



**WILLINGNESS TO COMMUNICATE IN
AUTONOMY SUPPORTIVE EFL SETTINGS:
A TURKISH UNIVERSITY CONTEXT**

Aysel EYERCİ

**Doctoral Dissertation
Department of English Language and Literature
Assoc. Prof. Dr. Muzaffer BARIN
2020
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**T.C.
ATATÜRK UNIVERSITY
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CONTEXT**

DOCTORAL DISSERTATION

**DISSERTATION ADVISOR
Assoc. Prof. Dr. Muzaffer BARIN**

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Atatürk Üniversitesi Lisansüstü Eğitim ve Öğretim Uygulama Esaslarının ilgili maddelerine göre hazırlamış olduğum "Willingness to Communicate in Autonomy Supportive EFL Settings: A Turkish University Context " adlı tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kâğıt ve elektronik kopyalarının Atatürk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

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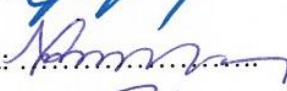
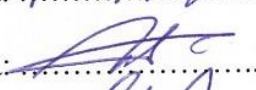
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ABSTRACT**DOCTORAL DISSERTATION (PhD)****WILLINGNESS TO COMMUNICATE IN AUTONOMY SUPPORTIVE EFL
SETTINGS: A TURKISH UNIVERSITY CONTEXT****Aysel EYERCİ****Advisor: Assoc. Prof. Dr. Muzaffer BARIN****2020, Page: 157****Jury: Assoc. Prof. Dr. Muzaffer BARIN****Assoc. Prof. Dr. Turgay HAN****Assist. Prof. Dr. Oktay AKARSU****Assist. Prof. Dr. Oktay YAĞIZ****Assist. Prof. Dr. Ali DİNCER**

This study aimed at investigating the willingness to communicate (WTC) in autonomy supportive EFL settings at a Turkish university context. The primary purpose of the study was to reveal the possible statistically significant relationship between the L2 WTC and learner autonomy (LA) of EFL learners in the classroom setting in a Turkish state university. The study also aimed to examine the underlying factors of the L2 WTC levels of EFL learners according to their different learner autonomy levels. The study was based on a mixed-methods research design. 211 students majoring at the Department of English Language and Literature of a state university in Turkey participated in the quantitative phase of this study. The qualitative part of the study was conducted with 10 students out of all the participants taking part in the quantitative phase of the study. The instruments which were used to collect quantitative data were a willingness to communicate scale, a learner autonomy scale, and classroom observation. The participants were asked to complete these scales to obtain the quantitative data of the study. In the qualitative phase of the study, the participants provided answers to a semi-structured interview. As for the analysis of the obtained data, the quantitative data were analysed through descriptive and inferential analysis procedures. The qualitative data were analysed through content analysis procedure. The results of the study showed that there was a moderate but significant relationship between EFL learners' WTC and LA. The autonomy levels of the EFL learners had a predictive role in their L2 WTC. The difference between the self-reported L2 WTC and the behavioural L2 WTC of the Turkish EFL students was higher when the autonomy level of the students was lower. Linguistic, contextual, and individual factors were found to be the underlying reasons which affected the EFL learners' L2 WTC in the classroom setting in a Turkish EFL context. These factors which affected the L2 WTC of the EFL learners varied according to the levels of the learners' LA. The findings of the study are believed to contribute to the researchers, practitioners, EFL learners besides the material developers, curriculum designers, and the policy makers regarding national education policies in various EFL contexts including Turkish EFL context in particular.

Keywords: Willingness to Communicate (WTC), Willingness to Communicate in Second Language (L2 WTC), Learner Autonomy (LA), Turkish EFL Context.

ÖZET**DOKTORA TEZİ****ÖZERKLİK (OTONOM) DESTEKLİ YABANCI DİL ÖĞRENME
ORTAMLARINDA İLETİŞİM KURMA İSTEKLİLİĞİ: TÜRK ÜNİVERSİTESİ
ÖRNEKLEMİ****Aysel EYERCİ****Tez Danışmanı: Doç. Dr. Muzaffer BARIN****2020, 157 Sayfa****Jüri: Doç. Dr. Muzaffer BARIN****Doç. Dr. Turgay HAN****Dr. Öğr. Üyesi Oktay AKARSU****Dr. Öğr. Üyesi Oktay YAĞIZ****Dr. Öğr. Üyesi Ali DİNCER**

Bu çalışma bir Türk üniversitesi bağlamında İngilizcenin yabancı dil olarak öğrenildiği özerklik (otonom) destekli ortamlarda iletişim kurma istekliliğini incelemeyi amaçlamıştır. Çalışmanın öncelikli amacı bir Türk üniversitesi örnekleminde İngilizceyi yabancı dil olarak öğrenen öğrencilerin sınıf ortamında yabancı dilde konuşma isteklilikleri ve öğrenen özerklikleri arasında istatistiksel olarak anlamlı bir ilişki olup olmadığını ortaya çıkarmaktır. Çalışma, ayrıca İngilizceyi yabancı dil olarak öğrenen öğrencilerin farklı öğrenen özerklik düzeylerine göre yabancı dilde iletişim kurma istekliliklerinin altında yatan sebeplerin incelenmesini amaçlamıştır. Çalışma karma araştırma yöntemiyle yürütülmüştür. Çalışmanın nicel kısmında, Türkiye’deki bir devlet üniversitesinin İngiliz Dili ve Edebiyatı bölümünde öğrenim gören 211 üniversite öğrencisi katılımcı olarak yer almıştır. Çalışmanın nitel kısmında ise, çalışmanın nicel kısmında da yer alan 10 öğrenci yer almıştır. Nicel veri, İletişim Kurma İstekliliği Ölçeği, Öğrenen Özerkliği Ölçeği ve sınıf gözlemlerinden oluşan veri toplama araçları ile toplanmıştır. Çalışmanın nicel verisi için katılımcılardan bu ölçekleri tamamlamaları istenmiştir. Çalışmanın nitel kısmında, katılımcılar yarı yapılandırılmış mülakat sorularına cevaplar sunmuşlardır. Çalışmada elde edilen nicel veri, betimsel ve çıkarımsal analiz yöntemleriyle, nitel veri ise içerik analizi yöntemiyle analiz edilmiştir. Çalışmanın sonucunda İngilizceyi yabancı dil olarak öğrenen öğrencilerin yabancı dilde iletişim kurma isteklilikleri ve öğrenen özerklikleri arasında orta derecede anlamlı bir ilişki olduğu ortaya çıkmıştır. Öğrencilerin özerklik düzeylerinin yabancı dilde iletişim kurma istekliliklerinde öngörücü rolü olduğu belirlenmiştir. Öğrencilerin kişisel olarak belirttikleri yabancı dilde konuşma isteklilikleri ve bunu davranış olarak sergilemeleri arasındaki farkın özerklik düzeyi düşük olan öğrencilerde daha yüksek olduğu görülmüştür. Yabancı dil sınıf ortamında İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin yabancı dilde iletişim kurma istekliliklerinin altında yatan dilsel, bağlamsal ve bireysel farklılıkların olduğu bulunmuştur. İngilizceyi yabancı dil olarak öğrenen öğrencilerin yabancı dilde iletişim kurma istekliliklerini etkileyen faktörler öğrencilerin özerklik düzeylerine göre değişiklikler göstermektedir. Çalışma bulgularının, özellikle İngilizcenin yabancı dil olarak öğretildiği Türkiye’de olmak üzere, İngilizcenin yabancı dil olarak öğretildiği farklı bağlamlardaki araştırmacılara, uygulayıcılara, İngilizceyi yabancı dil olarak öğrenenlere, materyal geliştiricilere, müfredat tasarımcılarına ve ulusal eğitim politikaları konusunda karar mercilerine katkıda bulunacağına inanılmaktadır.

Anahtar Kelimeler: İletişim Kurma İstekliliği, Yabancı Dilde İletişim Kurma İstekliliği, Öğrenen Özerkliği, Türkiye’de İngilizcenin Yabancı Dil Olarak Öğretimi.

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ABBREVIATIONS

CA	: Communiaction Apprehension
CEFR	: Common European Framework of Reference
CLT	: Communicative Language Teaching
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language
L1	: First Language
L1 WTC	: Willingness to Communicate in a First/Native Language
L2 WTC	: Willingness to Communicate in a Second/Foreign Language
L2	: Second/Foreign Language
LA	: Learner Autonomy
MoNE	: Ministry of National Education
ÖSYM	: Student Selection and Placement Center
SEM	: Structural Equation Model
SLA	: Second Language Acquisition
SPCC	: Self-perceived Communication Competence
SPSS	: Statistical Package for the Social Sciences
TL	: Target Language
WTC	: Willingness to Communicate
YÖK	: Higher Education Council

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CHAPTER ONE

INTRODUCTION

This chapter firstly presents the background of the study which establishes the context and the main aspects of the research. It then continues with the statement of the problem, the purpose of the study, and the significance of the study. The chapter finally provides the organization of the study and the definitions of the key terms.

1.1. BACKGROUND OF THE STUDY

It has been over fifty years or so that English has been considered as the global language of the present century because of the domain of the English language in the areas of politics, economics, press, advertising, broadcasting, motion picture, popular music, international travel and safety, education, and communications as being suggested by Crystal (1999). The learners or speakers of English as a foreign or second language have outnumbered the speakers of English as the first language as being indicated in Kachru's (1985) model of World Englishes which describes the spread of English in terms of three concentric circles: the Inner Circle, the Outer Circle, and the Expanding Circle. This phenomenon is pointed out by Richards (1985) as 'the current status of English has turned a significant percentage of the world's population into part-time users or learners of English' (p.23). Given the fact that English is taught as a foreign or second language in a considerable number of EFL contexts, English Language Teaching (ELT) has gained much importance with the employment of various pedagogic principles, teaching materials, classroom methods, and techniques. Major changes have been witnessed in the theory and practice in second language teaching and learning, which has inspired both researchers and practitioners to have new insights and ideas about second language teaching in the last couple of decades.

As a result of the significant advancements in technology, communication, and education, the need and purpose of teaching English has recently shifted its methods in a remarkable way. The search for more effective ways of teaching second or foreign language has been the main aim in the last one hundred years for the researchers. The solution to the problem of teaching language was brought and marketed for the use all

over the world by adopting a new teaching approach or method (Nunan, 1999). The current perspective on teaching languages is identified as the post method era (Kumaravadivelu, 1991) and eclecticism, which combines various approaches and methodologies to teach language depending on the context, is highly emphasised and featured today. While it is explicitly stated that there is no best method in language teaching, Communicative Language Teaching (CLT) maintains its own prevalence as it has the most plausible basis for the teaching of languages in many contexts (Nunan, 1999).

Nunan (1999) states that until the 1970s, the way foreign languages were taught was through the structural view in which language was seen as a system of rules and the primary goal of the learners was to master the structures of the target language. He maintains that language was seen as a system for the expression of meaning during the 1970s when the communicative language teaching began to emerge. Today, the ultimate goal of learning an additional language for the significant majority of the language learners is evidently to be able to communicate in the target language (TL). Brown (2001) notes that language learning means learning to communicate, and having communication competence is the ultimate goal of this process. This is also defined as ‘authentic communication between persons of different languages and cultural backgrounds’ (MacIntyre, Clément, Dörnyei & Noels, 1998, p. 559). A bulk of research has aimed to unveil the serious challenges that learning to communicate poses. It has been revealed that unlike learning to communicate in the first language, learning to communicate successfully in an additional language depends on various factors such as the context of the target language is spoken and individual differences of the learners.

The crucial impact of using the target language communicatively in foreign or second language (L2) has been promoted by the theoretical and pedagogical implications of the research. The construct of willingness to communicate (WTC), defined as ‘a readiness to enter into discourse at a particular time with a specific person or persons, using a L2’ (MacIntyre et al., 1998, p. 547), has recently come into focus.

In addition to WTC, a powerful predictor of success in foreign language learning (Yashima, 2002), learner autonomy, which has been a major area of interest in foreign language teaching for almost four decades, is suggested to contribute substantially to the

communication efficiency in the target language (Little, 1991). Little maintains that independence, self-reliance and self-confidence to fulfil the variety of social, psychological and discourse roles that L2 learners should have in order to communicate efficiently in the target language depend on the significant degree of learner autonomy they have.

Dam (1995) considers foreign language learning as an interactive and social process and emphasizes the value of learner autonomy and its relationship with WTC in foreign language classroom setting with the following definition of learner autonomy: ‘capacity and willingness to act independently and in cooperation with others as a sociable, responsible person’ (p.22).

In Turkey where English is learned as a foreign language, learning/teaching English is assumed to be a problematic area from elementary level to higher education level by foreign language teachers, learners, parents, the Ministry of Education (MoNE), as well as the international authorized institutions such as British Council (2015). The report titled ‘The state of English in higher education in Turkey’ published in 2015 summarizes the issue by underlying that Turkey has some systemic and pedagogic problems regarding teaching/learning English in higher education level (British Council, 2015). The situation could be generalized for all levels of education from elementary level to high school level as well as higher education.

1.2. STATEMENT OF THE PROBLEM

Despite the recent reforms and the clear explanations about the communicative use of language is clearly stated and aimed in the theoretical part of the curriculum, so many challenges are observed in the practice of teaching English in a communicative way in Turkey (Denkci-Akkas & Coker, 2016). Akpınar and Aydın (2009) and Paker (2012) point out that foreign language learners in Turkey can hardly achieve a little grammar despite over ten years of foreign language education they officially have.

In terms of the challenges about being able to communicate in the target language, a recent construct, willingness to communicate (WTC) has received the attention of L2 researchers. WTC, which is defined as ‘a readiness to enter into discourse at a particular time with a specific person or persons, using L2’ (MacIntyre et al., 1998, p.547) is

asserted to be the strong predictor of success in foreign language learning (Yashima, 2002). The language learners are expected to develop their communicative competence regarding the purpose of language learning defined as ‘authentic communication between persons of different languages and cultural backgrounds’ (MacIntyre et al., 1998, p. 559).

WTC in L2 has been investigated in regard to its relationship with several other variables of language learning process or learners; however, WTC of the autonomous language learners has not been studied extensively. Also, current trends of the research on language learners are much more connected with communicative competence/performance and autonomy. In Turkish EFL context, the WTC of Turkish EFL learners has been studied in various aspects, but there is a gap to be fulfilled in terms of the relationship between the L2 WTC and LA of the Turkish EFL learners in the classroom contexts, and the underlying factors of their L2 WTC according to their different learner autonomy levels. The present study aims to contribute to the SLA pedagogy and provide practical implications for all the stakeholders of foreign language education from EFL learners and practitioners to the L2 researchers in terms of enhancing L2 WTC and fostering LA of the learners on the process of foreign language learning.

1.3. PURPOSE OF THE STUDY

Aiming at investigating the WTC in autonomy supportive EFL settings at a Turkish university context, this study is believed to contribute to the field with its method and procedure, findings, and concluding remarks. The primary aim of the present study is to reveal the possible statistically significant relationship between the L2 WTC and LA of EFL learners in the classroom setting in a Turkish state university in Turkish EFL context. The study is also anticipated to investigate the underlying factors of the L2 WTC levels of the EFL learners according to their different learner autonomy levels. The study employs a mixed-methods research design, in which both quantitative and qualitative data are obtained by using a WTC questionnaire (Weaver, 2005), a learner autonomy questionnaire (Zhang & Li, 2004), a semi-structured interview (adapted from Cao & Philp, 2006) and classroom observation (adapted from Cao, 2009).

The research questions of the study are as follows:

1. Is there a significant relationship between Turkish EFL learners' willingness to communicate and learner autonomy levels?
2. If there is a relationship between Turkish EFL learners' willingness to communicate and learner autonomy levels, what is the direction of this relationship?
3. Is there a difference between Turkish EFL learners' self-report and behavioural willingness to communicate levels according to their learner autonomy levels?
4. What are the underlying factors affecting the more autonomous and less autonomous Turkish EFL learners' willingness to communicate levels?

1.4. SIGNIFICANCE OF THE STUDY

The findings of this study are believed to redound on theoretical, methodological, and practical implications in the EFL contexts, especially in Turkish EFL context with the aim of fulfilling the existing gap touched upon in the research problems of the study. The review of the relevant literature indicates that most of the WTC research employed either quantitative or qualitative research design, which had some limitations regarding revealing the complex nature of WTC construct. However, the present study has significance as it employs a mixed-methods research design which provides a better understanding of the research problem.

This study is conducted in an EFL context, Turkey, where English is not the medium of communication of every day life of the language learners, which enables the researcher to gain an in-depth understanding of the L2 WTC in EFL contexts. Even if some empirical research has been conducted in the Turkish EFL context, there is limited research study which employed the classroom WTC scales. Most of those studies adopted the WTC scales which measure the WTC of the learners outside the classroom.

In addition, in the relevant previous research, Peng (2007) suggests the construct of WTC should be investigated comprehensively in different EFL contexts since WTC shows obvious differences depending on the different cultural contexts. It is noteworthy to state that this study aims to reveal the relationship between the WTC and LA to

advance the study one step further in terms of its novelty. In this respect, the present study is thought to contribute to the WTC research in EFL contexts.

1.5. ORGANIZATION OF THE STUDY

The present study is organized into five chapters. Chapter One presents the background of the study which establishes the context and the main aspects of the research. It then continues with the statement of the problem, the purpose of the study, and the significance of the study. The chapter finally provides the organization of the study and the definitions of the key terms.

Chapter Two aims to provide a comprehensive literature review to establish a framework between existing knowledge and the research questions the study raised. The chapter has two main sections. In the first section, the construct of WTC will be introduced and reviewed comprehensively by relating previous research and the theory to the problem under investigation. The second section, on the other hand, focuses on learner autonomy and follows the reviews the relevant literature associated with these two main constructs of the study.

Chapter Three describes the overall methodological approach employed in this study. First, the research design is introduced by outlining the key issues that are included as the most appropriate methods for this study. After presenting the research questions, setting, participants, instruments, data collection procedures, and the data reliability and validity issues, and data analysis procedures are presented.

Chapter Four presents the findings of both quantitative and qualitative data collected from the sample of the research. The research questions of the study are discussed comprehensively in the light of the results obtained from the study.

Chapter Five presents the summary of the research on the basis of the methodology and the main findings of the study. The chapter continues with the pedagogical implications, the limitations of the study, and the suggestions for further research.

1.6. DEFINITIONS OF KEY TERMS

First Language (L1): First Language (L1) is the first or native language of the speakers of a language.

Foreign/Second Language (L2): The concept of ‘L2’ is used to refer to a language a person learns/knows in addition to his/her native/first language. In this study the term of foreign language is used instead of second language since Turkey is a context where English is studied as a foreign language. Foreign language is defined as the language which is not spoken by the native community of the learner, while second language is defined as the language which is spoken by the native community where the learner is learning a target language.

English as a Foreign Language (EFL): English as a Foreign Language refers that English is studied as a foreign language by the learners whose native language is not English. For this study, the term of EFL is often used to describe the setting of the study as the Turkish EFL context and the participants of the study as Turkish EFL learners.

English as a Second Language (ESL): English as a Second Language refers to learning English in an English speaking context.

Target Language (TL): It is the abbreviation of the target language, which refers to an additional language a learner aims to learn. For this study, TL refers to the English language, which is aimed to be learnt by Turkish EFL learners.

Second Language Acquisition (SLA): Second Language Acquisition refers to the study of how students learn a second language (L2) additionally to their first language (L1).

Willingness to Communicate (WTC): It was first defined as “a readiness to enter into discourse at a particular time with a specific person or persons, using L2” (MacIntyre, Clément, Dörnyei, & Noels, 1998, p. 547). Among various definitions of WTC, another is given as “Willingness to communicate (WTC) 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” (Kang, 2005, p.95).

L1 WTC: It refers to willingness to communicate in a native/first language.

L2 WTC: It refers to willingness to communicate in a second/foreign language. For this study, it is used to refer to be willingness to communicate in English for the Turkish EFL learners.

Learner Autonomy (LA): The term of learner autonomy was first conceptualized by Holec (1981) and defined by him as “ability to take charge of one’s own learning”. In addition to this, Little (1991) defines autonomous learners as persons who “can take numerous different forms, depending on their age, how far they have progressed with their learning, what they perceive their immediate learning needs to be, and so on” (p.5).

Autonomous Learners: Learners who can take charge of their own learning.

CHAPTER TWO

LITERATURE REVIEW

This chapter aims to provide a comprehensive literature review to establish a framework between existing knowledge and the research questions the study raised. The chapter has two main sections. In the first section, the construct of WTC will be introduced and reviewed comprehensively by relating previous research and the theory to the problem under investigation. The second section, on the other hand, focuses on the learner autonomy and follows the reviews the relevant literature associated with these two main constructs of the study.

2.1. WILLINGNESS TO COMMUNICATE

The significant role of communication in foreign or second language education has caused an indispensable shift in the way of research conducted in the last five decades. The theoretical and pedagogical implications of the research have identified a considerable number of factors which have influence on foreign or second language learning. WTC has emerged as a recent construct which is considered to be a relatively new individual difference variable. Since its introduction, the construct of WTC has been investigated thoroughly in regard to its relationship with other variables in various contexts through various research methods.

2.1.1. Willingness to Communicate in First Language

The construct of WTC was originally conceptualized by McCroskey and Baer (1985) with reference to communication in first language (L1). Richmond, McCroskey and McCroskey (1989) base the development of this construct upon the studies of Burgoon (1976) on unwillingness to communicate, Mortensen, Arnston, and Lustig (1977) on predispositions toward verbal behaviour, and McCroskey and Richmond (1982) on shyness.

Burgoon (1976) defined the predisposition of unwillingness to communicate as “a chronic tendency to avoid and/or devalue oral communication”. In his study, Burgoon associated anomia, alienation, introversion, self-esteem, communication apprehension,

and reticence as the affective constructs which are the underlying factors causing unwillingness to communicate. The first version of unwillingness to communicate scale and its revised versions and the validation procedures were presented through the study of Burgoon. Mortensen et al. (1977) highlighted a characteristic predisposition that determines the amount of communication someone would have, and this predisposition was defined as 'predispositions toward verbal behaviour'. Mortensen et al. developed a self-report scale known as predispositions toward verbal behaviour (PVB) scale which is a 25-item Likert-type scale conducted in a 7 step response option. McCroskey and Richmond (1982) defined the term 'shyness' as 'the tendency to be timid, reserved, and most specifically, talk less' and studied the role of shyness on willingness to communicate. Shyness was studied by many researchers as a trait-like predisposition toward communication.

The early studies of L1 WTC treated WTC as a personality trait, trait-like predisposition that persisted among various types of contexts and receivers. In other words, an individual displays similar WTC tendencies despite situational variables as this tendency is controlled by the personality of the individual. In their seminal study McCroskey and Richmond (1990) hypothesised that there are some variations in the degree of the willingness to communicate of the individuals. They identified these variations as antecedents which result in the differences in L1 WTC: introversion, self-esteem, communication competence, communication apprehension, and cultural diversity.

The research conducted in the 1980s and 1990s basically aimed to reveal the different cultural aspects of L1 WTC through empirical investigations of various nationalities such as Puerto Rican (McCroskey et al., 1985), Australian, Micronesian, Swedish and American (McCroskey & Richmond, 1990), and Finnish individuals (Sallinen-Kuparinen et al., 1991, cited in Mystkowska-Wiertelak & Pawlak, 2017, p. 4). These studies showed that there were crucial differences of L1 WTC between the cultures investigated.

MacIntyre (1994) carried out a pioneer study in which he developed a path which predicts WTC by examining the relationship of the antecedents and WTC. The results of the study indicated that self-perceived communication competence and

communication apprehension directly influenced WTC, which meant they were two immediate predictors of WTC causing the variation of a person's WTC. The study showed that the level of WTC increased with greater self-perceived communication competence, while communication apprehension caused a decrease in the level of WTC. Introversion caused communication apprehension and affected self-perceived communication competence negatively. Self-esteem, on the other hand, was found to decrease communication apprehension. In his study, MacIntyre (1994) suggested that the further research should investigate the situational differences that affect WTC and underlined that “the interaction between general personality variables and specific situational characteristics also would provide a potential avenue for future research” (p. 140).

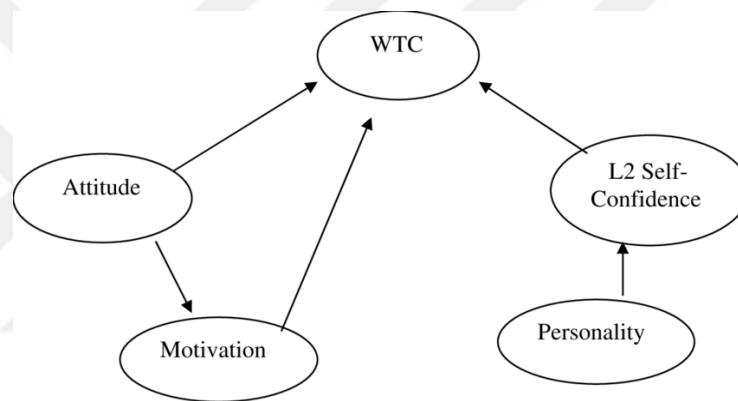


Figure 2.1. Proposed Model of WTC (cited in Bektaş-Çetinkaya, 2005)

In their later research, MacIntyre, Babin and Clément (1999) conducted a study in Canadian setting to examine L1 WTC at both trait and state levels. The study which was carried out with 226 students indicated that self-perceived communication competence was a significant predictor of L1 WTC (.84), while communication apprehension was not a statistically significant predictor of L1 WTC. Also it was revealed that communication apprehension affected WTC only through self-perceived communication competence and there was a negative correlation between communication apprehension and self-perceived communication competence. Their study also showed that extroverted individuals were likely less anxious and more competent when communicating with others and had higher self-esteem.

2.1.2. Willingness to Communicate in Foreign and Second Language

In the early 1990s, the research on L1 WTC directed the attention of the researchers towards foreign and second language learners' WTC. The spectrum of the studies of the L2 WTC significantly differs from the L1 WTC as the speakers of an additional language have different communication behaviours than the native speakers. MacIntyre et al. (1998) point out that L2 WTC cannot be regarded as the simple manifestation of L1 WTC (p.546).

As the first study on L2 WTC, MacIntyre and Charos (1996) combined MacIntyre's model (1994) and Gardner's socio-educational model of language learning (1985) and they aimed to investigate the underlying factors of L2 WTC (see Figure 2.2). This study hypothesised that L2 WTC and L2 Motivation affect the frequency of communication in a target language (TL) and there is a direct effect of L2 anxiety and perceived competence on L2 WTC. It was also maintained that there exist other linguistic, social, cognitive, and emotional variables affecting L2 WTC.

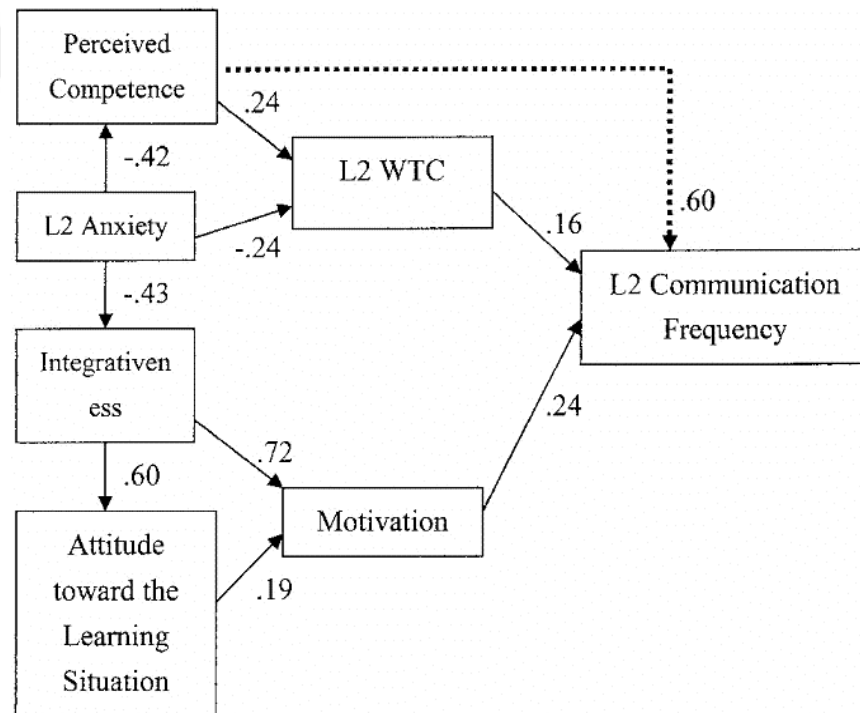


Figure 2.2. MacIntyre and Charos'(1996) Model of L2 Willingness to Communicate

Upon their research on L2 WTC, MacIntyre et al. (1998) did not limit WTC to a trait-like variable and they treated WTC as a situational variable. They suggested that

WTC has both enduring and transient influences. As a result of this suggestion, the researchers focused on examining the enduring and situational variables in order to comprehend the process of L2 communication. The research on these variables revealed some statistical analyses of the relationship between the individual variables and learners' communication tendencies in a L2 (MacIntyre & Charos, 1996; MacIntyre & Clément, 1996; cited in Mystkowska-Wiertelak & Pawlak, 2017, p.6).

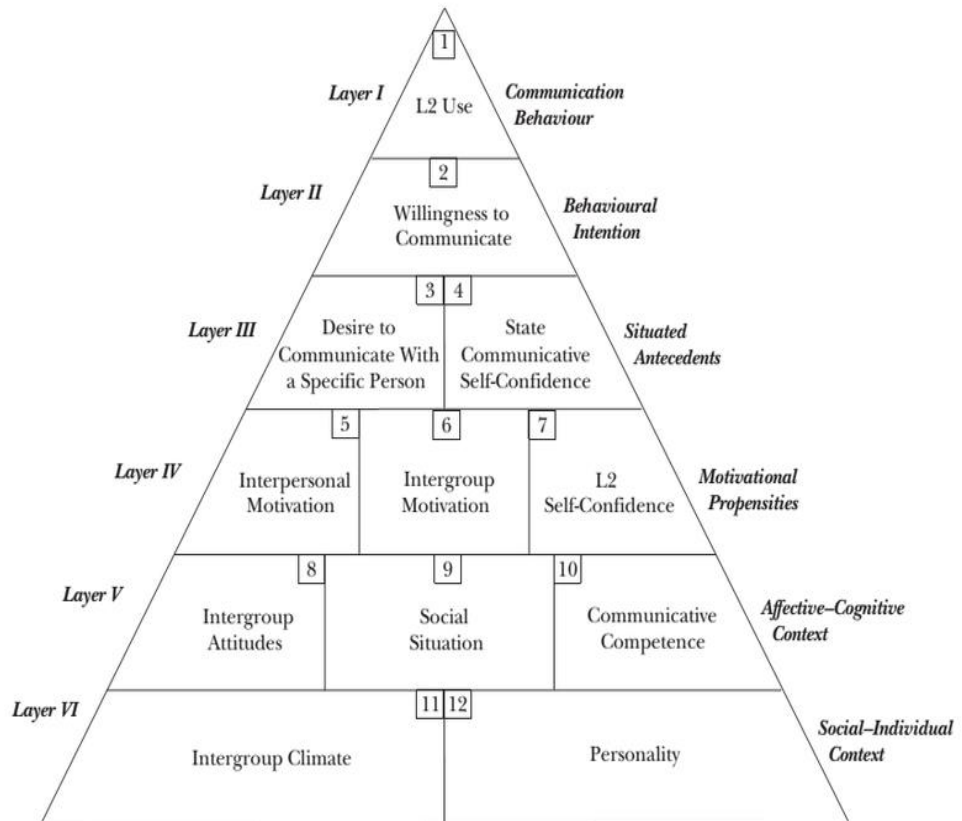


Figure 2.3. The Heuristic (Pyramid) Model of L2 WTC MacIntyre et al. (1998)

MacIntyre and his colleagues (1998) proposed a heuristic model of WTC, also called pyramid model, which includes linguistic, communicative, and social psychological variables in six categories defined as “layers” (See Figure 2.3). The top three layers of the pyramid (Communication Behaviour, Behavioural Intention, and Situating Antecedents) represent situational influences on L2 communication, while the bottom three layers of the pyramid (Motivational Propensities, Affective Cognitive Context, and Social and Individual Context) reflect enduring influences on L2 communication. As can be seen, the pyramid illustrates that from the top to the bottom,

layers signify a move from the most immediate situational influences to enduring influences on L2 communication.

The first layer of the pyramid, Layer I, represents the actual use of an L2 as the communication behaviour. This involves the uses such as speaking up in classroom context, watching a TV series in an L2, or working at a position in an international company where an L2 is utilized as a means of communication. The ultimate goal of learning a second or foreign language should be the actual use of that target language; therefore, L2 use is situated at the peak of the pyramid. MacIntyre et al. (1998) point out the actual use of L2 with this argument “the ultimate goal of the learning process should be to engender in language students the willingness to seek out communication opportunities and the willingness actually to communicate in them” (p. 547).

Layer II (Behavioural Intention) involves L2 WTC, which is defined 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). With this definition, they emphasize that L2 WTC has a strong relation with behavioural intention. In a classroom setting, when a student raises his/her hand to speak up, his/her intention to communicate is evident whether the actual use of the language takes place or not.

Layer III (Situational Antecedents) represents desire to communicate with a specific person and state communicative self-confidence, which are regarded as the most immediate determinants of WTC. Affiliation and control motives are the factors that make an L2 learner to have a desire to communicate with a specific person. Affiliation is the interest of an L2 learner to have relationship with the people who attract him/her. Control motives; on the other hand, refer the L2 learners’ wish to establish an influence over other interlocutors. The other construct in Layer III is state-communicative self-confidence, which stands for the general self-confidence rather than L2 self-confidence since there was no considerable knowledge about L2 self-confidence at the time when the pyramid of L2 WTC was proposed. The self- confidence in Layer III accounts for a feeling which depends on the parameters of a given situation different from the trait-like self-confidence Clément (1986) defined.

Layer IV (Motivational Propensities) is composed of interpersonal motivation, intergroup motivation, and L2 self-confidence which are considered as more stable

individual difference variables in L2 communication. Affiliation and control motives, similar to desire to communicate with a specific person in Layer III, are admitted as the causal states which lead to establish communication behaviours in broader L2 communication settings.

Layer V (Affective-Cognitive Context) involves the variables which include individually based attitudes and motives shaped by the prior experiences of the individuals. Intergroup attitudes, social situation, and communicative competence are those variables existing at this level of the pyramid.

Layer VI (Social and Individual Context) has two main antecedents: intergroup climate and personality. They have a comparatively less direct effect on the L2 WTC of a person as the pyramid indicates.

A number of empirical studies have been conducted in order to validate and examine the pyramid model of L2 WTC in various contexts.

2.1.3. Empirical Investigations into L2 WTC

A bulk of research embodying both quantitative, qualitative, and mixed-methods research designs was employed to obtain insights into the complex relationships between the linguistic, psychological, and contextual variables affecting L2 learners' WTC over the decades. Some of these notable studies are discussed briefly.

Early studies of WTC adopted self-report instruments to measure the WTC of the learners across different types of contexts and receivers. Most of these studies employed the WTC scale of McCroskey (1992) which was originally developed to measure L1 WTC by McCroskey and Baer (1985) and then adapted to measure L2 WTC.

The research conducted by MacIntyre and Charos (1996), which has been influential research over the subsequent studies, aimed to examine the relationship between the socio-educational model of Gardner (1985) and L2 WTC Model of MacIntyre (1994) in order to reveal the roles of affective variables in successful L2 learning. The study found that motivation, perceived L2 communicative confidence, and personality traits had indirect effects on L2 WTC.

MacIntyre, Baker, Clément and Conrod (2001) carried out a comprehensive study

with the purpose of investigating the relationship between WTC and specific skills both inside and outside the L2 classrooms in the immersion contexts. MacIntyre et al. employed four subscales to examine WTC inside the classroom, WTC outside the classroom, orientation for language learning, and social support. They measured WTC in both productive and receptive skills and examined five orientations or reasons for studying an L2: travel, job related, and friendship with Francophones, personal knowledge, and school achievement. The findings of the study showed a positive correlation between these five orientations and WTC. In addition, a positive effect of social support on higher levels of WTC outside the classroom was revealed.

Hashimoto (2002) examined the relationship between the L2 learners' frequency of communication in the classroom and motivation, perceived competence, communication apprehension, and WTC in Japanese EFL context by employing a scale adopted 20 items of the study of MacIntyre and Charos (1996). The study concluded that there is a significant path from perceived competence towards motivation and communication apprehension affected perceived competence.

Weaver (2005) carried out a study in which he underlined the fact that previous research mostly focused on the WTC construct as a stable, trait-like disposition by employing McCroskey and Richmond's (1987) L1 WTC scale. As a result of the limitations of the previous related research, Weaver attempted to extend the WTC research to willingness to write as well as willingness to speak in the classroom context by adopting Rasch Model in Japanese EFL context. He developed a scale of L2 WTC and asserted the convenience of the scale as a result of his study.

Peng conducted a number of studies in Chinese EFL context to get a better insight into WTC and its relationship with the variables affecting the level of WTC. In one of her early studies regarding WTC, Peng (2007) studied the predictive effect of integrative motivation on L2 WTC in the classroom setting and obtained results showing that the effects of integrative motivations on the variation in L2 WTC were meaningful but not as significant as it was assumed. Additionally, motivation was regarded as the strongest predictor, but it was found that attitudes towards the learning situation were not strong predictors of L2 WTC. In her another study, Peng (2013) attempted to measure WTC in the Chinese context by adapting the WTC scale of Ryan

(2009). The results showed that the participants reporting WTC in classroom situations outnumbered those expressing WTC in out-of-class situations.

By using Structural Equation Modelling (SEM), Peng and Woodrow (2010) tested a hypothesized model integrating WTC in English, communication confidence, motivation, learner beliefs, and classroom environment and found that classroom environment had a predictive role in WTC, communication confidence, learner beliefs, and motivation. The results showed that there was an indirect effect of motivation on WTC through confidence, and there was a direct effect of learner beliefs on motivation and confidence. The study also acknowledged that individual and contextual variables had crucial impact on classroom communication.

Ryan (2009) investigated 18 motivational and affective variables including WTC in Japanese context at the secondary and tertiary levels. He employed the original scale of WTC by McCroskey (1992) in order to examine the Japanese EFL learners' willingness to engage in communication both inside and outside the classroom. This study provided empirical possible selves dimensions of the L2 Motivational Self System and it was found that Ideal L2 self had a strong correlation with integration of the learners into communication.

The previous research conducted in diverse ESL and EFL contexts discussed above employed quantitative research design with the self-report instruments and provided remarkable implications, and characterized the WTC construct as a trait-like disposition. In addition to these studies, recent studies addressed the situational aspect of WTC construct and shifted their research design from quantitative to mixed-methods design as well as qualitative research design in order to advance our understanding of WTC one step further. Mystkowska-Wiertelak and Pawlak (2017) emphasize the application of these two research design types jointly in terms of providing a wide range of data and enabling a multidimensional picture of WTC construct.

A qualitative research conducted by Kang (2005) investigated the dynamic aspects of situational WTC during a conversation. The study employed semi-structured interviews, videotaped conversations collected over the period of eight weeks, and stimulated recalls to collect the qualitative data from the participants of four Korean students. The researcher proposed a new definition of WTC based on the findings of

study. The defined the WTC construct by Kang is that “*Willingness to communicate (WTC) 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*”. The study reached the conclusion that situational WTC in L2 resulted from the interaction of three psychological conditions: security, excitement, and responsibility. Kang (2014) conducted another study employing a mixed-methods design to analyze the effect of study abroad experiences on Korean EFL learners’ WTC by adopting the WTC scale of Peng and Woodrow (2010), interviews, and classroom observation. In the end of the study, the results summarized that learners’ WTC was affected positively by a relatively short period spent abroad.

Cao and Philp (2006) aimed to shed light on the dual characteristics of L2 WTC: trait-like WTC and situational WTC. The study was conducted through classroom observation, participant interviews and questionnaires with the aim of examining the consistency between L2 learners’ self-report WTC and their actual WTC behaviour in an L2 classroom. What was revealed from the study is that the group size, familiarity with interlocutor(s), interlocutor(s)’ participation, familiarity with topics under discussion, self-confidence, medium of communication and cultural background affect the L2 WTC of the learners in the classroom setting. Cao (2011) attempted to gain a clear understanding of situational L2 WTC inside the classroom through another study in which various data collection tools such as classroom observation, stimulated-recall interviews, and reflective journals were adopted. The study showed that situational WTC in L2 classrooms is affected by the individual factors, environmental factors, and linguistic factors.

The situational WTC, the dynamic feature of it, and the fluctuations causing learners to have different levels of WTC in the classroom setting as well as comparing and contrasting WTC inside the classroom with WTC outside the classroom was examined by a number of studies (MacIntyre & Doucette, 2009; Peng, 2013; Shea, 2014; Zarrinabadi & Abdi, 2011; Zhou, 2012). These studies revealed a common point that variables such as linguistic, psychological, contextual factors affect the learners’ WTC in various EFL contexts.

In a recent study, Mystkowska-Wiertelak and Pawlak (2017) reviewed the research on WTC and outlined them in the table given below which illustrates the WTC studies that employ qualitative or mixed-methods research designs to ascertain the context-related influences on fluctuations in WTC levels of the EFL learners in various contexts where English is learnt as foreign or second language.

Table 2.1 Summary of the Main Context-related Influences on Changes in WTC Levels (Mystkowska-Wiertelak & Pawlak, 2017)

<i>Study</i>	<i>Variables effecting WTC levels (often in interactive)</i>
Fishbein and Ajzen(1975, 1980)	Context
MacIntyre et al. (1997)	Learning Context
Baker and MacIntyre (2000)	Learning Context
MacIntyre et al. (2001)	Learning Context
Clément et al. (2003)	Frequency of communication, quality of contact
Kang (2005)	Security, excitement, responsibility mediated by interlocutor, topic, context
Cao (2006)	Topic, task type
Cao and Philp (2006)	Group size, familiarity with interlocutors, their participation, knowledge of the topic, self-confidence and cultural background
Peng (2007a)	Integrativeness, attitudes towards the learning situation and motivation
Peng (2007b)	Motivation, context
Weaver (2007)	Task type
De Saint Léger and Storch (2009)	Students' perception of their speaking skills, contributions they made to in-class oral activities, attitudes towards these activities
MacIntyre and Doucette (2010)	Volatility and hesitation which is positively correlated to anxiety
Cao (2011)	Self-confidence, personality, emotion, perceived opportunity to communicate, topic, task, interlocutor, teacher, group size, linguistic factors
Cao and Jiaotong (2012)	Topic, task type
MacIntyre et al. (2011)	Context
MacIntyre and Legatto (2011)	Linguistic factors (lexis), context, and proficiency
MacIntyre et al. (2011)	Context, topic
Cao (2013)	Task, experience, confidence
Cao (2014)	Individual characteristics, classroom environmental conditions and linguistic factors
Peng (2014)	Cultural and contextual communication confidence, motivation, learner beliefs, classroom context; aspects of perceived communication confidence: topical knowledge, topical familiarity, critical thinking ability

Table 2.1. (Continued)

Zhong (2013)	Task type, face concerns
Zarrinabadi (2014)	Teacher, topic
Mystkowska-Wiertelak and Pawlak (2014)	Participation format (monologue vs. dialogue), fatigue
Mesgarshahr and Abdollahzadeh (2014)	Communication strategy training
Yue (2014)	Parents' expectations, classroom context
Munezane (2015)	Training in the form of visualising and goal setting
Pawlak and Mystkowska-Wiertelak (2014)	Presence or absence of teacher, degree of familiarity with interlocutor, having ideas to share
Gallagher and Robins (2015)	Intra-group relationships
Bernales (2016)	Goals, motivation, classroom norms and teacher expectations
Pawlak et al. (2016)	Task type, participation format, topic, interlocutor
Peng et al. (2016)	Multimodal classroom affordances

To summarize, based on the empirical investigations conducted in the last two decades, it is possible to state that the construct of WTC has been studied in various contexts from various perspectives. The findings of these studies have provided comprehensive insights into the phenomenon under investigation.

2.1.4. The Antecedents of L2 WTC

In one of their earliest studies on WTC, Richmond and McCroskey (1989) stated that willingness to communicate, which is defined as the immediate cause of the regularity in amount of the communication behaviour of an individual across situations, was established as a result of many research studies and it was time to examine the reasons why people had certain differences in this predisposition orientation. They referred the variables leading to these differences in the degree of willingness to communicate among individuals as 'antecedents' and underlined that the antecedents could not be directly associated with the causes of variability in willingness to communicate.

Among a number of variables that have potential impact on WTC in English, some influence individual's WTC in L2 directly, whereas others influence it indirectly. Some antecedents that lead to differences in L2 WTC have received considerable attention from various scholars and these are thought to have significant correlations

with WTC. The variables that will be introduced and reviewed in this section are: communication apprehension, self-perceived communication competence, gender and age, personality, content and context, and motivation.

2.1.4.1. Communication Apprehension

Communication Apprehension (CA) is defined as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” by McCroskey (1977, p.78; 1978, p.192). Language anxiety or apprehension has been named with different terms by various researchers in the relevant WTC literature, which might cause a terminological confusion. Horwitz, Horwitz and Cope (1986) define the anxiety as ‘the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system’ (p. 75) and they use the term of communication anxiety to name this type of difficulty in speaking in different communication contexts such as in dyads, groups or in public.

While some researchers regard anxiety as *language anxiety* (e.g., Clément et al., 2003; MacIntyre et al., 2002), *communication anxiety* (CA) is also a highly accepted term to refer the anxiety in L2 WTC literature (e.g., Baker & MacIntyre, 2000; Çetinkaya, 2005; Hashimoto, 2002; Kim, 2004; McCroskey, 1979; Yashima, 2002).

Since its introduction in 1970 by McCroskey, communication apprehension construct has been broadened substantially and some slight modifications have been observed within the scope of its concern. The early conceptualization of CA was ‘a broadly based anxiety related to oral communication’ (McCroskey, 1970), and the focus of early studies of CA was mainly on oral communication, whereas the studies about the apprehension broadened its scope with the ones about writing (Daly & Miller, 1975) and singing (Andersen, 1978, cited in McCroskey, 1979).

McCroskey (1978) also emphasizes that the earliest studies viewed CA construct as a trait-like variable and substantial expansion of the studies on CA employed it to be investigated as both trait and state forms (Beatty, Balfanz, & Kuwabara, 1989; Beatty & Friedland, 1990). In the same study, McCroskey (1978) introduces the various types of CA such as trait-like CA, generalized-context CA, person-group of CA, situational CA, and pathological CA and categorizes them all in two main types as trait-like and state-

like in the end. The researcher also attempts to clarify the causes, treatment and effects of CA in a comprehensive way in his seminal study. It is concluded from the studies focusing on the influences of CA on communication and WTC that there is a negative correlation between high CA and effective communication (McCroskey, 1997; McCroskey & McCroskey, 2002; MacIntyre & Charos, 1996).

An empirical study conducted by Jung (2011) with 226 participants aimed to examine the relationship among willingness to communicate (WTC), communication apprehension (CA), and self-perceived communication competence (SPCC) in Chinese and English language contexts respectively through a mixed method research and it was revealed that there is a positive and statistically significant correlation between Chinese and English for communication apprehension, self-perceived communication competence, and willingness to communicate. One noteworthy point concluded from the relevant research is that highly communicative apprehensive people are less communicative compared to the ones who are less apprehensive; in other words, people feeling anxiety while speaking are less willing to communicate.

2.1.4.2. Self-Perceived Communication Competence

As one of the strongest predictors of WTC, self-perceived communication competence (SPCC) is an immediate precursor to be focused on specifically. The communication competence is defined as “adequate ability to pass along or give information; the ability to make known by talking or writing” (McCroskey & McCroskey, 1988, p. 109) and McCroskey and Richmond (1987) consider the construct of self-perceived communication competence as how one perceives his/her own communication competence for a successfully conducted actual communication in a particular situation. Self-perceived communication competence determines whether the person prefers to communicate or not, and this explains why some language learners are willing to communicate despite their low language competency while some with high language competency tend to be reticent communicators owing to their own negative perceptions regarding their language competency.

Baker and MacIntyre (2000) highlight that communicative apprehension and self-perceived communicative competence are the two strongest predictors of willingness to

communicate (WTC) in English according to the studies conducted in the late 1990s. These studies show that there is a substantial relationship between willingness to communicate, communicative apprehension and self-perceived communication competence. McCroskey and Richmond (1990) underline that self-perceived competence stimulates communication more than the actual competence when it comes to decide whether to communicate or not.

In one of their earliest studies, McCroskey and McCroskey (1986) stated that communicative apprehension and self-perceived communication competence were the strong predictors of willingness to communicate and they suggested that there is a negative correlation between a person's willingness to communicate and communicative apprehension, while the correlation is positive between the willingness to communicate and self-perceived communication competence. Another study conducted by Barraclough et al. (1988) with 195 college students in Australia predicated the findings of McCroskey and McCroskey (1986) as well as revealing a negative correlation between the communicative apprehension and self-perceived communication competence.

Shahbaz, Khan, Khan and Mustafa (2016) carried out a study with 88 Pakistani foreign language learners in order to reveal the role of self-perceived communicative competence and communication apprehension in increasing the WTC of learners from both formal and informal contexts. They concluded from the research that there is a positive relationship between the WTC and SPCC in informal contexts, and the relationship between the WTC, SPCC and CA is closely related to the extent of the acquaintance of the interlocutors in the formal contexts.

Hashimoto (2002) carried out a study to analyse the socio-educational model and willingness to communicate in Japanese context and found out that the L2 anxiety and perceived competence influence one person's willingness to communicate in a significant way. Hashimoto (2002) also searched the relationship between L2 anxiety and perceived competence and revealed the direct negative influence of L2 anxiety on perceived competence. It can be concluded from this research that it is possible to increase the WTC of the language learners by reducing their anxiety and promoting their perceived competence to enable them to initiate and carry on an effective

interaction.

From various studies on self-perceived communicative competence, it is inferred that SPCC is seen as the strongest predictor of L2 WTC and language learners perceiving themselves as competent communicators have a high degree of WTC (McCroskey & Richmond, 1990; MacIntyre, 1994; MacIntyre & Charos, 1996; Yashima, 2002).

2.1.4.3. Gender and Age

Similar to a wide range of research studies, the studies on L2 WTC investigated the effect of variables of gender and age on L2 WTC. MacIntyre et al. (2002) carried out a study to analyse the effect of gender and age differences on WTC. The results of this study showed that the level of WTC of the learners increased from grades 7 to 8, and girls were found to be more willing to communicate compared to boys. In another study, by examining 195 immersion and non-immersion students, Baker and MacIntyre (2000) found a gender difference regarding WTC which varies according to setting. What was maintained in this study was that girls seemed to have more tendency to be engaged in communication in the classroom, while boys showed this tendency outside the classroom.

Donovan and MacIntyre (2004) attempted to investigate the gender and age differences in WTC depending on the antecedents of communication apprehension and self-perceived communication competence. The researchers analysed three different age groups in a cohort design: junior high, high school and university students. The study concluded that females were more willing to communicate than males in the junior high group, but no significance difference between the female and male students was found in other two groups: high school and university.

Hsu (2007) examined the differential impact of gender on differences in communication orientations between Taiwanese ($n = 311$) and American ($n = 304$) undergraduates in Taiwanese context. The results of this study revealed that the effect of gender differences on communication orientation is more significant among American participants than Taiwanese participants. To illustrate, American female participants reported significantly higher WTC compared to their male counterparts,

while differences between Taiwanese females and males were smaller compared to Americans. Hsu discussed the findings of the study and maintained that gender differences in communication are culturally determined in a large extent and vary from culture to culture.

Munezane (2014) conducted a study with 662 Japanese university students in order to test the gender differences along with some other variables to be searched in L2 WTC in the Japanese EFL context and found that gender diversity played a significant role in promoting the classroom communication. Some other studies, on the other hand, found no significant relationship between gender and WTC (Alemi et al., 2013; Bashosh et al., 2013). The research on the effects of gender and age on WTC yielded conflicting results: while some of the studies have provided a significant relationship between them, some others showed no significant effect of gender and age on WTC.

2.1.4.4. Personality

It is evident to observe the effect of personality on WTC both in L1 and L2. Even, the early stages of WTC research perceived WTC as a personality trait. With the progress on WTC research, personality traits such as introversion and extraversion were defined as the antecedents of WTC in the native language of the speakers (McCroskey & Richmond, 1990). Extraverted people were assumed to be more willing to communicate and have greater readiness to engage in communication than those who were introverted. When it comes to the research on L2 WTC, personality was placed at the very bottom of the pyramid as according to the heuristic model of L2 WTC developed by MacIntyre et al. (1998). Along with intergroup climate, personality was considered to have a comparatively less direct effect on the L2 WTC of a person as the pyramid indicated.

Another attempt to investigate the relationship between personality and WTC was undertaken by MacIntyre and Charos (1996). The researchers studied the effect of Big Five personal traits (1. introversion and extraversion, 2. agreeableness and disagreeableness, 3. conscientiousness and negligence, 4. emotional stability, 5. intellect and lack of sophistication) on language learning. The main finding of the study was that these personal traits defined as the Big Five (Goldberg, 1992) were found to have

positive and negative effects on WTC, and also a direct and significant paths from WTC, motivation, competence, and the opportunity to have contact with L2 speakers regarding the frequency of second language communication was uncovered.

MacIntyre et al. (1999) aimed to reveal the relationship between personality and WTC of the individuals from different ethnolinguistic backgrounds in the Canadian context. By adopting SEM (Structural Equation Modelling), the researchers of the study analysed the effects of two personality traits i.e. extraversion and emotional stability on WTC, and provided the results indicating that these personality traits affected WTC indirectly through self-esteem, communication apprehension, and perceived competence.

In the Chinese EFL setting, Zhang (2011) attempted to examine the personal and contextual factors hindering and enhancing EFL students' WTC and yielded the results that having low anxiety facilitated EFL students' WTC. Cao (2011) explored the situational disposition of WTC and came to the conclusion that along with the linguistic and environmental factors, individual characteristics such as self-confidence, personality, emotion and perceived opportunity played a crucial role in EFL students' WTC in class. As for the Japanese EFL context, the findings of the study Matsuoka (2006) who searched the variables of L2 WTC showed that perceived competence, introversion, communication apprehension, motivational intensity and integrativeness were statistically significant predictors of L2 WTC.

2.1.4.5. Content and Context

It was until the study of MacIntyre et al. (1998) that WTC had been perceived as a trait-like disposition. Their study asserted that the variables depending on contextual factors had potential impact on WTC of the individuals. With the aim of exploring the effects of learning contexts on L2 WTC, MacIntyre et al. (2001a) carried out a study in a French context and stated that the students who had social support especially from their parents and teachers reported having higher levels of WTC compared to those having support from their friend. Also, it was revealed that students were more willing to speak and write in the classroom context than outside.

Another study conducted by Clément, Baker and MacIntyre (2003) in the

Canadian context investigated the contextual and individual variables between two groups of tertiary students consisting 130 Anglophone and 248 Francophone students. The study showed that both contextual and individual variables significantly predict L2 use and underlined the crucial role of social support in enhancing the L2 WTC of the learners.

Yashima and Zenuk-Nishide (2008) aimed to uncover the effects of learning context on L2 WTC by comparing two study-abroad and study-at-home groups (n=165) and contrasting two EFL program options with considerably different exposure to an L2. The results indicated that the study-abroad groups were obviously more advantageous compared to those study-at-home groups in terms of the variables affecting WTC positively.

The above-mentioned studies exploring the effects of contextual factors which affect L2 WTC were all based on quantitative research design and it was suggested to conduct further qualitative research which would provide in-depth understanding by unveiling more factors affecting the situational WTC in different contexts (Dörnyei, 2005; Kang, 2005; MacIntyre, 2007).

To fulfil this purpose, Kang (2005) tried to determine the situational variables as well as the dynamic nature of WTC. In this qualitatively designed research, Kang included a sample consisting of four Korean students at an American university where English is used as a medium of instruction. The conclusions of the study showed that some psychological conditions such as excitement, responsibility, and security were the situational variables that affect the emergence of WTC. Additionally, topic, interlocutors, and conversational context were found to influence the WTC based upon the dynamic shifts in the context.

Cao and Philp (2006), similarly, aimed to reveal the dual characteristics of L2 WTC by adopting a triangulation research design. The researchers analysed the learners' self-reported WTC and their actual WTC behaviour in whole class, small groups, and dyads. They compared self-reports and observation of their actual classroom behaviour of the participants and found that these self-reports did not predict the actual classroom behaviours of the participants. The study also concluded that depending on interactional contexts i.e. whole class, group work, and pair work, WTC

was fluctuated by the factors such as group size, familiarity with interlocutors, familiarity with topics under discussion, self-confidence, medium of communication, and cultural background. Cao (2011) attempted to gain a clear understanding of situational L2 WTC inside the classroom through another study in which various data collection tools such as classroom observation, stimulated-recall interviews, and reflective journals were adopted. The study showed that situational WTC in L2 classrooms is affected by the individual factors, environmental factors, and linguistic factors.

2.1.4.6. Motivation

Motivation is considered as one of the most critical individual differences, which promotes second language learners to initiate and sustain their learning process successfully. Ushioda (2013) underlines the significant role of motivation in learning an additional language rather than one's first language and states that "being motivated (or not) can make all the difference to how willingly and successfully people learn other languages" (p.75). The early studies of L2 motivation date back to the works of Gardner and Lambert (1972), and since then there has been a vast amount of theoretical and empirical research investigating the complicated nature and the role of motivation in the language learning process in various learning contexts. Gardner and Lambert (1972) underlined that motivation has a primary role to encourage the L2 learners to learn the language of the other community for increasing the intercultural communication in the multicultural settings like Canada.

When exploring the field of L2 motivation three theoretical frameworks seem to have been the most influential approaches which explain the critical role of motivation on language achievement: Gardner's Motivation Theory (1985), Deci and Ryan's Self Determination Theory (1985, 2002), and Dörnyei's L2 Motivational Self System (2005). The initial studies on L2 motivation originated from the Socio-educational model of Gardner (1985, 2001) indicated that integrative and instrumental orientations are the main impetus for L2 learning.

The studies regarding the relationship between L2 WTC and motivation indicated an indirect relationship between them (Bektaş-Cetinkaya, 2005; Kim, 2004; MacIntyre

& Charos, 1996; Peng & Woodrow, 2010; Yashima, 2002; Yousef, Jamil & Razak, 2013). On the other hand, some other studies found a significant direct relationship between L2 WTC and motivation (Jung, 2011; Lahuerta, 2014; MacIntyre et al., 2002; Peng, 2007a).

2.1.5. Empirical Studies of L2 WTC in Turkey

In Turkey where English is learned as a foreign language, learning/teaching English is considered as a problematic area from elementary level to higher education level by foreign language teachers, learners, parents, the Ministry of Education (MoNE), as well as the international authorized institutions such as British Council. The report titled “The state of English in higher education in Turkey” published in 2015 summarizes the issue by underlying that Turkey has some systemic and pedagogic problems regarding teaching/learning English in higher education level (British Council, 2015). The situation could be generalized for the all levels of education from elementary level to high school level as well as higher education.

The introduction of English to Turkish educational system dates back to the Tanzimat Period (1839 – 1876), which has a crucial meaning for the Turkish educational system since it is regarded as the beginning of the westernization movement (Kırkgöz, 2005). It is so surprising that there is a systemic problem in teaching/learning English in Turkey even though it has been almost two hundred years since English teaching was introduced to Turkish educational system. During the Republican Period since 1923, it was 1997 when Turkish educational system underwent a number of primary changes regarding the English teaching policy at all levels of education. An educational reform, which was called as “The Ministry of Education Development Project” was introduced, and it was aimed at promoting effective English teaching in both public and private schools in the country (Ozsevik, 2010).

With this reform, the compulsory education was extended from five to eight, and students started learning English at the fourth grade at the primary school, which used to be sixth grade at the secondary school before. The aims of foreign language teaching in Turkey are stated clearly and the improvement of the basic communicative skills and use of language is highlighted on the official website of the Ministry Education of

Turkey (Incecay, 2012). Kirkgoz (2005) regard this as a major breakthrough in English language teaching (ELT) in Turkey as the term “communicative approach” was introduced into the ELT curriculum for the first time.

Despite these reforms and the clear explanations about the communicative use of language is clearly stated and aimed in the theoretical part of the curriculum, so many challenges are observed in the practice of teaching English in a communicative way in Turkey (Denkci-Akkas & Coker, 2016). Akpinar and Aydin (2009) and Paker (2012) point out the critical challenges the foreign language learners in Turkey face about using the language communicatively at the end of over ten years of education. It is so common to hear this sentence from the Turkish EFL learners ‘I can understand English but cannot speak it.’

The relevant literature investigating the reasons of the problem of teaching English as a foreign language in Turkey reveal some remarkable issues. To start with Ozcevik (2010), he concludes that the major problems in English teaching in Turkey include large classes, teachers’ heavy workload, heavily loaded program to cover, mismatch between curriculum and assessment, and students’ poor communicative abilities, and he adds that the reasons why CLT (Communication Language Teaching) cannot be implemented in Turkish EFL classes in the desired way arises from four main related challenges: teacher related challenges, student related challenges, challenges related to the educational system, and CLT-related challenges.

Regarding the communication related challenges in English teaching in L2 contexts, it is necessary to highlight the statement of Dörnyei (2005, p.207): “It is not uncommon to find people who tend to avoid entering L2 communication situations even if they possess a high level of communication competence”. The idea behind this statement implies that there are some linguistic, contextual, psychological factors which affect learners to get ready to engage in communication. The studies in L2 WTC construct mainly aimed to explore these factors which enable some learners to be more willing to communicate than others. Despite the L2 WTC construct has been studied in various EFL and ESL contexts, Yashima (2002) suggested the studies of L2 WTC should be extended into different contexts through this statement: “a careful

examination what it means to particular context is necessary before applying a model developed in a different context” (p.67).

The WTC studies carried out in the Turkish EFL context have explored the certain aspects of the construct. Most of the studies tried to reveal the levels of L2 WTC and the variables that affect the L2 WTC of Turkish EFL learners (Altınar, 2018; Asmalı, 2016; Atay & Kurt, 2009; Bektaş-Çetinkaya, 2005; Bergil, 2016; Bursalı & Öz, 2017; Hişmanoğlu & Özüdoğru, 2017; Öz, Demirezen & Pourfeiz, 2015; Şener, 2014). Some other studies compared two different EFL contexts with regard to L2 WTC to uncover the similarities and differences between the EFL contexts (Asmalı, Bilki & Duban, 2015; Mulalic & Obralic, 2016). All the experimental studies into L2 WTC in the Turkish EFL context investigated the EFL students at the university level but for one study of which population included young learners (Buckingham & Alpaslan, 2017). In addition to these studies, a number of studies investigating the underlying factors affecting the L2 WTC of the Turkish EFL learners (Aydın, 2017), the teacher effects on L2 WTC (İlter, 2018), and interrelations of self-guided motivational units and their predictive effects on WTC (Kanat-Mutluoğlu, 2016) were reviewed. The following table (Table 2.2) summarizes the studies on WTC in Turkish EFL context with regard to differences in research approach, instruments, population, and content they employed.

Table 2.2 The Summary of Empirical Studies into WTC in Turkey

<i>Study</i>	<i>Research Design</i>	<i>Employed WTC Scale</i>	<i>Setting</i>
Çetinkaya-Bektaş (2005)	Hybrid Design	McCroskey (1992)	University
Atay and Kurt (2009)	Mixed-Methods	McCroskey (1992)	University
Şener (2014)	Mixed-Methods	Adapted from McCroskey (1992), Cao and Philp (2006), MacIntyre, et al. (2001)	University
Asmalı, Bilki and Duban (2015)	Quantitative	McCroskey & Richmond (1985; 1987)	University
Öz, Demirezen and Pourfeiz (2015)	Quantitative	McCroskey (1992)	University
Mulalic and Obralic (2016)	Quantitative	McCroskey (1992)	University

Table 2.2. (Continued)

Asmalı (2016)	Quantitative	McCroskey (1992)	University
Bergil (2016)	Quantitative	McCroskey (1992)	University
Kanat-Mutluoğlu (2016)	Quantitative	McCroskey (1992)	University
Buckingham and Alpaslan (2017)	Quasi-Experimental	A rubric adapted from MacIntyre et al (1998)	Primary School
Bursalı and Öz (2017)	Quantitative	MacIntyre et al. (2001)	Univeristy
Aydın (2017)	Qualitative	N/A	University
Ayaz (2017)	Quantitative	McCroskey (1992)	University
Hişmanoğlu and Özüdoğru (2017)	Quantitative	McCroskey (1992)	University
Altınır (2018)	Quantitative	Peng and Woodrow (2010)	University
İlter (2018)	Qualitative	N/A	Private Language School

The first attempt to investigate the WTC construct in Turkish EFL context was actualized by Bektaş-Çetinkaya (2005). In her study, the researcher aimed to examine the levels of L2 WTC and the variables that affect the L2 WTC of the EFL learners in a college in Turkish EFL context. She explored the WTC of the EFL students with respect to these variables: communication context (public speaking, talking in meetings, group discussions, and interpersonal conversations) and types of receivers (stranger, acquaintance, and friend) through the WTC scaled employed in the study. The study adopted a hybrid design combining both quantitative and qualitative data collection and analysis procedures and the sample of the study consisted of 356 randomly selected college students in Turkey. Fifteen of those participated were interviewed for the qualitative data of the study. For the analysis of the quantitative data which were measured by the WTC Scale developed by (McCroskey, 1992), the Structural Equation Modeling (SEM) was administered to reveal the variables affecting L2 WTC of the students. The study concluded that the EFL college students in Turkish EFL context were somewhat willing to communicate, and the motivation of the students to learn English was not very high. In addition, students reported positive attitudes towards the international community along with perceiving themselves competent to communicate in English. The students of the study were found to have low communication anxiety and slightly extraverted. The attitude of the students towards the international community and their perceived linguistic self-confidence directly affected their WTC,

while their motivation to learn English and personality in terms of being an introvert or extrovert indirectly affected their WTC through linguistic self-confidence.

Employing a mixed-methods research design, Atay and Kurt (2009) investigated the underlying factors of Turkish EFL learners' (n=159) L2 WTC and their perceptions about communicating inside and outside the classroom in a Turkish state university context in Turkey. Quantitative findings of the study revealed that there was a strong positive correlation between perceived competence and L2 WTC, and students having higher score on international posture were more willing to communicate in English both outside and inside the classroom. In addition, desire to learn English was not found to be a significant predictor of L2 WTC. Topic, background knowledge, teacher, and peers were reported to be the situational variables affecting the students' L2 WTC as a result of the qualitative findings of the study.

In another comprehensive study, Şener (2014) examined the L2 WTC of the students (n=274) of ELT department of a Turkish state university. The study basically aimed to reveal the relationships between the L2 WTC, linguistic self-confidence, motivation, attitudes toward international community, and personality of the students inside and outside the classroom. The study employed a mixed-methods design in which a questionnaire, classroom observation, and interviews were utilized to collect in was adopted from McCroskey (1992), Cao and Philp (2006), and MacIntyre, et al. (2001). The researcher obtained some remarkable results at the end of the study. Accordingly, the levels of the L2 WTC of the students were determined as between moderate and high, and their motivational intensity was found to be very high both inside and outside the classroom. The students were reported to have positive attitudes toward the English language and the cultures of communities of the target language. Significant correlations between L2 WTC and self-confidence, attitude toward international community, and motivation were established. Self-confidence was also revealed to be the most crucial predictive of in-class L2 WTC of the students. Motivation was found to have an effect on the L2 WTC to a certain degree.

Asmalı, Bilki, and Duban (2015) performed a comparative study in Turkish and Romanian EFL contexts with 130 participants in a quantitatively designed research in order to investigate L2 WTC and its key antecedents. The WTC scale used in the study

was proposed by McCroskey and Richmond (1985; 1987). The results of the study shed light on the significant differences between the Turkish and Romanian EFL learners. According to the findings, Romanian EFL learners had higher levels of L2 WTC and competency in communication compared to Turkish counterparts despite the same levels of communication apprehension of both groups. With regard to the relationship between WTC and its key antecedents, it was uncovered that there was a strong positive correlation between WTC and self-perceived communication competence, and a negative correlation between WTC and communication apprehension of both groups.

With the aim of examining the WTC of EFL learners in Turkish context, Öz, Demirezen, and Pourfeiz (2015) carried out a study in order to investigate the relationships between L2 WTC predictable variables and L2 WTC. The WTC scale developed by McCroskey (1992) was used to measure the participants' WTC. The results showed a satisfactory level of WTC that EFL students had. In addition, a positive direct path from self-perceived communication competence and a significant negative path from perceived communication apprehension to WTC were found as a result of SEM analysis. The study also revealed significant gender differences in terms of some of the L2 WTC predictable variables, namely communication apprehension, self-perceived communication competence, integrativeness, attitudes towards the learning situation, motivation, instrumental orientation, and ideal L2 self. To illustrate, females had significantly higher perceived communication apprehension than males, and males had the highest mean scores in self-perceived communication competence, integrativeness, attitudes towards the learning situation, and instrumental orientations and WTC. Females also attained the highest means scores in motivation and ideal L2 self. The overall findings of the study showed that there was no significant direct path from motivation to WTC, and no direct relationship between learning situation and L2 WTC was obtained. In conclusion, self-perceived communication competence was found to be the strongest predictor of L2 WTC, and also affective factors had indirect effects on L2 WTC in Turkish EFL context. The researchers of the study suggested mixed-method designs to be employed in the further research from different perspectives.

Another research examining the WTC construct through a comparative cross-cultural study in different EFL contexts was conducted by Mulalic and Obralic (2016). The researchers attempted to investigate the WTC, communication apprehension and

communication competence of Turkish and Bosnian ELF learners in a Bosnian university context. The population of study were the 79 freshmen students. The research aimed to reveal whether there was any difference among Bosnian and Turkish students regarding their WTC, communication competence, and communication apprehension according to gender variable. By employing a Personal Report Communication Apprehension questionnaire, a Self-Perceived Communication Competence Scale, and WTC scale (McCroskey, 1992), the researchers obtained the quantitative data and analyzed through SPSS and T-test. According to the results of the study, no statistically significant difference was found between Bosnian and Turkish students regarding their WTC, communication competence, and communication apprehension according to gender variable.

In a similar vein, Asmalı (2016) conducted a quantitatively designed study in which he explored the L2 WTC of Turkish university students within the framework of the L2 WTC Model proposed by MacIntyre et al. (1998). The researcher examined the interrelationships between L2 WTC, attitude toward international community, motivation to learn English, linguistic self-confidence and personality of Turkish EFL students in a Turkish EFL context. The study was administered with university students (n=251) whose ages ranged between 18 and 36 from various departments of a Turkish state university. The data were collected through a questionnaire which was adopted from different scales which measured WTC, confidence in English communication, English learning motivation, attitude (international posture), and personality. The quantitative data were analysed via Partial Least Square SEM, and the results of the study indicated that there was a direct relationship between confidence in English communication, English learning motivation, attitudes toward international community, and L2 WTC of the students. Conversely, an indirect relationship between personality and L2 WTC was found through the confidence of the students in English communication.

The investigation of the L2 WTC of Turkish EFL students was furthered by the study of Bergil (2016) who explored the Turkish preparatory class students' WTC levels in addition to the effects of individual differences on their WTC levels. The population of the study were Turkish EFL university students (n= 79) who enrolled in the preparatory classes in a Turkish state university. The researcher adopted the WTC

scale developed by McCroskey (1992) to collect the data of the study. For the analysis of the data series of independent samples t-tests and one-way ANOVAs were utilized. The main findings of the study displayed that the students participated in this study had average L2 WTC levels and the levels of their L2 WTC vary depending on the context and receiver-type preferences.

The study carried out by Kanat-Mutluoğlu (2016) aimed to explore the interrelations of self-guided motivational units and their predicting effects on L2 WTC. The self-guided motivational units examined were ideal L2 self, academic self-concept and levels of intercultural communicative competence (ICC). The quantitatively designed research was conducted with Turkish EFL learners (n=173) in a Turkish state university. The study adopted the Ideal L2 Self Measurement scale (Dörnyei & Taguchi, 2010), the Self-Efficacy for Learning and Performance (SELP) subscale from Motivated Strategies for Learning Strategies (MLSQ) (Pintrich, Smith, Garcia & McKeachie, 1991), the Intercultural Communicative Competence Questionnaire (ICCQ) (Mirzaei & Forouzandeh, 2013), and the WTC scale (McCroskey, 1992). The collected data through these instruments were analysed via SPSS 21 programme. The results revealed that positive correlations were discovered among each self-guided motivational unit, in addition Ideal L2 Self was found to be the best predictor of L2 WTC. The predicting effect of academic self-concept was also indicated. When concluding the study, the researchers suggested language teachers to attach importance the EFL learners' Ideal L2 Self and academic self-concept with respect to the predictive role of these two motivational units on L2 WTC.

With regard to the sample group it included, the research undertaken by Buckingham and Alpaslan (2017) differs from the other WTC research in Turkish EFL context. The study which aimed to ascertain whether computer technology based homework consisting of audio-visual activities would improve the scores of speaking assessment of young EFL learners studying at 3rd Grade at a private Turkish-medium primary school in Turkey. In addition to this aim, the effects of this implementation on L2 WTC of these young learners were the object of the research. The researchers conducted a quasi-experimental study in which they assigned two groups as a control and experimental group. For the experimental group, the students were asked to complete their homework orally, while for the control group the students were supposed

to do their homework in a traditional written based form. The comparison of the speaking test scores provided the progress the students made as the quantitative data of the study. The assessments of speaking of the students were obtained through pre and post-tests. The WTC of the students was measured through a rubric adapted from the WTC Model of MacIntyre et al. (1998). The other two instruments employed to assess the WTC of the students were audio-visual speaking activities and worksheet homework. The conclusions of the study showed that the use of computer-based audio-visual out-of-class activities had contributing effects on the speaking proficiency scores of Turkish EFL young learners and this intervention enabled them to improve their L2 WTC as well.

One of the studies examining the relationship between the L2 predictive variables and L2 WTC in Turkish EFL context was carried out by Bursalı and Öz (2017). The aim of the study, which was designed quantitatively, was to unveil the relationship between Ideal L2 self as a motivational variable and L2 WTC of the Turkish EFL learners inside the classroom. The participants of the study were the EFL learners (n= 56) of a pre-service EFL teacher program at a private university in Turkey. The instruments utilized for the study were the WTC scale of MacIntyre et al. (2001) and the Ideal L2 Self Measure of Dörnyei and Taguchi (2010). The main finding of the study was that there was a high and positive relationship between Ideal L2 self and L2 WTC of the Turkish EFL learners inside the classroom. The researchers pointed out that the findings of the study would contribute theoretically and pedagogically to the language teachers, teacher trainers, and curriculum designers.

Among the WTC studies in Turkish EFL contexts, the first study which was designed qualitatively was conducted by Aydın (2017). She, similar to the current study, investigated the underlying factors of L2 WTC of the Turkish EFL students at university level in a Turkish EFL context. The researcher determined five participants, whose English proficiency showed differences among 17 students, preliminary data were collected. These five students were addressed an open-ended questionnaire, two sessions of semi-structured interviews with open-ended questions, and six journal entries to collect the qualitative data. Thematic analysis was employed for the analysis of the data. After codes were established, two themes were constructed which were found to affect the participants' L2 WTC in the EFL classes. The factors affecting the

L2 WTC of the Turkish EFL students at university level inside the classroom were identified as *the teacher, the student, other students, class atmosphere, topic, materials, activities, administration, and others*. Among these factors, *the teacher, the class atmosphere, and the topic* were reported to be the most influential ones to affect the learners' L2 WTC. Out of these factors, two categories were constructed: *the internal factors and the external factors*. The researcher outlined that the underlying factors of the L2 WTC of the Turkish EFL learners were the situation-specific factors and enduring factors, which were compatible with the previous research (MacIntyre et al., 1998) and made some suggestions for the further research particularly regarding data collection methods.

Hişmanoğlu and Özüdoğru (2017) attempted to examine the WTC behaviours of the Turkish EFL students (n= 328) along with the learner variables that affect their WTC in a Turkish university context. The participants whose ages ranged from 18 to 24 (M= 20) were selected randomly and the students who had direct contact with people speaking English (n=38) and who did not (n=290) were identified. The study utilized the WTC scale of McCroskey (1992) as the data collection instrument, and the data obtained through the scale were analysed via SPSS programme, a series of independent samples t-tests, and one-way ANOVA. The variables of which relationship with WTC analysed were age, gender, major, and whether having a direct contact with English speaking people or not. According to the results of this quantitatively designed study, the participants of the study had moderate WTC in English. In addition, the impact of *major* and *having direct contact with English speaking people* on the WTC of the EFL learners was revealed, but no impact of *gender* and *age* was found in terms of the learner variables on the WTC of the EFL learners in a Turkish university context.

The study of Ayaz (2017) investigated the interrelations of the learning strategies used by EFL learners, WTC and L2 achievement through a quantitatively based research conducted with the Turkish EFL students (n=79) at tertiary level in two Turkish state universities. The researcher measured the learning strategies of the participants via Oxford's (1990) Strategy Inventory for Language Learners scale, and their WTC via McCroskey's (1992) WTC scale. The first term quiz and midterm scores of the participants were utilized as the third source of quantitative data to measure the students' L2 achievement. The study aimed to reveal the EFL learners' language

learning strategy preferences by taking into account the gender differences. Additionally, how the strategy uses of the EFL students affect their WTC levels were investigated. The best predictors of WTC among the EFL learners' language learning strategy preferences were analysed. The last objective of the study was to clarify the relation between the L2 proficiency and use of language learning strategies. With these purposes, the obtained data were analysed by employing SPSS Statistics 22.0 software, and results indicated that male students used language learning strategies more frequently compared to female students. The metacognitive and social strategies were found to be the strategies preferred by the majority irrespective of their genders. By the same token, it was revealed that affective and memory-based strategies were the best predictors of L2 WTC, and the students who had the highest level of L2 WTC were ascertained to utilize more language learning strategies compared to the students with medium or low level of L2 WTC. The study concluded a relationship between language learning strategies and WTC in L2; however, they did not seem to contribute to L2 achievement.

Another recent study on Turkish EFL learners' WTC has been carried out by Altınar (2018) with the purpose of examining thoroughly the extent of the L2 WTC of Turkish EFL students as well as the factors affecting their WTC within the scope of the individual variables such as gender and proficiency levels. The researcher included a very large population (n=711) in the study in order to obtain the data of the study which is based on a quantitative research design. The study was conducted in a state university in Turkey. The data were collected through a WTC scale proposed by Peng and Woodrow (2010) to measure the L2 WTC of the EFL learners in classroom setting. The data were analysed via SPSS programme, a series of independent samples t-tests, and one-way ANOVA. As can be seen from the overall results, the EFL students in this study had moderate levels of L2 WTC. In the same way, they were reported to be more willing to communicate in the classroom activities based on controlled situations such as role-play tasks; conversely the students seemed less willingly to communicate in L2 in the activities based on meaning-focused tasks such as introducing yourself. In terms of the effect of the gender differences on L2 WTC, female EFL learners were unearthed to be more willingly to communicate in English compared to male EFL learners inside the classroom in Turkish EFL context. As for the proficiency level variable, the EFL

students with higher proficiency levels were reported to have higher L2 WTC levels in comparison with their counterparts with lower proficiency levels.

İlter (2018) investigated the WTC construct in Turkish EFL setting from a different perspective from the other WTC research conducted in Turkey. The study examined the promoting and debilitating sides of teacher effects on WTC mediated through a teacher's classroom practices. The research was designed qualitatively and the participants were a group of five adult learners and a non-native speaker teacher at a private language school in a Turkish EFL context. The qualitative data were collected through semi-structured interviews, non-participant classroom observation, learners' reflective journals, and a teacher self-reflection report, and the data were analysed via NVivo 11 Pro qualitative data analysis software. The results displayed that teachers' social support, wait time, delayed error correction, decision on the speaking topic and activity, and avoiding learners' first language in- and out-of-class communication increased the L2 WTC of the learners. The overall results of the study pointed out the significant role of language teachers in the L2 WTC of the EFL learners, and language teachers were suggested to take into consideration these effects when designing their courses in EFL classes.

Upon reviewing the studies on WTC in Turkish EFL context, it can be seen that the majority of the studies share similar aspects in terms of their methodologies, the WTC instruments they employed, and data collection procedures and analysis. The overuse of the WTC scale (McCroskey, 1992) is one issue that draws attention in that way. When the items of this mostly preferred WTC scale reviewed, it can be asserted that the items that scale includes do not properly measure the L2 WTC of EFL learners as it was originally prepared in order for measuring the WTC of L1 learners. By the same token, it can be observed that the majority of the studies on WTC in Turkish EFL context are methodologically based on quantitative research designs, which may lead to a lack of insight into gaining a clear understanding of the L2 WTC of Turkish EFL learners. In this sense, the need for extending the scope of the further studies regarding these aspects becomes evident.

2.2. LEARNER AUTONOMY

2.2.1. Definition of Learner Autonomy

Even if its origin dates back to centuries ago, the concept of learner autonomy in modern times was first introduced by Holec in 1981 (Balçıklı, 2008). The report titled “Autonomy and Language Education” prepared by Holec for the Council of Europe provided the definition of the concept as ‘the ability to take charge of one’s own learning’ (Holec, 1981, p. 3). In this report, Holec underlined the shift from ‘directed teaching’ to ‘self-directed learning’ in parallel with the political and practical principles Council of Europe established in the 1970s.

Since its first introduction, there have been some misconceptions about learner autonomy. Therefore, Little (1991) attempted to clarify the term by focusing on the issues what learner autonomy is not (p.3-4):

- Autonomy should not be perceived as the equivalent for self- instruction
- There is a misconception which indicates that learner autonomy necessitates the teacher to leave his/her authority completely in the classroom setting
- Autonomy should not be regarded as an alternative teaching method
- Autonomy is not a type of act that can be easily adopted
- Autonomy should not be considered as a continuous state acquired by learners at one time

Other definitions of the notion of learner autonomy by some eminent scholars are as follows:

“Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his/her learning and the implementation of those decisions” (Dickinson, 1987, p.11).

“Autonomy is a capacity – for detachment, critical reflection, decision-making, and independent action” (Little, 1991, p.4).

“Autonomy is recognition of the rights of learners within educational systems” (Benson, 1997, p.29).

After reviewing the definitions of the autonomy, it should be noted that the definition of Holec (1981) is still the most widely accepted and cited definition among the others (Benson, 2001), and Benson (2006) underlines that “take responsibility” and “take control of” usages instead of “take charge of”, and “ability” usage instead of “capacity” are observed to be utilized in the various definitions of the autonomy within the scope of the previous literature.

It can be also stated that since learning is lifelong phenomenon, the notion of autonomy cannot be confined to the learning process during formal education.

2.2.2. Characteristics of Autonomous Learners

When the characteristics of autonomous learners are aimed to be described, it could be seen that these characteristics can definitely be associated with good learners. Similar to the various definitions of learner autonomy, there are various definitions of an “autonomous learner” depending on the perspectives of the researchers who attempt to describe it.

Dickinson (1993) also provides a clear picture of “autonomous learner” in order to describe the main characteristics of the concept:

Autonomous learner is a type of learner,

- who can easily grasp the information that is addressed to her/him, namely, she/he can learn easily
- who sets clear objectives in her/his learning process
- who can choose effective learning strategies which best suit her /him
- who can assess the strategies she / he uses in terms of their efficiency
- who can self-assess herself/himself and check her/his own learning process

In an empirical study conducted by Borg (2011), which investigated the teachers’ perceptions towards learner autonomy provided significant findings pertaining to the characteristics of autonomous learners. According to the results of the study which was carried out with 200 English teachers in Oman, teachers’ responses revealed some positive contributions of autonomous learners to the learning context and found a significant relationship between successful language learning and learner autonomy.

The findings of this study regarding the characteristics of autonomous learners are as follows:

- Autonomous learners seem to be more motivated to learn
- Autonomous learners commit themselves to their work more
- Autonomous learners are more delighted
- Autonomous learners concentrate on their work more
- Autonomous learners do not limit their learning within the classroom context
- Autonomous learners are risk-takers

The above-mentioned characteristics of autonomous learners undoubtedly make them the ideal type of learners both inside and outside the classroom. When learning is regarded to be a life-long endeavour, the probability of autonomous learners to achieve their goals to be successful learners seems to increase when their characteristics are taken into account.

2.2.3. Learner Autonomy in Language Learning

Learner autonomy has started to draw more attention of the researchers in the field of foreign language education and has become one of the key themes since the late 1970s. The studies which support the view that learner autonomy contributes directly or indirectly to the process and outcomes of the learning process also reveal the significant roles of learner autonomy on the innovations made in approaches, methods, and techniques of language teaching (Dickinson, 1987; Ellis, 1994; Gardner & MacIntyre, 1991). By the same token, Little and Legenhausen (1996) stress the undeniable contribution of learner autonomy in foreign language learning.

Balçıkanlı (2008) draws attention to the close relationship between the learner autonomy and obtaining achievement in learning with this statement “students who take on greater responsibility for their own learning are more likely to take a deep approach to learning, which in turn leads to greater achievement”(p.8). Balçıkanlı also addresses the central role of learner autonomy on language educators and teachers, and he stresses the substantial shift in the classroom with the use of communicative approaches.

In today's world, accessing information is easier than ever before by means of the advanced technological opportunities which could be easily reached. For that reason, the capability of synthesizing and analysing the knowledge has gained more importance in learning process (Dam, 1990). Along with that capability, Benson (2007) underlines the necessity of training students who can think critically and creatively, and monitor their own learning process by implementing flexible methods.

Foreign language learning and teaching has undergone a process which integrated the Communicative Language Teaching into foreign language teaching methods since the late 1970s. One of the most prominent tenets of communicative language teaching is to enable learners to take part actively in their own language learning.

Nowadays in L2 classrooms, the primary goal of language teachers is to search the ways of educating communicatively proficient students in the target language. Little, Dam and Legenhausen (2017) suggest foreign language teachers raise awareness of their students' on their own responsibilities pertaining to their learning and help their students to set their own goals, monitor their own learning, and determine their learning strategies as the key elements of autonomy supportive language classrooms.

Little, Dam and Legenhausen also (2017) state three independent roles of language learners in autonomy supported language classrooms as follows:

- 1- First of all, they constantly communicate and target to improve their communicative skills in the target language they are learning
- 2- They attempt to deduce the system, cultural and social tenets of the target language by analysing it precisely
- 3- They intend to improve precise awareness of the affective and metacognitive conditions of learning a foreign language

It could be outlined that the active participation of language learners in communicative activities in foreign language classrooms within the framework of the communicative language teaching method is considerably facilitated by their learner autonomy levels (Littlewood, 1997; Nunan, 1999).

2.3. EMPIRICAL STUDIES INTO THE RELATIONSHIP BETWEEN WILLINGNESS TO COMMUNICATE AND LEARNER AUTONOMY

Willingness to communicate in second/foreign language has been investigated with respect to its relations with a considerable number psychological, environmental, or linguistic variables; however, it should be noted that the relationship between willingness to communicate (WTC) and learner autonomy (LA) has not been studied extensively. When the relevant previous literature was reviewed, a number of studies which explored their direct and indirect relationships were found.

To begin with the study of Khaki (2013), it was carried out in order to reveal the relationship between WTC and LA in Iranian EFL context. The study employed a quantitative research design in which a proficiency test (TOEFL), a learner autonomy questionnaire (Zhang & Li, 2004), a WTC scale (McCroskey & Baer, 1985), WTC classroom observation scheme (Cao, 2009) to collect the quantitative data of the research. The participants of the study were adult Iranian EFL learners (n=77) who were homogenized after applying the TOEFL test to determine their proficiency level in English. Based on the result of the study, it was concluded that a statistically significant relationship between learner autonomy and WTC of Iranian EFL learners was revealed, and also LA was found to predict trait-like WTC of the participants. The researcher of the study maintained that autonomous EFL learners were more willing to communicate in English; however, the level of this willingness may vary according to the fluctuations in the course of communication. The results of the study were suggested to provide some pedagogical implications that should be taken into consideration by the stakeholders of foreign language education in terms of searching the ways of fostering LA to enhance the WTC of EFL learners.

Another study conducted in Iranian EFL context by Naderifar and Esfandiari (2016) aimed to explore the relationship of WTC with some variables including LA. One of the purposes of this multi-dimensional study was to provide whether there were any statistically significant relationships between Iranian intermediate EFL learners' WTC and their autonomy. The study which was based on descriptive research design included the Iranian EFL learners (n=197) at a cultural centre whose English levels were found to be intermediate as a result of the proficiency test (Oxford Placement

Test) applied to measure their English levels. After adopting IBM SPSS, Pearson correlation to analyse the quantitative data obtained through LA questionnaire (Zhang & Li, 2004) and WTC scale (MacIntyre, Baker, Clément, & Conrad, 2001), the study revealed a statistically significant relationship between LA and WTC of the Iranian EFL learners.

Along with the studies of Khaki (2013) and Naderifar and Esfandiari (2016), there are some relevant studies which investigate the indirect relationship of willingness to communicate and learner autonomy. As stated in the study of Bocanegra and Haidl (1999), there are some terms which are used to refer to learner autonomy. In the study of Nosratinia and Deris (2015), the researchers examined the relationship of self-regulation and willingness to communicate of EFL learners in Iranian context. For this study the definition of self regulation is given as "an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and the contextual features in the environment" (Pintrich, 2000, p. 453). The definition of self-regulation can be closely associated with learner autonomy, two of which could be referred to each other. In this sense, this study could be asserted to investigate the relationship of learner autonomy and willingness to communicate to some extent. In their comprehensive study, the researchers conducted a quantitative study with the EFL learners (n=520) who were at university level Iranian EFL learners. The study employed a self-regulation questionnaire (Brown, Miller, & Lawendowski, 1999) and a WTC scale (McCroskey & Baer, 1985) to gather the data of the research. According to the result of the study, a significant direct correlation between self-regulation and willingness to communicate of the Iranian EFL learners was established.

Yaraghi and Shafiee (2018) aimed to reveal the possible relationships among willingness to communicate, learner autonomy, and communication strategy use of EFL learners, and they found a weak, positive and statistically significant relationship between learner autonomy and communication strategy use as well as a moderate, positive, and statistically significant relationship between willingness to communicative and communication strategy use. Even if their study did not analyse the direct relationship between the willingness to communicate and learner autonomy, it

highlighted the critical roles of willingness to communicate and learner autonomy on predicting and influencing the communication strategy uses of EFL learners.

To summarize, the empirical studies which investigated the relationship between willingness to communicate and learner autonomy, whether directly or indirectly, were all conducted in the EFL contexts, and they concluded similar findings, which revealed a statistically significant relationship between them. However, no studies explored their relationship in terms of the underlying reasons of this correlation. In addition, all the studies employed quantitative research design which led to the fact that the results of them lacked an in-depth understanding of the research problems.



CHAPTER THREE

METHODOLOGY

This chapter describes the overall methodological approach employed in this study. First, the research design is introduced by outlining the key issues that are included as the most appropriate methods for this study. After presenting the research questions, setting, participants, instruments, data collection procedures, data reliability, and validity issues, data analysis procedures are presented.

3.1. RESEARCH DESIGN

This study aims to explore the relationship between the WTC and LA and also reveal the underlying factors which determine, promote or/and inhibit the L2 WTC levels of Turkish EFL learners with different autonomy levels in the classroom setting in a Turkish state university context.

When the purpose of the study is clearly set, selecting the research design that will best suit the study becomes easier. Patton (1990) emphasizes that the purpose, the research questions, and available sources help researchers to choose the most appropriate research design since different designs are appropriate for different situations. Three major research paradigms are used in educational research designs: quantitative research, qualitative research, and mixed research, each of which has both strong and weak aspects.

There exist some factors affecting to choose one research design type over another for the design of a study. Creswell (2009) maintains that the personal experiences of the researcher, the research problem, and the audience(s) for whom the research is aimed to address are among the factors which have effects on choosing which research design will be employed. The present study employed a mixed-methods design in which the researcher uses both the qualitative research paradigm and the quantitative research paradigm for the different phases of the study. The nature of the research problem of the current study best suits the mixed method design as the strengths of both quantitative and qualitative research give support and validation to the research findings and provide a better understanding of the research problem.

According to Creswell (2009), it becomes useful to conduct a mixed methods design when neither the quantitative nor the qualitative research design is adequate to decipher the research questions. Mixed-methods research designs aim to provide a more veritable investigation as they are combining quantitative and qualitative methods, which has led to an increase in the popularity of preferring these type of research designs in recent years (McMillan & Schumacher, 2014). In mixed-methods design studies, the data obtained quantitatively give objective, statistical, and precise results, while the data collected qualitatively provide comprehensive, subjective, and valid explanations about the study.

Despite its various advantages and considerable potential, mixed methods design has some disadvantages and limitations such as consuming much time, being complex, and costing more compared to using a single method.

Designing procedures for a mixed-methods design research requires to consider four important aspects which are timing, weighting, mixing, and theorizing (Creswell, 2009, p. 206). It is crucial to consider the timing of the data collection as it may be either in phases or simultaneously. When the data are collected sequentially, either the qualitative or the quantitative data may come first in accordance with the intent of the researcher. Another factor influencing the design of procedures for a mixed-methods design is the weight which explains the priority given to the qualitative or the quantitative research in a given study. Mixing, on the other hand, means mixing the qualitative or the quantitative data in the phases of the study. Theorizing, another factor in mixed-method studies, stands for the theoretical perspectives which guide the study mostly in an explicit way.

After identifying the study as a mixed-methods design, the researcher needs to take the next step to determine the type of mixed methods design she is going to use in terms of giving priority to the qualitative or the quantitative data collection, sequencing the data collection qualitatively or the quantitatively, and analysing the data (Creswell, 2005, p.513). If the researcher collects both qualitative and quantitative data at the same time, she employs a triangulation mixed methods design. The aim of the researcher in this type is to provide a complete picture of the investigation by giving equal priority to both data type. When the researcher determines to collect the quantitative data first and

the qualitative data next instead of collecting them concurrently she employs the explanatory design in which the researcher provides a general picture through the quantitative data in the first sequence and refines, provides a deeper insight and elaborate explanation through the quantitative data in the second sequence. Another research type in mixed methods design is exploratory designs in which the researcher gathers the qualitative data first and the quantitative data follows it. This type of study aims to conduct a qualitative phase initially to explore a phenomenon, perspective, or the ideas of the chosen population and then expand the qualitative findings by implementing the quantitative phase.

Among all these three types of mixed methods designs, the researcher of this study considered the explanatory design as the most appropriate design in relation to the nature of the study itself. The relevant literature of WTC in L2 indicates that as the data collection procedure, quantitative research design was dominantly preferred particularly in identifying the underlying factors of trait-like WTC. Dörnyei (2005) asserts that qualitative research design should be involved in the WTC studies in order that the studies may find more detailed and meaningful findings for the situational L2 WTC in particular.

In summary, the researcher of the present study employed a mixed-methods design after identifying the research problem and considering the advantages and the great potential of this research design. In addition, explanatory design as the data collection procedure was used by implementing the quantitative and the qualitative phases of the study sequentially. The two-phase data collection provided the researcher with extending and elaborating the findings of the data obtained quantitatively by conducting qualitative semi-structured interviews and making classroom observation.

3.2. RESEARCH QUESTIONS

Aiming at exploring the relationship between the WTC and LA and also reveal the underlying factors which determine, promote or/and inhibit the L2 WTC levels of Turkish EFL learners with different autonomy levels in the classroom setting in a Turkish state university context, this study is believed to contribute to the field with its method and procedure, findings and concluding remarks. Four questions are raised to

investigate the L2 WTC levels of autonomous language learners in the EFL classroom context.

The research questions of the study are as follows:

1. Is there a significant relationship between Turkish EFL learners' willingness to communicate and learner autonomy levels?
2. If there is a relationship between Turkish EFL learners' willingness to communicate and learner autonomy levels, what is the direction of this relationship?
3. Is there a difference between Turkish EFL learners' self-report and behavioural willingness to communicate levels according to their learner autonomy levels?
4. What are the underlying factors affecting the more autonomous and less autonomous Turkish EFL learners' willingness to communicate levels?

3.3. SETTING

The research was conducted at the English Language and Literature Department of Atatürk University in the fall and spring terms of the 2018-2019 academic years. Atatürk University is one of the most established state universities located in the east of Turkey.

The English Language and Literature Department offers both day-time and evening classes for its students who are admitted to this department with their scores they get from a nationwide university entrance exam which is prepared and administered by the Student Selection and Placement Centre (ÖSYM). The department offers a four-year undergraduate programme for the students who are required to take an English exam to be exempted from the preparatory year, which was provided by the department itself unlike most universities in Turkey. The exemption exam, which is delivered following their registration at the beginning of the academic year, tests the English proficiency of the students with an integrated skills test. The students are required to document their standardized national or international English test scores as an alternative way not to take the exemption exam. The students who are not able to pass the test have to study at one-year compulsory preparatory class in order to take major courses in the four-year undergraduate program.

The underlying reason why the researcher chose this department as the setting is that she works as the full-time lecturer at this department and implementing this study in a setting where there is an intense English learning/teaching was assumed to be more appropriate.

3.4. PARTICIPANTS

211 students majoring at the Department of English Language and Literature of a state university in Turkey participated in the quantitative phase of this study. All the participants were native Turkish speakers who were learning English as a foreign language (EFL). As the aim of this study was to explore the relationship between the WTC and LA and also reveal the underlying factors which determine, promote or/and inhibit the L2 WTC levels of Turkish EFL learners with different autonomy levels in the classroom setting in a Turkish state university context, determining a target population who had an English learning setting designed to get them involved in using the target language communicatively had a considerable importance.

The students who participated in this research were studying at the preparatory classes, and they had 20 hours of English classes each week, which included 6 hours of Main Course, 4 hours of Reading, 4 hours of Speaking, 4 hours of Writing, and 2 hours Vocabulary Courses per week in both of the fall and spring semesters.

McMillan and Schumacher (2014) highlight that designating both the target population and the sampling frame in a proper way is significant for the researchers and they define the types of sampling as two main categories as probability and nonprobability sampling approaches. This study does not have a purpose to generalize from the sample but to better understand the relationship between the WTC and learner autonomy. Furthermore, selecting this group of subjects was considerably practical in terms of accessibility and expediency. For these reasons in the quantitative data collection procedure, the researcher used the convenience sampling as a type of nonprobability approaches, which is comprehensively used both in quantitative and qualitative studies due to its advantageous qualities such as practical constraints, efficiency, and accessibility (McMillan & Schumacher, 2014). Below is presented demographic information regarding sampling.

Table 3.1. Demographic Information

Variables	N	%
Gender		
Female	151	71.6
Male	60	28.4
Total	211	100
Age		
Under 20	114	54
Over 20	97	46
Total	211	100

71.6 % of the students participating in the study are female and 28.4 % are male. 54 % of the students are under 20, while 46% of them are over 20.

For the qualitative part of the study, the researcher conducted a semi-structured interview (adapted from Cao & Philp, 2006) with 10 students, five of whom were found to be the most autonomous students and the other five of whom were the least autonomous students according to the results of the analysis of the learner autonomy scale (Zhang & Li, 2004) implemented in the quantitative part of the study. Different from the quantitative data collection procedure, purposive sampling was employed in order to collect the qualitative data as the researcher had a purpose to collect the qualitative data from the students who were the most and the least autonomous students among the two hundred and eleven (n=211) students.

These students were selected as it was assumed that this sample group met the criteria related to the purpose of the study as well as they were believed to give the most informative data rather than a random sample of the students. The sample size was set as 10 following the criteria of Kvale (Kvale, 1996, as cited in Çetinkaya, 2005) who maintains that “in current interview studies, the number of interviews tends to be around 15 ± 10 ” (p.44)

3.5. INSTRUMENTS

This study is a mixed-methods design which includes both the quantitative and the qualitative methods as the data collection procedures. In order to collect the data, two questionnaires, a semi-structured interview, and classroom observation were

employed. Both questionnaires and the semi-structured interview were translated into Turkish, the native language of all the participants, to increase the return rate. The Back-translation method was used to ensure the accuracy of the translated items. Each of these data collection instruments is explained in a comprehensive way with their implementation procedures in the following parts.

3.5.1. Pilot Study

Before the survey is conducted with the identified sample, it is highly crucial to administer a pilot test with the individuals who have a similarity with those who participate in the actual survey (McMillan & Schumacher, 2014). Johnson and Christensen (2004) suggest that piloting the questionnaire is an essential rule in research to ascertain whether it works properly or not. The pilot study was conducted one year before the actual study in order to monitor how long it takes to answer the questions, to determine if the questions are confusing or difficult to understand, and to check whether the items measure what is intended to be measured. The think-aloud technique was used in the pilot study which reveals the participants' thoughts about the instructions and the items by asking them to provide their perceptions (Johnson & Christensen, 2004). After the participants (n=15) finished answering the questions of the questionnaires, the researcher discussed the items in the questionnaires with the participants in a group session. The reliability of WTC questionnaire was calculated in a pilot study and it showed high reliability about 0.89 Cronbach's Alpha coefficient, while the learner autonomy questionnaire showed 0.90 Cronbach's Alpha coefficient. Five students participated in the piloting of the semi-structured interview. After completing the pilot study, the researcher was convinced that the questionnaires and the semi-structured interview that would be used in the actual study operate properly and measure what is intended to be measured.

3.5.2. Questionnaires

In the quantitative part of the research, a WTC questionnaire and a learner autonomy questionnaire were used to collect the data in accordance with the purpose and the scope of the study. Using a questionnaire is regarded as the most commonly

used technique when collecting data from a large population in a comparably limited time. McMillan and Schumacher (2014) define that “A questionnaire is relatively economical, has the same questions for all subjects, and can ensure anonymity. Questionnaires can use statements or questions, but in all cases, the subject is responding to something written for specific purposes” (p.211). Dörnyei (2003) points out that questionnaires have certain advantages since they provide researchers efficiency in terms of time, effort, and financial resources (p.9).

3.5.2.1. WTC Scale

Willingness to Communicate Scale developed by Weaver (2005) was employed to collect the quantitative data (See Appendix A). The most important reason why the researcher chose this scale among various WTC scales is that Weaver’s WTC scale aims to measure the situational WTC in the classroom context. The target sample and context of this study are more suitable for this scale rather than the mostly used original WTC scale of McCroskey and Richmond (1987) which is limited to verbal interactions in four types of communication contexts (i.e., dyads, group, meeting, and public speaking) with three types of receivers (i.e., friend, acquaintance, and stranger).

The WTC scale used in this study included 32 items. 16 questions measure the amount of willingness to perform orally-oriented tasks in the classroom setting and 16 questions measure target learners’ willingness toward written-oriented tasks. It intends to measure second language learners’ willingness to communicate in EFL settings. As the present study aims to reveal the EFL students’ willingness to perform orally-oriented tasks in the EFL classroom setting, the 16 questions measuring target learners’ willingness toward written-oriented tasks were not included in this study. The reliability of this scale was calculated and it showed high reliability about 0.88 Cronbach’s Alpha coefficient. The scale used a 4-point Likert scale. The points of the scale were labeled: 1 = definitely not willing; 2 = probably not willing; 3 = probably willing; and 4 = definitely willing.

3.5.2.2. Learner Autonomy Scale

The other scale employed in this study is the learner autonomy scale designed by Zhang and Li (2004) (See Appendix A). With this scale the learner autonomy levels of the subjects were investigated. The original scale consists of two parts and 21 questions in total. The researcher made some adaptations and used the first part of it in accordance with the scope and purpose of the study. Cronbach's Alpha reliability coefficient of the measurements obtained from the Learner Autonomy Scale was 0.72 and above. Regarding the value of 0.70 and above as the basis for a reliable instrument, it can be said that the measurements of this study are reliable (Cronbach, 1951). The scale used a 5-point Likert scale. The points of the scale were labeled: A. never B. rarely C. sometimes D. often E. always.

3.5.2.3. Semi-Structured Interview

A semi-structured interview was conducted with the participants in order to enrich the data for the qualitative part of the mixed methods design. Patton (1990) claims that "The purpose of interviewing is to find out what is in or on someone else's mind. The purpose of open-ended interviewing is not to put things in someone's mind (for example, the interviewer's preconceived categories for organizing the world) but to access the perspective of the person being interviewed" (p.278). A semi-structured interview "has a sequence of themes to be covered, as well as suggested questions. Yet at the same time there is an openness to changes of sequences and forms of questions in order to follow up the answers given" (Kvale, 1996, p. 124, as cited in Xie, 2011, p.77).

The interviewees were identified based on the purposeful sampling procedures. In the quantitative part of this study, a WTC questionnaire and a learner autonomy questionnaire were used to determine the most and the least autonomous students. As this study aims to reveal the L2 WTC levels of the autonomous students, an in-depth investigation was conducted by obtaining data through a semi-structured interview. After analyzing the quantitative data, the researcher determined the most and the least autonomous 10 students and conducted the semi-structured interview with them.

The interview with each student was one-on-one, which yielded a better understanding of the views of the interviewees. The interviews were audio-recorded by

the researcher. The questions and the interview protocol used were adapted from Cao and Philp (2006). The interview site was determined as a place which is quiet and free from distractions. The interviewees were given appointments to arrive at the site and they were requested to sign the interview protocol and complete a consent form (See Appendix G). The interviews were conducted in Turkish in order that the interviewees could express themselves comfortably and sincerely.

3.5.2.4. Classroom Observation

Observation, as another data collection method, is used to obtain data about a phenomenon of interest by observing the behaviours of the people in given situations. Johnson and Christensen (2004) underlines the fact that people do not always perform what they say, which makes observation a critical way of gathering information about them.

The aim of this study is explore the relationship between the WTC and LA and also reveal the underlying factors which determine, promote or/and inhibit the L2 WTC levels of Turkish EFL learners with different autonomy levels in the classroom setting in a Turkish state university context, a WTC questionnaire and a learner autonomy questionnaire, classroom observation employed in the quantitative part of the research helped the researcher to identify the autonomy and L2 WTC levels of the participants. In order to provide comprehensive, subjective, and valid explanations, the researcher also conducted a semi-structured interview for the qualitative part of the research. The main reason why the observation was included as a data collection instrument in this study is that self-report questionnaires are not considered as a reliable method to investigate the situational WTC because the perception of being able to communicate does not reflect the actual performance of the students (MacIntyre et al., 2011). It is suggested that students' actual WTC behaviours in the classroom setting should be observed to measure the situational L2 WTC by means of classroom observation method (Cao & Philp, 2006; Cao, 2009; Kang, 2005; MacIntyre et al., 2002 as cited in Xie, 2011).

By means of a systematic observation instrument, the researcher observed the most autonomous five students and the least autonomous five students who were

identified according to the findings of the learner autonomy questionnaire. The classroom observation scheme (see Appendix E) designed by Cao (2009) included a checklist of a number of selected variables relevant to WTC behaviour. Following the employment of the questionnaires and their analysis, the researcher made observation in the classes regularly and collected data for three weeks through the classroom observation scheme filled out by the researcher.

3.6. DATA COLLECTION PROCEDURES

Once data collection instruments, sample, and setting were determined, data collection procedure started. All legal permissions were granted in May, 2017 from the authorities of the related departments (see Appendix H) and as the first step of this procedure, a pilot study was conducted in the fall semester of 2017-2018 academic years at the English Language and Literature Department of Ataturk University, Turkey.

Table 3.2. Schedules of the Data Collection Procedures

METHOD	INSTRUMENTS	PARTICIPANT NUMBER	DATE
Pilot Study Quantitative	WTC Questionnaire LA Questionnaire	15	November, 2017
Pilot Study Qualitative	Semi-structured Interview	5	November, 2017
Quantitative	WTC Questionnaire LA Questionnaire	211	March, 2018
Quantitative	Observation	5	April, 2018 (3 weeks)
Qualitative	Semi-structured Interview	10	May, 2018

After the piloting phase, the first phase, quantitative data of the research was conducted with 211 students. At the beginning of the data collection procedure, the participants were informed that their participation was voluntarily basis, the study was conducted for academic purposes, the data collected from them would be kept confidential and not be shared with other individuals for other purposes, and they were asked to suggest a pseudonym for themselves to protect their identities.

It took almost 30 minutes to complete the questionnaires from 4 different classes for one week in the first week of March, 2018. The data obtained from the questionnaires were coded and then analysed by the Statistical Package for Social

Sciences (SPSS 23).

The analysis of the quantitative data revealed the L2 WTC and learner autonomy levels of each student and in accordance with the purpose of the research, most autonomous five students and the least autonomous five students out of 211 participants were determined to be observed to gather observational data in addition to the self-report data in the second phase of the data collection procedure. The classroom observation time took three weeks in April, 2018. A systematic observation checklist instrument (Cao, 2009) was used to record the observation made by the researcher.

As the last and third phase, a semi-structured interview was conducted with 10 students for one week in the second week of May, 2018. Five of the students were found to be the most autonomous students, while the other five of them were the least autonomous ones according to the quantitative data obtained in the first phase of the data collection procedures. The aim of the researcher was to obtain a better understanding of data from them by conducting this interview.

First, these students were informed that they were requested to participate in the interview part of the study according to the results of the questionnaires they filled out. Next, the purpose of the interview and how the data they provide would be used was explained clearly to the interviewees and they were ensured that their participation was voluntarily and they had the right to withdraw from the study. Then, they were asked to determine pseudonyms for themselves as their names would not be revealed in any case. Also, the participants were informed that the researcher would share the results of the study at the request of them. Lastly, they were asked to sign two copies of the consent form which ensures that they had no objections to the terms stated. The interviews took place in a predetermined site where students felt comfortable themselves at the appointed times beforehand. The interviews took between 14-18 minutes as one-on-one sessions. During the interviews, the researcher recorded each interview through a voice recorder by asking for the permission of the interviewees in advance. All participants were addressed the same questions but not necessarily in the same order in order not to limit the depth and breadth of the responses. They all were encouraged to share the underlying factors lying behind their willingness or unwillingness to communicate in English through open-ended questions.

3.7. DATA ANALYSIS

3.7.1. Analysis of Quantitative Data

In this study, Cronbach's Alpha reliability coefficient of the measurements obtained from WTC Questionnaire was 0.88 while Cronbach's Alpha reliability coefficient of the measurements obtained from Learner Autonomy Questionnaire was 0.72 and above. (Cronbach, 1951). Regarding the value of 0.70 and above as the basis for a reliable instrument, it can be said that the measurements of this study are reliable.

The Statistical Package for Social Sciences (SPSS 23) was used to analyse the data. The first step of the analysis was to check the assumption of the normality in order to determine which tests were to be used in the analysis. Measures of central tendency and coefficients of skewness and kurtosis were calculated and skewness and Kolmogorov-Smirnov test was conducted in order to see whether each dependent variable was normally distributed. Measures of central tendency of distribution obtained from WTC questionnaire and values for skewness-kurtosis coefficients are presented in Table 2.

Table 3.3. Measures of Central Tendency of Distribution Obtained from WTC Questionnaire and Skewness-Kurtosis Coefficients

n= 211	
Mean	2.81
Median	2.81
Skewness	-.243
Standard error of skewness	.167
Kurtosis	-.054
Standard error of kurtosis	.333

Table 3.3 displayed that the mean and median values of the distribution were equal. The closer these two values are, the more normal the distribution is (Can, 2013). The skewness coefficient of the distribution was found to be -.243 and the kurtosis coefficient -.054. The fact that the skewness and kurtosis coefficients are between -1 and +1 are accepted as a measure of normal distribution. Based on this, it can be

considered that the variables were normally distributed. Kolmogorov-Smirnov test was used to test the assumption of normality and the results were displayed in Table 3.

Table 3.4. Results of Kolmogorov-Smirnov Test Related to the Normality of the Distribution Obtained from WTC Questionnaire

Kolmogorov-Smirnov ^a			
Willingness to Communicate	Statistic	Df	P
	,045	211	,200

a. Lilliefors significance correction

According to Table 3.4, the data were normally distributed ($p > .05$). The examination of the normality of WTC questionnaire revealed that the assumption of normality was met.

Measures of central tendency of distribution obtained from Learner Autonomy questionnaire and the values for skewness-kurtosis coefficients are shown in Table 4.

Table 3.5. Measures of Central Tendency of Distribution Obtained from LA Questionnaire and Skewness-Kurtosis Coefficient

n= 211	
Mean	3.26
Median	3.27
Skewness	-.052
Standard error of skewness	.167
Kurtosis	-.042
Standard error of kurtosis	.333

Table 3.5 shows that the mean and the median values of the distribution were equal. The closer these two values are, the more normal the distribution is (Can, 2013). The skewness coefficient of the distribution was calculated $-.052$ and the kurtosis coefficient $-.042$. If the skewness and kurtosis coefficients are between -1 and $+1$, this can be accepted as a measure of normal distribution. Therefore, it can be considered that the variables were normally distributed. Kolmogorov-Smirnov test was employed to test the assumption of normality and the results were shown in Table 5.

Table 3.6. Results of Kolmogorov-Smirnov Test Related to the Normality of the Distribution Obtained from LA Questionnaire

Learner Autonomy	Kolmogorov-Smirnov ^a		
	Statistic	Df	P
	,055	211	,200

a. Liliefors significance correction

Table 3.6 showed that the data were normally distributed ($p > .05$). As a result of investigation into the normality of the distribution obtained from the Learning Autonomy Scale, it was concluded that the normality assumption was met. Based on these findings, parametric tests were used for the analysis of the data.

As the first step, the mean, median, standard deviation, minimum and maximum values related to students' willingness to communicate and learner autonomy were presented. In the process of interpreting the mean of Willingness to Communicate Scale, based on the literature, a scoring system was used in which the interval width of 1.00-1.75 showed "very low-strongly disagree", the 1.76-2.50 interval showed "low-disagree", the 2.51-3.25 interval showed "high-agree", the 3.26-4.00 interval showed "very high-strongly agree". As for the interpretation of the mean of Learner Autonomy Scale, a scoring system was employed in which the interval width of 1.00-1.80 showed "very low-strongly disagree", the 1.81-2.60 interval showed "low-disagree", the 2.61-3.40 interval showed "medium level-not sure", the 3.41-4.20 interval showed "high-agree", and the 4.21-5.00 interval showed "very high-strongly agree".

In order to identify the potential differences between or among the mean scores in the data set, Independent-Samples t-test was adopted for the variables such as age, gender, learner autonomy. Independent-Samples T-test is used to compare the values of two groups related to a continuous variable. (Pallant, 2005). Levene's Test was adopted as a precondition for Independent-Samples T-test and the homogeneity of the variances was measured. According to the results obtained by Levene's Test, it was found that variance of each independent variable was homogeneous.

In order to examine whether there is a significant relationship between willingness to communicate and learner autonomy, Pearson's product-moment correlation analysis was conducted. Also, simple linear regression analysis was conducted to investigate

whether the participants' willingness to communicate predicts their learner autonomy. Simple linear regression analysis is a statistical method in which the relationship between a predictor (independent) variable and a dependent variable is examined (Can, 2013). In this study, willingness to communicate is an independent variable and learner autonomy is a dependent variable. 0.01 is accepted as the level of significance in the correlation analysis, whereas 0.05 is accepted as the level of significance in the other analyses.

The other data for this study were obtained through classroom observation. The checklist used to observe the classroom provided the researcher the frequency of WTC behaviours of the students. The numerical codes taken from the observation of the most autonomous five students and the least autonomous five students for three weeks were analysed to calculate each student's WTC behaviour. The number of occurrences of each student was calculated weekly and the total number obtained at the end of the 3-week observation was converted into the percentages. These percentages were regarded as the criteria which show the students' WTC level. Cao and Philp (2006) and Xie (2011) classified the percentages below 35 as low WTC, scores between 36 and 70 as mid-level, and those between 71 and above as high WTC.

3.7.2. Analysis of Qualitative Data

The analysis of the qualitative data obtained from the semi-structured interviews started with transcribing the recorded interviews. Transcription is a process that converting the data into a format which will simplify the analysis process (McMillan & Schumacher, 2014). After transcription, the researcher read at least two datasets and wrote ideas about the data to get a sense of whole. Then she generated initial codes from the data. After making the list of the codes and refining them, categories were determined based on the codes grouped. McMillan and Schumacher (2014) state that "the categories represent major ideas that are used to describe the meaning of similarly coded data" (p.398). Some general statements were made by establishing the relationship among categories, which represented the themes discovered. Data were presented as quotations of the participants in a narrative structure.

3.8. DATA RELIABILITY AND VALIDITY

A research design which presents reliable and valid data is crucial both in quantitative and qualitative studies. Although the concepts of “reliability” and “validity” are used both quantitative and qualitative research, they were originally existed in quantitative research designs (Dörnyei, 2007). Creswell and Plano Clark (2007) suggest that mixed methods researchers check the validity of sample selection, sample size, bias of the researcher in data collection, inadequate procedures, and the use of the conflicting research questions. This study, a mixed research design one, met various criteria to provide validity and reliability for both the quantitative and qualitative phases of the study.

The researcher conducted a pilot study to establish the internal consistency of the questionnaires employed. The reliability of WTC questionnaire was calculated in a pilot study and it showed high reliability about 0.89 Cronbach’s Alpha coefficient, while the learner autonomy questionnaire showed 0.90 Cronbach’s Alpha coefficient. After the actual study was carried out, the reliability of WTC questionnaire was calculated and it showed high reliability about 0.88 Cronbach’s Alpha coefficient. Cronbach’s Alpha reliability coefficient of the measurements obtained from Learner Autonomy Questionnaire was 0.72 and above. Regarding the value of 0.70 and above as the basis for a reliable instrument, it can be said that the measurements of this study are reliable (Cronbach, 1951). Translating all the instruments from English to Turkish through the back translation method also enhanced the reliability of the study. The quantitative results (Chapter 4) display and discuss explicitly the factors contributing to the validity and reliability procedures of the quantitative data of the study.

Creswell (2008) emphasises the nuances of validity and reliability procedures between qualitative research and quantitative research. He states that a researcher establishes the qualitative validity by checking for the accuracy of findings and adds that a qualitative study could be considered as a reliable one provided that the approach it employs has consistency with different researches. Dörnyei (2007) also maintains that unlike from quantitative research, qualitative research has its own procedures to pursue to attain validity.

This study followed several suggestions of Gibbs (2007) in order to provide the reliable qualitative data for the research. First, the researcher checked the transcriptions for several times lest it could contain mistakes made in the phase of transcription. In addition, the definitions of codes made correctly to prevent a shift in the meaning and cross-check codes were developed with the help of a colleague, which is defined as peer checking. There should be a consistency between the coders who cross-check the codes, and the level of this consistency is recommended to be at least 80 % for desired qualitative reliability (Miles & Huberman, 1994). The consistency level of cross-check codes of the present study was %90.

Validity ensures one of most significant strengths of qualitative research and there are multiple strategies, called as validity strategies, which should be implemented to enhance the validity of qualitative studies. Triangulation of the qualitative data is one of the primary strategies that would provide credible evidence for both researcher and readers of the study (Cohen, 2007; Creswell, 2008; Dörnyei, 2007). Triangulation is data collection method which enables to collect the data by using multiple methods, sources or perspectives in research (Dörnyei, 2007, p. 61). The current study collected the data through multiple methods and it enhanced the validity of the study.

Prolonged engagement in the field and with the target population of the research is another strategy used to enhance the validity of the qualitative data of the study. The researcher of this study was one of the English lecturers teaching 4-hours weekly to the classes of the target population throughout the academic years when the research was conducted. Furthermore, she was an EFL teacher for 11 years and she had enough experience to have an in-depth understanding of the phenomenon under study.

On the other hand, the researcher presented the findings in a rich contextualized way, through which the readers were provided comprehensive descriptions of the setting. The thick description to convey the findings contributed to the validity of the findings. Presenting the negative cases or discrepant information which contradicted the general theme of the study enhanced the credibility and made the study more realistic and valid.

CHAPTER FOUR

FINDINGS AND DISCUSSION

This chapter presents the findings of both quantitative and qualitative data collected from the sample of the research. The research questions of the study are discussed comprehensively in the light of the results obtained from the study.

4.1. FINDINGS

4.1.1. Quantitative Results

The mean, standard deviation and percentage values related to participants' willingness to communicate are shown in Table 4.1.

Table 4.1 Mean Scores, Standard Deviation, and Percentage Values Related to WTC

	$\bar{X}$	Sd	Dna %	Pna %	Pa %	Da %
1. Greet someone in English.	2.77	.87	9	24.6	46	20.4
2. Say thank you in English when someone lends you a pen.	3.35	.79	3.3	9.5	36.5	50.7
3. Give directions to your favourite restaurant in English.	2.12	.94	29.9	37	24.6	8.5
4. Tell someone in English about the story of a TV show you saw.	2.36	.98	24.6	27	36.5	11.8
5. Read out a two-way dialogue in English from a textbook.	3.39	.79	3.3	9	33.2	54.5
6. Translate a spoken utterance from Turkish into English.	2.79	1.00	14.7	18.5	40.3	26.5
7. Interview someone in English asking your own original questions.	2.70	.92	13.3	21.3	47.4	18
8. Interview someone in English asking questions from the textbook.	3.29	.81	4.3	9.5	38.9	47.4
9. Do a role-play in English at your desk (e.g. ordering food in a restaurant).	2.71	1.02	15.6	23.2	35.5	25.6
10. Do a role-play standing in front of the class in English (e.g. ordering food in a restaurant).	1.93	1.00	44.5	27.5	18.5	9.5
11. Give a short speech in English about your hometown with notes.	3.17	.85	6.2	10.4	43.6	39.8
12. Give a short self-introduction without notes in English.	3.24	.81	3.8	12.3	40.3	43.6
13. Ask someone in English to repeat what they have just said in English because you did not understand.	2.83	.96	10	25.6	35.5	28.9
14. Ask the meaning of a word you do not know in English.	2.75	1.03	12.8	29.9	27	30.3
15. Ask someone how to pronounce a word in English.	2.93	1.00	10.9	20.4	33.2	35.5
16. Ask someone in English how to say a phrase you know how to say in Turkish but not in English.	2.55	1.01	16.1	34.6	27	22.3
Total	2.81	.56				

Table 4.1 shows that upon examining the mean scores of all items, the students' willingness to communicate was found as high ($\bar{x}$ = 2.81). Participants strongly agreed on the items "Read out a two-way dialogue in English from a textbook" ($\bar{x}$ = 3.39), "Say thank you in English when someone lends you a pen" ($\bar{x}$ = 3.35) and "Interview someone in English asking questions from the textbook" ($\bar{x}$ = 3.29). Also, they responded "Give a short self-introduction without notes in English" ($\bar{x}$ = 3.24), "Give a short speech in English about your hometown with notes" ($\bar{x}$ = 3.17), "Ask someone how to pronounce a word in English" ($\bar{x}$ = 2.93), "Ask someone in English to repeat what they have just said in English because you did not understand" ($\bar{x}$ = 2.83), "Translate a spoken utterance from Turkish into English" ($\bar{x}$ = 2.79), "Greet someone in English" ($\bar{x}$ = 2.77), "Ask the meaning of a word you do not know in English" ($\bar{x}$ = 2.75), "Do a role-play in English at your desk (e.g. ordering food in a restaurant)" ($\bar{x}$ = 2.71), "Interview someone in English asking your own original questions" ($\bar{x}$ = 2.70) and "Ask someone in English how to say a phrase you know how to say in Turkish but not in English" ($\bar{x}$ = 2.55) as "agree". However, they disagreed on the items "Tell someone in English about the story of a TV show you saw" ($\bar{x}$ = 2.36), "Give directions to your favourite restaurant in English" ($\bar{x}$ = 2.12) and "Do a role-play standing in front of the class in English (e.g. ordering food in a restaurant)" ($\bar{x}$ = 1.93).

The mean, standard deviation and percentage values related to students' LA are displayed in Table 4.2.

Table 4.2. The mean, Standard Deviation, and Percentage Values Related to LA

	$\bar{X}$	Sd	Never %	Rarely %	Sometimes %	Often %	Always %
1. I think I have the ability to learn English well.	4.13	.77	0	1.4	19.4	43.6	35.5
2. I make good use of my free time in English study.	3.40	1.06	3.8	14.2	37.9	26.1	18
3. I preview before the class.	2.62	1.01	13.3	33.2	36	13.3	4.3
4. I find. I can finish my task in time.	3.97	1.05	2.4	8.1	18.5	32.7	38.4
5. I keep a record of my study, such as keeping a diary, writing review etc.	2.10	1.25	46.9	16.6	20.9	10.4	5.2
6. I make self-exam with the exam papers chosen by myself.	2.59	1.24	25.1	21.8	31.3	12.8	9
7. I reward myself such as going shopping, playing etc. when I make progress.	3.66	1.32	8.5	10.9	25.1	17.1	38.4
8. I attend out-class activities to practice and learn the language.	2.50	1.36	29.9	26.5	21.3	8.5	13.7
9. During the class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc.	2.37	1.23	31.3	25.6	24.6	11.4	7.1
10. I know my strengths and weaknesses in my English study.	4.48	.73	0.5	1.4	7.1	31.3	59.7
11- I choose books, exercises which suit me, neither too difficult nor too easy.	3.99	.96	2.4	3.3	22.3	37.4	34.6
Total	3.26	.57					

As can be seen in Table 4.2, students' learner autonomy is at the medium level ($\bar{X}$ = 3.26). Respondents strongly agreed with Item 10 ($\bar{X}$ = 4.48) while they responded the items "I think I have the ability to learn English well" ($\bar{X}$ = 4.13), "I choose books, exercises which suit me, neither too difficult nor too easy" ($\bar{X}$ = 3.99), "I find. I can finish my task in time" ($\bar{X}$ = 3.97) and "I find. I can finish my task in time" ($\bar{X}$ = 3.66) as "agree". In addition, participants slightly agreed on the items "I make good use of my free time in English study" ($\bar{X}$ = 3.40) and "I preview before the class" ($\bar{X}$ = 2.62). According to the table, participants reported that they disagreed on the items "I make self-exam with the exam papers chosen by myself" ($\bar{X}$ = 2.59), "I attend out-class

activities to practice and learn the language” ($\bar{X}$ = 2.50), “During the class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc” ($\bar{X}$ = 2.37) and “I keep a record of my study, such as keeping a diary, writing review etc” ($\bar{X}$ = 2.10).

In order to investigate whether there is a significant difference between male and female students’ willingness to communicate Independent Samples T-Test was conducted and the results were displayed in Table 4.3.

Table 4.3. T-Test Results Related to Students’ L2 WTC According to Gender Variable

Gender	N	$\bar{X}$	Sd	Df	T	P
Female	151	2.76	.54	209	-1.968	.049
Male	60	2.92	.58			

As can be seen in Table 4.3, students’ willingness to communicate revealed a significant difference relevant to the gender variable ($t_{(209)} = -1.968$; $p < 0.05$). Male students’ willingness to communicate ($\bar{X}$ = 2.92) is significantly higher than female students’ ($\bar{X}$ = 2.76).

Independent Samples T-Test was conducted to identify whether there is a significant difference between male and female students’ learner autonomy, and Table 4.4 indicates the results.

Table 4.4. T-Test Results Related to Difference among Students’ LA According to Gender Variable

Gender	N	$\bar{X}$	Sd	Df	T	P
Female	151	3.30	.54	209	1.624	.106
Male	60	3.16	.63			

According to Table 4.4, the results did not reveal a significant difference between male and female students’ learner autonomy ($t_{(209)} = 1.624$; $p > 0.05$). Although this does not make a statistically significant difference, female students’ learner autonomy ($\bar{X}$ = 3.30) seems to be higher than male students’ ($\bar{X}$ = 3.16).

Conducting Independent Samples T-Test to investigate if students' willingness to communicate significantly differs in terms of age variable, the findings were presented in Table 4.5.

Table 4.5. T-Test Results Related to Difference among Students' L2 WTC According to Age Variable

Age	N	$\bar{X}$	Sd	Df	T	P
Under 20	114	2.91	.53	209	3.058	.003
Over 20	97	2.68	.56			

Table 4.5 indicates that there was a significant difference between the groups' willingness to communicate in terms of age variable ($t_{(209)} = 3.058$; $p < 0.05$). This means that participants who were under the age of 20 ($\bar{X} = 2.91$) were more willing to communicate than those who were over 20 ($\bar{X} = 2.68$).

In order to investigate whether there is a significant difference between the groups' learner autonomy according to age variable, Independent Samples T-Test was conducted and the results were displayed in Table 4.6.

Table 4.6. T-Test Results Related to Difference between Students' LA According to Age Variable

Age	N	$\bar{X}$	Sd	Df	T	P
Under 20	114	3.35	.53	209	2.754	.006
Over 20	97	3.14	.59			

As Table 4.6 indicates there is a significant difference between the groups' learner autonomy ($t_{(209)} = 2.754$; $p < 0.05$). Learner autonomy of students who were under 20 years old ($\bar{X} = 3.35$) was found to be significantly higher than learner autonomy of the students who were over 20 ($\bar{X} = 3.14$).

In order to determine whether there was a significant difference between the students whose learner autonomy is high and low in terms of willingness to communicate, Independent Samples T test was administered and the findings were shown in Table 4.7.

Table 4.7. T-Test Results for the Difference among Students' L2 WTC According to the Variable of LA

Learner autonomy	N	$\bar{X}$	Sd	Df	T	P
Low (1.00-2.40)	17	2.45	.59	122	-4.715	.000
High (3.21-5.00)	107	3.05	.47			

As can be seen in Table 4.7, students' willingness to communicate significantly differs in terms of learner autonomy variable ($t_{(122)} = -4.715$; $p < 0.05$). Willingness to communicate of the students whose learner autonomy is high ($\bar{X} = 3.05$) was significantly higher than the students with a low level of learner autonomy ($\bar{X} = 2.45$).

Pearson correlation analysis was used to check if there was a significant difference between willingness to communicate and learner autonomy of the students and the findings were demonstrated in Table 4.8.

Table 4.8. The Relationship between L2 WTC and LA

	WTC	LA
WTC	1	
LA	.511**	1

** $p < 0.01$

According to the table above, Pearson correlation test showed a significant relationship between willingness to communicate and learner autonomy positively ($r = .511$, $p < .01$), which indicates that as the students' willingness to communicate increases, their learner autonomy also increases.

Simple linear regression analysis was conducted to investigate whether the participants' willingness to communicate predicts their learner autonomy and Table 4.9 displays the results of this analysis.

Table 4.9. The Predictive Power of L2 WTC in LA

Variable	B	Standard Error	Beta	T	P
Constant	1.796	.173	.511	10.383	.000
Willingness to Communicate	.520	.060		8.603	.000

Table 4.9 shows a moderate but significant relationship between students' willingness to communicate and learner autonomy ($R=.51$, $R^2=.26$, $p<.01$). This means that learner autonomy explains 26 percent of variance of willingness to communicate. When examined standardized beta coefficient and t values, it appears that learner autonomy significantly predicts willingness to communicate. Also, significance test of the main predictive variable coefficient ($B = .520$) of the regression equation shows that learner autonomy is a significant predictive ($p<.01$).

According to the result of regression analysis, regression equation which predicts willingness to communicate can be presented as following:

$$\text{L2 Willingness to Communicate} = (.520 \times \text{Learner Autonomy}) + 1.796$$

In order to reveal whether there is a statistically significant relationship between WTC and LA of Turkish EFL learners in Turkish EFL classroom context, the students who are the most and least willingness to communicate and the most and the least autonomous were identified. The results are displayed in Table 4.10.a and 4.10.b.

Table 4.10.a. Participants with Highest LA Level

Pseudonym	LA Level (5.00)	L2 WTC Level (4.00)
Smiley	4.64	3.31
Green	4.55	3.88
Yoonspire	4.55	3.38
Curly	4.36	3.13
Photographer	4.36	3.75

Table 4.10.a shows the most autonomous five students out of 211 participants who took part in the quantitative phase of the study. The table also indicates the WTC levels of the students, which display the results of WTC Questionnaire (Weaver, 2005).

Table 4.10.b. Participants with Lowest LA Level

Pseudonym	LA Level (5.00)	L2 WTC Level (4.00)
Tantuni	1.64	2.38
Ice-cream	1.82	1.19
Rotten Machine	2.00	2.50
Jenna	2.00	3.00
Daisy	2.09	1.94

Table 4.10.b shows the least autonomous five students and their WTC levels according to the results of the analysis of the learner autonomy scale (Zhang & Li, 2004) implemented in the quantitative part of the study.

Table 4.11. The Differences Between Self-Reported L2 WTC and Behavioural L2 WTC

The Pseudonym of the Participants		Self-Reported L2 WTC		Behavioural L2 WTC	
		Score	Level	Score	Level
High LA	Smiley	82	High	75	High
	Green	97	High	95	High
	Yoonspire	84	High	72	High
	Curly	78	High	75	High
	Photographer	93	High	85	High
Low L2 WTC	Tantuni	59	Mid	23	Low
	Ice-cream	29	Low	25	Low
	Rotten Machine	62	Mid	21	Low
	Jenna	75	High	33	Low
	Daisy	48	Mid	18	Low

Table 4.11 presents the comparison of the self-reported WTC and behavioural WTC levels of the students observed in the classroom contexts. Self-report WTC scores were obtained through the WTC Questionnaire, while behavioural WTC scores were obtained from the frequencies of the classroom participation of the students over three weeks. The table shows the self-reported WTC scores and levels and behavioural WTC scores and levels of the most and least autonomous students. The WTC levels of the students were identified as high, middle, and low according to the criteria regarding the

analysis of the frequency distributions suggested by Cao and Philp (2006). According to this analysis, the students' scores below 35 are defined as low WTC, those between 35 and 70 are defined as middle WTC, and those over 71 are defined as high WTC.

In order to compare the self-reported WTC and the actual classroom WTC behaviours of both most autonomous and least autonomous students, Pearson Correlation Test was administered, the results of which are shown in Table in 4.12 and 4.13.

Table 4.12. The Difference between the Self-Reported and Behavioural L2 WTC of the Most Autonomous Students

Students (Pseudonym)	Smiley	Green	Yoonspire	Curly	Photogra pher	Mean	SD	Variance	Correlation (r)
Self-Reported L2 WTC	82	97	84	78	93	86.80	7.92	62.70	0.91
Behavioural L2 WTC	75	95	72	75	85	80.40	9.53	90.80	

As shown in Table 4.12, the mean (86.80) of the self-reported WTC of the most autonomous students is higher than the mean (80.40) of the behavioural WTC of the same students. The bivariate correlation of these two variables was found to be $r = 0.91$. This finding shows that there is a quite significant and positive correlation between the self-reported WTC and behavioural WTC of the most autonomous students participated in this study.

Table 4.13. The Difference between the Self-Reported and Behavioural L2 WTC of the Least Autonomous Students

Students (Pseudonym)	Tantuni	Ice- cream	Rotten Machine	Jenna	Daisy	Mean	SD	Variance	Correlation (r)
Self-Reported L2 WTC	59	29	62	75	48	54.60	17.24	297.30	0.44
Behavioural L2 WTC	23	25	21	33	18	24.00	5.66	32.00	

Table 4.13 shows that the mean (54.60) of the self-reported WTC of the least autonomous students is higher than the mean (24.00) of the behavioural WTC of the same students. The bivariate correlation of these two variables was found to be $r = 0.44$,

which means that there is a moderate and positive correlation between the self-reported WTC and behavioural WTC of the least autonomous students taking part in this study.

It is obvious that the correlation between these variables for each group shows difference, that is, the correlation is higher for the most autonomous students than the least autonomous students. It is concluded that the difference between the self-reported L2 WTC and behavioural L2 WTC of the most autonomous students is lower than the difference between the self-reported L2 WTC and behavioural L2 WTC of the least autonomous students. This indicates that level of autonomy is predictive for determining the actual behavioural L2 WTC of the students in the classroom setting. The difference between the self-reported L2 WTC and behavioural L2 WTC of the Turkish EFL students is higher when the autonomy level of the students is lower.

4.1.2. Qualitative Results

The content analysis of the semi-structured interviews which were conducted in order to obtain in-depth understanding of the underlying factors of the L2 WTC of the most autonomous students (n=5) and least autonomous students (n=5) revealed three themes, each of which has their own categories and codes. The themes were defined as “Linguistic Factors Affecting L2 WTC”, “Contextual Factors Affecting L2 WTC”, and “Individual Factors Affecting L2 WTC”.

Theme 1: Linguistics Factors Affecting L2 WTC in Autonomy Supportive Turkish EFL Classes

This theme consists of the linguistic factors which affect the L2 WTC of the Turkish EFL students with different autonomy levels. “Language Proficiency”, “Socio-Linguistic Factors”, and “Error Correction” are the categories which are included in this theme. Table 4.14 shows the categories and codes of the Theme 1.

Table 4.14. Theme for Linguistics Factors Affecting L2 WTC in Autonomy Supportive Turkish EFL Classes

Theme 1 # Theme for Linguistics Factors Affecting L2 WTC in Autonomy Supportive Turkish EFL Classes	
Category #1	Linguistic Competence
Language Proficiency	Self-perceived Communication Competence
Category #2	International Posture
Socio-Linguistic Factors	Culture
	Attitudes towards English Language Learning
Category #3	Teacher Correction
Error Correction	Peer Correction
	Immediate Corrective Feedback

The first category of the first theme, Language Proficiency, is described as the competency of a language user to use the language with a level of accuracy in terms of both comprehending and understanding the meaning conveyed. All the interviewees participating in the study expressed that their proficiency level in English had a direct effect on their willingness to communicate. Out of five least autonomous interviewees, two of them defined their English levels as B1 according to Common European Framework of Reference for Languages (CEFR) levels. The other less autonomous interviewees were not able to define levels exactly. The most autonomous interviewees all were able to define their English levels as B1 according to CEFR levels; also they showed awareness on the distinction between their overall language skills and speaking skills.

I consider my English level as B1, and I hope that it will be B2 soon. My speaking skills may not be that advanced as my other skills, but still I think I have the linguistic competency to be able to express myself in English. Having higher levels of English is undeniably important to communicate better (Photographer).

As we know, there are four main skills in a language. For each skill, I may be in a different level. I personally consider my overall English level as B1 except from my level in writing skills, which is B2. I am pretty good at speaking and I assume that you can speak better as your proficiency level gets higher (Green).

I do not think I have an advanced level of English, but I am not very bad indeed, maybe B1 level. I am not very good at speaking as I do not practice much. It might be the result of my proficiency level in English, and I believe that I will be able to speak better when my level improves (Tantuni).

Considering the participants' points of views on the effect of the proficiency level on L2 WTC, two codes were established. All of the participants asserted that they are much better at comprehending English than producing it, and this is directly related with linguistic competence they own. They maintained that they would be able to speak fluently and willingly if they had the opportunity to improve their English levels. In addition to this, most of the participants pointed out that they were not able to express themselves in spoken language compared to written language even if they had linguistic competency. This showed that self-perceived communicative competence, as the second code of the first category, had a critical role in using the language communicatively and willingly.

As a significant predictor of communicative predictor, self-perceived communicative competence is thought to be one of the most immediate antecedents of L2 WTC since it is based on the learners' self-evaluation of their L2 proficiency level. One of the interviewees who have the least autonomy level among the participants, Daisy expressed her opinions regarding this issue that *"My speaking skills are really bad, and I do not have the confidence to raise my hand during the classes"*. It can be inferred that learners' decision to speak is directly resulted from their communication competence based on their own evaluation. Another related view on this issue referred by a participant as following:

My speaking skills are not as good as my other skills such as reading, listening, or writing. It may be the result of that I do not feel myself comfortable and secure while I am speaking. I do not think that I have self-confidence when I try to use the language communicatively; therefore, it discourages me to be willing to speak in the classroom (Rotten Machine).

The second category of the first theme is defined as socio-linguistic factors whose codes include international posture, culture, and attitudes towards English language learning. Having a negative or positive attitude towards the international position of English, the culture of the target language, and learning English as a foreign language was found to have determinant factors to determine the learners' L2 WTC levels.

International posture, the construct proposed as 'interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and, one hopes, openness or non-ethnocentric attitude toward

different cultures, among others' by Yashima (2002, p.29), was found to play a significant role in L2 WTC. The participants in this study who had the highest L2 WTC level expressed their positive attitudes towards the international community in which English is spoken. In relation with the international posture, the participants expressed their thoughts with the following statements:

I have always wanted to speak English like a native speaker. For that reason, I have been engaged in almost everything related to English community such as their literature, art, and politics. I try to keep up with the latest news from the UK and the USA. I believe that it is a must to know these aspects of the English community to be a part of that culture. This facilitated my English language learning journey (Yoonspire).

As an individual who has clear career goals, the importance of English in my life is undeniable. When I consider the prospective job opportunities for my future, I hope to be working abroad. This has a critical role in my desire to speak English fluently (Green).

I like watching the international channels which broadcast in English. I also keep up with English news, programmes, which interest me. This helps me to improve my English as well as making me speak more willingly. I like to talk about the up-to-date news and topics in the classroom. It increases my performance in the classroom; in addition, I become a more intellectual person (Smiley).

Knowing at least one foreign language is a prerequisite of being a global citizen in this era. As a university student I have to acquire some qualifications which will help me survive in this competitive world, for this reason I have to have a good level of English. The classroom context is the only place in which I have the chance of practicing and improving my fluency in English, and I am trying to do my best to make use of this opportunity (Photographer).

Another socio-linguistic factor affecting students' L2 WTC level proposed by the participants of this study is culture. The participants with higher L2 WTC levels who took part in the interviews showed positive attitudes towards the culture of the target language. The study showed that having positive attitudes towards the culture of the target language is a crucial predictor of L2 WTC. Some extracts from the participants' views are as follows:

I have been interested in various cultures since my childhood. I believe that this raised my awareness on learning foreign languages. I particularly have interest in American culture. I love their music, movies, and sport. Of course I am proud of my own history and culture, but as a student of

English Language and Literature I have to know about the culture of the target language to facilitate my learning process (Curly).

I can say that watching TV-series in English has been the most effective way of learning and improving my English. Learning a foreign language should be both fun and practical without being have to learn boring rules, and I think watching TV- series is a great way of learning a language. I have positive feelings about American culture due to the movies and series I watch, so this helps me to learn more and be more fluent in English (Yoonspire).

Attitudes towards English language learning were defined as another factor influencing the L2 WTC of the participants of this research. All the participants seemed to have positive attitudes towards English language learning. They all expressed the critical role of learning English in our age, and highlighted the necessity of learning English in many aspects such as career opportunities, being a global and intellectual person, personal development, learning new cultures, English position as a lingua franca, and being a multilingual person. Some examples from the interviews clarifying the attitudes of the participants towards English language learning are as follows:

I love learning English; actually I love the idea of learning a foreign language. In Turkish we have a saying like “One language represents one person, two languages represent two persons” which stresses the significance of learning a foreign language (Ice-cream).

Learning English is really important to me because we do not only learn a language but also learn the cultures of other societies through it. It broadens our horizons in some ways. We may have better working conditions on condition that if we become a bilingual person (Smiley).

The critical role of speaking English in the 21st century is undeniable. I am of the opinion that one person may have better career opportunities if he/she knows an additional language rather than his/her mother tongue. Throughout history, some languages have been used as a vehicle in some areas such as education, commerce, and official diplomatic languages, and now it is English. Therefore, I believe that any world citizen should be able to speak English (Green).

I am trying to learning English passionately. I believe that learning a foreign language improves a person in many ways. It helps us to learn a new culture as well as meeting new people, new career opportunities, and contributing a lot to our personal development (Curly).

All of the participants had positive attitudes towards learning English, thus it can be concluded that having positive attitudes towards learning English is not a distinctive

factor affecting the L2 WTC. The participants having lower autonomy and L2 WTC levels shared the same positive attitude with the participants who have higher autonomy and L2 WTC levels. The findings of the study revealed that having positive attitudes towards learning English is not a predictor of L2 WTC.

The third category of the first theme involves error correction whose codes are defined as teacher correction, peer correction, and immediate corrective feedback. In second language education pedagogy errors, error correction, and error treatment have been dealt with elaborately since it has motivating or de-motivating effects on learning process. The way errors are corrected may be both encouraging and discouraging in terms of types of error correction, the manner they are corrected, and the appropriate time they are corrected. The participants claimed that their L2 WTC relied on teacher correction, peer correction, and immediate corrective feedback within the category of error correction.

In this respect, the participants who have both lower and higher autonomy and L2 WTC levels agreed that the manner of the teacher while correcting mistakes affected their willingness to speak remarkably. Whether the teacher corrects the mistakes in a strict or tolerant manner was found to be a predictor of L2 WTC. Participants who have both lower and higher autonomy and L2 WTC levels expressed that when their teachers corrected their mistakes in a strict manner, they did not want to speak and even become de-motivated. On the other hand, they all claimed that they wanted to learn from their mistakes if their teachers showed tolerance on their mistakes. They believe that teacher is the only authority in the classroom context in terms of correcting the mistakes only if he/she does it tolerantly without offending the students. Some of the comments of the participants regarding the teacher correction are as follows:

I do not prefer to speak up and raise my hand unless it is my turn because I am afraid of making mistakes especially in the classes in which teacher is always ready to correct my mistakes. Indeed, I am not much afraid of being corrected, but I am afraid of being corrected by the teacher by being humiliated (Rotten Machine).

I consider errors as a natural part of my learning process. Making mistakes in a positive classroom atmosphere is a good advantage for us in terms of getting the opportunity to monitor our own mistakes as well as other students'. However, it can also have adverse effects if the teacher does not have a tolerant attitude towards our mistakes (Yoonspire).

I used to have the fear of being corrected my mistakes when I was younger, but now I know that making mistake is so normal when learning a new thing. Being corrected by my teachers helps me to notice my mistakes, yet it may also interrupt our motivation of speaking if the teacher has a discouraging manner when he/she is correcting my mistakes (Curly).

I do not want to be corrected by my teachers for the mistakes which do not cause a very important meaning change while I am speaking, but if the mistake I make may cause some confusion, of course I would accept to be corrected by my teachers in a good way (Jenna).

In relation with error correction, another point discussed during the interviews was peer correction. Despite their agreement upon the value of correction from the teacher, all participants stated that they would not prefer to be corrected by their peers. The main reason lying behind that was their assumption that their peers would not have enough and reliable knowledge to be able to correct them. They asserted that being corrected would not please them as the size of their classes was not small; there was no positive class atmosphere that they would learn a lot from one another. Regarding peer correction, the following quotations represent some views of the participants.

I would definitely prefer to be corrected by my teachers rather than my peers in the classroom. We have a classroom atmosphere in which we do not have close relationship with one another. When I am corrected by a student in my class, I do not feel myself comfortable. On the other hand, I cannot rely on my classmates in terms of the correction they make. I do not think they are reliable sources compared to my teachers (Yoonspire).

I think we have a crowded class size; thus it is not possible for us to have sincere relationship with one another. I do not want my mistakes to be corrected by the students I do not know very well and have a close relationship. Their intention might be different; also I may not be convinced by the correction they make. All in all, we almost have the similar levels and their correction would not be as effective as my teachers' (Smiley).

During our English courses, I am sometimes interrupted by my classmates while I am speaking English. When I make some grammatical or pronunciation mistakes they try to correct me instantly and I lose my motivation to speak more in those moments. I think if someone corrects me, it should be my teachers (Ice-cream).

The comments of the participants showed that the participants with lower and higher autonomy levels had similar opinions about the effects of the peer correction on their willingness to speak in the classroom context.

Another factor which plausibly affects the L2 WTC of the EFL speakers under the category of error correction is immediate corrective feedback. Besides the source of the correction, the moment of the correction made has an impact on influencing the performance of the students. With relation to immediate corrective feedback, different points of views were obtained from the participants with lower autonomy level and higher autonomy level. The participants with higher learner autonomy levels did not support that immediate corrective feedback given by their teachers would hinder their willingness to speak, whereas the participants with lower autonomy levels asserted that immediate corrective feedback given by their teachers would affect their speaking performance in a negative way as well as impeding their willingness to participate in speaking activities in the classroom. One participant with higher autonomy level exemplified his views on immediate corrective feedback by stating that:

One advantage of learning a language in the classroom context is the opportunity of accessing the correct information directly through our teachers. I am of the opinion that the more mistakes I make the better I learn, so I would not care about whether my teacher corrects my mistakes instantly or later. This does not make me stressed or hinder my desire to speak (Green).

On the other hand, the participants with lower autonomy levels thought that immediate corrective feedback given by their teachers would interfere with their performance while they were speaking, thus it would decrease their desire to raise their hands to participate in classroom activities. Following quotation by a participant with lower autonomy level addresses this point:

I rarely take the turn of speaking during our classes by building up my courage, and when my teachers correct my mistakes the moment I make them, I lose all my concentration and I cannot focus on the rest of my sentences with the fear of making the mistakes again. I do not mean getting feedback or being corrected is something unnecessary, but I think correction may be delayed without signalling me (Jenna).

The general outline of the first theme provided three categories and their codes which affect L2 WTC of EFL learners with different autonomy levels in the classroom context. In the first theme the linguistic factors affecting L2 WTC were discussed. The main findings regarding the first theme showed that proficiency level, socio-linguistic

factors, and error correction affected the L2 WTC of the participants of this study who have different autonomy levels in various ways.

Theme 2: Contextual Factors Affecting L2 WTC in Autonomy Supportive Turkish EFL Classes

The second theme of the study consists of the contextual factors which affect the L2 WTC of the Turkish EFL students with different autonomy levels. “Classroom Dynamics” and “National Educational Policy” are the categories included in this theme. Table 4.15 shows the categories and codes of the Theme 2.

Table 4.15. Theme for Contextual Factors Affecting L2 WTC in Autonomy Supportive Turkish EFL Classes

Theme 2 # Theme for Contextual Factors Affecting L2 WTC in Autonomy Supportive Turkish EFL Classes	
Category #1	
Classroom Dynamics	Topic Teacher Task-Type Group-Size Interlocutor
Category #2	
National Foreign Language Education Policy	Non-Established ELT System National English Tests

The significant role of context in foreign language education should be highlighted by describing the factors which are called ‘contextual factors’ relevant to language teaching/learning. The second theme of the study was made up as a result of the examination of the interviews conducted with the participants by eliciting their ideas on the contextual factors which affect their L2 WTC. The codes constructed by the comments of the participants were used to determine the categories, which were defined as “Classroom Dynamics” and “National Education Policy”. Five codes which constitute the first category are defined as topic, teacher, task-type, group-size, and interlocutor, and language education system and national language tests are the codes under the second category.

This research had the purpose to reveal the underlying reasons of EFL students' L2 WTC in classroom contexts, therefore some of the questions addressed to students during the semi-structured interviews aimed at investigating thoroughly the dynamics affecting students' in-class willingness to speak. The data obtained from the participants revealed that one of the most effective variables affecting learners' L2 WTC in classroom is the topic students are asked to speak during the classroom activities. The participants who had higher autonomy levels were reported to be influenced by the topic less negatively than those who had lower autonomy levels. Some excerpts belonging to the participants those who have higher autonomy levels are as follows:

There are some factors that make me speak more fluently and willingly during our English classes. One of them is topic that we are speaking about. If we are asked to speak about a topic that attracts me, or I am interested in or have some experience about, I become more eager to speak. However, it does not necessarily mean I do not talk about the topics I am not familiar with. I push myself to talk about every topic whatever it is about; still I cannot deny that I speak better at the topics I like (Yoonspire).

I sometimes find myself speaking more fluently and comfortably in our English classes. One reason behind that I suppose is the topic we are talking about. Everybody has their own tastes, interests, experiences, so if the theme of the topic is among the persons' interests, he/she can speak better. But I think we cannot limit ourselves within those topics. I believe that we should be able to speak about almost every single topic in order to improve our English. I am trying to raise my hand for any activity we are doing whatever the topic is (Green).

The responses given by the participants revealed that topic as one of the classroom dynamics does not particularly affect the L2 WTC of the participants with higher learner autonomy. On the other hand, it was obvious that the participants with lower autonomy levels usually had an attitude to be reluctant to speak when topic did not interest them, or had no background knowledge about it. The following related expressions by those participants exemplify the issue.

I sometimes tend to refrain myself from speaking English in my English classes, particularly because of the topic our teachers choose for us to speak about. If I cannot find any ideas about the topic we are supposed to speak, I prefer to be silent. I think this is quite normal because I even cannot speak in my mother tongue about the topics I have no idea (Jenna).

The dynamic nature of the language classrooms causes some variables to have critical impact on learners L2 WTC. In addition to topic, the teaching style and strategies, the attitude, the involvement, the personality, and some distinctive qualities of the teachers were found to foster or hinder the participants' L2 WTC in the classroom contexts. The participants' statements indicated that the role of teacher in the EFL classrooms had a determining role on the participants' L2 WTC in various aspects. The views of all participants were in the same direction irrespective of their autonomy levels. All the participants expressed that they preferred to take part in the speaking and other activities more willingly and actively when they had good relationship and liked the teacher of their classes. Some excerpts from the interviews related to the teacher influence are as follows:

What makes me speak more and willingly in our English Classes is closely related to our teachers. To be honest, I do not want to participate in the classes whose teachers I do not like much. One of the reasons why I raise my hand to speak during the classes is to please the teachers I really like. On the other hand, we have some teachers who do not establish rapport with us, so I personally do not answer any questions and raise my hand unless it is my turn (Photographer).

We have some teachers who are so angry and intolerant. I do not feel like expressing myself comfortably in their classes. If I do not have to speak, I am never willing to speak in those classes (Rotten Machine).

My speaking performance and willingness is directly related to my teachers and their attitudes towards the students and classroom behaviours. We may sometimes feel ourselves under the threat of our teachers who are so dominant with their great authority. They do not provide us a flexible classroom atmosphere where we can express ourselves without hesitation. Even their way of directing the questions may pose a threat to us. I wish we had more flexible and tolerant teachers who could provide us a warm classroom atmosphere we could speak up comfortably (Tantuni).

I have a teacher who always encourages us to speak and tells us we should be able to speak English irrespective of grammatical or pronunciation mistakes. She always says 'If you want to speak English, you should make use of every opportunity you have'. Therefore, I try to take part in all classroom activities to use English as much as possible (Yoonspire).

Besides topic and teacher as the dynamics in classroom setting which affect L2 WTC, participants claimed that task-types presented in the classes is another determining variable underlying L2 WTC in the EFL classroom context. Task-types utilized in language teaching should ensure that students be able to use a wide range of

learning experiences as well as learning to manage the variability in context by using the language in different contexts. While discussing their willingness and/or unwillingness to speak in the English classes, almost all the participants of the study shared the viewpoint that task-types and their related exercises had critical role in promoting their participation in speaking activities. They also added that the tasks that were based on real life situations and appropriate for their age group, proficiency level, and cultural values would promote their willingness to speak. In this respect, there were no different viewpoints between the participants who had different autonomy levels. Some of the participants had the arguments related to the task-types as follows:

Actually I want to speak English as much as I can in my English courses, but sometimes I find it difficult to speak because of some reasons. In order to be able to speak as I desire, I should like the tasks given us. For example, I like the tasks which are neither too hard nor too easy. Of course I want to participate in the activities which are not boring and require pair work or group work (Curly).

If we do the similar tasks all the time in our classes, I may not want to speak readily. I think we should have various types of activities for an active and fun English class. I cannot concentrate on the content of the course if our teachers do the same activities for us (Tantuni).

As another classroom dynamic, the participants put emphasis on the group size while they were discussing the variables affecting their L2 WTC in classroom setting. Having crowded classrooms is one of the most severe and urgent problems to be solved in Turkish educational setting, particularly at state schools and universities. The participants of this study touched upon this criticized issue and their views differed from each other according to their autonomy levels. The participants with higher autonomy levels underlined the significance of classroom participation for their language improvement and remarked that they sometimes lacked the opportunity to practice more because of the crowded classrooms. These participants were of the opinion that they would have had more opportunities to get interaction and increase the amount of time they speak if they had had the ideal number of students in their classrooms. One of the statements of these participants is as follows:

There are about forty students in our classroom, which means that each student has nearly one minute to take the turn to express him /her within course duration. We know that the best way to speak English is to practice it a lot. In Turkey, especially in the city we are having our university

education, the only setting we could have the opportunity to have English interaction is the classroom. Unfortunately, we have limited time reserved for each of us because of the crowded classrooms. I wish we had maximum fifteen students in our language classrooms, and we could be able to interact better with one another. From time to time, I do not raise my hand to answer the question of my teachers in case I am not the given the turn to speak because of this reason (Photographer).

The participants with lower autonomy levels, on the contrary of those with higher autonomy levels, did not consider having large classroom sizes as a challenge for their L2 WTC, and they did not establish a connection between their L2 WTC and classroom size. Instead, they seemed to be influenced by their interlocutor in terms of their willingness to speak. Almost all participants maintained that they felt more comfortable themselves when they had conversation in pairs rather than small group work or whole class interaction. The participants those having lower autonomy levels reported that they would prefer to have conversation in pairs, with whom they had close relationship. One of the interviewees Jenna, expressed that: *“I feel myself more confident and willing to speak if I know the person I am having a conversation with”*. Another participant with lower autonomy level, Tantuni, claimed that: *“I am having difficulty in expressing myself in whole class conversation, so I prefer pair work interaction. When I have a conversation with someone I know very well, I do not get stressful”*.

The interviews with the participants with higher autonomy levels revealed that the interlocutor was not regarded as a major factor affecting their L2 WTC. They argued that the point when having a conversation was to qualify this precious time regardless of whomever they interacted with. One participant, Green, stated his opinion with these statements: *“It does not necessarily matter whoever we are speaking with. I would be willing to speak in all cases we have the opportunity”*.

The second category of the second theme is associated with National Foreign Language Education Policy and its effects on foreign language education in conjunction with EFL learners' L2 WTC in classroom setting. Almost all the participants of the study declared their criticism on having some difficulties they had throughout their educational lives resulting from the deficiencies and problems in Turkish National Foreign Language Education Policy.

Most countries worldwide set their priorities and prepare their foreign language education policy according to their changing needs at macro-levels. The foreign language education in Turkey, as a developing country, dates back to the Tanzimat Period, the second half of the eighteenth century and since then there have been several changes in the policy of foreign language education due to political and socioeconomic factors. In relation with the national foreign language education policy, the participants claimed that the consistent changes in English Language Teaching (ELT) in Turkey caused both English teachers and students to feel perplexed. Even though communicative approach was introduced in 1997 within the scope of Curriculum Reform, using the target language in classrooms so as to increase the communicative competence of the learners cannot be implemented effectively in Turkish EFL classrooms. The participants complained about the ever-changing system of foreign language education and non-established ELT system. All participants seemed to have the awareness of this problematic issue; however, the participants with lower autonomy levels put forward this issue as the cause of their unwillingness to communicate in English in the classroom setting. The argument from one of those participants is as follows:

There is a common saying regarding English learning in Turkish context: 'I can understand, but I cannot speak'. I think it is the outline of foreign language learning challenge in Turkey. I believe that there are some important reasons of it. For me, the main problem results from the education system itself. This is my thirteenth year as a student and as far as I have observed new educational reforms are made in our education system every two years or so. It is so regrettable that we do not have an established education system. The system is constantly changing, but we cannot solve our problems related to foreign language learning. As language learners we are disappointed by this situation. The main dilemma is that our courses are designed to improve our communication skills, but the Standard English tests we are evaluated do not test our speaking, listening, and writing skills. They are grammar and reading based exams. For these reasons, I sometimes lose my motivation to speak English in our classes (Daisy).

Similarly, some of the participants touched upon the drawbacks of the National Standard English Tests applied in different stages of the education. They drew attention on the contradiction between the aims and objectives of the English language education and the way their English proficiency is tested by the National Standard English Tests. The following excerpt clarifies this issue:

I have been learning English since the 4th grade of my elementary school. I have had so many English courses and English teachers. Every year we learnt the similar things again and again. Most of our English courses were grammar based because the exams for the high school and university were all structural based tests. During those years, I focused on improving my grammar and vocabulary. I always put off improving my speaking skills at the university. But now I can see that it does not happen all at once. I wish I had tried to speak earlier, but it is not my own fault totally. The tests we took for university entrance were not communicative oriented. Our instructors at the university expect from us to speak English fluently, but we do not have that background. This is one of the reasons why I am not that willing to communicate during the courses. I am waiting for the time I will feel ready myself to speak fluently (Ice-cream).

Based on the second theme of the study, contextual factors such as classroom dynamics and national foreign language education policy were found to have an influence on Turkish EFL learners L2 WTC in the classroom setting.

Theme 3: Individual Factors Affecting L2 WTC in Autonomy Supportive Turkish EFL Classes

The third theme of the study comprises the individual factors which affect the L2 WTC of the Turkish EFL students with different autonomy levels in the classroom setting. The semi-structured interviews conducted with the participants with five lowest autonomy levels and the five highest autonomy levels provided the researcher to obtain in-depth data about the underlying factors and variables influencing their L2 WTC. “Affective Factors” and “Individual Differences” are the categories included in this theme. Table 4.16 shows the categories and codes of Theme 3.

Table 4.16. Theme for Individual Factors Affecting L2 WTC in Autonomy Supportive Turkish EFL Classes

Theme 3 # Theme for Individual Factors Affecting L2 WTC in Autonomy Supportive Turkish EFL Classes	
Category #1	
Affective Factors	Communication Apprehension Motivation
Category #2	
Individual Differences	Personal Traits Language Aptitude

The first category of the third theme was defined as the affective factors. This category explains the emotional factors that may have positive or negative effects on L2 WTC of the participants. The interviews with those participants who had lower autonomy levels showed that one of the reasons which caused their unwillingness to communicate in English in the classroom context was their anxiety regarding communication. The anxiety regarding communication, which was widely stated as communication apprehension in the relevant literature, was found to affect L2 WTC of the participants with lower autonomy levels negatively. The participants with higher learner autonomy levels did not put forward any negative arguments about being anxious during in-class interaction, which hindered their L2 WTC. Some of the participants with lower autonomy levels expressed their thoughts with the following statements:

I often feel anxious myself in our English classes because of some factors. For example, if my English teachers give me the floor to speak without my own willingness to participate in conversational activities, I get too nervous and I even cannot make simple sentences (Daisy).

When I start speaking in English I feel stressed when I think about making mistakes, my classmates' and teachers' reactions. I also feel excited and a little bit embarrassed caused by my anxiety regarding communication in large groups and public speaking (Rotten Machine).

When our teachers address us a speaking prompt, first of all I try to make the sentences I will utter in my mind, but I cannot find the courage to raise my hand to speak because of some fears like the probable pronunciation and grammatical mistakes I would make. So my stress level increases and I do not raise my hand (Jenna).

The statements of the participants showed that the communication apprehension had a negative impact on L2 WTC of the participants with lower autonomy levels. In addition to communication apprehension, the participants asserted that their motivation had a significant role in their willingness to communicate in EFL classroom setting. As regards the effects of the motivation on L2 WTC, the interviews with the participants revealed that various types of motivation such as integrative, instrumental, and situational affected their L2 WTC in different ways. Most of the participants with higher autonomy levels seemed to be affected positively regarding their L2 WTC by the factors increasing their instrumental and integrative motivation. On the other hand, the participants with lower autonomy levels expressed that their L2 WTC was affected

negatively or positively by their situational motivation. Temporary affective states depending on the mood of the students, some inner drives, emotions, or contextual states are defined as situational motivation. Those participants with lower autonomy levels pointed out that their L2 WTC varied according to their situational motivation. Some of these participants stated that:

I often may not feel like speaking English in the classroom because of my mood. In those moments I lose my desire to speak even in Turkish, let alone English. This might result from the attitude of teacher, the topic or just all about me, but whatever it is I lose my motivation in those times (Tantuni).

My speaking performance in English classes is not stable. While I speak too much in one class, I may stay silent in another one. It might be related to my emotions, mood, or anything regarding the classroom atmosphere. I lose my motivation to speak in these situations (Jenna).

The participants with higher autonomy levels, on the other hand, maintained that one of the underlying factors for the increase in their willingness to speak in English was the level of their motivation. Based on the points of views of the participants with higher autonomy levels regarding their motivation level influencing their L2 WTC, the types of motivation suggested were the instrumental and integrative motivation. The following arguments shed light on the participants' views:

Just like in most countries all over the world, in Turkey we are supposed to know English very well to have a good career. The main reason why I am studying at this department is to improve my English as much as possible. Therefore, I am doing my best in our classes to make use of any opportunity. I try to participate in almost every activity that I could practice English (Green).

I want to be academics when I finish university, so I have to be proficient in English. I have no other settings rather than our classroom setting to be able to practice English, that's why I have to use English and improve myself to get the most proficient level (Smiley).

I would like work abroad some day. For this reason, I should be able speak English fluently. Until my university education, I had been able to improve my other skills in English, but unfortunately I did not have the opportunity to improve my speaking skills. Now with my English speaking instructors and communicative based classes I am improving my speaking skills in order to live my dreams to live abroad (Photographer).

These arguments revealed that the L2 WTC level of the participants with higher autonomy levels was positively affected by the instrumental motivation they had. Some

other participants with higher autonomy levels seemed to have positively affected by the integrative motivation they had. These excerpts explain this issue to a certain extent:

I am studying at English Language and Literature Department, thus I am going to learn the culture and literature of English community as well as English. It was a conscious decision of me to study at this department because I want to know anything about the British culture. I am a type of person who loves discovering new cultures. I participate more in the activities we speak about the cultural aspects of English. I suppose it motivates me more than anything (Yoonspire).

My hometown is on the south coast of Turkey. It is a touristic city. Every summer, our neighbours from various countries come to their summer houses. I have had very good relationships with our international neighbours for years. We all use English as a means of communication. Actually, my interaction with my neighbours has had a great role in improving my English, and it has been the source of my motivation to speak English much better. During school terms, I practice English with my teachers and classmates not to fall back (Curly).

The findings regarding affective factors under the theme of individual factors revealed meaningful relationships with the L2 WTC levels and communication apprehension and motivation of the participants with different autonomy levels.

The second category of the third theme gathers variables affecting the L2 WTC of the participants related to their individual differences. Based on the literature related to the effects of individual differences on L2 WTC, a number of individual differences such as age, gender, intelligence, language aptitude, situational anxiety, and personality traits were found to hinder or contribute to the L2 learners WTC. As for the findings of the current study, the interviews with the participants revealed that different personality traits had significant effect on both increasing and decreasing the L2 WTC of the participants with different autonomy levels. The interview questions regarding this issue were addressed to the participants to describe their personalities. The data obtained from these responses from the participants showed that the participants with higher autonomy levels described their personalities as extraverted, talkative, self-confident, sociable, cooperative, risk-taker and responsible, while those participants with lower autonomy levels described themselves as introverted, shy, lazy, and anxious. The statements of the participants with higher autonomy levels are as follows:

I am a talkative person, not only in the classroom but also in my daily life. I am such a sociable person. I love meeting new people. I never get shy when expressing myself (Photographer).

I am an extraverted person. I like socializing with people. Especially in the classroom I feel relaxed myself and take risks even in the moments no one dares. For me, learning requires taking risks (Green).

I suppose I am a person who is aware of her responsibilities. This is what my teachers and friends always tell me. I am also a confident person particularly at the areas I am very good at. I am an outgoing person who can easily make friends. Almost everyone I know also identifies me as a person with strong communication skills (Smiley).

Some of the participants with lower learner autonomy levels, on the other hand, identified their personal traits with the following statements:

I think I am little bit shy especially towards the people I do not know very well. Because of this quality of me, I start to be anxious when I have got to speak in the situations I do not want (Rotten Machine).

I do not think I am a very sociable person. I do not want to have a large circle of friends. I think having a very small group of people is enough for a person. Also I am not that talkative. I prefer to listen to music instead of chatting with people. I think I am a smart person, but I do not work much. I can say I am a little bit lazy (Jenna).

Pertaining to the individual differences which affect the L2 WTC of the participants of this study, another personality trait maintained by the participants with higher learner autonomy levels was language aptitude. The findings obtained from the interviews showed that some of the participants with higher autonomy levels identified themselves as having language aptitude which contributed to their second language acquisition; however, no such arguments regarding language aptitude were found in the results of the interviews conducted with the participants with lower autonomy levels. Following excerpts belonging to participants with higher autonomy levels provide some examples:

Since the very beginning of my English language learning process, I think I have been learning English more easily compared to my peers. I suppose I have tendency towards learning languages. I started to learn Japanese as well. Throughout our university education we will be having French or German courses, so I am dreaming to be a multilingual when I finish university. This special ability of course facilitates my English learning and keeps me motivated (Yoonspire).

When I was at high school, I took a test to learn about my learning styles and strategies. The test results showed that I am linguistic learner type. I discussed about this with my English teachers and they all had agreement on it. I think I am good at learning languages. For example, I can guess the pronunciation of the new words intuitively, I love studying my English courses more than other subjects, and I do not put too much effort on it, maybe it is because I love it (Curly).

The findings related to the third theme of the study indicated that individual factors had direct or indirect effects on fostering or hindering the L2 WTC of the EFL learners in the classroom setting. These findings will be discussed in the light of the research findings in the relevant literature in the subsequent part of this chapter.

4.2. DISCUSSION

In this part of the study, the results of both quantitative and qualitative analysis of the research are presented through the discussion of the findings in relation to the previous studies. With the comparison of the related research that has investigated similar constructs, the research questions of the study will be discussed to make broader interpretations to illustrate the nature of the Turkish EFL learners' willingness to communicate in English in classroom settings depending on their different autonomy levels.

4.2.1. Research Question 1: Is there a significant relationship between Turkish EFL learners' willingness to communicate and learner autonomy levels?

The first question of the research aimed to reveal whether there is a statistically significant relationship between WTC and learner autonomy of the Turkish EFL learners in Turkish EFL classroom context. Based on the results of the quantitative data, there was a significant relationship between willingness to communicate and learner autonomy positively ($r=.511$, $p<.01$), which indicated that as the students' willingness to communicate increases, their learner autonomy will also increase. As it was pointed out in the literature review section, there are not so many studies investigating the direct relationship between learner autonomy and willingness to communicate.

Similar to the findings of this study, Khaki (2013) found that there was a significant and strong relationship between learner autonomy and trait-like willingness

to communicate in Iranian EFL learners ($r=.55$, $P=.000<.05$). Another study conducted by Naderifar and Esfandiari (2016) also found that there was a positive statistically significant relationship between willingness to communicate and learner autonomy ($r = 0.547$, $n = 197$, $p = .000$, $r^2 = 0.299$). Besides these two studies that analysing the direct relationship of these two constructs, there are some other studies that seem partially in line with the current study. The findings of the studies conducted by the above-mentioned researchers share the same points with regard to the correlation between these two constructs.

The research carried out by Nosratinia and Deris (2015) investigated the association between the willingness to communicate and self-regulation among EFL learners and found a significant direct relationship between these two constructs ($p = .56$, $n = 520$, $p < .05$). The construct of self-regulation which is defined by Zimmerman (2000, p.16) as "self-generated thought, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals" can be considered to have close relations with learner autonomy as both are believed to enable learners to direct their own learning process. In this sense, the results of the study of Nosratinia and Deris share the same points with the findings of this study.

Yaraghi and Shafiee (2018) aimed to reveal the possible relationships among willingness to communicate, learner autonomy, and communication strategy use of EFL learners, and they found a weak, positive and statistically significant relationship between learner autonomy and communication strategy use as well as a moderate, positive, and statistically significant relationship between willingness to communicate and communication strategy use. Even if their study did not analyse the direct relationship between the willingness to communicate and learner autonomy, it highlighted the critical roles of willingness to communicate and learner autonomy on predicting and influencing the communication strategy uses of EFL learners. In the current study, the researcher concluded that the EFL learners whose autonomy levels are higher have higher level of willingness to communicate in Turkish EFL classroom settings. In this sense, the study of Yaraghi and Shafiee displays the similar emphasis on the effects of learner autonomy and willingness to communicate on promoting the EFL learners' communication skills in the target language.

In addition to the studies that research the direct relationship of the willingness to communicate and learner autonomy, some other studies provide evidence to the findings of this study indirectly in terms of emphasising the central role of learner autonomy (Benson & Voller, 1997; Dickinson, 1995; Little, 2007; Littlewood, 1996) and willingness to communicate (MacIntyre 2007; Yashima, 2002) in the process of learning a foreign language. Based on the findings of the present study which are compatible with the findings of the abovementioned studies, it can be concluded that there is a statistically significant relationship between L2 WTC and learner autonomy, and the Turkish EFL learners with higher level of autonomy have been found to be more willing to communicate in Turkish classroom settings.

4.2.2. Research Question 2: If there is a relationship between Turkish EFL learners' willingness to communicate and learner autonomy levels, what is the direction of this relationship?

The first research question of the study “Is there a significant relationship between Turkish EFL learners' willingness to communicate and learner autonomy levels?” and the second research question of the study “If there is a relationship between Turkish EFL learners' willingness to communicate and learner autonomy levels, what is the direction of this relationship?” are closely interrelated with each other. The second research question aims to reveal the direction of these two constructs according to the result of the first question which indicates that there is a statistically significant relationship between them. Based on the quantitative analysis, a moderate but significant relationship between students' willingness to communicate and learner autonomy was found ($R=.51$, $R^2=.26$, $p<.01$). This means that learner autonomy explains 26 percent of variance of willingness to communicate. When examined standardized beta coefficient and t values, it appeared that learner autonomy significantly predicts willingness to communicate. Also, significance test of the main predictive variable coefficient ($B = .520$) of the regression equation shows that learner autonomy is a significant predictive ($p<.01$).

The findings of the study conducted by Khaki (2013) were compatible with the present study in terms of predictive power of learner autonomy. Khaki, in his study,

aimed to present whether there was a statistically significant relationship between learner autonomy and WTC in Iranian EFL contexts. With this aim, the researcher concluded that learner autonomy could predict 30 percent of trait-like WTC ($R = .556$, $R^2 = .30$), also learner autonomy could predict only 6.5 percent of situational WTC ($R = .256$, $R^2 = .06$). Based on the findings of the study of Khaki and the present study, one can conclude that learner autonomy significantly predicts willingness to communicate in EFL contexts.

4.2.3. Research Question 3: Is there a difference between Turkish EFL learners' self-report and behavioural willingness to communicate levels according to their learner autonomy levels?

The third research question aims to reveal the difference between the self-reported WTC and behavioural WTC of EFL learners according to their autonomy levels. The three-week classroom observation made by the researcher showed that there were differences between the self-reported WTC and their actual classroom behavioural WTC of participants with both higher autonomy levels ($r = 0.99$) and lower autonomy levels ($r = 0.44$). There was a quite significant and positive correlation between the self-reported WTC and behavioural WTC of the most autonomous students participated in this study, while there was a moderate and positive correlation between the self-reported WTC and behavioural WTC of the least autonomous students who took part in this study. The correlation was higher for the most autonomous students than the least autonomous students, which concluded that the difference between the self-reported L2 WTC and behavioural L2 WTC of the most autonomous students was lower than the difference between the self-reported L2 WTC and behavioural L2 WTC of the least autonomous students. The findings of the classroom observation concluded that level of autonomy is predictive for determining the actual behavioural L2 WTC of the students in the classroom setting. The difference between the self-reported L2 WTC and behavioural L2 WTC of the Turkish EFL students is higher when the autonomy level of the students is lower. The inconsistency between the self reported WTC and the behavioural WTC of the EFL learners was also reported in the study of Şener (2014); however, the difference between the self reported ($X = 1.62$) and actual WTC behaviours ($X = 2.77$) of the participants in her study was significantly higher ($t(272)$

=8.041; $p < .05$) than the difference in the present study. In other words, the participants in the study of Şener were more optimistic when reporting their WTC compared to the participants of this study. The other studies conducted in different contexts by Wen and Cléments (2003), Xie (2011), MacIntyre et al. (2001) supported the findings of Şener and the present study partially. These all studies maintain that having a desire to communicate does not end up with the actual communication and thereby the self-perceptions of the students do not determine their actual and behavioural WTC. What distinguishes the present study from these earlier studies is that the level of autonomy of the participants has been found to be a determining factor in the difference between the self-reported WTC and the behavioural WTC of the participants. To summarize, the difference between the self-reported L2 WTC and behavioural L2 WTC of the Turkish EFL students is higher when the autonomy level of the students is lower. This indicates that the learners with higher autonomy levels report and actualize the similar willingness in their communication, which might show a true perception regarding their WTC level that would be reflected in the success of the students in a positive way.

4.2.4 Research Question 4: What are the underlying factors affecting the more autonomous and less autonomous Turkish EFL learners' willingness to communicate levels?

With the fourth research question, it was attempted to explore the underlying factors that affect the Turkish EFL learners' having high or low WTC levels according to their autonomy levels. Based on the findings of the qualitative results of the present study, it was revealed that these underlying factors can be grouped under three themes: linguistic factors, contextual factors, and individual factors.

The qualitative results of the study show that language proficiency is directly related to the L2 WTC of the participants. This finding supports the results of the studies conducted by Alemi, Daftarifard and Pashmforoosh (2011), Bashosh et al. (2013), Yashima (2002), and Zhang (2011) that assert the relationship between the language proficiency and L2 WTC. The interviews conducted with the participants of the current study revealed that language proficiency is a significant predictor of L2 WTC and these two constructs are positively correlated. However, Alemi, Daftarifard and Pashmforoosh (2011) found a relationship between the language proficiency and L2

WTC, which differed from the present study in the way that higher proficient learners showed to be less communicative than lower proficient ones outside the classroom. Similarly, the results of the study carried out by Bashosh et al. (2011) showed that there is no significant relationship between willingness to communicate and EFL proficiency. The studies of Yashima (2002) and Zhang (2011), on the other hand, indicated that the higher English proficiency levels of students' facilitated their WTC. MacIntyre et al. (1998) suggest that the degree of a person's proficiency level plays a role in his/her WTC as indicated in their heuristic pyramid model. Liu and Jackson's (2008) research findings are parallel with the findings of the current study, which maintain that low proficiency level prevents students from speaking in a L2. Cao (2011) found that the language proficiency has a critical effect on L2 WTC, which supports the findings of the current study. Şener (2014) stated that low linguistic competence prevents students from speaking in EFL classes. The participants of the present study asserted that one underlying reason of their willingness to communicate was their linguistic competence. It can be concluded that the level of language proficiency in English affects all the participants' L2 WTC regardless of their autonomy levels. For both higher and lower autonomous learners of this study, language proficiency is an underlying factor which affects their L2 WTC.

Upon analysing the excerpts of the interviews conducted with the participants, it was revealed that sociolinguistic factors are identified as the underlying factors affecting Turkish EFL learners' L2 WTC in EFL classroom settings. This finding of the study is supported by some studies. Yashima (2002) examined the WTC in second language in Japanese EFL context. The researcher points out that international posture influences motivation and this influences proficiency. Motivation affects self-confidence in L2 communication which leads to WTC in a L2. Yashima, Zenuk-Nishide and Shimizu (2004) assumed that WTC results in more frequent communication in the L2 and that international posture led to WTC and communication behavior and they conducted a study examining willingness to communicate in a second language (L2) with Japanese adolescent learners of English. Munezane (2014) examined foreign language learners' WTC, frequency of L2 communication, and eight individual difference variables including international posture, and outlined that there was

significant potential for enhancing L2 WTC by applying motivational strategies that enhance or develop second language learners' ideal L2 self.

The study of Zeng (2010) on the other hand, contradicts with the findings of these studies. He studied the willingness to communicate of Chinese students at a Canadian community college, and the socio-cultural factors that enhanced or limited their willingness to communicate in English in and outside class. The study revealed that Chinese students were mostly willing to communicate in English and this willingness had a relationship with their perceived communication behaviors, but not with their international posture. The current study concludes that the participants with higher autonomy levels are more internationally oriented compared to those with lower autonomy levels and this enables the participants with higher autonomy levels to have higher L2 WTC levels.

In a similar vein, this study showed that having positive attitudes towards the culture of the target language is a crucial predictor of L2 WTC. The participants with higher autonomy levels of this study were found to have positive attitudes towards the culture of the target language which enabled them to have higher L2 WTC levels, while no data related to culture was obtained from the participants with lower autonomy levels. The effect of the culture was emphasized by Lu (2007) who studied the differences in willingness to communicate (WTC) between Americans and Chinese in China and in the United States, and the factors contributing to these differences. The results indicated that overall immersion experiences were found to have positive effects on WTC. Americans were more willing to communicate cross-culturally than Chinese. In addition, the longer participants stayed in a different culture, the more they were willing to communicate cross-culturally.

Based on the research evidence of this study, it was revealed that attitudes towards English language learning influence the learners' L2 WTC positively for participants both with higher and lower autonomy levels. Similarly, the studies of Gardner (1985), Johnson (2001), Şener (2014), Wen and Clément (2003), and Yu (2009) all support that positive attitudes towards the target language facilitate L2 learning and teaching. However, the study conducted by Peng (2007) contradicts with these studies by indicating that having positive attitudes towards the target language does not predict L2

WTC.

The examination of the qualitative data, based on the participants' comments, it can be noted that error correction, with its different types, affects the EFL learners' L2 WTC inside the classroom. In terms of their autonomy levels, the study concluded that the participants who had higher and lower autonomy levels assert that they did not want to speak in English willingly when their teachers corrected their mistakes in a strict manner. They also underlined that their teachers' tolerant manners towards their mistakes fostered their willingness to speak in the classroom settings. In addition, all of the participants added that they would not prefer to be corrected by their peers. They claimed that peer correction hindered their desire to speak since they did not count on the information provided by their peers.

Another point stressed by the participants regarding error correction was that the participants with lower autonomy levels perceived immediate corrective feedback as a hindering factor which affected their communicative performance inside the classroom, while the participants with higher autonomy levels did not seem to be negatively affected by the immediate corrective feedback in terms of their L2 WTC in the classroom setting. It should be noted that there is a gap in the relevant literature regarding the effects of corrective feedback strategies on EFL learners' L2 WTC according to their autonomy levels. The previous research on corrective feedback and L2 WTC is based on the arguments that error correction leads to language anxiety which could increase or decrease the WTC depending on the ways it is offered. The findings from the present study add evidence to the results of some previous studies which assert that corrective feedback could cause learners to feel anxious themselves and this could have a direct and negative influence on their WTC (MacIntyre & Burns, 2011; Kang, 2005). Kang (2005) claimed that the methods of giving corrective feedback affect learners' WTC. Another research by Zarrinabadi (2014) who conducted a qualitative study by using a focused essay technique concluded that immediate corrective feedback given by teachers seemed to reduce the students' WTC, while the delayed correction was found to increase the students' WTC in Iranian EFL context. By highlighting the obvious need for further study on the effect of different corrective feedback strategies on WTC of EFL learners, Rashidi, Basiro, and Motlaq (2016) examined the impact of immediate and delayed corrective feedback strategies and

gender on learners' willingness to communicate. They conducted a quasi-experimental designed research with 60 female and male participants and found that even though 56.6 percent of the students preferred immediate corrective feedback to delayed corrective feedback, the result of the research revealed that delayed groups outperformed the immediate groups on the WTC questionnaire. It was noted that most of the students who preferred immediate feedback expressed that they wanted to be corrected by their teachers in a way that they did not get ashamed or embarrassed.

Taking the comments of the participants related to the underlying factors of their L2 WTC according to their autonomy levels into account, the present study concluded that contextual factors such as classroom dynamics and national foreign language education policy play a crucial role in Turkish EFL learners' L2 WTC inside the classroom in various aspects. The participants of this study were requested to comment on the interview questions regarding their willingness to speak in their English classes, and their responses to a large extent indicated that the classroom dynamics such as topic, teacher, task-type, group size, and interlocutor could be the underlying factors of their L2 WTC. These factors showed clear differences according to their learner autonomy levels.

As regards the topics discussed in the classes, the participants of this study who had higher autonomy levels were reported to be influenced less negatively than those with lower autonomy levels. In other words, it was inferred that the participants with lower autonomy levels pointed out that the unfamiliar and distracting topics discussed in the classroom tended to hinder their L2 WTC, while the participants with higher autonomy levels did not state the detrimental effects of the topics discussed on hindering their L2 WTC. Previous empirical research also showed that the topic of communication has a significant effect on the ease of language use and content familiarity and knowledge ensure learners to feel secure, which enhances their WTC, while the lack of familiarity and knowledge inhibit learners' WTC (Cao & Philp, 2006; Cao, 2011; Kang, 2005; Liu, 2005; MacIntyre et al. 2011). Zarrinabadi (2014) also confirmed these previous studies regarding the significant influence of topic students are requested to discuss on their WTC.

Besides the topics discussed in the classroom, the teaching style and strategies,

the attitude, the involvement, the personality, and some distinctive qualities of the teachers were found to have fostering or hindering effects on the participants' L2 WTC in the classroom contexts. The participants' statements indicated that the role of teacher in the EFL classrooms had a determining effect on the participants' L2 WTC in various aspects. The views of all participants were in the same direction irrespective of their autonomy levels. All the participants expressed that they preferred to take part in the speaking and other activities more willingly and actively when they had a good relationship and liked the teacher of their classes. In a similar vein, Wen and Clément (2003) suggested the influential role of teacher on WTC through their study in which they tried to reveal how linguistic, communicative, and social psychological variables might affect students' WTC in the Chinese setting. Peng (2012) also attempted to shed light on the factors affecting WTC in the classroom setting of the Chinese EFL context by means of a multi-case designed research. In his study, Peng pointed out the significant contribution of teacher factors such as support and immediacy to the classroom environment, which gave rise to the increase and decrease of the classroom WTC. Cao (2011), similarly, examined the dynamic and situated nature of WTC in second language classrooms and revealed that teacher factor as one of the classroom environmental conditions had a crucial effect on students' WTC in class. İltir (2018) studied the promoting and debilitating sides of teacher effects in terms of Turkish EFL learners' WTC via a comprehensive study of a teacher's classroom practices. She carried out her study through semi-structured interviews, non-participant classroom observation, learners' reflective journals, and a teacher self-reflection report and found that teachers' social support, wait time, delayed error correction, decision on the speaking topic and activity, and avoiding learners' first language in- and out-of-class communication promote learners' WTC. Zhong (2013) studied five Chinese immigrant learners' WTC in both teacher-led and collaborative learning situations in L2 classrooms and concluded that participants' WTC was context-dependant. What one could draw a conclusion from all these studies which support the findings of the current study is that non-verbal communication strategies adopted by the language teacher, teacher support and immediacy, the relationship between the students and teachers could encourage or discourage the EFL learners' WTC in classroom setting.

Upon discussing their willingness and/or unwillingness to speak in the English

classes, almost all the participants of the study shared the viewpoint that task-types and their related exercises had a critical role in promoting their participation in speaking activities. They also added that the tasks that were based on real life situations and appropriate for their age group, proficiency level, and cultural values would promote their willingness to speak. In this respect, there were no different viewpoints between the participants who had different autonomy levels. The findings of this study are consistent with the research that assert the task-type is a factor that affects students' WTC (Cao, 2006; Cao & Philp, 2006; Cao, 2011; Weaver, 2005). To conclude, students could be eager to participate in the classroom activities depending on the types of tasks performed in the classroom.

As another classroom dynamic, the participants put emphasis on the group size while they were discussing the variables affecting their L2 WTC in classroom setting. Having crowded classrooms is one of the most severe and urgent problems to be solved in Turkish educational setting, particularly at state schools and universities. The participants of this study touched upon this criticized issue and their views differed from each other according to their autonomy levels. The participants with higher autonomy levels underlined the significance of classroom participation for their language improvement and remarked that they sometimes lacked the opportunity to practice more because of the crowded classrooms. These participants were of the opinion that they would have had more opportunities to get interaction and increase the amount of time they spoke if they had had the ideal number of students in their classrooms. The participants with lower autonomy levels, on the contrary of those with higher autonomy levels, did not consider having large classroom sizes as a challenge for their L2 WTC, and they did not establish a connection between their L2 WTC and class size. The significant effect of the group size, which could be whole class, small group, and dyad, on classroom WTC has been emphasized by some studies (Cao & Philp, 2006; Cao, 2011; de Saint Léger & Storch, 2009; Kang, 2005; Liu, 2005; McCroskey & Richmond, 1991). The study conducted by Khazaei Zahed and Kteabi (2012) in the Iranian EFL context indicated that class size had a crucial effect on the students' WTC as small classes give more opportunity to students to practice their oral skills more efficiently. This study shows that if the autonomy level of the learners is higher they would like to participate more in the classroom activities in order to get the opportunity to practice

and use the target language more actively.

One of the factors responsible for the L2 WTC of the participants of this study was claimed to be the interlocutors that the students interact with in the classroom. The participants with lower autonomy levels seemed to be influenced by their interlocutor in terms of their willingness to speak. Almost all participants maintained that they felt more comfortable themselves when they had a conversation in pairs rather than small group work or whole class interaction. The participants those having lower autonomy levels reported that they would prefer to have a conversation in pairs, with whom they had a close relationship. On the other hand, the interviews with the participants with higher autonomy levels revealed that the interlocutor was not regarded as a major factor affecting their L2 WTC. They argued that the point when having a conversation was to qualify this precious time regardless of whomever they interact with. Weaver (2010) conducted a study with 1789 Japanese university students on WTC inside an EFL classroom and found that different types of interlocutors had a significant role in maximizing students' level of L2 WTC. In addition to this comprehensive study, some other studies concluded the similar results that comply with the current study in terms of the considerable effect of the interlocutors on L2 WTC inside the classroom (Cao & Philp, 2006; Cao, 2011; Kang, 2005; Liu, 2005).

The findings of this study has shown that another underlying factor affecting the EFL learners' L2 WTC was the language education system as well as the examination system in Turkey. Almost all of the participants of this study declared their criticism on having some difficulties they had throughout their educational lives resulting from the deficiencies and problems in Turkish National Foreign Language Education Policy. The participants complained about the ever-changing system of foreign language education and non-established ELT system. All participants seemed to have the awareness of this problematic issue; however, the participants with lower autonomy levels put forward this issue as the cause of their unwillingness to communicate in English in the classroom setting. Correspondingly, some of the participants touched upon the drawbacks of the National Standard English Tests applied in different stages of the education. They drew attention to the contradiction between the aims and objectives of the English language education and the way their English proficiency is tested by the National Standard English Tests.

The previous studies in the relevant literature are consistent with the present study in some aspects. Kırkgöz (2007) stresses that English language teaching in Turkish education system has always been a real challenge by outlining the recent policy reforms legislated regarding teaching English in Turkish education system. The students of the present study expressed that National Standard English examinations such as YDS and YOKDIL test the examiners' linguistic performance, reading skills, and vocabulary repertoire instead of their communicative competence, which discourages them to improve their speaking skills and L2 WTC accordingly. Işık (2008) states the similar drawbacks of the language teaching in Turkey and underlines that there is a lack of appropriate planning for foreign language education in Turkey since the authority institutions, MEB (Turkish Ministry of National Education) and YÖK (Higher Education Council), do not work in close coordination properly. Işık also criticises that wrong policies applied by the policy makers in the past influence all the components of the system in an unfavourable way. Sarıçoban (2012) suggests that "Although resources and efforts have been expanded on the provision of English at the level of primary and higher education, policy objectives are not in concert with instructional practices" (p.2647).

Based on the qualitative results of the present study, it is concluded that individual factors such as affective factor and individual differences are considered as the underlying factors of Turkish EFL learners' L2 WTC in EFL classroom settings. The interviews with those participants who had lower autonomy levels showed that one of the reasons which caused their unwillingness to communicate in English in the classroom context was their anxiety regarding communication. The participants with higher learner autonomy levels did not put forward any negative arguments about being anxious during in-class interaction, which hinders their L2 WTC.

The study revealed that the communication apprehension had a negative impact on L2 WTC of the participants with lower autonomy levels. The relationship between communication apprehension and WTC has been comprehensively studied in the previous research and their findings support the findings of the current study in various aspects. A significant correlation was found between the communication apprehension and WTC in second and foreign language teaching contexts (Hashimoto, 2002; Kang, 2005; MacIntyre & Charos, 1996; Matsuoka, 2006; Peng & Woodrow, 2010; Sun,

2008; Yashima, 2002; Yu, 2009; cited in Şener, 2014). These studies, in broader sense, concluded that communication apprehension is regarded as a direct negative predictor of L2 WTC. In the light of the findings of this study besides the conclusions drawn from the previous research, it is possible to state that the learners with lower learner autonomy levels have communication apprehension which hinders their L2 WTC.

Motivation was also found to have a significant role in students' willingness to communicate in EFL classroom setting. As regards the effects of the motivation on L2 WTC, the interviews with the participants revealed that various types of motivation such as integrative, instrumental, and situational affected their L2 WTC in different ways. Most of the participants with higher autonomy levels seemed to be affected positively regarding their L2 WTC by the factors increasing their instrumental and integrative motivation. On the other hand, the participants with lower autonomy levels expressed that their L2 WTC was affected negatively or positively by their situational motivation. Temporary affective states depending on the mood of the students, some inner drives, emotions, or contextual states are defined as situational motivation. Those participants with lower autonomy levels pointed out that their L2 WTC varied according to their situational motivation. The findings of this study unveiled meaningful relationships with the L2 WTC levels and communication apprehension and motivation of the participants with different autonomy levels.

Given the fact that motivation is a construct which has been thoroughly examined within the scope of foreign and second language teaching, a considerable amount of research is available in the previous research. There are studies which both support and contradict with the current study in terms of the relationship between motivation and WTC. While some studies assert that motivation directly affects WTC (Jung, 2011; Lahuerta, 2014; Munezane, 2014; Peng, 2007); some other research findings show that motivation affects WTC indirectly (Bektaş, 2005; MacIntyre & Charos, 1996; Kim, 2004; Yashima, 2002; Yousef, Jamil & Razak, 2013; Peng & Woodrow, 2010; Yu, 2009).

The present research had the purpose to reveal the underlying factors of EFL students' L2 WTC in classroom contexts, therefore some of the questions addressed to the students during the semi-structured interviews aimed at investigating thoroughly the

dynamics affecting students' in-class willingness to speak. The data obtained from the participants revealed that individual differences such as personal traits and language aptitude affect the learners' L2 WTC inside the classroom in Turkish EFL settings. The semi-structured interviews conducted with the participants revealed that different personality traits had significant effects on both increasing and decreasing the L2 WTC of the participants with different autonomy levels. The data obtained from the responses of the participants showed that the participants with higher autonomy levels described their personalities as extraverted, talkative, self-confident, sociable, cooperative, risk-taker and responsible while those participants with lower autonomy levels described themselves as introverted, shy, lazy, and anxious.

The research on the effects of personality on language learning and WTC showed the critical roles personal traits have (MacIntyre & Charos, 1996). Oz (2014) conducted a study with 168 university students in Turkish EFL setting by using the International Personality Item Pool and the Willingness to Communicate Scale to reveal the relationship between the personality traits and WTC in second language and found that the among the Big Five factors (extraversion, conscientiousness, agreeableness, neuroticism, openness to experience) extraversion, agreeableness, and openness to experience were significant in predicting and setting the psychological context for WTC in English. He also added that the interaction of Big Five Personality Traits influence profoundly the L2 WTC. Cao (2011) also examined the dynamic and situated nature of WTC in second language classrooms and found that individual characteristics such as self-confidence, personality, emotion, and perceived opportunity to communicate had significant effects on L2 WTC. The researcher suggested language teachers to take into consideration these factors to create their students' WTC in class. Matsuoka (2006) conducted a study to reveal the relationship between individual difference variables and L2 WTC in a Japanese university context and Perceived Competence, Introversion, Communication Apprehension, Motivational Intensity and Integrativeness were found to predict L2 WTC.

Pertaining to the individual differences affecting the L2 WTC of the participants of this study, another personality trait maintained by the participants with higher learner autonomy levels was language aptitude. The findings obtained from the interviews showed that some of the participants with higher autonomy levels identified themselves

as having language aptitude which contributed to their second language acquisition; however, no such arguments regarding language aptitude were found in the results of the interviews conducted with the participants with lower autonomy levels. The study conducted by Aydın (2017) aimed to investigate the underlying factors of willingness to communicate (WTC) among intermediate-level adult learners in Turkish EFL context and the findings of the study were consistent with the findings of the present study in the way that both studies found that language aptitude plays a crucial role in enhancing L2 WTC.

On the basis of the quantitative and qualitative findings of the study and the previous research findings which support this study, it can be stated that learner autonomy is the predictor of L2 WTC in the classroom setting in the Turkish EFL contexts. In addition, there are underlying factors of the L2 WTC of the Turkish EFL learners according to their learner autonomy levels, which are classified under the themes of linguistic, contextual, and individual factors. These factors were suggested to be taken into consideration in order to enhance the L2 WTC inside the classroom in the EFL contexts.

CHAPTER FIVE

CONCLUSION

This chapter presents the summary of the research on the basis of the methodology and the main findings of the study. The chapter continues with the pedagogical implications, the limitations of the study, and the suggestions for further research.

5.1. OVERVIEW OF THE STUDY

The purpose of the present study was to investigate the relationship between learner autonomy (LA) and willingness to communicate (WTC) of the EFL learners' inside the classroom in a state university in Turkish EFL context. Additionally, the study aimed to reveal the underlying factors of L2 WTC levels of EFL learners with different learner autonomy levels. For these purposes, a mixed method research design was implemented in the study. The quantitative data were collected through WTC and LA scales, and classroom observation, while the qualitative data were collected through semi-structured interviews conducted with the participants.

Combining the results of both quantitative and qualitative analysis, the researcher obtained significant conclusions regarding the relationship between learner autonomy (LA) and willingness to communicate (WTC) of the EFL learners inside the classroom as well as the underlying factors of L2 WTC levels of EFL learners with different learner autonomy levels in a state university in Turkish EFL context.

The present study concludes that students' willingness to communicate significantly differs in terms of learner autonomy variable. Willingness to communicate of the students with higher level of learner autonomy is significantly higher than the students with a low level of learner autonomy. Pearson correlation test showed a significant relationship between willingness to communicate and learner autonomy positively, which indicates that as the students' willingness to communicate increases, their learner autonomy also increases. It was also found that there is a moderate but significant relationship between students' willingness to communicate and learner autonomy. In summary, learner autonomy significantly predicts willingness to communicate inside the classroom in Turkish EFL contexts.

On the basis of the classroom observation, it is concluded that the difference between the self-reported L2 WTC and behavioural L2 WTC of the most autonomous students is lower than the difference between the self-reported L2 WTC and behavioural L2 WTC of the least autonomous students. This indicates that level of autonomy is predictive for determining the actual behavioural L2 WTC of the students in the classroom setting. The main finding regarding the self-reported and behavioural L2 WTC is that the difference between the self-reported L2 WTC and behavioural L2 WTC of the Turkish EFL students is higher when the autonomy level of the students is lower.

The examination of the qualitative data obtained from the most autonomous and least autonomous participants demonstrated that there are, in a broad sense, three main underlying reasons which affect the EFL learners' L2 WTC in the classroom setting in a Turkish EFL context. These factors were defined as linguistic, contextual, and individual factors. As regards the linguistic factors, all the interviewees participated in the study expressed that their proficiency level in English had a direct effect on their willingness to communicate. It can be concluded that the level of language proficiency in English affects all the participants' L2 WTC regardless of their autonomy levels. For both higher and lower autonomous learners of this study, language proficiency is an underlying factor which affects their L2 WTC. In addition, in terms of the socio-linguistic factors, the study concludes that the participants with higher autonomy levels are more internationally oriented compared to those with lower autonomy levels and this enables the participants with higher autonomy levels to have higher L2 WTC levels.

In a similar vein, this study showed that having positive attitudes towards the culture of the target language is a crucial predictor of L2 WTC. The participants with higher autonomy levels of this study were found to have positive attitudes towards the culture of the target language which enabled them to have higher L2 WTC levels, while no data related to culture was obtained from the participants with lower autonomy levels. Based on the research evidence of this study, it was also revealed that attitudes towards English language learning influence the learners' L2 WTC positively for participants both with higher and lower autonomy levels.

In terms of their autonomy levels, the study concluded that the participants who had higher and lower autonomy levels asserted that they did not want to speak in English willingly when their teachers corrected their mistakes in a strict manner. They

also underlined that their teachers' tolerant manners towards their mistakes fostered their willingness to speak in the classroom settings. In addition, all of the participants added that they would not prefer to be corrected by their peers. Another point stressed by the participants regarding error correction was that the participants with lower autonomy levels perceived immediate corrective feedback as a hindering factor which affected their communicative performance inside the classroom, while the participants with higher autonomy levels did not seem to be negatively affected by the immediate corrective feedback in terms of their L2 WTC in the classroom setting.

The study also concluded that contextual factors such as classroom dynamics and national foreign language education policy play a crucial role in Turkish EFL learners' L2 WTC inside the classroom in various aspects. The comments of the participants indicated that the classroom dynamics such as topic, teacher, task-type, group size, and interlocutor could be the underlying factors of their L2 WTC. It was noted that the participants with lower autonomy levels pointed out that the unfamiliar and distracting topics discussed in the classroom tended to hinder their L2 WTC, while the participants with higher autonomy levels did not state the detrimental effects of the topics discussed on hindering their L2 WTC.

Additionally, the statements of the participants indicated that the role of teacher in the EFL classrooms had a determining effect on the participants' L2 WTC in various aspects. The views of all the participants were in the same direction irrespective of their autonomy levels. All of the participants expressed that they preferred to take part in the speaking and other activities more willingly and actively when they had good relationships and like the teacher of their classes.

Upon discussing their willingness and/or unwillingness to speak in the English classes, almost all the participants of the study shared the viewpoint that task-types and their related exercises had a critical role in promoting their participation in speaking activities. In this respect, there were no different viewpoints between the participants who had different autonomy levels.

On the other hand, having crowded classrooms is one of the most severe and urgent problems to be solved in Turkish educational setting, particularly at state schools and universities. The participants with higher autonomy levels underlined the

significance of classroom participation for their language improvement and remarked that they sometimes lacked the opportunity to practice more because of the crowded classrooms. The participants with lower autonomy levels, in contrast to those with higher autonomy levels, did not consider having large classroom sizes as a challenge for their L2 WTC, and they did not establish a connection between their L2 WTC and class size.

One of the factors responsible for the L2 WTC of the participants of this study was claimed to be the interlocutors that the students interacted with in the classroom. The participants with lower autonomy levels seemed to be influenced by their interlocutor in terms of their willingness to speak. The participants, having lower autonomy levels reported that they would prefer to have conversation in pairs, with whom they had closer relationships. On the other hand, the interviews with the participants with higher autonomy levels revealed that the interlocutor was not regarded as a major factor affecting their L2 WTC.

The study also concluded that another underlying factor affecting the EFL learners' L2 WTC was the language education system as well as the examination system in Turkey. The participants with lower autonomy levels put forward this issue as the cause of their unwillingness to communicate in English in the classroom setting.

Moreover, individual differences are considered as the underlying factors of Turkish EFL learners' L2 WTC in EFL classroom settings. The interviews with those participants who had lower autonomy levels showed that one of the reasons which caused their unwillingness to communicate in English in the classroom context was their anxiety regarding communication, which is defined as communication apprehension. The participants with higher learner autonomy levels did not put forward any negative arguments about being anxious during in-class interaction, which hindered their L2 WTC.

Motivation also was found to have a significant role in students' willingness to communicate in EFL classroom setting. As regards the effects of the motivation on L2 WTC, the participants with higher autonomy levels seemed to be affected positively regarding their L2 WTC by the factors increasing their instrumental and integrative motivation. On the other hand, the participants with lower autonomy levels expressed

that their L2 WTC was affected negatively or positively by their situational motivation. Those participants with lower autonomy levels pointed out that their L2 WTC varied according to their situational motivation.

The study revealed that individual differences such as personal traits and language aptitude play a crucial role in affecting the learners' L2 WTC inside the classroom settings in Turkish EFL contexts. It was suggested that different personality traits had significant effects on both increasing and decreasing the L2 WTC of the participants with different autonomy levels.

Table 5.1 presents the summary of the study:

Table 5.1. The Summary of the Study

Research Questions	1. Is there a significant relationship between Turkish EFL learners' willingness to communicate and learner autonomy levels? 2. If there is a relationship between Turkish EFL learners' willingness to communicate and learner autonomy levels, what is the direction of this relationship? 3. Is there a difference between Turkish EFL learners' self-report and behavioural willingness to communicate according to their autonomy levels? 4. What are the underlying factors affecting the more autonomous and less autonomous Turkish EFL learners' willingness to communicate levels?
Data Sources	Quantitative Instruments 1. In order to reveal the in-class L2 WTC levels of the students, Willingness to Communicate Questionnaire developed by Weaver (2005) was employed. 2. In order the learner autonomy levels of the students, learner autonomy questionnaire designed by Zhang and Li (2004) was employed. 3. Classroom Observation was conducted to observe the differences of self-report WTC and actual behavioural WTC of the students (adapted from Cao, 2009). Qualitative Instrument 1. A semi-structured interview adapted from Cao and Philp (2006) was employed in order to enrich the data regarding the underlying factors of the L2 WTC of the students with different learner autonomy levels.
Analysis procedure	The quantitative data were analysed through descriptive and inferential analysis procedures. The qualitative data were analysed through content analysis procedure.
Main Findings	There is a moderate but significant relationship between students' WTC and LA. LA significantly predicts WTC inside the classroom in Turkish EFL contexts. The difference between the self-reported L2 WTC and behavioural L2 WTC of the Turkish EFL students is higher when the autonomy level of the students is lower. Linguistic, contextual, and individual factors are found to be the underlying reasons which affect the EFL learners' L2 WTC in the classroom setting in a Turkish EFL context. These factors which affect the L2 WTC of the EFL learners vary according to the levels of the learners' LA.

5.2. PEDAGOGICAL IMPLICATIONS

Aiming at investigating the relationship between the WTC and LA as well as the underlying reasons which affect the EFL learners' WTC according to their learner autonomy levels in Turkish EFL contexts, the pedagogical implications of the present study is believed to contribute to the researchers, practitioners, EFL learners besides the material developers, curriculum designers, and the policy makers regarding national education policies in EFL contexts including Turkish EFL context in particular.

On the basis of the findings of the study, it was concluded that there is a moderate but significant relationship between the students' WTC and LA. It shows that the learners with higher learner autonomy levels seem to have higher levels of WTC in the EFL classes. In line with this remarkable conclusion, it can be suggested that language teachers should search for the effective ways of fostering learner autonomy in order to increase their learners' WTC. The course syllabi and curricula of foreign language education should be designed with the aim of fostering learner autonomy. In EFL classroom settings, the EFL teachers who play a vital role in guiding, monitoring, and evaluating the learning process need to use effective strategies, such as reducing learner anxiety and encouraging learners to monitor their own stress and emotions so as to foster learner autonomy (Little, 2001).

According to the results of the study, linguistic, contextual, and individual factors should be taken into consideration to increase the WTC levels of EFL learners. Based on the linguistic factors affecting EFL learners' L2 WTC, it could be suggested that the courses should be designed in the way that the learners could improve their communicative competence rather than just focusing on the structural based language teaching methods and techniques. The materials used in the classroom should be selected accordingly. Teachers should enable students to have interest in international issues, different cultures and to build positive attitudes towards English language learning. Teachers should adopt a more tolerant, sensitive, and positive manner when correcting the mistakes of the learners inside the classroom, which was found to hinder or increase the WTC of the students. In addition, the language teachers are recommended not to give immediate corrective feedback to their students, which also have adverse effects on the L2 WTC.

Some other suggestions can also be provided for the EFL learners and teachers regarding the classroom dynamics such as topic, teacher, task-type, group size, and interlocutors. Language teachers should recognize that the topics chosen to be discussed, the task-types, and their critical roles in the EFL classroom setting affect significantly the L2 WTC of the learners. Kang (2005) and Cao and Philp (2006) point out the critical role of language teachers to promote facilitating factors when planning learning activities. Additionally, the sizes of the groups should be designed in the way which is appropriate for foreign language learning. In terms of the criteria of rapport, the differences should be minimized and the similarities should be maximized between the learners and teacher in the classroom.

On the other hand, the findings of the present research based on the National Foreign Language Education Policy in Turkey provide some suggestions for the policymakers to ensure appropriate planning for foreign language education in Turkey. The obvious need for a revision regarding the National Standard English Tests such as YDS and YOKDIL, linguistically and structurally comprehension based exams, applied for the selection and grading the learners according to their foreign language levels is highly emphasized as a concluding remark in the present study.

It is essential for language teachers to be aware of the affective factors such as communication apprehension and motivation of the learners. Language teachers should support their learners' self-esteem to eliminate their communication apprehension which makes the learners refrain from participating in the activities related to speaking. The anxiety students have which could be caused by the various factors in the classroom environment should be eliminated and a non-threatening classroom atmosphere should be designed by the teachers. Moreover, both teachers and learners should search the ways of increasing the students' motivation which is considered as one of the most crucial motives facilitating foreign language learning process.

Lastly, language teachers should be more sensitive to take into account the individual differences among the students and should design the courses and assess the students' performances according to the needs and differences of students. In the light of the findings and suggestions of the previous literature and the present study,

remarkable suggestions have been provided for the betterment of English language learning and teaching in EFL contexts including Turkish EFL context in particular.

5.3. LIMITATIONS OF THE STUDY

The present study, similar to the vast majority of the scientific research has some limitations to be addressed evidently. One of the prominent limitations of the study is that this study was conducted with 211 students in the department of the English Language and Literature department of a state university in Turkey. For this reason, it is not probable to generalize the result of this study for all EFL contexts.

For the quantitative and qualitative data of the study, WTC and LA questionnaires and open-ended WTC semi-structured interview questions based on the self-report responses of the participants were implemented, which possibly provides inaccurate data caused by the students' over-reporting or under-reporting attitudes regarding their behaviours instead of their actual behaviours (Schunk & Meece, 1992).

Another potential shortcoming of the study is the time allocated for the classroom observation which took three weeks in total. This period of time to observe the actual L2 WTC behaviours of the students could have been longer than three weeks in order to obtain a more comprehensive and in-depth understanding of the behaviours of the students in the classroom setting.

In addition, the instruments used to collect the qualitative data could have been diversified with reflective journals and focus group interviews in order to comprehend and reveal the underlying reasons of EFL learners' L2 WTC more comprehensively.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

Building upon the findings of the present study, some suggestions can be presented for further research to address unanswered aspects of the research in L2 WTC. For the present study, a mixed-method research design was employed with the data collection instruments such as a willingness to communicate questionnaire, a learner autonomy questionnaire, interviews, and classroom observation. For further research, it can be suggested to employ different methods used in qualitative research

such as reflective journals, focus group interviews, stimulated-recall interviews, or think-aloud protocols to enhance the credibility of the study.

This study investigated the relationship between LA and WTC as well as the underlying factors of L2 WTC levels of EFL learners with different learner autonomy level of the EFL learners' inside the classroom in a state university in Turkish EFL context. Further research can be conducted to examine the WTC outside the classroom in different EFL contexts at different educational levels such as primary or secondary levels in order to obtain a better understanding of L2 WTC of EFL learners.

The sample of the present study is the EFL learners and the data were obtained through the self-report questionnaires and interviews conducted with them. Further research can include the language teachers and gather the perceptions of the teachers regarding the issue to extend the understanding of the L2 WTC from the perspectives of EFL teachers.

This study has shed more light on the relationship between the WTC construct and learner autonomy as well as the underlying factors affecting the WTC levels of the EFL learners with different learner autonomy levels in the classroom setting in a Turkish EFL context. The study employed a combination of self-reports, classroom observation, and interviews in identifying L2 WTC in the classroom setting. Employing a triangulation of data, this study is believed to contribute valuable empirical evidence to the L2 WTC. It should also be noted that further research should search the ways of developing effective instructional practices to enhance L2 WTC of EFL learners. Further research on L2 WTC should investigate the suggested aspects of L2 WTC in order to provide a better understanding of this construct and more useful insights into its role and impact in second/foreign language acquisition.

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APPENDICES

APPENDIX A. WTC-LA SURVEY (Turkish Version)

Özerklik (Otonom) Destekli Yabancı Dil (Öğrenme) Ortamlarında İletişim Kurma İstekliliği: Türk Üniversitesi Örnekleme

Sayın Katılımcı,

Bu anket üniversite düzeyindeki öğrenme özerkliği (otonom) farklı düzeylerde olan yabancı dil eğitimi alan öğrencilerin iletişim kurma isteklilik düzeylerini incelemek ve bu konu ile ilgili bulguları ölçmek için araştırma aracı olarak hazırlanmıştır.

Vereceğiniz doğru cevaplar ile elde edilen bilgiler çalışmamıza katkı sağlayacaktır. Bu nedenle her bir soruyu dikkatle okuyarak eksiksiz yanıtlamaya ve atlanmış soru bırakmamaya özen gösteriniz. Ankete verdiğiniz bilgiler araştırmacı tarafından kesinlikle GİZLİ tutulacaktır. Bu çalışmaya katılmanız tamamen gönüllülük esasına dayalıdır.

KATILIMINIZ VE SABRINIZ İÇİN ŞİMDİDEN TEŞEKKÜR EDERİM.

Aysel EYERCİ
ayseleyerci@gmail.com

BÖLÜM A

1. İsim:
2. Soyisim:
3. Yaş:
4. Cinsiyet:

BÖLÜM B**İLETİŞİM KURMA İSTEKLİLİĞİ**

Bu ölçeğin amacı yetişkin dil öğrencileri olarak sizlerin yabancı dilde iletişim kurma istekliliğinizin düzeyini ölçmektir. Vereceğiniz yanıtlar yalnızca bilimsel bir araştırma amacıyla kullanılacak olup kişisel verileriniz gizli tutulacaktır. Açıklanmasını istediğiniz maddeler için ilgili öğretim elemanından yardım alınız. Lütfen aşağıdaki ankette yer alan ifadeleri okuyunuz ve size en uygun ilgili maddeyi (X) ile işaretleyerek belirtiniz.

İNGİLİZCE YABANCI DİL DERSİNDE SINIF İÇİ İLETİŞİM KURMA İSTEKLİLİĞİ				
Aşağıdaki durumlarda/görevlerde İngilizce dersinde sınıf içinde iletişim kurmaya ne kadar isteklisiniz?				
	Kesinlikle yapamam	Muhtemelen yapamam	Muhtemelen yaparım	Kesinlikle yaparım
Birini İngilizce selamlayabilmek				
Sana kalemini ödünç veren birine İngilizce teşekkür edebilmek				
En sevdiğin restoranın adresini İngilizce tarif edebilmek				
Bir televizyon programında izlediklerini birine İngilizce anlatabilmek				
Ders kitabında yer alan iki kişilik bir diyalogu sesli olarak İngilizce okuyabilmek				
Sözlü bir ifadeyi Türkçeden İngilizceye çevirebilmek				
Kendinize ait özgün sorular sorarak birileriyle İngilizce mülakat yapabilmek				

Ders kitabından sorular sorarak birileriyle İngilizce mülakat yapabilmek				
Oturduğun sırandan İngilizce olarak rol canlandırabilmek (örn. restoranda sipariş vermek)				
Tüm sınıfın karşısında İngilizce olarak rol canlandırabilmek (örn. restoranda sipariş vermek)				
Aldığın notlar yardımıyla memleketin ile ilgili İngilizce kısa bir konuşma yapabilmek				
Herhangi bir not almaksızın kendini İngilizce olarak kısaca tanıtabilmek				
İngilizce olarak ifade ettiği şeyi anlamadığın için birinden o ifadeyi tekrarlamasını İngilizce rica edebilmek				
Bilmediğin bir kelimenin anlamını İngilizce sorabilmek				
Bir kelimenin nasıl telaffuz edildiğini birine İngilizce olarak sormak				
Türkçe ifade edebildiğin ancak İngilizce ifade edemediğin bir yapının İngilizcede nasıl ifade edildiğini birine İngilizce olarak sorabilmek				

BÖLÜM C

Lütfen aşağıdaki ankette yer alan ifadeleri okuyunuz ve size en uygun ilgili maddeyi (X) ile işaretleyerek belirtiniz.

ÖĞRENEN ÖZERKLİĞİ					
	Asla	Nadiren	Bazen	Sıklıkla	Her zaman
Bence İngilizceyi iyi bir biçimde öğrenme yeteneğine sahibim					
Boş zamanlarımı İngilizce çalışma anlamında verimli kullanırım					
Derslerden önce ön hazırlık yaparım					
Verilen görevleri zamanında bitirebilirim					
Çalışmalarımı günlük tutmak, değerlendirme yazmak gibi faaliyetlerle kayıt altında tutarım					
Kendi seçtiğim sınavlarla kendime bireysel sınavlar yaparım					
Bir ilerleme kaydettiğimde kendimi alışverişe çıkmak, oyun oynamak gibi şeylerle ödüllendiririm					
Dil öğrenmek ve alıştırma yapmak amacıyla sınıf dışı faaliyetlere katılırım					
Ders boyunca ikiyeşerli/grup etkinlikleri, rol canlandırma					

gibi faaliyetlere katılmak için fırsat kollarım					
İngilizce çalışmalarındaki zayıf ve güçlü olduğum yönlerimi bilirim					
Ne çok zor ne de çok kolay olan, bana uygun kitaplar ve alıştırımlar seçerim					



APPENDIX B. WTC-LA SURVEY (English Version)**Willingness to Communicate in Autonomy Supportive EFL Settings: A Turkish University Context**

Dear participant,

This questionnaire has been prepared as a research tool to examine the level of willingness to communicate of university students who have foreign language education at different levels of learner autonomy and to measure the findings related to this subject. The information obtained with the correct answers you will provide will contribute to our study. Therefore, please read each question carefully and take care to answer it completely and not to leave a skipped question. The information you give to the survey will be kept strictly confidential by the researcher. Your participation in this research is completely voluntary.

THANK YOU FOR YOUR PARTICIPATION AND PATIENCE.

Aysel EYERCI
ayseleyerci@gmail.com

PART A

1. Name:
2. Surname:
3. Age:
4. Gender:

PART B**WILLINGNESS TO COMMUNICATE**

The purpose of this questionnaire is to measure the level of your willingness to communicate as adult students. Your answers will only be used for scientific research purpose and personal data will be kept confidential. For the items you want to be explained, ask help from the relevant instructor.

Please read the statements in the questionnaire below, and indicate the most appropriate item with the appropriate mark (X) for you.

WILLINGNESS TO COMMUNICATE IN ENGLISH IN CLASSROOM SETTING				
How willing are you to speak in English in these situations/tasks inside an English classroom?				
	Definitely not willing	Probably not willing	Probably willing	Definitely willing
Greet someone in English				
Say thank you in English when someone lends you a pen				
Give directions to your favourite restaurant in English				
Tell someone in English about the story of a TV show you saw				
Read out a two-way dialogue in English from a textbook				
Translate a spoken utterance from Turkish into English				
Interview someone in English asking your own original questions				

Interview someone in English asking questions from the textbook				
Do a role-play in English at your desk (e.g. ordering food in a restaurant)				
Do a role-play standing in front of the class in English (e.g. ordering food in a restaurant)				
Give a short speech in English about your hometown with notes				
Give a short self-introduction without notes in English				
Ask someone in English to repeat what they have just said in English because you did not understand				
Ask the meaning of a word you do not know in English				
Ask someone how to pronounce a word in English				
Ask someone in English how to say a phrase you know how to say in Turkish but not in English				

PART C

Please read the statements in the questionnaire below, and indicate the most appropriate item with the appropriate mark (X) for you.

LEARNER AUTONOMY					
	Never	Rarely	Sometimes	Often	Always
I think I have the ability to learn English well					
I make good use of my free time in English study					
I preview before the class					
I find I can finish my task in time					
I keep a record of my study, such as keeping a diary, writing review etc					
I make self-exam with the exam papers chosen by myself					
I reward myself such as going shopping, playing etc. when I make progress					
I attend out-class activities to practice and learn the language					
During the class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc					

I know my strengths and weaknesses in my English study					
I choose books, exercises which suit me, neither too difficult nor too easy					



APPENDIX C. Semi-Structured Interview Guide (Turkish Version)

- 1- İngilizce öğrenmek sizin için ne kadar önemlidir ve size göre İngilizce düzeyiniz nedir? İngilizce öğrenme motivasyonunuz ne düzeydedir?
- 2- Kişiliğinizi nasıl tanımlarsınız ve derste sınıf arkadaşlarınız ya da öğretmenlerinizle İngilizce konuşurken kendinizi nasıl hissedersiniz? Kişilik yapınız bu durumu nasıl etkiler?
- 3- İngilizce konuşurken kendinizi nasıl hiddedersiniz? Sınıf içinde iletişim kurarken İngilizceyi kullanmanız gerektiğinde korkar ya da gerilir misiniz?
- 4- İngilizce öğretmeniniz ya da sınıf arkadaşlarınızın İngilizce konuştuğunuzda yaptığınız her hatayı düzeltmeye hazır olduğundan korkuyor musunuz?
- 5- Yabancı kültürlerle meraklı mısınız? Arkadaşlarınız ya da sınıf arkadaşlarınızla yabancı ülkelerle ilgili olaylar ve durumlar hakkında sık sık konuşur musunuz?
- 6- Derste sorulan soruları gönüllülükle cevaplamanız sizi utandırır mı? Derste daha çok İngilizce konuşma fırsatları kollar mısınız?
- 7- Derste daha çok İngilizce konuşma fırsatına sahip olmak ister misiniz ve İngilizce öğretmenlerinizin de derste daha çok İngilizce konuşmalarını ister misiniz?

(Cao & Philp, 2006 dan uyarlanmıştır)

APPENDIX D. Semi-Structured Interview Guide (English Version)

- 1- How important is it for you to learn English and what do you think your English level is like? How motivated are you to learn English?
- 2- How would you describe your personality and how do you feel when you communicate with your classmates and/or teachers in English in class? How does your personality affect this situation?
- 3- How do you feel yourself when speaking in English? Are you afraid or feel nervous when you use English to communicate inside the classroom?
- 4- Are you afraid that your English teacher or classmates are ready to correct every mistake you make when you speak in English?
- 5- Are you interested in foreign culture? Do you often talk about situations or events in foreign countries with your friends and/or classmates?
- 6- Does it embarrass you to volunteer answers in class? Do you seek opportunities to speak in English in class?
- 7- Would you like to have more opportunities to speak in English and would you like your English teachers speak more English in class?

(Adapted from Cao & Philp, 2006)

APPENDIX E. WTC Classroom Observation Scheme (English Version)

TEACHER-STUDENT(S)/ STUDENT(S)-TEACHER	Code	S1	S2	S3	S4
1a. Volunteer an answer (to general T-solicit)	Va				
1b. Volunteer a comment	Vc				
2a. Give (answer to) group (T-solicit)	Gg				
2b. Give (answer to) individual (T-solicit)	Gi				
2c. Give (answer to T-solicit) - Private response	Gp				
3a. Ask (the teacher a) question	Aq				
3b. Ask (the teacher for) clarification	Ac				
4. Guess(the) meaning (of an unknown word)	Gm				
5a. Try (out a difficult) lexical (form)	TrL				
5b. Try (out a difficult) morphological (form)	TrM				
5c. Try (out a difficult) syntactical (form)	TrS				
STUDENT-STUDENT / STUDENT-CLASS	Code	S1	S2	S3	S4
6. Talk (to) neighbour	Tn				
7. Present (own) opinion (in class)	Po				
8. Respond to an opinion	Ro				
TOTAL for each student					

(Adapted from Cao, 2009)

APPENDIX F. Consent Form for Interviews (Turkish Version)

Tez Araştırmasının Konusu: Willingness to Communicate in Autonomy Supportive EFL Settings: A Turkish University Context

Tez Danışmanı: Dr. Muzaffer BARIN

Tez Sorumlusu: Aysel EYERCİ

- 07.05.2018 tarihinde bu araştırma projesi için hazırlanan bilgilendirme formunu okudum ve anladım.
- Araştırma ile ilgili sorular sorma ve cevaplarını alma fırsatına sahip oldum.
- Görüşme boyunca söylediklerimin not edileceğini, sesli ve görüntülü kaydedileceğini anladım.
- Dilediğim anda bu projeden ayrılabilceğimi ve çalışma ile ilgili öncesinde vermiş olduğum bilgilerin bana herhangi bir şekilde zararı dokunmayacağını anladım.
- Çalışmadan çekildiğim takdirde ses kayıtları, alınan notlar da dahil olmak üzere her şeyin yok edileceğini anladım.
- Bu çalışmada yer almayı, konuşmalarımın ve verdiğim bilgilerin yabancı dil öğretimi ve öğrenimi çalışmalarında kullanılmasını kabul ediyorum.
- Konuşmalarımın kayıtlı olduğu bilgilere sadece tez sorumlusunun ve danışmanının ulaşacağını ve bilgilerimin daima gizli kalacağını anladım.

Katılımcının İmzası:

Katılımcının Adı:

Katılımcının İletişim Bilgileri (İzniyle):

Tarih:

Tez Sorumlusunun İletişim Bilgileri

Cep Tel: 0 5065495740 E-posta: ayseleyerci@gmail.com

Not: Bir nüshası katılımcıda saklı tutulacaktır.

APPENDIX G. Consent Form for Interviews (English Version)

The title of the research project: Willingness to Communicate in Autonomy
Supportive EFL Settings: A Turkish University Context

Supervisor: Dr. Muzaffer BARIN **Researcher:** Aysel EYERCI

- I have read and understood the information provided about this research project in the Information Sheet dated May 7th, 2018.
- I have had an opportunity to ask questions and to have them answered.
- I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed.
- I understand that I may withdraw myself or any information I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way.
- If I withdraw, I understand that all relevant information including tapes and transcripts, or parts thereof, will be destroyed.
- I agree to take part in this research and allow my speech and information in it to be used for the second language teaching and learning studies.
- I understand that only the researcher and the supervisor have access to the tape with my speech. I will always be kept confidential.

Participant's Signature:

Participant's Name:

Participant's Contact Details (If appropriate):

Date:

Researcher's Contact Details

Cell phone: 0 5065495740 E-mail: ayseleyerci@gmail.com

Note: The Participant should retain a copy of this form.

APPENDIX H. Official Permission Documents



T.C.
ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal Bilimler Enstitüsü Müdürlüğü

Sayı : 48553601-300-E.1700155738

30.05.2017

Konu : Anket Çalışma İzni.

REKTÖRLÜK MAKAMINA
(Öğrenci İşleri Daire Başkanlığı)

Enstitümüzün, İngiliz Dili ve Edebiyatı Anabilim Dalı İngiliz Dilbilimi Bilim Dalı doktora öğrencisi **Aysel EYERCİ**'nin, "**Özerklik Destekli Yabancı Dil (Öğrenme) Ortamlarında İletişim İstekliliği: Türk Üniversitesi Örnekleme**" isimli tez çalışmasında kullanılmak üzere hazırlamış olduğu ekteki anket çalışmasını Üniversitemiz Yabancı Diller Yüksekokulu ile Edebiyat Fakültesine bağlı İngiliz Dili ve Edebiyatı Bölümünde uygulamak istemektedir.

Konu ile ilgili olarak Anabilim Dalı Başkanlığı yazısı ile anket örneği ilişikte sunulmuştur.

Gereğini bilgilerinize arz ederim.

Prof.Dr. Mehmet TÖRENEK
Müdür

Ek : 23.5.2017 tarihli 82806933-044-E.1700150070 sayılı belge

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T.C.
ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : 88179374-302.08.01-E.1700161787
Konu : Uygulama İzni (Aysel EYERCİ)

06.06.2017

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 30.05.2017 tarihli ve 48553601-300-E.1700155738 sayılı belge.

Enstitünüz Doktora Programı öğrencisi Aysel EYERCİ'nin, "Özerklik Destekli Yabancı Dil (Öğrenme) Ortamlarında İletişim İstekliliği: Türk Üniversitesi Örnekleme" konulu tez çalışmasının uygulama izni ile ilgili Edebiyat Fakültesinden alınan 01/06/2017 tarih ve 1700157557 sayılı yazı ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Prof.Dr. Medine GÜLLÜCE
Rektör Yardımcısı

Ek : 1.6.2017 tarihli 63092398-302.08.01-E.1700157557 sayılı belge





T.C.
ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : 88179374-302.08.01-E.1700156676
Konu : Uygulama İzni (Aysel EYERCİ)

31.05.2017

DAĞITIM YERLERİNE

Üniversitemiz Sosyal Bilimler Enstitüsü Doktora Programı öğrencisi Aysel EYERCİ'nin, "Özerklik Destekli Yabancı Dil (Öğrenme) Ortamlarında İletişim İstekliliği: Türk Üniversitesi Örnekleme" konulu tez çalışmasının anket uygulamasını Fakülteniz/Yüksekokulunuzda yapma isteği ile ilgili adı geçen Enstitüden alınan 30/05/2017 tarih ve 1700155738 sayılı yazı ve ekleri ilişikte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim

Prof.Dr. Medine GÜLLÜCE
Rektör Yardımcısı

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Dağıtım:

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