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**EXPLORING THE RELATIONSHIP BETWEEN UNCERTAINTY AND
WILLINGNESS TO COMMUNICATE IN THE EFL CONTEXT**

**THESIS BY
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DEDICATION



*To my beloved family, and
my lovely Umut Ali and Umay Duru*

ETHICS DECLARATION

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Thesis Title : Exploring the Relationship Between
Uncertainty and Willingness to Communicate in the EFL Context

I hereby declare that;

I prepared this Master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

15/06/2022

Kübra ERCAN

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ABSTRACT**EXPLORING THE RELATIONSHIP BETWEEN UNCERTAINTY AND
WILLINGNESS TO COMMUNICATE IN THE EFL CONTEXT****Kübra ERCAN****MA Thesis, Department of English Language Education****Supervisor: Assist Prof.Dr. Aysun DAĞTAŞ****June 2022, 105 pages**

As the notion of teaching English as foreign language shifted from grammar-based to communication-based instruction, WTC started being viewed as essential component of language learning and process of communication serving critical role in the accomplishment of the communicative abilities of the students. On the other hand, since language is vivid, learning language is a journey in which students inevitably confront a variety sources of uncertainties. The way students experience uncertainty and cope with it may influence a learner's WTC in English. The purpose of this study was to gain a better understanding of the relationship between students' willingness to communicate (WTC) in English and uncertainty experiences in English language classrooms, as well as the impact of other factors such as gender, age, and the type of school they attend. A total of 205 high school students from a private Turkish college participated in the study, which utilized a quantitative research approach. Two questionnaires were used to collect data, with an additional section collecting the participants' demographic information. The SPSS program was used to examine the quantitative data. Within the context of participants' demographic backgrounds, WTC level and uncertainty experiences were assessed. WTC was shown to have a negative correlation with the uncertainty students encountered in the classroom, according to the data.

Key words: Willingness To Communicate (WTC), Uncertainty Experiences

ÖZ**BELİRSİZLİK VE İLETİŞİM KURMA İSTEKLİLİĞİ ARASINDAKİ
İLİŞKİNİN İNGİLİZCENİN YABANCI DİL OLARAK ÖĞRETİMİ
BAĞLAMINDA İNCELENMESİ****Kübra ERCAN****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Aysun DAĞTAŞ****Haziran 2022,105 sayfa**

İngilizce öğretimi kavramı dilbilgisi temelli öğretimden iletişim temelli öğretime doğru evrildiği için, WTC, dil öğreniminin ve iletişim sürecinin temel bir bileşeni olarak görülmeye başlandı ve öğrencilerin iletişimsel yeterliliklerinin başarılmasında kritik bir işlev oynamaya başladı. Öte yandan, dil canlı olduğu için, dil öğrenmek öğrencilerin kaçınılmaz olarak çeşitli belirsizlik kaynaklarıyla karşı karşıya kaldıkları bir yolculuktur. Öğrencilerin belirsizliği deneyimleme ve bununla başa çıkma biçimleri, bir öğrencinin İngilizce WTC'sini etkileyebilir. Bu çalışmanın amacı, öğrencilerin İngilizce iletişim kurma istekliliği (WTC) ile İngilizce dil sınıflarında yaşadıkları belirsizlik deneyimleri arasındaki ilişkiyi ve yanı sıra cinsiyet, yaş ve eğitim almakta oldukları okul türü gibi faktörlerle arasındaki ilişkiyi daha iyi anlamaktır. Nicel araştırma yaklaşımının kullanıldığı araştırmaya Türkiye'deki özel bir kolejden toplam 205 lise öğrencisi katılmıştır. Veri toplamak için katılımcıların demografik bilgilerini de toplayan ek bölümün olduğu iki anket kullanıldı. Nicel verileri incelemek için SPSS programı kullanıldı. Katılımcıların demografik geçmişleri bağlamında, İngilizcedeki iletişim kurma istekliliği seviyeleri ve belirsizlik deneyimleri değerlendirildi ve incelendi. Verilere göre, İngilizcede iletişim kurma istekliliği ve öğrencilerin sınıfta karşılaştıkları belirsizlik durumları arasında negatif bir ilişkisi olduğu tespit edildi.

Anahtar Sözcükler: İngilizcede İletişim Kurma İstekliliği, Belirsizlik Durumlar

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ABBREVIATIONS

WTC	: Willingness To Communicate
SPSS	: Statistical Package for the Social Sciences
ANOVA	: Analysis of variance
HSD	: Honestly Significant Difference
STEM+ A	: Science Technology Engineering Mathematics Art
PTM	: Personalized Teaching Model
LGS	: Liselere Giriş Sınavı (High School Entrance Exam)
CLT	: Communicative Language Teaching
LIP	: Linguistic Intervention Program
FLCA	: Foreign Language Classroom Anxiety
SLTA	: Second Language Tolerance of Ambiguity
SPCC	: Self Perceived Communicative Competence
PC	: Perceived Competence
CA	: Communication Apprehension
SEM	: Structural Equation Modeling
DST	: Dynamic Systems Theory
EFL	: English as a Foreign Language
FLL	: Foreign Language Learning
TA	: Tolerance of Ambiguity
AUM	: Anxiety Uncertainty Management

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1. INTRODUCTION

Background of the study

We have seen fluctuating of different foreign language educating and learning strategies over the last century. Each approach has sought to describe the ideal and ultimate manner of teaching a language by offering their own ideas and practices, either by building on prior methods or by inventing their own tenets. Building on past strategies or inventing their own tenets, each method has endeavored to characterize the finest and best ways of teaching a language by presenting their own ideas and methods. As one technique taken after one another, these principles and methods have been either adopted or discarded by societies.

Communicative strategies have been utilized to teach second/foreign languages, and they have dominated the way they are taught since 1980s. Right now, communicative language teaching (CLT) is by far the most popular method whose standards are applied in numerous instructive settings. Language is meant to be used for communication, according to communicative language education. Communication is both a medium and an end. As a result, CLT's core principles include allowing pupils to speak in the language being mastered and setting out open doors for collaboration. It is acknowledged as the reason for language teaching.

A multitude of individual, emotional, sociocultural, and lingual factors such as motivation, anxiety, native language, aptitude, and social contexts shapes learning a foreign language and communicating. It is a multifaceted natural phenomenon and it is not certainly an easy task with a set of procedures to follow. However, there is not an agreement on ideal conditions for learning a second /foreign to be fruitful, theories of effective second/ foreign language learning proceed to develop, these factors and numerous more have been examined for a long time to encourage this handle for learners.

One of those factors beneath examination is Willingness to Communicate (WTC), which is defined as an identity characteristic in native language by McCroskey & Baer (1985). Individuals vary from one another in terms of the quantity of communication they have in comparable or identical situations, according to this personality trait. WTC (MacIntyre, Clement, Dörnyei, & Noels, 1998, p.547) refers to a person's propensity to enter a conversation with them at a specific time in L2 learning (MacIntyre, Clement, Dörnyei, & Noels, 1998, p.547). It brings together a number of factors that explain why

people participate or do not participate in target language communication. WTC was initially proposed as a personality characteristic (Chan & McCroskey, 1987; McCroskey and Baer, 1985; Rocca & Martin, 1998; Zakahi & McCroskey, 1989), it has been adapted to foreign language circumstances (L2) as a situation-based variable having both temporary and persistent implications (MacIntyre, Clément, Dörnyei, & Noels, 1998).

Another circumstance to consider is that the target language has a lot of uncertainty and learners have to deal with it (Kostic-Bobanovic & Bobanovic, 2010). Because learning a language through communication is the most effective but also the most difficult method, learners will inevitably confront a variety of sources of uncertainty. When confronted with uncertain or ambiguous aspects, students may find it difficult to maintain their temper and solve the uncertainty and it may have effect on the students' WTC. Language learning context has numerous characteristics what Chappelle and Roberts (1986) identified as ambiguous, novel, complex, insoluble and unstructured. Learners consider an L2 context "new" since the grammatical, linguistic, phonological, or societal cues are unknown, making it difficult for them to form a coherent interpretation. These indications, on the other hand, may appear to be too many to comprehend, resulting in a "complicated" scenario. A learner may also understand these many linguistic signals as contradictory, making the situation "insoluble." Furthermore, because verbal signals are sometimes unclear to the learner, the situation might be seen as "unstructured" (p.31). According to Krashen (1982) language learning process may fail if the learner considers uncertain or ambiguous input as threatening.

Problem Statement

The investigation of aspect affecting EFL students' communication abilities has acquired increased significance in recent years, as the concept of teaching English a foreign language has changed from grammar-based to communication-based instruction. WTC is considered to be an essential component of language learning and the process of communication playing a critical function in the accomplishment of students' communicative competences (Shirvan, Khajavy, MacIntyre, & Taherian, 2019). "The idea of WTC incorporated psychological, linguistic, pedagogical, and communicative components," MacIntyre, Burns, and Jessome (2011) proposed (p. 82). These dimensions have been studied in various contexts with various students.

WTC has been associated with a variety of factors in earlier studies, including anxiety (Baker & MacIntyre, 2000; Hashimoto, 2002; Khajavy et al., 2017), motivation (Yashima, 2002; Bektaş-Çetinkaya, 2005; Lu & Hsu, 2008; Denies et al., 2015), personality (MacIntyre & Charos, 1996; Bektaş, 2007; Sun, 2008; Jung, 2011; Ghonsooly et al., 2012). Communication and psychology scholars also listed the variables of introversion, self-esteem, communication ability, communication apprehension, and cultural diversity in the WTC concept (McCroskey and Richmond, 1990).

The question if there is any link between uncertainty experiences of students and WTC remained to be addressed. The way students experience uncertainty and cope with it may influence a learner's WTC in English. Despite the fact that uncertainty is said to have a significant impact on students' attitude, particularly their eagerness and aptitude to learn (Starbuck, 2009), no study has looked into the link between WTC and uncertainty. It should be increased due to existing inadequate understandings of the function of uncertainty as an essential aspect of the learning process on students' WTC. Based on this requirement, the current study aimed to fill a gap in the literature by examining willingness to communicate level of students, their uncertainty experiences in foreign language classes, as well as the manner in which these two notions are connected to one another.

Significance of The Study

There has been investigation on how language learners deal with uncertainty in educational settings such as math and science, but research within language learning field have centered on ambiguity tolerance, that is seen an identity characteristic element. A closer look to the literature on uncertainty in foreign language learning context revealed a gap. Although the studies of Dağtaş (2018) and Beyce (2020) have illuminated us about uncertainty in some respects, no study to date has investigated the link between uncertainty and WTC in the associated literature. As a result, it is evident that further research investigating them is required to see if there is any link between them. Learners' sources of uncertainty will be better understood as a result, and their impact on WTC and the English language teaching process will be modified correspondingly

Purpose of The Study

For this study, it was of interest to investigate the relationship between WTC level and their uncertainty within the learning environment among the Turkish EFL learners at a private high school in Turkey. In the first place, it implies to analyze how willing the participants are against getting into communication in English. Additionally, the participants' uncertainties they experience during learning English will also be investigated. Thirdly, within the light of collected information, the study points to compare the scores of two components (WTC, uncertainty experiences) to uncover the relationship among them.

The following questions and sub-questions were addressed in order to achieve the study's objective:

1. What is the willingness to communicate level of high school students?
 - a. Does a student's willingness to communicate alter depending on gender?
 - b. Does a student's willingness to communicate alter depending on age?
 - c. Does a student's willingness to communicate alter depending on the sort of school they attend?
2. What are the uncertainty experiences of high school students in the language classroom?
 - a. Do students' uncertainty experiences vary depending on their gender?
 - b. Do students' uncertainty experiences differ according to age?
 - c. Do students' uncertainty experiences differ according to the types of school they attend?
3. Does a relationship exist between WTC and uncertainty?

Literature Review

Willingness to Communicate

Individuals shift significantly within the amount of their talking behavior. Certain individuals talk a lot, some really like to stay quiet, and some possibly talk when required. Whereas certain individuals favor talking with their companions, some may appreciate a discussion with anyone. This disparity among individuals concerning the sum and recurrence of their language use, according to McCroskey and Baer (1985) indicates to the presence of an identity variable, labeled as "willingness to communicate" (WTC). Quite possibly foremost powerful factor on communication is

the purposive intention of people to communicate (WTC) (MacIntyre, 1994), a relatively new addition to the list of ID factors impacting the process of language learning (Cao, 2014).

Examination into WTC concept began with the studies by Burgoon (1976) on "Unwillingness to Communicate" and McCroskey (1977) and McCroskey and Richmond (1982) on "Shyness" that looked into the causes of communication barriers. There were also some other on which their idea founded on before they created the phrase "willingness to communicate." These studies were "Predispositions toward Verbal Behavior" by Mortenson, Arntson & Lustig (1977) "Oral communication apprehension" by McCroskey (1977), "Reticence" by Philips (1965, 1968), "Communication Apprehension" by McCroskey (1970). Following these studies, McCroskey and Baer (1985) fostered WTC thought as the opposite side of unwillingness to communicate coin in an endeavor to enhance the process of communication via a positive reflection. In 1985, they began their research about WTC by describing it as a positive variable influencing the process of communication by counteracting the detrimental impact of unWTC on communication. They defined it as having a purposeful of communication when a person has the freedom to do so. WTC, according to MacIntyre (2007), is "probability of starting communication, offered choice and opportunity" (p. 567), echoing McCroskey and Baer (1985).

WTC in one's native language was postulated by McCroskey and Baer (1985) as a personality trait that explained why one person would communicate while another would not in the same or comparable settings. Furthermore, they hypothesized that the personality attribute exhibited consistent behavioral patterns in all communication settings. That is, if someone is willing to communicate in one situation, he is likely to be willing in another. McCroskey and Baer (1985) developed a willingness to communicate scale based on these assumptions to assess people's communication preferences in four situations (public speaking, meetings, small groups, and dyads) and with three categories of recipients (strangers, acquaintances, and friends). The conceptualization and measurement of WTC by McCroskey and Baer (1985) added a new aspect to studies of communication and set the path for further examination of the topic. In McCroskey's rehashed works on WTC with his associates (e.g. McCroskey, 1992; McCroskey & McCroskey, 1986a; McCroskey & Richmond, 1987, 1990, 1991), they examined a different side of WTC. All of this early research focused on native language communication

WTC began to be employed in L2 situations in 1996, after the findings of MacIntyre & Charos (1996), who stated that WTC "adapts mostly to the second language environment and (WTC) might be a valuable contribution to the literature" (p. 20). Early research on L2 WTC characterized it as a "steady inclination for communication" (MacIntyre & Charos, 1996, p. 7), which has since been referred to as trait-like WTC (e.g., Clément et al., 2003; Peng & Woodrow, 2010; Yashima, 2002; Yashima et al., 2004, 2018). In their pioneering work on L2 WTC, MacIntyre, Dörnyei, Clément, and Noels (1998) proposed that many conditions might impact an individual's WTC level and that WTC should not just be considered as a personality characteristic in the context of foreign languages, so the assumption of straight transfer of L1 WTC to L2 WTC was contradicted.

Due to "a multitude of intergroup and problems, social and political ramifications." began to gain prominence in L2 WTC in addition to personal traits impacting WTC (MacIntyre et al., 1998, p. 546). MacIntyre et al. (1998) treated WTC as a situational variable as well as a trait-like variable with this broader perspective. Their study was a modified version of MacIntyre's L1 WTC research (1994). They proposed an adapted and developed version of MacIntyre's (1994) model, which looked at the causal relationship between individual communication-related variables. Gardner's socio-educational model of language learning (1985) was also incorporated into the research. As a result, Path analysis was used to investigate the hypothesized model, which included L2 WTC, motivation, attitudes toward learning situations, L2 anxiety, perceived competence, the big five personality traits – (1) intellect, (2) extraversion, (3) agreeableness, (4) emotional stability, (5) consciousness, and L2 communication frequency. WTC was expanded to include writing and understanding as well as speaking.

According to MacIntyre (2007), L2 WTC is a volitional process that must be evaluated via dynamic changes in the communication process. The significance of volitional choice to communicate in L2, characterized a complex and intricate combination of psychological, linguistic, educational, and communicative aspects of language is emphasized by him. (Mystkowska-Wiertelak & Pietrzykowska, 2011). Following these shifts in perception of WTC new meanings for WTC emerged as a result of its use in L2/foreign language situations and it enabled researchers to combine multiple topics.

Believing that switching languages during conversation is essential for WTC and that transfer from L1 to L2 WTC is challenging, MacIntyre et al. (1998) argued that L2 WTC is substantially more complicated and ambiguous than L1 WTC and they constructed a heuristic model shown as a six-layered pyramid that depicts twelve connected factors impacting WTC. (see Figure 1) This model comprises of a range of linguistic, communicative, and social psychological characteristics that may influence L2 WTC and, ultimately, L2 communication usage (Jung, 2011) The primary three layers of the pyramid outline the situation-specific impacts on L2 WTC at a given time including desire to speak with a particular individual and state related self-confidence. Contrarily, persevering factors such as personality and linguistic ability that affect L2 WTC were included in the final three levels. Each variable was represented by a brick in each tier of the heuristic model. This structure revealed that these factors have a complimentary relationship, as if laying bricks in a construction and starting from the bottom up, the real usage of L2 in communication has happened, and communication behavior has emerged shown in Layer I.

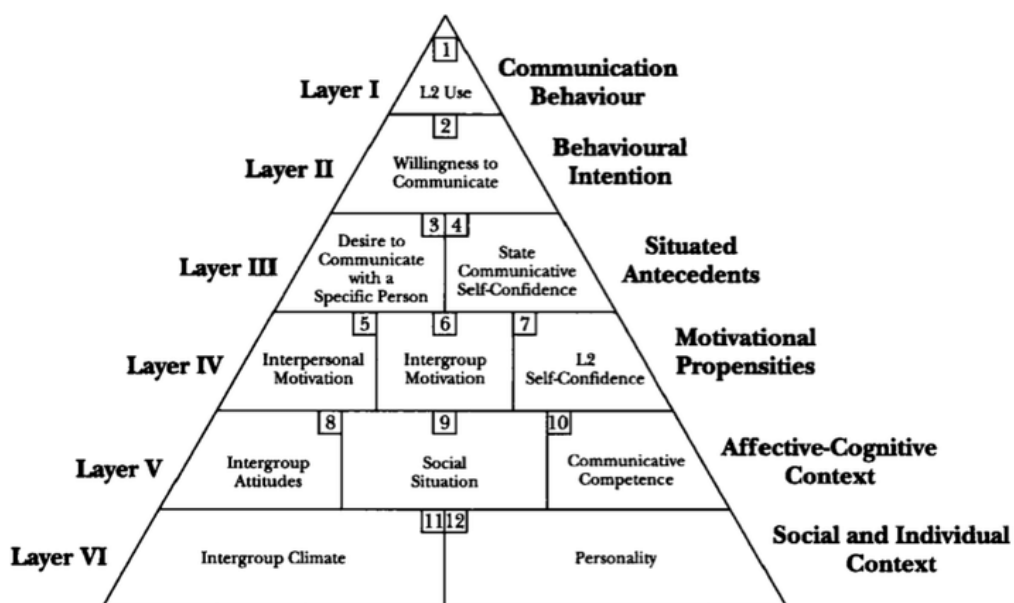


Figure 1. MacIntyre, Dörnyei, Clément, and Noels (1998) 's a heuristic model of variables influencing WTC.

WTC was recognized as the most urgent variable impacting L2 usage in the second layer, and was described as "a willingness to participate into conversation at a certain moment with a specific person or individuals, using an L2" (MacIntyre et al., 1998,). The motive underlying real linguistic conduct was regarded as WTC. The third layer

accounts for the desire to interact with a specific individual and state self-confidence, which are situational antecedents to communication. The former is linked to affiliation and control motivations, which are thought to increase communication willingness. Perceived competence and a lack of anxiety characterize the latter. The third layer factors are considered the most immediate determinants of WTC as a whole. Motivational qualities make up the fourth layer. The three categories of motivation are interpersonal motivation, intergroup motivation, and L2 self-confidence. Interpersonal motivation is mainly about the personality traits of the speaker. Intergroup motivation, on the other hand, is linked to a sense of belonging to a group. Control and affiliation seem to be the driving forces for communication for both types. Confidence in one's capacity to communicate in the L2 in a flexible and effective manner is described as "a general belief in one's ability to communicate in the L2 in a flexible and efficient manner" (MacIntyre et al., 1998, p. 551). It is thought that a person's assessment of his or her ability influencing his or her willingness to communicate. Intergroup attitudes, social environment, and communication skill are affective cognitive context factors identified in layer five. Integrativeness, fear of assimilation, and ambition to learn the L2 are all factors that are thought to influence WTC and, as a result, the frequency of L2 communication. The type of communication event is connected to the social setting. Participants, place, purpose, topic, and communication channel are all stated as being significant to the social context. It is suggested that communicative ability has a substantial impact on a learner's WTC. The social and individual context, which includes intergroup climate and personality, lies at the bottom of the pyramid. The social and individual context, which includes intergroup climate and personality, lies at the bottom. Individual setting is linked to psychological qualities, whereas social context is linked to intergroup climate, intergroup connections, and ethnolinguistic vitality. Personality, on the other hand, was not seen to be a precursor of WTC, according to the model. It was instead viewed as a variable that established the tone for conversation. WTC is the last stage preceding genuine communication, according to the heuristic model. MacIntyre et al. (1998) proposed that "the essential objective of L2 learning is to enhance WTC" (p. 558)

Later studies looked into these heuristic model's variables in various contexts. Şener (2014) investigated Turkish university students' WTC level, particularly in Turkey, and noticed the interplay of the factors of WTC described by MacIntyre et al. (1998) The findings indicated a link among WTC and self-perceived communication ability. This

suggests that one's self-perceived communication ability plays a significant role in determining their WTC. Furthermore, anxiety is a significant obstacle to WTC, with a negative link between the two variables according to the study. Overall, the findings demonstrate that when anxiety levels rise, WTC levels fall (p. 104). The research also emphasizes the necessity of WTC motivation.

Similar studies conducted in the Turkish setting yielded similar results, implying the same consequences for the direct effect of Self-Perceived Communicative Competence (SPCC) on WTC, as well as attitudes toward the international community and personality traits, which have been revealed to be highly important on WTC (Atay & Kurt, 2009; Bektas-Cetinkaya, 2005). The findings of these studies contrast from those of MacIntyre et al. (1998), indicating that the research conducted in Turkey demonstrate that WTC is a dynamic construct with various effects that may alter in different circumstances.

Based on the findings of MacIntyre (1994), who discovered that WTC is significantly influenced by factors including perceived competence and communication apprehension, MacIntyre and Charos (1996) developed a path analysis for starting investigating the interrelationships among Perceived Competence (PC), Communication Apprehension (CA), and how they effect communication frequency. French students who are native English speakers in Canada were recruited for the study. Anxiety and PC have a significant impact on WTC, according to the findings. It also revealed that CA has a direct impact on PC. Overall, a combination of reduced CA and greater PC is critical for higher WTC levels (p. 7) Hashimoto (2002) investigated the characteristics that MacIntyre (1994) proposed and evaluated in MacIntyre & Charos (1996). Unlike the first two investigations, it was discovered that there was no meaningful association between communication frequency and PC. Investigations into additional variables, such as PC and CA, indicated a strong adverse relationship between these two variables. Because MacIntyre & Charos' study recruited students at basic level and Hashimoto's students were advanced level (p. 57), the differences in communication frequency and PC were associated with the students' linguistic skills.

Alemi, Daftarifard, and Pashmforoosh (2011) investigated how linguistic competence and anxiety affected Iranian university students' WTC. Surprisingly, the data showed that students who were more proficient showed lower WTC when they are out of the classroom, which contradicted their prediction. Unlike prior research that examined at the link between WTC and CA (MacIntyre & Charos, 1996; McCroskey &

Baer, 1985), Alemi et al. (2011) found no significant relationship between anxiety and WTC, suggesting that anxiety did not impact learners' WTC in the Iranian environment. The results of this research suggest that, it is possible that the good and negative components of communication can interact separately, implying that being anxious does not prevent people from talking. Yashima (2002) created a single CC variable by combining the CA and PC variables, that refers to "intrigue in foreign or international relations, willingness to study or work overseas, preparedness to communicate with cross-cultural partners, and, each hopes, open mindedness or a non-ethnocentric attitude toward diverse cultures, along with other things. The study looked at L2 learning and communication characteristics in the setting of a Japanese English classroom.

The findings revealed that CC has an influence on motivation, that has a categorical effect on students' WTC levels. Furthermore, WTC was influenced by communication confidence in a direct and meaningful way. (=0.68). (p. 61). Ultimately, this study shows WTC's dynamic nature, that is influenced by the interconnections of its subcategories and the effects of other variables. WTC takes into account a one-year Japanese student exchange program in the United States. In general, the data corroborate Yashima's conclusions (2002). The effect of communication confidence on WTC, however, was less significant (=0.59) than in the earlier study. (p. 134). Various outcomes in different situations may indicate the fact that when they are in a setting where L1 usage options are limited and native speakers of the target language dominate, pupils' communication confidence is not at a similar level. In light of this, Yashima (2009) examined the Japanese and American WTC factors while investigating the interrelationships between them.

To understand the study-abroad and stay-at-home students better, a study carried out by Yashima (2009). The at-home group was registered in an academic program in an imaginary L2 community context in order to compare the two groups equitably. Students receiving content-based training made comprised the study-at-home group. Despite the study-abroad group's actual L1 use advantage, the results of the study revealed that the group of stay-at-home following a content-based program had a greater international posture and communication confidence (p. 7). Furthermore, the interviews found that pupils only communicate when they are forced to do so (pp. 11-12). This might explain why WTC levels were greater in the organized classroom environment than in the study-abroad group.

Kim (2004) also conducted research on the interrelationships of the WTC factors "Confidence in English Communication, English Learning Motivation, and Attitudes Toward International Community." Hair, Tatham, Anderson, and Black (1998) used Structural Equation Modeling (SEM) to evaluate data from 191 Korean students. The findings revealed that WTC is favorably connected with confidence in English communication while anxiety is adversely correlated with it. It's also worth noting that anxiety was shown to be positively associated to PC (p. 149). With 251 freshmen students at a Turkish public institution, Asmalı (2016) studied WTC characteristics including international posture, personality, motivation of English learning, and English confidence. Students with greater degrees of international posture and communication confidence are more inclined to converse in English, according to the findings. Cao and Philp (2006) examined WTC and its subclasses using a qualitative method. The goal of the study was to see if there was a discrepancy between WTC's self-report and their speaking conduct in the classroom. Three distinct interactional situations were used to study this problem. In all three contexts, the data revealed a discrepancy between the students' self-reported WTC and actual classroom conduct. The group size, familiarity with interlocutor(s), interlocutor(s) participation, familiarity with themes under discussion, self-confidence, the medium of communication, and cultural context were all observed to influence WTC (p. 486). In the classroom, their speech behavior. Three distinct interactional situations were used to study this problem. To gather data, classroom observations, audio recordings of group and pair work, and interviews with four female and four male participants were conducted. WTC study has found that motivation is a crucial component and the motivational self-systems has been started to be searched. (Hashimoto, 2002; MacIntyre et al. 2003; MacIntyre et al. 1998b; MacIntyre et al. 2007; Peng, 2007). The ideal L2 self, ought to L2 self, and L2 learning experience are the three subcomponents of the motivating selfsystem in L2 learning. The Ought to L2 Self "concerns the traits that one feels one ought to possess to satisfy expectations and to prevent probable bad outcomes" (Dörnyei, 2009: 29). Previous research has demonstrated substantial relationships between ideal L2 self and WTC, leading to the conclusion that this variable improves L2 communication quality (z, 2016).

As an alternative, focusing on variability and monitoring changes in the WTC and the layers of it has become a prominent study issue with a Dynamic Systems Theory (DST) approach. The notion of development is considered in many periods of time in

DST since the process' flexibility is vital. Variables indicate a definite perspective on a specific level at certain phases, which are referred to as attractor states (De Bot, Lowie, & Verspoor, 2005). However, even the attractor states themselves show variation. This is due to DST's dynamic nature and "interaction of its constituent pieces." (535) (Spoelman & Verspoor, 2010). In complex dynamic systems, even stability can exhibit fluctuation, which is why it's important to pay attention to this.

The DST method to second language study emphasizes on variation, which entails investigating how and when change occurs throughout the process of development (Verspoor, de Bot, & Lowie, 2011). In a dynamic system, the processes are triggered by the reciprocal interaction of the variables. This indicates that variable interaction influences the developing system significantly because it affects not only the development cycle but also the other system variables (van Geert, 1994). In a nutshell, a change in a single variable can affect the entire system.

Since language development varies from person to person and the language learning environment is considered as a complex dynamic system, making variability is the key focus of understanding progress (Verspoor, Lowie, Chan, & Vahtrick, 2017). The fact that humans alter through time and the process of changing provides a detailed vision of development is the main point of variability as a development factor.

MacIntyre & Legatto were the first to apply the DST technique to WTC since it is a construct that changes over time (2011). The "Idiodynamic Method," a novel approach of assessing advancements in WTC and its layers, was introduced in this work. This method's technique is as follows: (a) A communication task is taped so that instant replay can be done; (b) The participant watched the film and, with both research assistant's assistance and specifically built software, completed a moment-by-moment WTC evaluation. The variations in WTC are plotted on a graph. (c) The graph is examined, and the causes behind WTC changes are addressed. The suggestions for stimulated recollection guide the approach (Gass and Mackey 2000). (d) The transcription of the entire session has been done. (MacIntyre & Legatto, 2011). This methodology was utilized by MacIntyre and Legatto for investigating the DST approach's impact on WTC by looking at different tasks and the entire idiodynamic process. The data was acquired by surveys and video recordings of task responses from six students who took part in the study. Even in just a few minutes, the participants' WTC changed dramatically. The difficulty to identify L2 vocabulary words was cited as the cause of this dramatic drop in WTC levels. The video recordings of the students'

observations indicated a discrepancy between stated anxiousness and classroom conduct.

This state is classified as anxiousness, and WTC may interact in one instant but not the next. Because anxiety levels can alter on a moment-to-moment basis without influencing WTC, these two factors are said to be "relatively independent" (p. 164). Although this study's approach did not evaluate the primary principle of DST stating that systems evolve through time, it did provide understanding into DST's interconnectedness characteristic. Pawlak & Mystkowska-Wiertelak (2015) used a DST technique to study WTC variations while also examining the causes of WTC. Participants had to react to a number of conversation questions and assess WTC levels of their own on aspects like subject, participation of partner, and agreement with the partner, similar to Macintyre & Legatto (2011). The results revealed a significant increase and a modest fall in WTC level, although the conversation length, the availability of the teacher, and difficulties comprehending the argument of partner all suggested a larger decline in WTC. (p. 5). The difficulties to obtain proper terminology and the length of the issue are the reasons for declining WTC levels, which is similar to MacIntyre & Legatto's findings (2011). Wood (2016) discovered that fluency is a significant influence in WTC fluctuations utilizing the idiodynamic approach. While having a high level of fluency helps with WTC, having a poor level of fluency causes pupils to be apprehensive of what they will say. The idiodynamic approach, despite its novelty, has been adopted in a variety of researches for explaining the dynamic changes in WTC and has thrown light on WTC research in this area.

Uncertainty

Defining Uncertainty

There have been a range of definitions of uncertainty in the literature since the 1970s. Researchers looked at the many aspects of uncertainty in these definitions. One of the definitions is that uncertainty is a state in which change direction is recognized, but the probability of events is unpredictable (Kasperson, 2008). Berkeley & Humphreys (1985) defines uncertainty as inability to achieve certainty in (a) behavior and incident connections, (b) incident and incident connections, (c) outcomes, (d) decision-making time (e) action and future likelihood, and (f) influence on potential occurrences. Uncertainty is a quality of a circumstance that has negative or damaging consequences on the individual, according to another definition (Lazarus & Folkman,

1984), as referenced in Karakuş & Yardım, 2014). Milliken (1987) defines uncertainty as an individual's incapacity to foresee future scenarios and outcomes. Uncertainty is characterized as a source of threat and the idea of complexity (Budner, 1962), and on a mental, affective, and behavioral level, intolerance of uncertainty is linked to recommending undesirable responses to uncertain situations. (Dugas, Buhr, & Ladouceur, 2004). "Inability to foresee and explain our own and others' actions," says Gudykunst (1993) (p.39). Uncertainty is described by Kagan (1972) as a discrepancy between cognitions, cognitions and experience, or cognitions and behavior, which makes it difficult to anticipate the future (p.54)

Uncertainty occurs when all components of a circumstance are unclear, complex, unexpected, or improbable; when information or knowledge is found inaccessible, conflicting, or unstable by an individual (Barbow, Hinse, & Kasch, 2000) When assessing the possibility of an event, people also experience uncertainty. When the probability of an event is thought to be equal (Barrow, 1992) or when all possibilities appear to be equally likely, the perceived uncertainty is highest if there are several options (Brashers, 2001). In a broader term, uncertainty refers to apparent difference in a stimulus quality related to current aspects or probable future consequences of the stimulus. The term "difference" can refer to differences, inconsistencies (e.g., Kagan, 1972), and failures in probability attribution (e.g., Kahneman & Tversky, 1982), something which is seen between a prior and a new stimulus (as a real difference) as well as between past and current perceptions, assessments, and behaviors (as a perceived difference) (Kagan, 1972). Subsequently, there is no requirement for a genuine difference; only awareness of a difference is required even for a pseudo-difference, and there is no need for an external stimulus to generate uncertainty consciousness of a difference in an internal stimulus (e.g., Cognitive Dissonance, Festinger, 1975) may likewise create uncertainty

Researchers in a variety of social disciplines, including sociology, psychology, communication, and organizational studies, have frequently struggled with the subject of "uncertainty." Uncertainty is a theme that does not perfectly fit into a single discipline. Instead, it's spread across a variety of fields, professions, and problem domains. As a result, there is not any fitting, unified collection of literature about uncertainty that is widely accessible. The subject has no home. The relevant literature scattered all through the whole domain of intellectual culture. The widely dispersed literature on this subject lacks an agreed terminology.

Dewey (1910) reveals uncertainty is the genesis of thought. All of our actions, judgments, and interpretations are founded on our beliefs about the probability of uncertain occurrences such as the result of an experiment, the result of a surgical operation, or the future worth of an investment. (Tversky,1974). All decisions, whether made by people, as members of communities, by government on behalf of society, or by business and other entities with an influence on society, are fraught with ambiguity. (Smithson, Bammer,2008, p.5) Uncertainty may make problem-solving and decision-making more difficult; it can lead to a sense of failure to predict and control one's own future; and it can discourage the search for meaning. (Brashers, 2003)

Human personality, according to Smith (1969), is amongst the foremost significant sources of uncertainty. Uncertainty is a fundamental fact of human existence. According to the literature, uncertainty is a phenomenon that is experienced in relation to oneself, interactions, or surroundings. Uncertainty is basically self-cognitive; it is subjective. Even someone with a lot of knowledge about the subject could be unsure (Brashers, 2013) Individuals' cognitions, perceptions, emotional state, and behaviors are all affected by uncertainty (Van den Bos & Lind, 2002). Individual appraisals and emotional reactions are involved in a person's attitude to uncertainty (Brashers, 2001), and uncertainty evaluation differs by situation or person (Brashers, Neidig, Haas, et al., 2000; Sorrentino and Roney, 2000). It has both bad and good meanings, may inspire individuals in both positive and bad ways. In spite of the fact that pre-existing researchers such as Gudykunst focuses on anxiety and danger assessment, uncertainty allows for a wide range of emotional reactions. Whilst not knowing, uncertainty is viewed as an opportunity (Brashers et al., 2000; Mishel, 1990); a neutral emotional response is feasible when ambiguity is not considered to impact aims or to represent a problem (Brashers et al., 2000; Mishel, 1990; Lazarus, 2001). Moreover, individuals may have conflicting feeling and response when there are both positive and negative affect (Folkman, 1997). Individuals can build optimism out of uncertainty by reframing or grasping it as a necessary aspect of their life (Michel, 1990) Appraisals and responses to uncertainty may differ between nations due to cultural differences (Y. Liu, T. Almor, 2014). While Western culture views uncertainties as something to be handled or eliminated (Lind and Van sanctum Bos, 2002), Eastern society views them as something to be tolerated, or welcomed (Mor, Morris, Joh, 2013; Pun, Chin, Lau 2000). Individual abilities (perceptual and cognitive capacities, reasoning, etc.) determine how people experience uncertainty and respond to

it, according to Jackson (1989). It may be claimed that an individual's perception of uncertainty is linked to the amount of his or her capacity to perceive, retain, and utilise data (Weber, 1999).

Uncertainty has its advantages, and people do not necessarily want to get rid of it. Without uncertainty, there is no freedom. Uncertainty can encourage people to discover, develop, maintain, and use it. In the intellectual areas of arts, sciences, politics, and business, people profit from chances for adventure, discovery, entrepreneurship, and innovation usually generated by uncertainty. Some studies emphasize the inevitability and importance of uncertainty in life, describing it as "a natural rhythm to existence (Mishel, 1990)".

Uncertainty has several layers and is linked to each other (Barrow, 1995). When there are a lot of objects in the air at the same time, starting with one thing visible might completely transform the situation. When there are numerous uncertainties at the same time, resolving one may cause another to emerge or change (Barrow & Kline, 2000). Uncertainty is transient; it may be brief or long-lasting (Lazarus & Folkman, 1984; Michel, 1990). Because uncertainty in emotional reaction or culture is multidimensional, interrelated, temporal, and variable, the appropriateness and sufficiency of controlling response may fluctuate depending on context and circumstances (Barrow et al., 2000)

Uncertainty and Foreign Language Learning

Since one language is vivid, it evolves with the effect of numerous variables, including cultural traits brought in by the people who speak it. Many factors playing critical roles at different phases intervene with the language learning process. It is a tough journey wherein students are supposed to gain proficiency with various things which are by and large viewed as obscure, uncertain, unclear and dark by the students (Kamran and Maftoon, 2012) As the process continues, there is constantly something novel, unknown, and ready to be dealt, as stated by Chapelle and Roberts (1986). Learning a language can be perplexing since the learner encounters novel lexical, structural, phonological, and cultural information which seems to be uncertain and challenging to understand due to differences in the first and target languages and they likely experience information gaps, various interpretations, ambiguity, and other issues (Chapelle & Roberts, 1986; Grace, 1998). The following is how Brown (2000: 120) clarifies the issue: " A lot of seemingly conflicting information is encountered when

learning a second language: terms that are different from the original language, rules that are not only different but also internally inconsistent owing to specific "exceptions," and occasionally a complete cultural system that is separate from the native culture." One of the foremost vital reasons for learners having troubles is the disparity between the mother tongue and the target language. Learners are needed to struggle not only with novel language forms and text structures in order to understand the texts, but also to compensate for the insufficiency of linguistic prompts (Grabe & Stoller, 2002). For some learners, uncertainty is what makes foreign language learning exciting though for others it is what makes learning greatly frustrating. Subsequently, uncertainty is one of the critical qualities of a foreign language learning circumstance and it is likely to prevent or encourage foreign language learning. In case it isn't endured in a sensible way, it might cause an elevated degree of stress in students and adversely influence language learning learners (White, 1999)

John Dewey (1925) was the first to incorporate uncertainty in educational research, stating that people hurry to ends to keep away ambiguity, but a mentally engaged mind would constantly question and be uncertain. According to Bruner (1986), increased questioning is required for knowledge acquisition, and facts should be constructed and understood by learners. Metz (2004) and Rowland (2000) were among the few researchers who examined students' techniques and actions as they attempted to handle uncertainty throughout academic activities. The dynamics and stability of the personal variable - Uncertainty – was investigated by Stranovská & Munková (2014) in the foreign language learning process using a linguistic intervention program (LIP) in which they encourage, simplify, and facilitate communication as well as reduce uncertainty in a person's performance. Few educational academics have looked at how to manage uncertainty. It was investigated how younger students controlled uncertainty in cooperative robotics engineering projects and revealed that students face uncertainty from many sources and adopt a range of management tactics, such as reducing, ignoring, sustaining, and growing uncertainty by Jordan (2010) The studies of Floden & Clark (1987); Britzman (2006); Helsing (2007) added the literature of uncertainty and language learning the aspect of teacher uncertainty. According to Helsing's examination of the studies on uncertainty of teachers, the way how instructors perceive, explain, and deal with uncertainty differentiate. While some scholars perceived instructor uncertainty was something undesirable or dangerous, others indicated that it was helpful and beneficial (Helsing, 2007). Floden & Clark (1987) provided some suggestive analysis

on the uncertainties that teachers have about what their students are learning, their own authority in the classroom, and their own influence on students, presented some suggestive methods in which teacher educators might contribute to teacher preparedness. It is stated in the study that as uncertainty penetrates all the concepts about teaching such as knowledge of academic topics, pedagogical expertise, and an understanding of children, it demands our full attention. Uncertainty has rarely been studied directly in Turkish EFL context. Dağtaş (2018) carried out a mixed method research with university preparatory class students with the aim of expanding our understanding on how students experience uncertainty and how they manage it. She discovered that uncertainty is a continuous experience in language classrooms, with students experiencing it from a variety of sources such as course and language-related elements, cognitive processes, social and physical aspects. The study's finding also showed that learners may have negative and positive appraisals about uncertainties. Another researcher examining the issue of uncertainty in language learning environments, Beyce (2020), investigated the relationship between learners' language anxiety and uncertainty in the language learning environment. According to the study's findings, students' anxiety and uncertainty levels are moderate, and there is a substantial association between students' anxiety and their degree of uncertainty.

Uncertainty, according to communication theorists, has a broader scope, and ambiguity is one component of uncertainty (As cited in Dağtaş,2018. Hogan & Brashers, 2009) As ambiguous inputs generate uncertainty, uncertainty and ambiguity are seen to be conceptually connected (Greco & Roger, 2001). In the discipline of language studies, research on uncertainty in the foreign language learning process has switched to an analysis of ambiguity tolerance and the link of it to foreign language speech. Researchers have conducted various studies on ambiguity tolerance and its influence on language acquisition after considering it to be one of the most significant learning styles that may hinder or aid language learning.

Frenkel & Brunswik (1948) and Budner (1948) were the first to recognize ambiguity tolerance as an identity factor. Budner identifies them separately as "The predisposition to regard ambiguous conditions as causes of threat," and "the inclination for seeing ambiguous situations as attractive". Students' varying degrees of ambiguity tolerance/intolerance have a significant impact on their learning. Ely (1989) was the first to highlight the notion of ambiguity tolerance in the field of language learning since it is intrinsically ambiguous and uncertain. He asserted that linguists or teachers

should investigate how tolerant learners are of foreign language ambiguities and how these ambiguities effect their learning. Brown (2000) stated that ambiguity tolerance was claimed to be a predictive figure influencing students' performance levels, and that learners with a high tolerance for ambiguity are likely to be more productive in specific language activities. Learners with low ambiguity tolerance become discouraged by uncertain situations, give up hope for achievement, are unable to focus on the lesson, and become distracted by pieces of information. Learners with high degrees of ambiguity tolerance, on the other hand, see uncertain circumstances as opportunities to learn and look forward to them (Lee, 1992). The role of ambiguity tolerance in foreign/second language learning has been studied in regard to language achievement (Chapelle, 1983; Kazamia, 1999; Khajeh, 2002; Liu, 2006; Lori, 1990; Nosratinia et al., 2013), reading comprehension (El-Koumy, 2000; Erten & Topkaya, 2009; Kamran & Maftoon, 2012; Keshavarz & Assar, 2009), listening comprehension (Soleimani, 2009), writing performance (Lee, 1999), cloze test performance (Atef-Vahid et al., 2011), and gender (Erten & Topkaya, 2009; Kamran, 2011; Kissau, 2006; Marzban et al., 2012; Maubach & Morgan, 2001) For example, Chapelle and Roberts (1986) investigated the link between field independence, ambiguity tolerance, motivational intensity, English class anxiety, and English competency. AT was discovered to be a powerful predictor of English competence. Lori (1990) too proposes that AT relates significantly with language accomplishment. In a study conducted by Kazamia (1999), it is said that Greek EFL learners do not have the same tolerance in all language abilities. Additionally, according to Liu (2006)'s research, EFL learners lack tolerance for ambiguity created by the inability of them to effectively convey their views. Khajeh (2002) who aims to investigate the relationship between AT, language proficiency, and language learning strategies reports that a positive relationship exists between AT and both capability level and frequency of strategy. Dewaele, Jean-Marc, and Shan Ip (2013) investigated the relationship between foreign language classroom anxiety (FLCA), too. The results demonstrated a significant negative relationship between SLTA and FLCA. Afshar and Khassemi (2019) conducted another research on relationship between EFL students' ambiguity tolerance, language learning strategies, language learning beliefs, and listening comprehension and revealed that ambiguity tolerance was a negative predictor of strategy use and a positive predictor of listening comprehension and language learning beliefs. Uncertainty features significant impact on the students' attitudes particularly their eagerness and capacity to learn (Starbuck, 2009)

The Sources of uncertainty

Learning language could be a complicated procedure that requires interpretations, assessments, social contact, as well as a number of guesses. To be effective, students must understand the ways to deal with and overcome uncertainty (Dağtaş, 2018). In light of the literature review about uncertainty from the viewpoints of diverse discipline, she stated in her dissertation that it is possible to conclude that in language learning environment uncertainty can emerge as a result of; a) the task (Doyle and Carter, 1984); b) data inaccessibility or insufficiency (Babrow, Hines, and Kasch, 2000); c) student's subjective evaluation (Lipshitz and Strauss, 1997); d) incorporating novel information with past information (Babrow, Hines, and Kasch, 2000); e) student's personal opinions (Hogg, 2007).

Academic tasks in classrooms, according to Doyle and Carter (1984), are integrated in an assessment system and are conducted under uncertain and risky situations. The degree to which an exact and predictable procedure for producing a product may be defined is referred to as uncertainty. For example, the tasks which require students to produce rather than replicate answers, are high in both uncertainty and risk since the exact reply cannot be completely indicated in advance. Not only the familiarity and complexity of the task, but also teacher's imprecise explanations have influencing impact on learners' learning behavior (Blumenfeld, Mergendoller, & Swarthout, 1997)

Students' uncertainties about their competence is another source. It may be claimed that an individual's perception of uncertainty is affiliated with his or her capacity to comprehend, retain, and utilize knowledge (Weber, 1999) Individual abilities (perceptual and cognitive capacities, reasoning, etc.) determine how people experience uncertainty and respond to it, according to Jackson (1989). Uncertainty is in the eye of beholder, as Brashers (2013) stated, even someone with a lot of knowledge about the subject could be uncertain. Students' uncertainty perceptions are subjective.

When an individual believes that he/she lacks sufficient information, he/she experiences uncertainty (Gifford, Bobbitt & Solum, 1979) This is also the case for learners in language learning context which is embedded in unknown lexical, structural, phonological, and cultural information. Teachers, according to Dewaele and Ip (2013), could assist students be more flexible with uncertainties and utilize explicit directions to reduce uncertainty. Integrating new information into old knowledge might provide another source of uncertainty. Students may experience uncertainty if their prior knowledge is conflicting with the new information.

Dağtaş (2019) identified variety of sources of uncertainty in cognitive processes, course, emotional and social aspects in her research.

Course and Language Related Uncertainty: Amongst the foremost prevalent sources of uncertainty of language learners is regarding the course. Uncertainty caused by course content, which including structure, terminology, or material, the instructor or activities, is referred to as course-related uncertainty. Another type of uncertainty is lexicon, which causes language learners to get confused when they meet difficult, obscure, or unknown phrases.

Cognitive Uncertainty: Another source of uncertainty which will influence educational progress is cognitive forms related to behavior and thinking. Uncertainties in cognitive processes counting the lack of critical reasoning abilities, lack of information, mental busyness, misunderstanding, and hesitating mind. In certain cases, students are unable to complete their responsibilities because they do not comprehend how to do so. They are unable to make decisions on where to begin or how to proceed with activities. Uncertainty can be caused by a lack of critical thinking abilities such as offering examples, problem-solving, and coming up with new ideas. Some students also say they feel mentally stuck and are unable to articulate what they think and are perplexed.

Social Uncertainty: Social sources of uncertainty are another category, which emerges when students share differing perspectives on completing the tasks and when members of the group must negotiate. Turn-taking, group disagreement, and internal or external distractions cause learners to lose focus on their tasks.

Emotional Uncertainty: Learners' emotional reactions to experiencing uncertainty.

Appreciation of Uncertainty: Evaluations of uncertainty and inclinations for novelty and change among learners.

Consequently, students engaging on group activities, establishing meaning during learning, and developing knowledge jointly will be confronted with a variety of uncertain situations brought on by cognitive, social, emotional and course-related factors.

2. METHODOLOGY

2.1. Introduction

This part presents a general overview of the methodology that was adopted in the current study. The initial part explains the research design in depth. Following that, a thorough explanation of the study, participants and context including information on participant sampling and participant profiles are provided. The instruments that were utilized for data collection and the procedure are then presented. This is followed by the explanation of data analysis procedure determined for the study.

2.2. Research Design

This quantitative study aims to reveal how willing students are to communicate in English, what uncertainty experiences they have in the classroom from the dimension of 5 different uncertainty type and to identify whether a significant correlation exists between WTC levels of students and their uncertainty experiences. In order to investigate these aims both descriptive and correlational research methods were included. Questionnaires were used as data collection instrument.

2.3. Participants and Context

This research was carried out at a private college in the city of Kayseri in 2020-2021 academic year. This college has two ranges of high school; Science High School and Anatolian High School. The classification of the students to have a place in a certain range of school is carried out according to the score the students got from LGS (Liselere Giriş Sınavı) which is operated by the Ministry of Education. The ones who have higher scores get accepted to the Science High School. In Science High school students have 10 hours of English instruction per week in 9th grade, 6 hours in 10th, 4 hours in 11th grade. In Anatolian high school they have 8 hours in 9th grade, 5 hours in 10th, 4 hours in 11th grade. 12th graders in both school type have no lesson as it is their university entrance exam preparation year. Students have different English knowledge backgrounds, and they are not subjected to any English placement when they start high school. Except for the 12th grade, all students were given questionnaires during class. Being done under the supervision of teacher, there were not incomplete or inaccurately filled questionnaires. Data were obtained from 205 students who are demographically

varied according to gender, age and school type (Science, Anatolian). Demographic information of the participants is shown in the table below.

Table1.

Participants' Demographic Information

		F	%
Gender	<i>Female</i>	103	50,2
	Male	102	49,7
	Total	205	100
Kind of School	Science High School	128	62,4
	Anatolian High School	77	37,5
	Total	205	100
Age	14	53	
	15	48	
	16	66	
	17	27	
	18	11	
	Total	205	100

Among 205 students there were 103 female students (50,24%) and 102 male students (49,75%). Considering the gender difference, the number of students is balanced which is vital for obtaining reliable results. When looked at the distribution of the kind of school, 62,43 % of the students (128) were from Science High School, 37,56 % of them were from Anatolian High school. The participants were ranging in age from 14- 17. However, the number of 16-year-old participants (n=49, 23,9 %) was higher than others. There were 27 students at the age of 14 (13,17%),32 at the age of 15 (15,6%) and 20 students who are 17 (9,7 %). As the participants know the researcher, they were enthusiastic to get involved in the data collection and because of the accessibility and geographical proximity issues, recruiting the participants was done according to convenience sampling.

2.4. Instruments

To discover the degree of WTC and uncertainty experiences of students and to reveal the possible relationship between students' uncertainty experiences and willingness to communicate two questionnaires were utilized. Students' WTC in

English was measured with the use of 12-item Willingness to Communicate scale developed by McCroskey (1992). To find what uncertainty experiences students have, Dağtaş (2018)'s Classroom Uncertainty Questionnaire was used. These two questionnaires were applied at the same time by combining them into one document, it also included a section to gather demographic data about the participants such as age, gender, and the kind of school they are studying. The questionnaires were presented in Turkish to prevent language to be an obstacle for weak students to understand the items and answer correctly. Before administering the questionnaires, students were informed about the aim of the research, how to fill the questionnaires. They are explained that they had the choice not to participate in this study as it is based on the voluntariness, they were not obliged to write their names. They are also reminded that the information obtained from them will be utilized solely for this research and will be kept secret.

2.4.1. WTC Scale

The WTC level of participants is assessed in this study using 12 questions from McCroskey's WTC Scale, which was created in 1992. (see Appendix A). The scale has a Cronbach's alpha internal consistency reliability of .92. Several researchers have employed the scale and found it to be very reliable (MacIntyre & Charos, 1996; Hashimoto, 2002; Kim, 2004; Kanat-Mutluolu, 2016). Although the scale is originally English, Turkish translated version which was done by Cetinkaya (2005) who used back-translation approach. She translated the original version into Turkish and then from Turkish to English. She also tested the scale's validity and reliability on a small group of people. The coefficient of dependability was .88. This version was implemented in order not to give any difficulty in understanding and to let them focus on the items by providing them a scale in their native language. The Cronbach alpha value of this scale was discovered in the current investigation .92. The scale consists of two subcategories: context and receiver type. It aimed to measure WTC in four different communication contexts (speaking in public, talking in meetings, group discussions, dyads) with three different contact persons (friends, strangers, acquaintances). There were four items for each communication context. The participants were requested to express their eagerness to communicate by writing a score from 0 to 100 for each given situation. The score would refer to how willing they are. The higher the score, the more willing a person is to communicate.

The reliability of the WTC scale and its sub-scores has been established. From McCroskey's original website, the following are some key points of the scale:

This exam evaluates a person's ability to initiate conversation. The scale has high face validity and predictive validity, according to the results of a large research. The Alpha dependability estimates for this instrument have ranged from .85 to well above .90. Eight of the instrument's twenty components are designed to take the listener's attention away from the scored elements. The following twelve items produce a total score, four context-type scores, and three receiver-type scores. The sub-scores produce lower dependability estimates, yet they are usually high enough to be used in research projects (James McCroskey, n.d).

2.4.2. Classroom Uncertainty Questionnaire

To investigate students' uncertainty experiences Dağtaş (2018) created the Classroom Uncertainty Questionnaire, which was used. The original questionnaire included 44 items with five-Likert scale ratings of 1; highly agree, 2; agree, 3; undecided, 4; disagree, 5; strongly disagree. It has two sections: items including statements for measuring students' uncertainty experiences in terms of cognition, emotional, social and course related angles and items related to students' management processes of uncertainty. However, as the current study solely focus on measuring students' uncertainty experiences, the first 31 items which are related to uncertainty experiences were used.

Seeing uncertainty is an indispensable part of language learning process, the fact that the previous research in the literature only addressed the issue in terms of tolerance of ambiguity and there is a lack of existing mean for assessing how students perceive and manage uncertainty in the classroom Dağtaş (2018) developed this questionnaire. Following a series of procedures such as defining general features, constructing item pool by reviewing the scales from different domains, analysis of collected responses of students to given situations and their mind maps, consultation with other fellow instructors, translation, and back translation 62 items in two different sections were developed. After conducting two pilot studies, analysis of qualitative data about items, factor analysis, reliability analysis, the questionnaire took its final version with 44 items in 2 sections: Uncertainty Experiences and Uncertainty Management. But in this current

study, only uncertainty experience part was implemented. Demographic information part was also included.

Uncertainty experience part: In this part of the questionnaire, there are 31 items about the uncertainty experiences of students in terms of cognitive processes, course and language related issues, emotional responses, social factors affecting learners' uncertainty and how they appreciate it by using 5-point Likert scale to show how much they are agreed or disagreed. The dimensions of uncertainty experiences are as follows:

Cognitive Uncertainty: To find out how learners' cognitive processes are affected by their uncertainty experiences; 9 items were included in this dimension. (Cronbach's alpha = .82)

Social Uncertainty: The goal of this dimension is to identify social factors that impact learners' uncertainty experiences using seven items. (Cronbach's alpha = .80)

Course and Language Related Uncertainty: With 4 items included, this dimension aims to measure the uncertainties that the students have about the course, the classroom activities, course material or the instructor. (Cronbach's alpha = .65)

Emotional Uncertainty: The students' emotional reactions to uncertainty were represented by a total of 5 items within this dimension. (Cronbach's alpha = .71)

Appreciation of Uncertainty: How students appreciate the uncertainty was aimed to be measured by 8 items in this dimension. (Cronbach's alpha = .78).

2.5. Procedure

Data collection procedure was carried out in accordance with the regulations proposed by Çağ University Ethics Committee. Since it was a study which was carried out with under eighteens and in the high school context, a permission from the ethics committee of the Ministry of National Education was needed. Application to the Ministry was made in December 2019, but the required permissions were obtained in July because of the outbreak of Covid-19 pandemic all around the world and the following lockdowns in institutions in Turkey.

2.6. Data Analysis

The data acquired through two questionnaires was analyzed in accordance with the purpose of the study using the Statistical Package for Social Sciences (SPSS). To determine how students scored on two questionnaires and get an overall understanding

of the data, descriptive analysis was utilized and frequencies, percentages, minimums, maximums, mean scores, and standard deviations of the items were calculated. Inferential statistics such as t-test, ANOVA (analysis of variance), and Tukey's HSD (honestly significant difference) test was run. One-way ANOVA was performed to unveil differences among students who are at different ages in terms of WTC levels and their uncertainty experiences.: Representing two different groups, male and female students and two range of school (Science and Anatolian high school) were compared via independent samples t-test to find out if there is a significant difference between them in terms of both their WTC in English and their uncertainty experiences. Tukey's HSD test was used to evaluate the differences further since ANOVA reveals non-equality of scores without pointing to variations in individual mean scores. Furthermore, Pearson product-moment correlation was used to see whether there were any correlations between the subscales of the questionnaires within themselves, which helps to reveal probable relationships between variables (Padilla & Veprinsky, 2014).

2.7. Reliability

In order to achieve healthy results, it is essential to assure the trustworthiness of the questionnaire employed in any research. The reliability coefficient might be anything between 0 and 1. While a value of 0 indicates that the entire measurement is inaccurate, a value of 1 indicates that the measurement is completely error-free (Bektas Cetinkaya, 2005). The following table shows the reliability scores:

Table 2.
Reliability Results of the Scales

Scale	Cronbach's Alpha	Number of items
1.Willingness to Communicate Scale	.987	12
Communication contexts		
Public Speaking	.74	3
Meeting	.70	3
Group Discussion	.65	3
Interpersonal Conversations	.68	3
Receiver types		
Stranger	.84	4
Acquaintance	.79	4
Friend	.76	4
2.Classroom Uncertainty Questionnaire	.83	44
Uncertainty Experience part	.82	31
Cognitive Uncertainty	.82	9
Social Uncertainty	.80	7
Course and Language related Uncertainty	.65	4
Emotional Uncertainty	.71	5
Appreciation of Uncertainty	.78	8

2.8. Normality

This section investigates the variables' normality in order to determine whether the results are consistent with a particular distribution among the participants. Table 3 displays the test's results. The assumption that the research variables are normally distributed is supported as all variables, the significance threshold of the test was more than 0.05.

Table 3.*Normality Test*

	WTC Scale	Classroom Uncertainty Scale
Kolmogorov-Smirnov Z	.201	.077
Asymp. Sig. (2-tailed)	.06	.08



3. RESULTS

Introduction

In this part the information obtained will be examined and answers to the research questions will be provided. The research intends to address finding how willing the high school students are to communicate in English, the sources of uncertainty they experience in the classroom and if any relationship between WTC and uncertainty exist. Furthermore, the underlying characteristics connected to WTC and uncertainty experiences will be examined through a sub-question: To what extent gender, age, and the type of school they attend predict students' willingness to communicate levels and uncertainty experiences. The data acquired through two questionnaires was analyzed and interpreted in detail using descriptive, inferential, and correlational statistics. The implications of all data, including statistical data were reported and exhibited using tables one by one in line with the thesis' study topics.

The Descriptive Analysis of WTC Scale Results

The WTC Scale data were examined using descriptive statistics to address the first research question: What is the degree of Willingness to Communicate in English among students in a high school setting? To begin, mean, standard deviation, lowest and maximum scores for each item and total of the WTC scale were computed to provide a basic understanding of the students' WTC levels. Second students' WTC levels were assessed in four different situations of communication (group discussions, meetings, interpersonal conversations, and public speaking) and three different sort of interlocutor (stranger, acquaintance, and friend) according to McCroskey and Richmond's measurement value width (2013). Finally, for each of the four communication situations and three interlocutor types, minimum and maximum scores, as well as mean and standard deviation, were determined separately.

Table 4.*Descriptive Analysis results of WTC scale items*

Willingness to Communicate	N	Max	Min	Mean	SD
1- Have a small-group conversation in English with acquaintances.	205	100	0	56.2	33.22
2- Give a presentation in English to a group of strangers	205	100	0	37.6	32.004
3- Give a presentation in English to a group of friends	205	100	0	50.36	32.83
4- Talk in English in a large meeting among strangers.	205	100	0	39.07	33.37
5- Have a small-group conversation in English with strangers	205	100	0	43.74	33.66
6- Talk in English in a large meeting among friends	205	100	0	48.55	32.90
7- Talk in English to friends	205	100	0	65.60	33.34
8- Talk in English in a large meeting with acquaintances	205	100	0	49.52	33.35
9- Talk in English to acquaintances	205	100	0	60.69	33.32
10- Give a presentation in English to a group of acquaintances	205	100	0	50.09	33.26
11- Talk in English to a stranger	205	100	0	48.25	33.32
12- Talk in English to a small group of friends	205	100	0	56.14	31.96
TOTAL				50.48	33.24

According to McCroskey & Richmond (2013), participants with an overall WTC score of less than 52 are considered to be less motivated to communicate. Values above 82 mean that participants are willing to communicate. The mean level for overall WTC was slightly below the extent accepted as low to medium ($M=50,48$)

It is revealed in the table 4 that the participants were most willing to “talk in English to friends” ($M=65,60$), “talk in English to acquaintances” ($M=60,69$), “have a small-group conversation in English with acquaintances” ($M=56,2$) and “ talk in English to a small group of friends” ($M=56,14$) while they were less willing to “give a presentation

in English to a group of strangers” ($M=37,6$), “talk in English in a large meeting among strangers.” ($M=39,07$), “have a small-group conversation in English with strangers” ($M=43,74$). Participants were found to be less motivated to communicate when making presentation in front of a group of friends ($M=50,36$), acquaintances ($M=50,09$) and when talking in a large meeting of acquaintances ($M=49,52$), friends($M=48,55$)

It can be concluded that the participants tended to talk with their friends and acquaintances instead of talking with strangers. Also, WTC level of participants was found to be higher in small groups and dyads than meetings and large groups.

The WTC Scale is designed to assess participants' willingness to interact in English in four various communication situations (group discussions, meetings, interpersonal conversations, and public speaking) and with three different types of interlocutor (Stranger, Acquaintance, and Friend).

WTC scale scoring will be assessed by adding related items and dividing them into the number of items.

The following table depicts McCroskey and Richmond's (2013) standards for identifying scores as high or low

Table 5.

Norms for WTC Scores by McCroskey & Richmond (2013)

Group discussion	>89 High WTC,	<57 Low WTC
Meetings	>80 High WTC,	<39 Low WTC
Interpersonal conversations	>94 High WTC,	<64 Low WTC
Public Speaking	>78 High WTC,	<33 Low WTC
Stranger	>63 High WTC,	<18 Low WTC
Acquaintance	>92 High WTC,	<57 Low WTC
Friend	>99 High WTC,	<71 Low WTC
Total WTC	>82 Higher Overall WTC	<52 Low Overall WTC

Table 6.*WTC Level Distribution for Four Communication Contexts and Three Receiver Types*

Willingness to Communicate	Low		Medium		High	
	N	%	N	%	N	%
Group Discussions	111	54.15	73	35.6	21	10.24
Meetings	121	59.02	83	40.48	1	0.49
Interpersonal Conversations	181	88.29	24	11.71	0	0
Public Speaking	77	37.56	94	45.85	34	16.59
Stranger	61	29.76	92	44.87	52	25.3
Acquaintance	104	50.73	84	40.97	17	8.29
Friends	5	2.44	189	92.19	11	5.37
TOTAL	108	52.68	69	33.66	28	13.66

Table 6 displays the participants' WTC levels in English in relation to their overall preparedness, in four communication scenarios, and with three categories of recipients., more than half of the respondents (52,68 %) had low WTC in English (in four contexts with three sorts of interlocutors) whereas 33,66 % appeared to have a medium and the only 13,66 % of them have high willingness to communicate level within the similar circumstances. Concerning the discussion group, most of the students (54,15%) expressed low degree of willingness to engage in communication in group notwithstanding of the sort of recipient including having a small –group discussion with acquaintance or friends. On the other hand, only a few of participants (10,24%) expressed strong desire to be involved in group conversations no matter what the kind of receiver. 35,6 % of people classified as medium, reflecting nearly over one-third of all participants. It was shown that more than half of the participants (59.02 %) indicated poor readiness to interact when they were asked to address various types of receivers in meeting situations such as chatting in big meetings among friends, acquaintances, and strangers. However, the remaining 40% were determined to have a moderate level of desire to communicate while only one participant (0.5%) showed high WTC level to impart in similar circumstances. Similarly, to the meeting context, in interpersonal conversations settings, majority of the participants (88,3%) were viewed as less willingness to speak with a receiver in a setting like dyadic discussion with a companion, outsider or colleague, whereas Only 11.71 percent of participants expressed a moderate readiness to speak in such situations. None of the individuals reported

having a high degree of WTC. Speaking with a variety of recipients, such as presenting a presentation to a group of friends, acquaintances, or strangers in a public speaking context, 45,9 % of the participants showed medium level of willingness while 37,56 of them were found to be less willing. The percent of the members who were acknowledged in high range is 16,59.

At the point when the participants' degree of willingness to communicate was examined for the kinds of receivers as friends, acquaintance and strangers, great majority of the participants (97,56%) illustrated medium or high level of willingness to communicate with friends in different settings such as presenting a presentation to a group of friends, chatting to friends in large gatherings, small groups and dyadic discussions. Only 2,44% of participants expressed low level of WTC. As for the stranger type of receiver, participants showed medium (44,9%) and high (25,3%) level of willingness in four communication contexts, although a relatively smaller percent (29,76%) of participants showed low willingness. In contrast to other types of receivers, for the acquaintance type of receiver, half of the participants (50,7%) had low willingness to begin a discussion in situations like presenting presentation to a group of acquaintances, conversing with acquaintance in large gatherings and dyadic dialogues. In the similar communication contexts, other half of the participants (49,3%) were eager to speak on a medium and high level.

Table 7.

Descriptive Statistics for Four Communication Contexts

Contexts of Communication	N	Max	Min	Mean	SD
Interpersonal Conversation	205	100	0	58.18	33.33
Group Discussion	205	100	0	51.97	32.95
Meeting	205	100	0	45.71	33.21
Public Speaking	205	100	0	45.84	32.70
TOTAL				50.42	32.80

As seen in the table 7, it was revealed the context that the participants most willing to communicate was interpersonal conversations ($M=58,18$) while the least desired one was meeting ($M=45,71$). One of the least desired contexts which follows it closely is the context of public speaking ($M=45,84$). Group discussion is the second most desired context with the mean score of 51,97. These findings indicate that people were much

more likely to communicate in casual contexts, such as speaking with a friend/friends in everyday conversation or speaking in the meetings with a group of acquaintances, as evidenced by their overall mean scores for context types, while in more formal situations, such as presenting a presentation to a group of strangers, they were less willing to communicate. It can also be inferred from the table that the willingness to communicate level of participants reduces as the population of communication context grows.

Table 8.

Descriptive Statistics for Three Receiver Types

Interlocutor Type	N	Max	Min	Mean	SD
Stranger	205	100	0	42.03	33.09
Acquaintance	205	100	0	54.08	33.29
Friend	205	100	0	55.16	32.76
TOTAL				50.42	33.03

The results related to the interlocutor type in four communication contexts indicate that the respondents were the most willing when they were involved in communication with their friends ($M=55,16$) and acquaintances ($M=54,08$). When engaging in communication circumstances such as chatting to a stranger, talking to a stranger in a meeting, presenting a presentation to a group of strangers, and having a small-group conversation with strangers in English, the participants felt less motivated to interact. Strangers were the least desired type of receiver with the mean score 42,03 when compared to the other two categories of receivers.

Results According to Demographic Variables

To unveil differences among students who are at different ages, different type of school and different gender in terms of WTC levels a series of inferential statistics such as correlation, t-test, ANOVA (analysis of variance), and Tukey's HSD (honestly significant difference) test was used. The results about the underlying demographic features associated with WTC were presented as follows:

Table 9.*Independent t-Test Results of the Participants' WTC Levels by Gender*

	Gender	N	Mean	SD	<i>t</i>	<i>P</i>
WTC	Female	103	51.9	24.06	0.47	.64
	Male	102	55.51	26.46		

An independent-samples t-test was conducted to compare the WTC for female and male groups. As is clear in the table, the level of WTC among participants was not statistically different by gender, according to the data collected; nevertheless, male participants' level of WTC ($M=55,51$) was slightly higher than female participants' level of WTC ($M=51,87$), $t(203) = .47$, $p=.64 > .05$. For this reason, it cannot be argued that differences in students' gender have no influence on their level of WTC.

Table 10.*Independent t-Test Results of the Participants' WTC Levels by School Type*

	Type of School	N	Mean	SD	<i>t</i>	<i>P</i>
WTC	Science High School	128	57.64	67.27	1.29	.19
	Anatolian High School	77	47.1	30.39		

To compare participants' level of WTC for different ranges of school they are studying, independent-sample t-test was used. At the point when the participants' level of willingness to communicate was examined in terms of the range of school, the WTC level of students who are studying at science high school was determined as ($M=57,64$) while the Anatolian High school students had lower score ($M=47,10$). Nonetheless, independent-sample t-test revealed no statistically significant difference between these group ($t(203)=1,29$, $p=.19 > .05$). As indicated by this result, it may be concluded that type of school students is studying has no substantial impact on the level of WTC.

Table 11.*ANOVA Results for Differences in WTC Levels Based on Age*

	Age	N	Mean	SD	F	P
WTC	14	53	54.2280	24.69437	.237	.917
	15	48	58.5174	107.5075		
	16	66	50.3726	26.83682		
	17	27	56.1142	25.53029		
	18	11	43.9167	29.21137		
TOTAL		205	53.6862	56.45982		

A One-way between subjects ANOVA was performed to compare WTC level for 5 different age groups. As can be observed from the table, the participants' level of English WTC does not vary significantly depending on their ages. [$F(4,200) = .237, p = .26, p > .05$]. Based on these findings, it is possible to assume that the WTC of students does not vary much with age. Post hoc comparisons using the Tukey HSD test indicated that regardless of an absence of statistical significance across students' ages, students' WTC mean scores alter with age. As seen below, 15-year-old students have the highest willingness to communicate level ($M = 58,5$) followed by 17-year-olds ($M = 56,1$) 14 ($M = 54,2$) and 16 ($M = 50,4$) The least willing group for communicating is 18-year-old students with the mean score 44. The age group of 15 which corresponds to 9th grade has more hours of English instruction. They also have speaking lessons. This is most likely affecting their willingness to communicate in English.

Results of Uncertainty Experiences

To get an answer for the second research question with respect to the sources of uncertainty and learners' uncertainty experiences, 31 items were examined beneath five major subcategories: cognitive uncertainty, social uncertainty, course and language related uncertainty, emotional uncertainty, and appreciation of uncertainty. Presented results on table 12 revealed that the majority of the participants was in agreement that their uncertainties in the classroom are associated with their cognitive strategies consisting of thinking, attention, perception, reasoning, retrieval of knowledge, and taking action ($M = 2,13$). With the mean score 2,18, appreciation of uncertainty

subcategory comes in second, indicating that the students are mainly agree that they understand the contribution of trying new ways and change on their learning process. Emotional uncertainty with total mean score 2,90 means that students were to some degree agree that they formed negative emotional responses to uncertainty. The results with respect to Social Uncertainty which is 3,09 and the result of Course and Language related uncertainties component with 3,11 mean score revealed that students were indecisive about the replies they had given.

Table 12.

Descriptive statistics for the components of Uncertainty Experiences

	<i>M</i>	<i>SD</i>
Cognitive Uncertainty	2.13	.15
Social Uncertainty	3.09	.06
Course and Language related Uncertainty	3.11	.32
Emotional Uncertainty	2.90	.09
Appreciation of Uncertainty	2.18	.08

N=205

Cognitive uncertainty means uncertainty of human mental abilities such as cognition, concentration, perception, reasoning, information retrieval, and making decisions, which can have an influence on educational success. (Dağtaş,2018) According to the results, it can be inferred that nearly all students feel so much better if they get the whole necessary knowledge (Item 2, $M=94,1\%$). The vast majority of the students expressed that when they undertake a task or a work, individuals want to know exactly what they have to perform. (Item 5, $M=90,7\%$) and what will occur next in the classroom (Item 1, $M=84,9\%$) It is additionally clear that, greater part of the students expressed relief when an unclear situation turns out to be clear.(Item 4, $M=83,9\%$). More than half of the students stated agreement that they need everything to be in an arrange within the classroom (Item 3, $M=62,9\%$), they want a short clarification of what they will be doing when the lesson begins (Item6, $M=60\%$) and their uncertainties has an impact on their achievement(Item8, $m=58,5\%$). Item 9 ($M=46,8\%$) is one of the least agreed items which means less than half of the students think that their uncertainties influence their participation in class activities. Only 44,9% of the students

agreed and one third of the students remained indecisive about going forward when they are uncertain (Item 7).

Table 13.

Descriptive statistics related to Cognitive Uncertainty questions

Items	F	St	Agree	agree	undecided	Disagreed	St. disagree	M	SD
Item 1	66	108	23	1	7	1.90	.857		
	% 32.2	52.7	11.2	.5	3.4				
Item 2	136	57	8	2	2	1.42	.707		
	% 66.3	27.8	3.9	1	1				
Item 3	40	89	54	40	5	2.31	.959		
	% 19.5	43.4	26.3	8.3	2.4				
Item 4	93	79	22	7	4	1.78	.911		
	% 45.4	38.5	10.7	3.4	2.0				
Item 5	111	75	12	2	5	1.61	.842		
	% 54.1	36.6	5.9	1.0	2.4				
Item 6	47	76	50	26	6	2.36	1.060		
	% 22.9	37.1	24.4	127	2.9				
Item 7	35	57	68	36	9	2.64	1.091		
	% 17.1	27.8	33.2	17.6	4.4				
Item 8	38	82	46	29	10	2.47	1.096		
	% 18.5	40	22.4	14.1	4.9				
Item 9	38	58	56	37	16	2.68	1.193		
	% 18.5	28.3	27.3	18	7.8				

Social uncertainty emerges when students have varying thoughts as to what steps to take, how to continue, and when they need to discuss it amongst the members of group, or when they felt distracted by others. (Dağtaş,2018) Following the analysis of the items in this subcategory, it was discovered that more than 50% of the students (Item 18, 53.2 %) declared that they are not uncertain about group or pair work, 44,4% of the participants expressed that they are not uncertain by the variety of group works. (Item 26). As to impact of classmates on learners' confusion, whereas 42,9% (Item 13) of the participants oppose this idea that their companions make them confused, 29,8% stay undecided and only 27,3 % of them agreed with this explanation. Participants (Item 29, 39%) likely to oppose that they have contradictions in group in reaching a consensus, whereas 34,2% of students concur with the item. Also,38.1 percent (Item 31) of the students differ that they feel undecided with regards to who do what thing while undertaking a task with the companions of them, though 37,1% agree that they are hesitant in such circumstances. Additionally, 36,1% (Item 27) of the participants differ that their companions cause them to feel unsure, while 35.6% of them agreed with the assertion, and 28.3% expressed that they are undecided. Concerning the item 30, fewer than half of the participants (44,4%) agreed that they get hesitant about how to continue during a group work, whereas 29,7 opposed to this idea and 25,9% of them were indecisive.

Table 14.

Descriptive statistics for questions about Social Uncertainty

Items	F						M	SD
		St agree	agree	undecided	Disagreed	St. disagree		
Item 13	29	27	61	48	40	3.21	1.295	
	% 14.1	13.2	2,8	23.4	19.5			
Item 18	27	29	40	68	41	3.33	1.304	
	% 13.2	14.1	19.5	33.2	20			
Item 26	19	35	60	56	35	3.26	1.199	
	% 9.3	17.1	29.3	27.3	17.1			
Item 27	22	51	58	38	36	3.07	1.252	
	% 10.7	24.9	28.3	18.5	17.6			
Item 29	26	44	55	56	24	3.04	1.212	
	% 12.7	21.5	26.8	27.3	11.7			
Item 30	27	64	53	47	14	2.79	1.142	
	% 13.2	31.2	25.9	22.9	6.8			
Item 31	24	52	51	61	17	2.98	1.165	
	% 11.7	25.4	24.9	29.8	8,3			

Uncertainty caused by course content, such as the subject, material, classroom exercises, and the assignment, is referred to as course and language-related uncertainty. (Dağtaş,2018) Majority of the respondents (Item 17, 60,5%) contradicted with the item that they are uncertain when a reading content is about a different culture while just 22,4 % of them agreed with the item. With respect to the book's introduction of subjects, nearly half of the students (Item21, 49,3%) found the introduction of points in the book unclear, yet 27,8% of them were indecisive and 22,9% disagreed with it. When the items concerning the instructions were analyzed, it was revealed that less than half of the students (Item14, 42,4%) showed disagreement that the instructions to the tasks were unclear, while 34.1% remained undecided, just 23,4 % of them perceived the instructions to be confused. Moreover, 37,5 % of the students didn't find the classroom subjects ambiguous (Item 15), however 32,2% of them did and 34,1% of them stayed unsure about their responds. The results of this subcategory illustrate that participants are relatively in agreement that the source of their uncertainty is connected to their course. Respondents do not believe that the topic or instructions generate confusion in the classroom, yet nearly half of them think that the course material causes uncertainty.

Table 15.

Descriptive statistics for Course and Language-Related Uncertainty questions

Items							M	SD
		St	agree	agree	undecided	Disagreed		
Item 14	F	17	31	70	58	29	3.25	1.130
	%	8.3	15.1	34.1	28.3	14.1		
Item 15	F	25	41	61	56	21	3.13	1.822
	%	12.2	20	29.8	27.3	10.2		
Item 17	F	16	30	35	82	42	3.51	1.195
	%	7.8	14.6	17.1	40	20.5		
Item 21	F	48	53	57	32	15	2.58	1.213
	%	23.4	25.9	27.8	15.6	7.3		

Learners' emotional responses to uncertainty are referred as emotional uncertainty. (Dağtaş,2018) The students' responses were investigated, and it was shown that they had both positive and negative attitudes about uncertainty. With respect to how students feel under uncertainty, greater part of the students (Item19, 61,9 %) concurred that in the event that uncertainty grows, they get more anxious, while 21,5 % of them disagreed to do so. 47,3% of the students (Item 12) say that not knowing what to do in class makes them feel upset, whereas 28,3% of them expressed contradictions. When it comes to hesitations in uncertain situations, 41,5 % of the students (Item,28) accepted that they are hesitant to ask inquiries to the instructor if they do not comprehend something, while 39,5 of them expressed disagreement with this item. Also 41,4 % of students (Item 10) stated that they do not feel hesitant to finish a task, yet 32,7 percent agreed they are hesitant. Similarly, 49,3 % of them opposed the idea that they are hesitant about their classmates' reactions when they voice their thoughts in class, while only 28,8 percent of them agreed that they are concerned.

Table 16.

Descriptive statistics for questions about Emotional Uncertainty

Items	F	St	Agree	undecided	Disagree	St. disagree	M	SD
Item 20	25	34	45	58	43	3.29	1.303	
	12.2	16.6	22	28.3	21			
Item 28	41	44	39	41	40	2.98	1.416	
	20	21.5	19	20	19.5			
Item 10	25	42	53	56	29	3.11	1.236	
	12.2	20.5	25.9	27.3	14.1			
Item 12	32	65	50	45	13	2.72	1.158	
	15.6	31.7	24.4	22	6.3			
Item 19	49	78	34	28	16	2.43	1.213	
	23.9	38	16.6	13.7	7.8			

This subcategory can be attributed to how students value uncertainty and is defined by novelty, inventiveness and attempting new and different approaches because uncertainty is intimately linked to change, originality, and creation. (Dağtaş,2018) Great amount of the participants agree that novel experiences (Item 23,79,1%), various tasks (Item 24, 78,5 %) as well as new and various approaches to learning (Item 25, 77,6 %) help them in their learning process. The findings show that learners have a favorable attitude toward uncertainty when it comes to novelty and change.70,8 % of the participants acknowledge that learning in novel methods excites them. (Item 16). More than half of the participants (53,2 %) stated agreement with the idea that they effectively adjust to new things. (Item 11) Concerning the relationship between uncertainty and curiosity, less than half of the participants (Item 22, 41%) expressed that uncertainty makes them more curious. Despite the potential uncertainty that students might experience, they believe that innovation, change and new learning approaches will be beneficial for their learning implying that they have established positive attitudes about uncertainty and do not see it as a concern.

Table 17.*Descriptive statistics of questions about Appreciation of Uncertainty*

Items	F						M	SD
		St agree	Agree	undecided	disagree	St. disagree		
Item 22	33	51	60	46	15	2.80	1.173	
	% 16.1	24.9	29.3	22.4	7.3			
Item 11	34	75	58	29	9	2.53	1.064	
	% 16.6	36.6	28.3	14.1	4.4			
Item 16	69	76	39	16	5	2.08	1.28	
	% 33.7	37.1	19	7.8	2.4			
Item 23	85	77	26	8	9	1.92	1.045	
	% 41.5	37.6	12.7	3.9	4.4			
Item 24	82	79	34	5	5	1.89	.935	
	% 40	38.5	16.6	2.4	2.4			
Item 25	90	69	32	10	4	1.87	.977	
	% 43.9	33.7	15.6	4.9	2			

Results According to Demographic Variables

Second sub-question on to what extent do demographic features such as gender, age or type of school have impact on students' uncertainty experience was investigated in this study and the results acquired through inferential and correlational statistics was presented as follows:

Uncertainty experiences scores for male and female students were compared. On average male students ($M= 2,6869$) had slightly higher uncertainty mean score than female students ($M= 2,5707$). The results of the independent-samples t-test did not reach statistical significance ($t(203) = 1,86, p=.06 >.05$). The effect size for this study, however, exceeded Cohen's (1988) rule for small effect ($d=.026$). These results indicate that uncertainty that students experience does not differ by gender.

Table 18.

Results of Independent t-Tests on Participants' Uncertainty Experiences Based on Gender

	Gender	N	Mean	SD	<i>t</i>	<i>P</i>
Uncertainty	Female	103	2.57	0.40	1.86	.06
	Male	102	2.68	0.48		

In order to compare scores of uncertainty experiences for science high school students and Anatolian high school students independent-samples t-test was conducted. It indicated that scores for science high school students ($M= 2,69, SD= 0,40$) were higher than the score of Anatolian high school students ($M= 2,51, SD= 0.49$). Among Science high school ($N=128$) and Anatolian high school ($N=77$) students participating in the research, there was a statistically difference ($t(203)=2,89, p=.004<.05$). However, Cohen's effect size value($d=.040$) suggested low practical significance.

Table 19.

Independent t-Test Results of the Participants' Uncertainty Experiences according to Type of School

	Type of School	N	Mean	SD	<i>t</i>	<i>P</i>
Uncertainty	Science High School	128	2.69	0.40	2.89	.004
	Anatolian High School	77	2.51	0.49		

Table 20 shows the results of a one-way analysis of variance (ANOVA) that was utilized to assess the degree of uncertainty experiences of the research participants by age. No statistically significant difference was revealed [$F = (4,200)1.79$, $p = .20$] among the level of uncertainty of participants from different age groups. Despite the absence of statistical significance across students' ages, table 20 illustrates that students' mean scores alter based on their ages. The age of 15 is the age students experienced uncertainty the most with the mean score of 2,74, taken after by the age 16 ($M = 2,64$), 14 ($M = 2,59$), 17 ($M = 2,55$). 18-year-old students are the ones who experience uncertainty the least with the mean score 2,40.

Table 20.

ANOVA Results of Age Differences in Participants' Uncertainty Experiences

	Age	N	Mean	SD	F	P
Uncertainty	14	53	2.5906	0.39294	1.79	.131
	15	48	2.7433	0.51213		
	16	66	2.6429	0.49417		
	17	27	2.5552	0.31046		
	18	11	2.4036	0.30167		
TOTAL		205	2.6285	0.44869		

Correlational Analysis of WTC and Uncertainty Experiences Scales Results

A Pearson correlation coefficient was computed to assess the linear relationship between willingness to communicate and uncertainty. The obtained scores from WTC questionnaire were classified into 5 groups when processing the data: 5-Quite willing (percentage 81-100 percent), 4-Almost willing (percentage 61-80 percent), 3-Mid-level (41-60 percent), 2-Almost unwilling (21-30 percent), 1-Unwilling (0 percent -20 percent). The relationship was negative, weak in strength and not statistically insignificant ($r(203) = -.037$, $p = .6 > .05$)

Table 21.*Pearson Correlation Test of Classroom Uncertainty and Willingness to Communicate*

		Willingness to Communicate	
		Willingness to Communicate	Uncertainty
Willingness To Communicate	Pearson Correlation	1	-0.037
	Sig. (2-tailed)		0.597
	N	205	205
Uncertainty	Pearson Correlation	-0.037	1
	Sig. (2-tailed)	0.597	
	N	205	205

We also looked at the data to figure out how closely the subdimensions of the Willingness to Communicate Scale and the uncertainty Scale for English correlated. Table 23 shows to what extent the subdimensions of the English Uncertainty Scale, namely Appreciation of Uncertainty, Cognitive Uncertainty, Emotional Uncertainty, Social Uncertainty, Course and Language Related Uncertainty, and the subdimensions of the Willingness to Communicate Scale, which includes four communication situations (discussions in group, meetings, interpersonal talks, and public speaking) and three recipient types (stranger, acquaintance and friend) are correlated.

Table 22 reveals a statistically insignificant and weakly negative connection between cognitive uncertainty and WTC subscales: stranger ($r=-.027$, $p >.05$), acquaintance ($r=-.054$, $p >.05$), friend ($r=-.064$, $p >.05$), group discussion ($r=-.034$, $p >.05$), meeting ($r=-.031$, $p >.05$), interpersonal conversations ($r=-.114$, $p >.05$), the only positive correlated subdimension is public speaking ($r=.015$, $p >.05$), but the it was found insignificant. This means that when in the context of public speaking willingness to communicate increases, cognitive uncertainty increases too.

Unlike the association between cognitive uncertainty and the subdimensions of the WTC Scale, emotional uncertainty demonstrated weakly positive but insignificant correlation with nearly all of the subdimensions of WTC : stranger ($r=-.135$, $p >.05$), acquaintance ($r=.046$, $p >.05$), friend ($r=.009$, $p >.05$), group discussion ($r=.048$, $p >.05$), interpersonal conversations ($r=.049$, $p >.05$), public speaking ($r=.016$, $p >.05$) It

was discovered that in the communication context of meetings, there was a weakly negative but statistical significance association between emotional uncertainty and readiness to talk. ($r=-.144$, $p<.05$).

The data also illustrates that whereas there was weakly negative insignificant correlation between some subdimensions of WTC: stranger ($r=-.012$, $p >.05$), meeting ($r=-.016$, $p >.05$), public speaking ($r=-.017$, $p >.05$), there was weakly positive but insignificant correlation with some others such as acquaintance ($r=.012$, $p >.05$), group discussions ($r=.028$, $p >.05$) and interpersonal conversations ($r=.067$, $p >.05$). There was not detected any correlation between social uncertainty and the receiver type of friend ($r=.000$, $p >.05$).

As may be observed from the table, course and language related uncertainty had weakly positive and significant correlation with some subdimensions of WTC: friend ($r=.158$, $p<.05$), group discussions ($r=.142$, $p<.05$) and interpersonal conversations ($r=.146$, $p<.05$) while with others such as stranger ($r=.094$, $p >.05$), acquaintance ($r=.125$, $p >.05$), meetings ($r=.091$, $p >.05$) and public speaking ($r=.114$, $p >.05$), it had weakly positive but insignificant correlation. This means that when students' uncertainty experiences related to course and language increase, their willingness to communicate increases too.

It was also found out that appreciation of uncertainty had weakly negative but insignificant correlation with almost all of the subdimensions of WTC: stranger ($r=-.016$, $p >.05$), acquaintance ($r=-.116$, $p >.05$), friend ($r=-.070$, $p<.05$), interpersonal conversations ($r=-.080$, $p<.05$), public speaking ($r=-.127$, $p >.05$). However, with the subdimension group discussion, it had weakly positive and statistically significant correlation. ($r=.145$, $p<.05$) and there was no correlation with the subdimension of meeting ($r=.000$, $p >.05$).

Table 22.*Correlation Analysis between WTC Subscales and Uncertainty Subscales*

		Cognitive Uncertainty	Emotional uncertainty	Social Uncertainty	Course and language related uncertainty	Appreciation of Uncertainty
Stranger	R	-.027	-.135	-.012	.094	-.016
	p	.697	.053	.866	.179	.815
Acquaintance	R	-.054	.046	.041	.125	-.116
	p	.441	.513	.558	.074	.097
Friend	R	-.064	.009	.000	.158*	-.070
	p	.366	.895	.995	.023	.316
Group Discussions	R	-.034	.048	.028	.142*	-.145*
	p	.630	.493	.691	.043	.038
Meeting	R	-.031	-.144*	-.016	.091	.000
	p	.660	.040	.822	.193	.996
Interpersonal Conversations	R	-.114	.049	.067	.146*	-.080
	p	.102	.481	.342	.037	.255
Public Speaking	R	.015	.016	-.017	.114	-.127
	p	.836	.819	.805	.104	.070

**Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed)

To summarize, the findings showed that learners' WTC level was found low to medium. This means they are moderately willing to communicate. According to the findings of the link between WTC, context and receiver type, social closeness had an impact on the learners' WTC. In small groups and dyads, learners preferred to communicate with close friends over strangers. It was concluded that age had no effect on WTC based on the studies. Students in the 15-year-old age group, on the other hand, had the highest WTC level. Male students were thought to be more communicative than female pupils. This little change, however, was not statistically significant. Even though

Science High School students had a higher WTC than Anatolian High School students, the differences were not statistically significant. Most of the participants feel that cognitive processes are responsible for the uncertainty they face. Students claimed that the presentation of the themes in the coursebook and the directions are perplexing when it comes to the course and language-related sources of uncertainty. Participants did not feel uncertain or perplexed by their companions, nor did they feel uncertain in any sort of group work. In terms of emotional uncertainties, students stated their dissatisfaction with not knowing what to do in class, as well as anxiousness when faced with increasing uncertainty, their anxiety about asking inquiries to the teacher, and their partners' reactions. According to the findings, children have developed positive attitudes about uncertainty and do not regard it as a source of anxiety. This study indicated that females had somewhat higher uncertainty mean scores than males when it came to the topic of whether or not their gender had an effect on their uncertainty experiences. The ANOVA found that age disparities in uncertainty experiences had no statistically significant influence on participants' uncertainty levels; nonetheless, despite the lack of statistical significance across students' ages, the age group of 18 experienced the highest uncertainty. Finally, uncertainty and WTC were determined to have a negative but negligible association. Students become less ready to speak as their feelings of insecurity grow. In the following part detailed discussion will be provided.

4. DISCUSSION AND CONCLUSION

Introduction

This study set out with the aim of determining if there is a relation between willingness to communicate in English and uncertainty experiences of the high school students. Hence, this part expects to explain quantitative data results relying upon the research questions to reach an overview. To begin, the first research issue will be explored, which concerns the participants' level of WTC. Furthermore, the first sub-question will be evaluated in light of the participants' demographic information. The following section of this part will go over the second research question regarding the uncertainty experiences of students. The demographic results of students' uncertainty experiences will also be discussed within the scope of second sub-question. The third research question, the correlation between uncertainty experiences and WTC will be the focus of final discussion. This chapter also discusses the study's implications, as well as suggestions for further research and limitations.

Discussion of Findings

Discussion of the First Research Question

The first question in this study sought to determine how willing students were to communicate in English. Students were asked to rate their willingness to communicate with various sorts of receivers under various situations. McCroskey's 12 item WTC scale was used to assess participants' willingness to communicate (1992). Descriptive analyses were undertaken once the data was obtained using the WTC scale. WTC levels were found to be close to medium ($M=50,48$) to communicate in English. This demonstrated that the participants were moderately willing to communicate in English. This result corroborates the findings of a great deal of the previous work in terms of overall WTC score. (e.g., Altiner, 2018; Başöz, 2015,2018; Bektaş-Çetinkaya, 2005; Bursalı & Öz, 2017; Ghonsooly, Hosseini Fatemi, & Khajavy, 2013; Hişmanoğlu & Özüdoğru, 2017; Mutluoğlu, 2020; Nagy, 2007; Öz, 2014, 2016; Öz et al., 2015; Şener, 2014; Taşdemir, 2018; Uyanık, 2018,). In the literature there are studies wherein they found the students had moderate to high WTC levels (e.g., Altiner, 2017; Chiang, 2016; Öz, Demirezen, & Pourfeiz, 2014; Çürük, 2019; Kurt, 2019; Öksüz Zerey, 2017; Şener, 2014). The findings of the current study, however, contradicted with

Alishah (2015); Asmalı, Bilki, &Duban (2015); Al Amrani (2019); Öz et al. (2015); Pavčić Taka& Požega, 2011; Wang and Liu (2017), who reported that the learners had a low degree of L2 WTC. In certain investigations which was done in an ESL environment, the learners' WTC in English was found to be at a high level. (e.g., Bukhari, Chang, &Khan, 2015; Bukhari &Chang,2017; Liu & Jackson,2008, Ekin, 2018). WTC's dynamic and multifaceted nature manifested at this stage by suggesting the findings' inconsistencies. This discrepancy might also be due to the number of participants, their diverse features, and the use of various instruments to elicit WTC. A possible explanation for the students in current study's context have low to medium level WTC may be due to the fact that enhancing students' communicational abilities is consistently overlooked because of the demands of curriculum. Although the books of private high schools are designed less grammar-based and more communication-based, they are full of exercises or instructions on a grammatical structure, or they contain thousands of vocabularies or reading items. Teachers are forced by the curriculum to finish the books and the oral communication abilities of pupils are not adequately addressed in these books. Focusing solely on the unit and weekly material may lead to the teacher reducing the amount of time he spends on communication. When students have less communication opportunities, they have less willingness to communicate. Another possible explanation for the moderate WTC level might be the conflict between the implementation of communicative approach and the conducted exams in class which only assess students' receptive skills. Teachers are charged with teaching communicative skills in a communicative manner, but students are instead required to handle grammar and reading issues in the exams. This effects student' motivation to learn how to communicate in English as Turkish students are prone to study only for marks on exams. Lack of motivation for learning communicating in English brings less willingness. This is also the case for this study's participants.

Male students ($M=55,5$) were reported being more willing to communicate than female students in the present study ($M=51,9$). However, this slight difference did not show statistical significance. A similar conclusion was reached by Uyanık (2018). In her study, it was revealed that male participants' level of WTC was higher than females, but this discrepancy was not at a significant level. The results of the present study are broadly consistent with the studies of Afghari &Sadeghi (2012) ; Baker &McIntyre (2000) ; Moazzam (2014) ; Valadi,Razae, &Baharvand (2015) ; Ekin (2018) ; Hişmanoğlu, Özüdoğru (2017) ; Donovan &MacIntyre (2004) ; Kanat Mutluoğlu (2020)

; Yıldırım (2019) wherein no statistically significant difference was found between males and females WTC levels, but they differ from the studies of Köylüoğlu(2021); Temiz (2021); Altınar (2018); Mohammadzadeh & Jafarigahar (2012); Alavinia & Alikhani (2014) ; Lahuerta (2014) ; Munezane (2014) ; Li (2004) ; Smith (1997) wherein they found females have higher levels of WTC.

Regarding the context type, in this study, students' willingness to communicate were found stronger in small groups or in dyads than in larger groups. Ahmed (2014); Asmalı et. al. (2015); Barjesteh, Vaseghi, & Neissi (2012); Barlas (2019); Bektas & Çetinkaya (2005); Bergil (2016); Bulut (2017); Khatibi & Zakeri (2014); Öksüz Zerey (2019); Özdemir (2019); Şener (2014) and Ulukaya's (2021) investigations support this conclusion. However, this outcome is contrary to that of Leger & Storch (2009) who found the participants were more willing in larger group as they perceived larger groups more authentic. Additionally, it was found that this study's participants are more driven to talk to friends and acquaintances than strangers. This result match those observed in the previous studies (e.g., Barlas, 2019; Barjesteh, Vaseghi, & Neissi, 2012; Bulut, 2017; Bursalı, 2019; Cao, 2011; Kang, 2005; Khatibi, & Zakeri, 2014; Kim, 2004; Lee, 2018; Pawlak, Mystkawska, Wiertelek, & Bielak, 2016; Özyurt, 2021; Yang, 2015) .However, this result contradicted with the studies of Baran & Lucarz (2014) wherein students felt less anxiety with less intimacy and Yıldırım (2019) wherein students stated they are not willing to be with Turkish friends as it sounded unnatural. The observed highness in WTC in small groups and dyads in this study could be attributed to the fear of bullying. Classrooms are the places where the majority of the adolescent' peer bullying occurs, students prefer to be in small groups in which they are accepted, and they can find support for their self-efficacy. While in small groups, they may encourage each other, the risk of criticism or bullying in large group is higher. So, they may not prefer to be willing to communicate in larger groups or even larger contexts such as public speaking.

The relation of age and WTC was also investigated in the current study. Based on the results it was identified that age did not have any impact on WTC. Various studies demonstrated no significant relation between age and WTC (e.g., Alemi, Tajettin, & Mesbah, 2013; Aliakbari & Mahjoob, 2016; Hişmanolu & Özüdoğru, 2017). However, the age of 15 was the age group which students had the highest WTC level. Although the age groups were different than the current study, Hişmanoğlu & Özüdoğru (2017) and Ulukaya (2021) found some results which concurred with the result of this study.

Their findings revealed that younger students had higher WTC comparing to older ones and WTC decreased when they get older. The reason why younger students in the current study's context have higher WTC level can be attributed to the fact that they are not in the year of preparing for the central exam that is used in the process of transitioning from high school to university compared to the older age group. Their focus is more on the academical and social progress and communicating in foreign language is key part of this progress for many students and their parents. Students start preparing for the university entrance exam when they become 11th grader and passing their time solving test. For most of them learning English is a needless activity which they can postpone until they get adult. They may lack desire to produce in English as a result of exam anxiety took priority over other issues. In the late semester, they even have no desire for having any English classes as they will not be assessed in the exam. Nevertheless, MacIntyre, Baker, Clément, & Donovan (2002) and Lu (2007) discovered that age had an influence on WTC, with higher age groups showing an increase. In one study, Donovan and MacIntyre (2004) found that male learners' WTC grew with age, but female learners' WTC decreased. In their study Asmalı et.al. (2015) and Öz et.al (2005) found that university students have low WTC. In another study which was carried out with 17-18 age group, Clément, Dörnyei, & Noels (1994) found that high school students are lack of intrinsic motivation as they see English as a typical academic topic rather than a means of communication and this is the main reason why they have low level of WTC.

The final factor whose impact on WTC was investigated in this study was type of school the participants attend. According to the current study, there is no statistically significant difference in WTC levels of Science and Anatolian high school students, despite the fact that Science High School students had a higher WTC level than Anatolian High School students. Unfortunately, there are just a few research in the field that examine the potential link between school type and WTC. This result seems to be consistent with the study of Uyanık (2019). She found that the students of Anatolian and general high school where in students have more hours of English than Vocational high school had higher levels of WTC. According to her, Anatolian High Schools in Turkey place a high value on English education; they have longer hours of English sessions, which likely impacts students' ability to communicate in English. This corroborated the study's conclusions. In the current study's context, science high school students have

longer hours of English than Anatolian high school students. This encourages the claim that the intensity of the introduction of English has an impact on their WTC.

Discussion of Second Research Question

To some degree the foreign language is uncertain, unfamiliar, or odd to a person; also, to some degree the foreign language is close to a person, wherein fluctuating uncertainty plays an important part. Within the process of foreign language learning, individual attempts to analyze, deduce, and finally synthesize a target language. In the light of these encounters, he/she progressively gains an understanding of the character of a foreign language and the culture of it. As they attempt to gain the proficiency with the language via communicating and generating meaning, students face a variety of uncertain scenarios originating from diverse sources within the classroom. In academic settings, a variety of variables lead to uncertainty (Jordan,2010).

Regarding the second research question, it was revealed that different uncertainty sources counting cognitive processes, social components, course, and language related factors exist. According to questionnaire results, most of the participants ($M= 2,13$) believe that uncertainties they encounter are caused by cognitive processes. According to Berger and Bradac (1982) the term "cognitive uncertainty" refers to the questions people have their own and their partner's views. Our interaction with the uncertainty is portrayed as a cognitive process. (e.g., Hogg, 2009; Kagan, 1972; Sorrentino & Short, 1986). According to Kagan (1972) uncertainty is a notion associated with inconsistencies or contradictions; the phrase "uncertainty" denotes "cognitive conflict,"(p.57). In this study students expressed that they feel better when they have all the knowledge they need, they prefer and want to know precisely what will occur next in the classroom and they need everything to be in an arrange. Uncertainty occurs when a person feels he or she lacks adequate knowledge to make good predictions or is not able to discern significant data from insignificant one. (Gifford, Bobbitt & Solum, 1979) Having insufficient information was attributed to uncertainty by Humphreys & Berkeley, (1985) as well. This encourages the claim that they feel uncertain when they find any learning task unpredictable or not clearly definable. This also concurs with the study of Doyle and Carter (1984) in which they found out that students experience great deal of uncertainty as correct performance on learning activities is not always

predictable in advance and the risk of failing to fulfill evaluation criteria is constantly present.

Learners' emotional responses to uncertainty are referred as emotional uncertainty. When uncertainty is salient, people give both emotional (Van den Bos, 2001) and behavioral reactions. Our interaction with uncertainty is most often defined as a cognitive process (e.g., Hogg, 2009; Kagan, 1972; Sorrentino & Short, 1986) with an emotional component such as tension, worry, and surprise (Bal & Van den Bos, 2012; Hofstede, 2001; Koerner & Dugas, 2008). Uncertainty was predominantly reported to evoke fear and anxiety. Uncertainty is a significant source of cognitive and psychological stress (Greco and Roger, 2003). According to Ersanl and Uysal (2015), uncertainty causes anxiety and stress in people. Increased anxiety when students face with uncertainty in this study corroborates these earlier findings. More than half of the students reported anxiety and nervousness in the case of rising uncertainty. These results are also in agreement with Dağtaş 's (2019) and Beyce's (2020) findings. The findings of the study of Morriss, Tupitsa, Dodd and Hirsch (2022) showed that the aversive response to uncertainty is not confined to fear/anxiety and can manifest itself in other negative emotions such as anger/frustration and sadness/upset (Roseman, 1984; Smith and Ellsworth, 1985). This study provides supportive evidence for this explanation. The students expressed that not understanding what to do in class upsets them, they also reported that they experience hesitation about asking questions to the teacher or about their partners' reactions. They also expressed nervousness when they face with rising uncertainty.

Uncertainty does not simply impose itself on us from the natural world; it is socially constructed. Any given interaction is fraught with uncertainty. (Bammer & Smithson, 2008) Uncertainty is very common in social settings. The total mean value result for social sources of uncertainty is $M = 3.09$ ($3 =$ Undecided), indicating that the students somewhat agree with the items connected to social uncertainty. When people are uncertain how to proceed, self-categorization theory (Turner 1985) suggests that they would use numerous categories of a social attribute to identify others in their same group and seek assistance from others who share their group membership to choose the best course of action. Consistent with the literature, this research found that participants who reported students are unsure about how to proceed with group works. Some students addressed their disagreement with group members as the source of their social uncertainty. This finding supports the work of other studies in this area linking

disagreement in group with uncertainty. According to Turner (1985), social world is filled with disagreeing voices but only disagreement with persons with whom one expects to agree causes uncertainty. In a shared stimulus situation, those who are considered members of the same category or group as oneself made have the most impact. "Uncertainty is a social consequence of disagreement among persons who are classed as identical to self." Turner (1985), (p. 93). When they do not collaborate with the partners, individuals frequently experience some degree of uncertainty about their replies and amid uncertainty, individuals make social examinations with their companions (Festinger, 1954; Levine and Moreland, 1986; cf. Suls and Miller, 1977) This does not appear to be the case in the current study. It was found that participants do not feel uncertain or confused by their companions, they do not feel uncertain in group or pair tasks, or they do not feel uncertain any type of group work. This analysis found evidence for shared group membership is required for uncertainty reduction (Tajfel 1978; Tajfel et al. 1979, 1986) and agreeing with in-group members decreases uncertainty (Turner,1985). It is possible to speculate that the students in this study collaborate and cooperate with their partners and group members well. This result can be explained that the hours students have to be in schools are really long. For example, in the context of this study students have 9 lessons in a one school day. So, they have the chance and time to get to know each other, get used to the characteristic features or behavior the whole school year. They also tend to form groups with their closer friends or acquaintances. Years. This may reduce the risk of uncertainty and help them work harmoniously. Most of the students in this current study's context have been friends from kindergarten and they have known each other for many years. This makes them feel more comfortable and confident when they work together.

The most obvious finding to emerge from the analysis about the course and language related sources of uncertainty is that students find the presentations of the topics in the coursebook and the instructions unclear. These results corroborate the ideas of Doyle and Carter (1984) who suggested that students experience great deal of uncertainty in classroom as learners' ability to perform correctly on learning activities is not always clearly defined in advance. It has been suggested that classroom activities entail risk and ambiguity; thus, students face uncertainty because of challenging, difficult, or uninteresting work. (Doyle & Carter (1984). Task novelty (Herbst,2003) and task complexity (Blumenfeld, Mergendoller, &Swarthout,1987) are also likely to provoke uncertainty. This differs from the findings presented here, wherein students were not

agreed that they found the classroom topics too vague. In the context of current study, students' English proficiency level is not determined in advance, thus the classes are not defined according to their level. Some students are high in proficiency; some have lower proficiency. This may be the reason why some students confront uncertainties in understanding the instructions.

People appraise an event's significance based on how it will influence them. The appraisal process is what scholars name it. (Lazarus & Folkman,1984) When individuals appraise uncertainty, they experience a range of emotions (Babrow,1922; Brashers et al. ,2000). The results of this study showed that students reported that despite the possibility for uncertainty, students believe that innovation, change, and new learning approaches will help them learn better, implying that they have developed positive attitudes towards uncertainty and do not regard it as a source of anxiety. These results reflect those of some researchers who also found the positive sides of uncertainty. According to Hogg, Adelman, and Blagg (2010), people may desire to be in uncertain situations since uncertainty may be a useful tool (e.g., collective actions). "Uncertainty is not merely a problem to be handled or managed," Bammer and Smithson (2008) say, "it is also a crucial source of opportunity, discovery, and innovation". Uncertainty may both positively and adversely influence individuals. People make use of uncertainty. (pp.11-12). The results of this study also tie well with previous studies of Dağtaş (2019), Beyce (2020) wherein students had favorable attitudes towards uncertainty and appraise their uncertainties as a help in their learning process. The positive appraisals of students in the current study may partly be explained by the fact that students are fed up with old-fashioned approaches used for many years in schools and they are open and willing to try new methods and the new challenges that will be brought by it.

On the question of to what extent student's gender has an impact on their uncertainty experiences, this study found that females had slightly higher uncertainty mean scores. In the literature, there are findings that support the claim that gender may influence the impact of uncertainty on learning. According to Odean, Barber (1998) women have more "uncertain about uncertainty" than males due to their weaker confidence in their knowledge and information. In all domains except social risk, women were shown to be more resistant to risk and uncertainty than males (Weber, Blais, & Betz, 2002). Powell and Ansic (1998) discovered that women are more fearful of uncertainty than males. Another study found that in a ring-toss game, females exhibit fewer risky choices than

males, which is consistent with this conclusion (Sorrentino, Hewitt, & Raso-Knott, 1992). Males appear to be more susceptible to uncertainty than woman.

Concerning the age differences in uncertainty experiences, the ANOVA showed that the impact of age difference on participants uncertainty levels was not statistically significant, but despite the absence of statistical significance across students' ages, the age group of 18 was the one who experience uncertainty the most ($M = 2.40$, $2 = \text{agree}$) among the others. The reason why 18 years old students have the highest uncertainty score might be explained by the fact that teacher support become less visible while in younger age group, teachers are more supportive about uncertainties. These results match those observed earlier studies. In their research Tymula, Belmaker, Roy, Ruderman, Manson, Glimcher, & Levy, (2012, 2013), van den Bos & Hertwig, (2017) found that teenagers are more uncertainty tolerant than adults. One theory is that ambiguity tolerance is more adaptive during adolescence, when young individuals are encouraged to explore new situations, than it is later in life. Our response to uncertainty varies as we get older (Mather, 2006). The younger the students, the less they expressed they experience uncertainty. However, in the literature, there are findings that contradicts with these. Atamanova and Bogomaz (2014) revealed that master's students outperformed first-year students in terms of coping with uncertainty and communication ability. In their studies, Buhr and Dugas (2006) and Behresi, Moulaei, and Motlag (2016) discovered that students in the oldest age group (below 25, 25-29, and above 29) were more tolerant of ambiguity. Bledsoe (2011) discovered a slightly positive relationship between age and tolerance of ambiguity scores. In another study, Hampton (2017) was unable to discover any age differences in tolerance of ambiguity.

Discussion of the Third Research Question

An initial objective of this study was to identify if there is any correlation between uncertainty and willingness to communicate. A Pearson correlation coefficient showed there is negative but statistically insignificant relationship between them. Very little was found in the literature on this issue. Understanding different sources of uncertainty makes a difference us to describe and make sense of its effect on correspondence conduct on communication. (Babrow & Kline, 2000) According to Gudykunst's Anxiety Uncertainty Management (AUM) theory, it is argued that if anxiety and uncertainty are either too high or low, communication will not occur. (Gudykunst, 2005)

and it is necessary to reduce uncertainty in order to initiate communication. (Gudykunst 1998; Durlak, Nishida, Nakayama, 2005) Consistent with the literature, this research found that high levels of uncertainty lower the willingness of the students to initiate communication.

Samochowiec & Florack (2010) showed in their study on uncertainty, anxiety, and intercultural communication that some people may respond negatively to uncertainty, causing anxiety and unwillingness to interact with people from different groups, some people, on the other hand, find uncertainty intriguing and a cause to contact people from various backgrounds. Lower levels of fear and uncertainty may lead to a lack of willingness to participate in communication. This differs from the findings presented here.

In their study on uncertainty and intervention, Stranovská & Munková (2014) stated that to some extent, the "uncertainty" variable is a positive contribution since it regulates learners' utterances, which include receiving, processing, and producing foreign-language information. It facilitates a high degree of confidence (low degree of uncertainty), which may equally be stated negatively as a high degree of uncertainty. Communication competence and authenticity in utterances are both eliminated when there is a high or low level of uncertainty. It is possible to speculate that if uncertainty has the impact on communication, it has an eliminating impact on individuals' willingness to communicate. A similar conclusion was reached by Beyce (2020). According to him, the uncertainties that learners confront in the language learning environment led to feeling demotivated and unwilling to speak.

It may be concluded that any kind of uncertainty which is experienced in classroom can bring anxiety and the lack of confidence with it and this may directly affect their desire to communicate since communication itself is an act that is done when someone has adequate confidence.

Implications

This study has the potential to offer some valuable instructional implications based upon those findings. The current data indicated that uncertainty is a common occurrence in language classes, and it highlighted the importance of uncertainty in language learning. The findings raise intriguing questions regarding the nature, sources, and the extent of uncertainty. The study has gone some way towards enhancing our

understanding the sources of uncertainty that students confront during the language learning process for educators and teachers. It also gives insights into learners' cognitive, behavioral, and emotional reactions when facing uncertainty. Such insights on students' responses to uncertainty would enable teachers to assist them to recognize the sources of uncertainty and how to manage it. This help can be done by purposefully introducing uncertainty into the classroom, emphasizing that it is a normal part of the learning process and students should feel comfortable coping with it. This way students might convert their negative appraisals and emotions about uncertainty into positive appraisals and feelings (Dağtaş,2018). Increasing tolerance and lessening negative attitudes toward uncertainty can also be goals

The finding of this study is also indicative for lack of clarity in the book introductions which causes students confront with many uncertainties. From this aspect, this research could be a useful aid for material developers and writers of educational books to raise awareness about the uncertainties. This may alter or improve aspects of how they design curriculum or book by eliminating uncertainty or servicing it as a contribution to their new learnings.

One of the issues that emerges from these findings is more action should be taken to raise students WTC. From public schools to private schools, primary schools to universities at all grades, the predetermined parts of the books or materials are supposed to be covered by teachers and they are dominantly about grammar activities. There is almost no room for real interactions or communications. This study may lead teachers to increase the frequency of interaction and communication. Not only teachers, but also material producers and authors of instructional publications for foreign language learning should design products that seek to raise learners' WTC levels.

Taken together, this research has demonstrated that there is a substantial association between uncertainty and willingness to communicate. It suggests that any uncertain experience during language learning might influence learners' desire to communicate in their second language. As the uncertainty increases, willingness to communicate decreases. Instructors should utilize this fact to arrange their teaching methods, approaches, strategies, resources, and practice in the classroom in order to enhance students' WTC and minimize uncertainty. Furthermore, this is the only study to combine WTC and uncertainty. These findings add to a growing body of literature on uncertainty and willingness to communicate.

Suggestions for Further Research

The research is only conducted in Bahçeşehir Science and Anatolian High School. More investigation is necessary for examining the relationship of learners' WTC and uncertainty in different educational settings. Students in grades 9,10,11 were chosen for gathering quantitative data. But because there was not a placement test about for acceptance to the school, students' English proficiency levels were not determined. A future study might look at the same type of research but with a different setting and instruments and students with predetermined level of proficiency. Uncertainty management aspect is beyond the scope of this research. Further research focusing on additional aspects of attitudes is also recommended. Second, this research used a quantitative approach. To develop a full picture, additional studies on this issue should use a qualitative approach to broaden our understanding of students' views and feelings concerning their willingness or reluctance, as well as their uncertainties.

Limitations

This study has various limitations that could be addressed in future research. The scope of this study is confined to 205 high school students in Kayseri. A larger number of individuals from various origins and traits, as well as from various areas in Turkey, may have participated. Or international students might be included in the study as participants to have a better understanding. The information was gathered only through questionnaires; however, there might be some alternative data gathering methods. The most important limitation lies in the fact that deceptive nature of questionnaires can be issue. Respondents may not be 100 percent honest with their answers. The research is restricted to the specific research questions and instruments. Lastly, the correlation method was used to evaluate the link between WTC and uncertainty. What it does not provide is a convincing explanation for the rationale for the existence of connections and data with respect to which variable is capable for impacting the other.

Conclusion

The willingness to communicate is a critical communicative angle of language teaching and uncertainty is an on-going issue in many fields, including education. With this study, it was planned to make contribution to the field of ELT through utilizing the findings of the research questions of the examination into the relationship between

students' uncertainty experiences and their willingness to communicate. The impact of underlying factors on WTC and uncertainty was also investigated. Gender, age, and the type of school where students are registered were all considered factors. A total of 205 pupils from a private high school in Kayseri participated in the study. Two scales were employed, with a demographic component added, to produce data. While the first questionnaire assessed willingness to communicate levels of students, the second assessed the amount of classroom uncertainty. Within the analysis procedure, statistics such as descriptive, inferential, and correlation were used.

According to the findings, high schoolers exhibit a moderate degree of WTC. The research examined on the relationship between WTC and context and receiver types. As a result, the learners' WTC was influenced by their social intimacy. Learners preferred to speak with close friends over strangers, in the context of small groups and dyads. Based on the findings, it was determined that age has no impact on WTC. However, students in the 15-year-old age group had the greatest WTC level. Male learners were seen as being more willing to communicate than female students. However, this slight difference did not show statistical significance. Even though Science High School students had a higher WTC level than Anatolian High School students, there was no statistically significant difference in WTC levels between the two groups.

Most of the participants believe that uncertainties they encounter are caused by cognitive processes. Regarding the course and language-related sources of uncertainty, students stated that the presentations of the subjects in the coursebook and the instructions are confusing. It was found that participants do not feel uncertain or confused by their companions, they are not uncertain in group or pair works or they do not feel uncertain any type of group work concerning the social uncertainty. As for emotional uncertainties they experience, students expressed that not understanding what to do in classroom upsets them, they also reported nervousness when they face with rising uncertainty, their hesitation about asking questions to the teacher or their partners reactions. The study also suggested that the students have acquired positive attitudes about uncertainty and do not view it as a source of concern.

The study also focused on the factors that can influence their uncertainty experiences. On the question of to what extent student's gender has an impact on their uncertainty experiences, this study found that females had slightly higher uncertainty mean scores. In terms of age differences in uncertainty experiences, the ANOVA revealed that the impact of age differences on participants' uncertainty levels was not

statistically significant; however, despite the lack of statistical significance across students' ages, the age group of 18 experienced the most uncertainty.

Finally, the current research mainly sought to show the correlation between students' WTC and the uncertainty. It was discovered that uncertainty and WTC had a negative but insignificant relationship. As the students feel more uncertain, they become less willing to communicate.



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APPENDICES

Appendix 1: Ethic Committee Approval of Çağ University

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	.
ADI VE SOYADI	KUBRA ERCAN
ÖĞRENCİ NO	20188026
TEL. NO.	
ANADOLU	
ANA BİLİM DALI	İNGİLİZ DİLİ EĞİTİMİ ANA BİLİM DALI
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2019 / 2020 - GÜZ / BAHAR DÖNEMİ KAYDINI YENİLEMEDİM / YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	ÖĞRENCİLERİN YAŞADIĞI BELİRSİZLİK DURUMLARI İLE İLETİŞİME İSTEKLİLİĞİ ARASINDAKİ İLİŞKİNİN ARAŞTIRILMASI
TEZİN AMACI	Bu araştırma ile öğrencilerin yaşadığı belirsizlik durumlarının kaynakları tespit edilip bunların öğrencilerin İngilizcede iletişim istekliliği üzerindeki etkisi araştırılacaktır.
TEZİN TÜRKÇE ÖZETİ	Dil öğrenmenin arkasındaki en temel güdü onu iletişim için kullanmaktır (MacIntyre & Charos, 1996, p.4.). Ancak İngilizce konusunda yüksek yeterliliğe sahip öğrenciler iletişimden kaçınırken oldukça sınırlı dilsel yeterliliğe sahip diğerleri konuşmak için fırsat kollamaktadır. Bu açıdan bakıldığında, öğrencilerin bireysel farklılıkları onların dilsel performanslarını etkilemektedir. İletişime yaklaşması veya kaçınması eğilimi oldukça önemli bir bireysel farklılık olarak tanımlanmaktadır. "Kişinin hedef dili kullanarak belirli bir zamanda, spesifik bir kişi ile konuşmaya girmeye hazır olması" olarak tanımlanan (MacIntyre, Clement, Dörnyei, & Noels, 1998, p.547), iletişime isteklilik insanların hedef dilde iletişim kurmakla ilgilenmelerinin veya ilgilenmemelerinin nedenlerini açıklayan faktörleri bir araya getiren bir konsepttir. Bir kişinin iletişime istekliliği farklı faktörlerden etkilenmektedir. Bu sebepten birçok faktör ile arasındaki ilişki araştırılmıştır. Ancak öğrencilerin davranışları özellikle de onların öğrenme yeteneği ve istekliliği üzerinde güçlü bir etkiye sahip olmasına rağmen öğrencilerin yaşadığı belirsizlik durumları ile ilişkileri araştırılmamıştır. Bu araştırma öğrencilerin yaşadığı belirsizlik durumu ile iletişime isteklilikleri arasındaki ilişkiyi bulmak amacıyla yapılacaktır. Araştırma iletişime isteklilik ölçeği ve Sınıfçı Belirsizlik ölçeği kullanılarak nicel araştırma yöntemi ile yürütülecektir. Bu araştırma araştırmacının çalışmakta olduğu Kayseri'de 330 öğrenciyi kapsayan bir özel okulda tüm sınıfları kapsayacak şekilde
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	ÖZEL BAĞÇEŞEHİR FEN VE ANADOLU LİSESİ

ÖĞRENCİNİN ADI - SOYADI: Kübra ERCAN		ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır TARİH:13/ 12/ 2019	
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU			
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.			
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.			
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI
Adı - Soyadı: Aysun YURDAIŞIK DAĞTAŞ	Adı - Soyadı:	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Murat KOÇ
Unvanı: Dr. Öğr. Üyesi	Unvanı:	Unvanı: Prof. Dr.	Unvanı: Doç. Dr..
İmzası: Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası:	İmzası: Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası:
29.03.2021 / / 20....	29.03.2021	31.03.2021
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER			
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	
İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	
.... / / 20.... / .. / 20....	... / / 20.....	
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	
OY BİRLİĞİ İLE	<input type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 13/ 12/ 2019 - 20 / 03 / 2020 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur	
OY ÇOKLUĞU İLE	<input checked="" type="radio"/>		
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.			

Appendix 2: The scale of Classroom (Turkish version)

Sınıf İçi Belirsizlik Ölçeği

Aşağıda sınıfta yaşanan belirsizlik durumları ile ilgili çeşitli ifadeler bulunmaktadır. Bu ifadelerin her birine ne oranda katıldığınızı belirtmek için size en uygun gelen seçeneği işaretleyiniz.

1: KESİNLİKLE KATILYORUM

4: KATILMIYORUM

2: KATILYORUM

5: KESİNLİKLE KATILMIYORUM

3: KARARSIZIM

	Sorular	1 Kesinlikle Katılıyorum	2 Katılıyorum	3 Kararsızım	4 Katılmıyorum	5 Kesinlikle Katılmıyorum
1.	Bir sonraki aşamada neler yapacağımızı bilmek isterim.					
2.	İhtiyacım olan tüm bilgilere sahip olduğum zaman kendimi daha iyi hissederim.					
3.	Sınıfta her şeyin düzen içinde olmasını isterim.					
4.	Belirsiz bir durum aniden netleştiği zaman rahatlamış hissederim.					
5.	Bir çalışma ya da etkinlik yapmaya başladığım zaman tam olarak ne yapmam gerektiğini bilmek isterim.					
6.	Ders başladığı zaman ne yapacağımızla ilgili kısa bir açıklama yapılmasını isterim.					
7.	Belirsiz bir durumda olduğumu hissettiğim zaman ilerleyemem.					
8.	Belirsizlik başarıma etkiler.					
9.	Belirsiz durumlar derse katılımımı engeller.					
10.	Bir çalışma yaparken genellikle tereddüt içindeyimdir.					

11.	Yeniliklere kolaylıkla adapte olurum.					
12.	Ne yapmam gerektiğini anlayamamak beni çok üzüyor.					
13.	Arkadaşlarım ders esnasında aklımı karıştırıyor.					
14.	Sınıf çalışmalarının açıklamalarını genellikle belirsiz bulurum.					
15.	Ders konularının belirsiz olduğunu düşünüyorum.					
16.	Farklı yollarla öğrenmek heyecanımı artırır.					
17.	Derste okuduğum metin başka bir kültür ile ilgiliyse anlamakta zorlanırım.					
18.	Grup veya ikili çalışmalarda daha çok belirsizlik yaşıyorum.					
19.	Belirsizlik artarsa gerginliğim de artar.					
20.	Anlamadığım konuları öğretmene sorarken tereddüt ederim.					
21.	Ders kitabımızın konuları sunuş şeklinin net olmadığını düşünüyorum.					
22.	Belirsiz durumlar merakımı artırır.					
23.	Yeni deneyimler öğrenme sürecime katkıda bulunur.					
24.	Farklı etkinlikler daha iyi öğrenebilmem için faydalı olur.					
25.	Öğrenirken yeni ve farklı yollar denemek hoşuma gider.					
26.	Derste yapılan farklı grup çalışmaları belirsiz durumlarda kalmama neden olur.					
27.	Bazen arkadaşlarım belirsiz durumlarda kalmama neden oluyor.					

28.	Sınıfta düşüncemi belirtirken arkadaşlarımın nasıl tepki vereceği konusunda tereddüt ediyorum.					
29.	Grup çalışmalarında arkadaşlarımla ortak karara varma konusunda anlaşmazlıklar yaşayabiliyorum.					
30.	Grup çalışmalarında bazen çalışmada nasıl ilerleyeceğim konusunda emin olamıyorum.					
31.	Bir çalışmayı arkadaşlarımla birlikte yaparken kimin ne yapacağı konusunda kararsızlık yaşayabiliyorum.					

Appendix 3: Classroom Uncertainty Questionnaire (English version)

Below you will find statements concerning **the uncertain situations that the students experience in the classroom**. Please tick the appropriate box to indicate how much you agree with each of these statements.

1: SA - STRONGLY AGREE

2: A – AGREE

3: U - UNDECIDED

4: D – DISAGREE

5: SD – STRONGLY DISAGREE

	Questions	1 SA	2 A	3 U	4 D	5 SD
1.	In the classroom, I like to know what is going to happen next.					
2.	I feel better about myself when I know all the information I need.					
3.	I like things to be ordered in class.					
4.	I feel relieved when an ambiguous situation suddenly becomes clear.					
5.	When I start doing an activity or a task, I like to know what I exactly need to do.					
6.	When the lesson starts, I like to have a brief explanation of what we will do.					
7.	When I am uncertain, I cannot go forward.					
8.	Uncertainty affects my success.					
9.	Uncertainty prevents my participation in class activities.					
10.	I am generally hesitant to complete a task.					
11.	I easily adapt to novelty.					
12.	Not being able to understand what to do in the classroom upset me greatly.					
13.	My friends confuse me in the classroom.					
14.	The instructions of the tasks are generally unclear to me.					
15.	I find classroom topics too vague.					
16.	Learning in new ways excites me.					

17.	If a reading text is about another culture, I have difficulty in understanding it.					
18.	I feel more uncertain in pair or group work activities.					
19.	If the uncertainty increases, I feel more nervous.					
20.	I hesitate to ask a question to the teacher when I do not understand what he/she explains.					
21.	I find the presentation of topics in our course book unclear.					
22.	Being uncertain makes me more curious.					
23.	New experiences contribute to my learning process.					
24.	Different tasks are useful for me to learn better.					
25.	I like trying new and different ways while learning.					
26.	Varied group works make me feel uncertain.					
27.	My friends sometimes make me feel uncertain.					
28.	I hesitate about my friends' reactions when I express my opinions in the classroom.					
29.	I may have disagreements with my friends about reaching a common ground in group work.					
30.	I sometimes feel indecisive about how to proceed in group work.					
31.	I may feel indecisive about who will do what while doing a task with my friends.					

Appendix 4: Willingness To Communicate Scale

İletişime Gönüllülük/İsteklilik Ölçeği

Aşağıda her bireyin iletişim kurmayı isteyebileceği yada istemeyeceği 12 durum verilmiştir. Yabancılarla İngilizce konuşacağınızı ve iletişim kurup kurmamanın tamamen sizin seçiminiz olduğunu varsayarak her bir durumda İngilizce iletişim kurmaya ne derece istekli olduğunuzu 0 ile 100 arasında durumunuza uygun herhangi bir sayı seçerek her ifadenin başındaki boşluğa yazarak belirtiniz.


% 0-----% 50-----%100

İngilizce konuşmam
(iletişim kurmam)

İngilizce konuşurum
(iletişim kurarım)

- _____ 1-Tanıdığım kişilerle küçük bir grup içinde İngilizce konuşmak
- _____ 2-Bir grup tanımadığım kişiye İngilizce sunuş yapmak
- _____ 3-Bir grup arkadaşına İngilizce sunuş yapmak
- _____ 4-Kalabalık bir toplulukta tanımadığım kişiler arasında İngilizce konuşmak
- _____ 5-Tanımadığım kişilerle küçük bir grup içerisinde İngilizce konuşmak
- _____ 6-Kalabalık bir toplulukta arkadaşlarım arasında İngilizce konuşmak
- _____ 7-Arkadaşlarımla İngilizce konuşmak
- _____ 8-Kalabalık bir toplulukta tanıdığım kişilerle İngilizce konuşmak
- _____ 9-Tanıdıklarımla İngilizce konuşmak
- _____ 10-Bir grup tanıdığım kişiye İngilizce sunuş yapmak
- _____ 11-Tanımadığım birisiyle İngilizce konuşmak
- _____ 12-Bir grup arkadaşımınla İngilizce konuşmak

Appendix 5: Consent form from thesis ethical committee of Çağ University


T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ **1370 - 954**
 KONU: Tez Anket İzni Hakkında

16.12.2019

KAYSERİ VALİLİĞİNE
(Kayseri İl Milli Eğitim Müdürlüğü Dikkatine)

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20188026 numaralı) **Kübra ERCAN**, “**Öğrencilerin Yaşadığı Belirsizlik Durumları İle İletişime İstekliliği Arasındaki İlişkinin Araştırılması**” konulu tez çalışmasını Üniversitemiz öğretim elemanı Dr. Öğr. Üyesi Aysun DAĞTAŞ danışmanlığında yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Kayseri Özel Bahçeşehir Koleji Anadolu ve Fen Lisesinde eğitim gören 9. 10. 11. ve 12. Sınıftaki öğrencileri kapsamak üzere kopyası Ek’lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesi hususunu bilgilerinize sunarım.**

EKLERİ: Beş Sayfa tez anket formları ile İki sayfa tez etik kurul izin formunun fotokopileri.

DAĞITIM:
Gereği: Kayseri Özel Bahçeşehir Koleji Anadolu ve Fen Lisesi Müdürlüğüne

Bilgi: Kayseri Valiliğine
 (Kayseri İl Milli Eğitim Müdürlüğü Dikkatine)

Appendix 6: Permission from Kayseri Provincial Directorate of National Education



T.C.
KAYSERİ VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 94025929-605.02-E.9011218
Konu : Kübra ERCAN'ın Araştırma İzni

06.07.2020

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
MERSİN

- İlgi : a) 16/12/2019 tarih ve 1370-954 sayılı yazınız.
b) Müdürlük Makamının 02/07/2020 tarih ve 8877293 sayılı oluru.

Üniversiteniz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı Öğrencisi Kübra ERCAN'ın Dr. Öğr. Üyesi Aysun DAĞTAŞ danışmanlığında "Öğrencilerin Yaşadığı Belirsizlik Durumları ile İletişime İstekliliği Arasındaki İlişkinin Araştırılması" konulu çalışmayı Müdürlüğümüz Melikgazi İlçesine bağlı Özel Bahçeşehir Koleji Anadolu ve Fen Lisesinde veli izinleri alınması kaydıyla öğrenim gören öğrencilere yönelik yapmasında bir sakıncanın olmadığı Anket Değerlendirme Komisyonu tarafından tespit edilmiştir.

Her sayfası mühürlü çalışma evrakları ekte olup, COVID-19 salgını nedeniyle maske, mesafe ve hijyen kurallarına dikkat edilerek 2020-2021 eğitim-öğretim yılı sonuna kadar eğitim faaliyetlerini aksatmadan, okul müdürlüğünün gözetiminde ve uygun göreceği zaman diliminde yapılmasının uygun görüldüğü ile ilgili Müdürlük Makamından alınan 02/07/2020 tarih ve 8877293 sayılı Olur ekte gönderilmiştir.

Bilgilerinizi ve çalışmanın sonucunun bir örneğinin Müdürlüğümüze gönderilmesi hususunda gereğini arz ederim.

Celalettin EKİNCİ
İl Millî Eğitim Müdürü

EK: Müdürlük Oluru ve Anketler (6 Sayfa)

Güvenli Elektronik İmza
Aslı ile Aynıdır
07.07.2020
Kemal TAŞKIN