, so I talk more."

"Since we discussed familiar topics in class I kind of have self-esteem, and I can talk more."

Linked Codes:

← is cause of − ● familiarity of the topics

− is associated with → ● psychological factors

As it can be traced in the quotation above familiarity of the topics elevated Oscar's self-esteem. After the qualitative analysis coursebook, interlocutors, task, teacher, mood, and topic were found as situational factors. In terms of coursebook, Oscar indicated that

Quotations:

"I mean there are some issues about our coursebooks because we had a lot of books like this in high school too. Like grammar, listening, watching, etc….. However, if our books were better and if there were a little different exercise about speaking in speaking part of the books, it would be better."

Linked Codes:

− is a → ● situational factors

In terms of interlocutors, two sub-factors were found which were familiarity of the interlocutors and interlocutors' WTC. On account of familiarity of the interlocutors, Oscar indicated that

Quotations:

"When I first came here, and I came here with additional placement quotas, I started the course two weeks late. Everybody had already adapted to there, and they were already speaking. I felt a little bad. Later, I adapted to it, too and we started to speak."

Linked Codes:

− is associated with → ● interlocutors

Secondly, interlocutors' WTC was also found as a sub-factor of interlocutors as it can be seen in the quotation:

Quotations:

"I think it would be more productive to work with group members who do not get ashamed of talking or who express their opinions easily or who does not abstain from expressing their opinions."

Linked Codes:

− is associated with → ● interlocutors

Another situational factor was found as task, and according to Oscar:

Quotations:

"Even though I was sleepy I understood this task at the first time and thanks to that we performed really well, and I spoke here a lot more. We do not have a speaking exam or a project, but these tasks in the book improve us even if it is not much. Y teacher would give us 3 or 4 minutes for speaking, and I think this improved our speaking level a little more."

Linked Codes:

− is a → ● situational factors

Besides, teacher was found as a situational factor, and it has three sub-factors which are teacher allocation, teacher's communication with the students, and teacher's motivative acts. In terms of teacher allocation, Oscar indicated that

Quotations:

"Y Teacher and Z Teacher, they both are trying to let everyone speak in discussion parts, Teacher X also does the same. In activities that we do as a whole class activity I wait for the teacher to choose me to speak I do not prefer to just go for it and talk. In a classroom, I think the teacher is a director. Therefore, I do not speak so much. Like I said in group work I try to speak at ease, but in the class environment since I see the teacher as a director, I prefer to speak when the teacher tells me to."

Linked Codes:

− is part of → ● teacher

In terms of teacher's communication with the students, Oscar stated that

Quotations:

"Z Teacher's communication with students is good, his getting along with students is good, of course, the other teachers are also good, but Z Teacher is a little better at communicating with students which makes us more willing to speak."

Linked Codes:

− is part of → ● teacher

In terms of teacher's motivative acts, Oscar stated that

Quotations:

"In preparatory school lessons mostly, I am motivated because our teachers are good at this field. I mean they try to keep our motivation high. They want everybody to participate and have an active role in debates or discussions. I feel motivated because I try to participate in the activities."

Linked Codes:

− is part of → ● teacher

Another situational factor was found as mood which can be seen in the quotation:

Quotations:

"The reason why I did not speak in this task ... hmm actually the reason was that I was sleepy, this happened at first… yes, this happened I remember at the first lessons, it was a Friday."

Linked Codes:

− is a → ● situational factors

Lastly, topic was found as a situational factor, and Oscar stated that

Quotations:

"Hmm in this lesson when communicating, I… I mean it is normal, I can have casual conversations, but when there is a debate about a specific topic, sometimes I feel inadequate about those."

"Since the topics were in our interest we talked and discussed more. So, the topics might have affected our willingness to communicate."

Linked Codes:

← is part of − ● familiarity of the topics

− is a → ● situational factors

Besides, familiarity of the topics was found as a sub-factor of topic as it can be seen in the quotations:

Quotations:

"Since we discuss certain topics in the classroom, I feel more confident while I am speaking."

"Since I was familiar with the topic the answer just came out on its own, I just dashed."

"Our willingness to communicate increases when the topics are familiar, because we talked about our departments and our ideals. I mean everyone had something to say about anyone here."

Linked Codes:

− is cause of → ● self-esteem

− is part of → ● topic

As it was stated in the first quotation familiarity of the topics affected Oscar's self-esteem. A scheme of all the factors of Oscar's case is given in Figure 10.
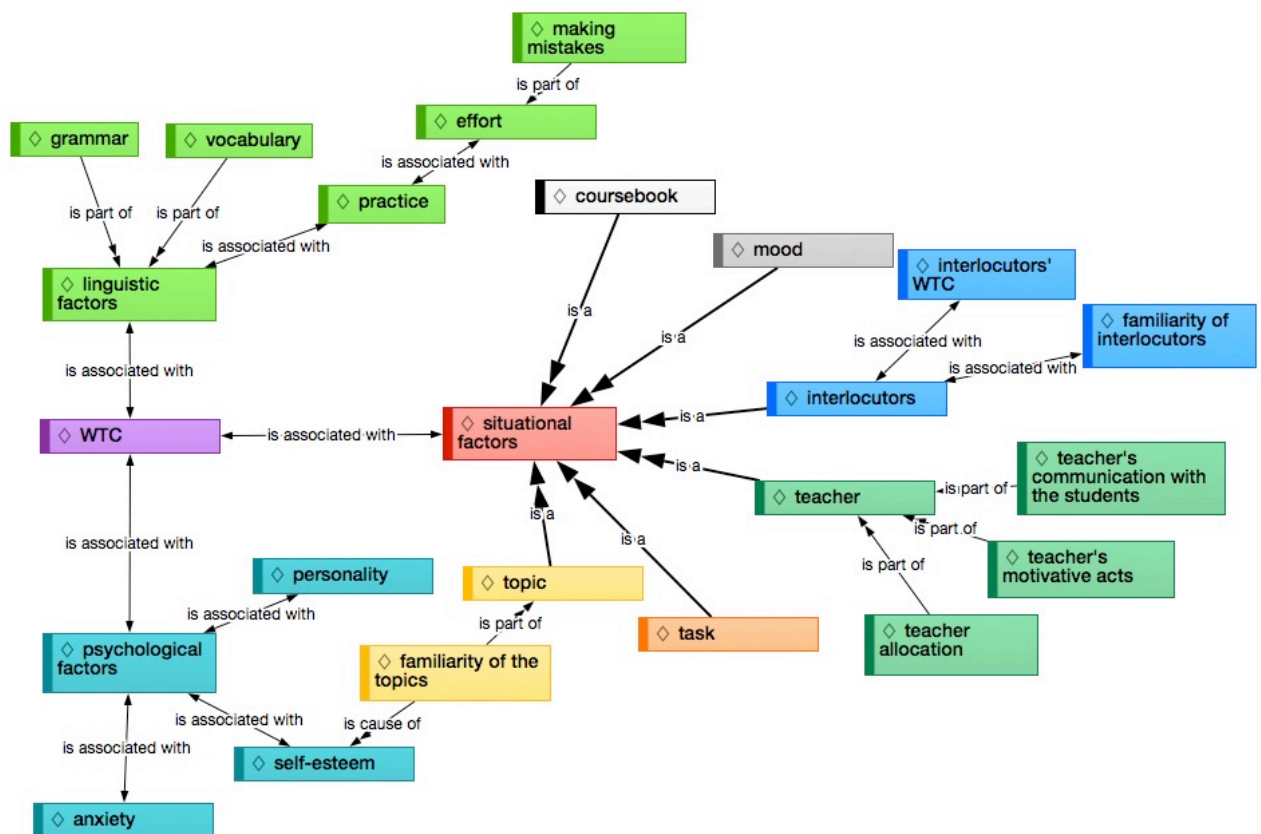
Figure 10. Oscar's Case Qualitative Scheme

Dean's case.

After the qualitative analysis of Dean's Case, three major factors were found which were linguistic factors, psychological factors, and situational factors. As linguistic factors, effort, past experience, practice, and vocabulary were discovered. First of all, in terms of effort Dean indicated that

Quotations:

"I believe putting effort is so important; for example, I am making sentences even though some of them are ridiculous. Therefore, I am trying to do my best. Are not they funny? They are funny, but I mean the more you speak, the more you see your mistakes. I mean some things do not come out when there is not enough effort. I learn to do the right things by making mistakes. Therefore, I will continue to make sentences even though I make mistakes in the classroom."

Linked Codes:

− is associated with → ● linguistic factors

← is associated with − ● making mistakes

As it was stated above effort and making mistakes were closely related. In addition, there were more examples in terms of making mistakes:

Quotations:

"My self-esteem is getting better every day because I make more mistakes. For instance, when I want to speak today, I can see my mistakes, and I try to learn lessons from those mistakes and speak better. I think mistakes are good and beneficial."

Linked Codes:

− is associated with → ● effort

− is associated with → ● self-esteem

As it was stated above not only effort and making mistakes, but also making mistakes and self-esteem is closely related even though self-esteem was a psychological factor. Besides, past experience also found as a linguistic factor. In terms of past experience, Dean stated that

Quotations:

"Actually, I enrolled in a private school at 7th grade. Until then, I have English classes, but they were only classes. Before that, there were no English classes. I mean I know the alphabet, colors, but what I know is because of preparatory school only. Until now we did not have a proper education. I am from Aksaray, and it is a little, rural place, and private schools were only for rich, but villager people. I am not trying to make fun of them. They also want their children to be educated, but people were not interested in English specifically. In the past, I also had no awareness of the importance of English, and we were playing games in English lessons, solving quizzes as a preparation for the university entrance exam."

Linked Codes:

− is associated with → ● linguistic factors

Another linguistic factor was found as practice, and Dean indicated that

Quotations:

"I cannot speak because of not enough practice, and it is so easy. I speak only five hours in English out of twenty-four in a day, only if there are lessons that day.

Outside the classroom, we do not have to do anything with English, and we are totally independent of it."

Linked Codes:

− is associated with → ● linguistic factors

    In terms of vocabulary, Dean indicated that

Quotations:

"I wanted to say equal here, but I could not find the word. If I had known the word, I could have had a better performance- at least I could understand the word, but I did not know it in those times."

"I wanted to talk in Turkish there because I thought that I could not continue what I am saying in English. I guess I did not know the words that I would like to use."

Linked Codes:

− is a → ● linguistic factors

← is associated with − ● memory

    In addition to vocabulary, memory was closely related. In terms of memory, Dean indicated that

Quotations:

"Actually, I asked nice questions here, but if I said, "on the lemon bazaar", it would be more understandable. However, I did not say it. In fact, it is what I am saying. I mean I do not remember the exact word, but Turkish version of it comes to my mind. I wanted to say, "on the lemon bazaar", but I cannot remember the preposition 'on'."

Linked Codes:

− is associated with → ● vocabulary

    In terms of psychological factors, personality, preference, and self-esteem were found. On account of personality, Dean indicated that

Quotations:

"My own personality is so talkative, but alone Dean and Dean in the society are really different from each other. When Dean is in the society, he is so energetic. However, alone Dean is a little bit melancholic. I am more active and energetic when

there are people around me, but as I said earlier, I believe I am a talkative person. I am eager to learn or at least I can describe myself as such a person."

Linked Codes:

– is a → ● psychological factors

In terms of preference, Dean indicated that

Quotations:

"I think whole class activities with our teachers is better because sometimes in the group works with two or four people, we cannot make each other talk, or we cannot express ourselves thoroughly because we are all learners. However, our teachers can repair our sentences in whole class activities. I feel more willing to speak in whole class activities."

Linked Codes:

– is associated with → ● psychological factors

In terms of self-esteem, the finding was given in relation to making mistakes with linguistic factors. Besides, situational factors were found such as interlocutors, mood, teacher, and topic. Besides, avoiding interruption, discrepancy between the interlocutors, familiarity of the interlocutors, interlocutors' personality, and interlocutors' WTC were found as sub-factors of interlocutors. In terms of avoiding interruption, Dean indicated that

Quotations:

"I did not talk at the beginning of this activity because I did not want to interrupt anybody. I listen when others talk, and I speak when my turn has come. I really do not like to interrupt anybody."

Linked Codes:

– is associated with → ● interlocutors

In terms of discrepancy between the interlocutors, Dean indicated that

Quotations:

"I like when my classmates speak English very well. For instance, I sometimes observe Oscar, and his sentences are so fluent. However, I speak with interruption,

and sometimes I cannot pronounce very good. I mean I also want to speak when I see him while he is speaking. I really enjoy when I see fluent speeches around me. At least I say I am learning new things and my willingness to communicate rises accordingly."

Linked Codes:

– is associated with → ● interlocutors

In terms of familiarity of the interlocutors, Dean stated that

Quotations:

"For example, I can talk about my roommate Oscar. I really have fun with him in the classroom as we have some kind of familiarity. I really enjoy with Sally and Belle, too."

Linked Codes:

– is associated with → ● interlocutors

In terms of interlocutors' personality, Dean stated that

Quotations:

"My willingness increases when my classmates are sincere people. I do not know why, but there are some students who are trying to act differently from who they really are. I think it is about personality, and they want to shut themselves out."

Linked Codes:

– is associated with → ● interlocutors

In terms of interlocutors' WTC, Dean stated that

Quotations:

"I think most of my classmates are a little shy. I do not know why they prefer to be silent, but what makes the lesson more enjoyable is our struggles, mistakes. I mean we all laugh and have fun. We are more active, and we do not feel sleepy when we are willing to communicate."

"I like to speak with sincere and willing people even though they do not like the topic so much. Maybe two weeks later we will not remember that topic, but at least I need

to communicate with the people who pay attention when we are speaking because I am such kind of a person."

Linked Codes:

− is associated with → ● interlocutors

In terms of mood, Dean indicated that

Quotations:

"Some time ago my mind was a mess. Thanks to the teacher, I got over. He really helped me get over my problem. I mean I cannot thank him enough; the problem was something private. However, such kind of problems may affect us severely because of our age. I could not concentrate on the lessons; I mean for forty minutes out of fifty minutes I was not in the classroom psychologically."

"Actually, I do not know, but we cannot make good discussions … the reason why may be our mood at that moment, but I am not satisfied with my sentences honestly."

Linked Codes:

− is a → ● situational factors

← is associated with − ● teacher

As it was stated above, the teacher helped Dean to get over his bad mood; therefore, teacher was associated with his mood, and in terms of teacher Dean indicated that

Quotations:

"I think my willingness to communicate is affected by my teachers a lot. Honestly, both Y teacher and Z teacher are very good, especially Z teacher is a concrete example of a perfect teacher in my opinion. I have known so many teachers, I liked so many teachers, and if I needed to name three of them, I would definitely give his name, too."

In addition, the qualitative analysis showed that teacher factor had also sub-factors which were feedback, silence, teacher's communication with the students, and teacher's motivative acts. In terms of feedback, Dean stated that

Quotations:

"For example, in this activity, my teacher gave me feedback, and she can correct me anytime I make a mistake because her way of correcting is nice. She is not trying to offend me. The intention is very important to me. If she corrected me by offending me, I would not participate any more to the lesson. I would just sit alone and do the practices in silence."

Linked Codes:

− is associated with → ● teacher

In terms of silence, Dean indicated that

Quotations:

"As you can see nobody is talking and at that moment, I feel like I need to speak. I do not like that silence. I really do not know why I feel this way, but I do not like when no one says anything to the teacher. She is struggling there, and I think that at least I should initiate the conversation. Therefore, maybe others would like to talk, too."

"This is the exactly same thing. Did you realize that? X teacher asked about the weekend, but no one is saying anything. I thought that even though I will not do anything specific, I need to speak, at least I should start the conversation. I do not like that silence. I do not like when the students only sit without doing anything. She is struggling to make us speak."

Linked Codes:

− is associated with → ● teacher

In terms of teacher's communication with the students, Dean indicated that

Quotations:

"I think W teacher is a really good person. I mean she wants to transfer her knowledge to the students, but I also think that only being good is not enough. I expect her to pay more attention or she needs to communicate with the students more. Her social abilities should be stronger. I mean as soon as she came to the class, she starts with grammar or listening part. I think she should ask some questions like "how are you today? We had covered that topics last lessons, are they sufficient for you?". I am not an expert, but I think a teacher should not be a person who teaches only. A teacher should pay attention to the students, have good

communication with the students. I think she has inadequate communicative skills, and this situation makes us unwilling to speak in her lessons."

Linked Codes:

− is associated with → ● teacher

In terms of teacher's motivative acts, Dean stated that

Quotations:

"Z teacher made me feel embarrassed by asking me questions when he saw me distracted and unwilling. He was asking me questions intentionally. Whenever he asks me a question, I realized that I was distracted, and this situation made me feel embarrassed, and this shows that he is a teacher who pays attention to his students. I think it is a good thing, really motivating."

Linked Codes:

− is associated with → ● teacher

Lastly, topic was found as a situational factor, and in terms of topic, Dean indicated that

Quotations:

"In this task, did you realize? We do not have a reason to speak. It is not a topic that we would like to discuss. Maybe we needed to learn these, but we were not interested in. I mean everybody sees a box and a boat. A boat floats. However, thinking about living spaces from this stuff was beyond our imagination."

Linked Codes:

← is associated with − ● familiarity of the topics

− is a → ● situational factors

In addition, familiarity of the topics was found in relation to topic as follows:

Quotations:

"I speak more in this activity because the topic was about our daily lives. We really need to leave the dormitory, and we are searching for a place to live near the campus. Therefore, since the topic was familiar to us, we spoke a lot. I really enjoyed that topic."

84

Linked Codes:

– is associated with → ● topic

A scheme of all the factors of Dean's case is given in Figure 11.
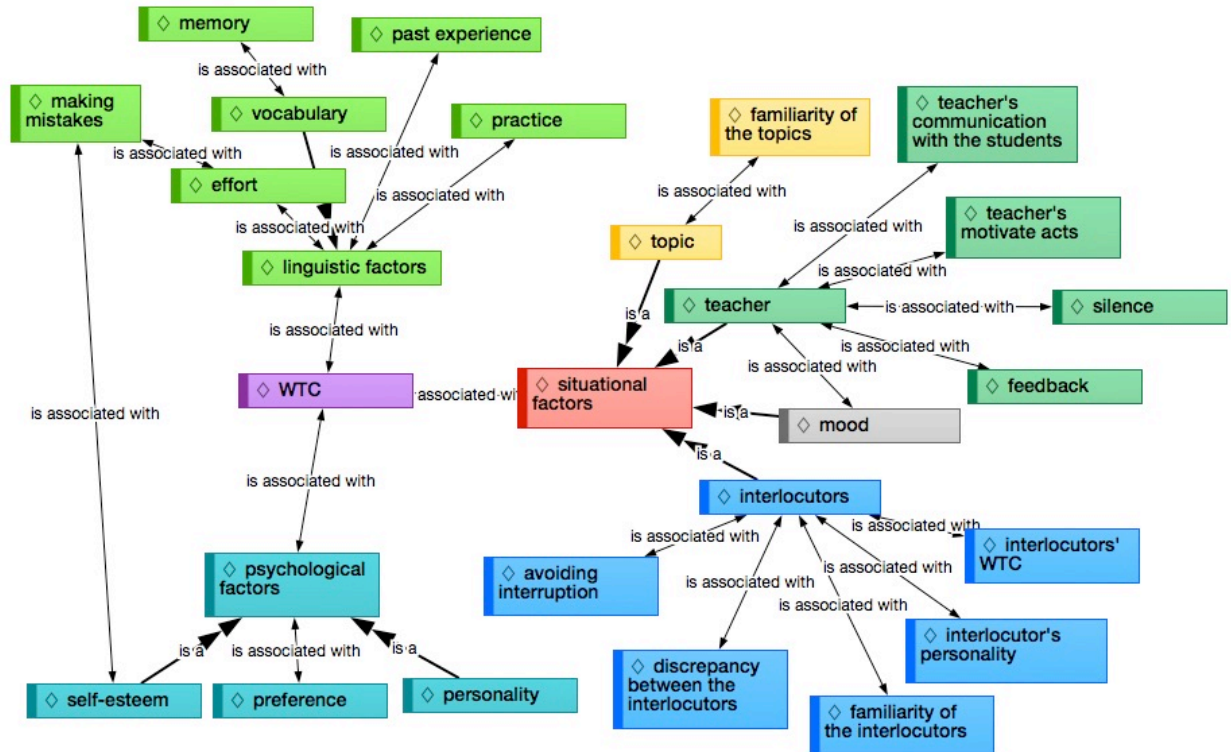
Figure 11. Dean's Case Qualitative Scheme

Sally's case.

The qualitative analysis of Sally's data indicated that there were three main factors that had an impact on her WTC which were linguistic factors, psychological factors, and situational factors. In terms of linguistic factors, grammar, past experience, practice, and vocabulary were found. In terms of grammar, Sally indicated that

Quotations:

"I can speak with certain chunks that I learned from Tv series or films, but I know that my sentences are not grammatically perfect. I know some words intuitively, I can express myself, but I am not competent enough in terms of grammar. This situation affects my willingness to speak badly."

Linked Codes:

– is associated with → ● linguistic factors

In terms of past experience, Sally indicated that

Quotations:

"I have started to learn English, since 2nd grade. Normally, people start at 4th grade in Turkey, but my school was a pilot school. Thus, we have started earlier. Why I do not show willingness is something traumatic, in the past people who always willing to do things were not loved and labeled as nerds. Thus, I would like to be seen as not so willing."

"Actually, I do not want to emphasize our education system too much, but I think there is something wrong with it because we have been learning English for years now. However, if I failed in the proficiency exam, it could not be all my fault. I am saying that it is all because of the system. I may have too many mistakes, too. However, I cannot be the whole reason. I think there are problems in the system, too."

Linked Codes:

– is associated with → ● linguistic factors

In terms of practice, Sally stated that

Quotations:

"To increase my speaking and willingness, I need more practice after I finish preparatory school. We have English lessons here for a year, but I think to be abroad for three months can help us more. I think everybody also thinks like that because you have to talk English there. Maybe forcing people to talk English in the classroom is beneficial, but it is not enough. I mean our course books are good, there are daily topics, but our daily life is only not about a bunch of selected topics. Therefore, we should be able to reflect these topics to our own lives."

Linked Codes:

– is associated with → ● linguistic factors

In terms of vocabulary, Sally indicated that

Quotations:

"If they let me, I would continue to talk, but I do not know whether I will be successful or not. I did not speak because when I started to speak, I got confused because

lexical bundles are not exactly the same in English and Turkish. I can say a few sentences, but they will not be the sentences I really want to say. I may be misunderstood. I thought that I could not express myself. I think these things are all because of inadequate vocabulary knowledge. More daily speech phrases should be taught in my opinion."

"I could not say anything at that moment, because what I wanted to say was a proverb, and if I translated it into English, it would become senseless. If I knew its English, I would say it, and again it is all about vocabulary."

Linked Codes:

– is associated with → ● linguistic factors

In addition, psychological factors were found as personality, self-esteem, and anxiety. In terms of personality, Sally indicated that

Quotations:

"My personality is changing according to whom I talk with. If I were with familiar people, I would feel comfortable, and I talk more. Of course, anybody has a limit, but I am a little bit nervous in general."

"When I first met with somebody, I act cold and shy. I do not talk unless one of them asks me something. However, if I feel familiar to them, they cannot make me quiet. For example, while I am talking with my teacher, I need to think a little. After I make the sentence in my mind, I can speak with them. However, while I am talking with Z teacher, I can talk without thinking because I feel familiar to him."

Linked Codes:

– is a → ● psychological factors

← is associated with – ● familiarity of the interlocutors

As it was indicated the quotations above, familiarity with the interlocutors had an impact on Sally's personality and accordingly on her WTC. Another psychological factor was found as self-esteem. In terms of that, Sally indicated that

Quotations:

"I like group activities because I feel more confident as I see I can speak it makes me feel motivated. However, in pair work, there is not so much interaction."

Linked Codes:

− is associated with → ● psychological factors

− is associated with → ● task

As it was stated above, Sally's self-esteem was associated with task. Besides, anxiety was found as a psychological factor along with its sub-factor which was feedback. In terms of these, Sally indicated that

Quotations:

"I really get annoyed when somebody corrects me. For example, I think that I am improving my speaking abilities, but I can mistake in pronunciation sometimes, and my teacher always corrects me "You should say the opposite", but I think that I am saying the correct version, too. Therefore, I feel nervous. I know it is a bad thing. I should not think like this, she is trying to help me, but I get mad whenever she corrects me."

Linked Codes:

− is a → ● psychological factors

← is cause of − ● feedback

Lastly, situational factors were found as interlocutors, task, teacher, and topic. In terms of interlocutors, two sub-factors were found which were familiarity of the interlocutors and interlocutors' WTC. Even though the link between familiarity of the interlocutors and personality was given under the quotations of personality, the analysis showed one more quotation about the issue which was

Quotations:

"The people I sit near them in the classroom are my close friends now. Therefore, we can make each other talk even though one of us does not feel willing at that moment. Therefore, I think after you reach some point of familiarity with a person, you speak more."

Linked Codes:

− is associated with → ● interlocutors

− is associated with → ● personality

In terms of interlocutors' WTC, Sally stated that

Quotations:

"I remember we really did not pay so much attention to this activity. I mean what can we do. If nobody was willing to talk after you asked the question. There is nothing to do. We tend to make fun of that situation than, but there was not so much communication because no one was willing to talk."

"First of all, I think that how much can you talk to a person who is not willing to speak. The other person needs to have at least a potential to talk in Turkish so that you can speak in English."

Linked Codes:

− is associated with → ● interlocutors

In terms of task, Sally indicated that

Quotations:

"I think the task was not communicative enough as we just need to ask questions about people's favorite music types. The conversation was like that rock, why rock, I do not know it is good. We really did not need to make a full sentence. It was so easy, and because of that there was nothing to talk about."

"I remembered that task we discussed a lot with Tom. Actually, I think I am generally more willing to communicate in discussion types of speaking tasks. They are more enjoyable."

Linked Codes:

← is associated with − ● self-esteem

− is a → ● situational factors

Besides, the link between task and self-esteem was presented under the quotations of self-esteem. Another situational factor was found as teacher which also had some sub-factors such as teacher's communication with the students and silence. On account of teacher's communication with the students, Sally indicated that

Quotations:

"When a teacher asks me a question whether I am willing or not is generally depends on the teacher and my communication with him or her. I really feel willing to communicate in Z teacher's lessons. He has a very different style, and you feel his role as a teacher and your role as a student. He is really authoritative, and I respect him. I pay attention to my speech, but I love him so much at the same time because his sense of humor, his way of thinking is so compatible with our generation. I will not give names, but we have another teacher, and even though I love her, I am unwilling in her lessons. I try to write answers to all the questions in case of turn comes to me. However, in Z teacher's lessons, I only use my mind spontaneously so that I have a chance to listen to what people are saying before me. What I really wanted to say is that Z teacher has great communication with us."

Linked Codes:

– is part of → ● teacher

In terms of silence, Sally stated that

Quotations:

"I generally stay shy in the lessons. I mean when our teacher asks a question, I give an answer only if no one is saying anything even though I know the answer. Just because not to leave the question unanswered. However, except for that, I do not raise my hand to speak."

"I think tasks are in a cycle and when our group is passive, I feel like I need to talk. When everybody is quiet, I start to speak. I have realized that recently. No one is talking, and I talk because I think that at least one conversation should take place."

Linked Codes:

– is associated with → ● teacher

Another situational factor was topic, and Sally indicated that

Quotations:

"I like to talk about extracurricular topics such as feminism. These topics make me more interested and willing, but I got stuck as far as I remember. I asked more time to think before I spoke, then I gave answers. However, I was trying to participate

anyway, and I was forcing myself. Therefore, I think these topics should be talked in the classroom."

Linked Codes:

← is associated with − ● familiarity of the topics

− is a → ● situational factors

Lastly, a sub-factor of topic, familiarity of the topics was found, and Sally indicated that

Quotations:

"The problem is I cannot even think about what will say in Turkish. Thus, I cannot say anything in English, too. The topic is so unfamiliar to me. Then, I start to talk about nonsense stuff. Later, we can talk somehow because the main issue is to show that we are able to talk. Then, we have fun."

"I liked this topic because it was about our future jobs. These topics are nice, and their order is good, too. I mean they are all about our daily lives. At least when you need to talk about these topics, you do not struggle by thinking about what you will say because they are familiar things to you. You only try to explain yourself in English, and the only problem is your struggle with that language. Otherwise, when the topics are unfamiliar to you, you do not even know what to say. You need to think a little."

Linked Codes:

− is associated with → ● topic

A scheme of all the factors of Sally's case is given in Figure 12.
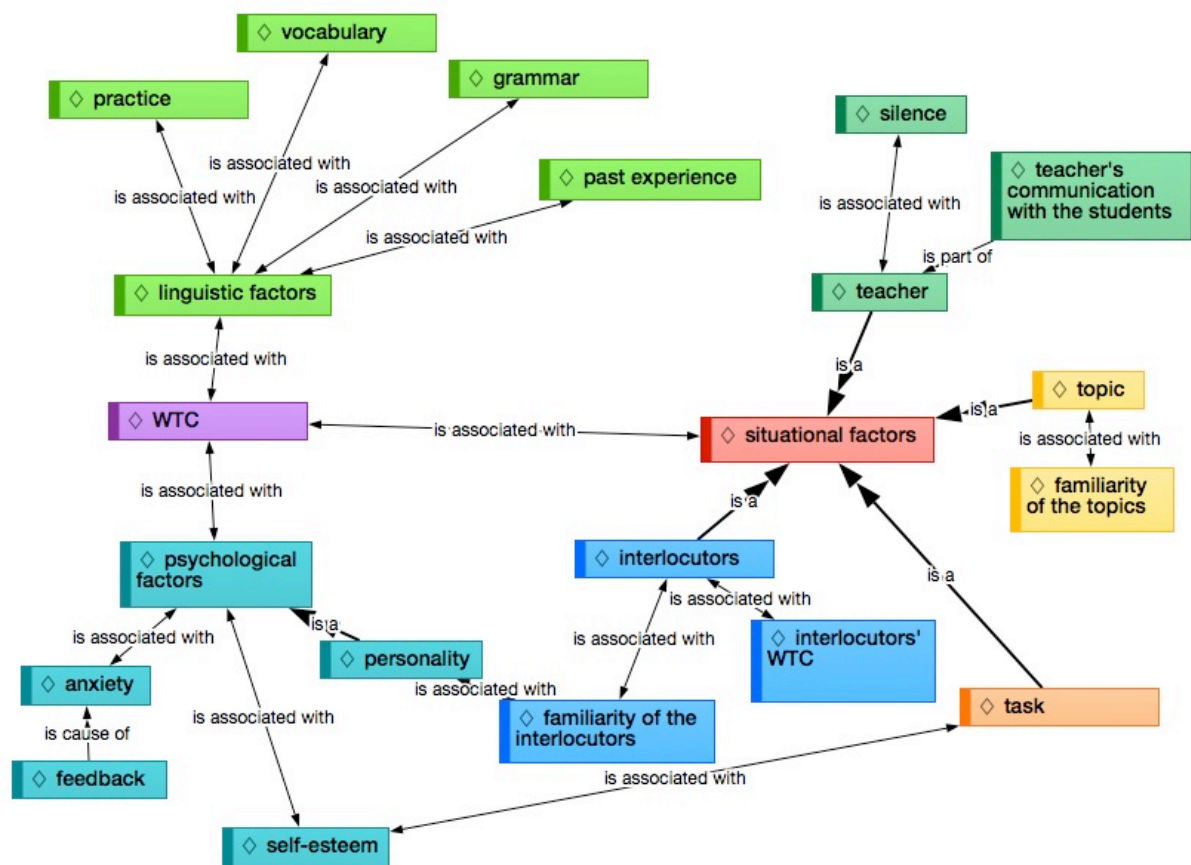
Figure 12. Sally's Case Qualitative Scheme

Tom's case.

The qualitative data analysis showed that there were three main factors that had an impact on Tom's WTC which were linguistic factors, psychological factors, and situational factors. In terms of linguistic factors, comprehension, grammar, past experience, pronunciation, and vocabulary were found. In terms of comprehension, Tom indicated that

Quotations:

"Sometimes I worry about whether I will understand or not. I mean what happens if I do not understand. I know all of my teachers explain me the question in different ways when I do not understand, but when my teacher asked me the question for the first time if I understood it, everything would be good. However, if I do not understand the question, the things go different ways, and I start to feel anxious."

"Actually, we could not understand that task. I remember that all the class we were like what was going on here. I mean there is a boat, a box, and a cave but nothi-

maybe the cave is a place for human life, but a box and a boat are absurd. We also could not think in Turkish; how can we speak in English."

Linked Codes:

− is associated with → ● anxiety

− is associated with → ● linguistic factors

As presented in the quotation, comprehension leads to anxiety in Tom's case. Another linguistic factor was found as grammar, as Tom indicated that

Quotations:

"Sometimes I do not feel, I mean I know I do grammar mistakes but after all these times I do not think that the grammar is everything, but we are learning somethings. How many months passed since we started to the lessons? Therefore, I do not want to make grammar mistakes anymore. Thus, I do not feel competent in speaking sometimes, and consequently, my willingness goes down."

Linked Codes:

− is a → ● linguistic factors

In terms of past experience, Tom indicated that

Quotations:

"I started to learn English at 4th grade. I have been abroad twice with Erasmus projects. I went to Estonia and Italy. I spoke in English because I stayed with a family in Italy for a week and obligatorily, I spoke in English. When I was abroad, sometimes I talked gibberish, I mean sometimes I used a word instead of a sentence, and in there I understood that you do not need to know so many things to communicate because I was able to communicate with words only. Therefore, I realized that the grammar that our teachers forced us to learn is not so important. I learned that everything was not grammar, and people should not have paid so much attention to grammar because my teachers were always like grammar, grammar, grammar, but it was not that much important."

Linked Codes:

− is associated with → ● linguistic factors

In terms of pronunciation, Tom stated that

Quotations:

"We are trying to speak with a British accent in friend environment, and we are really talking, but in lessons, especially in X teacher we have troubles because her accent is so good."

"When I try to pronounce something hard for me, I really enjoy, and I start to pronounce it wrong again and again because it is funny, and I like to do funny things."

Linked Codes:

− is a → ● linguistic factors

In terms of vocabulary, Tom stated that

Quotations:

"I really do not feel good in terms of my vocabulary after the last quiz. I learned that I really need to improve my vocabulary because even though you know the grammar, there may be some words that you do not know, and you cannot make anything. After that everything is starting to break. I do not know some words, so I cannot speak."

Linked Codes:

− is associated with → ● linguistic factors

The qualitative analysis indicated that psychological factors were anxiety, fear, personality, and preference. As anxiety was presented in relation to comprehension, it was not presented with these factors. In terms of fear, Tom stated that

Quotations:

"Actually, my willingness to communicate changes a lot, for example, if I am comfortable, I can speak comfortably and express myself comfortably, but I need to be comfortable. I mean I should not have fears like if anybody laughs at me or does something or if I get something humiliating from other people. Briefly, I need to be comfortable, as long as I am comfortable, I can be willing, and I can communicate better."

Linked Codes:

– is associated with → ● psychological factors

       In terms of personality, Tom indicated that

Quotations:

"Actually, I am a nervous person according to the situation, there have been so many times that I was nervous. I made a lot of presentations in the high school, I was so nervous in those years, but in general, I am a talkative person. Even though in a new place that I am not so familiar I speak, I do not feel bad."

Linked Codes:

– is a → ● psychological factors

       In terms of preference, Tom indicated that

Quotations:

"I think to learn with my friends so enjoyable because absurd words, absurd sentences come out. Actually, rather than learning with my friends, learning by having fun is more important for me. How can I say? I feel that I learn better while I am having fun such as by playing video games. I have fun while playing video games and I can learn things from them. Therefore, while having fun, everything is better."

Linked Codes:

– is associated with → ● psychological factors

       On account of situational factors, interlocutors, setting, and topic were found. Besides, discrepancy between the interlocutors and group size were found as sub-factors of interlocutors. For the previous one, Tom indicated that

Quotations:

"My classmates' proficiency should be better than me because I can carry out some activities with their help. However, when their proficiency is worse than me, I cannot help them because I do not feel competent and there is nothing to give my friends. If I knew better, I could also help my friends, but we cannot help each other when my friends are worse than me."

Linked Codes:

– is associated with → ● interlocutors

In terms of group size, Tom indicated that

Quotations:

"I think group works are more comfortable than others. I feel more comfortable. I mean group works are more comfortable for me. Honestly, pair works may be stuck when two people speak each other, but in group one says something, other one says something else, and another one says something else and I start to feel more comfortable. I mean groups are more crowded than pairs, but for example, in whole class activities, I sometimes cannot talk. However, in a group with four or five people, I feel more comfortable, and it would be better for me."

Linked Codes:

– is associated with → ● interlocutors

Another situational factor was setting, and accordingly, Tom indicated that

Quotations:

"I love my classroom environment because of that I come to class willing all the time. Both my teachers and my friends, my classroom environment is so good. Therefore, I am willing to communicate inside the classroom."

"I feel different when I am speaking English. I mean I think twice whether I speak or not. However, if the setting was soft, was not so serious, I would speak."

"As far as I remember that day, we turned the lights off, and it was the first class in the morning. Thus, the setting affected us badly, made us sleepy."

Linked Codes:

– is a → ● situational factors

Lastly, topic was found as a situational factor as Tom indicated that

Quotations:

"In terms of its topic, this task is good because I am interested in music, but after all, it did not add anything to my English high level. I mean I like to talk about music because I like to talk about my interests."

Linked Codes:

← is associated with – ● familiarity of the topics

– is a → ● situational factors

Besides, familiarity of the topics was found as a sub-factor of topic, on account of this issue, Tom indicated that

Quotations:

"I liked that topic because we talked about our dreams and the things about ourselves. I mean we all had fun and talked a lot because of the topic about us and our interests. Therefore, because of familiar topics we had fun and liked that task."

Linked Codes:

– is associated with → ● topic

A scheme of all the factors of Tom's case is given in Figure 13.
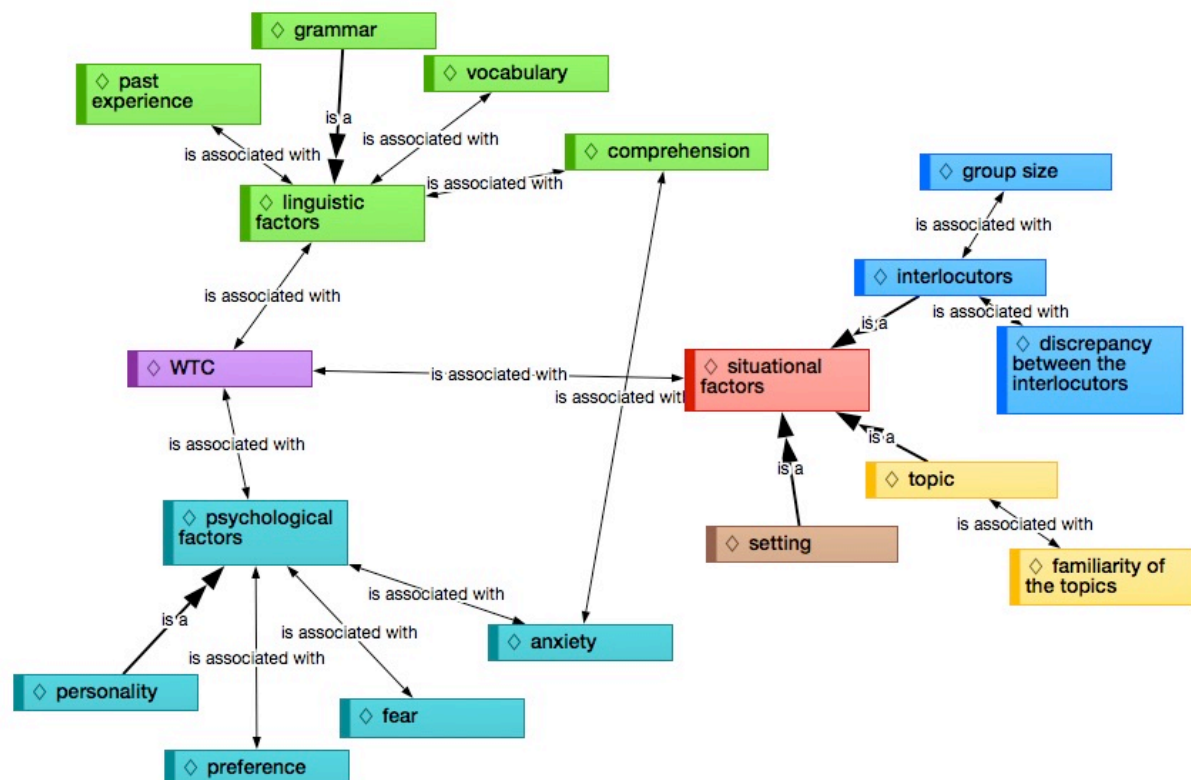
Figure 13. Tom's Case Qualitative Scheme

Eve's case.

The findings indicated that there were three major factors that had an impact on Eve's WTC which were linguistic factors, psychological factors, and situational factors. In terms of linguistic factors, grammar, past experience, practice,

pronunciation, comprehension, and vocabulary were found. In terms of grammar, Eve indicated that

Quotations:

"When communicating, it eventually comes to speaking, so I feel that I am not competent enough. Actually, lots of sentences come to my mind, words also come to my mind, but I am having some trouble with using these when forming sentences in order."

Linked Codes:

− is associated with → ● linguistic factors

In terms of past experiences, Eve stated that

Quotations:

"I did not receive a proper education before, at high school because there was not preparatory class. I did not have any need in terms of learning English. I mean English is forced on us since high school and primary school, and I had apathy against it since then."

"We get our knowledge about English deficiently, we learn a little in primary school, a little in high school, a little in preparatory school and if you do not try really hard to learn it. You cannot learn it; my first proper English education is here, and I think to focus on speaking rather than the other skills it is better for me."

Linked Codes:

− is associated with → ● linguistic factors

In terms of practice, Eve stated that

Quotations:

"Also, I think this task increases our willingness because it is more focused on forming sentences and expressing ourselves. We do not have so many chances to do practice."

Linked Codes:

− is associated with → ● linguistic factors

In terms of pronunciation, Eve stated that

Quotations:

"I think I was going to say something more there, but I changed my mind because I was not able to pronounce the word."

Linked Codes:

− is associated with → ● linguistic factors

　　In terms of comprehension, Eve indicated that

Quotations:

"When it came to speaking or for example when someone asked me something in English all of a sudden, at that moment even if I know, I have trouble understanding it when the question was asked suddenly."

Linked Codes:

− is associated with → ● linguistic factors

　　In terms of vocabulary, Eve indicated that

Quotations:

"I do not feel competent in terms of vocabulary, while I am speaking. I sometimes need to stay silent because of that."

Linked Codes:

− is associated with → ● linguistic factors

　　Besides, psychological factors were found as anxiety, fear, personality, and self-esteem. On account of anxiety, Eve indicated that

Quotations:

"Actually, I am not nervous normally, but when a task is given to me, I start to get nervous because of that feeling of responsibility."

Linked Codes:

− is associated with → ● psychological factors

　　In terms of fear, Eve stated that

Quotations:

"Sometimes I cannot translate the sentence, or I cannot say the things I want to say clearly, for example, it would be nice if I spoke even in broken English, but I do not want that. I want to form a complete sentence and say it. When that does not happen, I cannot be sure of myself, and I could say I am afraid of making mistakes."

Linked Codes:

← is associated with − ● making mistakes

− is associated with → ● psychological factors

As it was indicated in the quotation above, making mistakes cause fear in Eve's case, and in terms of making mistakes, Eve also indicated that

Quotations:

"I think I spoke more because at that moment I was feeling that I knew what I was going to say completely. When I feel that I do not know it completely, I start to step back, what if I make a mistake? I should not let that happen."

Linked Codes:

− is associated with → ● fear

In terms of personality, Eve stated that

Quotations:

"If I get used to people I become more talkative, I am even told that I speak too much; however, for example in this classroom I am generally quiet, even X Teacher said that day, we were going over being social, she asked if I was a social person, I did not feel much social at that time because I am not social in that classroom, because I do not know anybody yet, I am not comfortable yet, but except that I am willing to speak generally."

"I do not have a, what should I say... tendency or characteristic of stepping forward and speaking. In general, I do not like to be ahead, I mean even if I know something I do not like to stand out. I do not like all the eyes being on me. Even though when I am answering questions that I know their answers, I think I do not need to speak, and someone is going to speak anyway.

"First of all, the question was not being asked to me directly, since normally I do not step up. The reason why I did not speak may be rooted in my personality."

"I think I am a little perfectionist; therefore, I think if something was not properly done. I would rather it was not done at all. Therefore, I am not so willing to communicate all the time."

Linked Codes:

← is associated with − ● familiarity of the interlocutors

− is associated with → ● psychological factors

As it was displayed in the first quotation, Eve's personality was affected by familiarity of the interlocutors. Furthermore, on account of self-esteem, Eve indicated that

Quotations:

"I would be able to speak if I could be sure of myself; for example, if I could form a sentence in my head and then say it, I would be sure so I would not have any troubles."

"I think if I failed at that moment or if I saw someone really good, I would step back a little. I have that kind of characteristic. If I lost my confidence at that moment, I would stop speaking. The feeling is not about the others. I think my problem is with myself. Rather than someone else laughing at me, feeling unsuccessful at that moment makes me angrier."

Linked Codes:

− is part of → ● psychological factors

In terms of situational factors, interlocutors, teaching style, teacher, and topic were found. In terms of interlocutors, several sub-factors like discrepancy between the interlocutors, eye contact, familiarity of the interlocutors, collaboration, and interlocutors' WTC were found. In terms of discrepancy between the interlocutors, Eve stated that

Quotations:

"I feel hesitated when I feel the other students speak better."

"Sometimes I do not understand what I need to do, so it is good that someone at a higher level is there because my level is not enough."

Linked Codes:

– is associated with → ● interlocutors

In terms of eye contact, Eve indicated that

Quotations:

"First of all, sitting while my back is turned to people when I cannot maintain eye contact with people's faces, I lose my interest a little. I am sitting facing them right now, so I am happier."

Linked Codes:

– is associated with → ● interlocutors

Even though familiarity of the interlocutors was displayed in relation with personality, Eve also indicated that

Quotations:

"I do not know the people here that much; furthermore, after the semester changed, friends and teachers also changed, I see Y Teacher and Z teacher for the first time, so sometimes I feel hesitated and unwilling."

Linked Codes:

– is associated with → ● interlocutors

– is associated with → ● personality

In terms of collaboration, Eve indicated that

Quotations:

"I always liked group activities compared to individual activities; therefore, I like group activities; for example, my friend completes what I do not know, or if something comes to my mind, I say it, and it becomes better and more efficient."

Linked Codes:

– is associated with → ● interlocutors

In terms of interlocutors' WTC, Eve stated that

Quotations:

"It also depends on the willingness of the other party; for example, I am willing, according to the other party's willingness; for example, if I am willing at that moment,

but the other party is not my motivation decreases. In activities we do with partners, if my partner has low willingness than mine, my willingness also decreases immediately. For example, in my old group we were really good, I mean there was always someone in the group who would encourage the unwilling person, this is really important for me… Actually, we could say sometimes I step back in group activities, too because sometimes if someone is doing it, I may let them shoulder the responsibility."

Linked Codes:

– is associated with → ● interlocutors

  In terms of teaching style, Eve indicated that

Quotations:

"I am also taking a German course. I am more active in German because I began to learn it from the start and we learn based on speaking mostly in the course and to be honest I like it if English was taught to us like this from the beginning, we could be more active. I like German more, because it is a little different strategy rather than learning through grammar, we are learning through speaking, like memorizing a sentence and saying it …"

Linked Codes:

– is associated with → ● situational factors

  In terms of teacher, some sub-factors were found such as language policing, teachers' awareness on the students, and teachers' motivative acts. In terms of language policing, Eve stated that

Quotations:

"Actually, I think it is a wonderful thing, but on my behalf we cannot speak English that well; therefore, it makes me quieter, for example sometimes it would be better if I had the luxury to ask the teacher "what does this mean?" in Turkish and then continue the sentence and complete it, that would be better. It forces me to stay in the background. I mean it's completely forbidden. For example, in Z Teacher's lecture, we also try to speak with just a little Turkish involved. It is also forbidden in Z teacher's class, but he uses a card system for it, when we ask, "what does it mean?" he does not show the card. X teacher is a little stricter about this."

Linked Codes:

– is associated with → ● teacher

In terms of teachers' awareness on the students, Eve stated that

Quotations:

"For example, in my opinion Y Teacher and Z Teacher are aware, they are aware of every students' level; for example, if I am not interested or I am daydreaming, they try to make me speak, or if they feel that I lack in a topic, they make me speak, and I do not lose attention, or at least I try to be more active."

Linked Codes:

– is part of → ● teacher

In terms of teachers' motivative acts, Eve stated that

Quotations:

"In general, the teacher asks questions, everybody, one by one, so you need to pay attention even if you do not like it. You feel you have to pay attention, so I have to."

"I speak least in X Teacher and W Teacher's lectures, I guess. Y Teacher makes me speak even if I do not want to."

Linked Codes:

– is part of → ● teacher

In terms of topic, Eve indicated that

Quotations:

"While we are doing group works and pair works, the topic is so important for me while speaking. If the topic, the subject is good, the activities are more fun. Therefore, our willingness to communicate increases. However, sometimes there are really ridiculous parts, you do not want to do them."

Linked Codes:

← is associated with – ● familiarity of the topics

– is a → ● situational factors

Besides, familiarity of the topics was found as a sub-factor of topics, and Eve indicated that

Quotations:

"If the topic is not really hard and specific and if it is a topic that I am familiar with I do not feel that much stressful."

"I do not feel relaxed in general because I do not know the topic, topics that I am unfamiliar with."

"I guess it is because we do not know the topic that we cannot speak here."

Linked Codes:

– is associated with → ● topic

A scheme of all the factors of Eve's case is given in Figure 14.
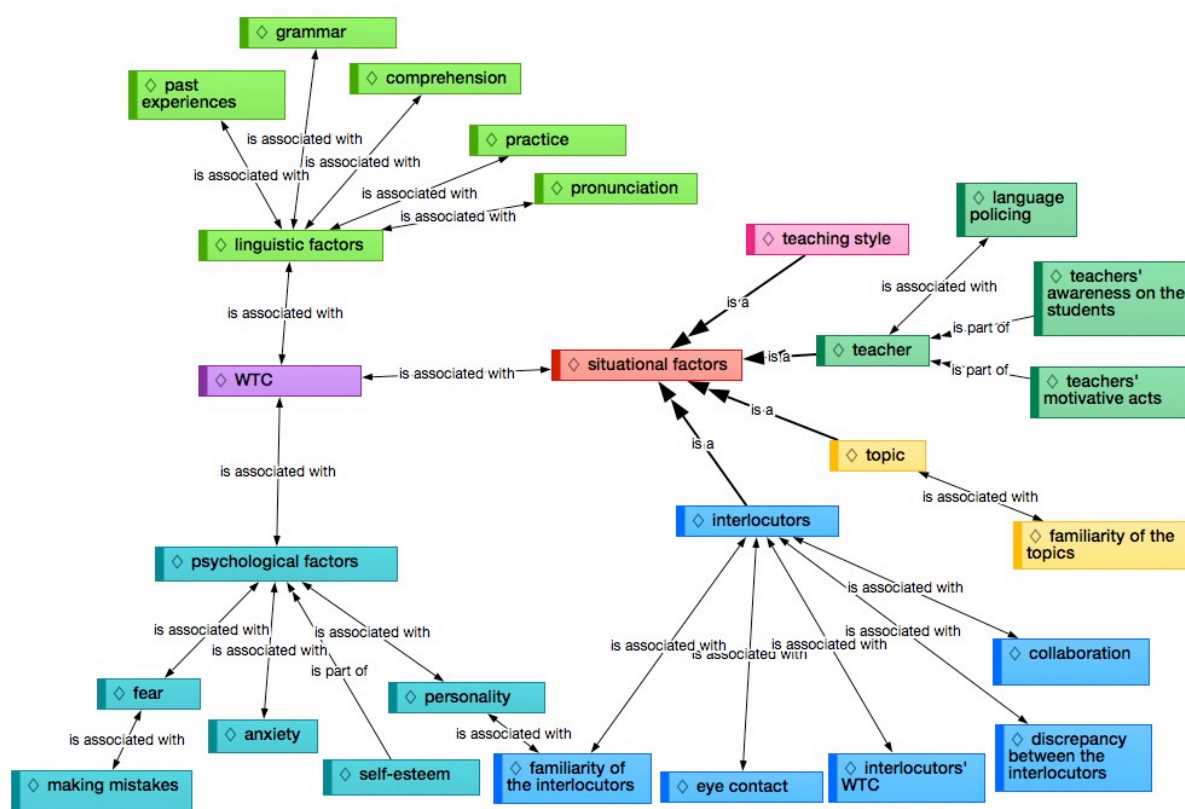
Figure 14. Eve's Case Qualitative Scheme

Emma's case.

The qualitative analysis indicated that there were three essential factors that had an impact on Emma's WTC which were linguistic factors, psychological factors, and situational factors. In terms of linguistic factors, comprehension, past

experience, practice, pronunciation, and vocabulary were found. About comprehension, Emma indicated that

Quotations:

"I did not talk so much in this activity because I did not understand it. You must have realized that I did not participate in all the activities because I do not speak when I do not understand what the teacher says. I do not like to participate in the lesson when I do not understand what people are talking about."

Linked Codes:

− is associated with → ● linguistic factors

On account of past experience, Emma stated that

Quotations:

"In fact, I did not have English classes at 11th and 12th grades. Therefore, I am having troubles right now. I forgot the grammar topics, and I am having a harder time learning it right now. Sometimes I remember some of the topics, but I generally have troubles. I still like it very much because I have a tendency towards English."

Linked Codes:

− is associated with → ● linguistic factors

In terms of practice, Emma indicated that

Quotations:

"I think we should do more practice rather than learning grammar. Instead of grammar lessons, we should carry out speaking lessons. I think it will be more efficient for me, and I think my willingness to communicate may improve by doing this."

Linked Codes:

− is associated with → ● linguistic factors

In terms of pronunciation, Emma stated that

Quotations:

"Sometimes I do not speak because I do not know how to pronounce some words, this affects me a lot."

Linked Codes:

– is a → ● linguistic factors

In terms of vocabulary, Emma indicated that

Quotations:

"When there are so many unknown words, I cannot express myself. Thus, vocabulary limits me."

Linked Codes:

– is a → ● linguistic factors

In addition, anxiety, fear, personality, and self-esteem were found as psychological factors. In terms of anxiety, Emma stated that

Quotations:

"Since we have to talk only in English in X teacher's lessons, I feel anxious, but even though we have to talk in English in Y teacher's lessons he does not force us too much, sometimes I can speak in Turkish, and it makes me more comfortable."

"I feel like a kid without a toy, when I cannot speak Turkish. I cannot express myself; thus, I feel anxious, and I do not speak. This prohibition limits me so much."

"In fact, it is a beneficial implementation. It gives us a chance to speak in English, but it can be more suitable for me if I can both talk in English and Turkish. For example, the teacher asked me to talk about our memories… I was going to talk about it, but I could not because I got anxious. If I was allowed to talk in Turkish a little bit, I would talk."

"I feel nervous when people ask me questions about the topics that I am unfamiliar with. At such a moment, I only look empty."

Linked Codes:

← is cause of – ● language policing

– is associated with → ● psychological factors

← is associated with – ● familiarity of the topics

As it was indicated above language policing and familiarity of the topics were closely related to anxiety. In terms of fear, Emma stated that

Quotations:

"When I was abroad, I did not speak English so much because I was afraid of making mistakes."

"I know I should not be afraid, or I should be confident, but there may be some kind of fear while I was deciding what to say. For example, I know that I should say "may" or "might" while doing an activity, but I cannot be sure thoroughly."

Linked Codes:

← is cause of − ● making mistakes

− is associated with → ● psychological factors

As it was stated in the quotation, the reason why Emma was afraid was making mistakes. Even though making mistakes was illustrated a little bit, more quotations were found as follows:

Quotations:

"Sometimes I feel ashamed, and I cannot talk because I can make mistakes."

"I do not know why I am afraid of making mistakes. When I make a mistake in Y teacher's or Z teacher's lessons, I do not feel bad, but I feel hesitated in X teacher's and W teacher's lessons."

Linked Codes:

− is cause of → ● fear

← is associated with − ● teacher

As it could be understood from the quotation above, this fear of making mistakes was closely related to the teachers. In addition, in terms of her personality, Emma indicated that

Quotations:

"I am so calm. My friends also can say that. I have that kind of calmness. I am a quiet person, but this situation depends on whom I talk with a lot. If I can be familiar with them, I will not be quiet Emma anymore."

Linked Codes:

← is associated with − ● familiarity of the interlocutors

– is a → ● psychological factors

Last factor of psychological factors was found as self-esteem and Emma stated that

Quotations:

"When the topics are not familiar to me, I cannot feel confident, and I do not feel comfortable, but the topics are familiar to me I can talk directly with confidence."

"When we are doing group work, I feel more confident because I think that I will not make a mistake in front of the teacher. Thus, making mistakes is not a problem when the teacher is not around, and I can talk more confidently."

Linked Codes:

← is associated with – ● familiarity of the topics

← is associated with – ● teacher

– is a→ ● psychological factors

As the quotations above showed that Emma's self-esteem was affected by familiarity of the topics and the teachers. Lastly, some situational factors were found after the qualitative analysis, which was coursebook, interlocutors, task, teacher, and topic. On account of coursebook, Emma indicated that

Quotations:

"Sometimes our coursebook bores me I do not talk so much. We have two coursebooks actually, and I think "open mind" is more beneficial. However, "unlock" is so easy I do not think that it is sufficient for us and I do not want to speak while we are doing "unlock"."

Linked Codes:

– is a → ● situational factors

Besides, in terms of interlocutors, two sub-factors were found which were familiarity of the interlocutors and interlocutors' WTC. The former one was presented in relation to personality. However, in terms of interlocutors' WTC, Emma indicated that

Quotations:

"I want all the group members to participate. Therefore, I think everybody should be willing to communicate. I do not like to participate even though a single person does not pay attention because in that situation I also do not want to participate. Therefore, everybody should be willing to communicate so I can be willing to communicate, too."

Linked Codes:

− is part of → ● interlocutors

In terms of task, Emma indicated that

Quotations:

"This task was too easy; therefore, I got bored, and I did not speak so much."

Linked Codes:

− is a → ● situational factors

In terms of teacher, Emma indicated that

Quotations:

"I feel more willing to communicate in Y teacher's and Z teacher's lessons because both of them are making me concentrated, and they can really teach very well."

Linked Codes:

− is a → ● situational factors

← is associated with − ● teacher's communication with the students

← is associated with − ● making mistakes

← is associated with − ● self-esteem

In terms of teacher, also a sub-factor was found as teacher's communication with the students and Emma indicated that

Quotations:

"I think Y teacher and Z teacher have better communication than other teachers. They can go down to our level more than others. Besides, their lessons are more enjoyable, they play games, and these make us communicate more in the classroom."

Linked Codes:

− is associated with → ● teacher

In terms of topic, Emma indicated that

Quotations:

"I do not think that I can talk about everything, I may have problems according to the topics."

"Sometimes I cannot talk because the topics are delicate, so I feel hesitated to talk about some topics."

"When the topics interested me, I feel more willing to communicate."

"I did not talk enough because I did not like the topic, it was not appealing to me."

Linked Codes:

← is part of − ● familiarity of the topics

− is a → ● situational factors

Besides, a sub-factor of topic was found as familiarity of the topics which was also affected other factors like anxiety and self-esteem. However, more quotations were found in terms of this issue as follows:

Quotations:

"I felt really better while doing that activity because it is easier to talk about the things I know or the things I am familiar with."

"I liked this activity because I did not need to think so much, I was able to make sentences because I knew the topic very well."

Linked Codes:

− is associated with → ● anxiety

− is associated with → ● self-esteem

− is part of → ● topic

A scheme of all the factors of Emma's case is given in Figure 15.
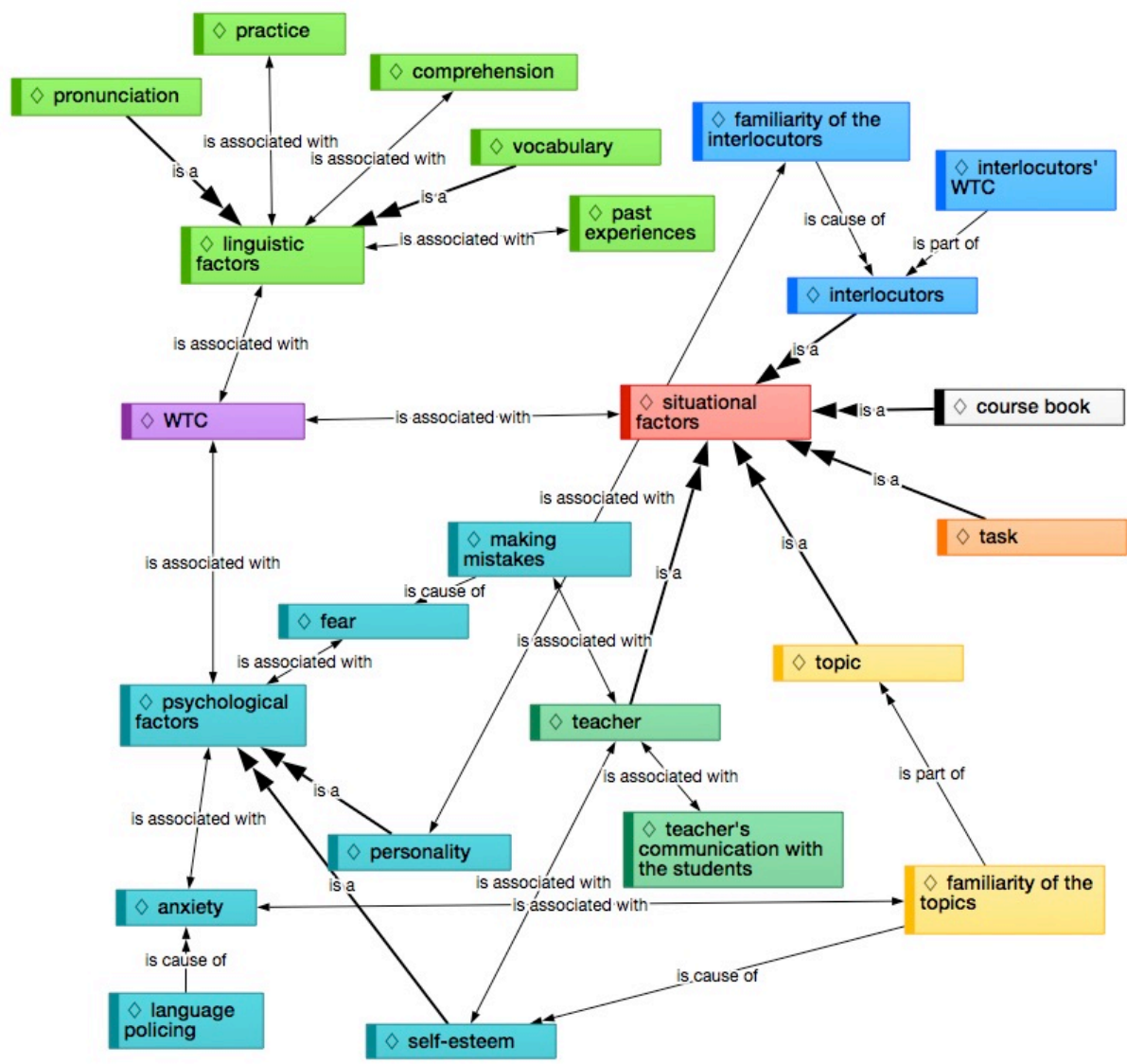
Figure 15. Emma's Case Qualitative Scheme

Jack's case.

After the qualitative analysis of Jack's case, three main factors were found which were linguistic factors, psychological factors, and situational factors. In terms of linguistic factors, effort, past experience, practice, and vocabulary were found. On account of effort, Jack indicated that

Quotations:

"Personally, I think that I am good at speaking because I put effort, I mean after you learned something in the classroom if you do not do anything, of course, you cannot speak. When I study regularly, repeat and practice frequently, I can both remember and talk about the topics easier."

Linked Codes:

– is associated with → ● linguistic factors

In terms of past experience, Jack indicated that

Quotations:

"In fact, I always have an interest in English, I mean I was listening to the lessons eagerly, but the high school that I enrolled in was offering German as a foreign language. When I was a freshman, my English was very good, but I forgot it in time."

"We could not talk in the past because our English teachers were teaching English like Turkish. They were just teaching grammar and making us understand the rationale. Besides, our exams were based on grammar. I mean there was not so much emphasis on speaking and writing; therefore, there was a disconnection all the time. Now, for example, our English lessons are taught in English, and I believe it is much more effective in terms of our self-enrichment."

"I mean the lesson is taught, then it ends, you only listen to what teacher says, you do not pronounce anything, you do not do anything else but just listening. I think this is not effective because you cannot tell what you learn, and you cannot tell your ideas to other people; therefore, I cannot say that I know how to speak."

Linked Codes:

– is associated with → ● linguistic factors

In terms of practice, Jack stated that

Quotations:

"At first, I think that I cannot convey my ideas because we did not have an opportunity to talk outside the classroom. We can only speak in our forty-five minutes lessons we have in the school, and this situation is limiting us, and we cannot practice English."

"I think practice is so important to be successful in a language. For example, we want to learn English, but we cannot speak, and because we cannot speak, we cannot learn it. Therefore, I think speak or practice can make us better."

Linked Codes:

– is associated with → ● linguistic factors

In terms of vocabulary, Jack stated that

Quotations:

"Simply I can say that I am not sure when but there was a unit and I wanted to say "dilek tutmak" make a wish but I did not know the exact phrase. Therefore, I said to hold a wish. However, it was not like that. Sometimes there may be little differences such as words."

"This task was about our traditional eating habits, but what can I say? For example, in my hometown there was a famous vegetable called mallow "ebegümeci", but how can I translate it into English, that is why I said vegetables. However, it would be different if I knew more words."

Linked Codes:

– is associated with → ● linguistic factors

In terms of psychological factors, personality and self-esteem were found, and Jack stated that about personality

Quotations:

"Honestly, I am not a very sociable person, I mean I am an introvert and quiet person, but how can I say? Like that you met some people, you get accustomed to them, and you get more comfortable. After I started to feel comfortable nobody can shut my mouth easily. After establishing familiarity, after a certain period of time has passed, the other side knows me well, and after I know my interlocutors thoroughly, some things are more comfortable."

Linked Codes:

– is associated with → ● psychological factors

← is associated with – ● familiarity of the interlocutors

As it was stated in the quotation above, Jack's personality was affected by familiarity of the interlocutors. In terms of self-esteem, Jack indicated that

Quotations:

"My willingness changes according to the topics, when the topics are familiar to me I feel comfortable, but the topics are unfamiliar to me I feel pessimistic, and sometimes I lose my self-esteem."

Linked Codes:

− is associated with → ● psychological factors

← is associated with − ● familiarity of topics

As it was illustrated above, Jack's self-esteem was affected by familiarity of topics. Besides, some situational factors were found which were interlocutors, task, teacher, and topic. In terms of interlocutors, discrepancy between the interlocutors, familiarity of the interlocutors, group size, and interlocutors' WTC were found as sub-factors. On account of discrepancy between the interlocutors, Jack stated that

Quotations:

"When I felt that my classmates are better than me, it elevated my motivation and made me feel like I need to practice more. Besides, When I realize that others talk better than me, I also want to speak a lot more."

Linked Codes:

− is associated with → ● interlocutors

As familiarity of the interlocutors was illustrated in relation to personality, it was not presented again in this section. However, in terms of group size, Jack indicated that

Quotations:

"Actually, I like group works because groups are formed by four or five people, and it is better to talk with four or five people. Neither very crowded nor very little, not pair work and not whole class activities. I think it is better to get the idea of four or five people in this way we can talk more."

Linked Codes:

− is associated with → ● interlocutors

In terms of interlocutors' WTC, Jack stated that

Quotations:

"First of all, my group members should not hesitate to say their own ideas. I want them to tell, so we can. By this way, we can speak or discuss a topic. Therefore, I believe being quiet will not make much sense in group works, and I think it would be better if my group members were willing to communicate."

Linked Codes:

– is associated with → ● interlocutors

In terms of task, Jack indicated that

Quotations:

"This task was not sensible; honestly, I could not understand the purpose why we are doing this. Therefore, I did not talk so much."

Linked Codes:

– is a → ● situational factors

In terms of teacher, Jack stated that

Quotations:

"How much I feel willing to talk, honestly, my motivation level is good, and I owe it to my teachers because in the first term I had the same teachers only W teacher has changed. I think it is good I am contented with my teachers, and this situation affected my motivation a lot such as Y teacher and Z teacher. They were the ones who gave me many classes both in the first term and the second. Therefore, I can say that I owe my willingness to communicate to my teachers."

Linked Codes:

– is a → ● situational factors

In terms of topic, Jack indicated that

Quotations:

"I really liked that topic, and it made me speak more."

"I like general topics more they give us an opportunity to talk, and they do not limit us. Therefore, we managed to define ourselves I mean the topic did not limit us."

"In pair works, the topic is so important, sometimes we cannot talk, but if the topic is interesting enough, we can talk."

Linked Codes:

← is associated with – ● familiarity of topics

– is associated with → ● situational factors

Lastly, familiarity of topics was found as a sub-factor of topic, and Jack stated that

Quotations:

"For this task, I do not think that my performance was bad. At least I said what I would like to say. I was able to talk because it was a familiar topic to me."

"As I said earlier unfamiliar topics like pancake race, and I have not heard of it before. I mean it is a traditional competition, I managed to do it after I learned it, but why a person does such a thing. I could not imagine. Thus, I have some difficulty with it because it was only a strange thing. There is no such thing in my country."

Linked Codes:

− is associated with → ● topic

− is associated with → ● self-esteem

A scheme of all the factors of Jack's case is given in Figure 16.
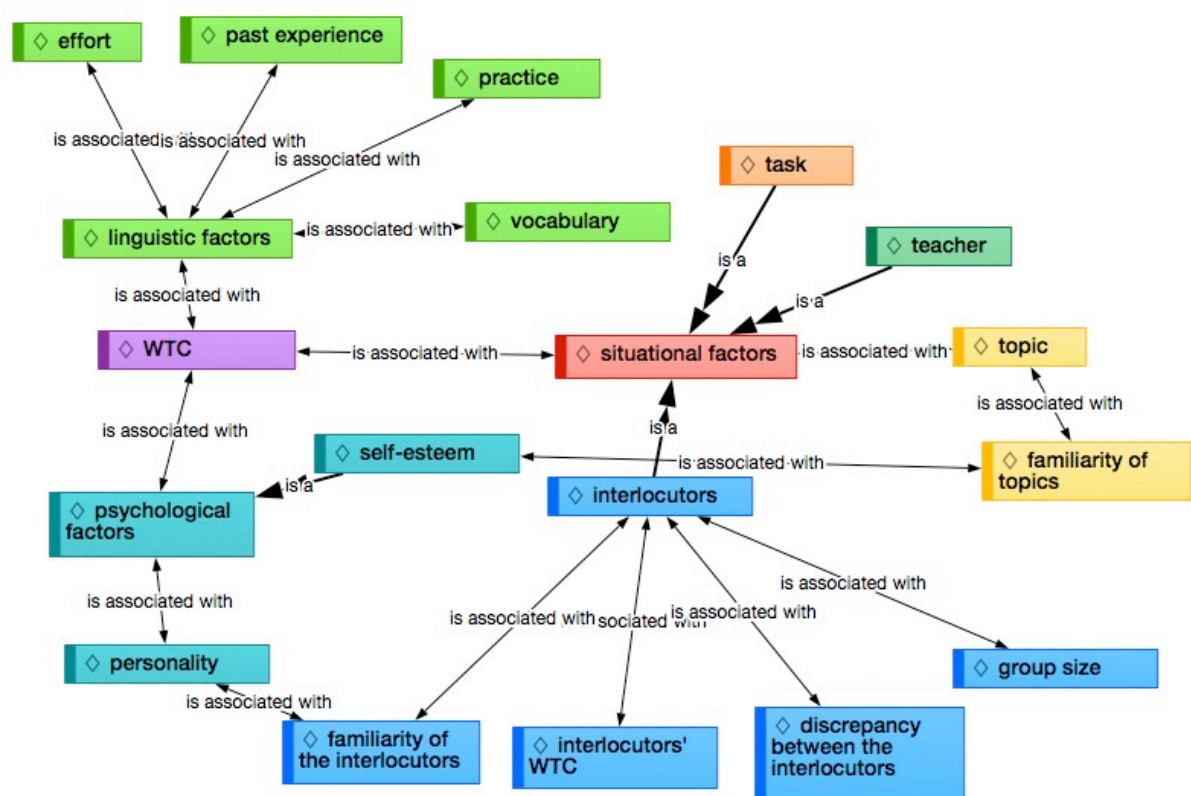
Figure 16. Jack's Case Qualitative Scheme

Belle's case.

The qualitative analysis indicated that there were three main factors that had an impact on Belle's WTC which were linguistic factors, psychological factors, and situational factors. In terms of linguistic factors, effort, grammar, practice, and vocabulary were found. On account of effort, Belle indicated that

Quotations:

"I listen to a lot of songs I try to understand songs in English, and I listen to their translations, I try to read them with lyrics to improve my pronunciation. You know, while I am watching TV series, I try to follow subtitles. I try to speak, I have friends who know English very well, I mean if they are with their families when we are talking and if they want to tell something private, they speak English, and I try to understand. So, I am trying for English."

"I feel really good because speaki- you know like I am sure I am not forming correct sentences, but I know I am bringing correct words together, this surprises me so much that most of the time I cannot make a correct sentence, but I am trying."

"English has always been important for me. I am also doing my best so that it can always be important because I like doing something related to English a lot."

Linked Codes:

– is associated with → ● linguistic factors

← is associated with – ● making mistakes

As it was illustrated above, making mistakes was a sub-factor of effort, and in terms of making mistakes Belle also indicated that

Quotations:

"Not speaking Turkish increases my willingness to communicate because the more you say something, the more you learn it, regardless it is true or not. I think that I will learn by making mistakes, this is why I am not afraid of making mistakes in lessons, I cannot learn any other way. That is why I am comfortable with it."

Linked Codes:

– is associated with → ● effort

← is associated with – ● language policing

In addition, according to the analysis language policing affected making mistakes as it was shown in the quotation above. However, there were more quotations about language policing as follows:

Quotations:

"Prohibition of native language in the classroom is a really beautiful thing, it is an amazing thing, sometimes I struggle a lot, and I even get mad, but it is really beautiful because you focus completely on what you need to do. We did this in the first semester, and I know it was useful I mean I am sure of it."

Linked Codes:

− is associated with → ● making mistakes

In terms of grammar, Belle stated that

Quotations:

"I cannot motivate myself as I did in the first semester and I do not feel adequate in terms of grammar since I am not able to attend to lessons regularly and every day the grammar knowledge, I know gets worse as we learn more and more topics and it all gets more complicated."

"Err I do not feel comfortable because I do not know the adequate grammar to create the thing I want to tell, and the other party will not understand me. I am telling what I want to say very differently, but errr with progress th- this goes away."

Linked Codes:

− is associated with → ● linguistic factors

In terms of practice, Belle indicated that

Quotations:

"I think this kind of tasks gives us a chance to practice. In the end, you define something, you tell what you love, and nobody asks you if that is true or false, I mean I find it useful especially speaking, I even say I wish we had 2 hours speaking lesson weekly so that we could speak all the time. I think practice is useful for speaking."

Linked Codes:

– is associated with → ● linguistic factors

In terms of vocabulary, Belle indicated that

Quotations:

"I think every second I talk is beautiful for me, even though I do not talk and someone at the same level as I am talking is good because rather than the ideas, the words s/he uses are basic words and they can remain as sentences in my mind. When I need to talk about it some other times, these come to mind immediately."

Linked Codes:

– is associated with → ● linguistic factors

Besides, as psychological factors, anxiety, personality, and self-esteem were found. In terms of anxiety, Belle indicated that

Quotations:

"I still feel nervous when teachers ask me questions directly. During the day I feel this a hundred times. First of all, I cannot follow the lesson regularly, for example in the first semester I did not have a situation like this. I used to hear immediately; I know I can fix this because- but I do not see this as a problem. It is not because I feel hesitated, it is like a lack of concentration."

Linked Codes:

– is associated with → ● psychological factors

In terms of personality, Belle indicated that

Quotations:

"I am not a very quiet person; actually, if I am quiet, there is definitely something problematic. I really like speaking a lot. I am a little shy, but I do not have a problem like this when I am relaxed. Err I have a little self-confidence problem I guess, but I am overcoming it. I feel that I am overcoming."

Linked Codes:

– is a → ● psychological factors

In terms of self-esteem, Belle indicated that

Quotations:

"I had an interest in English long before I started to learn it at school in 4th grade, I learned how to count and a few words from my brother and sister. My favorite subject was English in primary school, and I was successful at it, for a specific period of time my most successful subject was English, I even wanted to be an English teacher when I was little. I experienced a school change and after that my self-confidence was damaged by my English teacher."

"If it is a topic that I am familiar with I am really confident, I am confident enough to persuade anybody."

Linked Codes:

– is associated with → ● psychological factors

← is associated with – ● past experiences

← is associated with – ● familiarity of the topics

As it was illustrated above past experience and familiarity of the topics were closely related to self-esteem. In terms of situational factors, interlocutors, mood, teacher, and topic were found. Besides, the qualitative analysis indicated that interlocutors had several sub-factors such as familiarity of the interlocutors, group size, collaboration, and interlocutors WTC. In terms of familiarity of the interlocutors, Belle indicated that

Quotations:

"I also did not know Isabelle at that time. It was only our second week or so, and I remember that it was unproductive. We were not familiar with each other."

Linked Codes:

– is associated with → ● interlocutors

On account of group size, Belle stated that

Quotations:

"I do not really like pair work because I feel as if they were inadequate when five people talk you hear everybody's opinion. Also, everybody listens to you, so it feels better. I like whole class tasks, too and group work is also really efficient, but I do not like pair work at all. As a result of pair work having too few people, it is really short, but I want to speak more."

Linked Codes:

− is associated with → ● interlocutors

In terms of collaboration, Belle indicated that

Quotations:

"To be honest, doing things with my friends is really good; for example, the teacher may not understand you all the time, but your friend always understand which part you did not understand in a sentence when s/he looks into your eyes since our levels especially right now in second semester our levels are really similar to each other. It is like we know what each of us needs. For example, I had this problem first semester because I could not answer the questions in the exam, I even did not answer them so that I could start from the lowest class. So, when compared to the rest of the class my level was higher than them, so I could not get any help from anyone, but right now it is not like that, everyone can help each other really well."

Linked Codes:

− is associated with → ● interlocutors

← is associated with − ● discrepancy between the interlocutors

As it was stated above discrepancy between the interlocutors was associated with collaboration. In addition, in terms of interlocutors' WTC, Belle indicated that

Quotations:

"For example, Isabella is too quiet, Dean and I can sit and talk for hours about something. However, Isabella is too quiet, and willingness is really important in that particular moment."

"I am having fun. When I was with my former group, I had more fun because Dean is a person who is willing to talk all the time and I am also like that and we were able to talk all the time."

Linked Codes:

− is associated with → ● interlocutors

In terms of mood, Belle stated that

Quotations:

"I was really bored that day because it was really slow because I remember that we did these again and again since the start of the year and yes, we did. That is why I was bored."

"The reason why I was quiet at that moment may be my particular mood. However, even though I do not speak aloud, I speak with my inner voice. Even if I do not say anything in the lesson, I say so many things to myself, but sometimes I do not speak out at that moment."

Linked Codes:

− is a → ● situational factors

In terms of teacher, Belle stated that

Quotations:

"With Z teacher I get really motivated and willing to speak. I would not even be able to stay in the afternoon if there was not Z teacher. I like Z teacher a lot. I mean he has a really amazing way of giving lectures. I really like X teacher's energy, it goes pleasantly. Y Teacher is also like that, but I do not think the same for W Teacher because we have not got along that well till now, she is a really calm person. How can I say this? When my own motivation is low, and the teacher is like this at the same time. I completely lose my motivation."

Linked Codes:

← is associated with − ● feedback

− is a → ● situational factors

← is associated with − ● teacher's communication with the students

In addition to these quotations about teacher, the analysis indicated that there were two sub-factors about teacher which were feedback and teacher's communication with the students. In terms of feedback, Belle indicated that

Quotations:

"While my teacher is giving me feedback, how s/he corrects my mistakes affects me. If I feel that s/he is doing it so that I learn better, it is okay, no problem, but if it

is in a sarcastic manner then for a while I do not participate in the lesson in any way."

Linked Codes:

− is associated with → ● teacher

In terms of teacher's communication with the students, Belle indicated that

Quotations:

"Even the mimics of Z Teacher wakes me up, the way he lectures is really alive, maybe he has some inner problems of his own, but he never reflects, he is always highly motivated, and I do not expect this from any person, but Z Teacher is always like err nobody should feel down, everybody should participate fully, I guess it is because he is in this mood."

Linked Codes:

− is associated with → ● teacher

In terms of topic, Belle indicated that

Quotations:

"I really enjoyed while doing this task because the topic was beautiful, I mean it was a current topic, a subject that a young person likes and if I can speak, then it is good."

"It is a good activity because it is up to date; for example, we cannot talk about a topic related to politics, but it is good since it is up to date, we all have an idea. And if we learned a few things, we get to speak English."

"Err also the topic in the classroom is really important; for example, about music, I can talk for hours using what I can remember or using what I know, but in another topic, I might speak less."

Linked Codes:

← is associated with − ● familiarity of the topics

− is a → ● situational factors

Lastly, familiarity of the topics was found as a sub-factor topic as follows:

Quotations:

"I spoke more because music is already a topic that I love, and I like to speak if the topics are really familiar to me."

Linked Codes:

− is associated with → ● topic

− is associated with → ● self-esteem

A scheme of all the factors of Belle's case is given in Figure 17.
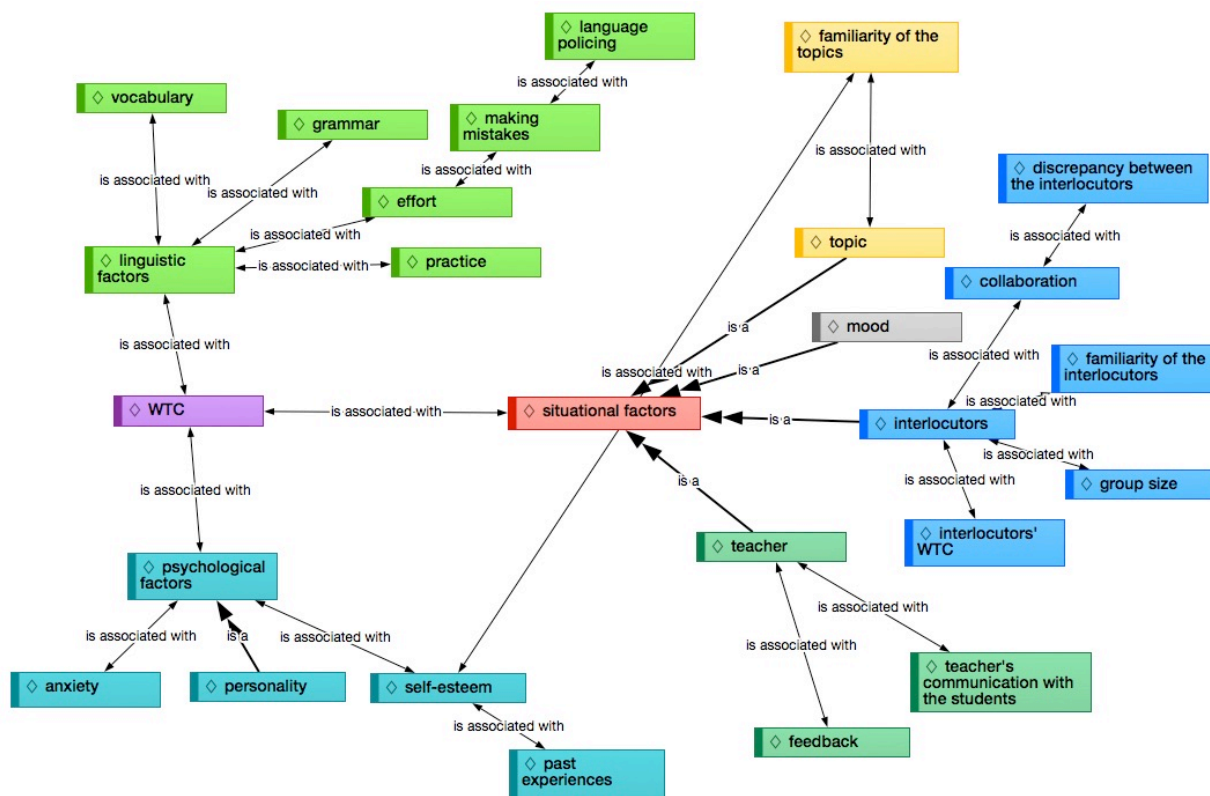
Figure 17. Belle's Case Qualitative Scheme

Summary of the Qualitative Findings

In conclusion, after the qualitative analysis, the factors that affect one's WTC were categorized into three main sections which were *linguistic factors*, *psychological factors*, and *situational factors*. The analysis also indicated that there were sub-factors that affect these main factors. Even though the factors were categorized into three main sections, each participant had a unique pattern in terms of factors. In brief, all the factors were found according to each participant were listed (Table 12).

Table 12

The Factors Affecting WTC

Factors Affecting WTC		
Linguistic factors	Factors	Comprehension, pronunciation, grammar, vocabulary, practice, effort, past experience*
	Sub-factors	Memory, making mistakes*, language policing*
Psychological factors	Factors	Personality, preference, fear, anxiety, self-esteem
	Sub-factors	Past experience*, feedback*, language policing*, group size*, making mistakes*
Situational factors	Factors	Task, coursebook, setting, mood, teaching style, topic, teacher, interlocutors
	Sub-factors	Familiarity of the topics, teacher's motivative acts, teacher's communication with the students, teacher's awareness on the students, teacher allocation, feedback*, language policing*, silence, collaboration, familiarity of the interlocutors, eye contact, avoiding interruption, group size*, interlocutors' WTC, interlocutors' personality, discrepancy between the interlocutors

In addition, a scheme of all factors is given in Figure 18.

Figure 18. Scheme of all factors

Even though Figure 18 shows all the factors that spotted by the qualitative analysis, some cases showed different patterns within a single category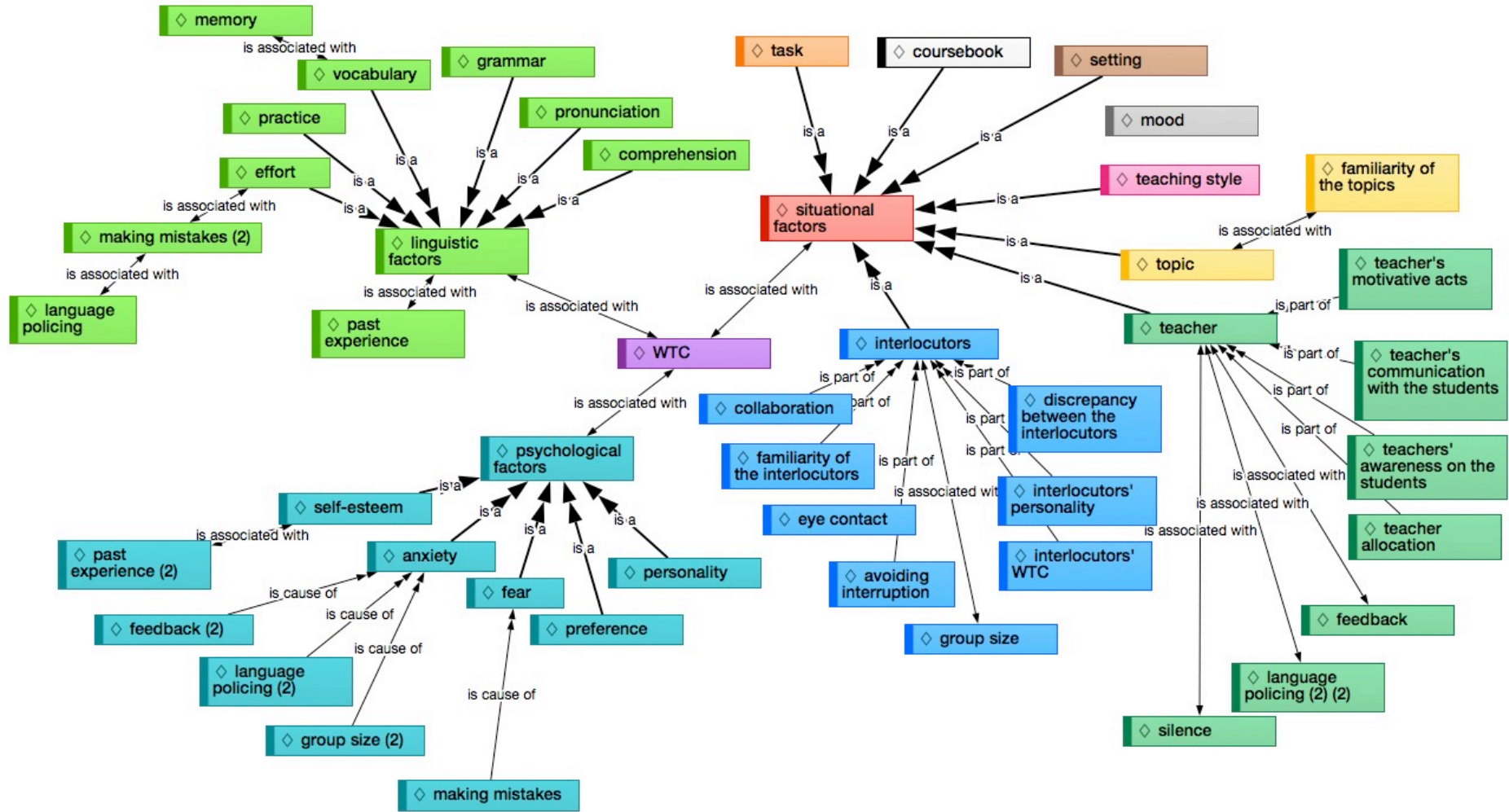. To illustrate, *Oscar* sees *making mistakes* as a part of *the effort*, and he links *effort* and *practice*. In addition, *Dean* again sees *making mistakes* as a part of an effort, but he does not link *effort* and *practice*. Similarly, *Belle* sees *making mistakes* as a part of *effort*; however, she also concludes the link between *language policing* and *making mistakes*. In addition, an only different pattern in terms of *interlocutors* was spotted in *Belle*'s case again by her linking *discrepancy between the interlocutors* and *collaboration*.

As it was illustrated in Figure 18 above, some sub-factors were written again and again in different sections such as *making mistakes, language policing, past experience, feedback,* and *group size*. The reason behind this these issues gave different results in different cases. To illustrate, *past experience* was found as a sub-factor of *linguistic factors* for seven cases out of ten (*Dean, Emma, Eve, Jack, Mary, Sally, Tom*) while *Belle* stated that because of her *past experiences* she lost her *self-esteem*. Therefore, for *Belle*'s case *past experience* was found as a sub-factor of *psychological factors*.

Similarly, *language policing* could be spotted under all three sections as some cases indicated that *language policing* caused *anxiety* (Emma, Mary) while Eve emphasized the way of *language policing* that the *teacher* carried out, and Belle emphasized that *language policing* gave her a chance to improve her *linguistic abilities*; therefore, *language policing* was stated under all the categories.

In addition, *making mistakes* could be traced under two categories since *Dean, Oscar*, and *Belle* indicated that they saw *making mistakes* as a part of *effort* and *effort* was found as a *linguistic factor* while *Mary, Emma*, and *Eve* were *afraid* to speak due to *making mistakes*; therefore, for these three cases *making mistakes* were found as a sub-factor of *psychological factors*.

In terms of *group size*, which could be spotted under two categories again, *Mary* indicated that she felt *anxious* when she needed to speak in large group sizes while Jack and Tom indicated that they felt more willing to speak when the *group* was larger than two people. Therefore, group size could be found under both *psychological factors* and *situational factors*.

Lastly, in terms of *feedback* a similar issue was found as it could be found under both *psychological factors* and *situational factors* because *Sally* indicated that whenever her teachers gave her *feedback,* she felt *anxious* while *Dean* and *Belle* only emphasized the *teacher*'s intention of giving *feedback*.

Besides, the qualitative analysis indicated that there were internal relations between *situational factors* and *psychological factors*, and *linguistic factors* and *psychological factors*. The figure 20 and 21 show the relationships.

Figure 19. Interrelationships between situational factors and psychological factors

As it was illustrated in Figure 19, *familiarity of the interlocutors* and *personality* were found related for five cases (*Mary, Sally, Eve, Emma, and Jack*). Besides, *familiarity of the interlocutors* affected *fear* for one case (Mary) and *anxiety* for another case (Isabella). Also, *familiarity of the interlocutors* was a part of *interlocutors* which was a *situational factor* while *personality, fear*, and *anxiety* were

psychological factors. Furthermore, another situational factor *discrepancy between the interlocutors* affected *anxiety* in Mary's case.

In terms of *topic* as a situational factor, *familiarity of the topic* affected *self-esteem* for four cases (Oscar, Emma, Jack, Belle) and *anxiety* for one case (Emma). Besides, another situational factor *task* affected *self-esteem* in Sally's case. Lastly, in terms of situational factors *teacher* and *making mistakes* which affected *fear* were found related to each other in Emma's case.

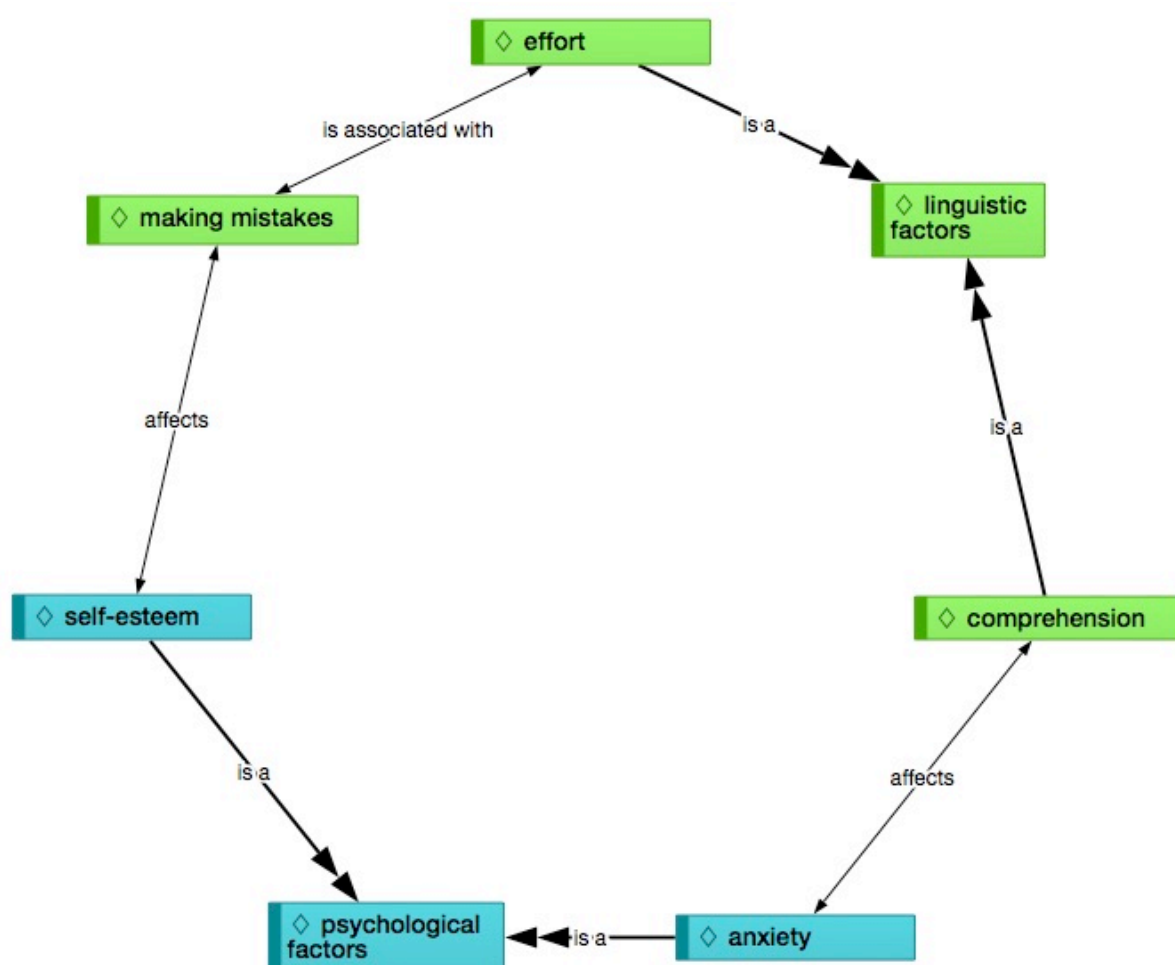*Figure 20.* Interrelationships between linguistic factors and psychological factors

Finally, the analysis indicated that there were relationships between linguistic factors and psychological factors. As Figure 20 shows *making mistakes* as a sub-factor of *effort* which was a linguistic factor affected *self-esteem* in Dean's case additionally, as a linguistic factor *comprehension* affected *anxiety* in Tom's case.

<center>**Chapter 5**</center>

<center>**Discussion**</center>

Introduction

The study had three primary aims which were; to determine whether there was a match between the participants' self-reported WTC and their real WTC acts inside the classroom; to identify if there is any significant difference in participants' WTC in different contexts inside the classroom (whole class, group work, pair work); to identify the factors that contribute to the participants' WTC inside the classroom.

Initially, to achieve these aims a WTC scale was employed. After that, the participants were observed for four weeks. After both of the data gathered from the scale and the observations were entered to *SPSS 21.0*, a Spearman Rank-Order Correlation test was computed to achieve the first aim. Then, a Friedman test, a non-parametric equivalent of repeated measures ANOVA, and a Wilcoxon Signed Ranks Test were employed to achieve the second aim. Lastly, a 30-minute interview with each participant was conducted to achieve the third aim. After collecting the interview data, they were all transcribed orthographically, and thematic analysis was carried out case by case with the help of *Atlas.ti*.

This chapter represents the discussion of the findings for each research question in harmony with the previous studies in the field.

Sub-titles can be created in line with the features of the study.

Discussion Regarding the Relationship between Self-reported WTC and Observed WTC

The findings of the study indicated that the relationship between self-reported WTC and observed WTC was not statistically significant. On account of interpreting this finding one should be very careful as some previous studies showed similar results while others did not (Cao & Philp, 2006; Yu, 2015). To illustrate, Cao and Philp's (2006) study indicated that there was a mismatch between self-reported WTC and observed WTC. However, Yu's (2015) study indicated that there was a significant relationship between self-reported WTC and actual WTC behaviors in dyadic interaction.

Nevertheless, the reason behind this mismatch may be explained with various perspectives. Firstly, the factors that affect the participants inside classroom may have a significant effect on this issue such as situational factors like topic, teacher, coursebook, interlocutors and so on (Cao, 2014; Kang, 2005; Peng, 2014). Therefore, the context in which education is carried out is vitally important for this issue. More recent studies also gave similar reasons (MacIntyre et al., 2011).

In addition, the reason may be explained with linguistic factors, and the previous studies indicated that linguistic factors such as vocabulary, pronunciation, and proficiency had an impact on WTC (Cao, 2011, 2014; MacIntyre & Legatto, 2011). Furthermore, psychological or individual factors such as personality, emotions, and learner beliefs may have affected the results (Cao, 2014; Peng, 2014; Yashima et al., 2016). However, all these factors should be considered simultaneously as the factors may affect each other, and the previous studies did not indicate a certain path (Ellis, 2008; MacIntyre, 2007).

Furthermore, as the current study did not adapt path analysis or SEM the effect of some antecedents of WTC such as ideal L2 self may be overlooked (Öz, 2016).

However, this finding could be associated with the scale's generic nature even though it was adapted to classroom contexts (Cao & Philp, 2006; McCroskey, 1992). Nevertheless, there were studies which approved its applicability in educational contexts for an unvalidated version of that scale (Chan & McCroskey, 1987; McCroskey & Richmond, 1982).

Another reason could be linked to the distinction between thought and action as the individuals may indicate how they would react to an imaginary situation, yet when the situation comes out their real orientation may be different (De Costa, 2014; MacIntyre et al., 2001). Besides, as the context of the study is an EFL context the students' imagery is vital as they have limited opportunities in terms of English language practice.

To sum up, while considering any finding of WTC various factors should be kept in mind (Williams et al., 2016).

Discussion Regarding WTC in Different Contexts

As it was stated in the Findings section (pp.57-58), the observed data indicated that there were differences among the participants WTC scores in different contexts. However, only the difference between Pair Work WTC and Group Work WTC was statistically significant. As Figure 8 showed only 3 participants out of 10 had similar WTC in different contexts, yet they were not identical, either.

Besides, the findings indicated that 9 participants out of 10 showed higher WTC in Group Work and Pair Work than they showed in Whole Class. This is a reasonable fact because the participants have limited opportunities to communicate in whole class activities due to certain lesson hours, and previous studies also indicated similar results (Cao & Philp, 2006; Riasati & Rahimi, 2018). In addition, several factors may have affected their WTC in different contexts. In the first glance, group size may be spotted as it was the apparent difference in these contexts (Cao, 2011; Cao & Philp, 2006). However, only group size cannot explain the reason behind these differences. In addition to group size, all three contexts comes with some other properties such as what the participants were talking about in the specific context (Kang, 2005); the degree of familiarity of the interlocutors (Çetinkaya, 2005); their emotions in that context (Çetinkaya, 2005; Kang, 2005); discrepancy between the interlocutors (Cao & Philp, 2006; Kang, 2005); and so on. All these factors that were found after the qualitative analysis of the interview data may have affected the participants' WTC in different contexts.

Discussion Regarding the Factors behind WTC

First of all, the findings of the present study indicated that there were three main factors that affect individuals' WTC which were linguistic factors, psychological factors, and situational factors.

Linguistic factors behind WTC. In terms of linguistic factors, past experience, grammar, vocabulary, pronunciation, proficiency, comprehension, practice, and effort were found. Besides, memory, making mistakes and language policing also detected as sub-factors.

On account of past experience, the findings indicated that none of the participants had a proper education in terms of English, and 8 of them stated that

they all started to learn English as a compulsory school subject at 4th grade even though Sally started to learn English at 2nd grade due to the piloting implementations, and she also indicated that she did not want to seem willing because other people may label her as a nerd which is a belief that roots in her past experiences. In addition, 2 of the participants (Jack, Belle) indicated that they had an interest in English; however, when Jack started to high school, he had to change his foreign language as the high school was only offering German and Belle indicated that after she lived an incident with her English teacher, she lost her self-confidence. Lastly, all the participants indicated that they are not so willing to speak because of the grammar-based teaching which they were exposed to in the past. Furthermore, Eve indicated that she constructed an apathy because of that. However, Tom indicated that he understood that grammar was not so crucial for communicating as he did not need the grammar rules while he was abroad. In addition, Eve and Dean emphasized the nature of university entrance exams and because of that neither them nor their teachers and parents were paying attention to learning and teaching English.

To sum up, all the participants indicated that they are not so willing because of their past experience about learning English such as inappropriate education, grammar-based teaching, nature of university entrance exams, and particular incidents for each individual. As past experiences, in terms of English language teaching, have a role in individuals' current proficiency, the theme was labeled as a linguistic one. In terms of the effect of proficiency there were previous studies, also (Cao, 2014; MacIntyre & Legatto, 2011; Pawlak et al., 2016).

However, Belle indicated that because of a particular incident in the past she lost her self-confidence which also leads to labeling past experience as a psychological variable.

In terms of grammar, the findings indicated that 6 participants out of 10 (Mary, Oscar, Sally, Tom, Eve, Belle) were having troubles while communicating because they do not feel competent enough on account of grammar. Their general problem is to form sentences rather than the pure knowledge of the grammar. This finding also could be associated with the participants' SPCC and proficiency level (Alishah, 2015; Cao, 2014; Çetinkaya, 2005; MacIntyre,1994; MacIntyre & Legatto, 2011; Peng, 2012; Peng & Woodrow, 2010).

Besides, the findings of the present study indicated that vocabulary has a crucial place when the individuals need to communicate as all the participants stated that their willingness to speak goes down due to their insufficient vocabulary. This finding also is compatible with the previous studies which emphasized the lexical knowledge is vital when the individuals are showing willingness or unwillingness to communicate (MacIntyre & Legatto, 2011; Peng, 2012). Furthermore, Dean indicated that the reason why he did not talk could be associated with memory as he could not remember some certain words, and this situation was reducing his willingness to speak. Similarly, MacIntyre & Legatto (2011) stated that "searching memory for vocabulary was identified as a key process affecting WTC" (p. 149). Thus, memory is also an important factor which affects the individuals' WTC.

On account of pronunciation, 4 participants out of 10 (Mary, Tom, Eve, Emma) indicated that they feel unwilling to communicate because they do not know how to pronounce some words such as at page 96 Eve clearly stated that she was planning to speak more, but she did not because she was not able to pronounce an exact word. However, Tom indicated that he could speak in a British accent while he is speaking with his friends, but he cannot in the lessons because his teacher has a very good British accent. This finding could be strengthened with the previous studies as there were a link between pronunciation anxiety and WTC (Baran-Łucarz, 2014). Furthermore, as pronunciation is a part of language proficiency, this finding could be associated with the previous studies (Cao, 2014; MacIntyre & Legatto, 2011).

Another linguistic factor was determined as comprehension according to the findings of the current study, and 3 participants out of 10 (Tom, Eve, Emma) indicated that they are having troubles in terms of comprehension. Similarly, Peng (2012) indicated that linguistic factors have an impact on the individuals' WTC especially in terms of vocabulary, structural linguistic knowledge, and comprehension. Furthermore, the current study also indicated that one of the participants felt anxious when he could not understand what people were saying which constructs a certain link between linguistic and psychological factors.

Furthermore, the current study indicated that practice has an important role in terms of WTC as 8 participants out of 10 (Mary, Oscar, Dean, Sally, Eve, Emma, Jack, Belle) indicated that their opportunity to practice their speaking skills is limited.

This situation could be associated with the context of the study as it is EFL in which the students generally learn and speak English in educational settings. This situation also explains the reason why previous studies did not emphasize practice as they were generally conducted in ESL settings (MacIntyre et al., 1998).

Besides, 5 participants out of 10 (Mary, Oscar, Dean, Jack, Belle) also indicated that effort has an impact on their WTC as 3 of them (Oscar, Dean, Belle) linked making mistakes to effort, and they see making mistakes as an opportunity to learn and improve their speaking skills. In addition, Belle indicated that language policing gave her a chance to make mistakes and showed her whether she was capable of speaking or not. Furthermore, Oscar linked effort and practice, and Dean linked making mistakes to self-esteem as he felt more confident as he made more mistakes. However, making mistakes is at a critical point because some other participants indicated that it is a cause of fear and anxiety. This point will be discussed in relation to psychological factors.

Psychological factors behind WTC. In terms of psychological factors, personality, preference, fear, anxiety, and self-esteem were found. In addition, making mistakes, group size, language policing, feedback, and past experience also detected as sub-factors.

As it is a known fact that personality and WTC strongly related even though personality can be affected by situational or environmental factors (Cao, 2011; MacIntyre et al., 1998; Öz, 2014; Pawlak et al., 2016; Riasati, 2012; Riasati & Rahimi, 2018; Yashima et al., 2016). Similarly, the present study also indicated that all the participants' personality had a role in their WTC orientations; however, in different cases, different orientations were spotted. To illustrate, 7 participants out of 10 indicated that their personality changes according to some situational factors, especially the familiarity of the interlocutors. Thus, one should not make judgments about the individuals' personality without knowing the situational factors as the individual may act differently when the circumstances change.

While determining one's WTC, preference is something really important as some participants indicated that they prefer some certain activities such as Dean stated that he preferred whole class activities, and his whole class participation was indeed higher than the other participants. In addition, Mary indicated that she did

not like group works, and accordingly her group work WTC is lower than her WTC in pair work and whole class. Furthermore, Isabella indicated that she preferred individual activities and this preference also explains her low WTC orientation in different contexts. Thus, preference has a significant role while the individuals are determining to initiate communication.

However, the cumulative findings of the previous studies indicated that group works with small groups were the most preferable while some students generally prefer whole class tasks as they can learn better with the presence of the teacher (Cao, 2011, 2013; Cao & Philp, 2006; Mystkowska-Wiertelak, 2016; Riasati, 2012; Riasati & Rahimi, 2108). In addition, there was a tendency towards preferring dyadic tasks among the students that have not good language skills (Cao, 2013).

According to the present study, fear was also detected as a factor that had an impact on the individuals' WTC as 4 participants out of 10 (Mary, Tom, Eve, Emma) indicated that due to fear they might stay silent. This finding is quite reasonable as MacIntyre et al. (1998) indicated that intergroup attitudes such as tension, anxiety, hesitation, and fear has an impact on WTC. Similarly, more recent studies also indicated that feeling safe is an essential factor in WTC (Kang, 2005).

Furthermore, the reason behind this fear in the present study generally was the probability of making mistakes. As making mistakes both affected the participants' positively and negatively, it is quite intriguing. In the linguistic factors, a positive effect of making mistakes was discussed; however, an adverse effect of making mistakes caused fear in some cases. This finding is also compatible with the previous studies as they linked to a lack of confidence with the fear of making mistakes (Riasati, 2012; Riasati & Rahimi, 2018). Besides, one participant (Emma) indicated that when the teacher was not around, she was not afraid. This finding is compatible with the previous findings as Pawlak and Mystkowska-Wiertelak (2015) explained the fluctuations in WTC with teacher presence and absence.

According to the literature, anxiety is a strong predictor as not only L2 WTC studies, but also L1 WTC studies indicated that it was quite related to WTC (Cao, 2014; MacIntyre et al., 1998; McCroskey, 1992, 2009). Similarly, the present study indicated that 8 participants out of 10 had anxiety even though their reasons are unique as Mary's anxiety was affected by group size as she got anxious while talking

before a large number of people which is an also compatible another study conducted by Çetinkaya (2005) as she found that high anxiety was found when the students were speaking in a large group of strangers. Mary also indicated that she felt anxious because of the language policing implementations, and the discrepancy between the interlocutors. However, Isabella indicated that familiarity of the interlocutors affected her anxiety which is also compatible with Çetinkaya's (2005) study. Additionally, Tom indicated that he felt anxious when he did not understand what the people were saying which is also compatible with the previous studies (Peng, 2012). Eve, on the other hand, stated that she felt anxious when a kind of responsibility was given which finding also compatible with Kang's (2005). Besides, Emma indicated that she felt anxious when she needed to talk about the topics that were unfamiliar to her which is also compatible with Cao and Philp's (2006) study. Emma also indicated that she was feeling anxious because of the language policing. However, she implied the way of policing rather than merely rejecting the prohibition of L1. Additionally, Belle explained her anxiety with lack of concentration, while Sally explained the issue with feedback, and Oscar explained the issue with his insufficient knowledge to the questions asked to him. Even though the literature points out that anxiety can be interpreted both negative and positive, the present study only found anxiety with negative impact (MacIntyre & Legatto, 2011).

The present study also indicated that self-esteem affected 7 participants' (Oscar, Dean, Sally, Eve, Emma, Jack, Belle) WTC. Similarly, according to the literature self-esteem was found as a factor that had an impact on one's WTC by L1 WTC researchers and L2 WTC researchers (Cao, 2013; MacIntyre et al., 1998; McCroskey & Richmond,1991; Şener, 2014). However, the participants' self-esteem was also affected by different factors such as 4 participants (Oscar, Emma, Jack, Belle) indicated that when the topics are familiar to them, they feel more confident. Sally's self-esteem, on the other hand, was affected by tasks, and Dean indicated that he felt more confident because he was making more mistakes. Besides, Emma indicated that she felt more confident when the teacher was not around which also is compatible with Pawlak and Mystkowska-Wiertelak's (2015) study as they also indicated that there is an impact if the teacher is present in the environment or not. Lastly, Belle indicated that because she lived an incident with her English teacher in the past, she lost her self-esteem. These combined effects also somehow explain

the complexity of L2 WTC and show that uniqueness of L2 WTC according to different individuals.

Situational factors behind WTC. Lastly, situational factors were detected as task, coursebook, setting, mood, teaching style, topic, teacher, and interlocutors. However, as sub-factors familiarity of the topics, teachers' motivative acts, teachers' communication with the students, teachers' awareness on the students, teacher allocation, feedback, language policing, silence, collaboration, familiarity of the interlocutors, eye contact, avoiding interruption, group size, interlocutors' WTC, interlocutors' personality, and discrepancy between the interlocutors were found.

The present study indicated that 5 participants out of 10 (Isabella, Oscar, Sally, Emma, Jack) were affected by task, they generally indicated that some of the tasks were so easy, or illogical; thus, they did not want to speak. Sally, on the other, also emphasized that her self-esteem and tasks were related which was discussed in relation to psychological factors. According to the literature, there are several studies which indicated that tasks affected WTC (Cao, 2011, 2013, 2014; Pawlak et al., 2016; Riasati, 2012; Riasati & Rahimi, 2018). Thus, task choice is also important to elevate the students' WTC inside the classroom.

As a situational factor, coursebook also found as 2 participants out of 10 (Oscar, Emma) indicated that they were affected by the coursebook as it sometimes bore them or the coursebooks should be better. This finding also is in harmony with the previous ones as Williams et al. (2016) emphasized that L2 WTC may be affected anything that happens in a particular situation.

In terms of setting one participant, Tom indicated that he was affected by the classroom environment which is also compatible with the previous studies as they emphasized classroom environmental conditions and social situation (Cao, 2014; MacIntyre et al., 1998).

Besides, 3 participants out of 10 (Oscar, Dean, Belle) also emphasized the role of particular mood at that moment may have affected their WTC such as sleepiness, boredom and so on which is also compatible with the previous studies when everything could happen in the classroom may affect one's WTC (Williams et al., 2016).

Furthermore, one participant Eve indicated that teaching style might have affected her WTC inside the classroom as she was taking German courses at the same time, and she was more willing in those courses due to a different kind of teaching style which was implemented. This finding could be supported by some scholars such as Pawlak et al. (2016) and Riasati (2012) as they emphasized teaching style as a teacher related factor.

As a situational factor, topic and as its sub-factor familiarity of the topics were found. They can be considered as strong since all the participants indicated that the topic is so important for them to initiate communication. The cumulative findings of the topic also indicated that the topics should be interesting, amusing, general, daily, and current so that the individuals may feel more willing to communicate. In addition, the familiarity of the topics is so vital as 4 participants out of 10 indicated that the familiarity of the topics affected their self-esteem. If the topics are familiar to them, they feel more confident, and vice versa is true, also. Besides, one participant Emma indicated that the familiarity of the topics affected her anxiety. Previous studies in terms of this issue also indicated similar results (Cao, 2011, 2014; Cao & Philp, 2006; Kang, 2005; MacIntyre et al., 1998; Pawlak et al., 2016; Riasati,2012; Riasati & Rahimi, 2018).

Teacher was also found as a situational factor as 9 participants out of 10 (Mary, Oscar, Isabella, Eve, Emma, Jack, Belle, Dean, Sally) indicated that teacher had an impact on their WTC. However, the sub-factors of teacher which were teacher's motivative acts, teacher's communication with the students, teacher's awareness on the students, teacher allocation, feedback, language policing, and silence differed in terms of different participants. 4 participants out of 10 (Oscar, Dean, Eve, Belle) emphasized teacher's motivative acts as they would more willing if the teacher tried to motivate them. Besides, 5 participants out of 10 (Oscar, Dean, Sally, Emma, Belle) emphasized teacher's communication with the students. One participant, Eve, indicated that her willingness was also affected by teacher's awareness. Again, another participant, Oscar indicated that teacher allocation is important as he generally waits for his teacher to give him an allowance to speak. In terms of feedback, 2 participants, Dean and Belle indicated that the way of giving feedback is so vital as they would not participate at all if the teacher gave feedback in an offensive way. Eve, another participant, indicated that way of conducting

language policing is important as it may inhibit them, it should be neither too strict nor too flexible.

In terms of silence, 2 participants, Dean and Sally, indicated that if there were a silence after the teacher asked a question, they would feel like they need to speak for not to leave the question unanswered. Besides, Emma stated that she preferred to talk with her peers rather than her teacher in case of she can make mistakes, and this finding is also compatible with the previous studies as De Costa (2014) indicated that his participant preferred to communicate with her peers rather than her teachers. This finding could also be supported by Pawlak and Mystkowska-Wiertelak's (2015) study as they emphasized the impact of the presence or absence of the teacher. In addition, Riasati (2012) and Riasati and Rahimi (2018) found teacher' role as a factor affecting willingness to speak.

Lastly, Dean indicated that his teacher helped him to get over unwillingness in terms of his particular mood, and this is a link among different situational factors. There are also several studies that emphasize the impact of classroom environmental conditions and environmental factors which includes teacher as a factor (Cao, 2011, 2014).

Interlocutor was found as a situational factor with eight sub-factors which were discrepancy between the interlocutors, interlocutors' personality, interlocutors' WTC, group size, avoiding interruption, eye contact, familiarity of the interlocutors, and collaboration. Among them, familiarity of the interlocutors is crucial because it affected the participants psychologically. To illustrate, 5 participants indicated that their personality changes according to the degree of familiarity with the interlocutors when they are speaking English, and this finding also is compatible with the previous ones as they also emphasized the impact of degree of familiarity with the interlocutors, and familiarity of the interlocutors simply (Cao & Philp, 2006; Kang, 2005; Pawlak & Mystkowska-Wiertelak, 2015; Riasati, 2012; Riasati & Rahimi, 2018). In addition, low familiarity of the interlocutors affected 2 participants, Mary and Isabella and Mary stated that she felt afraid because of that while Isabella felt anxious. As the study showed familiarity of the interlocutors' affected the participants' WTC, especially at the beginning of the semester when they did not know each other quite well. This feeling of unsafety could also be supported by previous studies (Kang, 2005).

Another important sub-factor can be considered as interlocutors' WTC as 9 participants (Mary, Isabella, Oscar, Dean, Sally, Eve, Emma, Jack, Belle) indicated that they feel more willing to communicate when their interlocutors are also willing to communicate, and this finding also is compatible with the previous ones as they emphasized interlocutors' participation (Cao & Philp, 2006; Pawlak & Mystkowska-Wiertelak, 2015; Peng, 2012; Riasati, 2012; Riasati & Rahimi, 2018).

Discrepancy between the interlocutors also was found as 6 participants indicated that they were affected. However, different participants affected differently in terms of this sub-factor as Mary indicated that when there is too much discrepancy, she loses her willingness because she does not want to make mistakes and this finding is compatible with the literature as Kang (2005) indicated that the individuals lost their willingness when their interlocutors' proficiency was higher than theirs. However, this finding is a little bit intriguing as some other participants (Dean, Tom, Eve, Jack, Belle) indicated that they feel more willing when their interlocutors are better than them in terms of English language abilities as when they see that their classmates can do something, this situation gives them a motivation to put more effort. Therefore, a certain gap between the individual and his or her interlocutors may be beneficial in terms of elevating their motivation and willingness to communicate, but this gap should not be too much. Moreover, Belle emphasized that discrepancy also help them to collaborate, but her interlocutors should be better than her.

Accordingly, collaboration can also be considered as an important sub-factor as 4 participants (Mary, Isabella, Eve, Belle) emphasized that with collaboration their willingness enhances as some deficits like misunderstanding in a particular time, inadequate vocabulary knowledge, or inadequate knowledge of grammar may be compensated by their peers (Pawlak & Mystkowska-Wiertelak, 2015).

Group size was also determined as a sub-factor as 3 participants (Tom, Jack, Belle) indicated that their environment should be neither too crowded nor too deserted so that they can communicate comfortably. This finding is also compatible with the literature (Cao, 2011; Cao & Philp, 2006).

Eye contact was found as a sub-factor as Eve indicated that she loses her interest to communicate when there is no eye contact with her interlocutors, this

finding could also be supported by Kang's (2005) as she indicated that interlocutors' interest and attention were affected the participants' excitement and eventually their WTC.

Interlocutors' personality was found as a sub-factor as Dean indicated that he wants to communicate only with sincere people, and he also emphasized that he sometimes does not speak because he does not want to interrupt anybody. Therefore, avoiding interruption was found as a sub-factor.

All in all, interlocutor is an important factor while an individual determines whether s/he speaks or not and various sub-factors could also be increased as human beings are unique creatures, different individuals can give different reactions to similar situations. Nevertheless, interlocutor is a crucial factor in terms of WTC, and this finding could be supported by previous studies (Cao, 2011, 2014; Cao & Philp, 2006; Kang, 2005; MacIntyre et al., 1998; Pawlak & Mystkowska-Wiertelak, 2015).

Conclusion

All in all, the present study suggests that a combined effect of linguistic, psychological and situational factors affect the students when they are deciding whether or not they initiate to speak. This combined effect may explain the mismatch between their self-reported WTC and the observed WTC acts. Moreover, the present study showed that a significant difference among whole class WTC, group work WTC, and pair work WTC. This finding also can be explained with this combined effect as in any kind of classroom activities they can occur.

Chapter 6

Conclusion

Introduction

This chapter is devoted to the overall conclusion of the present study. Initially, a summary of the study is given. After that, pedagogical implications are presented. Finally, limitations of the study accompanied by suggestions for further research are presented.

Summary of the Study

The present study aimed to investigate three major problems. The first aim was to find out if there was a match between the participants' self-reported WTC and observed WTC. The second aim was to understand if there was any statistically significant difference in different interactional contexts (whole class, group work, pair work) inside the classroom. The third aim was to determine the factors affecting WTC inside the classroom. As the notion of L2 WTC is relatively new in the field of foreign language learning and teaching, as a kind of contribution to the field may be beneficial. Furthermore, even though the notion was studied intensely both quantitatively and qualitatively, the studies conducted in Turkish EFL context is limited both in terms of its number and methodological orientations. Therefore, it was believed that there was a gap in the literature.

In order to contribute to the literature, data were gathered from a total of 10 participants who were enrolled in a preparatory program at a foundation university. To achieve the first aim, the Willingness to Communicate Scale (McCroskey, 1992) and 4-week classroom observation with the help of WTC Classroom Observation Scheme were employed. Then, the gathered data were analyzed by means of a data analysis software, *SPSS 21.0*. The findings of the study indicated that there was a mismatch between the participants' self-reported WTC scores and their observed WTC acts inside the classroom.

To achieve the second aim, a Friedman test, a non-parametric equivalent of repeat measures ANOVA, was conducted. The Friedman test indicated that there was a statistically significant difference in different interaction contexts (whole class,

group work, pair work) inside the classroom. However, to further understand about the differences a Wilcoxon Signed Ranks Test as a Post hoc was carried out. The findings of the Wilcoxon Signed Ranks Test indicated that there was a statistically significant difference only between group work WTC and pair work WTC even though there were the differences between whole class WTC, and pair work WTC and group work WTC, they were not statistically significant.

Lastly, in order to achieve the third aim, participant interviews which were consisted of two parts, structured interview and stimulated recall were carried out with each participant. The qualitative data were transcribed orthographically and was analyzed with the help of *Atlas.ti*. The thematic analysis was carried out case by case to investigate the individuals' WTC deeply. The findings of the qualitative analysis indicated that there were three main factors which affect the individuals' WTC. They were linguistic, psychological, and situational factors. However, while investigating the individuals' WTC a combined effect of all these factors should be considered. As these factors not only affect WTC but also, they affect each other. Therefore, considering the combination of these factors is vitally important.

Pedagogical Implications

To begin with, to elevate the individuals' WTC more effort should be put forward. By this way, the general perception of "I can understand, but I cannot speak English" in Turkey may be eliminated. Besides, unwillingness to communicate may lead to off-task behaviors and inevitably those behaviors can turn into disruptive behaviors, namely this situation can cause classroom management problems inside the classrooms. Therefore, considering Turkish EFL context environments should be created where the students can improve their speaking skills and they can do practice such as extra-curricular activities, speaking lessons or clubs.

In addition, traditional grammar-based teaching practices may inhibit the students' WTC; therefore, more communication-based methods may be adapted such as CLT or task-based language teaching. Furthermore, while implementing language policing the teachers should be careful as it should be neither too strict nor too flexible. As the students' anxiety may be affected and accordingly their WTC, too. Therefore, the teachers should be careful about how to police the L1 usage.

In addition, as the findings indicated that vocabulary was an important factor while the students deciding to initiate communication, strategy training activities in terms of vocabulary learning should be included in the curriculum.

While designing lesson plans, learner needs should be valued. Furthermore, tasks and topics should be selected according to the students' interest and abilities. Besides, coursebook selection is important as they should be appropriate to the students' background knowledge and if there is any part which is not appropriate, they should be adapted carefully. Moreover, the teachers should be careful as they should communicate well with the students and they should elevate their awareness inside the classroom. They should motivate the students, and they should try not to be offensive while giving feedback. Also, the teacher may support collaborative learning; therefore, student interaction may be elevated.

Students' preferences should be considered, and diverse activities should be included in the lessons. Therefore, even though the students may have different preferences, the activities may be beneficial for everyone. Another thing is to compose a comfortable classroom environment. This is crucially important as some students may prefer to stay silent in the presence of the teacher, and teacher authority may be an obstacle. Even though the students' personality characteristics are not too talkative, student interaction may be supported by ice-breaking activities and familiarity of interlocutors may be elevated by them. Once the classroom environment is safe and sound for the students, they can dispose of their fears of making mistakes. This is something important as the study showed that the individuals who do not fear to make mistakes see this situation as an opportunity to develop their language skills, and this elevates their self-esteem and willingness to communicate.

Another point is to develop intrinsic motivation inside the classrooms as the students in Turkish EFL context are generally coming from success focused learning environments and this situation may have supported their extrinsic motivation. However, their intrinsic motivation should be supported more. In addition, the students' motivation to learn English could be supported by offering English for Specific Purposes (ESP) courses.

While composing lesson plans, while putting the lesson plans into action, the teacher should consider that willingness to communicate may be affected so many things. That is why the teacher should take suitable precautions beforehand. Moreover, the authorities need to adapt and support the teachers so that the teacher can carry out successful processes to elevate willingness to communicate.

Lastly, it should be kept in mind that any kind of situational, linguistic, and psychological factors occur and may occur, and the multiple relationships among them affect the students' WTC. The biggest mission in terms of this state is on teachers who are the real practitioners inside the classroom. The teachers need to consider the students' past experiences, namely background knowledge, their interests, and abilities while planning the lessons, selecting the coursebooks, topics, and tasks. Furthermore, student interaction should be supported along with a psychologically comfortable classroom environment, and most importantly environments that the students can practice their English language skills outside the classroom should be created by this way the students can be saved the handicap of Turkish EFL context which is limited opportunities to practice. However, as another solution flipped classrooms may be given as it can support plenty of time to speak inside classrooms even though before conducting such a classroom the students' autonomy should be elevated or else it might not work beneficially.

In conclusion, any individual is unique and to elevate the students' WTC individual differences need to be considered, and the planning should be carried out accordingly.

Limitations

The most significant limitation of the present study was the number of the participants as it consisted of a total of 10 participants who were enrolled in the preparatory program at a foundation university. Therefore, the findings of the study should be considered with caution, and the generalizability of the results is quite low. However, any kind of study comes with its strengths and weaknesses. For the present study, generalizability may be low but, each individual was examined profoundly and carefully as the study had a nature of case study.

In addition, the Willingness to Communicate Scale (McCroskey, 1992) was firstly composed to measure the general tendency of the individuals' WTC. However,

the original scale was adapted for classroom environments (Cao & Philp, 2006). Furthermore, the scale was not basically developed for EFL contexts; therefore, to measure WTC more carefully and accurately an EFL context-based WTC scale is needed. However, it has not been developed yet.

Lastly, more longitudinal studies may be carried out as the present one lasted four weeks due to the practicality issues and time constraints.

Suggestions for Further Research

First of all, as the limitations of the study indicated that a WTC scale which is appropriate for EFL context should be developed. Therefore, the accuracy of the results may be elevated.

Another important suggestion could be considered as conducting studies by trying different methodologies such as idiodynamic method (MacIntyre, 2012; MacIntyre & Legatto, 2011) which is a methodology based on rapid shifts in WTC. Therefore, it can give good results in terms of the dynamism of this construct. In addition, conversation-based methodologies can give important results in terms of the real acts of willingness to communicate as they investigate not only conversation, but also the eye, gaze, gesture, and so on (De Costa, 2014; Evnitskaya & Berger, 2017).

Lastly, to come up with more generalizable facts, more studies with large sample sizes should be carried out both quantitatively and qualitatively. In fact, it is not only a suggestion, but a need due to the small number of WTC studies carried out in Turkish EFL context.

Conclusion

Willingness to communicate is a relatively new and trending topic in the field of second and foreign language in these days. The present study took the attention to the factors affecting L2 WTC, unlike the early studies which they investigated it closely related to personality traits. However, the findings of the study which initially showed a mismatch between the scale scores and observed behaviors propose that a need for methodological development that can be an EFL focused scale or a completely different method indicated in the suggestions. Secondly, the study

showed that there might be differences in WTC in different classroom contexts. The primary reason for this state is the factors that affect L2 WTC. The factors were mainly divided into three categories which were linguistic, psychological, and situational factors. However, factors not only affect WTC but also multiple relationships among them were detected. Therefore, while thinking about the factors a combined effect of all these factors should be considered. In addition, the study showed that each individual might act differently in the same situation. Therefore, to elevate WTC individual differences should not be ignored. Even though the study gave promising results in terms of L2 WTC in Turkish EFL context, more and more studies should be done so that maybe one can get close enough to the real facts.

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WTC Scale

Dear Participant,

The following survey is administered in order to find out your conception of willingness to communicate. There is no right or wrong answers in this list of statements. Please make sure that the answers you give in these questionnaires will remain confidential. Your answers will have a valuable contribution to the study. Thank you very much for your participation.

Nihan Bursalı

Hacettepe University- ELT (M.A.)

Ufuk University (Research Assistant)

Your gender: ❑ **Female**   ❑ **Male**   *Your age:* _____ **years old.**

How long have you been studying English? _____

DIRECTIONS: Below are 25 situations in which a person might choose to communicate or not to communicate in English. Presume that you have completely free choice. Please indicate the percentage of time you would choose to communicate in each type of situation. Indicate in the space at the left what percent of time you would choose to communicate. 0% = never, 100% = always.

– 1 Talk with an acquaintance in an elevator.

– 2 Talk with a stranger on the bus.

– 3 Speak in public to a group (about 30 people) of strangers.

– 4 Talk with an acquaintance while standing in line.

– 5 Talk with a salesperson in a store.

– 6 Volunteer an answer when the teacher asks a question in class.

– 7 Talk in a large meeting (about 10 people) of friends.

– 8 Talk to your teacher after class.

– 9 Ask a question in class.

–   10   Talk in a small group (about five people) of strangers.

–   11   Talk with a friend while standing in line.

–   12   Talk with a waiter/waitress in a restaurant.

–   13   Talk in a large meeting (about 10 people) of acquaintances.

–   14   Talk with a stranger while standing in line.

–   15   Present your own opinions in class.

–   16   Talk with a shop clerk.

–   17   Speak in public to a group (about 30 people) of friends.

–   18   Talk in a small group (about five people) of acquaintances.

–   19   Participate in group discussion in class.

–   20   Talk with a garbage collector.

–   21   Talk in a large meeting (about 10 people) of strangers.

–   22   Talk with a librarian.

–   23   Help others answer a question.

–   24   Talk in a small group (about five people) of friends.

–   25   Speak in public to a group (about 30 people) of acquaintances.

Classroom observation scheme

WTC behavior categories (basis of tally chart for observation of individual students) In the presence of the teacher

1.   Volunteer an answer (including raising a hand).

2.   Give an answer to the teacher's question.

(a)   Provide information – general solicit.

(b)   Learner-responding.

(c)   Non-public response.

3.   Ask the teacher a question.

4.   Guess the meaning of an unknown word.

5.   Try out a difficult form in the target language (lexical/ morphosyntactic).

6.   Present own opinions in class.

7.   Volunteer to participate in class activities.

Additional categories for pair and group work in the absence of the teacher

1.   Guess the meaning of an unknown word.

2.   Ask group member/partner a question.

3.   Give an answer to the question.

4.   Try out a difficult form in the target language (lexical/grammatical/syntactical).

5.   Present own opinions in pair/group.

Participant interview questions

Part I: general questions

1.   How important is it for you to learn English?

2.   How good are you at learning English?

3.   What do you think your English level is like? What about your speaking skill in particular?

4.   How motivated were you during this language course?

5.   How much did you like learning together with your classmates in this course?

6.   How would you describe your personality (quiet or talkative, relaxed or tense)?

7.   How competent do you think you were to communicate in English during this course?

8.   Did you feel very sure and relaxed in this class?

9.   Did you feel confident when you were speaking English in class?

10.   Did it embarrass you to volunteer answers in class?

11.   Did you feel that the other students speak English better than you did?

12.   Were you afraid that other students would laugh at you when you were speaking English?

13. Did you get nervous when your English teacher asked you a question?

14. Were you afraid that your English teacher was ready to correct every mistake you made?

15. In what situation did you feel most comfortable (most willing) to communicate: in pairs, in small groups, with the teacher in a whole class? Why?

Part II: stimulated recall questions

16. Did you like this task? Why? Why not?

17. How useful for your learning do you think this task was? Why? Why not?

18. Did you think you did this task well? Why? Why not?

19. Did you enjoy doing this task? Why? Why not?

20. Did you feel happy to work in this group/pair? What did you feel happy/not happy with?

21. Comparing the two tasks you did, which task did you prefer? Why? Which group did you prefer? Why?

Part III: individual questions

Ask individual learner to comment on their self-report WTC, behavior in group/pair and whole class situations.

APPENDIX-B: Gönüllü Katılım Formu

Bu çalışma, Nihan Bursalı tarafından Doç. Dr. Hüseyin ÖZ danışmanlığında gerçekleştirilmektedir. "Yabancı Dil Olarak İngilizce Öğreniminde İletişim Kurma İstekliliği Üzerine Bir Durum Çalışması" başlıklı bu çalışma için Hacettepe Üniversitesi Etik Komisyonu'ndan gerekli izin alınmıştır. Çalışmanın amacı, Hazırlık eğitimi almakta olan üniversite öğrencilerinin iletişim kurma isteklilikleri hakkındaki algılarının, sınıf içerisindeki iletişim kurma istekliliği davranışlarıyla uyumluluk gösterip göstermediğini ve öğrencilerin iletişim kurma istekliliklerini etkileyen faktörleri bulmaktır. Çalışmaya katılım tamamıyla gönüllülük temelinde olmaktadır. İlk olarak iletişim kurma istekliliğini ölçen bir anket uygulanacaktır. Bunun ardından, katıldığın dersler kamera ile kaydedilecektir. Ders içi ikili çalışmalar ve grup etkinlikleri ses kaydına alınacaktır. Son olarak da iletişim kurma istekliliğini etkileyen faktörler üzerine bir röportaj yapılacak ve ses kaydı alınacaktır. Kayda alınmış olan dersler, görüşmeler, sınıf içi ikili çalışma ve grup etkinlikleri, tamamen bilimsel amaçlara yönelik olup, bunun haricinde başka hiçbir amaç için kullanılmayacaktır. Senin isteğin doğrultusunda, kayıtlar silinebilecek ya da sana teslim edilebilecektir. Adının araştırmada kullanılması gerekirse, takma bir isim kullanılacaktır.

Katılımcılardan onlara verilen anketi kendileri için en uygun şekilde doldurmaları beklenmektedir. Bunun dışında ders içi kamera ve ses kayıtları tamamen araştırmacının kontrolünde yapılacak olup, insan sağlığını kötü etkileyecek herhangi bir uygulama içermemektedir. Son olarak kaydedilecek olan röportajda, tamamen dürüst olmanız beklenmektedir, böylelikle sizin ve gelecek nesillerin İngilizce iletişim kurmalarını engelleyen faktörler belirlenebilecek ve bilime önemli katkılar sağlayacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Arş. Gör. Nihan Bursalı (e-posta: nihanbursali@gmail.com) ile iletişime geçebilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Tarih:

Katılımcı:	Sorumlu Araştırmacı:
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	İmza:

APPENDIX-C: Detailed Coding of Piloting

● WTC

Linked Codes:

← is associated with − ● linguistic factors

← is associated with − ● psychological factors

← is associated with − ● situational factors

● linguistic factors

Linked Codes:

← is part of − ● pronunciation

← is part of − ● vocabulary

− is associated with → ● WTC

● pronunciation

Quotations:

2:14 Sometimes, in which situations? For example, we have a course called "Phonetics and Phonology", *a friend of mine is better than me in terms of his pronunciation skills*.

Linked Codes:

− is part of → ● linguistic factors

● vocabulary

Quotations:

2:11 I can communicate, but *I think my vocabulary knowledge is inadequate*. 2:20 *For vocabulary learning, it could be regarded as a useful one*…. However, *as I mentioned in terms of vocabulary learning the topic may be beneficial* and I can talk better.

Linked Codes:

− is part of → ● linguistic factors

← is associated with − ● memory

● memory

Quotations:

2:33 …. Thus, I need to study. *I cannot remember the words*.

Linked Codes:

− is associated with → ● vocabulary

● psychological factors

Linked Codes:

← is associated with − ● fear
← is associated with − ● personality
← is associated with − ● self-esteem
− is associated with → ● WTC

● fear

Quotations:

1:14 I could have participated better*, but I had hesitations* and I could participate well.

Linked Codes:

← is cause of − ● group size
← is cause of − ● making mistakes
− is associated with → ● psychological factors

● group size

Quotations:

2:37 When the conversation is taking place in *a group of people*, *I feel hesitated* and very anxious; therefore, I cannot participate to the lesson as I much as I desire, but actually I want to participate.

2:40 *I feel a little hesitated* to volunteer among *so many people.*

Linked Codes:

− is cause of → ● fear

● making mistakes

Quotations:

2:38 I know my English level is good, but *I say myself what if I make a slightest mistake*. I have some hesitations.

2:39 I feel confident, but I *am influenced by the environment. I am afraid of making mistakes.*

Linked Codes:

– is cause of → ● fear

● situational factors

Linked Codes:

← is a – ● interest
← is a – ● interlocutors
← is a – ● mood
← is a – ● teacher
– is associated with → ● WTC

● interest

Quotations:

2:29 I think I am quite good at learning English, because *I am very curious about anything about language.* I am interested in learning a foreign language a lot. I myself know Korean, too. That is why, *I think that I am really good at communicating in English*.

Linked Codes:
– is a → ● situational factors
← is associated with – ● topic

● topic

Quotations:

2:19 I am a little sensitive person in terms of medicine and illnesses; that is why, the topic was interesting for me.

Linked Codes:

– is associated with → ● interest

● interlocutors

Linked Codes:

← is associated with − ● familiarity of interlocutors

← is part of − ● interlocutors' unwillingness to communicate

− is a → ● situational factors

● familiarity of interlocutors

Quotations:

2:35 We formed a group with *my close friends* and ……That's why I enjoyed a lot and I talked a lot.

Linked Codes:

− is associated with → ● interlocutors

● interlocutors' unwillingness to communicate

Quotations:

2:32 In pair work, the communication needs to be between two people, everyone should talk. However, *when my partner did not talk, I need to talk all the time, then I feel bored*, but in whole class activities *everybody talks, and it is generally much more enjoyable.*

1:18 I rather prefer whole class activities. In pair work, *I always need to talk, and I get bored*.

Linked Codes:

← is cause of − ● discrepancy between the interlocutors

− is part of → ● interlocutors

● discrepancy between the interlocutors

Quotations:

2:9 When we are talking, *my friends cannot talk that much*. That is why I need to talk all the time. But, I want the other person to talk, also. When it did not happen, when *I talked all the time, I got demotivated.*

2:26…. we were almost *at the same level of proficiency*. That's why I enjoyed a lot and *I talked a lot.*

2:28 I do not have a specific preference in terms of forming groups, *yet the group members should be close in terms of their proficiency level* or if *my other group members had a better proficiency level than me, I would be good, too*. So that, I can learn new things from them.

Linked Codes:

− is cause of → ● interlocutors' unwillingness to communicate

● mood

Quotations:

2:22 My participation level could change according to my particular mood of the day.

Linked Codes:

− is a → ● situational factors

● teacher

Linked Codes:

← is part of − ● eye contact
← is part of − ● feedback
− is a → ● situational factors

● eye contact

Quotations:

2:31 When there is eye contact with the instructor, I forget the other people. However*, if there is no eye contact with the instructor, I feel nervous.*

Linked Codes:

− is part of → ● teacher

● feedback

Quotations:

2:18 Initially, *for a few times I feel positive* but *if he kept correcting me, I would feel bad,* of course.

Linked Codes:

− is part of → ● teacher

● psychological factors

Linked Codes:

← is associated with − ● personality

← is associated with − ● self-esteem

− is associated with → ● WTC

● personality

Quotations:

2:10 I think that I am an *extrovert person*.

Linked Codes:

− is associated with → ● psychological factors

● self-esteem

Quotations:

2:5 *My speaking skills, I can say that they are close to advance*. I mean *I can communicate without hesitation* when I come across a foreigner. I would not have any trouble.

Linked Codes:

− is associated with → ● psychological factors
← is associated with − ● sense of authority

● sense of authority

Quotations:

2:34 Only a specific person, my brother, *I really feel hesitated when I talk in English with my brother.* Because, he has a better English language proficiency than me.

Linked Codes:

− is associated with → ● self-esteem

T.C.
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Rektörlük

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 06.10.2017 tarih ve 1955 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden **Nihan BURSALI**'nın **Yrd. Doç. Dr. Hüseyin ÖZ** danışmanlığında yürüttüğü **"Yabancı Dil Olarak İngilizce Öğreniminde İletişim Kurma İstekliliği Üzerine Bir Durum Çalışması/ A Case Study On Willingness to Communicate in Learning English as a foreign language "** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **10 Ekim 2017** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

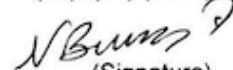Bilgilerinizi ve gereğini rica ederim.

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APPENDIX-E: Declaration of Ethical Conduct

I hereby declare that...

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

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(25) /(04)/(2019)

(Signature)

Nihan BURSALI

APPENDIX-F: Thesis Originality Report

Thesis Title: A CASE STUDY ON WILLINGNESS TO COMMUNICATE IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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

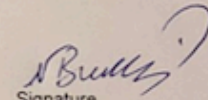| Time Submitted	Page Count	Character Count	Date of Thesis Defence	Similarity Index	Submission ID
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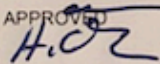3. Match size up to 5 words excluded

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

I respectfully submit this for approval.

Name Lastname:	Nihan BURSALI
Student No.:	N15223564
Department:	Foreign Language Education
Program:	English Language Teaching
Status:	☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED

Assoc. Prof. Dr. Hüseyin Öz

APPENDIX-G: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

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

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

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

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. [1]

- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. [2]

- o Tezimle ilgili gizlilik kararı verilmiştir. [3]

25.04.2019

Nihan BURSALI (imza)

Nihan BURSALI

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.

(2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç imkanı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir.

* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.