



**AN INVESTIGATION OF THE RELATIONSHIP BETWEEN  
FOREIGN LANGUAGE EXAMINATION SUCCESS AND  
WILLINGNESS TO COMMUNICATE LEVELS OF EXAM TAKERS**

**Gamze Barlas**

**MASTER'S THESIS**

**DEPARTMENT OF FOREIGN LANGUAGES**

**ENGLISH LANGUAGE TEACHING DEPARTMENT**

**GAZİ UNIVERSITY**

**INSTITUTE OF EDUCATIONAL SCIENCES**

**SEPTEMBER, 2019**

## TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren 6 ay sonra tezden fotokopi çekilebilir.

### YAZARIN

Adı : Gamze

Soyadı : Barlas

Bölümü : İngilizce Öğretmenliği

İmza :

Teslim tarihi : 12.09.2019

### TEZİN

İngilizce Adı: An Investigation of the Relationship between Foreign Language Examination Success and Willingness to Communicate Levels of Exam Takers

Türkçe Adı: Yabancı Dil Sınav Başarısı ve İngilizce İletişim Kurma İsteklilik Düzeyi arasındaki İlişkinin İncelenmesi

## ETİK İLKELERE UYGUNLUK BEYANI

Tez yazma sürecinde bilimsel ve etik ilkelere uyduđumu, yararlandıđım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiđimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduđunu beyan ederim.

Yazar Adı Soyadı: Gamze BARLAS

İmza :

## JÜRİ ONAY SAYFASI

Gamze Barlas tarafından hazırlanan “An Investigation of the Relationship between Foreign Language Examination Success and Willingness to Communicate Levels of Exam Takers” adlı tez çalışması aşağıdaki jüri tarafından oy birliği/ oy çokluğu ile Gazi Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı’nda Yüksek Lisans tezi olarak kabul edilmiştir.

**Danışman:** Doç. Dr. Semra SARAÇOĞLU

İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi .....

**Üye:** Doç. Dr. Cemal ÇAKIR

İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi .....

**Üye:** Dr. Öğr. Üyesi Çağla Atmaca

İngiliz Dili Eğitimi Anabilim Dalı, Pamukkale Üniversitesi .....

Tez Savunma Tarihi: 12.09.2019

Bu tezin İngiliz Dili Eğitimi Anabilim Dalı’nda Yüksek Lisans tezi olması için şartları yerine getirdiğini onaylıyorum.

Prof. Dr. Selma Yel

Eğitim Bilimleri Enstitüsü Müdürü



*To my family*

## **ACKNOWLEDGEMENTS**

First and foremost, I would like to express my sincere thanks to my supervisor Assoc. Prof. Dr. Semra Saraçođlu whose comments were of great help to me. I am grateful and indebted to her for her guidance and patience throughout my Master's thesis. She has always made me feel strong to keep going. It was an honour for me to write my thesis with her support.

I would like to express my gratitude to all the participants of this study. Without their help, this study would not have been possible. I also owe a lot to my friends whom I received generous support from.

Finally, I would particularly like to thank my mother Őengül and my dear sisters Gizem Özlem and Nazan for their encouragement and support.

**YABANCI DİL SINAV (YDS) BAŞARISI VE İNGİLİZCE İLETİŞİM  
KURMA İSTEKLİLİK DÜZEYİ (WTC) ARASINDAKİ İLİŞKİNİN  
İNCELENMESİ**

**Yüksek Lisans Tezi**

**Gamze Barlas**

**GAZİ ÜNİVERSİTESİ**

**EĞİTİM BİLİMLERİ ENSTİTÜSÜ**

**Eylül, 2019**

**ÖZ**

Bu nicel çalışmada Yabancı Dil Sınav (YDS) başarısı ile sınav katılımcılarının iletişim kurma isteklilik düzeyleri arasındaki ilişkinin incelenmesi amaçlanmıştır. Bu doğrultuda YDS puanı 70 ve üzeri olup başarılı olarak kabul edilen İngilizce sınav katılımcılarına ulaşılmış ve A, B, C düzeylerindeki puanlardaki artış ile iletişim kurma isteklilik düzeyindeki artış arasında doğrusal bir bağ olup olmadığı irdelenmiştir. Çalışmamıza katılan 97 kadın ve 69 erkek katılımcıya James McCroskey tarafından geliştirilen iletişim kurma isteklilik anketi ile birlikte demografik veri ve YDS puan bilgi ve detaylarına ulaşmak için çeşitli ön sorular yönlendirilmiştir. Google Formlar aracılığı ile katılımcılara ulaştırılan anket Sosyal Bilimler için İstatistiksel Paket (SPSS) programı kullanılarak analiz edilmiş ve sonuçlar tablolar ve grafikler halinde gösterilmiştir. Çalışmanın sonucunda YDS'den 70 ve üzeri alan katılımcıların 120 üzerinden 88,2 iletişim kurma isteklilik düzeyine sahip olduğu ve bu değer yüksek (80-120) iletişim kurma isteklilik

kategorisinde deęerlendirilebileceęi vurgulanmıřtır. alıřmaya katılan 100 tam YDS puanına sahip üç katılımcı bulunmaktadır. Bu katılımcıların anket analizleri ise oldukça farklı bir yorumu doęurmuřtur; iletiřim kurma isteklilik düzeylerinin ortalama 84,57 olması, YDS’de gsterdikleri tam bařarının iletiřim noktasında ok az etkisi olduęunu gstermiřtir. alıřma gstermiřtir ki artan YDS puanları ile iletiřim kurma isteklilięi de belirli bir oranda artmıř fakat orta düzey sınırını nemli lde ařamamıřtır. Katılımcılar oęunlukla arkadařları ile birebir İngilizce konuřma konusunda rahat hissederken byk bir yabancı gruba İngilizce sunum yapma noktasında isteksizliklerini anket sorularına verdikleri cevaplarla yansıtılmıřlardır. Tm bu bulgular sonu blmnde kapsamlı bir řekilde deęerlendirilmiř ve gelecek alıřmalar adına eřitli yorum ve nerilerde bulunulmuřtur.



Anahtar Kelimeler : İletiřim kurma isteklilięi, YDS puanı, iletiřim

Sayfa Adedi : 107

Danıřman : Do. Dr. Semra SARAOęLU

**AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN  
FOREIGN LANGUAGE EXAMINATION SUCCESS AND  
WILLINGNESS TO COMMUNICATE LEVELS OF EXAM TAKERS  
(M.A. Thesis)**

**Gamze Barlas  
GAZİ UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES  
September, 2019**

**ABSTRACT**

The main aim of this quantitative study is to examine the relationship between Foreign Language Examination (FLE) success and Willingness to Communicate levels of exam-takers in Turkish EFL context. The present study tries to shed light on the efficiency of a foreign language examination in assessing an exam taker's proficiency in the English language. Besides, it aims to find out whether the exam-takers with high scores have a tendency and willingness to communicate in the same language as they have already studied some fundamental points in it. Purposive (criterion-based) sampling technique was used in this research. The participants were selected among exam-takers whose FLE scores were 70 and over mainly in order to investigate whether there is a linear correlation between their levels of language (indicated as the scores A, B, C) and that of Willingness to Communicate. A questionnaire created via Google Forms were conducted to 97 female and 69 male participants. In the first section, 10 demographic and occupational questions including the FLE scores of participants were asked in order to determine the factors which may affect respondents' answers, interests and opinions. The second section followed with 12 questions of James McCroskey's Willingness to Communicate Questionnaire to

measure the motivation levels of the participants to speak in English. With the employment of the Statistical Package for Social Sciences (SPSS) Software Program the findings were demonstrated through tables and figures. The results of this search showed that the participants with scores above 70 had the willingness to communicate in English at the rate of 88,2 out of 120 which is the maximum value for WTC and can be evaluated in the category of High WTC level (80-120). However, the analysis of the questionnaires of the exam-takers who got 100 scores on FLE brought about a quite different interpretation. The WTC rate of 84,57 out of 120 for these three participants signified that their overachievement in FLE had quite a little influence on their willingness to communicate which meant their inefficiency in the English language. WTC levels increased at a certain rate in line with the increase of FLE scores; nevertheless this could not go beyond the medium level limit meaningfully. The majority of the participants reflected their unwillingness to present a talk in English to a large group of strangers in their responses while they reported that they felt much more comfortable when speaking English with a friend personally. All these results were examined thoroughly in the conclusion chapter and some implications and suggestions were made for future research.

Key Words : Willingness to communicate, FLE scores, communication

Page Number : 107

Supervisor : Assoc. Prof. Dr. Semra SARAÇOĞLU

## TABLE OF CONTENT

<b>TELİF HAKKI ve TEZ FOTOKOPİ İZİN FORMU .....</b>	<b>i</b>
<b>ETİK İLKELERE UYGUNLUK BEYANI.....</b>	<b>ii</b>
<b>JÜRİ ONAY SAYFASI .....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>v</b>
<b>ÖZ .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>TABLE OF CONTENT.....</b>	<b>x</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF FIGURES .....</b>	<b>xvi</b>
<b>LIST OF ABBREVIATIONS .....</b>	<b>xvii</b>
<b>CHAPTER I.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
<b>Statement of the Problem.....</b>	<b>1</b>
<b>Purpose of the Study .....</b>	<b>3</b>
<b>The Significance of the Study .....</b>	<b>4</b>
<b>Limitations of the Study.....</b>	<b>5</b>
<b>Assumptions of the Study.....</b>	<b>5</b>
<b>Hypothesis of the Study.....</b>	<b>6</b>
<b>Definitions of Key Concepts.....</b>	<b>6</b>
<b>CHAPTER II .....</b>	<b>8</b>
<b>LITERATURE REVIEW .....</b>	<b>8</b>
<b>Introduction.....</b>	<b>8</b>
<b>Willingness to Communicate (WTC).....</b>	<b>8</b>

The Establishment of Willingness to Communicate in Native Language .....	11
The Establishment of Willingness to Communicate in Second Language (L2) .....	13
Heuristic Willingness to Communicate Model .....	14
Research on Willingness to Communicate (WTC) .....	17
Research on Willingness to Communicate (WTC) in Turkish Context.....	21
Foreign Language Examination (FLE) Administered in Turkey.....	27
Previous Studies Conducted on FLE in Turkey.....	29
<b>CHAPTER III .....</b>	<b>31</b>
<b>METHOD .....</b>	<b>31</b>
Research Design .....	31
Participants .....	32
Definitional Statistics about Demographic Data of the Participants .....	33
<i>Frequency Distribution Regarding the Ages of the Participants.....</i>	<i>33</i>
<i>Frequency Distribution Regarding the Genders of the Participants.....</i>	<i>33</i>
Data Collection Procedure.....	34
Data Collection Instruments.....	35
Factor Analysis of WTC Scale.....	36
The Relation among the Scale Items .....	38
The Relationship between WTC Scale and its Subscales.....	40
Reliability Analysis of Willingness to Communicate Scale .....	40
Data Analysis.....	41
<b>CHAPTER IV .....</b>	<b>43</b>
<b>RESULTS AND DISCUSSION.....</b>	<b>43</b>
Introduction.....	43
Descriptive Statistics of WTC Scale and Its Subscales.....	43
Evaluation of Overall WTC Levels and FLE Scores .....	44
Statistics about the Items of Willingness to Communicate Scale .....	49
Definitional Statistics about the Personal Information of the Participants .....	49
Frequency Distribution Regarding the Marital Status of the Participants .....	49
Frequency Distribution Regarding the Employment Status of the Participants .....	50

Frequency Distribution Regarding the Fields of the Study of the Participants .....	51
Frequency Percentage Regarding FLE Scores of the Participants.....	51
Frequency Percentage Regarding Frequency of Taking FLE.....	52
Frequency Percentage Regarding Purposes to Take FLE Exam.....	53
Frequency Percentage Regarding the Preparation Process for FLE.....	53
<b>Descriptive Analysis of Scale Scores according to the Demographic Data of the Participants .....</b>	<b>54</b>
<b>Normality Tests over WTC Scale .....</b>	<b>55</b>
<b>Analysis of the Scale with Demographic Profiles.....</b>	<b>56</b>
<b>Analysis of the Participants' Genders and WTC Scale.....</b>	<b>56</b>
<b>Analysis of Participants' Ages and WTC Scale .....</b>	<b>56</b>
<b>Analysis of Participants' Marital Status and WTC Scale .....</b>	<b>57</b>
<b>Analysis of Participants' Educational Status and Willingness to Communicate Scores.....</b>	<b>57</b>
<b>Analysis of Participants' Employment Status and WTC Scale.....</b>	<b>58</b>
<b>Analysis of the Participants' Field of Study and WTC Scale.....</b>	<b>59</b>
<b>Analysis of the Frequency of Taking FLE and WTC Scale .....</b>	<b>60</b>
<b>Analysis of the Preparation Process Variable for FLE and WTC Scale .....</b>	<b>61</b>
<b>Analysis of FLE Scores and Willingness to Communicate in English.....</b>	<b>62</b>
<b>Analysis of Participants' FLE Scores and Subscores of Willingness to Communicate Scale.....</b>	<b>63</b>
<b>FLE Scores and Subscore of Presenting a Talk to a Group of Friends and Acquaintances.....</b>	<b>63</b>
<b>FLE Scores and Subscore of Talking with strangers.....</b>	<b>64</b>
<b>Analysis of FLE Scores and Subscore of Speaking English with Friends and Acquaintances.....</b>	<b>65</b>
<b>CHAPTER V .....</b>	<b>66</b>
<b>CONCLUSION .....</b>	<b>66</b>
<b>Introduction.....</b>	<b>66</b>
<b>Summary of the Study .....</b>	<b>66</b>
<b>Implications and Suggestions for Further Research.....</b>	<b>69</b>

<b>REFERENCES</b> .....	<b>71</b>
<b>APPENDICES</b> .....	<b>79</b>
<b>Appendix 1</b> .....	<b>80</b>
<b>Appendix 2</b> .....	<b>83</b>



## LIST OF TABLES

Table 1. <i>Recent L2 WTC studies: grounded on MacIntyre et al.'s (1998) pyramid model</i>	18
Table 2. <i>Theses on Foreign Language Examination (FLE) in Turkey</i>	30
Table 3. <i>Table of Age Distribution Percentage</i>	33
Table 4. <i>Table of Gender Distribution Percentage</i>	34
Table 5. <i>Kaiser-Meyer-Olkin test and Barlett's test of Willingness to Communicate (WTC) Scale</i>	36
Table 6. <i>The Sub-scores of Willingness to Communicate (WTC) Scale and Their Variance Value</i>	37
Table 7. <i>The Factor Load of the Items in the WTC Scale</i>	38
Table 8. <i>Correlation Matrix Analysis of the Items of WTC Scale</i>	39
Table 9. <i>The Relationship between WTC Scale and its Sub-scores</i>	40
Table 10. <i>Reliability Analysis of Willingness to Communicate Scale and its Sub-scores</i>	41
Table 11. <i>Descriptive Statistics of the total scores of participants for WTC Scale and its sub-scores</i>	44
Table 12. <i>Crosstabulation of FLE Scores and WTC Levels of Exam-Takers</i>	45
Table 13. <i>Frequency Analysis of Overall WTC Levels for all the Participants</i>	46
Table 14. <i>Distribution of WTC Levels among FLE Scores Regarding Sub-scores</i>	47
Table 15. <i>Frequency Analysis of WTC Levels Regarding the Demographic Data</i>	48
Table 16. <i>Descriptive Statistics of the Items of WTC Scale</i>	49
Table 17. <i>Table of Marital Status Distribution Percentage</i>	50
Table 18. <i>Table of Educational Background Distribution Percentage of the Participants</i>	50
Table 19. <i>Table of the Employment Status Distribution Percentage</i>	51

Table 20. <i>Table of Field of Study Distribution Percentage</i> .....	51
Table 21. <i>Table of FLE Scores Distribution Percentage</i> .....	52
Table 22. <i>Frequency of taking FLE</i> .....	52
Table 23. <i>Table of the Distribution of the Reasons for Taking FLE</i> .....	53
Table 24. <i>Table of the Distribution Percentage of the Data about Preparation Process of FLE</i> .....	53
Table 25. <i>Descriptive Analysis of Scale Scores in terms of Demographic Data</i> .....	54
Table 26. <i>Normality Tests over WTC Scale and Its Sub-scores</i> .....	55
Table 27. <i>Analysis of Participants' Genders and WTC levels</i> .....	56
Table 28. <i>Analysis of Gender Variable and Willingness to Communicate levels</i> .....	56
Table 29. <i>Analysis of the Marital Status of Participants and WTC Scale</i> .....	57
Table 30. <i>Analysis of Educational Status of Participants and WTC Scale</i> .....	58
Table 31. <i>Analysis of Participants' Employment Status and WTC Scale</i> .....	58
Table 32. <i>Analysis of Participants' Field of Study and WTC Scale</i> .....	59
Table 33. <i>Analysis of the Frequency for Taking FLE and WTC Scale</i> .....	60
Table 34. <i>Analysis of the Reasons to take FLE and WTC Scale</i> .....	60
Table 35. <i>Analysis of the Exam Preparation Process and WTC Levels of Exam-takers</i> ....	61
Table 36. <i>Analysis of FLE Scores and WTC Levels of Participants</i> .....	62
Table 37. <i>Analysis of FLE Scores and Subscore 1: Present a Talk to a Group of Friends and Acquaintances</i> .....	63
Table 38. <i>FLE Scores and Subscore 2: Talk with Strangers</i> .....	64
Table 39. <i>Analysis of FLE Score and Subscore 2: Speak English with friends and acquaintances</i> .....	65

## LIST OF FIGURES

<i>Figure 1.</i> Development of WTC from L1 to L2 since 1976.....	10
<i>Figure 2.</i> MacIntyre's (1994) willingness to communicate path model.....	12
<i>Figure 3.</i> Measured variable path model developed by MacIntyre and Charos (1996) .....	13
<i>Figure 4.</i> MacIntyre et al.'s heuristic model of variables influencing WTC. ....	15
<i>Figure 5.</i> Overall Willingness to Communicate Levels Regarding FLE Scores.....	45

## LIST OF ABBREVIATIONS

CA	Communication Apprehension
DUS	Dentistry Specialization Exam
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
KMO	Kaiser-Meyer-Olkin Test
L1	First Language
L2	Second Language
ÖSYM	Higher Education Student Selection and Placement Centre
SPCC	Self-Perceived Communication Competence
SPSS	Statistical Package for Sciences
TUS	Proficiency in Medicine Expert Education
WTC	Willingness to Communicate

# CHAPTER I

## INTRODUCTION

The objective of this research is to examine and demonstrate the relationship between Willingness to Communicate (WTC) levels of Foreign Language Exam (FLE) takers and their scores between 70 to 100 on the English Language Test. In conjunction with this main aim, the introductory chapter provides an outline of the research under the subtitles of the statement of the problem, purpose, significance, limitations, assumptions and hypothesis of the study along with the definitions of the key concepts.

### **Statement of the Problem**

The attention on the significance of second/foreign language education has been recently generated by the worldwide spread of electronic communication and international trade (Kim, 2004, p.15). To keep up with the developments of the globalized world, the necessity to communicate in English has taken on a new meaning and importance in Turkey and all over the world. The communicative competence in the English language is regarded as playing a fundamental role in leading international exchange, enhancing economic progress and competing in international competition (Jung, 2011, p. 19). As stated by MacIntyre and Charos (1996), the main reason for learning a second/foreign language is making use of it for communication whether to make new friends, travel, learn about different cultures or only to use it for one's profession. Researchers have always seen communication as the first and foremost step in language education since it connects

individuals to the world. Therefore, the need to be willing to communicate in another language for language learners will arise if they want to learn that language and their participation in oral exercises might be remarkably significant (Bernales, 2016).

The problematic status of English language teaching and learning is accepted by many researchers in Turkey. The effort for teaching English as a second language in Turkey from the early years of the profession has always been seen as a worthwhile struggle by the educators. However, in spite of this effort, there seems to be a failure in upskilling students in order to meet their oral and written communication needs, which is the top priority so as to compete in the globalized world and show success in the English language.

English has been taught as a second language in Turkey for years as a required course. In the freshman year at university, students generally have at least seven years of English language background and they are supposed to be good at this language as a result of a long-time study. Surprisingly, the current situation is a little beyond this expectation. Many learners express their inefficacy to be able to “reach the desired communicative level to follow even basic levels of conversations” (Oktay, 2014). Even the students who attend English Preparatory School for a whole year, can not develop proficiency, fluency, and accuracy in English. Some people only ignore this failure since it sounds as if they will not use English in their lifetime. On the other hand, the ones who want to be a member of a university or have an academic career, or need English for their jobs, are required to take an English exam and get a score between 70 and 100.

The most commonly used standardized test administered by the Turkish Republic and Assessment, Selection and Placement Center (ÖSYM) is Foreign Language Examination (FLE). It has 80 questions which are needed to be completed within 180 minutes. The exam-takers are expected to use the time efficiently and show their reading, grammar and vocabulary knowledge but not their writing, speaking and listening skills as it is not a multifaceted test.

There is an obvious discrepancy here. Learning a language is not only about knowing the grammar and vocabulary but it might be mainly about communication. Accordingly, the test-takers focus on memorizing the grammar rules and vocabulary as it is such an important exam that will affect all their life. After getting the required scores on this exam, they sometimes forget all the things they learned during the preparation period. The result may open them an academic way to go on studying but then they start to feel disappointed. They may want to communicate in the language on which they spent a lot of time. Or possibly they may pay no attention to the importance of English in their work-life and go on their academic career unproficiently.

Taking all of these into account, this study aims to shed light on the efficiency of a foreign language examination in assessing an exam taker's proficiency in the English language. Besides, it aims to find out whether the exam-takers with high scores have a tendency and willingness to communicate in the same language as they have already studied some fundamental points in it.

### **Purpose of the Study**

The goal of this study is to investigate the relationship between Foreign Language Examination (FLE for the English Language) success and the willingness to communicate level of exam takers. This research is also going to try to show whether there is an important correlation among the independent variables such as WTC level, age, gender. Correspondingly, it aims to try to find answers to the following research questions:

1. Is there a relationship between FLE scores and willingness to communicate levels of exam-takers?
2. Are the exam-takers whose scores are above 90 more willing to communicate in English?
3. In what situations are FLE takers willing to communicate in English?

4. Do the levels of willingness to communicate and the success on FLE English test change according to the following variables,
  - a) Gender
  - b) Age
  - c) Marital status
  - d) Academic level
  - e) Employment status
  - f) Field of study
5. Are there any significant differences in participants' WTC levels in terms of their levels of success according to the FLE English test?
6. Do the levels of willingness to communicate increase in line with the participants' higher scores?

### **The Significance of the Study**

FLE (Foreign Language Examination) for the English language is an important step for the ones who want to have a higher career. Because of its importance, some researchers in Turkey presented a number of studies about the questions and question types, language motivation, test anxiety caused by Foreign Language Exam (FLE) in Turkey. However, as far as it is known, there is no study on the exam takers who got more than 70 points, that is, the ones who can be regarded as successful and whether are more willing to communicate in that language or not. This research plays an important role in Turkish EFL context because there have not been any studies which examine the relationship between the scores of any language proficiency exams and willingness to communicate levels of exam takers in Turkey, so far. The present study aims to demonstrate English language learners' status in Turkey by examining their official language efficiency results and their motivation to speak in English and also aims to demonstrate whether the exam takers who are successful according to the exam results believe that they are really good at this

language and ready to communicate and use it in a natural way. Lastly, it is hoped to provide a more extensive perspective to Foreign Language Examination in Turkey.

### **Limitations of the Study**

There are various limitations of the present study:

- This study is limited to 166 participants who are FLE exam-takers with at least 70 scores out of 100. Therefore the results that are obtained from the analysis cannot be a hundred per cent true and making a complete generalization depending on the results would not be correct.
- The results got from the questionnaires may be misleading because it will only include a quantitative approach to reach the result.
- The findings obtained from the research is limited to the data collected by conducting WTC questionnaire.
- The questionnaire to measure the willingness level of the participants was developed by another researcher in a different context so the statements may be insufficient to see the willingness in a second/foreign language.

### **Assumptions of the Study**

The main assumptions of this research can be listed as follows:

- The instruments used for this study is supposed to be appropriate for the purposes of the research.
- The researcher supposes to reach enough number of participants from different parts of Turkey and assumes to get reliable and sincere answers to the questions asked in the questionnaire.
- The findings of the study are assumed to reflect the real perceptions of the participants towards the English language.

## **Hypothesis of the Study**

It is hypothesized that willingness to communicate levels of exam takers will not change significantly according to the scores they got on FLE but there will be some other factors affecting the levels like the fields of the study of the exam taker. Besides, it is expected to show the fact that the higher point exam-takers get on FLE does not mean the better level they are in considering the communication aspects of English. Success in a second/foreign language is mainly about the readiness to speak in that language but not only the structural frames of it. This study will also contribute to the knowledge of the current situation of English Language Examinations in Turkey.

## **Definitions of Key Concepts**

*Communication*: “The imparting or exchanging of information by speaking, writing, or using some other medium” (Oxford, n.d.).

*Heuristic Pyramid Model*: A six-layer model to demonstrate the language use of learners whose control in communication increases as they come closer to the top.

*Kaiser-Meyer-Olkin Test*: “is a measure of how suited the data is for Factor Analysis. The test measures sampling adequacy for each variable in the model and for the complete model” (Glen, 2016).

*Kruskal Wallis H Test*: It is a kind of test which “determines whether the medians of two or more groups are different. Like most statistical tests, you calculate a test statistic and compare it to a distribution cut-off point” (Glen, 2016). The test examines whether a significant difference can be found between sub-scores or not. But, a Post Hoc test is required to give the details of the sub-scores.

*Mann Whitney U test*: It is “the nonparametric equivalent of the two-sample t-test. While the t-test makes an assumption about the distribution of a population (i.e. that the sample came from a distributed population), the Mann Whitney U Test makes no such assumption” (Glen, 2016).

*WTC*: Willingness to Communicate was defined by MacIntyre, Dornyei, Clement, and Noels (1998) as “a readiness to enter into discourse at a particular time with a specific person or persons, using an L2”. It is a vital indicator of having an inner desire to speak. According to Kang’s (2005) definition “Willingness to Communicate (WTC) is an individual’s volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to the interlocutor(s), topic, and conversational context, among other potential situational variables”.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter presents the existing literature offering a conceptual and theoretical framework based on Foreign Language Examination (FLE) and Willingness to Communicate (WTC).

#### **Willingness to Communicate (WTC)**

With the advent of contemporary language teaching, a high priority has been placed on communication and training individuals who will eventually have the ability to use the target language for communicative aims (Riasati & Noordin, 2011). The expectation of modern societies on education is to encourage students to learn at least two foreign languages and use them for effective and meaningful communication in their daily lives. Over the past decade, a considerable number of researchers have highlighted the importance of authentic communication as the ultimate goal for language learners (Alalou, 2001; de Saint Léger & Storch, 2009; MacIntyre, Burns, & Jessome, 2011; Ushioda, 2001). Producing the target language is regarded as a fundamental element influencing the success in language acquisition (Swain & Lapkin, 1995).

The purpose of teaching a second language has undergone some modifications and language use for communicative purposes has gained more importance than the mastery of structure (Çetinkaya, 2005). A number of approaches and methods have been developed in order to seize this objective. The late 1980s are the time that educators centred upon the communicative sense of language and wanted to teach language learners the ways to communicate in the target language with the help of communicative and meaningful activities. In the same vein, Kang (2005) points out:

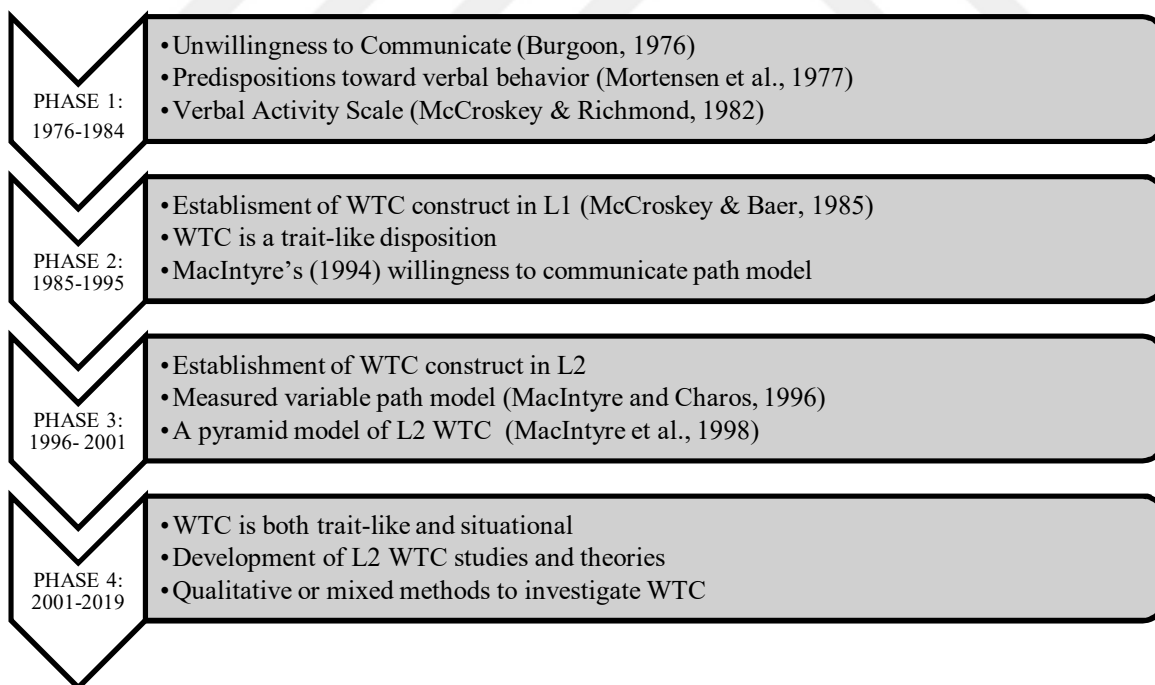
With increasing emphasis on authentic communication as an essential part of L2 learning and instruction, Willingness to Communicate (WTC), which is an individual's volitional inclination toward actively engaging in the act of communication in a specific situation, varying according to interlocutor(s), topic, and conversational context, among other potential situational variables, has also been proposed as one of the key concepts in L2 learning and instruction.

Willingness to communicate, as a concept useful in explaining individuals' L1 and L2 communication and as a vital variable highlighting the interpersonal communication process, represents the intent to start communication when a person feels free to do so (McCroskey & Baer, 1985; McCroskey & McCroskey, 1986).

The evolution of WTC has gone through four phases since the work of Burgoon (1976) on "unwillingness to communicate". In the first phase from the years 1976 to 1984, preliminary work on WTC was undertaken by Burgoon (1976) with an opposite perspective by using Unwillingness to Communicate Scale (UCS) which focused primarily on the variables that make people avoid talking such as "anomia, alienation, introversion, self-esteem and communication apprehension". In 1977, Mortensen et al. identified some features of speech as "predispositions toward verbal behaviour" and to measure these predispositions they developed a Predisposition toward Verbal Behavior Scale (PVB) whose items were related to WTC and UWTC concepts. Lastly, McCroskey and Richmond (1982) examined how shyness prevents communication and identified shyness as "the tendency to be timid, reserved, and most specifically, talk less". Developing the Verbal Activity Scale (VAS), McCroskey and Richmond (1982) intended to predict communication behaviour in terms of the amount of communication.

The second phase from 1985 to 1997 refers to the introduction of WTC concept by McCroskey and Baer (1985) in relation to communication behaviour using native language under the same or similar conditions. The first scale to measure a degree for WTC was developed by them. It has 20 items and serves as a basis for other WTC instruments since then.

Based on the findings of WTC studies in L1, the third phase came with the emergence of a path model of L2 WTC developed by MacIntyre and Charos (1996). Whether high willingness would cause more frequent use of L2 was investigated in that period. Later in 1998, a pyramid model was proposed by MacIntyre et al. and WTC was regarded as a changeable and situational phenomenon depending on time and context rather than being a trait-like feature. In the last phase since 2002, a greater number of L2 WTC studies have been conducted all over the world using a variety of methods. Figure 1 presents an overview of these phases which will be explained in detail in the following sections.



*Figure 1.* Development of WTC from L1 to L2 since 1976.

## **Establishment of Willingness to Communicate in Native Language**

Willingness to communicate which has recently been added to the field of speech communication, was first conceptualized by McCroskey and Baer (1985) and McCroskey and Richmond (1985, 1987) to talk about communication behaviours in the native language in terms of individual differences, depending on Burgoon's (1976) studies about "unwillingness to communicate", Mortensen, Arntson and Lustig's (1977) work on "predisposition toward verbal behaviour", and McCroskey and Richmond's (1982) conceptualization of timidity and shyness.

By drawing on the concept of WTC, McCroskey and Baer (1985), regarded WTC as a personality trait and defined it as the possibility that a person may want to talk when free to do so. The supposition that WTC is trait-like means that an individual's WTC in one case can be expected to be connected with WTC in other cases and with different receivers (Baker and MacIntyre, 2000). Commenting on WTC as a personality-based and trait-like disposition, McCroskey and Richmond (1987) also note that:

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 associated with decreased frequency and amount of communication, which in turn are associated with a variety of negative communication outcomes" (p. 153-154).

Likewise, Richmond and Roach (1992) hold the view that "willingness to communicate is the one, overwhelming communication personality construct which permeates every facet of an individual's life and contributes significantly to the social, educational, and organizational achievements of the individual" (p. 104).

Addressing the importance of speaking as a component in interpersonal communication, McCroskey and Richmond (1990) also argue that individuals may differ considerably from each other in the extent to which they really talk. There may be variability in communicating behaviour among individuals in terms of the contexts and receivers.

In an investigation into the relationship among WTC, communication apprehension (CA) and self-perceived communication competence (SPCC), McCroskey and Richmond (1990)

regard CA and SPCC as two vital keys for the formation of WTC. In their cross-cultural study, McCroskey and Richmond (1990) suggested that an individual can be eager to talk when he or she is not anxious and feels relaxed to communicate with others. This idea was supported by MacIntyre's (1994) study with a path model (see Figure 2).

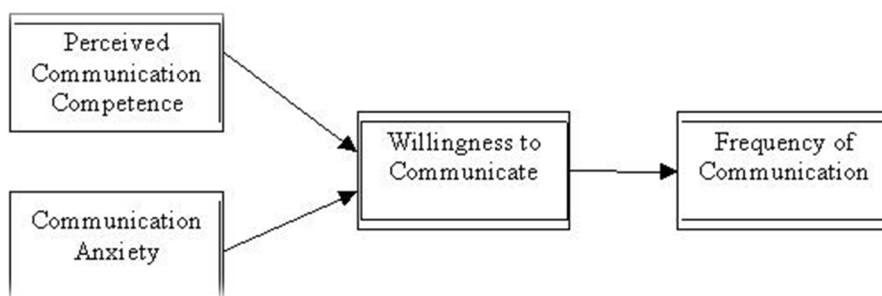


Figure 2. MacIntyre's (1994) willingness to communicate path model

The path model was proposed by MacIntyre in order to predict L1 WTC in 1994. MacIntyre (1994) points out that “WTC represents the intention to initiate communication behaviour and this intention may be based in large measure on the speaker's personality” (p. 135). Accordingly, he investigated some individual difference variables such as communication apprehension, self-esteem, alienation, introversion, anomie, and self-perceived communication competence as unwillingness to communicate factors, which were studied earlier by Burgoon (1976). It was concluded by the results of the study:

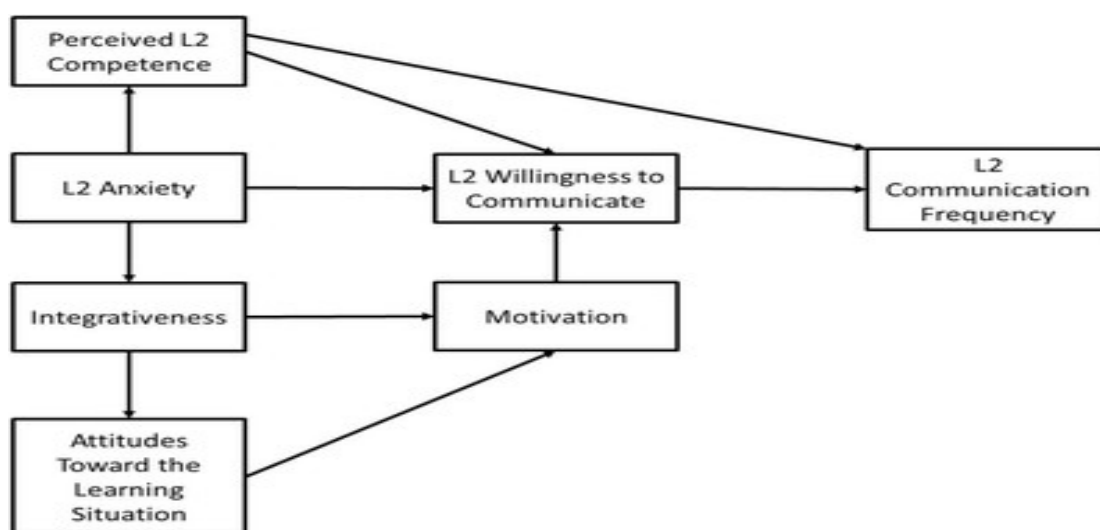
- Communication apprehension and self-perceived communication competence are two important variables which have a straight effect on WTC.
- Frequency of communication is strongly affected by the willingness to communicate.
- There is no significant relation among anomie, alienation and the WTC.

While researchers were developing WTC theories, the first WTC scale was constructed and then validated (McCroskey & Baer, 1985; McCroskey, 1992). It was designed “as a

direct measure of the respondent's predisposition toward approaching or avoiding the initiation of communication'' (McCroskey, 1992, p.17). The WTC scale itemizes 20 situations for individuals to state their willingness to initiate communication across four contexts (public speaking, meetings, small groups, dyads) and with three types of receivers (strangers, acquaintances and friends). McCroskey and Baer (1985) contributed a lot to communication research with the conceptualisation and measurement of WTC and encouraged researchers for further investigation of the concept in L2 (Zerey, 2017).

### **The Establishment of Willingness to Communicate in the Second Language (L2)**

Gathering the outcomes of WTC studies in L1, Willingness to Communicate in the second language was first spotlighted by a path model developed by MacIntyre and Charos (1996) who were the pioneers of WTC in L2 (see Figure 3). They studied communication apprehension by changing the term with 'language anxiety' and self-perceived communication competence. Integrativeness, attitudes and motivation were adapted from Gardner's (1985) socio-educational model and these three factors were combined with MacIntyre's (1994) L1 WTC model. Their aim was "to predict the frequency of using the second language in daily interactions" and "to examine the influence of global traits (MacIntyre & Charos, 1996, p. 10)".



*Figure 3.* Measured variable path model developed by MacIntyre and Charos (1996)

Considering all the data they got from the study, the researchers supposed that “the learners’ ability to communicate in L2 will improve with practice” (MacIntyre & Charos, 1996, p. 17). The conclusions from the study can be listed below:

- L2 communication frequency is directly influenced by WTC and motivation which makes the study significant for further research on L2 WTC.
- The students who were more motivated about language learning stated that they used language more often.
- Willingness to Communicate level was influenced both by perceived competence and anxiety.
- Personal traits were found to be influential on motivation and WTC.
- There is no significant relationship between motivation and WTC as expected.
- They concluded that WTC model may be "profitable addition" to L2 studies (MacIntyre&Charos, 1996, p. 19).
- There is a strong relationship among the examined variables and the finding of this research reflect the findings of previous studies on WTC.

### **Heuristic Willingness to Communicate Model**

The research on WTC was found to be very prominent as it can contribute to the field in many ways. After the study of MacIntyre and Charos (1996), the WTC construct started to attract more attention in the second language learning area. In an attempt to provide an in-depth analysis into communicative, linguistic and socio-psychological variables that may influence one’s WTC, the studies were expanded into a heuristic model of second language WTC consisting of variables in a 6-layered pyramid proposed by MacIntyre, Clement, and Noels (1998) who defined the WTC term as a “readiness to enter into discourse at a particular time with a specific person or persons, using an L2”. As MacIntyre et al. (1998) note:

An examination of WTC offers the opportunity to integrate psychological, linguistic, and communicative approaches to L2 research that typically have been independent of each other. We view the WTC model as having the potential to provide a useful interface between these

disparate lines of inquiry. Our second goal is to suggest potential relations among these variables by outlining a comprehensive conceptual model that may be useful in describing, explaining, and predicting L2 communication. (p. 545)

The situational model, which is named as “Heuristic Model of Variables Influencing WTC”, illustrates multi-dimensional layers of WTC model (see Figure 4).

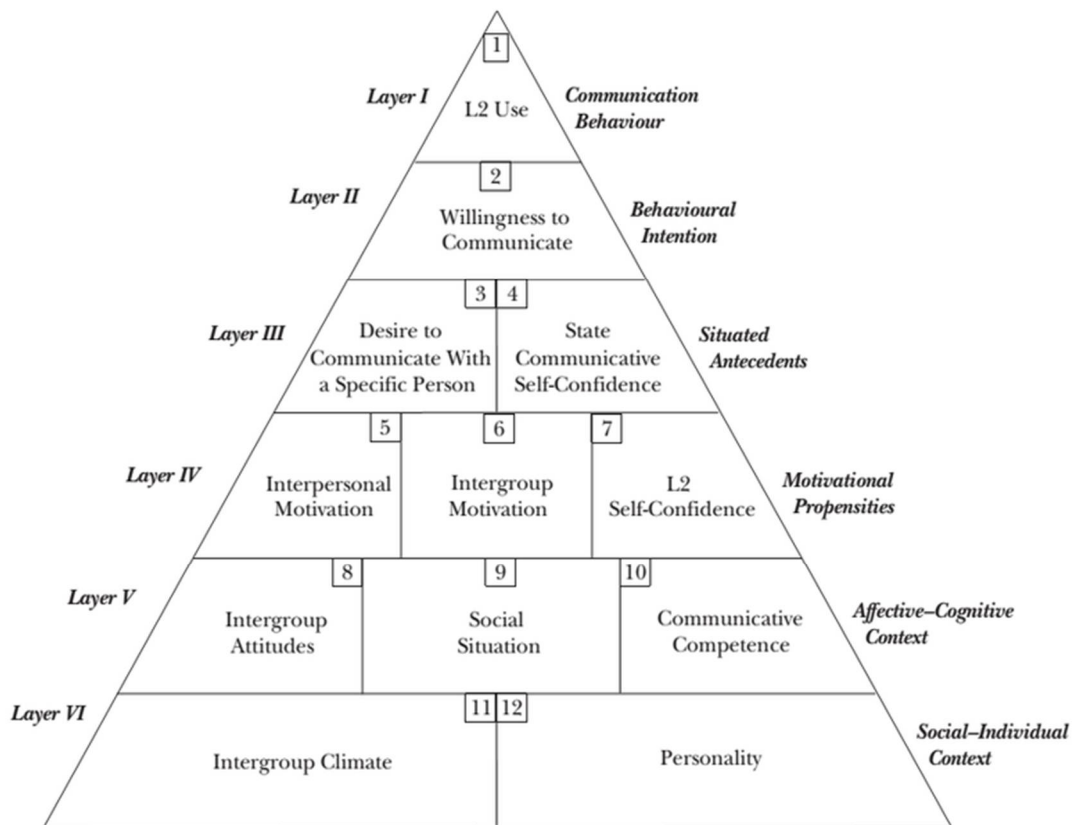


Figure 4. MacIntyre et al.’s heuristic model of variables influencing

The heuristic model presents the sequence of probable influences on WTC in a second language. The form of the pyramid shows the proximal and distal, or the most instant and the extensive basic elements which could control probable effects on starting an L2 communication.

MacIntyre et al. (1998) expressed that “the pyramid shape shows the immediacy of some factors and the relatively distal influence of others” (p. 546). It includes personal, cognitive, and affective variables that might change the level of willingness to communicate. By examining the model, it can be clear that MacIntyre et al. (1998) regard WTC as a “situational variable with both transient and enduring influences” but not a

"personality-based and a trait-like predisposition" (McCroskey & Baer, 1985, p. 4). On the grounds of this pyramid model, communication might not occur without WTC which is the last step of the process. Accordingly, MacIntyre et al., (1998) asserted that "a suitable goal of L2 learning is to increase WTC" (p. 558). This view is supported by Peng (2012, p. 203) who stated: "the extent to which classroom interaction is successful may rest with the degree of students' willingness to speak the target language."

The elements that affect WTC are separated into two groups: permanent and situational effects which are the last three layers from the bottom. Top three layers are accepted to have a temporary effect on WTC, whereas the bottom layers represent enduring and permanent influences on WTC. Layer II describes WTC as a behavioural intention which is the last step of using the second language. The heuristic model is vital for the reason that it is "the first attempt at a comprehensive treatment of WTC in the L2" (MacIntyre et al., 1998, p. 55).

The view of MacIntyre et al. (1998), was extended by a qualitative study conducted by Kang (2005). Considering the situational variables of WTC, Kang (2005) puts emphasis on the fact that WTC in the second language is mainly state-dependent and its dynamical development goes through many fluctuations. She followed a different way to understand WTC and defined it as "a dynamic situational concept that can change moment-to-moment, rather than a trait-like predisposition (p.277)." WTC is regarded as a changeable factor through the years and found to be affected by some frameworks like topic, context and interlocutors. MacIntyre (2007) highlighted these changing factors in the sense of WTC concept and asserted that "the concept of WTC, defined as the probability of speaking when free to do so, helps to orient our focus toward a concern for micro-level processes and sometimes rapid changes that promote or inhibit L2 communication" (MacIntyre, 2007, p. 564).

The volitional facet of WTC is stressed in his article, regarding it as something independently chosen to be done. Besides, he finds the WTC process as a dynamic and

active continuum which is a matter of personal preference as a volitional act. In line with this viewpoint, the individuals and their act of speaking are rather related to the situation itself. Therefore, the place in which communication takes place is really important to the collocutor.

Together these studies provide important insights into the WTC which was first regarded as a personal characteristic feature by the researchers. However, in the context of L2 communication, conducted studies persuaded people about the fact that WTC is a state-like feature that can have a fluctuation of changes across different situations and result in a dynamic understanding of the nature of WTC.

### **Research on Willingness to Communicate (WTC)**

A large and growing body of literature has studied the concept of willingness to communicate and the variables that might have an effect on an individual's degree of WTC. A number of researchers have used a variety of methods such as questionnaires, interviews, group discussions, class observations in order to explore WTC. There is a consensus among these researchers on the importance of WTC both in L1 and L2.

Since 2002, the evolution of WTC in the fourth phase has been moving towards the development of WTC studies and theories in the second language. On the basis of preliminary work on L2 WTC undertaken by MacIntyre et al. (1998), researchers have shown a more recent attention to WTC in the second language (Cao & Philp, 2006; de Saint Léger & Storch, 2009; Fushino, 2010; Kang, 2005; MacIntyre et al., 2002; MacIntyre, Burns & Jessome, 2011; MacIntyre & Doucette, 2010; MacIntyre & Legatto, 2011, Matsubara, 2007; Yashima, 2002, Yashima, Zenuk-Nishide & Shimizu, 2004). Table 1 presents an overview of the recent studies based on MacIntyre et al's (1998) model (Zhang, 2012).

Table 1

*Recent L2 WTC studies: Grounded on MacIntyre et al.'s (1998) pyramid model (Zhang, 2012, p. 25-26)*

L2 WTC study	Strength	Weakness
MacIntyre et al. (2002)	Found positive relation of motivation & attitudes to WTC	Situated WTC was not studied
Yashima (2002); Yashima et al. (2004)	Found the relation between motivation and WTC	Situated WTC was not studied
Kang (2005)	The first one to study situational WTC	Small sample size
Cao & Philp (2006)	Investigated both trait-like & situational WTC	Small sample size
Matsubara (2007)	Found the relation of motivation to WTC in the Japanese classroom context	Situated WTC was not studied
de Saint Léger & Storch (2009)	Studied both trait-like & situational WTC in Australia	Only studied WTC in two classroom contexts: the whole class discussion and small group discussion.
MacIntyre and Doucette (2010)	Found an additional predictor of L2 WTC: action control	The predictor may not be applicable to other different cultures, e.g. China
Fushino (2010)	Studied WTC in group work situations	Covered not all influential factors to WTC
MacIntyre, Burns & Jessome (2011)	Used a new method: a three-step idiodynamic approach (1. an immediate playback of recorded tasks, 2. participants' self-ratings of WTC to form a diagram in a software, 3. discuss reasons for changes in WTC) to study WTC in tasks	Subjective self-reported ratings
MacIntyre&Legatto (2011)	Used focused essay to study three different contexts	Contradictory outcomes
Cao (2011)	Found three overlapping environmental, individual and linguistic aspects in situational WTC	Findings cannot be generalised to a specific cultural context since both WTC were explored among non-native English speakers from different countries

Zhang, L. X. (2012). *To Break the Ice: A Case Study of Willingness to Communicate in L2 in English Language Lessons in a University in China*. Doctoral Thesis, The Hong Kong Institute of Education, Hong Kong. Retrieved from <https://www.proquest.com/>.

As explained earlier, the first systematic study is known to be proposed by MacIntyre et al., (1998) and a considerable number of major studies were conducted by major figures in

the third millennium on the grounds of this preliminary work. In 2001, MacIntyre et al. carried out a study on students of L2 French immersion living in an Anglophone community. They hypothesized that “orientations toward language learning as well as social support would influence students' willingness to communicate (WTC) in a second language” (MacIntyre et al., 2001). Detailed examination of WTC in speaking, writing, reading and comprehension along with orientations for learning an L2 such as “travel, job-related, friendship with Francophones, personal knowledge, and school achievement” showed that these orientations were positively correlated with WTC inside and outside the classroom and higher levels of WTC were obtained thanks to the social support from friends which was linked with higher orientations for travel and for friendship with Francophones.

Considering both contextual and individual difference variables in L2 use, MacIntyre, Clement and Baker (2003) conducted a study on immersion and nonimmersion Anglophone students with reference to WTC. They employed several questionnaires in order to measure WTC level, frequency of L2 communication, frequency and quality of contact with the second language group, L2 confidence, subjective L2 norms, situated ethnic identity. The results of their analysis showed that WTC is a context-based variable which is influenced by social factors, individuals and contexts.

By employing qualitative modes of enquiry, Kang (2005) attempted to investigate the dynamic emergence of situational WTC during a conversation in a second language. The data analysis, which was obtained from videotaped conversations, interviews and stimulated recalls, demonstrated that “situational WTC in L2 emerged from the joint effect of three interacting psychological conditions of excitement, responsibility, and security, each of which was co-constructed by interacting situational variables such as topic, interlocutors, and conversational context”. A multi-layered construct of situational WTC was proposed by Kang (2005) along with a new definition of WTC in L2. The major limitations of this study were the small number of the sample and the primary focus on situated WTC.

In the following year, Cao and Philp (2006) published an article on the dual characteristics of WTC in L2: trait-like WTC and situational WTC. The methodological approach taken in this study is a mixed methodology based on observation, interviews and questionnaires. The dynamic nature of WTC was reflected as a result of the findings which show contextual factors' (the group size, familiarity with interlocutor(s), interlocutor(s)' participation, familiarity with topics under discussion, self-confidence, a medium of communication and cultural background) effect on the learners' WTC.

In 2006, Freiermuth and Jarrell analysed how second language learners communicated through online chat and face to face and concluded that online chatting "reduces social constraints and reconfigures the ways students interact in L2 enhancing their willingness to communicate" (p. 207).

A study in order to find the relationship between learners' perceptions and attitudes of speaking in oral class activities and WTC in L2 classrooms were carried out by De Saint Léger and Storch (2009). The results revealed that there is a significant relationship between learners' perceptions of speaking in oral activities and their WTC levels. The increase in WTC levels was found to be correlated with the increase in learners' linguistic self-confidence.

Cao (2011) explored different contextual variables that may affect willingness to communicate levels of international students who learn English for Academic Purposes employing a mixed design. The findings put forward that the students' WTC was affected by the joint effects of individual factors, including self-confidence, personality, emotion, and perceived opportunity to communicate; classroom conditions, such as topic, task, interlocutor, teacher and group size; and linguistic factors. Based on the findings, she claims that "classroom WTC is a dynamic situational variable rather than a trait disposition".

Based on the findings of previous research on WTC, Zarrinabadi (2014) attempts to determine how teachers could affect learners' WTC. He utilized focus essay technique as the main instrument of the research. The participants expressed the situations of

unwillingness and willingness created by teachers. The findings showed that “teachers’ wait time, error correction, decision on the topic, and support exert influence on learners’ WTC”.

An in-depth analysis was conducted on the attitudes of students who are willing and unwilling to communicate by Piechurska-Kuciel (2014). The results demonstrated that “low levels of WTC are generally connected with passivity, helplessness, and overwhelming fear—precluding any voluntary attempts to initiate communication in L2. On the other hand, high WTC designates language freedom, satisfaction, and security—imprinted in L2 use”.

A recent study conducted by Kanzaki (2016) examined the relationship between university student’s scores on the TOEIC Speaking test and their willingness to communicate (WTC) as well as their scores on TOEIC Listening and Reading test in Japan. In his article, he gave 142 university students the TOEIC Listening and Reading Tests and a 9-item WTC questionnaire. He attempted to find the reason why some learners get good scores on the speaking test in spite of having relatively low listening and reading test scores and why some other students have low speaking test scores despite their high scores from listening and reading tests. By correlating the test scores and the questionnaire responses in addition to multiple regression analysis, he considered WTC as an influential factor on speaking test scores and found a strong and clear link between these variables.

### **Research on Willingness to Communicate (WTC) in the Turkish Context**

In this section, all the theses regarding the relationship between WTC and language teaching conducted by Turkish researchers over the past decade are reviewed. These theses were retrieved from the Thesis Center website of the Council of Higher Education. The studies conducted in Turkey generally centred on some variables connected to WTC such as language learning strategies, technology, and anxiety. Only 13 theses were found to be directly related to WTC and L2 language learning. In order to examine the studies in an

easy way, the authors, years, thesis types and the results were given in a chronological order from the latest to the earliest.

The latest seven theses belonging to 2018 demonstrate the recent popularity of willingness to communicate. As an example for these studies, Uyanık (2018) wanted to examine the link between motivation of EFL learners and their willingness to speak English at a tertiary program of University of Turkish Aeronautical Association and she also aimed to see the levels of WTC at that program in an ESP context in her master's thesis titled as “*The Relationship between students' willingness to communicate and motivation: An ESP case at a tertiary program in Turkey*”. By using a mixed-method triangulation technique, she reached the following conclusions: The general level of WTC in English was reasonable, while their motivation was higher. The link between WTC and motivation was found to be important, positive and moderate in terms of quantitative results. Accordingly, classroom observations and the interviews revealed the same result with a strong correlation. All the analysis showed that the participants had a positive inclination towards communicating in English during the lessons and they all sought for the opportunities to speak English more in English classes.

The doctoral thesis (2018) entitled as “*Examining the willingness to communicate for those who learn Turkish as a foreign language*” is a different one being the first WTC study conducted on learners who study Turkish as a foreign language. Polatcan (2018) in this study aims to investigate the effect of some variables like “*anxiety, personality types, self-confidence, measurement and evaluation practices, teaching strategies, teaching methods and techniques, student expectations, language skills, willingness to learn a language and Turkish culture*” on WTC levels of Turkish language learners. The findings of the questionnaires used in the study uncovered that students are willing to speak Turkish and have a positive attitude towards the culture of the language they are studying. The instructors also participated in the study and they were found to be eager to increase the willingness of students in speaking Turkish.

In the same year, another master's thesis about WTC among Turkish language learners was written by Yayla (2018) titled as "*Ideal second language (L2) self and willingness to communicate among learners of Turkish as a foreign language*". She centred on the ideal second language ego as a motivational variable and tried to find its link with willingness to communicate in Turkish as a foreign language. She found out some important interrelation between these two keys.

Ekin (2018) conducted a research on WTC under the title of "*The effect of vision/imagery capacity of the foreign language learners on their willingness to communicate*". This quantitative study was conducted with 229 participants at Hacettepe University and predictor variables of WTC were tried to be examined. The results pointed out the fact that English learners, who are students at university, had high levels of WTC both during the lessons and outside the classroom. Outside the classroom, the students showed much more willingness to speak than inside the classroom. The predictors of WTC were found out to be different inside and outside the classroom.

Taşdemir (2018), in his thesis titled "*Exploring the relationship between high school students' willingness to communicate and their self-efficacy perceptions in Turkish EFL context*", carried out a research on high school students who study English as a second language. His purpose was to have a deeper look at the relationship between perceived self-efficacy and WTC levels of high school students. The participants were seen to be willing to communicate in English but they had low levels of self-efficacy and self-perceived communicative competence in English. A moderate and considerable correlation was observed between students' WTC and self-efficacy in the target language according to the results got from the statistical analysis. Besides, qualitative findings demonstrated that there are a number of reasons explaining the willingness like; "positive attitude towards English and interest in different cultures" and unwillingness such as "fear of making mistakes or feeling anxious". Lastly, lack of vocabulary knowledge and grammar were

emphasised as the other reasons behind inefficacy perceptions of English learners at high schools.

A case study was worked through by Temiz (2018) in his master's thesis with the aim highlighted in the title as “*Exploring EFL awareness in teacher cognition: A case study in Turkey*”. Only four English instructors participated in the study. They were interviewed and observed during the lessons in order to reach some conclusions on “how teachers conceptualize EFL awareness, what issues teachers associate with EFL awareness, and how teachers implement EFL awareness in the teaching context”. He used thematic, content, and document analyses in order to get the data. As stated below:

The findings concluded that EFL awareness was conceptualized in terms of three main themes: ELF as a global function of English, EFL as a means for establishing confidence, and EFL as a gate for revealing national identities, and in terms of three sub-categories: EFL serves as a means for communication, EFL establishes willingness to communicate, EFL increases awareness of respect to other varieties and cultures.

The last WTC thesis of 2018 was written by Başöz (2018) under the title of “*Willingness to communicate: A path-analytic model for tertiary-level learners of English in Turkey*”. This doctorate study set sight on examining Turkish EFL learners' perceived WTC level inside and outside the learning atmosphere in addition to the possible correlations among the variables of “L2 WTC, ideal L2 self, ought-to L2 self, L2 learning experience, imagery capacity, L2 motivation, L2 anxiety, vocabulary size and course achievement”. The researcher used a mixed-method in qualitative and quantitative phases. Moderate levels of WTC in the target language were detected both inside and outside the learning atmosphere according to the data results. As a predictor of WTC in L2, imagery capacity and L2 motivation were accepted to be the most important ones among the variables examined. L2 WTC was affected by several factors consisting of “L2 classroom environment, affective factors, topic, interlocutor, personal characteristics, linguistic factors, self-perceived communication competence, past communication experience, the opportunity for communication, group size, ideal L2 self, and ought-to L2 self”.

There are six theses written on WTC in 2017. Altner (2017)'s doctoral research intends to investigate “*Willingness to communicate in English in Turkish EFL classroom context*” in concordance with the given title. In this comprehensive study, the researcher concluded that WTC and speaking anxiety levels of participants were moderate in a classroom setting while their perceived communication competence level was slightly over moderate. Positive perceptions of the participants' L2 self-images were indicated. Extrinsic motives were highlighted by students than intrinsic motives. The findings of the structural model demonstrated that motivation to learn English, ideal L2 self and learner beliefs are the mediators of the relationship between classroom environment, WTC in English and communication confidence.

Communication Confidence did not mediate the relationship between motivation to learn English and WTC in English since these variables had a significant relationship. An indirect relationship between WTC and vocabulary size was reported.

Öz (2017) examined how the mindfulness training program is influential on students' WTC in the study titled “*The effects of mindfulness training on students' L2 speaking anxiety, willingness to communicate, level of mindfulness and L2 speaking performance*”. The analysis results demonstrated the effectiveness of the program on these variables.

Bulut (2017) is another researcher who studied WTC in her master's thesis named as “*Turkish adult learners' approach to learning English with regard to motivation, attitudes, reasons and willingness to communicate*” with intents to find out the reason behind learning English as a foreign language by adult learners, to present how motivated they are towards English and lastly to explore their WTC level. The reason behind learning English was found to be interrelated with the occasions and friendship. Integrativeness was seen to be positively affected by motivation. A negative correlation was found out between WTC and anxiety.

The variables affecting the English language learning along with WTC were studied by Özaslan (2017) in the thesis titled “*The relationship between social intelligence, cultural intelligence, anxiety, attitude levels, and willingness to communicate in English*”. Statistically proved results showed that all the participants had high levels of willingness towards English. Living in an English-speaking country was found to be a positive factor which has an influence on student’s WTC and attitude. With the help of regression analysis, attitude, anxiety and cognitive cultural intelligence were accepted as the best predictors of willingness to communicate in English.

Zerey (2017), wanted to see whether classroom atmosphere is an effective element regarding WTC and the overall WTC levels of participants who study English at a preparatory school in her thesis titled as “*The relationship between willingness to communicate and classroom environment in a Turkish EFL setting*”. The participants were found to be moderately willing to speak English and this level tended to increase or decrease depending on the communicative activities. The students expressed their positive attitudes towards the language learning atmosphere. Gender and academic major differences did not play an important role in the WTC level. According to the correlation analysis, environmental elements in the classroom were found to be highly related to WTC.

The last comprehensive doctorate study of 2017 was conducted by Kartal (2017) under the title of “*The effects of a virtual world on the willingness to communicate, motivation, and anxiety of the student teachers of English*”. It examines the possible effects of using a virtual world on the variables mentioned in the title. As a consequence of using a virtual world, the participants showed a great increase in willingness to speak English and an apparent decrease in the fear of communication. There was not any statistical difference in their motivation levels.

Offering the readers enhanced disclosure of WTC in an attempt to examine the willingness in a wide-ranging method and to find the relationship among the other variables affecting

WTC such as linguistic self-confidence, motivation, personality and attitude, Şener (2014) highlighted the increasing importance of WTC studies in the last twenty years in the research entitled “*Willingness to communicate in English as a foreign language among Turkish students in Turkey*”. The results indicated that overall WTC of the students was moderate and high and the participants were highly motivated both inside and outside the classroom. The participants had positive attitudes toward the English language and culture. While a moderate level of anxiety was detected among students, the level of self-perceived communication competence was over moderate. Confidence was found to be the most significant predictor of WTC which was partly affected by students’ motivation levels. The analysis of Pearson correlation demonstrated the significant correlations between WTC and self-confidence, attitude toward the international community, and motivation.

### **Foreign Language Examination (FLE) Administered in Turkey**

Great numbers of people take FLE for various goals. It is a ‘language proficiency test’ which is defined as the test assessing test takers’ ability in a language “regardless of any training they may have had in that language” (Hughes, 2003, p.1). This language test is generally taken by academics, graduates of undergraduate programs, students in undergraduate programs, people who work for public institutions, candidates of Proficiency in Medicine Expert Education (TUS) or the Dentistry Specialization Exam (DUS). In order to become an academician in Turkey, people need to take an English exam like FLE or an equivalent exam such as TOEFL and get a score above 50 and more.

FLE may be regarded as a kind of standardized tests. Brown (2004) explained the term ‘standardized test’ with this definition: It is “a test which presupposes certain standard objectives, or criteria, that are held constant across one form of the test to another” (p.67). Also, he considered these kinds of tests as non-referenced tests in which the goal is to “place test-takers on a continuum across a range of scores and to differentiate test-takers by their relative ranking” (p.67). Standardized tests are found to be advantageous by Brown

(2004) since a considerable number of “people can take them in enough time limit, grading is fast with high face validity and they are ready-made”.

FLE is implemented three times a year by Turkish Republic Assessment, Selection and Placement Center (OSYM) with the objective to assess the foreign-language skills, also including public employees who get extra payments depending on their scores on the test.

There are 80 questions in the FLE which are in the multiple-choice test format and the exam takers are given 180 minutes to complete it. Various question types are available to assess the exam takers’ knowledge of vocabulary, grammar, reading comprehension and translation. The test takers are evaluated with 1.25 points for each correct answer. The exam score got from this exam is valid for 5 years and no matter how many times you take it, the highest score is accepted to be used. The scores are divided into five levels like below:

- Level A for the scores between 100-90
- Level B for the scores between 89-80
- Level C for the scores between 79-70
- Level D for the scores between 69-60
- Level E for the scores between 59-50

There are nine main sections presenting different question types as listed below:

- Vocabulary
- Grammar
- Sentence Completion
- Translation
- Reading Comprehension
- Paragraph Completion

- Restatement
- Dialogue Completion
- Irrelevant Sentence

### **Previous Studies Conducted on FLE in Turkey**

When the theses written on Foreign Language Examination were reviewed on the Thesis Centre website of the Council of Higher Education, only eight theses were found out for the period between 2004 and 2017. In order to provide a clear and wider frame the studies are summarized in the following table (see Table 2).

Table 2

*Theses on Foreign Language Examination (FLE) in Turkey*

Author/ Year		Variables examined	Method
Polat (2017)	<i>Attitudes of academicians towards the content and washback effect of the Foreign Language Placement Exam (FLE)</i>	FLE, test content, washback effect, scale development, foreign language proficiency	Mixed-Method
Zeybek (2015)	<i>Foreign language examination (FLE) test-takers' foreign language learning attitude, motivation and test anxiety in Turkey</i>	FLE, attitude, motivation, test anxiety	Experimental Research
Aghabalazadeh (2014)	<i>Assessing FLE test-takers' metacognitive awareness levels of reading strategies and their attitudes towards reading</i>	FLE, metacognitive reading strategies, attitudes towards reading	Quantitative, descriptive, survey method
Demirogları (2014)	<i>Candidate academicians' attitudes towards foreign language examination</i>	FLE, attitude, content and style, reliability and validity	Content analysis
Çakıldere (2013)	<i>Washback effects of high stakes exams, KPDS and ÜDS (FLE) on language learning of academic personnel: Nevşehir case study</i>	High-stake exams, washback effects	Mixed method
Gökduz (2005)	<i>Vocabulary testing in ELT in FLE and KPDS exercises</i>	FLE, KPDS, vocabulary testing	Descriptive Design
Karadeli (2005)	<i>Analysing FLE (English proficiency exam for university candidates) exam questions</i>	FLE, question types	Descriptive Design
Biltekin (2004)	<i>A Study of language teaching methods and approaches within the framework of abilities measured by a foreign language exam</i>	FLE, language teaching methods, approaches,	Quantitative

## **CHAPTER III**

### **METHOD**

In this chapter, information about the methodological approach employed in this research is specified. It begins with a description of the research design and is followed by detailed information about participants, data collection procedure and data collection instrument. Reliability and validity of the instrument are reported. Finally, data analysis method is clarified.

#### **Research Design**

The present study primarily involves a quantitative research design which attempts to find answers to the questions beginning with how many, how much, to what extent (Rasinger, 2013). The quantitative research lays emphasis on the aspects of social behaviour which can be measured and patterned. Payne and Payne (2004, p. 180) noted that:

Quantitative methods (normally using deductive logic) seek regularities in human lives, by separating the social world into empirical components called variables which can be represented numerically as frequencies or rate, whose associations with each other can be explored by statistical techniques, and accessed through researcher-introduced stimuli and systematic measurement.

In this research, a quantitative paradigm was adopted to provide an easier way and to supply a macro view in generalising a large sample which is randomly selected along with a less time-consuming data analysis procedure using statistical software programs. In an

attempt to investigate the relation between Foreign Language Examination success in English test and willingness to communicate levels of the exam takers, the relational screening model, which involves numerical data structured into tables comprising of rows and columns, was used by the researcher.

The primary aim of the study is to examine whether successful exam takers of FLE are willing to communicate while producing the target language and to determine the extent of willingness in this research, Willingness to Communicate Questionnaire developed by McCroskey (1992) was employed.

The study was conducted in the form of a survey with the data being gathered via Google Forms which is a web-based application of Google Documents for creating forms on the purpose of data collection. It is a widely used online tool requiring no payment and allows users to gather information easily and efficiently. In order to recruit the participants, the URL link of the survey can be shared with respondents by emailing as well as embedding it into a web page. Users of this application get both the instant results and the summary of the collected data with charts and graphics.

The findings of the research, which was carried out employing 166 participants were firstly analysed via Google Forms in order to reach the general framework of the study. Then they were reanalysed in detail via Statistical Package for Social Sciences (SPSS) with descriptive statistics of frequency, percentage and mean to offer an in-depth look at the gathered data and to have been interpreted by the researcher.

## **Participants**

Foreign Language Examination (FLE) takers who got 70 points and more in English were the intended populations. The participants were selected through purposive (criterion-based) sampling, which is a non-probability sample selection based on the purpose of the study and characteristics of the population. In purposive sampling, the participants who meet the predefined criteria are chosen with a prior purpose in mind considering the needs of the study. The participants of this research consist of 166 English exam-takers who are

members of several social media groups related to Foreign Language Examination (FLE), students of language courses who get prepared for FLE and also English language teachers who work for different levels participated in this study. In accordance with purposive sampling, the exam-takers whose scores are below 70 were not allowed to complete the questionnaire and participants were informed about the nature of the study with an introductory note on Google Forms. Among 166 participants, there were 69 males and 97 females ranging in age from 18 to 54.

### **Definitional Statistics about Demographic Data of the Participants**

#### ***Frequency Distribution Regarding the Ages of the Participants***

The data indicating the participants' ages are analysed and explained in Table 3.

Table 3

*Table of Age Distribution Percentage*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	58	34,9	34,9	34,9
	26-34	76	45,8	45,8	80,7
	35-44	25	15,1	15,1	95,8
	45-54	7	4,2	4,2	100,0
	Total	166	100,0	100,0	

According to Table 3, the age distribution percentage of 166 participants, %34,9 of them (58) were found to be between 18-25, %45,8 (76) were between 26-34, %15,1 (25) is between 35-44 and only %4,2 (7) of the participants were found to be between the ages of 45-54.

#### ***Frequency Distribution Regarding the Genders of the Participants***

The data indicating the participants' genders are analysed and explained in Table 4.

Table 4

*Table of Gender Distribution Percentage*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	97	58,4	58,4	58,4
	Male	69	41,6	41,6	100,0
	Total	166	100,0	100,0	

When the data indicating the genders of the participants are examined, %58,4 of 166 participants (97) were female and %41,6 (69) included the male ones.

#### **Data Collection Procedure**

Data collection began with designing the survey on Google Forms and the process started in March 2019. The researcher chose this web-based format in order to save time and reach a variety of participants quickly at a point in time. An appropriate questionnaire to enable the researcher to answer the research questions was selected as an instrument for this survey research which “gathers data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events” (Cohen & Manion, 1994).

The data collection process almost took two months until the ideal sample size was reached. The survey included two sections. In the first section, 10 demographic and occupational questions including the FLE scores of participants were asked in order to determine the factors which may affect respondents' answers, interests and opinions. This part enabled the researcher to cross-tabulate and compare subgroups to understand how responses change between these groups. The second section followed with 12 questions of Willingness to Communicate Questionnaire to measure the motivation levels of the

participants to speak in English. By means of non-probability sample selection including a criterion-based method, the survey was conducted on the intended population.

Then, the data gathered from Google Forms was transferred into the Statistical Package for Social Sciences software program. The findings were analysed and displayed with tables along with the detailed interpretations of the researcher.

### **Data Collection Instruments**

In this study, the main quantitative instrument employed was the Willingness to Communicate Questionnaire developed by McCroskey (1992). The inventory includes 12 main questions and scores the exam-takers' willingness to communicate in English with regard to the contexts (public speaking, talking in meetings, group discussions, and interpersonal conversations) and types of the receivers (strangers, acquaintances, and friends). The items aim to identify participants' willingness to communicate in daily life cases rather than in instructional L2 settings.

Some key points about the scale are explained in the original website of McCroskey as follows:

Willingness to communicate is the most basic orientation toward communication. Almost anyone is likely to respond to a direct question, but many will not continue or initiate interaction. This instrument measures a person's willingness to initiate communication. The face validity of the instrument is strong, and the results of extensive research indicate the predictive validity of the instrument. Alpha reliability estimates for this instrument have ranged from .85 to well above .90. Of the 20 items on the instrument, 8 are used to distract attention from the scored items. The twelve remain items generate a total score, 4 context-type scores, and 3 receiver-type scores. The sub-scores generate lower reliability estimates, but generally high enough to be used in research studies (James McCroskey, n.d).

The main 12 items of the scale were used in the present study and the participants expressed their willingness with percentage from 0 to 100 as shown below:

*Never(0%)* \_\_\_\_\_ 10 \_\_\_\_\_ 20 \_\_\_\_\_ 30 \_\_\_\_\_ 40 \_\_\_\_\_ 50 \_\_\_\_\_ 60 \_\_\_\_\_ 70 \_\_\_\_\_ 80 \_\_\_\_\_  
90 \_\_\_\_\_ *Always(100%)* \_\_\_\_\_

1. *Present a talk in English to a group (around 40 people) of strangers.*
2. *Talk with an acquaintance while standing in line.*

3. *Talk in a large meeting (around 20 people) of friends.*
4. *Talk in a small group (around 4~7 people) of strangers.*
5. *Talk with a friend in English while standing in line.*
6. *Talk in a large meeting (around 20 people) of acquaintances.*
7. *Talk with a stranger in English while standing in line.*
8. *Present a talk to a group (around 40 people) of friends.*
9. *Talk in a small group(around 4~7 people) of acquaintances.*
10. *Talk in a large meeting of strangers.*
11. *Talk in a small group (around 4~7 people) of friends.*
12. *Present a talk to a group (around 40 people) of acquaintances.*

### **Factor Analysis of WTC Scale**

Factor Analysis is a kind of analysis which determines the dimensions under the examined variables and explains the relationship between these variables (Hinton, Brownlow, McMurray & Cozens, 2004: 340). In order to perform a factor analysis, it requires to apply compliance tests to see whether it is appropriate to use factor analysis on this data set like the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's test of sphericity.

For the purpose of determining the pre-conditions of factor analysis, KMO test and Barlett's test were implemented to WTC scale and findings are shown below:

Table 5  
*KMO test and Barlett's test of Willingness to Communicate Scale*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,936
Bartlett's Test of Sphericity	Approx. Chi-Square	3958,738
	df	66
	Sig.(p)	,000

The value of Kaiser-Meyer-Olkin (KMO) test of Willingness to Communicate Scale is found to be, 936 in Table 5 indicating the data appropriateness to the factor analysis as it

is higher than 0,60. The rate for Bartlett test of sphericity is ,000 and this shows that significant factors will be obtained from the data.

The factor analysis was performed in order to subsume the statements used in this scale under the suitable dimensions and the determined dimensions are expressed below. As a result of factor analysis and varimax rotation, the items with factor load above 0,40 were used as a base in this study.

The scale whose validity and reliability study was performed and developed by McCroskey (1992) consists of 20 items. 12 of these items are accepted as the main items of the scale and 8 of them are used as fillers. In this study, the researcher did not include the fillers as they are not related to the second language use. In the original study, the scale has 7 sub-scores. However, in the light of the factor analysis of the collected data, the answers given by the participants were seen to be gathered under 3 sub-scores, unlike the original study. Considering that, the sub-scores were renamed to be analysed in this study.

In a good factorial analysis, it is expected to explain the highest variance with the least number of factors. An analysis which explains 50-75% of the total variance is accepted as valid analysis.

Table 6

*The Sub-scores of Willingness to Communicate Scale and Their Variance Value*

	% of Variance	Cumulative %
1. Present a talk in English to a group of friends and acquaintances	87,740	87,740
2. Talk with strangers	4,821	92,561
3. Talk with friends and acquaintances	1,955	94,516

As it is shown in Table 6, the WTC scale has 3 sub-factors and the scale consisting of 12 items explains 94,516% of the total variance. The stated variance value is found to be considerably high.

Table 7

*The Factor Load of the Items in the WTC Scale*

	Component		
	Present a talk in English to a group of friends and acquaintances	Talk with strangers	Talk with friends and acquaintances
1. Present a talk to a group of strangers		,851	
2. Talk with an acquaintance while standing in line.			,802
3. Talk in a large meeting of friends.			,731
4. Talk in a small group of strangers.		,743	
5. Talk with a friend while standing in line.			,832
6. Talk in a large meeting of acquaintances.	,722		
7. Talk with a stranger while standing in line.		,798	
8. Present a talk in a large meeting of friends.	,748		
9. Talk in a small group of acquaintances.	,624		
10. Talk in a large meeting of strangers.		,836	
11. Talk in a small group of friends.	,635		
12. Present a talk to a group of acquaintances.	,742		

Extraction Method: Principal Component Analysis.

The factor loadings show relative significance of each item in each factor. In other words, it is a parameter which explains the relationship between the items and the factors. It is sometimes named as factor coefficient. If the items have a high value of factor loading in the factors involved, it means they measure the construct-concept-factor together. It is a good extent to have factor loading values more than 0,40 to help with the selection. However, this level may go down to 0,30 for a small number of items in implementation. In the case of having a high value in a single item and having low values in the others, it is suggested to have at least .10 variation between two high values. The factor loading of Willingness to Communicate scale items vary between ,624 and ,851 in the analysis.

### **The Relation among the Scale Items**

The Pearson Correlation values between the variables are obtained in order to investigate the relations among the 12 items of Willingness to Communicate scale with one another and it is shown in Table 8 below.

Table 8

*Correlation Matrix Analysis of the Items of WTC Scale*

	1S.	2S.	3S.	4S.	5S.	6S.	7S.	8S.	9S.	10S.	11S.	12S.
1S.	1											
2S.	,791**	1										
3S.	,895**	,859**	1									
4S.	,825**	,893**	,877**	1								
5S.	,777**	,951**	,837**	,903**	1							
6S.	,893**	,864**	,940**	,876**	,851**	1						
7S.	,770**	,931**	,843**	,883**	,939**	,847**	1					
8S.	,902**	,822**	,933**	,813**	,810**	,920**	,815**	1				
9S.	,795**	,896**	,881**	,865**	,889**	,876**	,880**	,876**	1			
10S.	,921**	,787**	,886**	,816**	,745**	,894**	,789**	,881**	,807**	1		
11S.	,798**	,877**	,859**	,869**	,876**	,881**	,872**	,870**	,965**	,817**	1	
12S.	,901**	,837**	,918**	,850**	,825**	,934**	,843**	,953**	,871**	,904**	,893**	1

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

\*\* . P < ,001

Correlation Matrix Analysis shows the table of the correlation coefficient of the variables examined. It demonstrates the correlation among variables. Correlation coefficient value can be between -1.00 and +1.00. If the correlation coefficient is  $r > 0$ , there is a positive relation, or else there is a negative relation (while one is increasing, the other decreases). Besides, the interpretations below can be made about the correlation value of r;

- There is a weak relationship or no correlation if it is less than 0.2
- Weak relationship if it is between 0.2-0.4
- A moderate relationship if it is between 0.4-0.6
- Strong correlation if it is between 0.6-0.8
- A perfect correlation if it is more than 0.8

According to Table 8, all the Pearson correlation values of WTC items are found to be meaningful with one another ( $p < ,001$ ). Since the correlation value is between ,770 and ,965., the relationships among the scale items are determined to be highly and positively meaningful in terms of statistics.

### The Relationship between WTC Scale and its Sub-scores

In an attempt to find out the relationship between willingness to communicate scale and its sub-scores, Pearson correlation analysis was applied and the results were given in Table 9.

Table 9  
*The Relationship between WTC Scale and its Sub-scores*

	The level of willingness to communicate in English	Present a talk in English to a group of friends and acquaintances	Talk with strangers	Talk with friends and acquaintances
The level of willingness to communicate in English	1			
Present a talk in English to a group of friends and acquaintances	,987**	1		
Talk with strangers	,984**	,952**	1	
Talk with friends and acquaintances	,977**	,948**	,952**	1

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

\*\* .P< ,001

As can be seen in Table 7, WTC scale and its sub-scores have a strong and positive relationship in terms of statistics ( $p < ,001$ ).

### Reliability Analysis of Willingness to Communicate Scale

Cronbach's Alpha value is found ,987 in the 12-item Scale of WTC in the analysis.

- Cronbach's Alpha value is ,979 for the sub-score of presenting a talk to a group of friends and acquaintances.
- Cronbach's Alpha value for the sub-score of talking with strangers is ,952.
- Cronbach's Alpha value of talking with friends and acquaintances sub-score is found ,952.

Table 10

*Reliability Analysis of Willingness to Communicate Scale and its Sub-scores*

	Cronbach's Alpha	N
Willingness to Communicate Scale	,987	12
Sub-score of presenting a talk to a group of friends and acquaintances	,979	5
Sub-score of talking with strangers	,952	4
Sub-score of talking with friends and acquaintances	,952	3

- $0,00 \leq \alpha \leq 0,40$  means the scale is not reliable.
- $0,40 \leq \alpha \leq 0,60$  shows the low reliability of the scale
- $0,60 \leq \alpha \leq 0,80$  indicates that the scale is highly reliable.
- $0,80 \leq \alpha \leq 1,00$  shows a high degree of reliability.

The reliability level of the scale is accepted to be increased if the Cronbach's Alpha value which is greater than 0,4 and the value is approximating to 1. Accordingly, it is confirmed that the WTC scale and its sub-scores are at a high degree of reliability.

### **Data Analysis**

The data gathered from Google Forms were analysed using the Statistical Package for Social Sciences (SPSS). The findings were shown through tables and discussed in detail. To figure out the socio-demographic and occupational traits of FLE exam-takers, the researcher used descriptive statistics which “give a summary about the sample being studied without drawing any inferences based on probability theory” (Kaliyadan & Kulkarni, 2019). The scale to measure the willingness to communicate in English has 12 main items and they were analysed with various aims by the tests below:

1. Kaiser-Meyer-Olkin (KMO) Test
2. Barlett's Test
3. Factor and Item Analysis
4. Pearson's Correlation Coefficient

5. Cronbach's Alpha
6. Kruskal-Wallis H Test
7. Mann-Whitney U Test
8. Post-Hoc Tests



## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

#### **Introduction**

The quantitative data analysis, obtained via the WTC questionnaire conducted by the researcher on Google Forms, is presented in this chapter. All the data were analysed with the SPSS software program (Statistical Package for the Social Sciences version 25.0.0; SPSS Inc., Chicago, IL, ABD). First, the questionnaire forms were extracted into Microsoft excel software then they were transmitted to IBM SPSS 25.0 program with appropriate codes for the analysis of the data. In this chapter, demographic data of the participants, the analysis of the demographic profiles and questionnaire are demonstrated. In the analysis, descriptive statistics are determined as frequency (n), percentage (%), mean, median and minimum and maximum standard deviation.

#### **Descriptive Statistics of WTC Scale and Its Sub-scores**

Willingness to communicate Scale has 12 questions and it is a kind of 10-point Likert scale. The participants rate each question from 1 point to 10 point in order to show whether they agree with the situation or not. The maximum level of willingness to communicate score for a participant is 120. According to Table 11, the average value of willingness to communicate level of 166 participants was found as 88,2 on the scale of 120. The

participants could get maximum 50 from 5 sub-scores of presenting a talk to a group of friends and acquaintances sub-scores.

Table 11

*Descriptive Statistics of the total scores of participants for WTC Scale and its sub-scores*

	Mean	Median	Minimum	Maximum	Standard Deviation
1- The level of willingness to communicate in English	88,20	100,00	12,00	120,00	32,66
2- Present a talk in English to a group of friends and acquaintances	36,79	41,50	5,00	50,00	14,03
3- Talk with strangers	28,37	32,00	4,00	40,00	11,17
4- Talk with friends and acquaintances	23,04	26,50	3,00	30,00	7,98

The level for presenting a talk to a group of friends and acquaintances is found to be approximately 36,79 out of 50 for 166 participants who can get maximum 40 from the 4-item sub-score of talking in English with strangers. In this study, the level of 166 participants' talking in English with strangers is found to be 28,37 out of 40. Similarly, from the 3-item sub-score of talking in English with friends and acquaintances, the participants can get 30 and in this study, it is 23,04 out of 30 for 166 participants.

### **Evaluation of Overall WTC Levels and FLE Scores**

As mentioned before, the maximum score that participants can get from the WTC scale is 120. WTC scores are divided into 4 groups to provide a clearer view of the comparison of willingness to communicate levels.

- The values between 1-40 are accepted to reflect a low willingness to communicate.
- The values between 41-80 are accepted to reflect a medium willingness to communicate.

- The values between 81-120 are accepted to reflect a high willingness to communicate.

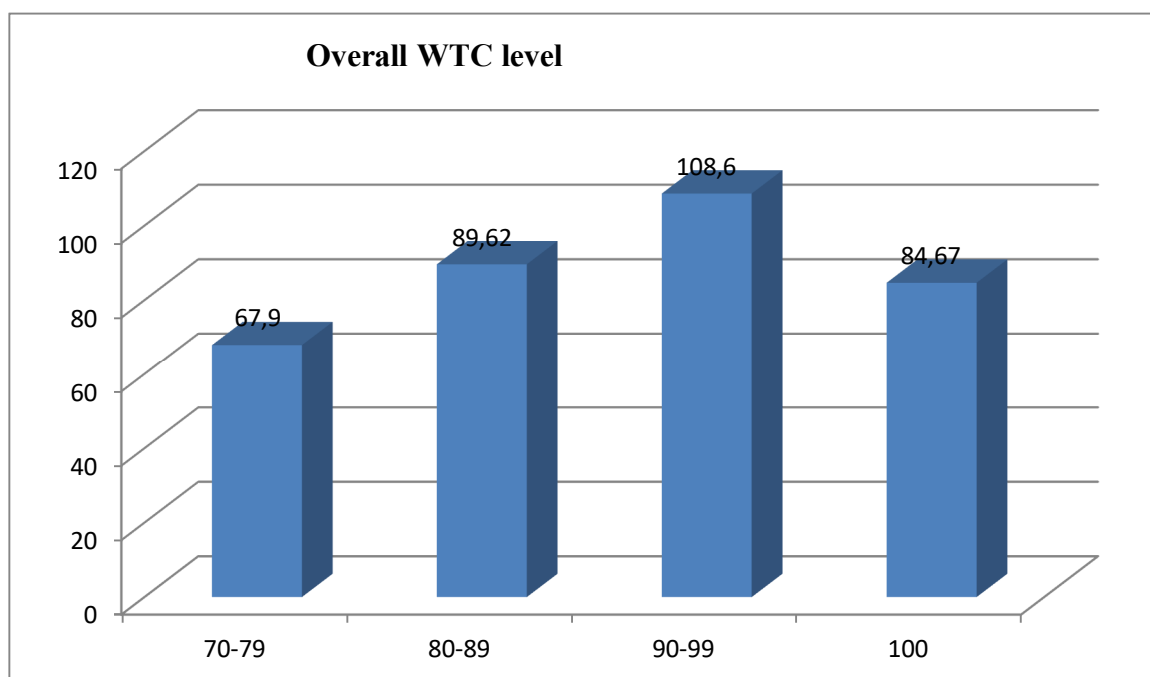


Figure 5. Overall Willingness to Communicate Levels Regarding FLE Scores

- For the ones who got 100 from FLE, WTC level is 84,57 out of 120 (High WTC).
- WTC level is 108,6 out of 120 for the scores between 90-99 (High WTC).
- WTC level is 89,62 out of 120 for the scores between 80-89 (High WTC).
- WTC level is 67,9 out of 120 for the scores between 70-79 (Medium WTC).
- Overall WTC rate of 166 participants is 88,2 on the scale of 120.

Table 12

Crosstabulation of FLE Scores and WTC Levels of Exam-Takers

FLE Score		WTC LEVEL			Total
		Low	Medium	High	
70-79	N	16	19	25	60
	%	26,7%	31,7%	41,7%	100,0%
80-89	N	5	9	31	45
	%	11,1%	20,0%	68,9%	100,0%
90-99	N	0	5	51	56
	%	0,0%	8,9%	91,1%	100,0%
100	N	1	0	2	3
	%	33,3%	0,0%	66,7%	100,0%
Total	N	22	33	109	164
	%	13,4%	20,1%	66,5%	100,0%

According to the Figure 5 and Table 12, it is not possible to say that there is a strong correlation between foreign language examination success and willingness to communicate levels because even the participants with full 100 score are found to show willingness which is close to the medium level. However, the general frame of the figure confirms that the higher score may mean a higher level of willingness to communicate. As the crosstabulation was examined, some remarkable findings were noticed:

- One of the participants with 100 score show low willingness level, which validates the hypothesis of this study.
- Approximately, one-third of the participants did not show a high willingness level to communicate in English (33,5%).

Table 13

*Frequency Analysis of Overall WTC Levels for all the Participants*

	Frequency	Percent	Valid Percent	Cumulative Percent
Low	22	13,4	13,4	13,4
Medium	33	20,1	20,1	33,5
High	109	66,5	66,5	100,0
Total	164	100,0	100,0	

The frequency analysis of the WTC levels which are named as low, medium and high, presented that 66,5% exam-takers with scores above 70 seem to show high willingness, 20,1% expressed their medium willingness and the rest 13% showed low willingness to communicate. This analysis points out although the participants get high scores on a valid and mostly used standardized test FLE, 109 of them out of 166 are motivated to use English in their daily lives.

Table 14

*Distribution of WTC Levels among FLE Scores Regarding Sub-scores*

	FLE Scores							
	70-79		80-89		90-99		100	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Overall WTC Level	67,90	32,84	89,62	30,45	108,62	17,39	84,67	52,78
Present a talk to a group of friends and acquaintances	28,13	13,92	37,29	13,24	45,54	7,78	35,33	22,85
Talk with strangers	21,68	11,23	28,62	10,41	35,27	6,47	27,33	17,01
Talk with friends and acquaintances	18,08	8,30	23,71	7,57	27,82	3,67	22,00	13,00

*Note: Each item is scored as 10.*

- The maximum score for WTC: 120
- The maximum score for presenting a talk to a group of friends and acquaintances: 50
- The maximum score for talking in English with strangers: 40
- The maximum score for talking in English with friends and acquaintances: 30

Table 15

*Frequency Analysis of the WTC Levels Regarding the Demographic Data*

		WTC LEVEL					
		Low		Medium		High	
		N	Row N %	N	Row N %	N	Row N %
Age	18-25	8	14,0%	13	22,8%	36	63,2%
	26-34	9	12,0%	15	20,0%	51	68,0%
	35-44	5	20,0%	2	8,0%	18	72,0%
	45-54	0	0,0%	3	42,9%	4	57,1%
Gender	Female	11	11,5%	15	15,6%	70	72,9%
	Male	11	16,2%	18	26,5%	39	57,4%
Marital Status	Married	8	10,3%	13	16,7%	57	73,1%
	Single	14	16,3%	20	23,3%	52	60,5%
Educational Status	High School	0	0,0%	1	100,0%	0	0,0%
	Associate Degree	0	0,0%	0	0,0%	1	100,0%
	Bachelor's Degree	5	6,9%	16	22,2%	51	70,8%
	Master's Degree	13	18,6%	10	14,3%	47	67,1%
	Doctoral Degree	4	20,0%	6	30,0%	10	50,0%
Employment Status	Public	13	14,3%	16	17,6%	62	68,1%
	Private	1	3,2%	4	12,9%	26	83,9%
	Student	7	21,2%	10	30,3%	16	48,5%
	Unemployed	1	11,1%	3	33,3%	5	55,6%
	Other	0	0,0%	0	0,0%	0	0,0%
Field of Study	Social Sciences	11	18,0%	14	23,0%	36	59,0%
	Applied Sciences	3	13,0%	6	26,1%	14	60,9%
	Health Sciences	5	31,3%	6	37,5%	5	31,3%
	Educational Sciences	3	4,7%	7	10,9%	54	84,4%
FLE Score	70-79	16	26,7%	19	31,7%	25	41,7%
	80-89	5	11,1%	9	20,0%	31	68,9%
	90-99	0	0,0%	5	8,9%	51	91,1%
	100	1	33,3%	0	0,0%	2	66,7%
Frequency to take FLE	1-2	11	13,4%	19	23,2%	52	63,4%
	3-4	3	7,0%	10	23,3%	30	69,8%
	More than 5	8	20,5%	4	10,3%	27	69,2%
Purpose to take FLE	Academic Career	17	23,6%	16	22,2%	39	54,2%
	Payment	1	6,7%	3	20,0%	11	73,3%
	Post graduate education	2	5,4%	7	18,9%	28	75,7%
	See proficiency level	0	0,0%	5	22,7%	17	77,3%
	Other	2	11,1%	2	11,1%	14	77,8%
Preparation Procedure for FLE	No preparation	1	2,0%	6	11,8%	44	86,3%
	By oneself	3	6,1%	11	22,4%	35	71,4%
	Private lessons	0	0,0%	2	28,6%	5	71,4%
	Language Courses	18	34,0%	13	24,5%	22	41,5%
	Other	0	0,0%	1	25,0%	3	75,0%

## Statistics about the Items of Willingness to Communicate Scale

Table 16

*Descriptive Statistics of the Items of WTC Scale*

	Mean	Median	Minimum	Maximum	Standard Deviation
1. Present a talk in English to a group (around 40 people) of strangers.	6,42	7,00	1,00	10,00	3,20
2. Talk with an acquaintance while standing in line.	7,87	9,00	1,00	10,00	2,64
3. Talk in a large meeting (around 20 people) of friends.	7,04	8,00	1,00	10,00	3,12
4. Talk in a small group (around 4-7 people) of strangers.	7,68	9,00	1,00	10,00	2,87
5. Talk with a friend while standing in line.	8,13	10,00	1,00	10,00	2,57
6. Talk in a large meeting (around 20 people) of acquaintances.	7,11	8,00	1,00	10,00	3,03
7. Talk with a stranger while standing in line.	7,82	9,00	1,00	10,00	2,73
8. Present a talk to a group (around 40 people) of friends.	7,10	8,00	1,00	10,00	3,06
9. Talk in a small group(around 4-7 people) of acquaintances.	7,75	9,00	1,00	10,00	2,68
10. Talk in a large meeting of strangers.	6,45	7,00	1,00	10,00	3,14
11. Talk in a small group (around 4-7 people) of friends.	7,70	9,00	1,00	10,00	2,79
12. Present a talk to a group (around 40 people) of acquaintances.	7,13	8,00	1,00	10,00	3,04

When the descriptive statistics of the WTC scale are examined; it is clearly understood that the participants mostly agree with the item ‘Talk with a friend in English while standing in line’ (8,13±2,57), and at the very least they agree with the item ‘Present a talk in English to a group (around 40 people) of strangers’ (6,42±3,20).

## Definitional Statistics about the Personal Information of the Participants

### Frequency Distribution Regarding the Marital Status of the Participants

The data indicating the genders of the participants are tabulated and analysed in Table 17.

Table 17  
*Table of Marital Status Distribution Percentage*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	78	47,0	47,0	47,0
	Single	88	53,0	53,0	100,0
	Total	166	100,0	100,0	

78 of 166 participants (47%) are determined to be married and the rest which includes 88 of the participants (53%) are found to be single.

### **Frequency Distribution Regarding the Educational Background of the Participants**

The data indicating the educational background of the participants are tabulated and analysed in Table 18.

Table 18  
*Table of Educational Background Distribution Percentage of the Participants*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School	1	,6	,6	,6
	Associate Degree	1	,6	,6	1,2
	Bachelor's Degree	72	43,4	43,4	44,6
	Master's Degree	70	42,2	42,2	86,7
	Doctoral Degree	22	13,3	13,3	100,0
	Total	166	100,0	100,0	

As is seen from the table, the great majority of 166 participants have a Bachelor's Degree (43,4%) and Master's Degree (42,2%).

### **Frequency Distribution Regarding the Employment Status of the Participants**

The data consisting of the employment status of the participants is tabulated and examined in the following table.

Table 19

*Table of the Employment Status Distribution Percentage*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public	91	54,8	54,8	54,8
	Private	31	18,7	18,7	73,5
	Student	33	19,9	19,9	93,4
	Unemployed	9	5,4	5,4	98,8
	Other	2	1,2	1,2	100,0
	Total	166	100,0	100,0	

It is understood that a great majority of the participants (91) of this study work in public institutions according to the table above.

#### **Frequency Distribution Regarding the Fields of the Study of the Participants**

In Table 20 the data about the fields of the study of the participants are analyzed and explained.

Table 20

*Table of Field of Study Distribution Percentage*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Social Sciences	61	36,7	36,7	36,7
	Applied Sciences	24	14,5	14,5	51,2
	Health Sciences	17	10,2	10,2	61,4
	Educational Sciences	64	38,6	38,6	100,0
	Total	166	100,0	100,0	

It is seen that 166 participants mostly carry on their career in Social Sciences (61) and Educational Sciences (64).

#### **Frequency Percentage Regarding FLE Scores of the Participants**

The scores that participants got from FLE is shown in the following table which is of vital importance for the results of the study.

Table 21

*Table of FLE Scores Distribution Percentage*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70-79	61	36,7	36,7	36,7
	80-89	46	27,7	27,7	64,5
	90-99	56	33,7	33,7	98,2
	100	3	1,8	1,8	100,0
	Total	166	100,0	100,0	

As understood from the table, participants of this study mainly got scores between 70-79 (61) and only 3 of the participants got full scores on FLE.

#### **Frequency Percentage Regarding the Frequency of Taking FLE**

The information indicating how many times the participants took FLE before is examined in the following table.

Table 22

*Frequency of taking FLE*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2	84	50,6	50,6	50,6
	3-4	43	25,9	25,9	76,5
	More than 5	39	23,5	23,5	100,0
	Total	166	100,0	100,0	

50,6% of the participants are found to have taken FLE exam for only once or twice, 25,9% for 3-4 times and 23,5% for more than 5 times.

### Frequency Percentage Regarding Purposes to Take FLE Exam

The reasons for taking the Foreign Language Exam are tabulated and explained in Table 23.

Table 23

*Table of the Distribution of the Reasons for Taking FLE*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To become an academician	72	43,4	43,4	43,4
	Payment for foreign languages	15	9,0	9,0	52,4
	Post graduate education	38	22,9	22,9	75,3
	To see proficiency level	22	13,3	13,3	88,6
	Other	19	11,4	11,4	100,0
	Total	166	100,0	100,0	

The main reason for taking FLE is found to become an academician with 43,4% and have post-graduate education with the rate of 22,9%.

### Frequency Percentage Regarding the Preparation Process for FLE

Table 24

*Table of the Distribution Percentage of the Data about Preparation Process of FLE*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No preparation	51	30,7	30,7	30,7
	By oneself	51	30,7	30,7	61,4
	Private lessons	7	4,2	4,2	65,7
	Language Courses	53	31,9	31,9	97,6
	Other	4	2,4	2,4	100,0
	Total	166	100,0	100,0	

Table 24 is deeply analyses it is seen that, 30,7% of the participants have not done anything to get prepared for FLE, 30,7% have got prepared on their own, 31,9% attended language courses, and the rest 2,4% did some other things for getting prepared for FLE.

## Descriptive Analysis of Scale Scores in relation to the Demographic Data of the Participants

In Table 25, sub-groups of the participants' demographic data (e.g. Female, Male), frequency, percentage and descriptive statistics values of willingness to communicate levels are given.

Table 25

### *Descriptive Analysis of Scale Scores in terms of Demographic Data*

		Willingness to Communicate Levels						Standard
		Frequency	Percent	Mean	Median	Minimum	Maximum	Deviation
Age	18-25	58	34,9	85,81	98,50	12,00	120,00	34,15
	26-34	76	45,8	89,53	97,50	15,00	120,00	31,63
	35-44	25	15,1	89,24	103,00	22,00	120,00	35,09
	45-54	7	4,2	90,00	108,00	58,00	115,00	27,01
Gender	Female	97	58,4	91,03	106,00	13,00	120,00	32,52
	Male	69	41,6	84,23	89,00	12,00	120,00	32,67
Marital Status	Married	78	47,0	93,60	106,50	22,00	120,00	29,76
	Single	88	53,0	83,42	89,00	12,00	120,00	34,49
Educational Status	High School	1	0,6	51,00	51,00	51,00	51,00	.
	Associate Degree	1	0,6	96,00	96,00	96,00	96,00	.
	Bachelor's Degree	72	43,4	93,39	104,00	12,00	120,00	28,91
	Master's Degree	70	42,2	86,40	104,00	13,00	120,00	35,52
	Doctoral Degree	22	13,3	78,32	79,50	22,00	120,00	33,68
Employment Status	Public	91	54,8	89,53	106,00	15,00	120,00	33,61
	Private	31	18,7	101,8	109,00	33,00	120,00	21,44
	Student	33	19,9	71,85	77,00	12,00	120,00	33,47
	Unemployed	9	5,4	85,44	89,00	27,00	120,00	33,04
	Other	2	1,2	99,00	99,00	78,00	120,00	29,70
Field of Study	Social Sciences	61	36,7	82,67	89,00	12,00	120,00	35,15
	Applied Sciences	24	14,5	83,17	88,50	27,00	120,00	27,32
	Health Sciences	17	10,2	61,88	67,00	13,00	114,00	31,56
	Educational Sciences	64	38,6	102,3	111,00	23,00	120,00	25,71
FLE Scores	70-79	61	36,7	68,07	72,00	12,00	120,00	32,59
	80-89	46	27,7	90,28	102,00	22,00	120,00	30,44
	90-99	56	33,7	108,6	117,50	42,00	120,00	17,39
	100	3	1,8	84,67	110,00	24,00	120,00	52,78
Frequency of	1-2	84	50,6	86,90	95,00	12,00	120,00	32,13

taking FLE	3-4	43	25,9	91,53	103,00	18,00	120,00	29,63
	More than 5	39	23,5	87,33	106,00	13,00	120,00	37,26
Purpose to take FLE	Academician	72	43,4	79,39	86,50	12,00	120,00	37,77
	Payment	15	9,0	92,13	96,00	36,00	120,00	28,00
	Post graduate education	38	22,9	92,89	104,00	29,00	120,00	27,66
	See proficiency level	22	13,3	97,64	108,00	44,00	120,00	23,74
	Other	19	11,4	98,21	107,00	33,00	120,00	26,91
Preparation	No preparation	51	30,7	104,3	111,00	33,00	120,00	22,60
Process	By oneself	51	30,7	93,18	101,00	24,00	120,00	26,68
	Private lessons	7	4,2	99,00	116,00	53,00	120,00	28,20
	Language Courses	53	31,9	65,28	70,00	12,00	120,00	35,10
	Others	4	2,4	103,5	113,50	67,00	120,00	24,61

### Normality Tests over WTC Scale

When the values in the significance and meaningfulness of *Kolmogorov-Smirnov and Shapiro-Wilk Tests of Normality* which were applied separately over Willingness to Communicate Scale and its Sub-scores, it was understood that the data do not have a normal distribution as the results indicate  $p < ,05$  and nonparametric tests were conducted. In this research, for the analysis of independent variables in terms of scale scores, *Man Whitney U (one-way ANOVA on ranks)* and Kruskal Wallis H tests were used. The statistical significance level is accepted as  $p < ,05$ .

Table 26

*Normality Tests over WTC Scale and Its Sub-scores*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.(p)	Statistic	df	Sig.(p)
Level of WTC	,166	166	,000	,858	166	,000
Subscore 1: Present a talk to a group of friends and acquaintances	,178	166	,000	,850	166	,000
Subscore 2: Talk with strangers	,149	166	,000	,874	166	,000
Subscore 3: Talk with friends and acquaintances	,192	166	,000	,824	166	,000

## Analysis of the Scale with Demographic Profiles

### Analysis of the Participants' Genders and WTC Scale

Man Whitney U test was conducted here to detect whether there was a significant difference between willingness to communicate levels and genders of the participants of this study and the results are shown in Table 27.

Table 27

#### *Analysis of Participants' Genders and WTC levels*

	Gender	N	Mean Rank	Sum of Ranks	U	Z	P
WTC LEVEL	Female	97	87,41	8478,50	2967,500	-1,249	,212
	Male	69	78,01	5382,50			
	Total	166					

When significance level (Alpha) of Mann Whitney U Test is viewed, it is found that there is no significant difference between genders and willingness to communicate levels of participants ( $U=2967,500$ ;  $p=,212 > ,05$ ). In other words, whether the participants are female (87,41) or male (78,01) does not make a significant difference in their willingness to communicate levels.

### Analysis of Participants' Ages and WTC Scale

Kruskal Wallis H test was conducted so as to determine whether there was a significant difference between the ages and willingness to communicate levels of the participants and its results are shown below in Table 28.

Table 28

#### *Analysis of Gender Variable and Willingness to Communicate levels*

	AGE	N	Mean Rank	$X^2$	df.	$p$
WTC LEVEL	18-25	58	80,36	,540	3	,910
	26-34	76	85,09			
	35-44	25	87,16			
	45-54	7	79,14			
	Total	166				

Kruskal Wallis H Test

When significance level of Kruskal Wallis H Test is examined, the fact that there is no significant difference between WTC levels and ages of participants is revealed ( $X^2(3) = ,540$ ;  $p = ,910 > ,05$ ). That is to say that the participants' willingness to speak in English does not differ in terms of their ages.

### **Analysis of Participants' Marital Status and WTC Scale**

For the determination of whether there is a significant difference in willingness to communicate levels of participants regarding their marital status, Mann Whitney U test was applied and the results are tabulated below.

Table 29  
*Analysis of the Marital Status of Participants and WTC Scale*

	Marital Status	N	Mean Rank	Sum of Ranks	U	Z	P
WTC LEVEL	Married	78	90,50	7059,00	2886,00	-1,777	,075
	Single	88	77,30	6802,00			
	Total	166					

When the table indicating the results gathered from Mann Whitney U Test is examined, it can be said that there is no significant difference between willingness to communicate levels and marital status of the participants ( $U=2886,00$ ;  $p=,075 > ,05$ ). Namely, whether the participants are married (90,50) or not (77,30) does not make a significant difference in their willingness to communicate in English.

### **Analysis of Participants' Educational Status and Willingness to Communicate Scores**

Kruskal Wallis H Test was chosen to be applied in order to see whether there was an important difference in willingness to communicate levels of participants according to their educational status and the results are interpreted below.

Table 30

*Analysis of Educational Status of Participants and WTC Scale*

	Educational Status	N	Mean Rank	$X^2$	df.	$p$
WTC LEVEL	Bachelor's Degree	72	88,82	3,237	2	,198
	Master's Degree	70	80,22			
	Doctoral Degree	22	69,07			
	Total	164				

Note: High School and Associate Degree graduates are not included in this analysis as their number is not more than 1, Kruskal Wallis H test is done on the scale of 164 participants.

According to the results gathered from Kruskal Wallis H Test, there is no meaningful difference between WTC levels and educational status of participants ( $X^2(2) = 3,237$ ;  $p = ,198 > ,05$ ).

### **Analysis of Participants' Employment Status and WTC Scale**

The influence of the employment status of the participants in their willingness to talk is examined here to see the significance level and Kruskal Wallis H Test. The results are as follows.

Table 31

*Analysis of Participants' Employment Status and WTC Scale*

	Employment Status	N	Mean Rank	$X^2$	df.	$p$
Willingness to Communicate Levels	Public	91	85,28	13,985	3	,003
	Private	31	101,52			
	Student	33	58,53			
	Unemployed	9	76,78			
	Total	164				

According to Table 31, unlike the previous Kruskal Wallis H Tests, There is a meaningful and significant difference in the levels of participants' WTC in regard to their employment status variations ( $X^2(3) = 13,985$ ;  $p = ,003 < ,05$ ).

In order to find out the effective subgroup of the scale which makes difference, **Post-Hoc Tests** were conducted. It is determined that in terms of participants' Willingness to Communicate levels;

- Student (58,53) – Public (85,28) ( $p = ,032$ )
- Student (58,53) – Private (101,52) ( $p = ,002$ )

Sub-scores above are found to have a statistically significant difference.

In other words, students' (58,53) willingness to communicate levels in English are found to be significantly low in comparison to the ones who work in public (85,28) or private (101,52) institutions. No meaningful difference is detected in the other sub-groups.

#### **Analysis of the Participants' Field of Study and WTC Scale**

Kruskal Wallis H test was used to check whether the participants' willingness to communicate levels differ in terms of the fields of study.

Table 32

#### *Analysis of Participants' Field of Study and WTC Scale*

	Field of Study	N	Mean Rank	$X^2$	df.	$p$
WTC LEVEL	Social Sciences	61	76,33	28,376	3	,000
	Applied (Physical) Sciences	23	66,30			
	Health Sciences	16	42,94			
	Educational Sciences	64	104,09			
	Total	164				

According to Table 32, another significant difference was detected in the WTC levels of participants in terms of their fields of study when Kruskal Wallis H Test was examined ( $X^2(3) = 28,376$ ;  $p = ,000 < ,05$ ).

Post-Hoc Test, which was used to find which specific sub-group differs according to the variable indicates that the ones who work in the field of Educational Sciences have

significantly higher levels (104,09) for willingness to communicate in English when compared to the ones in Social Sciences (76,33), Applied Sciences (66,30) and Health (42,94). No meaningful difference was seen in the other sub-groups.

### Analysis of the Frequency of Taking FLE and WTC Scale

Table 33

*Analysis of the Frequency for Taking FLE and WTC Scale*

	Frequency	N	Mean Rank	$\chi^2$	df.	<i>p</i>
WTC LEVEL	1-2	82	79,77	,646	2	,724
	3-4	43	86,79			
	More than 5	39	83,50			
	Total	164				

According to Table 33, no meaningful difference was found in the WTC levels of the participants regarding their frequency to take FLE when Kruskal Wallis H test was employed ( $\chi^2(2) = 646; p = ,724 > ,05$ ).

### Analysis of the Reasons to Take FLE and WTC Scale

The participants' reasons for taking FLE were examined to check whether it had an effect on the level of willingness to speak in English by using Kruskal Wallis H Test.

Table 34

*Analysis of the Reasons to take FLE and WTC Scale*

	Reason for taking the exam	N	Mean Rank	$\chi^2$	df.	<i>p</i>
WTC LEVEL	To become an academician	72	73,00	5,439	4	,245
	To get more payment	15	87,50			
	To go on postgraduate education	37	88,03			

To see the language proficiency level	22	91,84
Other	18	93,56
Total	164	

According to Table 34, no significant difference could be found between the reasons to taking FLE and WTC levels ( $X^2(4) = 5,439$ ;  $p = ,245 > ,05$ ).

### Analysis of the Preparation Process Variable for FLE and WTC Scale

Table 35

*Analysis of the Exam Preparation Process and WTC Levels of Exam-takers*

	While getting prepared for FLE	N	Mean Rank	$X^2$	df.	$p$
WTC LEVEL	No preparation	51	106,64	38,322	4	,000
	By oneself	49	87,24			
	Took private lessons	7	96,50			
	Attended Language Courses	53	51,39			
	Other	4	104,38			
	Total	164				

According to Table 35, a significant and meaningful difference was found in the levels of WTC based on the different ways to get prepared for FLE when Kruskal Wallis H Test was examined ( $X^2(4) = 38,322$ ;  $p = ,000 < ,05$ ).

The results of Post-Hoc tests which were used to find out which sub-group were influential in this difference:

- Attended language courses (51,39) – Get prepared by oneself (87,24) ( $p = ,001$ )
- Attended language courses (51,39) – No preparation (106,64) ( $p = ,000$ )

Subscores caused meaningful differences in the levels of WTC. In other groups, no significant difference was noticed. In other words, the ones who got prepared for FLE in

language courses have a significantly lower willingness to speak English in comparison to the ones who studied on their own or did nothing for getting prepared for the exam.

### **Analysis of FLE Scores and Willingness to Communicate in English**

Because of its importance for the mainframe of the study, this part was carefully studied by using Kruskal Wallis H Test to check whether WTC levels differed regarding FLE score variances and the results were tabulated and interpreted below.

Table 36

*Analysis of FLE Scores and WTC Levels of Participants*

	FLE Score	N	Mean Rank	$\chi^2$	df.	<i>p</i>
WTC LEVEL	70-79	60	53,48	48,192	3	,000
	80-89	45	81,29			
	90-99	56	114,34			
	100	3	86,67			
	Total	164				

According to Table 36, a meaningful and significant difference was observed in the WTC levels of exam-takers when their scores were considered by means of Kruskal Wallis H Test ( $\chi^2(3) = 48,192$ ;  $p = ,000 < ,05$ ).

The results of Post-Hoc Tests conducted to see the influential sub-groups in this difference were;

- 70-79 and 80-89 ( $p = ,017$ )
- 70-79 and 90-99 ( $p = ,000$ )
- 80-89 and 90-99 ( $p = ,003$ )

The significant difference can also be seen in the sub-groups in terms of WTC levels. To make it clearer, it can be concluded that the participants who got scores between 90-99 (114,34) have a significantly higher willingness to communicate in English compared to the ones having scores between 70-79 (53,48) and between 80-89 (81,29).

## Analysis of Participants' FLE Scores and Subscores of Willingness to Communicate Scale

### *FLE Scores and Subscore of Presenting a Talk to a Group of Friends and Acquaintances*

The results seen in Table 37 were obtained from the Kruskal Wallis test which was used to see if the willingness to communicate levels differed in terms of the sub-score of presenting a talk to a group of friends and acquaintances.

Table 37

*Analysis of FLE Scores and Subscore 1: Present a Talk to a Group of Friends and Acquaintances*

	FLE Scores	N	Mean Rank	$X^2$	df.	$p$
Present a talk to a group of friends and acquaintances	70-79	60	53,40	49,225	3	,000
	80-89	45	81,36			
	90-99	56	114,48			
	100	3	84,67			
	Total	164				

When Kruskal Wallis H Test was employed, there was found a significant difference in the WTC levels of exam-takers with regard to their willingness to present a talk to a group of friends and acquaintances ( $X^2(3) = 49,225$ ;  $p = ,000 < ,05$ ).

The finding of Post-Hoc Tests which were used to spot the specific sub-groups causing the difference in the levels were;

- 70-79 and 80-89( $p = ,015$ )
- 70-79 and 90-99( $p = ,000$ )
- 80-89 and 90-99( $p = ,002$ )

Sub-groups of presenting a talk to a group of friends and acquaintances indicated a difference. No significant difference was found in the other sub-groups. Considering that, the level of willingness to present a talk to a group of friends and acquaintances is

significantly higher for the exam-takers with scores between 90-99 (114,48) when compared to the ones between 70-79 (53,40) and 80-89 (81,36).

***FLE Scores and Subscore of Talking with strangers***

For the possibility to find a significant difference in WTC levels of exam takers when the second sub-group of talking with strangers is regarded, Kruskal Wallis H test was used examining the significance level.

Table 38

*FLE Scores and Subscore 2: Talk with Strangers*

	FLE Score	N	Mean Rank	$X^2$	df.	$p$
Talk with strangers	70-79	60	54,77	44,603	3	,000
	80-89	45	81,08			
	90-99	56	113,26			
	100	3	84,33			
	Total	164				

According to Table 38, significance rate of Kruskal Wallis Test was examined and it was seen that there was a meaningful difference in the level of WTC based on Sub-group 2: Talk with strangers ( $X^2(3) = 44,603$ ;  $p = ,000 < ,05$ ).

The participants who got scores between 90-99 (113,26) have a higher willingness to communicate with strangers when compared to the other sub-groups. This difference was spotted by the help of Post-Hoc Test results;

- 70-79 and 80-89( $p = ,028$ )
- 70-79 and 90-99( $p = ,000$ )
- 80-89 and 90-99( $p = ,004$ )

*Analysis of FLE Scores and Subscore of Speaking English with Friends and Acquaintances*

Kruskal Wallis H test was lastly used to uncover whether WTC levels of exam-takers differed when the third sub-score of speaking English with friends and acquaintances was considered.

Table 39

*Analysis of FLE Score and Subscore 2: Speak English with friends and acquaintances*

	FLE Score	N	Mean Rank	$X^2$	df.	$p$
Speak English with friends and acquaintances	70-79	60	52,24	47,980	3	,000
	80-89	45	86,00			
	90-99	56	112,00			
	100	3	84,50			
	Total	164				

According to Table 39, a meaningful difference was found out between scores gathered from FLE and willingness to communicate in English with friends and acquaintances when Kruskal Wallis H Test was applied ( $X^2(3) = 47,980$ ;  $p = ,000 < ,05$ ).

Post-Hoc Test Findings which were employed to find the effective sub-group for this difference were;

- 70-79 and 80-89( $p = ,001$ )
- 70-79 and 90-99( $p = ,000$ )
- 80-89 and 90-99( $p = ,032$ )

Subscores have a significant difference in terms of willingness to talk with friends and acquaintances while no meaningful difference was determined in the other groups. Therefore, it can easily be inferred that the participants with scores between 90-99 (112,00) have a higher degree of willingness to talk with friends and acquaintances than the ones with scores between 70-79 (52,24) and 80-89 (86,00).

## **CHAPTER V**

### **CONCLUSION**

#### **Introduction**

The last part of this study consists of a short summary of findings of the analyses, implications and suggestions for further researches.

#### **Summary of the Study**

The purpose of this study is to have a deeper look at the scores on the most commonly used foreign language proficiency test 'FLE' in Turkey and to see if the high scores also reflect participants' success in speaking English. Considering the importance of communication in the use of second/foreign language, the researcher attempted to investigate the relationship between the foreign language examination success and willingness to communicate level of exam-takers whose scores are between 70-100 by using some statistical analysis tests. The WTC scale which was developed by James McCroskey to measure the willingness to communicate in English with 12 main items was employed and they were analysed with predefined aims by the tests below:

1. Kaiser-Meyer-Olkin (KMO) Test
2. Barlett's Test
3. Factor and Item Analysis
4. Pearson's Correlation Coefficient
5. Cronbach's Alpha
6. Kruskal-Wallis H Test

## 7. Mann-Whitney U Test

## 8. Post-Hoc Tests

All these tests were applied to the data gathered from Willingness to Communicate via IBM SPSS Statistics Software Program and the findings obtained from these tests are summarised in this section.

Overall willingness to communicate level, which can be maximum 120 for 166 participants, is confirmed to be 88,2 for all the participants who are regarded as successful in English by the standards of FLE scores. The distribution of WTC levels for each success group is as follows:

- For the ones who got 100 on FLE (which is not more than three in the present study), WTC level is 84,57 out of 120 (High WTC).
- WTC level is 108,6 out of 120 for the scores between 90-99 (High WTC).
- WTC level is 89,62 out of 120 for the scores between 80-89 (High WTC).
- WTC level is 67,9 out of 120 for the scores between 70-79 (Medium WTC).

There is no correlation between foreign language examination success and willingness to communicate levels of exam-takers because even the participants with 100 score were found to show willingness which is close to the medium level. However, the general frame of the figure confirms that the higher score a participant gets on an English test might mean a higher level of willingness to communicate in English. As the cross-tabulation is viewed, some remarkable findings are noticed. One of the participants with 100 score shows low willingness level, which validates the hypothesis of the present research. Approximately, one-third of the participants did not show a high willingness level to communicate in English (33,5%).

3 main sub-scores of WTC scale were determined and the overall WTC level for each was measured as follows;

- Presenting a talk to a group of friends and acquaintances: Overall WTC value is 36,79 out of 50 maximum level.
- Speaking English with strangers: Overall WTC value is 28,37 out of 40 maximum level.
- Speaking English with friends and acquaintances: Overall WTC value is 23,04 out of 30 maximum level.

A really high variance value was reached in this 12-item questionnaire which explains %94,516 of the total variance. The fact that an analysis explaining %50-75 of the total variance is regarded as a good measure, which shows the validity of the questionnaire.

Factor loadings of the WTC scale items range from ,624 to ,85, which demonstrates the strength of scale reliability and the correlation coefficient between the constructs and variables. Pearson Correlation values of WTC scale items are found to be significant ( $p < ,001$ ). The value ranges from ,770 to ,965 statistically showing the positive high degree of significance. Cronbach's Alpha value indicating the consistency and reliability of the scale was found as ,987. It is a highly good reliability rate as the values more than 0,4 coming up to 1 full-value are accepted as the increasing level of reliability.

When the descriptive statistics of the 12 items in the WTC scale were checked; a majority of the participants were found to report significantly high willingness in 'speaking English with a friend in a line' ( $8,13 \pm 2,57$ ), and they seem to express their unwillingness in 'presenting a talk in English to a large group of strangers ( $6,42 \pm 3,20$ ).

There is not a significant difference in the willingness to communicate levels of the participants when their genders are considered. When the ages of the participants were examined, no significant difference was detected in the levels of willingness to communicate. Based on the marital status of the participants, the levels of willingness to communicate did not differ significantly.

Educational status of the participants did not have an influential role in their willingness to communicate. Willingness to communicate levels of students are significantly found to be lower than the participants who work in public and private institutions. The participants who are in the field of educational sciences have a higher level of WTC than the ones in the fields of Social Sciences, Applied Sciences and Health Sciences.

There is no significant difference between the willingness to communicate level of participants and their frequency of taking the test before. The differing purposes to take FLE do not affect the levels of willingness to communicate, which indicates no difference between the variables. A significantly lower level of willingness to communicate was found in the participants who took language courses in the exam-preparation period than the ones who studied on their own or did not need preparation for the exam.

The participants who can be regarded as successful with the scores between 90-99 showed a significantly higher level of willingness to present a talk to a group of friends and acquaintances and to talk with strangers and to speak English with friends and acquaintances than the ones whose scores were between 70-79 and 80-89.

For the participants whose scores are between 70-79, significantly lower degrees of willingness to present a talk to a group of friends and acquaintances, to speak English with strangers and to talk with friends and acquaintances were found.

### **Implications and Suggestions for Further Research**

The contribution of this study may be implicit in its importance to show the consequences of so-called success carried by the scores gathered on the FLE which is a crucial career step for many people, especially in academia. The tests for measuring the language proficiency may sometimes be insufficient to show the real level of exam takers as these tests often follow a stable and mechanic procedure to be prepared lacking the communicational aspects of the language. The conclusions obtained from the results of this study offers an insight into the willingness level of FLE exam-takers for communicating in

English. Unlike the hypothesis developed considering the complaints of exam-takers about their inability to express themselves accurately and fluently in spite of their high scores on FLE, the participants showed indications of willingness to communicate in English at a moderate level.

Considering all the findings of the present study, it might be recommended for English teachers to stay more focused on effective communication skills in English and the assessment of this aspect in a detailed way. Besides, the exam for measuring the language proficiency level in Turkey (FLE) may be reformulated motivating the exam-takers to take action immediately on verbal utilization of the target language. Therefore, it is recommended for the researchers in the field of second or foreign language teaching to do more studies on willingness to communicate and some assessment ways to motivate learners for communication in the target language. More studies conducted on FLE will also be influential for the future of language learning and assessment in Turkey. This investigation has certain limitations in terms of the sample size, research method and time. Further research can be conducted with larger samples by the help of interviews and some developed forms of WTC scales. Other investigations of WTC can also be performed on other foreign language exam types such as YOKDİL, TOEFL and IELTS.

## REFERENCES

- Aghabalazadeh, E. (2014). *Assessing YDS test-takers' metacognitive awareness levels of reading strategies and their attitudes towards reading*. Master's Thesis, Çağ University Institute of Social Sciences, Mersin. Retrieved from <https://tez.yok.gov.tr>.
- Alalou, A. (2001). Reevaluating curricular objectives using students' perceived needs: The case of three language programs. *Foreign Language Annuals*, 34, 453-469.
- Altiner, C. (2017). *Willingness to communicate in English in the Turkish EFL classroom context*. Hacettepe University Institute of Educational Sciences, Ankara. Retrieved from <https://tez.yok.gov.tr>.
- Basoz, T. (2018). *Willingness to communicate: A path-analytic model for tertiary-level learners of English in Turkey*. Hacettepe University Institute of Educational Sciences, Ankara. Retrieved from <https://tez.yok.gov.tr>.
- Bernales, C. (2016). Towards a comprehensive concept of willingness to communicate: Learners' predicted and self-reported participation in the foreign language classroom. *System*, 56, 1-12.
- Biltekin, M. B. (2004). *A Study of language teaching methods and approaches within the framework of abilities measured by foreign language exam*. Master's Thesis. Ankara University Institute of Social Sciences, Ankara. Retrieved from <https://tez.yok.gov.tr>.
- Brown, H. D. (2004). *Language assessment: principles and classroom practices*. New York: Pearson Education.

- Bulut, H. (2017). *Turkish adult learners' approach to learning English with regard to motivation, attitudes, reasons and willingness to communicate*. Master's Thesis. Çağ University Institute of Social Sciences, Mersin. Retrieved from <https://tez.yok.gov.tr>.
- Burgoon, J. K. (1976). The unwillingness-to-communicate scale: Development and validation. *Communications Monographs*, 43(1), 60-69.
- Cakıldere, B. (2013). Washback effects of high stakes exams, KPDS and ÜDS (YDS) on language learning of academic personnel: Nevşehir case study. Master's Thesis. Retrieved from <https://tez.yok.gov.tr>.
- Cao, Y. (2011). Investigating situational willingness to communicate within second language classrooms from an ecological perspective. *System*, 39 (4), 468-4.
- Cao, Y., & Philp, J. (2006). Interactional context and willingness to communicate: A comparison of behaviour in whole class, group, and dyadic interaction. *System*, 34 (4), 480-493.
- Cetinkaya, Y. B. (2005). *Turkish college students' willingness to communicate in English as a foreign language* (Order No. 3197824). Available from ProQuest Dissertations & Theses Global. (305432847). Retrieved from <https://search.proquest.com/docview/305432847?accountid=11054>.
- Cohen, L., & Manion, L. (1994). *Research methods in education* (4th ed.). London: Routledge.
- Communication. (n.d.). Lexico powered by Oxford. Retrieved from <https://www.lexico.com/en/definition/communication>.
- Davis, S. F. & Palladino, J. J. (2004). *Psychology* (4th ed.). Upper Saddle River, N.J.: Prentice-Hall.
- De Saint Léger, D., & Storch, N. (2009) Learners' perceptions and attitudes: Implications for willingness to communicate in an L2 classroom. *System: An*

*International Journal of Educational Technology and Applied Linguistics*, 37(2), 269-285.

Demirogulları, G. (2014). *Candidate academicians' attitudes towards foreign language examination*. Master's Thesis. Retrieved from <https://tez.yok.gov.tr>.

Ekin, S. (2018). *The effect of vision/imagery capacity of the foreign language learners on their willingness to communicate*. Hacettepe University Institute of Educational Sciences, Ankara. Retrieved from <https://tez.yok.gov.tr>.

Freiermuth, M., & Jarrell, D. (2006). Willingness to communicate: Can online chat help? *International Journal of Applied Linguistics*, 16 (2), 190-212.

Gardner, R.C. (1985). *Social psychology and language learning: The role of attitudes and motivation*. London, UK: Edward Arnold.

Glen, S. (2016). *Kaiser-Meyer-Olkin (KMO) Test for Sampling Adequacy*. Retrieved from <https://www.statisticshowto.datasciencecentral.com/kaiser-meyer-olkin/>.

Glen, S. (2016). *Kruskal Wallis H Test: Definition, Examples & Assumptions*. Retrieved from <https://www.statisticshowto.datasciencecentral.com/kruskal-wallis/>.

Glen, S. (2016). *Mann Whitney U Test*. Retrieved from <https://www.statisticshowto.datasciencecentral.com/mann-whitney-u-test/>.

Gökduz, D. (2005). *Vocabulary testing in ELT in YDS and KPDS exercises*. Master's Thesis. Retrieved from <https://tez.yok.gov.tr>.

Hughes, A. (2003). *Testing for language teachers*. Cambridge, UK: Cambridge University Press.

Jung, M. A. (2011). *Korean EFL university students' Willingness to Communicate in English*. Retrieved from <https://www.proquest.com/>.

- Kaliyadan, F., & Kulkarni, V. (2019). Types of Variables, Descriptive Statistics, and Sample Size. *Indian dermatology online journal*, 10(1), 82–86. doi:10.4103/idoj.IDOJ\_468\_18.
- Kang, S. J. (2005). Dynamic emergence of situational willingness to communicate in a second language. *System*, 33(2), 277-292.
- Kanzaki, M. (2016). TOEIC Speaking test and willingness to communicate. In P. Clements, A. Krause, & H. Brown (Eds.), *Focus on the learner*. Tokyo: JALT.
- Karadeli, S. (2005). *Analysing YDS (English proficiency exam for university candidates) exam questions*. (Master's Thesis). Retrieved from <https://tez.yok.gov.tr>.
- Kartal, G. (2017). *The effects of a virtual world on the willingness to communicate, motivation, and anxiety of the student teachers of English*. Gazi University Institute of Educational Sciences, Ankara. Retrieved from <https://tez.yok.gov.tr>.
- Kim, S. J. (2004). *Exploring Willingness to Communicate (WTC) in English among Korean EFL (English as a Foreign Language) students in Korea: WTC as a predictor of success in Second Language Acquisition*. Retrieved from <https://www.proquest.com/>.
- MacDonald, J. R., Clement, R., & MacIntyre, P. D. (2003). *Willingness to Communicate in an L2 in a Bilingual Context: A Qualitative Investigation of Anglophone and Francophone Students*. Unpublished manuscript, Cape Breton University, Sydney, Nova Scotia, Canada.
- MacIntyre, P. D. (1994). Variables underlying willingness to communicate: A casual analysis. *Communication Research Reports*, 11, 135-142.
- MacIntyre, P. D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 15(1), 3-26.

- MacIntyre, P. D., Burns, C., & Jessome, A. (2011). Ambivalence about communicating in a second language: A qualitative study of French immersion students' willingness to communicate. *Modern Language Journal, 95*(1), 81-96.
- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in an L2: A situational model of L2 confidence and affiliation. *Modern Language Journal, 82*, 545-562.
- MacIntyre, P., Baker, S., Clment, R., and Conrod, S. (2001). Willingness to communicate, social support, and language learning orientations of immersion students. *Studies in Second Language Acquisition, 23* (3), 369-388.
- McCroskey, J. C. (1992). Reliability and validity of the willingness to communicate scale. *Communication Quarterly, 40*, 16-25.
- McCroskey, J. C., & Baer, J. E. (1985). Willingness to communicate: *The construct and its measurement*. London: Speeches.
- McCroskey, J. C., & McCroskey, L. L. (1986). Self-report as an approach to measuring communication competence. *Paper presented at the annual meeting of the central states speech association*. (ERIC Document Reproduction Service No. ED 268 592).
- McCroskey, J. C., & Richmond, V. P. (1987). Willingness to communicate. In J. C. McCroskey & J. A. Daly (Eds.), *Personality and interpersonal communication*. London: Sage.
- McCroskey, J. C., & Richmond, V. P. (1990). Willingness to communicate: A cognitive view. *Journal of Behavior and Personality, 5*, 19-37.
- McCroskey, J.C., & McCroskey, L.L. (1988). Self-report as an approach to measuring communication competence. *Communication Research Reports, 5*, 108-113.

- Mortensen, C. D., Arnston, P. H., & Lustig, M. (1977). The measurement of verbal predispositions: Scale development and application. *Human Communication Research, 3*, 146-158.
- Okday, A. (2014). Foreign language teaching: A problem in Turkish education. *Procedia - Social and Behavioral Sciences, 174* (2015) 584 – 593.
- Oz, S. (2017). *The effects of mindfulness training on students' l2 speaking anxiety, willingness to communicate, level of mindfulness and l2 speaking performance*. Bahçeşehir University Institute of Educational Sciences, İstanbul. Retrieved from <https://tez.yok.gov.tr>.
- Ozaslan, A. (2017). *The relationship between social intelligence, cultural intelligence, anxiety, attitude levels, and willingness to communicate in English*. Erciyes University Institute of Social Sciences, Kayseri. Retrieved from <https://tez.yok.gov.tr>.
- Payne, G., & Payne, J. (2004). *Key concepts in social research*. London: Sage.
- Peng, J. E. (2012). Towards an ecological understanding of willingness to communicate in EFL classrooms in China. *System, 40*(2), 203-213.
- Piechurska-Kuciel, E. (2014). Willingness to communicate in a foreign language: Evidence from those who approach and those who avoid L2 communication. *Second Language Learning and Teaching, 27*, 145-15.
- Polat, M. (20017). *Attitudes of academicians towards the content and washback effect of Foreign Language Placement Exam (YDS)*. Doctoral Dissertation. Eskişehir Osmangazi University Institute of Educational Sciences, Eskişehir. Retrieved from <https://tez.yok.gov.tr>.
- Polatcan, F. (2018). *Examining the willingness to communicate for those who learn Turkish as a foreign language*. Doctoral Dissertation, Atatürk University Institute of Educational Sciences, Erzurum. Retrieved from <https://tez.yok.gov.tr>.

- Rasinger, S. M. (2013). *Quantitative research in linguistics: An introduction*. A & C Black.
- Riasati, M. J., & Noordin, N. (2011). Antecedents of Willingness to Communicate: A Review of Literature. *Studies in Literature and Language*, 3(2), 74-80.
- Richmond, V. P., & Roach, K. D. (1992). Power in the classroom: Seminal studies. In V. P. Richmond & J. C. McCroskey (Eds.), *Power in the classroom: Communication, control, and concern* (pp. 47-66). Hillsdale, NJ: Erlbaum.
- Sener, S. (2014). *Willingness to communicate in English as a foreign language among Turkish students in Turkey*. Çanakkale Onsekiz Mart University Institute of Educational Sciences, Çanakkale. Retrieved from <https://tez.yok.gov.tr>.
- Swain, M., and S. Lapkin. (1995). Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied Linguistics*, 16, 371–91.
- Tasdemir, H. (2018). *Exploring the relationship between high school students' willingness to communicate and their self-efficacy perceptions in Turkish EFL context*. Çağ University Institute of Social Sciences, Mersin. Retrieved from <https://tez.yok.gov.tr>.
- Ushioda, E. (2001). Language learning at university: Exploring the role of motivational thinking. In: Z. Dörnyei, & R. Schmidt. (Eds.), *Motivation and second language acquisition*, (pp.93-125). Honolulu, HI, University of Hawaii. Second Language Teaching and Curriculum Center.
- Uyanık, B. (2018). *The relationship between students' willingness to communicate and motivation: An ESP case at a tertiary program in Turkey*. Master's Thesis, Gazi University Institute of Educational Sciences, Ankara. Retrieved from <https://tez.yok.gov.tr>.

- Willingness to Communicate (WTC). (n.d) Retrieved from <http://www.jamesmccroskey.com/measures/WTC.htm>.
- Yayla, M. (2018). *Ideal second language (l2) self and willingness to communicate among learners of Turkish as a foreign language*. Hacettepe University Institute of Turkish Studies, Ankara. Retrieved from <https://tez.yok.gov.tr>.
- YDS. (n.d). The Free Encyclopedia of Wikipedia online. Retrieved from <http://www.wikizero.biz/index.php?q=aHR0cHM6Ly9lbi53aWtpcGVkaWEub3JnL3dpa2kvWURTXyhMYW5ndWFnZV9Qcm9maWNpZW5jeV9UZjN0X2FkbWluaXN0ZXJlZl9pb19UdXJrZXkp>.
- Zarinabadi, N. (2014). Communicating in a second language: Investigating the effect of teacher on learners' willingness to communicate. *System*, 42, 288-29.
- Zerey, M. (2017). *The relationship between willingness to communicate and classroom environment in a turkish EFL setting*. Master's Thesis, Gazi University Insitute of Educational Sciences, Ankara. Retrieved from <https://tez.yok.gov.tr>.
- Zeybek, G. (2015). *Foreign language examination (FLE) test-takers' foreign language learning attitude, motivation and test anxiety in Turkey*. Master's Thesis. Retrieved from <https://tez.yok.gov.tr>.
- Zhang, L. X. (2012). *To Break the Ice: A Case Study of Willingness to Communicate in L2 in English Language Lessons in a University in China*. Doctoral Thesis, The Hong Kong Institute of Education, Hong Kong. Retrieved from <https://www.proquest.com/>.

## APPENDICES



## APPENDIX 1

### Original WTC Questionnaire

Instrument Title: Willingness To Communicate (WTC)

Instrument Author: McCroskey, J. C., & Richmond, V. P.

Cite instrument as: McCroskey, J. C., & Richmond, V. P.. (2013) .

Willingness To Communicate (WTC). Measurement

Instrument Database for the Social Science.

Retrieved from [www.midss.ie](http://www.midss.ie)

As mentioned in the website of <http://www.jamescmccroskey.com/measures/> ‘WTC Scale was developed for use by researchers for research or instructional purposes with no individualized permission’.

Willingness to communicate is the most basic orientation toward communication. Almost anyone is likely to respond to a direct question, but many will not continue or initiate interaction. This instrument measures a person's willingness to initiate communication. The face validity of the instrument is strong, and the results of extensive research indicate the predictive validity of the instrument. Alpha reliability estimates for this instrument have ranged from .85 to well above .90. Of the 20 items on the instrument, 8 are used to distract attention from the scored items. The twelve remain items generate a total score, 4 context-type scores, and 3 receiver-type scores. The sub-scores generate lower reliability estimates, but generally high enough to be used in research studies.

In this study 8 filler items were not used as they are not related to second language communication.

Directions: Below are 20 situations in which a person might choose to communicate or not to communicate. Presume you have completely free choice. Indicate the percentage of times you would choose to communicate in each type of situation. Indicate in the space at the left of the item what per cent of the time you would choose to communicate. (0 = Never to 100 = Always)

1. Present a talk to a group (around 40 people) of strangers.

Never(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_

Always(100%) \_\_\_

2. Talk with an acquaintance while standing in line.

Never(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_

Always(100%) \_\_\_

3. Talk in a large meeting (around 20 people) of friends.

Never(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_

Always(100%) \_\_\_

4. Talk in a small group (around 4-7 people) of strangers.

Never(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_

Always(100%) \_\_\_

5. Talk with a friend in English while standing in line.

Never(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_

Always(100%) \_\_\_

6. Talk in a large meeting (around 20 people) of acquaintances.

Never(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_

Always(100%) \_\_\_

7. Talk with a stranger in English while standing in line.

Never(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_

Always(100%) \_\_\_

8. Present a talk to a group (around 40 people) of friends.

Never(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_

Always(100%) \_\_\_

9. Talk in a small group(around 4~7 people) of acquaintances.

Never(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_

Always(100%)\_\_\_

10. Talk in a large meeting of strangers.

Never(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_

Always(100%)\_\_\_

11. Talk in a small group (around 4~7 people) of friends.

Never(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_

Always(100%)\_\_\_

12. Present a talk to a group (around 40 people) of acquaintances.

Never(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_

Always(100%)\_\_\_

## APPENDIX 2

### Türkçe İletişim Kurma İstekliliği Anketi

#### Yabancı Dil Sınavı (YDS) başarısı ve İngilizce iletişim kurma istekliliği (WTC) arasındaki ilişkinin incelenmesi

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN FOREIGN LANGUAGE EXAMINATION SUCCESS AND WILLINGNESS TO COMMUNICATE LEVEL OF EXAM TAKERS

Bu çalışma, Doç. Dr. Semra Saraçoğlu danışmanlığında, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi Bilim dalı tezli yüksek lisans öğrencisi Gamze Barlas tarafından yürütülmektedir. Anketimiz, Yabancı Dil Sınavında (YDS) 70 ve üzeri bir puan alarak başarı gösteren sınav katılımcılarının bu dilde iletişim kurma istekliliğini ölçmeyi amaçlamaktadır. Çalışmamıza sadece dil puanı 70 ve üzeri olan kişiler katılabilir. Çalışmamızın birinci bölümünde YDS katılımcıları hakkında kişisel bilgilere ulaşmak amacı ile çoktan seçmeli sorular sorulmuş, ikinci bölümde katılımcıların İngiliz dilinde konuşma istekliliği ve üçüncü bölümde ise İngiliz dilinde iletişim yeterlilik öz-algıları ölçülmeye çalışılmıştır. Katılarınız için şimdiden teşekkür ederim.  
Öğr. Gör. Gamze Barlas  
[oktgamzebarlas@gmail.com](mailto:oktgamzebarlas@gmail.com)

\* Gerekli

#### 1. 1. Yaşınız \*

*Yalnızca bir şıkkı işaretleyin.*

- 18-25  
 26-34  
 35-44  
 45-54  
 55-64  
 65 ve üzeri

#### 2. 2. Cinsiyetiniz \*

*Yalnızca bir şıkkı işaretleyin.*

- Kadın  
 Erkek

#### 3. 3. Medeni Durumunuz \*

*Yalnızca bir şıkkı işaretleyin.*

- Evli  
 Bekar

#### 4. 4. Eğitim Durumunuz \*

*Yalnızca bir şıkkı işaretleyin.*

- Lise  
 Ön Lisans  
 Lisans  
 Yüksek Lisans  
 Doktora

**5. 5. Çalışma durumunuz \***

*Yalnızca bir şıkkı işaretleyin.*

- Kamu  
 Özel  
 Öğrenci  
 İşsiz  
 Diğer: \_\_\_\_\_

**6. 6. Çalışma alanınız \***

*Yalnızca bir şıkkı işaretleyin.*

- Sosyal Bilimler  
 Fen Bilimleri  
 Sağlık Bilimleri  
 Eğitim Bilimleri

**7. 7. YDS Puanınız \***

*Yalnızca bir şıkkı işaretleyin.*

- 70 ve üzeri  
 80 ve üzeri  
 90 ve üzeri  
 100

**8. 8. YDS sınavına kaç kere katıldınız \***

*Yalnızca bir şıkkı işaretleyin.*

- 1-2  
 3-4  
 5 ve üzeri

**9. 9. Sınava giriş nedeniniz \***

*Yalnızca bir şıkkı işaretleyin.*

- Akademik kadro almak  
 Yabancı dil tazminatı almak  
 Lisansüstü eğitim almak  
 Yabancı dil seviyemi öğrenmek  
 Diğer

**10. 10. Sınava hazırlık sürecinde \***

*Yalnızca bir şıkkı işaretleyin.*

- Hiç çalışmadım  
 Kendim çalışıp hazırlandım  
 Özel ders aldım  
 Kurslara katıldım

## İngilizce İletişim kurma istekliliği anketi

(Willingness to Communicate Questionnaire)

Aşağıda bir kişinin İngilizce iletişim kurmayı seçebileceği ya da seçmeyeceği 12 durum var. Tamamen serbest seçim hakkına sahip olduğunuzu farz edin.

0%: Asla iletişim kuramam.

50%: Bazen iletişim kurarım.

100%: Her zaman iletişim kurarım.

### 11. 1. Yabancı bir gruba (40 kişi civarında) İngilizce konuşma yapabilirim. \*

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	6	7	8	9	10	
Asla (0%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Her zaman (100%)

### 12. 2. Sırada beklerken bir tanıdığımla İngilizce konuşabilirim. \*

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	6	7	8	9	10	
Asla (0%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Her zaman (100%)

### 13. 3. Büyük bir arkadaş toplantısında (20 kişi civarında) İngilizce konuşabilirim. \*

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	6	7	8	9	10	
Asla (0%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Her zaman (100%)

### 14. 4. Küçük bir yabancı grupla (4-7 kişi civarında) İngilizce konuşabilirim. \*

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	6	7	8	9	10	
Asla (0%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Her zaman (100%)

### 15. 5. Sırada beklerken bir arkadaşımınla İngilizce konuşabilirim. \*

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	6	7	8	9	10	
Asla (0%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Her zaman (100%)

16. 6. Tanıdıklarımın bulunduğu büyük bir toplantıda (20 kişi civarında) İngilizce konuşabilirim. \*

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	6	7	8	9	10	
Asla (0%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Her zaman (100%)

17. 7. Sırada beklerken bir yabancıyla İngilizce konuşabilirim. \*

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	6	7	8	9	10	
Asla (0%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Her zaman (100%)

18. 8. Arkadaşlarımdan oluşan bir gruba (40 kişi civarında) konuşma yapabilirim. \*

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	6	7	8	9	10	
Asla (0%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Her zaman (100%)

19. 9. Tanıdıklarımın oluşturduğu küçük bir grupta (4-7 kişi civarında) konuşabilirim. \*

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	6	7	8	9	10	
Asla (0%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Her zaman (100%)

20. 10. Yabancılarla oluşan büyük bir grupta konuşabilirim. \*

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	6	7	8	9	10	
Asla (0%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Her zaman (100%)

21. 11. Arkadaşlarımdan oluşan küçük bir grupta (4-7 kişi civarında) konuşabilirim. \*

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	6	7	8	9	10	
Asla (0%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Her zaman (100%)

22. 12. Tanıklarımın oluşturduğu bir gruba (40 kişi civarında) konuşma yapabilirim. \*

*Yalnızca bir şıkkı işaretleyin.*

	1	2	3	4	5	6	7	8	9	10	
Asla (0%)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Her zaman (100%)

The questionnaire was organized and conducted via Google Forms. The link to send response is still available in the link below:

<https://forms.gle/DsT6AM4rKRAm57j7>



*GAZİLİ OLMAK AYRICALIKTIR*