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**AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN
ELT STUDENTS' WILLINGNESS TO COMMUNICATE AND
THEIR MULTIPLE INTELLIGENCE LEVELS**

Master's Thesis

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SAMSUN
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ACCEPTANCE AND APPROVAL OF THE THESIS

The study entitled “**An Investigation into the Relationship between ELT Students’ Willingness to Communicate and their Multiple Intelligence Levels**” prepared by **Seda EMECEN**, and supervised by **Asst. Prof. Dr. Gülay ER**, was found successful and unanimously accepted by committee members as Master thesis, following the examination on the date 15/02/2024

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ÖZET

İNGİLİZ DİLİ EĞİTİMİ ÖĞRENCİLERİNİN İLETİŞİM KURMA İSTEKLİLİĞİ VE ÇOKLU ZEKA DÜZEYLERİ ARASINDAKİ İLİŞKİYE YÖNELİK BİR ARAŞTIRMA

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Yabancı dil öğrenimi ve öğretimi alanında önemli kavramlardan olan İletişim Kurma İstekliliği ve Çoklu Zeka Düzeyi ayrı ayrı büyük ölçüde değerlendirilmiş olup çeşitli çalışmaların ana teması olmuşlardır. Yabancı dil öğretiminde dört temel beceriden biri olan konuşma becerisi, gelişimi çeşitli faktörlerden etkilenen bir beceridir. Bu doğrultuda, bu çalışmanın amacı Ondokuz Mayıs Üniversitesi, Eğitim Fakültesi İngiliz Dili Eğitimi bölümünde okuyan öğrencilerin yabancı dil olarak İngilizce iletişim kurma isteklilikleri ile çoklu zeka düzeyleri arasında bir ilişkinin olup olmadığını ortaya çıkarmayı amaçlamıştır. Aynı zamanda cinsiyet ve sınıf düzeyleri faktörlerinin çoklu zeka düzeyleri ve İngilizce konuşma istekliliği üzerinde bir etkisinin olup olmadığı da incelenmiştir. Araştırmada veri toplama araçları olarak anket ve mülakatlar uygulanıp, karma araştırma deseni kullanılmıştır. Nicel veriler, anket çalışmasına gönüllü katılan 128 öğrenciden toplanmıştır. Araştırmanın nitel kısmının katılımcıları bölümde öğrenim gören 12 öğrenci arasından seçilmiştir. Bu araştırmanın nicel veri analizinde IBM SPSS 26 programı kullanılmıştır. Nitel veri analizinde ise tematik analizi kullanılmıştır. Araştırmanın bulguları, sözel, içsel ve varoluşsal zeka türlerinin öğrencilerin İngilizce iletişim kurma istekliliği düzeyleriyle ilişkili olduğu tespit edilmiştir. Ayrıca, kız öğrencilerin kişilerarası zeka türünün İngilizce iletişim kurma istekliliği ile ilişkili olduğu görülmüştür. Bunun yanı sıra, öğrencilerin çoklu zeka düzeyleri ile İngilizce konuşma isteklilikleri arasındaki ilişkiye, sınıf düzeylerine göre, incelenmiştir. Ancak yapılan korelasyon analizi sonucunda anlamlı bir ilişki bulunamamıştır. Son olarak elde edilen nitel verilerin tematik analizine dayanarak konu, ortam, duygular, deneyim ve dilbilgisi gibi faktörlerin katılımcıların iletişim kurma istekliliği üzerinde etkili olduğu tespit edilmiştir.

Anahtar Sözcükler: İletişim kurma istekliliği, Çoklu zeka düzeyleri, Yabancı dil olarak İngilizce

ABSTRACT

AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN ELT STUDENTS' WILLINGNESS TO COMMUNICATE AND THEIR MULTIPLE INTELLIGENCE LEVELS

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Willingness to communicate and multiple intelligence levels have become the main theme of various studies in the field of foreign language learning and teaching. These two concepts have been evaluated separately in literature. Speaking which is regarded as one of the basic skill in foreign language teaching can be considered as a skill whose development is affected by various factors. In this regard, the aim of this study is to reveal whether there is a relationship between willingness to communicate and multiple intelligence levels of students studying in the department of English Language Teaching at Ondokuz Mayıs University. The study also aimed to examine whether students' gender and grade levels have an effect on the relation of multiple intelligence and willingness to communicate levels. A mixed research design was used in which the data was collected through surveys and interview questions. Quantitative data was collected from 128 students who voluntarily participated in the surveys. The participants for the qualitative part of the study were randomly chosen among 12 students studying in the department. IBM SPSS 26 program was used in order to analyse the quantitative data and thematic analysis was used in order to analyze the qualitative data. The findings on the quantitative part of the study showed that verbal, intrapersonal and existential intelligence types were found to have a correlation to students' willingness to communicate levels. In terms of gender, a correlation was found on male students' naturalistic, verbal-linguistic, existential intelligence and their willingness to communicate levels. Whereas, the interpersonal intelligence type, regarding female students, were found to have a relation with their willingness to communicate level. However, no statistical significant results were found on the relation between participants' willingness to communicate and their multiple intelligence levels regarding their grade levels. Finally, based on the thematic analysis of the qualitative data obtained, it was found that factors such as the topic, environment, feelings, experience and linguistic have an impact on participants' willingness to communicate.

Keywords: Willingness to communicate, Multiple intelligence levels, English as a foreign language

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SYMBOLS AND ABBREVIATION

L1	: First Language
L2	: Second Language
WTC	: Willingness to Communicate
MI	: Multiple Intelligences
RH	: Right Hemisphere
LEFL	: Learning English as a Foreign Language
TEFL	: Learning English as a Foreign Language
TIMI	: The Teele Inventory for Multiple Intelligences
CLT	: Communicative Language Teaching
CC	: Communicative Language Teaching

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1. INTRODUCTION

This study aims to investigate the relationship between ELT students' willingness to communicate and their multiple intelligence levels. In this chapter, background to the study, purpose of the study, research problem, significance of the study and chapter overview will be portrayed.

1.1. Background to the Study

The language acquisition process not only depends on the ability of understanding the language but also on the production of utterances to enhance effective communication. The capacity to perceive, the ability to comprehend and to produce, can be considered as the key elements of language acquisition. According to Krashen (1982) real language acquisition takes time and does not occur in one night, especially, speaking skills develop after listening skills have taken place. Therefore, he explains that the acquisition of L2 emerges when students feel ready and there is enough real communication and comprehensible input in the environment which he names as the "Input Hypothesis". The Input Hypothesis which was developed by Krashen suggests that learning best occurs when you fulfill your learners current level and add one another level which is slightly more difficult than the known one ($i+1$). However, Swain (1985) claims that comprehensible input may be vital in acquiring a language but it won't be enough to explain that learner outcomes will result native like. Therefore, he explains that interactional exchange should be enhanced in language classes. In his view, comprehensible output is as important as comprehensible input. The output will have a consciousness raising role in understanding the gaps between the mother tongue and target language of students.

In the last decades, there has been a surge of interest in the existence of Communicative Language Teaching. According to Savignon (1997) foreign or second language teaching should be based on experiential activities. Administrators and language teachers should set goals in which they should aim to create a program for their students on how to work out communicative language use best. Savignon (1987) explains that "such a curriculum can go a long way toward defining not only *what* foreign language programs should teach but, more importantly, *how* they should teach it" (p.241). Despite the fact that Communicative Language Teaching should be enhanced by foreign language teachers in their classes, Nunan (1987) explains in his

study that communication and interaction in foreign language classes do not seem very communicative at all. While learning a foreign language it is essential to be communicative enough in that language. Nonetheless, if learners are unwilling to communicate in the target language they may not be able to strengthen success.

The concept of willingness to communicate (henceforth WTC) was first developed and used in L1 by McCroskey and Baer (1985). According to McCroskey and Baer (1985) one's WTC depends on personality variables. In other words, one's feelings, who the person is, looks like or whether they have been in touch before or not. These constraints, which they call 'personality variables' may have impact on the learners communication behavior in L1. Therefore, MacIntyre, Clement, Dörnyei and Noels (1998) expanded the concept of WTC in L2 communication, and explained that the communication behavior in L2 depends on 'situation-specific variables'. However, Eyerci (2020) explains that the conditions in which the target language is spoken depends on individual differences which is the key component to successful communication. Sternberg (1999) clarifies that a teacher should know their students on behalf of their preferences. Therefore, it is crucial for instructors to know his/her students' multiple intelligence levels in order to accomplish their needs. Instructors can adapt their activities and materials accordingly which will open a gateway to a better future.

1.2. Purpose of the Study

Speaking skill is one of the basic skills in foreign language teaching and learning. It is important to maintain a lasting conversation by creating the appropriate interaction with people. Having the ability to communicate effectively is directly related to how willing a person is to communicate. In line with this view, McCroskey and Baer (1985) used the term WTC for the first time in relation to the mother tongue. WTC happens when people insists in trying to communicate with others. McIntyre (2007) showed a pyramid of six layers in which he discussed the factors that may affect one's willingness to communicate. According to his pyramid, the layers show the possible influences on WTC. However, the Multiple Intelligence Theory (henceforth MI) put forward by Gardner (1983) states that each individual owns unique abilities and intelligences. Moreover, Clement et al. (2003) argues that each individual should be psychologically ready to initiate communication. Therefore, this study seeks to find answers to the following questions:

- What is the distribution of the MI Levels of the students studying in the English Language and Education Department?
- What is the distribution of the WTC Levels of the students studying in the English Language and Education Department?
Does MI level of students differ in accordance to gender?
- Does MI level of students differ in accordance to grade?
- Does WTC level of students differ in accordance to gender?
- Does WTC level of students differ in accordance to grade?
- What is the relationship between MI and WTC Level of students studying in the English Language and Education Department?
- What are the opinions of students about their WTC and MI level?

1.3. Research Problem

It is acknowledged that foreign language teaching should not only includes grammar-based teaching but also communication-based teaching. In this context, willingness to communicate is also seen as an essential component of the language learning process. The communicative aspect of foreign language education and the factors that may affect students' communication have been discussed in many studies. Chotipaktanasook & Reinders (2016) stated that motivation, self-confidence, anxiety and personality types generally have a direct effect on willingness to communicate. However, motivation, anxiety and self-confidence, which may have an impact on WTC should not only be limited by those factors. There are various studies on WTC and its variables in foreign language learning. The fact that this concept has almost never been addressed in the context of MI levels is considered as a gap in the field. It should be kept in mind that each individual has a different perception, understanding level and different learning styles. Başaran (2004) states that the teaching method which is used in Türkiye is mostly focused on 'studying by heart'. He also explains that this way of teaching leads to passive students in the classrooms. Therefore, different individual characteristics of students require different teaching methods and tools. It is clear that MI levels of students should be taken into consideration by the teacher. The aim of this research is to investigate the relationship between the WTC in English and MI levels of students studying at the Department of English Language Teaching at the Faculty of Education of Ondokuz Mayıs University and to contribute to what kind of innovations and developments can be made in the field.

1.4. Significance of the Study

There have been various studies conducted on how target language is used in foreign language classes. Many studies have been outlining different variables that may have an impact on the learning process. Studies have been shown that especially the role of anxiety has an important impact on L2 learning (Horwitz & Cope, 1986; MacIntyre & Gardner, 1989; MacIntyre & Gardner, 1991).

Recent literature raised awareness on the role of communication in foreign language classes. The term ‘Willingness to Communicate’ was originally introduced in L1 by McCroskey and Baer (1985). They explained that people initiate a conversation when feeling free to do so. However, a growing amount of research started to be conducted on WTC in relation to L2. Many different variables affecting ones’ WTC can be found in literature. However, WTC has almost never been addressed in the context of Multiple Intelligence Levels of students. Gardner (1993) accepted the fact that traditional classrooms maintain linguistic and logical-mathematical abilities which disregard other individual aspects that human beings may own. From this point of view, it can be inferred that other individual aspects and types of intelligence need further investigation.

Therefore, this study aims to present the relationship between WTC and MI levels of ELT students studying at Ondokuz Mayıs University.

1.5. Chapter Overview

This thesis consists of five chapters. The next chapter starts with the definition of intelligence and continues with the explanation of each intelligence type as it is documented in literature. Then, teaching strategies related to MI are outlined and also related studies in literature will be discussed. The chapter continues with outlining communicative language teaching and communicative competence which can be regarded as important factors having an influence on WTC. After that, WTC in L1 and L2 will be discussed. The chapter ends with related studies on WTC in second/foreign language and WTC in EFL Turkish context.

2. LITERATURE REVIEW

2.1. Introduction

The topic of human intelligence has been extensively debated, and numerous efforts have been made over the past century to gain a deeper understanding of it. The concept Intelligence gained numerous types of meanings throughout decades. There is still no common definition of the term Intelligence. For instance, Neisser (1979) explains this situation as “The concept of intelligence cannot be explicitly defined, not only because of the nature of intelligence but also because of the nature of concepts” (p. 217). In Literature, various definitions can be found related to this term. According to Sternberg (2022), intelligence is defined as “one’s ability to learn from experience and to adapt to, shape, and select environments” (p.19). He states that it can be learnt through practice. Inheritance, socioeconomic conditions, brain size and other aspects may also have an influence on the intelligence of humans. Another study conducted by Brody (1999) defines intelligence as a single number which is defined by Intelligence Quotient (IQ) tests. Therefore, Brody (1999) argues that these IQ tests are restricted to measure precise human intelligence because it analyzes only the performance of a group of people of the same age. Hence, Brody (1999) holds on the view that intelligence may change by time.

2.2. The Concept of Intelligence

This concept first emerged in the late 1700s by Franz Joseph Gall. Gall observed a relationship between the mental traits and the shape of heads of their classmates. This idea stuck with him as he became a scientist and physician which led him to establish the field of ‘phrenology’. This concept aimed to be a scientific discipline. The basic principle of phrenology was that variations in human skulls reflect differences in brain size and shape which is in relation with differences in brain structure and function. On the basis of these findings, Gardner (1993) proposes that by carefully analyzing an individual’s skull shape, an expert not only should be able to determine one's cognitive strengths but also their weakness and unique characteristics of the mental profile. Gardner (1999) reported that, during the 19th century, Sir Francis Galton, a well-educated British scholar, became remarkable for his research on the mental aspects of human beings. Galton approached this field with a eugenic perspective, and held on to the idea that mental capabilities could be inherited. In other

words, he claimed that intelligence had a foundation in biology which could be explored by measuring the speed of responses on mental exercises. Furthermore, Galton (1892) published a book in 1869 named “Hereditary Genius” in which he tried to demonstrate that human beings possess various natural abilities. Although the idea of human intelligence has been around for a long period of time, research in this field significantly increased in the 20th century. Different perspectives on the development of this subject area came to light. Sternberg and Kaufman (2011) explained that Alfred Binet, a French psychologist, clarified a way to create a reliable measurement of intelligence at the beginning of the 20th century. Intelligence testing quickly became popular in that period of time. It was used in schools, the military and industry. According to Gardner (1983) Binet and his friend Simon developed the Binet-Simon Scale. This scale was originally designed for primary school students living in Paris, France. It aimed to measure which primary school student was able to fail or to succeed. Armstrong (1994) shows in a study that the intelligence tests started to be used within years in the United States with great interest. However, according to Gardner (1999) “Wilhelm Stern, a German psychologist, came up with the name and measure of the “intelligence quotient”, or the ratio of one’s mental age to one’s chronological age, with the ratio to be multiplied by 100” (p.12). By time, scholars started to highlight limitations of these tests. They put forward that the tests mainly focused on individuals who were accustomed to educational experience and were already familiar with paper-and-pencil testing. To sum up, the intelligence tests were limited to school content and were not useful outside of a school environment.

2.2.1. Multiple Intelligences Theory

Different theories exist in literature regarding measuring human intelligence. Traditionally, intelligence has been assessed by measuring human abilities. In most recent studies, intelligence has been measured in different ways. Kocakara (2010) discusses ways of measuring intelligences went through different stages like the traditional, the developmental and multiple view. The traditional view assessed human intelligence by the ability to answer test items correctly which is a very limited way of measurement. In line with this view, intelligence does not acquire training or any experience but is innate and static. Jean Piaget (1972) brought the developmental view to the studies in literature on intelligence. He put another theory forward which indicates that intelligence is not only based on innateness but also on the environment.

Moreover, Armstrong (1994) points out that each individual possesses different combinations of the type of intelligence which is shaped by the effect of the environment. Howard Gardners' definition of intelligence in his book *Intelligence Reframed* (1999) is as follows "The ability to solve problems or to create products that are valued within one or more cultural settings" (p.33). This pluralistic view started to arise in the 20th century. This view expressed that intelligence cannot be measured only through language and logic tests. Hatch and Gardner (2010) discuss the pen and pencil tests, and explain that it is not adequate enough in measuring one's intelligence anymore. Human beings own a variety of abilities which should be taken into consideration. In the same view as Sternberg, Howard Gardner (1993) accepted the fact that traditional classrooms maintain linguistic and logical-mathematical abilities which disregard other individual aspects that human beings may own. Therefore, Gardner (1993) came up with his theory of multiple intelligences. He holds on to the idea that each individual has different abilities which means that each human being has different intelligence in different fields. Gardner (1983) introduced seven types of intelligences called verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal, and in 1999 he added the naturalist intelligence type. He stated that human intelligence can be developed by time and considered the inclusion of the ninth intelligence type which is the existential intelligence type. Gardner explains (as cited in McCoog, 2010) that it is unsure of calling existential intelligence an official one because it is still yet not known whether this intelligence specializes in the brain or not. The portrayal of Gardner's nine intelligences including existential intelligence have been explained in detail in the following discussions.

2.2.2 Verbal- Linguistic Intelligence

According to Gardner (1999) "Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals (p.41). He also explains that people with high linguistic intelligence can become writers, lawyers and speakers. People with this intelligence type are good at communicating through all the skills. Furthermore, Hali (2017) states that these people are the ones who easily play with words, make and understand jokes, speak up in public and include the ability to manage phonology (using sounds or imitations), morphology (selecting the appropriate vocabulary),

syntax (constructing well-formed sentences). In the same line, Armstrong (2009) explains this type of intelligence as: “the capacity to use words effectively, whether orally (e.g., as a storyteller, orator, or politician) or in writing (e.g., as a poet, playwright, editor, or journalist)” (p.6). Furthermore, Gardner adds four basic aspects of this intelligence type. He calls the first one *rhetoric* which means that one possesses the ability to effectively speak and write. The second aspect is called *mnemonic* potential of language which means that one owns the ability to recognize information or has a sense of direction. *Role of language in explanation*, is the third aspect which is mentioned by Gardner. This aspect includes oral and written language that is used as a tool for communication. The last aspect, the *metalinguistic*, refers to the ability of analyzing the language.

2.2.3 Logical-Mathematical Intelligence

Davis et al. (2011) defines logical-mathematical intelligence as “an ability to develop equations and proofs, make calculations, and solve abstract problems” (p.488). Another definition given by Nardi (2001) is that the main operations of logical-mathematical intelligence includes organizing ideas, critical thinking, deductive and inductive reasoning. Furthermore, according to Armstrong (2009) people with the capacity of logical-mathematical intelligence have become mostly tax accountants, statisticians, mathematicians, computer programmers or scientists. Gardner (1983) emphasizes that he finds support in the work of Jean Piaget. He explains that Jean Piaget’s findings on cognitive development of logical-mathematical intelligence is formulated with right questions. Feldman (2004) summarizes Piaget’s four stages of cognitive development as follows: sensorimotor stage from birth to about 24 months. Preoperational stage from about 24 months to about 6 years. Concrete operations stage from about 6 years to about 12 years. Formal operations stage from about 12 years to about 18 years and beyond. Sigelman & Rider (2014) explain that logical-mathematical intelligence starts in the sensorimotor period when a child begins to understand the presence of objects. They also emphasize that children at that stage gain problem-solving skills through the observation of the outside world by their senses and motor skills. In the second stage, the preoperational, children progress in the use of language and symbolic thinking. In order to reflect ideas, children use mental images and words. Furthermore, in the preoperational stage children are very egocentric in behavior which means that they have difficulties in

understanding others perspectives. In the following stage, the concrete operational stage, children begin to understand concrete concepts and develop logical thinking. Moreover, Piaget explains that children have the perception that the amount of something remains the same even though the appearances of objects do change. Lastly, the formal operational stage includes critical and hypothetical thinking abilities as well as reasoning and understanding complex ideas which develops at this stage. As marked by Piaget, cognitive development at this stage is the highest. Gardner (1983) gains insight from Piaget's theory, but he also criticized Piaget by noticing that Piaget describes the cognitive domains not only to logical-mathematical intelligence but to all domains. In this respect, Gardner (1983) points out that each intelligence should have its own way of development.

2.2.4 Visual-Spatial Intelligence

Gardner (1983) defines this intelligence type as "the capacities to perceive the visual world accurately, to perform transformations and modifications upon one's initial perceptions, and to be able to re-create aspects of one's visual experience, even in the absence of relevant physical stimuli" (p.182). He states that blind people may also possess visual-spatial intelligence. The external world which can not be observed by those people can be activated with their imagination. Another definition by Armstrong about the visual-spatial is "the ability to perceive the visual-spatial world accurately and to perform transformations upon those perceptions" (p.7). It can be inferred that spatial intelligence is connected to the ability of one's perception of the visible world. Furthermore, Kensinger & Choi (2009) states that this ability is controlled in the right hemisphere (henceforth RH) of the brain. They reported that for instance, memorization of an object including all the details of that object which means the shape, its color and the like is processed by the RH. Hine (2007) mentioned that people with this intelligence type have the ability to use their imagination actively. They also have the ability to design and decorate things. Furthermore, he explains that a visual-spatial intelligence typed person makes use of mind maps in which that person can see things in relationship to others. He also mentions that people with this intelligence type operate well by using visuals, pictures and imagination. To add, those people also have an ability to think in three dimensions.

2.2.5 Bodily-Kinesthetic Intelligence

Bodily- Kinesthetic intelligence is defined by Gardner (1983) as “the ability to solve problems or to fashion products using one’s whole body or parts of the body” (p.9). He also adds that dancers, swimmers, ballplayers or instrumentalists are among them. Learning best occurs by physical movements and also by the use of tactile senses. Hine (2007) gives a description for this intelligence type as: people who receive and evaluate information through their bodies. Those kinds of people do learn and understand the subject matter or content with the help/use of their body. Movement is the fundamental key of bodily-kinesthetic intelligence. In a study by Chan (2000) the definition of the bodily-kinesthetic intelligence is as follows “it is related to physical movement, the knowledge of the body and its functions. It includes the ability to use the body to Express emotions, to play a game, and to interpret and invoke effective body language” (p.191). In general, people with a high bodily-kinesthetic intelligence use body movements as a tool for learning and prefer to experience activities. They do acquire knowledge from the environment and learn from their surroundings. Additional characteristics to the bodily-kinesthetic intelligence as stated by Hine (2007) are that people experience physical movements and are often also good at role plays. Moreover, their bodily movements help them to express their emotions as well.

2.2.6 Musical-Intelligence

Gardner (1983) explains musical intelligence as “the abilities to discern meaning and importance in sets of pitches rhythmically arranged and also to produce such metrically arranged pitch sequences as a means of communicating with other individuals” (p.103). Furthermore, Sternberg (2020) explains that musical-intelligence develops four skills. He labels the skills for musical intelligence as follows: “creative skills, analytical skills, practical skills and wisdom-based skills” (p.3). The creative skills can be developed by composing new music whereas the analytical skills can be developed by problem solving activities which reinforces critical thinking. Moreover, practical intelligence skills help one to appeal to the right audience and wisdom-based skills help to ensure whether music gives joy to people.

However, Sternberg (2020) mentions these points for musicians as music is one of the oldest artistic ways of expression. Gardner (1999) explains these skills as; “musical intelligence entails skills in the performance, composition and appreciation

of musical patterns. In my view, musical intelligence is almost parallel structurally to linguistic intelligence and it makes neither scientific nor logical sense to call one (usually linguistic) an intelligence and the other (usually musical) a talent” (p.42).

It could be said that people with this intelligence type may have a good sense for sound, rhythm and intonation. However, it might not be assumed that all musicians necessarily have this intelligence type.

2.2.7 Interpersonal Intelligence

In the book ‘Intelligence Reframed’ by Howard Gardner (1999) he defines the term as “interpersonal intelligence denotes a person’s capacity to understand the intentions, motivations and desires of other people and consequently to work effectively with others” (p.43). In other words, this intelligence type is related to the interaction with others. According to Gardner (1983) these people have the ability to understand other people’s feelings, intentions, needs and behavior. Individuals possessing this intelligence type are good at analyzing body language of individuals. They have high verbal and non-verbal communication skills. This means that these individuals can also put themselves in the shoes of others which also lead to a good sense of empathy.

In the work of McKenzie (2005) he highlights that individuals with this intelligence type need to be supported by a collaborative learning context. Instructors should pay attention to pair or group work which will foster such learners’ learning process. According to Gardner (1993) individuals with a high interpersonal intelligence can become salespeople, politicians, teachers, clinicians, and religious leaders.

2.2.8 Intrapersonal Intelligence

In his book ‘Multiple Intelligences in the Classroom’ Armstrong (2009) clarifies the intrapersonal intelligence as:

Self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem (p.7).

Another explanation of this term by Gardner (1993) is as follows: “intrapersonal ability is based on the knowledge of the internal aspects of a person; access to one’s

own feeling life, one's range of emotions, the capacity to effect discriminations among these emotions and to label them and to draw upon them as a means of understanding and guiding one's own behavior" (p.25).

McKenzie (2005) brings a definition from an instructional point of view and explains that children with an intrapersonal intelligence type always question things. From an instructional point of view, the child should feel connected to what is being taught. By doing this, the child also raises awareness and makes the learning process more meaningful.

2.2.9 Naturalist Intelligence

In 1995, Gardner added the Naturalist Intelligence as the potential eighth type to the list. After having several discussions on the new intelligence type, Gardner published it in 1999 with the following description: "the ability to demonstrate expertise in the recognition and classification of the numerous species – the flora and the fauna –of his her environment" (p.48). People with this intelligence like nature and they like to be outdoors. They can easily classify things in nature like flowers, weather, animals, rocks. Farmers, sailors, hunters, biologists, botanists are recognized to be the ones with naturalist intelligence. Gardner (1999) explains about the characteristics of these people. People who strongly are under the influence of naturalist intelligence like to observe, classify, recognize everything in the natural world. These people also enjoy talking about field trips, geography, planets, ecology.

2.2.10 Existential Intelligence

What Gardner (1999) has introduced as the possible ninth intelligence is called Existential Intelligence. This intelligence is defined as the ability of questioning about life and gaining a deeper inside about human existence. Gardner (1999) gives some examples of these questions: "Who are we?", "Why do we exist?", "Where do we come from?" (p.54.) Therefore, he states that more evidence and data is needed to add this intelligence to the list and explains it as follows: "despite the attractiveness of a ninth intelligence, I am not adding the existential intelligence to the list. I find the phenomenon perplexing enough and the distance from the other intelligences vast enough to dictate prudence-at least for now. At most, I am willing, Fellini-style, to joke about 8-1/2 intelligences" (p.66).

As Gardner has stated, existential intelligence tackles deep questions about life.

This intelligence type led human beings to constantly look for the meaning and purpose of human existence. However, it is still not regarded as an official intelligence.

2.3. Multiple Intelligences and Teaching Strategies

MI theory has opened new ways for teaching which can be implemented by language teachers in foreign language classes. Language teachers have got opportunities to make use of innovative teaching strategies. The MI theory shed light on the differences in learning styles of each learner. Thus, one intelligence type may not work for all students. It is crucial for language teachers to fulfill each student's needs and take their intelligence type into consideration. In the same line, Armstrong (1994) explains that teachers who do not take students' intelligence type into consideration will fail teaching. He gives an example and outlines that if teachers only use songs and chants as a teaching tool, they are only going to reach the musical students. This means that the nonmusical students are not taken into consideration by the language teacher. Therefore, a teacher should appeal to all kinds of students in the language class. In order to reach all students, the language teacher should be able to make the learning environment as rich as it can be. Because of individual differences among learners, teachers should be able to use different kinds of teaching strategies and a broad range of activities. Following discussions explain and give examples of suitable strategies for each intelligence type.

2.3.1. Teaching Strategies for Verbal-Linguistic Intelligence

Armstrong (1994) states that this intelligence is the easiest type to expand activities for. Storytelling can be used as one of the teaching strategies for linguistic intelligence. Children enjoy listening to stories in the classroom. Furthermore, storytelling also draws upon intrapersonal intelligence since students like to work separately and use journals to think carefully about and reflect things about their lives. Publishing is another activity which can be used as another strategy. Armstrong also states that this activity is mostly used in traditional classes in which students complete papers, hand them in and are graded by teachers. It is accepted as a writing assignment. Students can submit their work to magazines or publish it in class or school libraries. After such publications, there may be an interaction between author and reader in which they may discuss or argue about the piece of work. This cycle will encourage and motivate the student to keep writing. Thus, the student becomes linguistically

empowered. Kuyumcu (2006) listed some classroom activities which are appropriate for those students; “writing essays, reading, telling jokes, listening to tapes, giving presentations, completing worksheets, writing essays, debate, doing crossword puzzles, group discussions” (p.58). To add, Hine (2007) states that people with a high linguistic intelligence love to play with words. Those students can participate best in word games. Furthermore, Mohamad and Salleh (2014) explained that these types of students learn best through speaking, reading, writing, hearing and seeing words. They prefer to write, read, talk, solve puzzles and also memorize things.

2.3.2. Teaching Strategies for Logical-Mathematical Intelligence

The logical-mathematical intelligence is related to mathematics and science. Students with this intelligence type are good at critical-thinking. Armstrong (1994) suggests five strategies for this intelligence: “Calculations and Quantifications, Classification and Categorizations, Socratic-Questioning, Heuristics and Science Thinking” (pp.77-79). He explains Calculations and Quantifications as to passages in which mathematical thinking is developed. For example statistics in a literary work can be related to real life. Those kinds of passages in literary works can help students to understand that mathematics not only belongs to math class but also to life. The second strategy, Classifications and Categorizations teachers can use Venn diagrams, time lines and mind maps. This strategy helps the learner to categorize and classify information. Geographic locations which should be classified by their climate can be an example to this strategy. The third strategy, Socratic Questioning, focuses on the learners’ point of view. Here, the teacher participates in the dialogues with the students with the aim to guide and sharpen students’ beliefs and critical thinking. The fourth strategy, Heuristics, helps students to divide the problem into logical parts and try to find solutions to the problem. A reading passage can be used to develop students’ academic knowledge. The last strategy mentioned by Armstrong is Science Thinking. Science thinking develops students’ ideas on science such as AIDS or how bombs influenced wars. This type of strategy improves students’ perspective on specific topics. To sum up, teachers can make use of trips to museums or planetariums or use science materials which help students to build relationships and categorize or classify information. Students with this intelligence type work best with the abstract. Hine (2007) states that people with high logical-mathematical intelligence can easily create order out of disorder. Classroom activities which can be employed by teachers are

board games and games with rules.

2.3.3. Teaching Strategies for Visual- Spatial Intelligence

This type of intelligence has to do with pictures, drawings, photos, graphics etc. Armstrong (1994) explains five strategies which can be implemented in classes. Visualization activities can be conducted by teachers in their classes. Here, a teacher can ask students to visualize or draw a mental picture of a lecture. Color Cues is another activity which can be implemented by teachers. Highly spatial students use colors to remember patterns or classify information. Teachers can ask their students to highlight the key points with pink for example. When studying phonics, the teacher can ask to give a specific sound a color. Picture metaphors can be used as another strategy. Here, the teacher asks their students to compare one idea to another. Young children do like metaphors. Idea sketching is the fourth strategy which is mentioned by Armstrong. Simple drawings can be used to reflect ideas. This strategy can help students to understand the subject matter. The game Pictionary can be played to get the students used to making rapid drawings. Rapid drawings help the teacher to evaluate students' understanding of central ideas and concepts. Some key materials mentioned by Armstrong (1994) are as follows: "creative daydreaming, visual thinking exercises, visual puzzles and mazes, visual pattern seeking, computer-assisted-design software, 3-D construction kits" (p. 61). Furthermore Kuyumcu (2006) listed some classroom activities which can be adapted by teachers. These activities are: "mind-mapping, taking photos, watching and making videos, creating charts and graphs, sculpting" (p.58).

2.3.4. Teaching Strategies for Bodily-Kinesthetic Intelligence

Physical movement is the key to bodily-kinesthetic learners. The emphasis in the teaching and learning process should be on motor activities. Salam et al. (2014) explains that teachers should carefully select their activities. Students should be able to learn through motor activities such as drama, dance and sport. In the same line, Armstrong (1994) explains that teachers should be supportive in creating the right environment with the right learning strategy for their students. He states that bodily – kinesthetic learners learn best by movements. Furthermore, these tactile and kinesthetic learners enjoy best when taking place in trips, cooperative/competitive games and classroom theaters. Such meaningful activities in which students can make

use of their body language, gestures and mimics are very helpful in developing their skills.

2.3.5. Teaching Strategies for Musical Intelligence

Demirezen (2009) explains that musical intelligence should be activated by foreign language teachers. Especially, when it comes to teaching stress, rhythm and intonation in a foreign, musical intelligence becomes indispensable. Armstrong (1994) gives suggestions for teachers to activate students' musical intelligence in the classroom. He outlines four strategies which can be implemented in classes. He explains that rhythms, songs, raps and chants can be used by teachers. Furthermore, discographies, which is another strategy mentioned by Armstrong, requires teachers to give students tapes, compact discs or cassettes. The aim of providing those materials beforehand is to let students watch/study the subject matter before coming to class. In class, the teacher lets their students discuss the importance of the songs connected with the topic. The third strategy is super memory music. Teachers do teach in class with music at the background. It is claimed that students with high musical intelligence do catch the information/instruction best this way. The last strategy mentioned by Armstrong is mood music. Here, the teacher provides relaxing background sounds which creates a stress-free and calm atmosphere for students.

2.3.6. Teaching Strategies for Interpersonal Intelligence

Students with high interpersonal intelligence have good communication skills. It is expected from a language teacher to boost education with appropriate activities. Therefore, Ibragimova (2011) suggests activities such as: "pair work or peer teaching, board games, group brainstorming, group problem solving, project work, pen pals, role playing, information-gap activities, teamwork games" (p. 28). However, Armstrong (1994) explains four strategies which can be helpful for teachers to work out in their classes as follows: "peer sharing, people sculptures, cooperative groups and simulations" (p.79). Peer sharing aims to help students to share knowledge with the class. Furthermore, information which is retrieved from a book or a lecture presented by the student in its social setting is called people sculptures. Cooperative groups enable students to share responsibilities and work on something together. Simulations help students to come together and act out a scenario which is given by the teacher.

2.3.7. Teaching Strategies for Intrapersonal Intelligence

Most of the students spend most of their time in a school environment within a week. This situation can be claustrophobic for intrapersonal students. Hence, teachers should create opportunities for their intrapersonal students to work autonomously. Therefore, Armstrong (1994) suggests one-minute reflection periods for those students. The time may be extended related to different attention spans. During this also called time-out period, students are expected to think and digest the information being taught. It is also important to give them the opportunity to connect the information with their own lives. Silence in the environment can lead to the best reflection. Intrapersonal students feel comfortable when a time out is given by the teachers. Those students also like to work alone and to have their own space. Self-paced projects can be an example of an activity which they would like. Kuyumcu (2006) expresses that teachers can make use of “meditation, journal writing, writing diaries and self-assessment” (p.58).

2.3.8. Teaching Strategies for Naturalist Intelligence

Berman (1998) explains the naturalist intelligence type from English Language and Teaching (ELT) point of view. He explains that students in ELT with a high naturalist intelligence work best by exploring nature like plants, animals etc. Recognizing categories, classifications and becoming aware of relationships of things in nature are indispensable activities for ELT students. Ibragimova (2014) summarizes some activities as follows: “creating observation notebooks of, describing changes in the local or global environment, caring for pets, wildlife, gardens, parks, binoculars, telescopes, outdoor activities” (p.28). It is important that a teacher focuses on activities which can be implemented outside the classroom.

However, Gardner (1999) states that labeling students according to their intelligence type may bring risks. He explains that teachers who label their students according to their intelligence types, characterizes students in certain ways which to some extent disregards other dimensions of their characterizations. Therefore, he believes that this rough and clear cut in education won't bring success. Furthermore, he also states that a teacher can not arrange classes according to each individuals' intelligence type. Gardner (1999) explains his view on this issue as follows:

I would happily send my children to a school that takes differences among

children seriously, that shares knowledge about differences with children and parents, that encourages children to assume responsibility for their own learning, and that presents materials in such a way that each child has the maximum opportunity to master those materials and to show others and themselves what they have learned and understood (p. 91).

In his view, it is more important to make the differences central to teaching and learning instead of treating students in uniform ways.

2.4. Studies in this Field

Many educators were inspired by MI theory. It fastly gained lots of interest since MI theory was born as a reaction to the traditional concept. The traditional way as mentioned earlier, held on the view that students could be only judged from a linguistic and mathematical point of view. Thanks to Gardner and his book 'Frames of Mind' (1983) the MI theory entered the educational world and many other disciplines. Unlike the traditional point of view, Gardner proposed that other intelligence areas should have been taken into consideration in which different learning styles and abilities of students' should be met. One of the educators who gave place to MI theory in education is Armstrong. Armstrong adapted Gardners point of view into education and published a book named 'Multiple Intelligences in the Classroom' (2009). In his book he lays out different relationships to MI theory. Moreover, Armstrong also puts different classroom activities forward which can be conducted by teachers in order to meet students' needs. Similarly, McKenzie published a book called 'Multiple Intelligences and Instructional Technology' (2005). In his book, McKenzie (2005) explains his inspiration by the following sentences:

Ever since I was first introduced to Howard Gardner's theory of multiple Intelligences (MI), my views of intelligence and instruction have changed. Where I once was trained to see learning deficits, I now recognize untapped potential. Old instructional practices have given way to new approaches to teaching and learning. It has become clear to me over time that, while Gardner was proposing a theory of intelligence, its best application in the classroom is a learning theory (p.3).

Derakhshan and Faribi (2015) carried out a study on the relationship between MI on Learning English as a Foreign Language (henceforth LEFL) and Teaching English as a Foreign Language (henceforth TEFL). The findings showed that there was a controversial relationship between MI, LEFL and TEFL. Similarly, Abbasian and Khajavi (2012) applied a quantitative –qualitative study at Iranian Universities. They evaluated the implementation of the MI theory in the English Language Department (ELT). Their results indicate that textbooks used in the ELT department

are mostly focusing on verbal-linguistic intelligence. Furthermore, the study also investigated that MI theory is not applied in the ELT department.

However, Ibragimova (2011) did research at the Eastern Mediterranean University. She evaluated the MI of students at the English preparatory school. These students participated in this English program to get ready for their department studies. Her findings on MI ranked as follows beginning from top; intrapersonal, logical-mathematical, bodily-kinesthetic, naturalist, spatial, musical, linguistic. According to the data of the study, interpersonal intelligence ranked the least.

Mohamed & Madkour (2016) conducted a study on 108 (58 males and 50 females) students at ELT and Translation department of Al-Imam Mohammad Ibn Saud Islamic University in Saudi Arabia. The participants were between the ages of 18-21 and 22-25. The findings showed that there were no significant differences between male and female on behalf of linguistic, logical-mathematical, musical, interpersonal, naturalist and bodily-kinesthetic intelligence types. However, the study shed light on the fact that there were statistical differences between male and female on two intelligence types; the spatial and intrapersonal. They also revealed that there were significant differences between the two different age groups. The 18-21 age group scored respectively higher at spatial and musical intelligence types. After indicating these results, they conducted an experimental study on these students and divided the students into two groups. One group studied English in traditional classes while the other group studied after a diagnosis of their multiple intelligence type. The results showed that students whose intelligence profiles were taken into consideration, improved their language skills better than the other group.

Another study carried out by Hajhashemi, et al. (2018) sought to reveal the relationship between multiple intelligences and online video experiences, age, gender, and mode of learning from a rural Australian university. The participants consisted of 111 students (32 males and 79 females). They decided to categorize the students by age as follows: aged 0-23 (pre-adulthood), aged 24-45 (early-adulthood), aged 45-65 (middle-adulthood), aged 66 and above (late-adulthood). Three out of the four categories were used in the study. The findings revealed that students were higher on Intrapersonal Intelligence followed by Bodily-Kinesthetic, Musical-Rhythmic, Verbal-Linguistic, Naturalist, Interpersonal, Logical-Mathematical, Visual and Existential. The findings based on the age category were examined as Pre-adulthood

with higher scores on Intrapersonal and lower in Existential Intelligence, Early-adulthood with higher scores on Bodily-Kinesthetic and lower in Existential Intelligence and Middle-adulthood with higher scores on Intrapersonal and lower in Existential Intelligence. In terms of gender, the study shows that there are only differences in Logical-Mathematical (mean rank=46.72 for males and 59.76 for females) and Intrapersonal Intelligence (mean rank=37.38 for males and 63.54 for females).

Loori (2005) published an article in which he compared the MI preferences of male and female students. His comparative study was conducted on second language learners at three different higher institutions in the USA. He used TIMI (The Teele Inventory for Multiple Intelligences) which belongs to Teele (1997). The instrument consisted of seven intelligence types: Linguistic, Logical-Mathematical, Spatial, Musical, Bodily-Kinesthetic, Intrapersonal and Interpersonal. Results of the study indicated that most of the students preferred interpersonal intelligence. The second preference was logical-mathematical intelligence followed by linguistic intelligence, bodily-kinesthetic, intrapersonal, musical and spatial intelligence. When gender was taken into consideration, the following measurements appeared: male ESL students preferred logical-mathematical intelligence while females showed less preference. Furthermore, there were only significant differences noticed for intrapersonal intelligence. Female learners had a higher preference for this intelligence type than male learners.

Al-Faoury et al. (2011) conducted a study on Jordanian students at different departments at different public and private universities. They aimed to rank the students' intelligence types and used Gardner's 7 multiple intelligences in their study. The Interpersonal Intelligence ranked the highest followed by Intrapersonal, Kinesthetic, Linguistic, Spatial, Logical-Mathematical and Musical. The Interpersonal Intelligence type ranked the highest and this might mean that the students know their own needs and interests. The study also indicated that students at public universities tend to score higher in Logical-Mathematical Intelligence. Furthermore, there were significant differences between male and female students. Female students scored respectively higher on intrapersonal and linguistic intelligence than males. No significant differences were measured related to the first four years of study. However, in the fifth year of study, there was only a significant difference in musical intelligence.

Furthermore, Göğebakan (2003) conducted a study on how MI levels of students differ in terms of grade level and gender at first, third, fifth and eighth grade. The findings showed that first grade students preferred linguistic and logical-mathematical intelligence type the most. Third grade students were mostly dominant in interpersonal, spatial, logical-mathematical and linguistic intelligence. Fifth and eighth grade were dominant in interpersonal, bodily-kinesthetic, musical and spatial intelligence types. Considering students' gender, the results indicated that male students' logical-mathematical mean scores were higher than females. However, females' musical intelligence type was dominant than male students

Barrington (2004) did a study on how MI theory can help different students in higher education. He holds the view that higher educational institutions all over the world would have an increasing number of students from different socio-cultural backgrounds. In order to meet students' needs he recommends MI theory as an additional pedagogy which could lead to a better teaching and learning environment. According to Barrington (2004) a national study conducted on students in Australia reported that %40 of the graduate students think that the quality of feedback from lecturers as well as the interaction with academic staff have been a problem. His findings revealed that the implementation of MI theory as a pedagogy into education has failed to gain interest by academics. Although some academics pointed out that the MI theory would have great effect on their students, the majority explained that they have limited time to develop MI within their classes and they also expressed that there are no teaching assistants or research assistants working in their universities to help them.

Another study outlined by Saricaoglu and Arikan (2009) investigated the effect of multiple intelligences on foreign language success and some selected variables. The participants consisted of 144 randomly selected students in prep class at Erciyes University located in Turkey. These students were in Course B with an intermediate level of English. Their age ranged from 18 to 22. 7 intelligence types which consisted of 70 items were used to measure their multiple intelligence types. The findings showed that the logical-mathematical intelligence (mean 3.88) was the most dominant intelligence type among all participants followed by spatial intelligence (mean 3.67), bodily-kinesthetic (mean 3.66), interpersonal (mean 3.67), intrapersonal (mean 3.54), linguistic (mean 3.19) and musical (3.18). Musical intelligence was found to have the

highest standard deviation (.6021) which means that a greater variation between the participants showed readiness toward musical intelligence. Furthermore, the study also pointed out whether there were significant differences in terms of gender. They also explained that intrapersonal, linguistic and musical intelligence were more dominant among females. There were only significant differences found in linguistic intelligence between male and females.

Although there are many articles in literature which show that the MI theory brings success to the learning environment some evidence is not in favor of its profit. For example a study conducted by Şen (2004) aimed to examine the effect of MI-based instruction on different areas of students such as motivation, self-efficacy and self-esteem. The study was conducted on 34 students in prep-classes at Başkent University. The results showed that MI-based instruction in English classes have had a positive effect on students' motivation, self-efficacy and self-esteem. However, the findings indicated that MI-based instruction did not have an effect on students' multiple intelligence except for bodily-kinesthetic intelligence type.

In relation to education, the MI Theory helps teachers to understand their students' intelligence type. Each student can be characterized by different types of intelligence. As mentioned above, studies show that MI Theory gained interest by researchers. Lots of studies in related literature have focused on MI Theory in relation to language learning in various aspects such as language learning and speaking anxiety, motivation and willingness to communicate in a foreign language as well as its implications for educators to help them create an environment in their classrooms which promotes communicative language teaching. However, very few studies have touched on the relationship between MI Theory and WTC. Therefore, further research is required to determine whether there is a correlation between MI and WTC. In literature WTC have been discussed together with Communicative Language Teaching (henceforth CLT). Therefore, the next part of this study will be outlining WTC in detail.

2.5. Communicative Language Teaching (CLT)

Over the years, the way of language teaching has changed. While in the late 18th century language teaching procedures paid attention to classroom activities that facilitated students ability in developing grammar, vocabulary, phonology etc., by the

end of the century foreign language learners were supposed to use English effectively in order to communicate. Hedge (2000) explained that this communicative point of view became the main objective in ELT.

In view of Richards and Rodgers (2001) CLT became popular after structural and traditional methods lost its reputation. The focus shifted on use rather than form. Researchers started to focus on new methods, techniques and more innovative activities which would boost teaching practices. Furthermore, authenticity became popular in foreign and second language teaching classrooms. Linguists pointed out different aspects of CLT. For example Brown (2001) characterizes CLT in six different ways. First, he explains that classrooms in which CLT is provided focuses on all the components of communicative competence which are described as grammar, discourse, functional, strategic and sociolinguistics. Secondly, there should be a focus on authentic language use in which attention should be paid on fluency and accuracy. Brown (1994) states that fluency and accuracy are the underlying techniques of CLT. However, fluency may be more important than accuracy in that it keeps the communication and also engages learners in language use. Moreover, students should not only be able to practice communication in their classrooms but also find the opportunity to experience outside the classrooms. The teacher as a guide and facilitator is responsible for creating appropriate strategies for his/her students. Language learning in those classes is an interactive process. Learners in communicative language classes should know their responsibilities on different tasks and carry them out as active participators. The emphasis is on communication-based activities in which the learner should willingly use L2. According to Richards (2006) this approach brought dynamic to foreign language classes in that it fostered active learning.

In other words, CLT focuses on meaning instead of grammar. Meaningful communication is believed to foster learning. The desired goal in CLT is to facilitate the learning and teaching process in such a way that learners develop communicative competence. This happens at the moment in which learners learn target linguistic elements by encountering or dealing with struggles in the communication process.

2.5.1. Communicative Competence

Communicative competence was first introduced by Hymes in 1972. It came as a reaction to the 'linguistic competence' which was introduced by Chomsky in 1965.

Hymes (1972) held on the sociolinguistic aspect of communicative competence and rejected Chomsky's point of view. He explained that Chomsky's concept disregards all socio-cultural elements of language. He also believes that the rules of use should be dominant over the rules of sentence structure (grammar). Hymes (1972) explains the term communicative competence as a performance in which messages are sent by language users and is understood by others within a specific context. This implies that the language user knows exactly when, where and how to use the language. He also states that communicative competence starts with needs and natural communication. To sum up, Hymes believes that a communicative competent language user knows the actual use of a language in a particular (sociocultural) setting. The term communicative competence (henceforth CC) has been reevaluated by many linguists. Brown (1987) refers to CC as "our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific context" (p.196). Since modern communicative approaches developed a new way to language teaching, learner-centered teaching gained importance. Foreign language teachers should aim to create such classes in which the focus should be shifted to real world communication. In order to enhance CC among students, teachers should not only make use of linguistic knowledge but also pragmatic knowledge. According to Larsen-Freeman (2000) CLT aims to put emphasis on L2 fluency rather than accuracy. Thus, grammar based evaluation should be disregarded. The instruction should be based on meaningful communication in which learners are active participants. Canale & Swain (1980) added other dimensions to CC. They came up with three (grammatical competence, discourse competence, sociolinguistic competence) subcategories of CC. In accordance with their evaluation the grammatical competence consists of the recognition of lexical items, morphology, syntax, semantics and phonology. They explain discourse competence as the ability to create meaningful utterances related to the situation and sociolinguistics competence as the ability to know socio-cultural rules of the language. However, a study conducted by Alptekin (2000) argues about the CC. He highlights that gaining CC among foreign language learners is not easy since it both needs an understanding of accurate forms and the ability to apply these forms in different socio-cultural contexts of the target language. Alptekin criticizes CC with the explanation that the English language is a lingua franca which means that different cultures should be taken into consideration during the teaching process. Therefore, he continues explaining that he finds it worthless to teach English through American or

British culture. He believes that the idea of English as an international language is disregarded. On all the mentioned theoretical basis, it can be concluded that CC can be seen as an umbrella term which takes various features into consideration. Furthermore, it can be said that linguistic competence lays the ground for CC which is not enough for acquiring/learning a target language. However, central to all theoretical information, it can be said that teachers should help their learners gain various capabilities such as sociocultural values, socio-linguistic and pragmatic features, communication strategies and so on. As outlined, there are many aspects that influence learners' CC. However, according to McCroskey and Baer (1985) another variable can be added to learners' list which is their WTC.

2.6. Willingness to Communicate

The concept 'Willingness to Communicate' was first set in motion by McCroskey and Baer (1985). They outlined the meaning as the chance to initiate a conversation when ready to do so. WTC was originally defined with reference to native context. The concept was regarded as a personality trait which was permanent across situations. In other words, individuals show the same tendencies despite different situations. McCroskey and Richmond (1987) explained WTC as follows:

High willingness is associated with increased frequency and amount of communication, which in turn are associated with a variety of positive communication outcomes. Low willingness is related to decreased frequency and amount of communication, which in turn are related to various negative communication outcomes (p. 153-154).

However, McIntyre et al. (1998) proposed WTC in L2 communication and described it as "a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (p.547). Conversely to WTC in L1, MacIntyre et al. (1998) believes that WTC in L2 might change across different situations. The review below is going to outline L1 and L2 WTC with their related studies.

2.6.1. Willingness to Communicate in L1

For many years, lots of studies have been carried out with the aim to identify communication problems. One's communication behavior may depend on different variables. Therefore, it is significant to analyze the foundations behind these problems through studies related to communication behavior. As the first communication construct was developed in L1 by McCroskey and Baer (1985) it showed that people initiate talking when feeling free to do so. A study conducted by McCroskey &

Richmond (1987) shows some factors that could have an impact on WTC. Introversion, anomie, alienation, self esteem, communication skill-level, communication apprehension and cultural divergence could be considered as those factors (p.138). They explained that one's communication skills have an effect on his/her WTC. If one improves his/her communication skill, he/she will be more willing to communicate. In addition, the effect of cultural divergence on WTC might change. The more one knows and is interested in a culture, the more willing the person is to communicate. Furthermore, they noted that people with high willingness to communicate increase the amount of communication behavior but people who are unwilling to communicate decrease the amount of communication. The explanation for this situation is that people differ from each other and the context may also have an impact on their WTC. Another study conducted by McCroskey & Richmond (1982) investigated the effect of communication apprehension and shyness on WTC. They explained that there was a clear-cut between these two variables which means that both variables emerge in different situations. Burgoon (1976) found out different personality-based variables which influenced one's unwillingness to communicate. In her study she mentions that anomie (breaking ties with social norms), introversion, alienation (separation from the society), low self-esteem and communication apprehension (anxiety) have an impact on initiating a conversation. Communication apprehension (anxiety) and introversion were the most recognizable variables found in her studies. In 1990, McCroskey and Richmond conducted a cross-cultural comparative study and explored the relation between WTC, comprehension apprehension (CA), self-perceived communicative competence (SPCC), and introversion. The study revealed that introversion, CC, CA and cultural diversity accelerate differences in L1 WTC. The study was conducted between U.S, Swedish, Australian and Micronesian students. Results showed that American students possess high WTC. The reason for this might have a relation to the findings of introversion. Australian students ranked higher at introversion than American students. SPCC between American and Australian students were moderate. However, the impact of CA on the WTC of students was similar between all the nations. It can be concluded that cultural differences may have an impact on these results. Therefore, taking all these differences into consideration, it would not be realistic to make any generalization. McCroskey and Baer (1985) put emphasis on oral communication. According to them, there are more variables affecting one's WTC level except for

communication apprehension. They were the founders of a 20-itemed WTC scale. The items were grouped into four headings: public speaking, talking in meetings, talking in small groups and talking in dyads. This scale was created and could be implemented to L1.

However, MacIntyre (1994) developed a structural model and analyzed the relation between anomie, alienation, self-perceived communication competence, communication apprehension and introversion of WTC. Based on his findings, as can be seen below, communication competence and self perceived communication competence are the two variables directly affecting one's WTC. Introversion, self-esteem and anomie are the underlying variables of CA and SPCC which indirectly affects one's WTC.

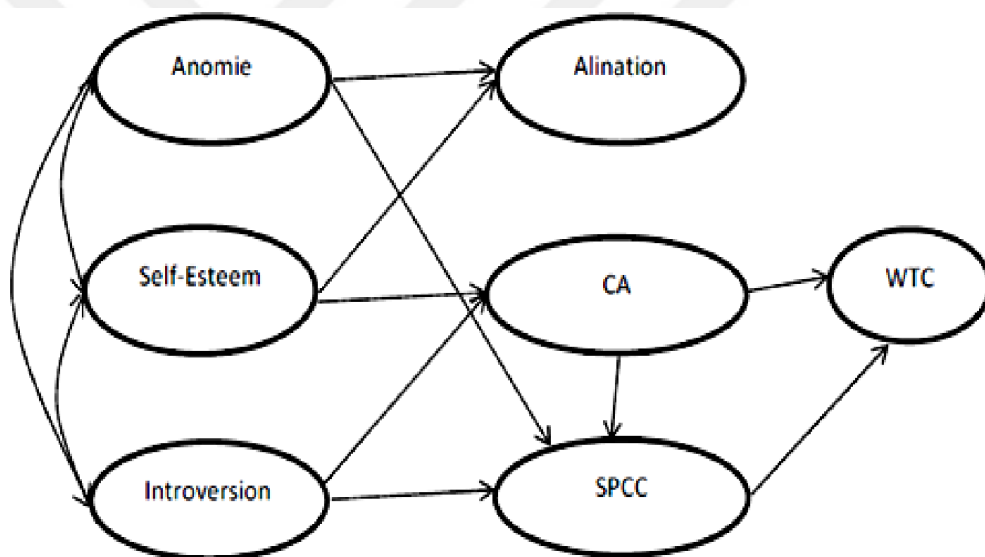


Figure 2.1. MacIntyre's (1994) structural model of L1 WTC and personality based variables (taken from Sinan, Özyurt, 2021)

MacIntyre, et al. (1999) conducted a research on 226 university students. 53 out of them were males and 171 females. Two out of all the participants did not report their sex. They were enrolled in different departments but all took English university-level courses. The researchers gave questionnaires to the participants and aimed to examine students' trait aspects of L1 WTC. These variables were communication apprehension, self-perceived competence, anxiety and communication tasks of students. 70 participants were observed in the laboratory. They were voluntarily involved in the task. Considering the trait aspects of WTC, one of the findings of this

study was similar to MacIntyre's (1994) study in that there was a strong relation between self-perceived competence and WTC. However, the relation of CA to WTC was not significant and showed low correlation. Moreover, the study revealed a negative correlation regarding CA and SPCC. Furthermore, a high correlation between extroversion, self-esteem and SPCC were indicated. This reveals that extroverted students have a higher self-esteem. Moreover, those students built good communication skills. When taking the state (situational) aspects in consideration, the study showed that students who voluntarily took part in laboratories were observed to be more willing to communicate.

WTC in L1 and its foregoing studies have shown that not only cognitive processes but also active participation can be both important elements for communication. This means that knowing grammar rules by heart does not mean that one may be willing to communicate or may be willing to initiate a conversation. Factors related to the situation and also emotional factors such as anxiety, cultural influence etc. may be examined as some of the variables which can have an effect on one's WTC. Still, many linguists are carrying out studies on students' WTC in various L1 societies. They still aim to discover aspects on how people change in communication behavior.

2.6.2. Willingness to Communicate in L2

Research on WTC in L1 gained lots of interest in the 1990s. Various scholars started to conduct studies in the field of WTC in second and foreign languages. Several scholars started to do research and find out whether L1 WTC and its variables also affected the L2 and foreign language WTC. MacIntyre et al. (1998) explained that factors affecting L1 WTC are not likely to affect L2 or FL. In order to shed light on this situation, MacIntyre & Charos (1996) redesigned models. They modified MacIntyre's (1994) structural model and socio-educational model of Gardner (1985) in order to make it applicable to measure L2 WTC. The mixed model paid attention to the relationship between L2 WTC, perceived competence, speaking anxiety, integrativeness, and attitude towards the learning process. The model can be seen below.

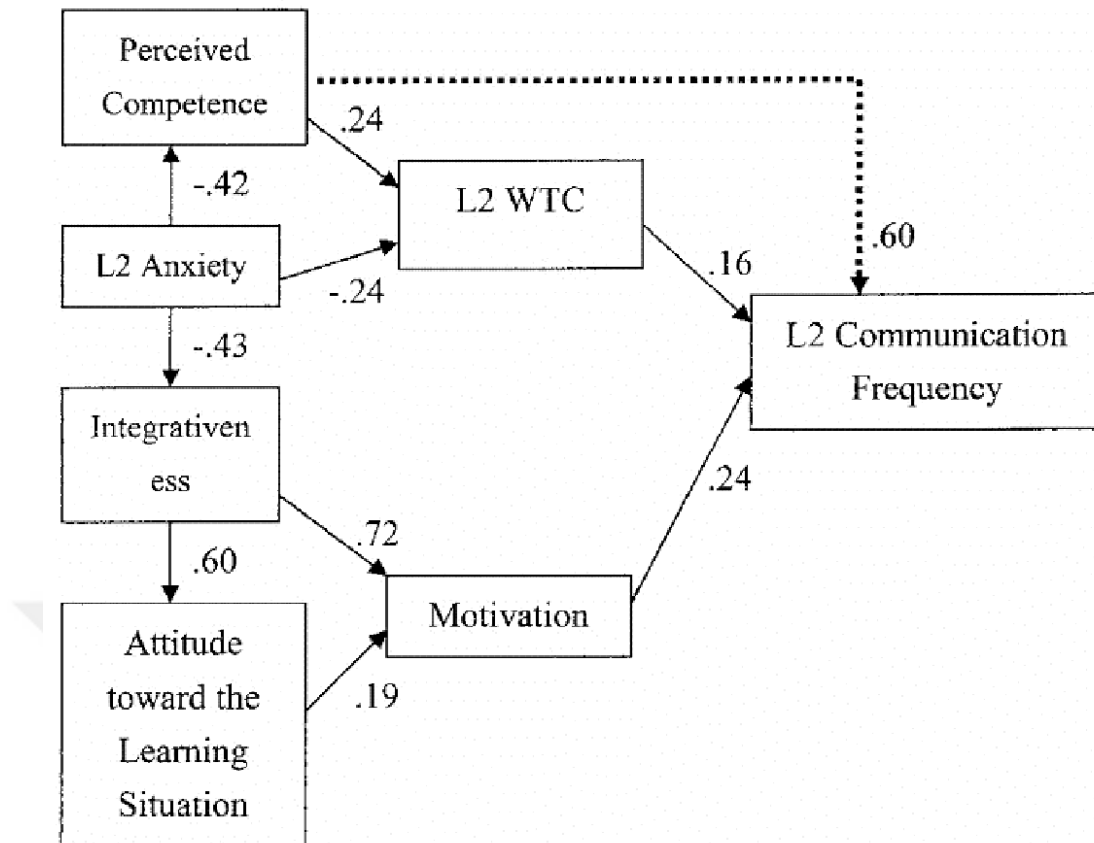


Figure 2.2. Model of L2 WTC (MacIntyre & Charos, 1996)

MacIntyre and Charos (1996) investigated the relation between different variables and their effect on WTC. Their results claimed that not only perceived competence but also anxiety directly influenced the frequency of communication in L2. Moreover, the findings showed that the underlying variables of motivation and WTC were attitude and integrativeness. The results also revealed that L2 communication frequency is directly affected by perceived competence. It can be concluded perceived competence and L2 anxiety have a direct influence on L2 WTC and personality traits such as integrativeness and attitude directly influence motivation and WTC.

MacIntyre et al. (1998) expanded the previous model with the purpose to describe that WTC is not limited by trait-like variables since it shows variations in different situations. MacIntyre and his colleagues (1998) asserted that L2 WTC should be regarded as a situational variable. A heuristic model was created by them and with the aim to explain the possible factors that might have an impact on L2 WTC. The model (pyramid) consisted of 6 layers. The layers, from the top to bottom is as follows:

Communication Behaviour (I), Behavioral Intention (II), Situated Antecedents (III), Motivational Propensities (IV), Affective-Cognitive Context (V) and Social-Individual Context (VI). The first three layers from the bottom (Social and Individual Context, Affective-Cognitive Context, Motivational Propensities) refers to situational influences whereas the other three layers (I, II, III) represent lasting/enduring influences on WTC. In this model, WTC is placed in layer II because it is defined as the last step before L2 use. It can be concluded that, starting from the bottom of the pyramid, each layer represents a move from immediate situational influences to lasting influences on L2 use.

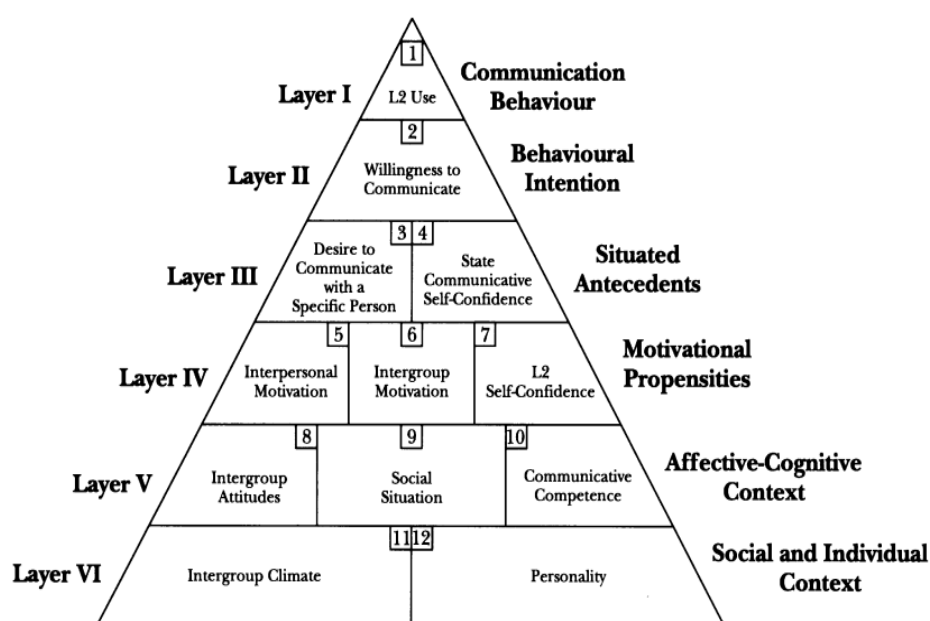


Figure 2.3. Heuristic Model of Variables Influencing WTC (MacIntyre et al., 1998, pp. 547)

Layer I (Communication Behaviour), the peak of the pyramid involves L2 use. MacIntyre et al. (1998) regards this as the authentic use of L2 which involves activities such as “speaking up in class, reading L2 newspapers, watching L2 television, or utilizing a L2 on the job” (p.547). Therefore, the first layer is considered as the ultimate outcome of the language learning process.

Layer II (Behavioral Intention) represents L2 WTC. MacIntyre et al. (1998) defines it as “readiness to enter into discourse at a particular time with a specific person or persons, using L2” (p.547). WTC is believed to have a strong connection with behavioral intention. However, students raising their hands in class are believed to be

willing to speak up which means they want to communicate but whether the actual use of language is going to take place may not be known.

Layer III (Situating Antecedents) involves *Desire to Communicate with a Specific Person* and *State Communicative Self-Confidence*. Both variables are proposed to be the immediate determinants of WTC. MacIntyre et al. (1998) stated two factors (affiliation and control motives) to be the factors that build enthusiasm towards communication. *Affiliation* is explained as the sympathy of an L2 learner towards people whom they feel engaged to. Whereas *control motive* occurs in situations where the interlocutor is trying to influence others behavior. Here, it can be said that communication flows for a specific reason.

State Communicative Self-Confidence, the other construct of Layer III represents *state anxiety* and *state perceived competence*. A high state anxiety will lead to low self-confidence. This situation will have a negative effect on one's WTC. On the other hand, MacIntyre et al. (1998) describe state perceived competence as "the feeling that one has the capacity to communicate effectively at a particular moment" (p.549). If one has developed language skills and faces a situation that has been experienced before then his/her state perceived competence would occur.

Layer IV (Motivational Propensities) consists of three sub-categories; *interpersonal motivation*, *intergroup motivation*, and *L2 self-confidence*. *Interpersonal motivation* refers to one's personality traits. Whether a person is going to initiate a conversation depends on his/her personal characteristics. To exemplify it, if one owns extravert characteristics, then he/she might find it easier to initiate communication whereas considering an introvert, this would not be the same.

MacIntyre et al. (1998) state that *intergroup motivation* (feeling attached to a group) however, is considered to have two factors; attitude and intergroup climate. These two factors have an influence on language learning and also on L2 communication. It is believed that living in a different country with a different culture will have positive effects on the language L2 learning process.

The last sub-category of this layer, *L2 self-confidence* is defined to be different from state- self confidence in that L2 self-confidence is related to one's awareness of his/her capability to use L2.

Layer V is the affective-cognitive context which consists of *Intergroup*

Attitudes, Social Situation and Communicative Competence. MacIntyre and his colleagues (1998) pointed out that intergroup attitudes can be divided into sub-themes; *Integrativeness, fear of assimilation* and *motivation to learn L2*. They explained that *integrativeness* takes place when a person feels him/herself adapted to a particular cultural group. The desire to take place, or feel as a member of the L2 community have an impact on WTC. However, the desire to adapt to another community can have disadvantages. One disadvantage can be the *fear of assimilation*. This situation may prevent one from L2 communication. In addition, *motivation* to learn L2 is considered as the last sub-theme of intergroup-attitudes. It can be said that one's attitude towards L2 influences his/her motivation. Furthermore, motivation can have an impact on WTC but is not considered as an immediate determiner of WTC. In that, not all motivated language learners may feel free to speak up. According to MacIntyre et al. (1998) "some learners may express their motivation in silent study of a language and its literature" (p.553).

Referring to *social situations*, they explained that there might be variations in the act of L2 communication. One may feel confident in speaking in L2 when talking to his/her friends but might hesitate when talking in L2 to a foreigner on the phone. Therefore, MacIntyre et al. (1998) explain five variations of social situation; channels of communication, purpose, setting, topic, and participants. They state that the significant one is the participant in which the relationship between participants, social class, gender and age have an impact on.

Finally, *communicative competence* is believed to have a significant effect on WTC. Language learners with high communicative competence are more willing to communicate. However, there is a situation that needs further research in that there are many incompetent communicators who believe they are competent and show up with a high WTC. Whereas, others have a low view of competence that leads them to do worse than they could. Therefore, MacIntyre and his colleagues (1998) state that more research should be investigated on the relation between actual competence and perceived competence.

Layer (VI) consists of Intergroup Climate and Personality. *Structural characteristics* and their *perceptual and affective correlates* are two aspects of intergroup climate.

Intergroup Climate: When *structural characteristics* are taken into consideration we refer to a groups' portrayal of L1 and L2 communities in terms of ethnolinguistic vitality and personal communication networks. Ethnolinguistic vitality refers to a communities' socioeconomic power and the extent to which they are represented in social institutions, such as government, church etc. If one group is considered as a group with high ethnolinguistic vitality, their language is regarded as more prestigious and is also more frequently used on a daily basis. The group with which we communicate regularly refers to the communication network. There are also subnetworks of L1 and L2. Minority groups with L1 subnetwork, could compensate for their minor ethnolinguistic situation, acting against the pressure of the majority L2 group, despite that L2 network could increase the use of L2. As it can be concluded, ethnolinguistic vitality and communication networks either support or hinder the use of L2. *Perceptual and Affective Correlates* are associated with the attitudes and values of a L2 community. Positive attitudes towards a language group will lead to positive interactions with that group, and negative attitudes will lead to less positive interactions. While positive attitudes toward L2 group associates with L2 learning motivation and achievement, negative attitudes on intergroup relations will lead to prejudice and discrimination which in turn may affect L2 learning motivation and WTC.

Personality: How a person behaves towards others from different ethnicities may depend on their personality types. According to MacIntyre et al. (1998) authoritarian individuals respect their traditions and can behave aggressively towards people who are different from them. This kind of person is believed not to have positive relations with ethnic groups that he/she believes are inferior. However, some personality patterns are believed to help language learning and intergroup communication. Furthermore, MacIntyre and Charos (1996) state that the Big Five Traits which includes extraversion, agreeableness, conscientiousness, emotional stability and openness to new experiences foster motivation for language learning or L2 WTC, or both. MacIntyre et al. (1998) states:

The model proposed here shows that personality helps to set the context in which language learning occurs. The disposition to react positively or negatively to foreign people, in combination with the formation of positive or negative attitudes, in a context with or without intergroup conflict, is suggested to underpin the social distance or harmony between groups. For this reason, we regard the intergroup contact and the personality of the learner as variables that set the stage for L2 communication, but that are less directly involved in determining a

2.6.3. Research on WTC in Second and Foreign Language

The Heuristic model has stimulated many researchers to conduct studies on identifying factors that would have an effect on WTC. Many researchers chose WTC as their topics and conducted studies in L2 and EFL contexts. For instance, Yashima et al. (2004) investigated studies in L2 Japanese context. In one of their studies, 166 adolescent learners (150 girls and 16 boys) studying at a high school were involved and different scales were used to collect data. In their study, McCroskey's (1992) WTC scale was also used. The findings revealed that there was a strong relation between both trait and state variables and WTC. Especially, self-confidence, intergroup motivation, intergroup attitudes and personality variables correlated directly with the students desire to communicate.

In another study, Yashima (2002) aimed to find out the possible underpinning variables of WTC in EFL context. She conducted her research on 389 Japanese EFL learners. The participants were freshmen enrolled in the information science department. The demographic study revealed that 12 participants were experienced in an English-speaking country for 3 months. Therefore, these participants were eliminated from the study. She concluded that students with high-level of perceived competence and low-level of anxiety are more willing to communicate in English. According to Yashima, language teachers should be able to raise interest towards different cultures and international posture. Furthermore, she also believes that choosing the right activities will decrease students anxiety and increase their confidence.

Hashimoto (2002) conducted a study on 56 Japanese undergraduate and graduate students studying at the University of Hawaii at Manoa. All the participants' first language was Japanese and they spoke English as a second language. The study aimed at investigating the relationship between L2 learning and L2 communication. The findings revealed that students with high levels of WTC and motivation were using English more frequently. The study also pointed out a positive correlation between motivation and self-perceived communication competence. This means that high self-perceived communication competence increases learning motivation which could have an impact on the WTC level.

In another Japanese study, Watanbe (2013) aimed to find out whether students' WTC showed any changes during three years of education. The research was administered to 190 participants. The questionnaire which was used for this study was adapted from McCroskey's WTC scale by Hashimoto. The findings were based on two variables: WTC with friends and acquaintances and WTC with strangers. The results indicated that there were no significant changes between these two variables over three years of education. Interviews conducted on students showed some possible reasons for this situation. Students expressed that the WTC scale items were not appropriate for them since it lacked reality. They couldn't put themselves in all the described contexts.

In the Korean context, Kang (2005) set out a study and examined how situational variables affect and change WTC in a L2 communication situation. The findings showed that situational variables such as psychological conditions of excitement, responsibility and security can change WTC in L2. Furthermore, another study conducted by Kang (2014) examines the relationship between speaking abilities and WTC of EFL Korean university students. The results showed that language learners with a study-abroad experience were able to show more interaction and participation in EFL classes. It was found that especially intermediate- level EFL learners were observed to be more willing to communicate.

In another Korean setting, Kim (2004) set out a study on 191 university students. Her aim was to examine MacIntyre et al.'s (1998) Heuristic model regarding trait and situational variables. Her results indicated the participants' WTC was directly linked to how confident they felt while communicating in English and indirectly linked to their attitudes and motivation, which affected their confidence in English communication.

Similarly, Lee (2018) set out a study on Korean and Chinese students. These students studied for five weeks abroad. The findings showed that language learners with a short-term study-abroad experience felt less anxious in using English. Moreover, when L2 WTC was taken into consideration, language learners were more confident in initiating communication. According to the study, it can be concluded that language learners with study-abroad experience may obtain higher WTC.

Valadi et al. (2015) did research on the relationship between language learners'

WTC and their oral language proficiency with regard to gender differences. The participants were randomly selected and consisted of 70 male and 70 female students whose age ranged from 15 to 30 years old. They were chosen from two different departments of Iran Language Institute. At this institute, all the students took four to five hours of English a week. The results indicated that there was a positive correlation between the EFL students' WTC and speaking proficiency. Students with a high level of WTC are more competent in speaking in EFL classes. There were no significant differences found regarding gender differences. This means that gender differences have no influence on the participants' WTC.

Mohammadzadeh and Jafarigohar (2012) conducted a study on 517 EFL university students in Iran. In their study, there were 188 male and 329 female participants. The aim of their study was to investigate any possible relationship between WTC and MI. They conducted McCroskey's (1992) WTC scale as the instrument of the study. The results showed a significant correlation between WTC and MI in that students' MI profiles had an impact on their WTC in L2. Linguistic, musical and interpersonal intelligence types were found to have strong relationships with all the subcategories of WTC. However, Intrapersonal and logical-mathematical intelligence types were found not to have any relationship with students' L2 WTC. In addition, Mohammadzadeh and Jafarigohar reported that male students' MI showed a higher correlation with WTC than female students.

Ju Seong et al. (2020) implemented a cross-cultural study on the insights of Korean and Swedish secondary school students' WTC. The findings showed that L2 WTC of Swedish students scored higher than the L2 WTC of Korean students. Even though Korea is regarded to be a multicultural society, most of the immigrants and foreign residents are from Asia. Consequently, it can be said that Korean students can not find enough opportunities to practice English. In contrast, Swedish people are regarded as multilinguals. They have been in touch with the English language at an early age since TV or other media uses English broadcasts very often. Furthermore, the immigrants living in Sweden are from other parts of the world. Sweden can be considered as a multicultural and multilingual country.

Alemi et al. (2011) investigated the impact of language anxiety and proficiency levels on WTC in the Iranian EFL context. The results indicated that language proficiency was directly related to WTC. Students with higher proficiency levels were

analyzed to be more communicative inside the classroom. However, the findings also indicated that students with a higher proficiency level were less communicative outside the classroom. L2 language anxiety did not show any significance related to L2 WTC of Iranian students.

Zhou et al. (2020) studied the relationship between L2 anxiety and WTC. The results of the study indicated that Chinese EFL students with a study-abroad experience ranked high at their WTC. To add, these students were found to have low foreign language anxiety outside the class. It can be assumed that students' with a study-abroad-experience show low anxiety towards the English language which encourages their WTC. The researches of this study also explain that students with a study-abroad experience face more opportunities to practice and develop their English compared to the students without experiences abroad. Experience increases enthusiasm and lowers anxiety.

Malgorzata (2014) pointed out the link between pronunciation anxiety and WTC in the Polish EFL context. He conducted his study on Polish University students. His results indicated that pronunciation anxiety is related to WTC. Students with a high pronunciation anxiety ranked lower at their WTC than students with a low pronunciation anxiety.

Zarrinabadi (2014) studied the effect of instructors on students' WTC. He concluded that students are more willing to communicate when the instructor is being supportive in ways such as topic negotiations, expanded wait-time and creation of a stress-free learning environment.

Resetar et al. (2018) did research on the WTC of Serbian students. They found out that students' WTC in English scored relatively the same for both inside and outside the class. However, when taking each skill individually into consideration, the findings showed that WTC scores for the receptive skills ranked higher than the productive skills for both inside and outside the class. Regarding students' WTC to speak as an individual skill, the results showed that students feel more ready to initiate communication in natural situations outside the class.

Peng (2012) conducted research towards an ecological understanding of WTC in Chinese EFL classes. Data was analyzed in 4 levels (micro, meso, exo and macro) which arose from the semi-structured interviews. Participants in the study explained

that interactive activities in class would enhance communicative competence. They pointed out that such activities were not used often in their classes. Even though most of the students explained they were willing to communicate in class, one explained its unnecessary because his attitude was exam oriented. Furthermore, the study also showed that lack of knowledge about a topic was found to have a negative effect on students' WTC. However, A stress-free classroom atmosphere was found to have a positive impact on students' WTC. The meso level which means the effect of past experience in L2 was considered to have a relation to WTC. In that, students who have had bad experiences before would be unwilling to communicate. Furthermore, the exo level (link between curriculum and course assessment) is found to increase one's WTC. Students explained that oral tests at their University were not compulsory to take. Therefore, they mostly cared about passing the exam, and did not care about oracy. This indicates that the macro level (proficiency tests) did not encourage students' speaking skills.

Freiermuth and Jarell (2006) conducted a study on Japanese University students. They aimed to find out whether online chats would have an impact on L2 WTC. Two groups were given tasks. One group conducted the tasks face-to-face and the other group online. The results indicated that the online group felt more comfortable in conducting the tasks online which enhanced their L2 WTC.

In the same line, Hayo and Sorada (2015) conducted a study to find out the effects of game-based learning on L2 WTC. Students from a University in Thailand were employed for the study. The findings showed that game-based learning led to decreased stress which indirectly increased students' L2 WTC.

Shao and Gao (2016) evaluated articles which were published between 2000 and 2015. They aimed to investigate the claims made on East Asian EFL learners in that they were reticent during EFL classes. Shao and his friend concluded that instructors should firstly aim to understand why the student is being reticent. This might be because of different reasons such as: cultural diversity, classroom activities, different learning purposes. After that, pedagogical principles should be taken into consideration in order to enhance students' participation.

2.6.4. Research on WTC in EFL Turkish Context

Although research on WTC is quite new, not much has been conducted in Turkish EFL settings. When looking at the studies from the past till today, Bektaş Çetinkaya (2005) takes a significant place in L2 WTC since her research was the first in Turkish EFL context. Her study investigated Turkish EFL learners' WTC and its underlying variables. Moreover, she also analyzed the relationship between WTC from socio-psychological, linguistic and communication perspectives. Her aim was to find out how these variables would have an effect on Turkish EFL students' WTC. The participants consisted of 356 freshmen who enrolled in compulsory English Preparatory class of Dokuz Eylül University in İzmir, Türkiye. All the participants were 18 years or older. Her methodology was mixed in that she used both qualitative and quantitative data. Her findings shed light on the relationship between WTC and its underlying variables such as motivation, anxiety, perceived communication competence and attitude towards different cultures. The study revealed that EFL learners with positive attitudes towards an English speaking community were able to communicate more in English. Furthermore, communicative competent language learners were also more willing to communicate. Bektaş Çetinkaya (2005) also proposed that motivation was found to have an indirect influence on WTC. Interviews were also conducted on the perception of the language learners. Students revealed that they want to communicate in English but lack opportunities to communicate with someone. Furthermore, they also stated that they feel nervous at the beginning of the conversation because they are scared of making mistakes in English. Bektaş Çetinkaya (2005) relates anxiety to students' perception of their competence. Furthermore, all the participants explained that listening in English is the most difficult skill since there are many different accents. However, reading seemed to be the less challenging skill.

In another study, Atay and Kurt (2009) set out a research in EFL setting in which they aimed to find answers to what exactly could have an impact on students' WTC. In their study, the researchers used a mixed method in which 159 intermediate preparatory school students of a state university in Türkiye were involved. Data collection tools were questionnaires and semi-structured interviews. The results indicated that international posture was an important variable which had an impact on foreign language learners' WTC. To explain further, learners with a positive attitude towards foreign cultures showed a higher WTC level. Furthermore, a positive

correlation was found between WTC and perceived communication competence.

In one of the more recent studies, Şener (2014) did a study on Turkish ELT students' WTC inside and outside the class. In her study she used ELT students of Çanakkale Onsekiz Mart University, Türkiye. There were 274 participants involved in the study. The instrument used for the research was MacIntyre et al.'s (1998) Heuristic model. She especially focused on factors such as motivation, personality, self-perceived communication competence, self-confidence anxiety and attitudes towards different cultures. The results indicated that students' WTC inside and outside the class was between moderate and high. However, the participants were more willing to communicate with their friends. Self-perceived communication competence was found to have a positive impact on WTC. Anxiety and self-confidence however, showed a negative correlation with WTC. Finally, students' attitude towards different cultures showed a positive correlation with WTC.

Öz et al. (2015) investigated a study on the perceptions of WTC of students in the EFL teacher education program at a state university in Türkiye. They also aimed at finding out gender influences on WTC. 134 participants were voluntarily involved in the study (100 females and 34 males). Öz and his friends explained that female students in Türkiye prefer to study English Language because they tend to have higher inclinations towards English than males. The participants' ages ranged from 19-22. One of the tools used in the research was McCroskey's (1992) WTC scale. The findings showed that male students scored high at WTC, integrativeness and self-perceived communication competence whereas females scores were higher in the ideal L2 self and motivation. According to the research, self-perceived communication competence of students have a strong impact on L2 WTC. However, the study also revealed that motivation had an indirect impact on L2 WTC.

Another study administered by Bergil (2016) to examine the effect of individual differences on WTC revealed that there were many variables influencing students' WTC. In order to reach out these findings she used McCroskey's (1992) scale on 73 preparatory EFL students studying in the foreign language department. Moreover, some demographic information like experiences abroad, language proficiency levels were collected in the study. Results on the sub-categories of WTC scale proved that students were mostly eager to take part in group discussions. The sub-category stranger, interpersonal and friend ranked very low. However, when taken all the sub-

categories into consideration all the participants' WTC levels ranked average.

Arpaci Somuncu (2016) conducted research on the use of communication strategies of EFL students. 150 participants from preparatory classes were involved in the study. Her results indicated that individual differences have an effect on the process of L2 learning.

Aydın (2017) studied the underlying variables of WTC among adult EFL learners. She explained that there were three main factors influencing learners' L2 WTC. She explains these factors as: class atmosphere, the topic and teacher which play a crucial role in students' L2 WTC.

Buckingham and Stott Alparslan (2017) investigated whether interactive recordings would have an effect on childrens' WTC. They conducted the study on third grade Turkish students and found out that the implementation of interactive recordings significantly developed childrens' speaking skills.

Hişmanoğlu & Özdoğru (2017) studies on students' WTC in English in relation to other learner variables. The results indicated that students' L2 WTC was moderate. Factors such as English speaking people were found to have an effect on students' L2 WTC. However, age and gender were not found to influence students' L2 WTC.

Başöz and Erten (2018) conducted a study on the tertiary level of EFL learners' WTC in English. They collected data from 701 tertiary level EFL students. The participants studied at Balıkesir University Faculty of Tourism. The researchers aimed at finding out Turkish EFL learners' perceived WTC levels inside and outside the classroom. The adapted version of L2 WTC Scale of MacIntyre et al. (2001) was used for their research. According to the results of this analysis, it was found that students' WTC level was moderate. The results also indicated that students were more willing to communicate outside the class rather than inside the class. These findings were similar to the results of Ekin (2018). She conducted a study on 229 preparatory students and her results indicated that students' WTC level outside the classroom was higher than inside.

Başöz and Erten (2019) discussed the factors influencing EFL learners' in-class WTC in English. They conducted a qualitative study and used semi-structured interviews on 32 undergraduate students. They explained that there were different factors noticed that influenced one's WTC in-class. Data collected from the semi-

structured interviews showed 7 themes with its sub-themes. L2 classroom environment, affective factors, topic, personal characteristics, linguistic factors, self-perceived communication competence, past communication experience were found to be the themes. Students explained that when their classmates don't make fun of them or when the instructional methods and classroom atmosphere appeal to them they are more willing to communicate. Furthermore, they pointed to the class size. When the class is very crowded they don't feel at ease. Motivation, anxiety, fear of making mistakes were the analyzed sub-themes to affective factors. Moreover, according to the results, interest in the topic and familiarity towards the topic raises awareness and leads to a higher WTC. Personal characteristics such as shyness and introversion were found to have a negative effect on students' WTC in L2. The results also indicated that practice, pronunciation and vocabulary knowledge, which were mentioned as the sub-themes of linguistic factors, increases students' WTC. Past communication experience was also found to have an impact on WTC in L2.

Barlas (2019) employed a study on the relation between exam success and WTC levels. The results indicated that students who scored above 70 at exams had a high WTC level. However, students who scored 100 at exams ranked a low WTC level. The majority of the participants in the study explained that they prefer talking in English to their friends rather than strangers or a large group.

Kanat Mutluoğlu (2020) did research on the underlying variables of L2 WTC in EFL context. She employed the study of 933 Turkish EFL learners from different universities in Türkiye. A mixed method was used in order to identify the variables of L2 WTC. Kanat Mutluoğlu stated that Turkish EFL learners' L2 WTC were found moderate. However, their level of L2 WTC inside the classroom showed differences in that L2 WTC inside the classroom was found to be higher than outside the classroom. To add, the researcher concluded that EFL learners' WTC in English is a blend of personal, contextual and affective factors which have an effect on students' proficiency level.

Barin and Eyerici (2021) investigated the relation in terms of L2 WTC and learner autonomy. The results indicated that there was a relation between them. Students with a high learner autonomy have also higher WTC levels. The findings also showed that participants prefer to talk to friends rather than foreigners.

Sinnett and Alishah (2021) did research on the effect of gender on WTC in the Turkish setting. Even though all the participants ranked a low WTC level, male students were to some extent more willing to communicate than female students.

Sak (2020) conducted a study on students' ideal L2 self perception and L2 WTC. He reported that students showed a high concept of themselves. Moreover, more than half of the participants ranked moderate at L2 WTC level inside and outside the class. There was only a slight difference found between in and outside the class in that students are more willing to communicate outside the class. The ideal L2 perception and L2 WTC were found to correlate positively. This means that a high perception of the ideal self will have a contribution on students' WTC.

Altiner (2022) investigated the impact of the classroom environment on EFL students' WTC. The participants consisted of 711 preparatory students at Hacettepe University. The findings revealed that an appreciated classroom environment by students has a positive effect on learners' WTC.

Uğurlu and Görgülü (2022) examined the relationship between emotional intelligence and WTC. They evaluated it in terms of gender. The results indicated that gender is not a factor which influences emotional intelligence. However, when taking the subscales of emotional intelligence into consideration there was only a difference found on interpersonal skills in that female students scored higher. Furthermore, male students scored higher at L2 WTC to read, write and comprehend than female students. This indicates that female students were more willing to speak.

Bozca and Koban Koç (2023) conducted a study on EFL learners' WTC in communicative tasks. They aimed to find out whether there would be any differences analyzed when students participate in online and face to face classes. First a questionnaire was conducted to measure students WTC in pairs or small groups. The results showed a moderate WTC level. Scale items were also employed and findings showed that students were most willing to communicate with peers and least willing to talk in front of the class or in online sessions.

Through the literature, studies have been investigating many determinants of WTC from different angles. Variables that expand or hinder students' WTC in L2 and EFL context are discussed in many studies. However, little is investigated on the relationship between ELT students' WTC and their MI levels. The methodology used

in this study will be outlined in detail in the following chapter.



3. METHODOLOGY

3.1 Introduction

The present study aims at investigating the relationship between ELT students' WTC and their Multiple Intelligence levels. Therefore, this chapter describes the methodological approach used for this study. First, the research design will be introduced followed by participants and setting, instrumentation, data collection and analysis. This study investigates the following research questions (henceforth RQ):

- RQ1. What is the distribution of the MI Levels of the students studying in the English Language and Education Department?
- RQ2. What is the distribution of the WTC Levels of the students studying in the English Language and Education Department?
- RQ3. Does MI level of students differ in accordance to gender?
- RQ4. Does MI level of students differ in accordance to grade?
- RQ5. Does WTC level of students differ in accordance to gender?
- RQ6. Does WTC level of students differ in accordance to grade?
- RQ7. What is the relationship between MI and WTC Level of students studying in the English Language and Education Department?
- RQ8. What are the opinions of students about their WTC and MI level?

3.2 Research Design

This study is both qualitative and quantitative. For this reason, a mixed method-approach was used. Green and Caracelli (1989) describe the mixed method as qualitative and quantitative data which is combined to employ a single study. Johnson et al. (2007) explained the mixed method as “the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative data approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration” (p.123). The aim of a mixed method approach in which qualitative and quantitative information is gathered, strengthens the research and helps to gain deeper understanding of the subject matter.

3.3 Participants and Setting

The participants of this study consisted of 128 EFL students at Ondokuz Mayıs

University. The population of the study ranged from grade 1 till 4. The quantitative data were gathered from 43 males and 85 females ranging in age from 18 to 37. Two different scales and one questionnaire about some demographic information of the participants were administered online (Google Forms). The scales were administered via Google forms because of online education due to the earthquake in Turkiye. All the participants agreed on voluntary involvement. Furthermore, the qualitative data collection consisted of randomly selected 3 participants from each grade. 12 students which were randomly selected out of the participants took part in the semi-structured interviews. 7 of the students participated online in which 'Zoom' was used as a tool. 5 students agreed on face to face implementation of the interview. All the conversations were audio recorded. The study was administered in spring semester of 2022-2023 academic year

3.4 Instrumentation

In the present study, quantitative data was collected through two different scales, whereas the qualitative data was gathered through semi-structured interviews. Data collection tools are explained in detail below.

3.4.1. The Questionnaire and Scales

In the current study, quantitative data was collected through two different scales and one questionnaire about some demographic information of the participants. The questionnaire and scales were conducted online (Google Forms). In order to gain better understanding of the participants' backgrounds, their class, age, gender and their experiences abroad were asked with a 4 itemed questionnaire. Moreover, the scales used in this study were applied properly in order to measure the relationship between ELT students' WTC and their MI levels. The conducted scales in this research are introduced below.

3.4.2. 'Willingness to Communicate' Scale

The instrument for this study includes 16 items (see appendix 2). The original scale was proposed by McCroskey (1992) which consisted of 47 items. Since McCroskey's scale was found not to be appropriate for Turkish ELT students, the scale was adapted and changed by Şener (2014) into a 16 itemed scale. Each item of the scale presents situations, in and outside the class. Students should respond to each item on a 10-point likert scale (0= never willing to communicate, 10=always willing to

communicate). In the study 16 items inside and outside were tested and reliable (Cronbach's $\alpha = .94/.92$). The mean scores in the study of Şener (2014) were grouped into three: "the mean scores between 0.0-3.5 were evaluated as low, between 3.6-7.0 as average, and between 7.1-10.0 as high level" (p.104). Moreover, the items were also employed to determine WTC in English of ELT students regarding receiver type and context type. The receiver types include: strangers (Items 1,5,10,15); teachers (Items 6,7,9,); friends (Items 2,3,4,8,12,13); acquaintances (Items 11,14,16). The context type include: presentation (Items 2,3,12); dyads (Items 5,7,8,9,10,13); meetings (Items 1,14,16); small groups (Items 4,6,11,15).

3.4.3. Multiple Intelligences Survey

McClellan and Conti (2008) created this survey in order to measure students' multiple Intelligence types. The instrument for this study includes 27 items. There are 3 sets in total with 9 items in each set (see appendix 1). Students should rank each item on a 9-point likert scale. In each set they ranked from 1 (most like you) to 9 (least like you). McClellan and Conti (2008) explained "the possible scores ranged from 3 to 27 with a midpoint of 15. This is because the participants ranked all of the items starting with 1 for the items that were most like them through 9 for the items least like them" (p.27). This scale aims to measure 9 intelligence types: bodily-kinesthetic, existential, interpersonal, intrapersonal, logic, musical, naturalistic, verbal and visual. McClellan and Conti (2008) stated that a correlation of at least 0.7 should be obtained for the reliability of the study. The reliability of their questionnaire resulted as follows, bodily-kinesthetic .83; verbal .75; existential .73; interpersonal .72; intrapersonal 0.66; naturalistic 0.64; logical-mathematical 0.59; musical .59 and visual 0.50. McClellan and Conti (2008) explains that the questionnaire is reliable since nearly half of the items were above the accepted level and the rest were slightly below.

3.4.4. Instruments for Qualitative Data

The qualitative data consisted of semi-structured interviews (see appendix 3). The questions were adapted from Şener (2014). For this study, the semi-structured interviews consisted of 9 questions which were answered by 12 students. The questions were mostly related to students' perceptions on their WTC and MI levels. Briefly, Adams (2015) states that semi-structured interviews not only helps to gain a deeper understanding of opinions but also gives the opportunity to create new ideas.

Therefore, the conducted interviews aimed at gaining a deeper understanding of the subject matter by conducting semi- structured interviews to ELT students.

3.5. Data Reliability

Cronbach's Alpha was employed in order to estimate the reliability of the scales used for this research. The U.S. Department of Education (1997) explains the reliability intervals as; between 0.00-0.49 low, between 0.50-0.79 reliable and between 0.80-1.00 highly reliable. The quantitative data was analyzed by using SPSS-26. The reliability coefficients of the two scales (MI and WTC scale) were found to be acceptable. The details of the reliability coefficients (Cronbach's alpha) of the scales used in this study are presented in the tables below.

Table 3.1. Cronbach's Alpha values of MI Scale

Factors	Items	Cronbach's Alpha
Bodily-Kinesthetic	3	0.701
Existential	3	0.689
Interpersonal	3	0.762
Intrapersonal	3	0.730
Logical-Mathematical	3	0.792
Music	3	0.747
Natural	3	0.661
Verbal	3	0.742
Visual	3	0.766
WTC Inside Class	16	0.923
WTC Outside Class	16	0.933

Data of quantitative studies needs careful interpretation by the researcher. Creswell (2003) states that a teacher should keep away from his/her individual opinions while analyzing data. Therefore, the results of this study from the interviews were carefully transcribed and analyzed. Regarding the reliability of the results, it is significant to note that the themes and categories were reviewed by two different ELT

professors.

3.6. Data Collection

Data collection for this research started in March, 2023 and ended in June, 2023 at Ondokuz Mayıs University. First, the quantitative data which consisted of 2 scales (WTC and MI) uploaded to Google Forms. Then, a link was created for OMÜ ELT students to reach both scales easily. Students who would like to participate voluntarily were asked to follow the instructions and answer the questions online. There were 128 students involved in this study ranging from first to fourth grade.

The qualitative data, which consisted of nine semi-structured interview questions, started to be administered in June, 2023. Students were informed about the research before the interviews were conducted. Since the participants were from ELT department, and attended methodology classes, they assumed to know the MI types. Twelve participants in total (5 male and 7 female) were voluntarily involved. Three students of each grade level were involved. The interviews were conducted either online or face to face depending on the students' availability. Seven participants in total joined the interview online via Zoom while the other five were available in Samsun and joined face to face. Each interview took approximately 20 minutes. With the participants' permission, all the interviews were recorded.

3.7. Data Analysis

This section is going to explain in detail how the quantitative and qualitative data is analyzed.

3.7.1. Quantitative Data

In order to analyze the quantitative data for this study, IBM SPSS 26 (Statistical Package for Social Sciences) was used. First, the skewness and kurtosis values were checked in order to confirm the normal distribution. Skewness measures the extent of symmetry of a variable. When the distribution of the responses stretches towards the right and left tail, the distribution can be considered as skewed. Kurtosis controls whether the distribution of the responses are too peaked. It is accepted that if the number is greater than +1, the distribution is too high. A kurtosis less than -1 shows that the distribution is too flat. Morgen et al. (2004) explains that there can be a normal distribution examined when the skewness and kurtosis values are between these ground rules. The skewness and kurtosis in this research were examined between +1

and -1 which indicates that the distribution is normal. After that, frequency analysis was performed on the descriptive statistics of demographic variables (grade and gender) and were presented in numbers and percentages. Independent Samples T-test were conducted on the gender variable in order to determine the statistical significance between the groups. One-way ANOVA were conducted on the variable (grade) in order to determine the statistical differences between the groups. The ANOVA results were found meaningful and Tukey HSD test, one of the Post-Hoc methods, was used to examine the differences between the classes. In order to investigate the relationship between the two scales used for this study, Pearson Correlation analysis was conducted. In all statistical analysis, $p < 0.05$ level was used.

3.7.2. Qualitative Data

In order to analyze the interview data, thematic analysis is used. Guest, et al. (2012) explains:

Thematic analyses move beyond counting explicit words or phrases and focus on identifying and describing both implicit and explicit ideas within the data, that is, themes. Codes are typically developed to represent the identified themes and applied or linked to data as summary markers for later analysis (p.10).

Besides, Castleberry & Nolen (2018) describes qualitative data as:

The primary aim of qualitative research is to gain a better understanding of the phenomenon through experiences of those who have directly experienced the phenomenon, recognizing the value of participants' unique viewpoint that can only be fully understood within the context of their experience and worldview (pp.1-2).

It is worth mentioning that qualitative data in a study helps to gain a deeper understanding of the subject matter.

First, the collected data was prepared and organized. Secondly, regarding the organized data all the audio-recordings from the interviews were transcribed. At this stage, the data was edited several times in order to avoid repetitions. Codes obtained from the transcriptions created various categories. Finally, the categories were carefully analyzed in order to create related themes. The themes that emerged from the interviews and thematic analysis are 'factors influencing WTC', 'language skills' and 'perception on MI'. After the themes were obtained from the codes and categories, quotations were used to contribute the findings.

3.8. Ethical Issues

Before conducting the quantitative research, necessary permission was received from Ondokuz Mayıs University Social and Human Sciences Ethics Committee (see appendix 4). Also, permission from the inventors of the scales were received via e-mail. Firstly, all the participants who voluntarily took part in this part of the study were informed about the research and were also guaranteed that information would only be used for this study. Students who voluntarily accepted to take part in the study were contacted. Before implementing the study, the researcher made sure that the shared information would be confidential.



4. FINDINGS AND DISCUSSION

This chapter presents and discusses the findings on the statistical data of the study. First the quantitative data which was collected from 128 university students studying at ELT department will be discussed. After that, the qualitative data results which were obtained from semi-structured interviews will be explained.

4.1 Demographic Information of the Participants

As mentioned earlier, the scales were administered to 128 students. They studied at different grades ranging from grade 1 till 4 at the ELT department in the spring semester of the 2022-2023 academic year. The table below shows the distribution of students in numbers and percentages regarding their classes and gender.

Table 4.1. Gender examination regarding grade levels

		Gender		Total
		Male	Female	
Class	Grade 1	Count	10	19
		% of Total	7.8%	14.8%
	Grade 2	Count	12	23
		% of Total	9.4%	18.0%
	Grade 3	Count	9	23
		% of Total	7.0%	18.0%
	Grade 4	Count	12	20
		% of Total	9.4%	15.6%
Total		Count	43	85
		% of Total	33.6%	66.4%

As can be seen, grade 1 consisted of 29 (22.7%) students in total. 10 (7.8%) male and 19 (14.8%) female students. When looking at grade 2 it can be said that 35 students took part of which 12 (9.4%) were male and 23 (18%) were female. The total number of participants in grade 2 were 35 (27.3%) students. Grade 3 consisted of 9 (7.0%) male and 23 (18.0%) female and in total of 32 (25.0%) students. In grade 4, there were 12 (9.4%) male and 20 (15.6%) female students. The total number of

participants involved in grade 4 were 32 (25.0%) students.

While collecting the demographic information students were asked to answer whether they have been to an English speaking country. 2 (1.6%) out of the 128 participants' answers indicated that they have been abroad for a period of 1-2 years. Another 8 (6.3%) students explained that they have been abroad for a period of 2-3 years, and 1 student (0.8%) stated that he/she has been abroad for a period of 1 year. The rest of the 117 (91.4%) students stated that they have never experienced a trip abroad where English is spoken.

4.2. The Findings of the Quantitative Data Analysis

This part of the study is going to outline the results to each research question.

RQ1. What is the distribution of the MI Levels of ELT students studying in the English Language and Education Department?

As it was stated before, the scales were administered to 128 ELT students at a state university. There were 43 males and 85 females involved in the study. When looking at the amount of participants regarding their grade, it can be said that 10 males and 19 females took part from grade one and 12 males and 23 females from grade two. Grade three consisted of 9 males and 23 females and grade four consisted of 12 males and 20 females.

As shown in table 4.2 below, the participants' answers on the scales were measured in regard to mean, standard deviation, kurtosis and skewness coefficients. According to Morgan et al. (2004) the kurtosis and skewness coefficients of the data show a normal distribution when it's between -1 and +1. It is analyzed that the MI and WTC scales show a normal distribution.

Table 4.2. Examining the Skewness and Kurtosis coefficients of the MI levels (Part I)

Factors	$\bar{x}$	Std. Deviation	Kurtosis	Skewness
Bodily	16.25	6.45	-0.8441	-0.0159
Existential	15.71	5.36	-0.6125	0.2882
Interpersonal	15.89	4.83	-0.3557	0.1661
Intrapersonal	15.65	5.29	-0.8807	-0.0756

$\bar{x}$ = Mean

Table 4.3. Examining the Skewness and Kurtosis coefficients of the MI levels (Part II)

Factors	$\bar{x}$	Std. Deviation	Kurtosis	Skewness
Logical- mathematical	14.91	4.15	-0.1240	0.1844
Music	14.79	4.82	0.2232	0.2531
Naturalistic	14.60	4.49	-0.8674	-0.0188
Verbal	13.53	5.63	-0.8096	-0.2092
Visual	13.61	5.74	-0.6771	0.1778
WTC Inside Class	6.87	1.47	-0.6776	-0.0749
WTC Outside Class	6.84	1.54	-0.1766	-0.2652

$\bar{x}$ = Mean

The mean scores of the MI levels of students were as follows: verbal intelligence ($\bar{x}_{\text{Verbal}}=13.53$), visual-spatial ($\bar{x}_{\text{Visual}}=13.61$), naturalistic ($\bar{x}_{\text{Naturalistic}}=14.60$), musical ($\bar{x}_{\text{Musical}}=14.79$), logical-mathematical ($\bar{x}_{\text{Logical-mathematical}}=14.91$), intrapersonal ($\bar{x}_{\text{Intrapersonal}}=15.65$), interpersonal ($\bar{x}_{\text{Interpersonal}}=15.89$), existential ($\bar{x}_{\text{Existential}}=15.71$) and bodily-kinesthetic ($\bar{x}_{\text{Bodily-kinesthetic}}=16.25$).

The study revealed that, verbal intelligence ($\bar{x}_{\text{Verbal-linguistic}}=13.53$) scored the highest whereas bodily-kinesthetic intelligence ($\bar{x}_{\text{Bodily-kinesthetic}}=15.65$) ranked the lowest. Further details showed that the interpersonal ($\bar{x}_{\text{Interpersonal}}=15.89$) and existential intelligence type ($\bar{x}_{\text{Existential}}=15.71$) also ranked almost low.

RQ2. What is the distribution of the WTC Levels of the students studying in the English Language and Education Department?

When WTC taken into consideration the findings showed that the overall mean scores were found to be moderate. The mean score for WTC inside the class was found to be $\bar{x}_{\text{Inside}}=6.87$ and the mean score for WTC outside the class was found to be $\bar{x}_{\text{Outside}}=6.84$. Since a mean of 7.1 and higher is regarded as the high interval, it can be said that the mean scores of the current study were analyzed to be almost close to the high level interval. As presented in Table 4.3 below, the participants scored relatively higher at WTC inside the class.

Table 4.4. Examining the Skewness and Kurtosis coefficients of WTC levels

Factors	$\bar{x}$	Std. Deviation	Kurtosis	Skewness
WTC Inside Class	6.87	1.47	-0.6776	-0.0749
WTC Outside Class	6.84	1.54	-0.1766	-0.2652

$\bar{x}$ = Mean

0-3.5: Low; 3.6-7.0: Moderate; 7.1-10.0: High

Table 4.4 below shows the statistical findings between WTC inside and outside the class. The mean values for WTC inside the class ranked ($\bar{x}_{\text{Inside}}=6.87$) and WTC for outside the class was ($\bar{x}_{\text{Outside}}=6.84$). This shows that the great majority of participants ranked moderate in both L2 WTC inside and outside the class. In order to analyze it in more detail t-test was used to indicate whether there was a significant difference between L2 WTC inside and outside the classroom. As a result of the analysis, no significant difference was found between WTC inside and outside the classroom ($t=-0.1474$; $p=0.883$).

Table 4.5. Statistics for WTC inside and outside the classroom

Variable	N	$\bar{x}$	sd	df	t	p
Inside Class	128	6.87	1.47	254	-0.1474	0.883
Outside Class	128	6.84	1.54			

N= Count

$\bar{x}$ = Mean

Sd= Standart Deviation

t= t value

* $p < .05$ ** $p < .01$

When table 4.5 is taken into consideration, a more detailed description of students' WTC inside and outside the classroom is shown. Considering EFL learners' L2 WTC outside the classroom ($\bar{x}=6.84$, $SD=1.54$), it can be concluded that the mean scores was relatively lower level than the mean scores of inside the classroom ($\bar{x}=6.87$, $SD=1.47$).

However, when looking one by one at the items of the scale, it is clear that the participants mean scores regarding talking to a group of strangers (item 1) ranked the lowest in both inside ($\bar{x}= 5.47$, $SD= 2.32$) and outside ($\bar{x}= 5.38$, $SD= 2.52$) the classroom. When looking at the mean scores for both inside and outside the class, it can be concluded that students are relatively more willing to communicate inside the class. Even though students ranked the least on this item, it can be concluded that the class atmosphere may influence their willingness to communicate more than outside the class.

Another group which whom L2 students are less willing to communicate is when they have to present something to a group of acquaintances (item 16) inside ($\bar{x}= 5.48$, $SD= 2.39$) and outside ($\bar{x}= 5.59$, $SD= 2.36$) the class. When comparing in and outside classes mean scores, it can be concluded that students are more willing to present something to a group of acquaintances outside rather than inside the class. Furthermore, performing presentation to a group of acquaintances in a large meeting (item 14) showed a mean score for inside ($\bar{x}= 5.71$, $SD= 1.47$) and outside ($\bar{x}= 5.88$, $SD= 2.36$) the classroom.

In addition, the results showed that students perceive the highest L2 WTC inside ($\bar{x}= 8.16$, $SD= 2.09$) and outside ($\bar{x}= 8.11$, $SD= 1.70$) the classroom when talking to a few of friends (item 4). Besides, the results also showed that students are highly willing to communicate in L2 when playing games like monopoly (item 13) inside ($\bar{x}= 7.86$, $SD= 2.17$) the class. Likewise, the results showed that students are highly willing to communicate when playing monopoly outside ($\bar{x}= 8.11$, $SD= 1.70$) the class. In the same line, Özyurt (2021) found that students were highly willing to communicate when playing monopoly. This might indicate that students feel at their ease when talking to smaller groups of friends and when playing games with them.

Moreover, item 10 showed that students were highly willing to communicate inside ($\bar{x}= 7.67$, $SD= 1.93$) and outside ($\bar{x}= 7.63$, $SD= 1.98$) the class when a foreigner comes to their department and tries to initiate communication. This might indicate that when students encounter a foreigner, they will be eager to initiate communication.

However, when comparing the total mean scores for both inside and outside the classrooms, it can be concluded that L2 WTC of students in the current study is moderate.

Table 4.6. Student's perception of their WTC in English in and outside class

Inside Class		Willingness to communicate in English Item Description	Outside Class	
$\bar{x}$	sd	Items	$\bar{x}$	sd
5.47	2.32	1-Present a talk to a group of strangers (around40) in English.	5.38	2.52
6.79	2.20	2-Present a talk to a group of friends (around40) in English.	6.56	2.33
7.38	2.33	3- Join in a group discussion with a group of friends (3-4).	7.27	2.23
8.16	2.09	4- Talk in English with a few of your friends.	8.11	1.70
7.19	2.12	5- Talk in English with a stranger.	7.08	2.19
6.67	2.08	6- Talk in English with your teachers.	6.65	2.18
6.49	2.15	7- Talk to your teacher about your homework/ assignment.	6.45	2.22
7.38	2.09	8- You are confused about a task you must complete, how willing are you to ask for clarification/ instruction from your friend.	7.55	1.96
6.69	2.17	9- You are not sure how to do your home-work, how willing are you to ask for more information from your teacher.	6.79	2.23
7.67	1.93	10- A foreigner comes to your department, how willing are you to have a conversation if s/he talks to you first?	7.63	1.98
7.02	1.99	11- Talk in a small group of acquaintances (3-4) in English	7.02	1.97
7.09	2.22	12- Perform a presentation to a group of friends (3-4persons) in English.	6.95	2.18
7.86	2.17	13- Play a game with your friends in English, for example monopoly.	7.88	2.13
5.71	2.09	14- Talk in English with a group of acquaintances in a large meeting.	5.88	2.39
6.95	2.21	15- Talk in English with foreigners in a small group (2-3 persons)	6.73	2.20
5.48	2.39	16- Perform a presentation to a group of acquaintances (Around40) in English.	5.59	2.36
6.87	1.47	Total WTC Score	6.84	1.54

0-3.5: Low; 3.6-7.0: Moderate; 7.1-10.0: High

Sd= Standard Deviation

$\bar{x}$ = Mean

The next session is going to explain and discuss ELT students' WTC levels with respect to WTC scores of subscale in detail.

The arithmetic means of WTC in and outside were calculated and shown in Table 4.6 below. The items were employed to determine WTC in English for ELT students in regard to receiver type and context type. The receiver types include: strangers (items 1,5,10,15); teachers (items 6,7,9,); friends (items 2,3,4,8,12,13); acquaintances (items 11,14,16). The context types include: presentation (items 2,3,12); dyads (items

5,7,8,9,10,13); meetings (items 1,14,16); small groups (items 4,6,11,15).

The results showed that students were mostly willing to communicate with their friends ($\bar{x}$ = 7.44) and strangers ($\bar{x}$ = 6.88) rather than teachers ($\bar{x}$ = 6.61) or acquaintances ($\bar{x}$ = 6.07). However, it can be said that all findings on receiver type (strangers, teachers, friends and acquaintances), regarding L2 WTC, were analyzed to be moderate.

When taken the arithmetic means on context type into consideration, students prefer to communicate in dyads and small groups rather than in meetings and presentations inside and outside the classroom.

Table 4.7. WTC sub-scores regarding context and receiver types

Inside Class		Willingness to Communicate	Outside Class	
$\bar{x}$	Std. Deviation	Measure	$\bar{x}$	Std. Deviation
Receiver Type				
6.81	1.77	Strangers	6.70	1.84
6.61	1.77	Teachers	6.63	1.93
7.44	1.60	Friends	7.38	1.53
6.07	1.86	Acquaintances	6.16	1.98
Context Type				
7.08	1.90	Presentations	6.92	1.95
7.21	1.38	Dyads	7.22	1.44
5.55	1.95	Meetings	5.61	2.19
7.19	1.68	Small Groups	7.12	1.66

0-3.5: Low; 3.6-7.0: Moderate; 7.1-10.0: High

$\bar{x}$ = Mean

RQ3. Does MI level of students differ in accordance to gender?

The results illustrating the impact of MI levels regarding gender is shown in table 4.7. In order to examine the statistical significant differences between gender and MI levels, t test was conducted. One significant difference was found on the visual-spatial intelligence type. Female students were superior to male students (visual_{Female}=12.90>

visual_{Male}=15.02).

Table 4.8. Impact of gender on MI

Multiple Intelligence	Gender	N	$\bar{x}$	sd	df	t	p
Bodily-Kinesthetic	Male	43	16.13	6.54	126	0.1372	0.891
	Female	85	16.30	6.44			
Existential	Male	43	15.11	5.79	126	0.9022	0.369
	Female	85	16.02	5.15			
Interpersonal	Male	43	15.41	4.21	126	0.7979	0.426
	Female	85	16.14	5.12			
Intrapersonal	Male	43	14.58	4.40	126	1.6429	0.078
	Female	85	16.20	5.64			
Logical-Mathematical	Male	43	14.41	4.58	126	0.9602	0.339
	Female	85	15.16	3.91			
Musical	Male	43	14.58	4.95	126	0.3584	0.721
	Female	85	14.90	4.77			
Natural	Male	43	15.37	4.79	126	-1.3711	0.173
	Female	85	14.22	4.30			
Verbal-Linguistic	Male	43	14.34	6.01	126	-1.1589	0.249
	Female	85	13.12	5.41			
Visual-Spatial	Male	43	15.02	5.63	126	-1.9922	0.049*
	Female	85	12.90	5.70			

N= Count

$\bar{x}$ = Mean

Sd= Standard Deviation

t= t value

* p < .05 **p < .01

Table 4.9. Impact of grade levels on MI (Part I)

Multiple Intelligence	Class	N	$\bar{x}$	sd	F	p	Post-Hoc
Bodily	Grade 1	29	15.48	7.62	0.778	.508	-
	Grade 2	35	15.34	5.78			
	Grade 3	32	17.40	5.69			
	Grade 4	32	16.78	6.76			
Existential	Grade 1	29	14.34	6.26	0.989	.400	-
	Grade 2	35	16.40	4.76			
	Grade 3	32	16.37	5.00			
	Grade 4	32	15.56	5.48			

Table 4.10. Impact of grade levels on MI (Part II)

Multiple Intelligence	Class	N	$\bar{x}$	sd	F	p	Post-Hoc
Interpersonal	Grade 1	29	15.51	4.51	1.435	.236	-
	Grade 2	35	15.31	4.59			
	Grade 3	32	16.28	5.35			
	Grade 4	32	16.50	4.93			
Intrapersonal	Grade 1	29	14.68	4.89	0.951	.418	-
	Grade 2	35	17.14	5.31			
	Grade 3	32	14.96	5.50			
	Grade 4	32	15.59	5.31			
Logical	Grade 1	29	15.27	3.42	0.993	.398	-
	Grade 2	35	15.20	5.03			
	Grade 3	32	13.84	3.91			
	Grade 4	32	15.34	3.91			
Music	Grade 1	29	15.51	5.26	1.713	.168	-
	Grade 2	35	15.54	4.75			
	Grade 3	32	14.12	5.18			
	Grade 4	32	14.00	4.04			
Natural	Grade 1	29	16.17	4.26	1.713	.168	-
	Grade 2	35	13.71	4.42			
	Grade 3	32	14.37	4.39			
	Grade 4	32	14.40	4.70			
Verbal	Grade 1	29	13.24	5.66	0.463	.709	-
	Grade 2	35	12.94	5.97			
	Grade 3	32	15.50	5.65			
	Grade 4	32	13.50	5.33			
Visual	Grade 1	29	14.75	5.38	0.501	.683	-
	Grade 2	35	13.40	6.16			
	Grade 3	32	13.12	5.56			
	Grade 4	32	13.31	5.89			

N= Count

 $\bar{x}$ = Mean

Sd= Standard Deviation

F= F value

* p < .05 **p < .01

RQ4. Does MI level of students differ in accordance to grade?

One way-ANOVA was used in order to utilize the impact of students' grade levels on their MI levels. The results shown in Table 4.8 above revealed that there was no statistical significance found.

RQ5. Does WTC level of students differ in accordance to gender?

The results illustrating the impact of the variable gender on WTC levels is

presented in Table 4.9 below. In order to investigate this research question, data was analyzed by the t-test and One-way ANOVA.

Table 4.11. Impact of gender on WTC in and outside class

	Gender	N	$\bar{x}$	sd	df	t	p
Inside Class	Male	43	7.23	1.24	126	1.99	0.035*
	Female	85	6.69	1.55			
Outside Class	Male	43	7.28	1.34	126	2.30	0.023*
	Female	85	6.62	1.59			

N= Count

$\bar{x}$ = Mean

Sd= Standard Deviation

t= t value

* p < .05 **p < .01

In order to examine statistically significant differences between gender and WTC levels, t test was conducted. The results indicated that there was a significant difference found between male and female students regarding gender ($t_{\text{inside}}=1.99$; $p=0.035$ $t_{\text{outside}}=2.30$; $p=0.023$). A detailed analysis examined that male students were more willing to communicate inside and outside the class rather than female students.

The mean scores for male and female students inside the class ranked ($\text{Male}_{\text{WTC}}=7.23 > \text{Female}_{\text{WTC}}=6.69$). The mean scores for male and female students outside the class ranked ($\text{Male}_{\text{WTC}}=7.28 > \text{Female}_{\text{WTC}}=6.62$).

RQ 6. Does WTC level of students differ in accordance to grade?

One way-ANOVA was used in order to utilize the impact of students' grade levels on WTC. The findings are presented in Table 4.10 below. The statistics showed that there were no statistically significant differences found between male and female students regarding their grade level. However, when looking at the mean scores in Table 4.10, it can be seen that students' WTC levels show an increasement by time (from grade 1-4). This indicates that students' WTC levels in and outside classes do not stay static. However, these changes in mean scores was found not to be statistical significant.

Table 4.12. Impact of grade levels on WTC

Context	Class	N	$\bar{x}$	sd	F	p	Post-Hoc
Inside Class	Grade 1	29	6.60	1.06	0.949	0.419	-
	Grade 2	35	6.79	1.44			
	Grade 3	32	6.85	1.62			
	Grade 4	32	7.22	1.66			
Outside Class	Grade 1	29	6.62	1.00	0.612	0.609	-
	Grade 2	35	6.77	1.47			
	Grade 3	32	6.82	1.79			
	Grade 4	32	7.14	1.75			

Test of Homogeneity (Inside Class): Levene's Statistic: 2.272; p-value: 0.083

Test of Homogeneity (Outside Class): Levene's Statistic: 2.632; p-value: 0.054

N= Count

$\bar{x}$ = Mean

Sd= Standard Deviation

F= F value

* p < .05 **p < .01

RQ.7 What is the relationship between MI and WTC level of students studying in the English Language and Education Department?

Pearson Correlation was used in order to find the relationship between MI levels and WTC levels of students. The results as seen in Table 4.11, showed that relationships were found between MI and L2 WTC on intrapersonal, existential, and verbal-linguistic intelligence types.

Considering the intrapersonal intelligence level and L2 WTC levels inside and outside the classroom, it was determined that there was a very slight significant negative relationship found. The values for inside were ($r=-0.179$; $p=0.047$) and the values for outside were found to be ($r=0.186$; $p=0.025$). As mentioned earlier, negative relationships show that when one variable decreases the other increases. It can be concluded that, when students' intrapersonal intelligence type level decreases, their L2 WTC inside and outside the class increases.

Furthermore, the results also showed that there was a slightly significant

negative relationship ($r=-0.178$; $p=0.044$) found between existential intelligence level and L2 WTC outside the classroom. It can be said that when students' existential intelligence type level decreases, their L2 WTC increases. As mentioned earlier, Gardner stated that existential intelligence tackles deep questions about life. This intelligence type led human beings to constantly look for the meaning and purpose of human existence. Therefore, it can be concluded that when students decrease their thoughts that question life, they would be more willing to communicate. However, since this intelligence type is still not regarded as an official intelligence type, it needs further investigations in order to discuss its relationship to L2 WTC.

Table 4.13. The relationship between ELT students' WTC and MI levels

		1	2	3	4	5	6	7	8	9	10	11
1.WTC Class	Inside	-	.910*	.012	-.127	.108	.179*	-.025	.045	.012	.110	.040
2.WTC Class	Outside		-	.004	.178*	.078	.186*	-.024	.045	.075	.183*	.018
3.Bodily				-	.297*	.462*	-.166	.212*	.379*	.269*	-.509*	.456*
4.Existential					-	.071	.183*	.224*	.202*	.443*	-.396*	.431*
5.Interpersonal						-	-.134	.215*	.288*	.246*	-.308*	.412*
6.Intrapersonal							-	.251*	.135	.453*	-.352*	.389*
7.Logic								-	-.042	-.106	-.0160	-.051
8.Music									-	.000	-.075	-.004
9.Natural										-	.356*	.287*
10.Verbal											-	.444*
11.Visual												-

* $p < .05$ ** $p < .01$

However, verbal-linguistic intelligence was found to have a very weak significant positive relationship ($r=0.183$; $p=0.038$) on WTC outside the class. A

positive correlation can be found, when two variables increase. The results indicate that when students' verbal-linguistic intelligence level increases, their L2 WTC increases simultaneously. As stated by Gardner (1999) "Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals (p.41). As mentioned earlier, the current study revealed that verbal-linguistic intelligence levels ($\bar{x}_{\text{Verbal-linguistic}}=13.53$) scored the highest. This might indicate that all the participants from the ELT department that were involved in the current study were found to be dominant at the verbal-linguistic intelligence type. As stated by Hali (2017) people with the verbal intelligence are the ones who easily play with words, make and understand jokes, speak up in public and include the ability to manage phonology (using sounds or imitations), morphology (selecting the appropriate vocabulary), syntax (constructing well-formed sentences). In addition, the positive correlations found in the current study shows that, the more students are involved in activities which develop their verbal-linguistic intelligence levels, the more willing they are to communicate.

Table 4.14. Correlation Analysis of male participants' WTC and MI levels

		1	2	3	4	5	6	7	8	9	10	11
1.WTC	Inside Class	-	.865*	-.406*	-.292	-.170	-.287	.219	.195	.372*	.309*	.125
2.WTC	Outside Class		-	-.465*	-.361	-.247	-.201	.227	.140	.446*	.403*	.135
3.Bodily				-	.524*	.447*	.096	-.361*	-.342*	-.492*	-.607*	-.448*
4.Existential					-	.267	.272	-.390*	-.087	-.594*	-.639*	-.468*
5.Interpersonal						-	.262	.036	-.444*	-.391*	-.447*	-.576*
6.Intrapersonal							-	.167	-.101	-.443*	-.539*	-.463*
7.Logic								-	-.017	-.041	-.078	-.019
8.Music									-	.025	-.005	.017
9.Natural										-	.678*	.256
10.Verbal											-	.540*
11.Visual												-

* p < .05 **p < .01

Pearson correlation was conducted in order to analyze the relationship between male and female students' L2 WTC and MI levels in detail. First the findings for male

students will be explained. The correlation findings of male students is shown in Table 4.12 above.

Statistics regarding male students proved that there was a positive correlation found between WTC inside and outside classroom ($r=0.865$; $p<0.001$). This indicates that when male students' WTC levels inside the classroom show an increase, their WTC levels outside the classroom also increases. Furthermore, gender variable was found to have a very weak significant negative correlation between bodily-kinesthetic intelligence type and WTC inside ($r=-0.406$; $p=0.007$) and outside ($r=-0.465$; $p=0.002$) the classroom. This means that when male students' bodily-kinesthetic intelligence level decreases, their WTC levels will show an increase both inside and outside the class.

Moreover, it can be stated there was a statistical positive correlation found between male students' WTC inside ($r=0.372$; $p=0.014$) and outside ($r=0.446$; $p=0.003$) classroom and naturalistic intelligence type. This indicates that when male students' level of naturalistic intelligence increases, their WTC inside and outside the class will also show increasement.

Verbal-linguistic intelligence of male students was also found to show positive correlations between on WTC inside ($r=0.309$; $p=0.044$) and outside ($r=0.403$; $p=0.007$) the classroom. This explains that, when male students' verbal-linguistic intelligence level increases, their WTC inside and outside class also show increasement.

Lastly, a negative correlation was found between male students' existential intelligence level and their WTC outside ($r=-0.361$; $p=0.017$) the classroom. It can be interpreted that, when male students' existential intelligence level shows decrease, their WTC outside the class will increase.

Statistics regarding female students, shown in Table 4.13, proved that there was a strong positive correlation found between female students' WTC level inside and outside classroom ($r=0.921$; $p<0.001$). This indicates that when female students' WTC levels inside the classroom show increment, their WTC levels outside the classroom also increases. Furthermore, considering the relation regarding intelligence types, only the interpersonal intelligence type of female students showed to have a positive correlation to their WTC ($r=0.220$; $p=0.043$). This indicates that when female students

interpersonal intelligence level increases, their L2 WTC levels will also show increasement.

Table 4.15. Correlation Analysis of female participants' WTC and MI levels

	1	2	3	4	5	6	7	8	9	10	11
1.WTC Inside Class	-	.921*	.186	-.038	.220*	-.114	-.119	-.008	-.180	-.001	-.036
2.WTC Outside Class		-	.197	-.076	.212	-.149	-.122	.015	-.132	.059	-.081
3.Bodily			-	.169	.471*	-.277*	-.127	-.399*	-.144	-.456*	-.468*
4.Existential				-	-.026	.134	-.129	-.275*	-.341*	-.236*	-.402*
5.Interpersonal					-	-.277*	-.351*	-.229*	-.175	-.241*	-.339*
6.Intrapersonal						-	.282*	.228*	-.452*	-.264*	-.342*
7.Logic							-	-.062	-.133	-.202	-.047
8.Music								-	-.008	-.110	-.006
9.Natural									-	.144	.282*
10.Verbal										-	.379*
11.Visual											-

* p < .05 **p < .01

However, statistically no significant findings were found on the relation of male and female participants' WTC and MI levels regarding their grade levels.

4.3. The Findings of the Qualitative Data Analysis

RQ8. What are the opinions of students about their WTC and MI level?

Thematic analysis was used in order to attain a deeper understanding on the relation and underlying factors of ELT students' WTC and MI levels. The themes that were obtained from the codes and categories identified as 'factors influencing WTC, language skills and perception on MI'. The factors were identified as topic, environment, feelings, experience and linguistics.

4.3.1. Factors Influencing WTC

Thematic analysis was used in order to analyze and carefully create themes for this study. The results indicated that five factors were found to have an influence on ELT students' WTC. These factors are determined as topic, environment, feelings, experience and linguistics.

4.3.1.1. Topic

Nearly all the participants explained that familiarity towards a topic has an effect on their WTC. When the topic is something they like or know about, they are more willing to express themselves in English. They nearly all mentioned that they feel more competent when they talk about books, movies and music.

I feel myself as a competent speaker but this mostly depends on the subject. I feel more competent when I talk about movies, books and music [Student 1].

I am interested in books and I have been chatting with people online about books like comics. I find it easier to talk about something I like [Student 2].

I will be more willing to communicate if the topic is something I am interested in topics like music, movies or books I do like [Student 4].

I have some friends and we have mutual topics that we like to speak about. This can be about movies [Student 6].

However one participant expressed that talking about daily routines increases his/her WTC.

Actually, on a daily basis when I speak about my daily routines with my friends I feel more competent and more willing to communicate [Student 3].

One participant explained that he/she feels not willing to communicate under any circumstances.

I can easily watch and understand movies and what I'm reading but when it comes to production I mean speaking and writing, I don't feel myself good enough [Student 12].

4.3.1.2. Environment

All the participants stated that environmental factors (inside the class) such as classmates, instructors, class-size have an influence on their WTC. Seven out of the

twelve participants explained that communication with their classmates increases their L2 WTC because they are all approximately at the same age.

I feel more comfortable with my classmates. I think that's because we are nearly at the same age and the topics we discuss are similar [Student 5].

I feel more comfortable while talking to my classmates because I think that we are at the same level. If I would say something wrong they would not judge me [Student 1].

The other participants stated that their instructors have a positive influence on their WTC in L2. However, one participant mentioned that this situation shows variation depending on the instructors' attitude towards the class.

I feel comfortable when I communicate with my instructors. I know I have a lot to learn from them and really appreciate that. I don't feel at ease when I have to communicate with my classmates. I always start comparing myself to them and feel embarrassed because I'm not good at English as they are [Student 12].

I think communicating with my instructors is easier for me because my classmates are not really willing to speak in English in the classroom environment. I don't know why but it may be because they are stressed or other factors affect them [Student 6].

I think it depends on the instructors' attitude towards the class. If they create some opportunities for us to speak in English and help us to be communicative and interactive during the sessions then I would be more willing to communicate. As long as they do so, we as students feel encouraged but when the instructor teaches teacher-centered then we have no chance to speak [Student 6].

However, two participants stated that class-size has a negative effect on their L2 WTC since the foreign language classes are too crowded.

I don't like crowded places and there are lots of people in my classes. This hinders my L2 WTC [Student 1].

4.3.1.3. Feelings

The participants explained their feelings when speaking in English. Seven participants explained they feel great, nice, relaxed or confident. However, the other participants stated that they mostly feel nervous when initiating communication.

Moreover, two participants stated that they feel anxious when they have to talk in front of crowded people. They have the fear of embarrassment in their classes.

I feel great when speaking English because it makes me feel like I have accomplished a purpose by learning that language [Student 6].

I feel nervous while speaking in English and I think that's because of lack of practise [Student 3].

I feel nervous because I think my foreign language knowledge is limited. I feel like I can't express myself as I do in my mother tongue. I'm limited by some basic structures and can't express myself in detail [Student 12].

I get anxious because there are a lot of people around me in the class. I have the fear of embarrassment in my classes. I am an introverted student Student 5].

4.3.1.4. Experience

All the students stated that experience would have an impact on their L2 WTC since practice will help to improve speaking skills. Half of the participants explained that they are in touch and have some foreign friends. Five out of the six participants stated that even though they have some foreign friends they only communicate with them by texting. Only one participant explained he/she speaks on the phone once or twice a month.

I have some foreign friends. I use an application in which we only send letters to each other [Student 11].

I don't speak with them but I chat with them by texting [Student 2].

I have some foreign friends from Indonesia and I only text with them. I would like to speak to them because I believe that foreigners would help me in improving my speaking skills [Student 3].

Actually I sometimes talk to non-native students and maybe once or twice a month with a native speaker. My cousins live in the UK and were also born there [Student 9].

The other half of the participants expressed that they do not communicate with a foreigner. However, they all stated that they would like to be in touch with a foreigner or native speaker of English.

I would like to have a foreign friend. There are applications which I can use but they purchase money that's why I am not using them [Student 10].

4.3.1.5. Linguistic Factors

Most of the participants explained that linguistic factors such as grammar and pronunciation mistakes would have an effect on their L2 WTC. They believe that making pronunciation or grammar mistakes let them feel bad which leads to a decrease in motivation and indirectly affects L2 WTC in a negative way.

I'm afraid of making grammar or pronunciation mistakes in front of my instructors. This also decreases my motivation and L2 WTC [Student 4].

The thing that hinders my L2 WTC is when I feel I'm grammatically using an incorrect word in a sentence [Student 8].

4.3.2. Language Skills

Most of the participants stated that they think they are good at listening and reading and mostly use these two skills on a daily basis. These skills are also called receptive skills or the input of language in which students only receive information. Participants explained that they listen to or read something in English very often on a daily basis.

I do listen to a lot of songs and also love to watch movies. I can easily understand everything I hear. The same counts for reading. I understand what I read [Student 7].

On a daily basis I mostly use reading when I search for something I search for it in English. I find reading more enjoyable because I learn new words [Student 9].

I only read and listen daily. I generally text when I have to express something in English. I don't feel myself sufficient enough when it comes to speaking [Student 3].

I find reading and listening more enjoyable because reading helps me to understand some grammar subjects and listening helps me to understand their accents and how they are using the language [Student 1].

I listen daily very often. I watch soap-operas very often without subtitles and focus on the sounds. I like reading books that's why I read in English as well [Student 10].

I have been learning English mostly by exposing myself to sounds. That's why I

think I'm good at listening. I only read for educational purposes [Student 6].

I find reading more enjoyable because I learn new words. I improve my speaking skills by reading [Student 9].

However, participants' explanations on their skill based performance did show a common view when it came to productive skills (speaking, writing). They hold the view that production needs time to think. Moreover, the participants also stated that grammar points should be taken into consideration all the time.

I don't feel myself good enough at speaking and writing because I feel that I have to take grammar points into consideration all the time [Student 10].

I only speak when I have to speak in English. My writing skill is not that good as the other skills because I make grammar mistakes [Student 7].

4.3.3. MI Perception

As mentioned earlier, 12 participants (5 male and 7 female) ranging from grade 1-4 were voluntarily involved in the interviews. All the female participants expressed their opinions on their perceived multiple intelligence levels. Three out of the seven females expressed a common opinion in that they think to own the verbal-linguistic intelligence type only.

I think the most recognizable intelligence type I own is the linguistic intelligence type [Student 1].

Maybe linguistic but I'm not sure at all. I'm usually the type that likes to take part in conversations about stories [Student 2].

However, two other female participants believed they own more than one intelligence type in that one thinks to own the linguistic and visual- spatial intelligence type and the other participant expressed to own the linguistic and interpersonal intelligence type.

I think I own the verbal and visual intelligence type because I nearly never forget what I have seen and comprehend reading passages easily [Student 10].

I think I own the linguistic and interpersonal intelligence type because I like playing with words and I have always been a social girl [Student 6].

The other two female participants' answers differed in that one expressed she

believes to have the intrapersonal intelligence type and the other female participant stated that she thinks to own the visual-spatial and interpersonal intelligence types.

I spend most of the time alone and avoid interaction at all. That's why I think I own the intrapersonal intelligence type [Student 4].

I think I own the visual-spatial and interpersonal intelligence type because I like to talk about things I have seen. This might be a picture, photo etc. I am a social person that's why I think to own the interpersonal intelligence type as well [Student 7].

There were also differences analyzed on the answers of male participants. One participant expressed having the visual-spatial intelligence type. The second male participant who took part in this study stated that he thinks to have the visual-spatial and interpersonal intelligence types.

I think I am a visual learner. I make a lot of use of this intelligence type even in my academic study. I just copy the pages in my mind and take the exams. I also think I own the interpersonal intelligence type since I like to be social [Student 11].

Another male participant expressed that he thinks to own the logical-mathematical and linguistic intelligence types.

I think logical-mathematical intelligence helps me when it comes to solving a problem. I think I own the linguistic type too because I speak four different languages [Student 9].

The fourth male participant believes to own the visual- spatial, musical and naturalist intelligence type.

I like to learn from pictures and slides. That's why I think the dominant intelligence type I own is the visual-spatial intelligence type. I enjoy expressing things with the help of pictures more. Musical and naturalist intelligence types appeal to me as well. I think that's because I like music and nature and this will also increase my WTC [Student 8].

The last male participant believed to have the verbal-linguistic intelligence type.

I think it's linguistic because I really like learning languages [Student 5].

All male and female participants agreed that their MI level would have a positive affect on their WTC in English.

4.4 Discussion of the Findings

The findings on the first research question regarding the distribution of the MI levels of ELT students' showed that students' verbal- linguistic intelligence type scored the highest. As stated by Armstrong (2009) people with verbal-linguistic intelligence type use words effectively. Since participants of this study are from the ELT department it is noteworthy to consider that they have to deal with all the linguistic elements of the language. All the participants will become foreign language teachers and need not only to know how to effectively speak and write but also how to comprehend what they read and listen to. Many studies in literature have been focusing on MI levels of students. Furthermore, the present finding goes in line with the work of Derakhshan and Faribi (2015) in which they stated that students at the ELT department of Iranian universities ranked the highest at verbal-linguistic intelligence. Although MI theory is not implemented at those universities, it is indicated that textbooks used in the Iranian ELT department mostly focus on verbal-linguistic intelligence. Furthermore, in the current study, the visual-spatial intelligence type ranked the second highest. According to Armstrong (1994) the visual-spatial learner have to do with pictures, drawings, photo's, graphics etc. This finding indicates that nearly most of the participants believe that they own the visual-intelligence type and learn best through taking mental pictures. However, in the study of McClellan and Conti (2008) the visual intelligence type ranked at the 6th place. They developed and tested the instrument first on college and community college students. This might indicate that the participants in their setting were different.

Further details showed that the interpersonal ($\bar{x}_{\text{Interpersonal}}=15.89$) and existential intelligence type ($\bar{x}_{\text{Existential}}=15.71$) also ranked almost low. According to Gardner (1999) the interpersonal intelligence type is related to the interaction with others. These people own the ability to understand the feelings, intentions, needs and behavior of others. According to McKenzie (2005) students with this intelligence type need to be supported by collaborative learning contexts. Instructors should pay attention to pair or group work which will improve those students' learning process. Another study conducted by Ibragimova (2011) showed that students' interpersonal intelligence level at an English preparatory school ranked the least. On the contrary, Al-Faoury et al (2011) revealed that Jordanian students at different departments of public and private universities ranked the highest at interpersonal intelligence. In the same line, Loori

(2005) found that students at higher institutions in the USA ranked the highest at interpersonal intelligence type. However, these different findings indicate that each student might differ. The country where they are living in, the education program, grade and other factors might have an impact on their intelligence levels.

Regarding the bodily-kinesthetic intelligence type it was found that this intelligence type scored the lowest in the current study. As stated by Gardner (1983) bodily-kinesthetic people like to use their whole body while explaining something or solving a problem. Hine (2007) outlined it as people who receive and evaluate information through their bodies. In foreign language studies, it is important to carefully select activities which involve movements. Language learning takes the best place in its real, authentic environment. Therefore, students should be encouraged to take part in activities such as drama and role plays which might have an influence on and which might shape their intelligence type. Furthermore, the usage of gestures and mimics are also known as important elements of the teaching and learning process. Each ELT student has to do with movements, gestures and also mimics since they will become a teacher. Therefore, this finding might indicate that students' bodily-kinesthetic intelligence type can be shaped by instructors. Instructors can implement activities that will enhance students bodily-kinesthetic intelligence type.

Barrington (2004) recommends that MI theory should be added as an additional pedagogy in order to meet students' needs. He explains that MI theory based instructions could lead to a better teaching and learning environment. Therefore, foreign language instructors should be able to carefully select their materials which appeal to all MI levels. The results of the present study indicate that further research needs to be conducted on the effect of MI based instructional strategies from instructors' point of view in order to gain a deeper understanding.

The findings on the second research question regarding the distribution of WTC levels of ELT students in the English language and education department showed that the overall mean scores were found to be moderate. The mean score for WTC inside the class was found to be $\bar{x}_{\text{Inside}}=6.87$ and the mean score for WTC outside the class was found to be $\bar{x}_{\text{Outside}}=6.84$. This finding goes in line with the results of Özyurt (2021) as well as with the results of Kanat Mutluoğlu (2020) in that their overall mean scores on L2 WTC inside and outside the classes were found to be moderate.

In addition, the results showed that students perceive the highest L2 WTC inside ($\bar{x}$ = 8.16, SD= 2.09) and outside ($\bar{x}$ = 8.11, SD= 1.70) the classroom when talking to a few of friends (item 4). Besides, the results also showed that students are highly willing to communicate in L2 when playing games like monopoly (item 13) inside ($\bar{x}$ = 7.86, SD= 2.17) the class. Likewise, the results showed that students are highly willing to communicate when playing monopoly outside ($\bar{x}$ = 8.11, SD= 1.70) the class. In the same line, Özyurt (2021) found that students were highly willing to communicate when playing monopoly. This might indicate that students feel at their ease when talking to smaller groups of friends and when playing games with them.

Moreover, item 10 showed that students were highly willing to communicate inside ($\bar{x}$ = 7.67, SD= 1.93) and outside ($\bar{x}$ = 7.63, SD= 1.98) the class when a foreigner comes to their department and tries to initiate communication. This might indicate that when students encounter a foreigner, they will be eager to initiate communication.

Considering the findings on the subscale regarding, receiver and context type, it was found that students were mostly willing to communicate with their friends and strangers rather than teachers or acquaintances. McCroskey and McCroskey (2002) stated that human beings find it easier to initiate communication with people they know. The result of this study goes in line with this assumption in that students are the most willing to communicate with their friends. Furthermore, Özyurt (2021) stated that students in his study were mostly willing to communicate with their teachers ($\bar{x}$ = 7.36) and their friends ($\bar{x}$ = 7.28). At this point it can be said that a common finding could be that both studies show a similarity on students' WTC regarding friends in that the mean values on WTC scored moderate. In Şener's (2014) study it is shown that students felt less anxious when talking to their friends. This might be another underlying reason for the moderate mean value found in the current study in regard to the receiver type 'friends'.

The second highest mean value was found to be that students were more willing to communicate with strangers. This finding goes in line with Şener's (2014) study in which she states that students WTC with foreigners ranked the second highest mean value. However, WTC in regard of acquaintances ranked the lowest mean value ($\bar{x}$ = 6.07). These two findings might indicate that students feel more comfortable in making mistakes in front of strangers rather than acquaintances.

When taken the arithmetic means on context type into consideration, students prefer to communicate in dyads and small groups rather than in meetings and presentations inside and outside the classroom. An explanation for students with high willingness to communicate in dyads and small groups can be found in the work of Reinders (2016) in which the researcher stated that those kinds of students feel themselves communicatively confident and thus want to communicate in uncrowded settings. Conversely, the reason for avoiding communication in meetings and presentations might happen because of the lack of self-confidence. Dörnyei and Ryan (2015) explain that people may avoid communication because they are afraid of making mistakes or they are afraid of being corrected in crowded settings.

The results on the impact of MI levels regarding gender indicated that one significant difference was found on the visual-spatial intelligence type. Female students were superior to male students ($\text{visual}_{\text{Female}}=12.90 > \text{visual}_{\text{Male}}=15.02$). Kensinger & Choi (2009) stated that this ability is controlled in the right hemisphere of the brain. They reported that for instance, memorization of an object including all the details of that object which means the shape, its color and the like, is processed by the right hemisphere. Another explanation by Hine (2007) is that people with this intelligence type have the ability to use their imagination actively. Moreover, Witelson (1976) explained that language functions of young female learners can show plasticity for a longer period of time than males. Thus, it can be said that language functions may be transferred earlier to the right hemisphere than males.

However, the findings on visual-spatial intelligence in the current study contradicts the study of Furnham et al. (1999) who stated that males were superior to females in visual intelligence type. Another example of study conducted by Loori (2005) found that male students' most preferred MI type was the logical-mathematical whereas female students showed less tendency to this intelligence type. Furthermore, Hajhashemi, et al. (2018) found significant differences on logical-mathematical and intrapersonal intelligence of male and female students. They also stated that the findings can not be generalized to other studies because of the imbalance of the number of participants regarding gender. However, it is also important to note that in the current study more female participants were involved than males. Gender divisions of the participants were not equal to each other. This might indicate that findings of each related study might show different results regarding gender.

The findings on the impact of students' grade levels on MI levels showed that there were no statistical significances found. This indicates that students' grade level has no impact on participants' MI level. However, a study conducted by Göğebakan (2003) revealed that students at grade 1, 3, 5 and 8 showed differences on MI regarding gender and grade levels. The differences found might be because the students at that age are still in the cognitive development stage. In this sense maturity can be considered as a factor which might have an effect on their MI levels. Furthermore, school curricula can also have an impact on students' MI levels regarding their grade levels. Each grade follows a different curriculum and this might indicate that school curricula should be analyzed in detail in order to analyze the effect of grade levels on MI levels.

Whether gender has an impact on WTC in English was analyzed before. The results indicated that male students were more willing to communicate inside and outside the class rather than female students. These findings were found to be in line with some previous studies which also showed that male students are more willing to communicate in the target language (e.g., Mohammadzadeh & Jafarigohar, 2012; Öz et al., 2015; Sinnet & Alishah, 2021). In contrary, there are studies that show that gender has no impact on L2 WTC, these studies contradicts to the current study (Ekin, 2018; Hişmanoğlu & Özdoğru, 2017; Valadi et al., 2015; Şener, 2014).

Statistics showed that there was no relation between male and female students L2 WTC regarding their grade level. However, when looking at the mean scores in Table 4.10, it can be seen that students' WTC levels show an increasement by time (from grade 1-4). This indicates that students' WTC levels in and outside classes do not stay static. However, these changes in mean scores was found not to be statistical significant. It can be said that, since all the participants in the current research study in ELT department, they do become more willing to communicate as they pass grades. However, these findings which are not found to be statistical significant can be changed into statistical significant changes. Instructors, may implement more speaking based activities which might boost communication.

The findings on the relationship between ELT students' WTC and MI levels showed that there were correlations between MI and L2 WTC on intrapersonal, existential, and verbal-linguistic intelligence types. Considering the intrapersonal intelligence level and L2 WTC levels inside and outside the classroom, it was

determined that there was a very slight significant negative relationship found. However, another study conducted by Mohammadzadeh and Jafarigohar (2012) results differed to some extent to the results of the current study. They found that linguistic, interpersonal and musical intelligence levels showed relations to L2 WTC. As mentioned by Armstrong (1994) students with a high level of intrapersonal intelligence are the ones who like to work alone and to have their own space. This might indicate that those students can be unwilling to communicate. For instance, studies in literature show many kinds of activities which appeal to intrapersonal students. Kuyumcu (2006) expresses that teachers can make use of “meditation, journal writing, writing diaries and self-assessment” (p.58). Conducting those kinds of activities in the foreign language classes might not increase students’ L2 WTC. Since the participants of this study will become foreign language teachers they should be willing to communicate to some extent. Therefore, studies should not only be conducted on how to boost students' intrapersonal intelligence levels, but should also focus on the relation of how to increase those students’ L2 WTC.

In addition, there was a slightly significant negative relationship found between existential intelligence level and L2 WTC outside the classroom. However, since this intelligence type is still not regarded as an official intelligence type, it needs further investigations in order to discuss its relationship to L2 WTC.

The verbal-linguistic intelligence was found to have a very weak significant positive relationship on WTC outside the class. The results indicate that when students’ verbal-linguistic intelligence level increases, their L2 WTC increases simultaneously. The findings on verbal-linguistic intelligence goes in line with the study of Abbasian and Khajavi (2012) who mentioned that their study conducted on Iranian universities revealed that the ELT departments mostly focus on activities that develop verbal-linguistic intelligence levels. This might be the same for the current study. Therefore, further analysis could be conducted on the teaching materials and methods used at the ELT departments of universities in order to analyze to what extent teaching strategies have an impact on students’ MI and WTC levels.

The relationship between MI and WTC levels of male and female students showed differences. There were positive correlations found between male students’ WTC and naturalistic intelligence type. Verbal-linguistic intelligence of male students

was also found to show positive correlations between on WTC inside and outside the classroom. However, a negative correlation was found between male students' existential intelligence level and their WTC outside ($r=-0.361$; $p=0.017$) the classroom. Statistics regarding female students, proved that there was a strong positive correlation found between female students' WTC level inside and outside classroom. However, statistically no significant findings were found on the relation of male and female participants' WTC and MI levels regarding their grade levels. This indicates that students' MI level and WTC level show no statistically significant change as students pass grade.

The results of semi-structured interviews show that there were 3 themes. The themes that were obtained from the codes and categories identified as 'factors influencing WTC, language skills and perception on MI'.

One of the factors influencing students' WTC was 'topic'. Almost all participants stated that familiarity towards a topic would have an impact on their WTC. They stated that they feel more competent when they do talk about books, movies and music. Many studies in literature have been mentioning the role of topics which have an impact on one's WTC. The findings of the current study shows similarities to other studies (Aydın, 2017; Başöz and Erten, 2019; MacIntyre et al., 1998; Şener, 2014; Kang, 2005; Zarrinbadi, 2014). Students are considered to be more willing to communicate in L2 when the topic is familiar. This might happen because they do like to talk about personal topics (books, movies, daily routines) they are interested in. When the topic is unfamiliar they are less willing to communicate in L2.

Another factor was found to be 'environment'. All the participants stated that environmental factors (inside the class) such as classmates, instructors, class-size have an influence on their WTC. These findings on environmental factors goes in line with some previous studies in literature (Barin and Eyerci, 2021; Barlas, 2019; Bozca and Koban Koç, 2023; Şener, 2014). This finding also goes in line with the quantitative data results of this study since the participants' explained that they were the most willing to communicate with their friends inside the classes. Some participants stated that their teachers' attitude towards them influences their WTC. This finding goes in line with MacIntyre et al. (1998) who explained that attitudes towards a language group have an effect on L2 learning motivation and WTC. When there is a positive intergroup climate, learning will occur. Class-size was found to have effect on

participants' L2 WTC as well. Participants explained that crowded settings have a negative effect on their L2 WTC. This finding on class-size goes in line with the findings of Başöz and Erten (2021). Too crowded classes may hinder students at L2 WTC. This finding goes also in line with the quantitative results of the current study in that students mostly prefer to communicate in dyads inside the classrooms.

Foreign language teaching and learning needs to take place in stress-free environments. Therefore, a minimisation in the amount of students per class, could enhance a more peaceful learning environment for students who don't feel at ease in over-crowded classes.

'Feelings' was found to be another factor that might have an influence on students' L2 WTC. Some students have explained they fear of embarrassment in their class when they have to talk in front of them. The findings of the current study regarding the effect of anxiety on WTC, are related to the findings of Bektaş Çetinkaya (2005). It can be concluded that students' fear of initiating communication might be related to their perceived communication competence. They believe they are not good enough or they think their friends are going to make fun of their mistakes. In order to prevent this situation, enthusiasm towards communication, as stated by MacIntyre et al. (1998), should be build in the foreign language classes. It's important for students to feel they can do well even though they are making mistakes.

'Experience' was found to be the last factor influencing participants L2 WTC. Students were found to have less experience with a foreigner. Moreover, nearly all the participants stated that they never went abroad. Brown (1994) stated that students should not only practice communication in their classrooms but also find the opportunity to experience outside the classrooms. His idea on communication practice goes in line with the current study but differ at one point. Half of the participants who took part in the interviews explained they are in touch mostly by texting. They believe that texting only improves their writing skills and not their speaking skills. Furthermore, some scholars mentioned that a short term abroad experience develops students' L2 WTC (Lee, 2018; Kang, 2005; Zhou et al., 2020). Students with an abroad experience showed more interaction and felt more confident in initiating communication. However, in the current study, it was analyzed that nearly all the participants (117) never went abroad. This might indicate that students at the ELT department lack experience abroad. Students should be given the opportunity to

practice and develop their English abroad.

‘Linguistic Factors’ was analyzed to be another factor. Most of the participants explained that linguistic factors such as grammar and pronunciation mistakes would have an effect on their L2 WTC. These findings confirm the quantitative data results of the current study in that students did not prefer to communicate with their teachers in the first place. This indicates that one of the factors influencing students’ L2 WTC are linguistic factors. In the same line, Şener (2014) found that instructors believe that one of the factors affecting students’ low level of communication might be the lack of linguistic competence. In addition, Canale and Swain (1980) explained that that linguistic competence lays the ground for communicative competence. Therefore, instructors should motivate their students and create a stress-free environment in which students feel free to make mistakes and learn from their mistakes without hesitating to make them.

The second theme of the current study was found to be ‘Language Skills’. The findings showed that students were dominant at receptive skills rather than productive skills. These results confirm the results found by Resetar et al. (2018) in that students are more willing to communicate in L2 regarding receptive skills. These findings indicate that students’ productive skills lack in development. In order to broaden a deeper understanding of this subject matter might me the subject to other studies.

Students MI perception showed variations. However, all male and female participants agreed that their MI level would have a positive affect on their WTC in English. In this sense, each students’ MI level can be tested before starting a study. Students should be aware of their intelligence type in order to know which kind of activities in the foreign language learning process might have a positive effect on them.

5. CONCLUSION

This chapter provides an conclusion to the study. First the overview of the study will be explained in detail below. Afterwards, the implications, limitations and suggestions for further reserach will be discussed.

5.1. Overview of the Study

The present study aimed at investigating the relationship between ELT students' WTC and their MI levels. At the literature phase, it was found that many studies were conducted on WTC in relation to other variables such as emotional factors, anxiety, cultural influence etc. Almost no study was investigated into the relationship between WTC and MI levels of students. The present study was hoped to contribute to literature in the field of foreign language education. In the current study, mixed method design was employed. First, the descriptive statistics on MI and WTC levels of the participants were analyzed separately. It can be said that the current study concludes that students in the ELT department were overall dominant in the verbal-linguistic intelligence type. Further analysis showed that students' L2 WTC levels were analyzed to be moderate. However, the statistics showed that participants were overall more willing to communicate with their friends, in dyads, inside the classroom.

Further detailed analysis, regarding the effect of gender on MI levels indicated that, one significant difference was found on the visual-spatial intelligence type, in that female students were superior to male students.

However, when taken the effect of gender on L2 WTC levels of the participants, a significant difference was found in that male students are more willing to communicate inside the classroom than females. Besides, students' grade levels were not found to have any significant impact on their WTC levels.

The results on the relationship between ELT students' WTC and their MI levels showed that there were significant differences found on intrapersonal, existential and verbal-linguistic intelligence types. A negative relationship was found between intrapersonal intelligence type and L2 WTC. This means that, when students' intrapersonal intelligence level decreases, their L2 WTC increases inside and outside the classrooms.

In addition, the existential intelligence level also showed a negative relationship

which indicates that when students decrease their thoughts that question life, they would be more willing to communicate in L2 outside the classrooms.

However, verbal-linguistic intelligence was found to have a positive relationship to L2 WTC, outside the classroom. This indicates that if students' verbal-linguistic intelligence levels show increasement, their L2 WTC risis simultaneously.

Further statistical analysis was conducted in order to confirm whether there were significant correlations, regarding gender, between L2 WTC and MI levels of students. The results showed that naturalistic, and verbal-linguistic intelligence levels were found to have positive correlations on male students' L2 WTC level. This indicates that when the level of these mentioned intelligence types increases, male students' L2 WTC also show increasement. Moreover, the bodily-kinesthetic and existential intelligence levels of male students was found to have a negative correlation on L2 WTC. This shows that a decreasement in these mentioned intelligence levels will increase L2 WTC.

However, statistical analysis on the data of female students proved that there was only a significant difference found on interpersonal intelligence level. A positive correlation was found between interpersonal intelligence level and L2 WTC. These results show that when female students' interpersonal intelligence level increases, their L2 WTC levels will also show increasement. However, no significant statistical findings were found on the relation of male and female participants' WTC and MI levels regarding their grade levels.

After the analysis of the quantitative data, interviews were conducted to collect qualitative data from 12 participants. Three themes emerged from the interview data which were determined as factors influencing WTC, language skills and perception on MI'. Factors influencing students' WTC were found to be topic, environment, feelings, experience and linguistics. Participants' responses showed almost similar results with the quantitative data. They explained that environmental factors such as crowded classes hinders their L2 WTC. Therefore, they prefer to talk to their friends in the class. This finding goes in line with the quantitative part of the study in that students mostly preferred to communicate with their friends. Furthermore, linguistic factors were explained to have a negative effect on their L2 WTC. Especially when talking to their instructors. Students explained they feel nervous and are afraid of making mistakes. In

addition, lack of experience abroad was also found to be another factor that hinder students' L2 WTC. This finding also supported the quantitative results in that statistics proved that nearly all the participants (117) never went abroad. Besides, students explained that the 'topic' also has an influence on their L2 WTC. Regarding the theme 'language skills', most of the participants stated that they think they are good at listening and reading and mostly use these two skills on a daily basis. Participants' perceptions on their MI levels showed variations. Three out of the seven females expressed that their dominant intelligence type might be verbal-linguistic. The other three explained to have the visual-spatial intelligence type. Whereas one female student pointed to having the intrapersonal intelligence type. Three out of the five male students explained to have the visual-spatial intelligence type. One expressed to have the logical-mathematical and the other one the verbal-linguistic intelligence type. To some extent, these findings go in line with the quantitative data results, in that female students were found to be superior at the verbal-linguistic intelligence type rather than male students.

Taking all these findings into consideration, it can be said that the study reflected a deep understanding of the subject matter. The current study showed that MI is a factor that has an effect on L2 WTC. Intrapersonal, existential and the verbal-linguistic intelligence types were found to have relations with L2 WTC. In addition, differences between male and female students when comparing the link between their MI and WTC levels, showed variations.

5.2. Implications

Findings of the current research have implications for teachers working in ELT context. With regard to the findings of the study, the verbal-linguistic intelligence was found to be dominant at the English foreign language department. Moreover, students' L2 WTC levels were analyzed to be moderate and students preferred to communicate with their friends, in dyads, inside the classrooms. Hence, it can be suggested that activities can be expanded accordingly in ELT classroom settings. In this sense, careful selection of activities and supporting peer collaboration may help to increase students' L2 WTC.

Instructors should keep in mind that students may differ in their MI levels. It can be said that knowing your students' MI type will help in organizing teaching materials

for ELT classes. If instructors know how to appeal to their different students, learning might fully take place.

The findings of the current study showed that students' productive skills lack in development. Nearly all the students stated that they never have been abroad. Implementing projects in ELT departments would give students the chance to experience abroad. Furthermore, more speaking activities can be implemented by instructors in order to boost students' L2 WTC. It is crucial for language learners to be exposed to the foreign language as much as it can be.

Each student may show variations in intelligence type. Therefore, it can be suggested that instructors can pay attention to students' intelligence types to some extent. Trying to appeal to all types of intelligences in the language classes will be very hard since that has to do with individual teaching and learning.

Moreover, the intelligence scale used in this study was created and used for adult learners who faced difficulties in choosing the right department to study in. Therefore, it can be suggested that scales that measure MI-levels of learners, can be best implemented before starting a study. This orientation would help students fit at the right place where they would be successful

5.3. Limitations

The current study was restricted to the ELT department in a state university in Samsun province in Türkiye. The quantitative data of the study was collected from 128 ELT students. Twelve students out of the total took part in interviews. This indicates that the results of both qualitative and quantitative phases of the research were limited to those students.

The study was also limited to the variables such as gender and grade levels. Further research can be conducted on different variables.

5.4 Suggestions for Further Research

This study offers some suggestions for future studies. The study is limited to only a single state university in Türkiye. Results might have shown differences if it was carried out on different ELT departments in Türkiye. Further research can include diverse universities from different regions of the country. A bigger sample size could provide a deeper understanding of the phenomenon.

Furthermore, the current research only dealt with students as participants of the study. Investigating teacher beliefs about students WTC levels could be conducted in the further research.

Moreover, this study only dealt with WTC levels based on speaking skills. Future studies could aim to investigate learners' WTC level based on other skills such as reading, listening and writing.

Finally, data in the current study was collected through semi-structured interviews and scales. Different data collection tools could be implemented in further studies such as classroom observations or focus groups.



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APPENDICES

Appendix 1. Multiple Intelligence Scale

Multiple Intelligences Survey

Directions: People differ in their ways of learning and knowing. These differences are called Multiple Intelligences. Below is a list of 27 items in 3 sets that relate to each type of Multiple Intelligence. Some of these will apply to how you like to learn, and others will not.

Ranking: There are nine items in each group. For each of the three groups, rank the items according to how they apply to you. Put a 1 next to the item that is *most* like you. Put a 2 next to the item that is second most like you. Do this for each item until you have numbered every item with a number from 1 to 9. The item *least* like you should be 9. Do not use a number more than once in each group.

Rank each of the following 9 items from 1 to 9.

	1. I live an active lifestyle.
	2. Meditation exercises are rewarding.
	3. I am a "team player".
	4. Fairness is important to me.
	5. Structure helps me be successful.
	6. I enjoy many kinds of music.
	7. My home has a recycling system in place.
	8. I keep a journal.
	9. I enjoy doing three dimensional puzzles.

Rank each of the following 9 items from 1 to 9.

	10. I enjoy outdoor games.
	11. Questions about the meaning of life are important to me.
	12. I learn best interacting with others.
	13. Social justice issues concern me.
	14. I get easily frustrated with disorganized people.
	15. I have always been interested in playing a musical instrument.
	16. Animals are important in my life.
	17. I write for pleasure.
	18. I can recall things in mental pictures.

Rank each of the following 9 items from 1 to 9.

	19. I like working with tools.
	20. I enjoy discussing questions about life.
	21. Things such as clubs and extracurricular activities are fun.
	22. I learn best when I have an emotional attachment to the subject.
	23. Step-by-step directions are a big help.
	24. Remembering song lyrics is easy for me.
	25. Hiking is an enjoyable activity.
	26. Foreign languages interest me.
	27. I can imagine ideas in my mind.

Appendix 2. WTC Scale

Below are 16 situations in which a person might choose to communicate or not to communicate. What is the percentage of time you would choose to communicate in each type of situation? Please indicate in the space provided amount of time you would choose to speak in English. 0= Never willing to communicate 10= Always willing to communicate (WTC)

1 2 3 4 5 6 7 8 9 10

Never communicate Sometimes Always

communicate

Inside Class	Willingness to Communicate (WTC)	Out of Class
	1-Present a talk to a group of strangers (around40) in English.	
	2-Present a talk to a group of friends (around40) in English.	
	3- Join in a group discussion with a group of friends (3-4).	
	4- Talk in English with a few of your friends.	
	5- Talk in English with a stranger.	
	6- Talk in English with your teachers.	
	7- Talk to your teacher about your home-wok/assignment.	
	8- You are confused about a task you must complete, how willing are you to ask for clarification/ instruction from your friend.	
	9- You are not sure how to do your home-work, how	

	willing are you to ask for more information from your teacher.	
	10- A foreigner comes to your department, how willing are you to have a conversation if s/he talks to you first?	
	11- Talk in a small group of acquaintances (3-4) in English	
	12- Perform a presentation to a group of friends (3-4persons) in English.	
	13- Play a game with your friends in English, for example monopoly	
	14- Talk in English with a group of acquaintances in a large meeting	
	15- Talk in English with foreigners in a small group (2-3 Persons)	
	16- Perform a presentation to a group of acquaintances (Around40) in English	

Appendix 3. Interview Questions

Class:..... Age: Gender:

How long have you been studying English?

.....

Have you ever been abroad?

.....

1. Can you evaluate yourself as a competent speaker of English? If so, in what kind of situations are you the most willing to communicate? (can also be topics you want to consider).
2. Is it important for you to be able to speak English fluently? how do you feel when speaking English?
3. Considering your willingness to communicate: Do you use English in your every day life except your academic study? Or only when it is needed?
4. Are you communicating with a native speaker/another foreigner who speak english? If not, would you like to?
5. Who do you feel more comfortable initiating communication with within the classroom? (Instructors, peers) why?
6. Can you explain the factors that enhance or hinder your willingness to communicate in English classes?
7. What do you think about your English proficiency level regarding the four skills? (reading, listening, speaking, writing). Could you provide me with information about the extent of your English Language usage on a daily basis? How frequently do you engage in the four skills? Which of these skills do you find more enjoyable?
8. Which Intelligence type do you think you own?
9. Do you think your intelligence type has an effect on your willingness to communicate? In what ways do you think it affects you?

Appendix 4. Ethics Committee Approval



ONDOKUZ MAYIS ÜNİVERSİTESİ SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURUL KARARLARI

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
28.10.2022	9	2022-835

KARAR NO: 2022-835
Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Seda EMECEN' in Dr. Öğr. Üyesi Gülşay ER danışmanlığında "İngiliz Dili Eğitimi Öğrencilerinin İletişim Kurma İstekliliği ve Çoklu Zeka Düzeyleri Arasındaki İlişkiye Yönelik Bir Araştırma" isimli yüksek lisans tezine ilişkin ölçek ve mülakat çalışmalarını içeren 83740 sayılı dilekçesi okunarak görüşüldü.

Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Seda EMECEN' in Dr. Öğr. Üyesi Gülşay ER danışmanlığında "İngiliz Dili Eğitimi Öğrencilerinin İletişim Kurma İstekliliği ve Çoklu Zeka Düzeyleri Arasındaki İlişkiye Yönelik Bir Araştırma" isimli yüksek lisans tezine ilişkin ölçek ve mülakat çalışmalarının kabulüne oy birliği ile karar verildi.

**Appendix 5. Research Permission Approval by Ondokuz Mayıs University,
Foreign Language Education Faculty**



T.C.
ONDOKUZ MAYIS ÜNİVERSİTESİ
Eğitim Fakültesi Dekanlığı

Sayı : E-98725097-100-417182
Konu : Uygulama İzni (Seda EMECEN)

LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 03.03.2023 tarihli ve E-72975315-044-413734 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Ana Bilim Dalı yüksek lisans öğrencisi Seda EMECEN'in, Dr. Öğr. Üyesi Gülay ER danışmanlığında yürüttüğü tez çalışması kapsamında ölçek ve mülakat içeren uygulama çalışmasını Fakültemiz Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Ana Bilim Dalı öğrencileriyle yapma talebi, Bölüm görüşü doğrultusunda Dekanlığımızca uygun görülmüştür.

Gereğini bilgilerinize rica ederim.

Prof. Dr. Hamza ÇALIŞICI
Dekan

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu: DDIB-TG18-0RK9 Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/ondokuz-mayis-universitesi-ebys>

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