





**THE RELATIONSHIP BETWEEN STUDENTS' WILLINGNESS TO  
COMMUNICATE AND MOTIVATION: AN ESP CASE AT A  
TERTIARY PROGRAM IN TURKEY**

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**(Yüksek Lisans Tezi)**

**Berna Uyanık**

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**ÖZ**

Bu çalışma, öğrencilerin İngilizce öğrenme motivasyonları ile İngilizce dilini kullanarak iletişim kurma isteklilikleri arasındaki ilişkiyi incelemeyi amaçlamıştır. Çalışma, Türk Hava Kurumu Üniversitesi'nin iki yıllık meslek yüksekokulunda yürütülmüştür. Çalışmanın ikinci amacı, bu iki yıllık yükseköğretim programında özel amaçlı İngilizce öğrenen öğrencilerin İngilizce iletişim kurmaya ne derecede istekli olduklarını bulmaktır. Bu çalışmada iletişimin konuşma boyutuna odaklanılmıştır. Çalışmanın üçüncü bir amacı ise öğrencilerin İngilizce öğrenmeye ne derece motive olduklarını bulmaktır. Hem iletişim kurma isteklilikleri hem de dili öğrenme motivasyonları, cinsiyetlerine, sınıflarına, bölümlerine, yurtdışı deneyimlerine göre ve mezun oldukları lise türlerine göre incelenmiştir. Bu amaçlara ulaşmak için karma araştırma yönteminin çeşitleme yaklaşımı kullanılmıştır. Katılımcılar, birinci ve ikinci sınıfta Sivil Havacılıkta Kabin Hizmetleri, Uçak Teknolojisi ve Yer Hizmetleri Yönetimi bölümlerini okuyan öğrencilerdir. İlk olarak, iletişim kurma istekliliği ve motivasyon anketlerinin pilot çalışması 78 öğrenciye uygulanmıştır. Geçerlilik işlemleri sonucunda motivasyon anketinin 10 maddesi çıkarılmıştır. Anketlerin yüksek güvenilirlik katsayısı elde edildikten sonra, anketlerin son hali 353 öğrenciye uygulanmıştır. Daha sonra, Sivil Havacılık Kabin Hizmetleri bölümünde iki sınıf, iki hafta gözlenmiştir. Dersler videoya kaydedilmiş ve gözlemler için sistematik bir gözlem çizelgesi kullanılmıştır. Gözlemlere ve öğretim elemanlarının görüşlerine göre istekli ve isteksiz öğrenciler seçildikten sonra onlarla röportaj yapılmıştır. 12 öğrenci ile birebir, yarı yapılandırılmış görüşmeler yürütülmüştür. Nitel veriler için içerik analizi kullanılırken, nicel veri, SPSS 21.0 programı kullanılarak analiz edilmiştir. Bulgular, öğrencilerin genel motivasyonu yüksekken İngilizce iletişim kurma

istekliliklerinin orta seviyede olduğunu göstermektedir. Nicel araştırma sonuçlarına göre, öğrencilerin İngilizce iletişim kurma istekliliği ile İngilizce öğrenmeye yönelik motivasyonları arasında pozitif, anlamlı ve orta seviyede bir ilişki bulunmuştur. Gözlemlere göre, sınıf ortamında öğrencilerin motivasyonu ve İngilizce iletişim kurma isteklilikleri arasında güçlü ve pozitif bir ilişki vardır. İki farklı sınıfta iki hafta boyunca, derse motive olduğu görünen öğrencilerin iletişim kurmaya da daha istekli olduğu, öte taraftan daha az motive olduğu ya da hiç motive olmadığı görünen öğrencilerin ise iletişim kurmaya isteksiz olduğu gözlemlenmiştir. Öğrencilerin röportaj sorularına yanıtlarına göre ise, iki öğrencinin İngilizce öğrenmeye motive olduğu, ancak iletişim kurmaya istekli olmadığı belirlenmiştir. Altı öğrencinin hem İngilizce iletişim kurmaya istekli hem de İngilizce öğrenmeye motive oldukları, üç öğrencinin az motive olduğu ve iletişim kurmaya az istekli olduğu ve bir öğrencinin ne iletişim kurmaya istekli olduğu ne de motive olduğu belirlenmiştir. Böylece, röportajlar da öğrencilerin İngilizce öğrenme motivasyonu ile İngilizce iletişim kurma isteklilikleri arasında pozitif ve anlamlı bir ilişki olduğunu göstermiştir. Röportajlarda öğrencilerin iletişim kurma istekliliği ve motivasyonla ilgili görüşleri de incelenmiştir. Röportajların analizi, öğrencilerin derste İngilizce konuşmaya yönelik olumlu tutum ve düşüncelere sahip olduğunu ve hepsinin İngilizce derslerinde daha çok İngilizce konuşma istediklerini göstermiştir. Öğrencilerin röportajlardaki görüşlerine ve anket sonuçlarına dayanarak İngilizcenin yabancı dil olarak konuşulduğu sınıflar için pratik önerilerde bulunulmuştur.

Anahtar Kelimeler : iletişim kurma istekliliği, İngilizce öğrenme motivasyonu, iletişim.  
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**ABSTRACT**

This study aimed to investigate the relationship between students' motivation to learn English and their willingness to communicate using English. The study was conducted at the tertiary program of University of Turkish Aeronautical Association. The second aim was to find out to what extent students were willing to communicate in English at this tertiary program in ESP context. The focus of this study was on the speaking aspect of Willingness to Communicate. The third aim was to reveal to what extent students were motivated to learn English. Both their willingness to communicate and their motivation to learn the language were examined according to their genders, grades, majors, their experiences abroad, and types of high schools they graduated from. In order to achieve these aims, triangulation technique of mixed method was used. The participants were the students who studied majors of Civil Aviation Cabin Services, Aircraft Technology, and Ground Handling Services Management in first and second grades. Firstly, the pilot study of the willingness to communicate and motivation questionnaires was administered to 78 students. As a result of the validity procedures, 10 items of the motivation questionnaire were removed. After high reliability coefficient of the questionnaires was obtained, final version of the questionnaires was administered to 353 students. Then, two classrooms of Civil Aviation Cabin Services were observed for two weeks. The lessons were recorded on videos and systematic observation scheme was used for observations. After willing and unwilling students were chosen according to observations and instructors' views, they were interviewed. One on one, semi-structured interviews were conducted with 12 students. The quantitative data were analyzed by using SPSS 21.0, while content analysis was used for

the qualitative data. The findings demonstrate that students' overall willingness to communicate in English was moderate, while their motivation to learn English was high. According to quantitative results, the relationship between students' willingness to communicate in English and motivation to learn English was determined to be significant, positive, and at a medium level. According to observations, there is a strong and positive correlation between students' motivation to learn English and their willingness to communicate in English in a classroom environment. Students who seemed to be motivated to the lesson were more willing to communicate and who seemed to be less motivated or unmotivated to the lesson were unwilling to communicate during two weeks in two different classrooms. According to students' responses to the interview questions, it was determined that 2 students were motivated to learn English; but, they were not willing to communicate in English. 6 students were determined to be both willing to communicate in English and motivated to learn English; 3 students were a little motivated and a little willing to communicate; and 1 student was neither willing to communicate in English nor motivated to learn the language. Therefore, interviews also indicated that there is a positive and significant correlation between students' motivation to learn English and their willingness to communicate in English. The students' views regarding willingness to communicate and motivation to learn the language were also investigated during the interviews. The analysis of the interviews indicated that the students had positive attitudes towards speaking English in the classroom and they all wanted to speak English more in English lessons. Practical suggestions were made for EFL classrooms on the basis of students' views in interviews and questionnaire results.

Key Words : willingness to communicate, motivation to learn English, communication

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Supervisor : Assist. Prof. Dr. Zekiye Müge TAVİL

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## **LIST OF ABBREVIATIONS**

EFL: English as a Foreign Language

ESL: English a Second Language

L2: Second or Foreign Language

L1: Native Language

ESP: English for Specific Purposes

WTC: Willingness to Communicate

TOEFL: Test of English as a Foreign Language

SPCC: Self-perceived Communication Competence

SPSS: Statistical Package for Social Sciences

KMO: Kaiser-Meyer-Olkin (Measurement)

# CHAPTER 1

## INTRODUCTION

This chapter starts with the background information to the study and describes the research problem. It also accounts for the aim of the study and indicates the significance of the study as well as the limitations and assumptions of the study. Finally, definitions of the terms and abbreviations used in the study are provided.

### 1.1. Background of the Study

There are more and more people who speak English as a second or foreign language than those who are native speakers of English in the world. Approximately three out of every four users of English in the world is a non-native speaker of the language (Crystal, 2003, p. 69), so interactions mostly take place among non-native speakers of it (Seidlhofer, 2005). As the world is globalizing rapidly, English language has become the international means of communication, and it will presumably continue to be the primary tool for international communication throughout the 21<sup>st</sup> century (Alptekin, 2002). English has been used as a tool of communication among speakers of different first languages for many centuries, and it has become lingua franca (Jenkins, 2006; Jenkins, Cogo, & Dewey, 2011). It is still widely accepted as a dominant means of international communication (Seidlhofer, 2010, p.147). Thus, it has been playing a key role in uniting people with different mother tongues.

Since the English language is regarded as a tool of communication and interaction among a variety of countries and cultures, a great number of people learn it to be able to communicate with other people around the world. Learning English to communicate is essential for the socio-economic development of a country; to increase business connections, to develop important sectors such as tourism or to create individual job opportunities. It provides maintaining economic, political and cultural relations with other

nations. It is the language of business, media, technology, science, the internet and academic context.

Due to these important roles that the English language plays, non-English speaking countries place increasing importance to communication in second or foreign language teaching and learning. Governments have been adopting policies to improve the practical English communication skills of students. Likewise, in Turkey enhancing communication skills has been the top priority in English education. The curriculum of English language teaching in primary and high schools emphasizes communication, and; textbooks and classroom activities have been altered accordingly. Students begin their English lessons in the second grade of primary school. Moreover, most students attend one-year preparatory classes to learn English when they get into a university. Besides, at some universities, the medium of instruction is English. Yet, most students experience reticence in oral communication in English lessons. In English Proficiency Index developed by English First (2015), Turkey was ranked as “very low proficiency”. According to ETS (2016), the TOEFL means score of speaking skill of Turkish examinees was 19, and total means score was 77. Therefore, the effectiveness of English lessons and teaching English communication skills are issues that need to be addressed.

## **1.2. Statement of the Problem**

One of the main aims of L2 learning is to use the target language and the success of second language acquisition is determined by using the target language (Hashimoto, 2002). MacIntyre and Charos (1996) emphasize the authentic use of language by stating that communication is not only a way to facilitate language learning, but it is also a significant aim in itself. Generally, the principal motive behind learning a language is to use it for communication (MacIntyre & Charos, 1996, p.4). Most people think that acquiring speaking skills is the single most important aspect of learning L2, and success is evaluated in terms of the ability to carry out a conversation in the language (Nunan, 1991, p. 39). The competence in other languages does not refer to listening, reading or writing skills of a particular language. People generally are asked whether they speak a particular language or not (Lazaroton, 2014, p.106); for example, the general question is “Do you speak English?” or “How many languages do you speak?”

Owing to the lack of an English speaking environment in Turkey, students are exposed to limited amounts of English outside the foreign language classrooms. Therefore, classroom

interaction is a primary source for students to enhance their communicative abilities. In this respect, getting students to speak English and teaching communication competence is essential in English lessons. Learners' active engagement in attempting to communicate facilitates learning how to speak in L2 (Nunan, 1991, p. 51), and more interaction results in more language development and learning (Kang, 2005). Nevertheless, most students in Turkey avoid speaking English in the classroom. When a teacher asks a question in English, they usually avoid answering or only give short answers. Not only in the classrooms, but also outside the classroom most people cannot carry out conversations in English. In order to promote learners' participation in speaking, the reasons for students' inability and reluctance to communicate in English should be clarified.

Surely, there are ample reasons why students are unwilling to communicate in English or why they have difficulty in communicating in English. It may be because of a high-stakes test system in Turkey (Alderson & Hamp-Lyons, 1996; Özmen, 2011). After finishing a high school, students have to take a test to enter universities; the students who choose to study English major take an English exam and it is a multiple-choice test. After graduating from a university, people take an English exam called YDS to have a job or to be an academician and this exam consists of multiple choice questions, too. Hence, the focus of English lessons is usually on teaching grammar, vocabulary or reading; teaching speaking skill is neglected. Another reason might be a large number of students in each class in most schools. However, in order to teach speaking and to get students to speak English, the number of students must be decreased. Furthermore, it is possible that because of the overloaded syllabus, teachers may not spend enough time on teaching speaking in most schools.

Apart from the abovementioned reasons, there are also individual factors which impact learners' speaking English. Even though some students get high marks in school exams or standardized English proficiency tests, they are not good at performing a pragmatic conversation in English. Research has shown that while some students have high linguistic competence but unwilling to speak English, some students have little linguistic knowledge but willing to speak English a lot (MacIntyre, Clement, Dörnyei, & Noels, 1998). Furthermore, even people who have high communicative competence can possibly be unwilling to communicate (Dörnyei, 2003, 2008). Thus, individual differences account for the learners' willingness or unwillingness to communicate in English.

As mentioned before, contemporary language education places a lot of emphasis on authentic communication as a crucial role in language learning; thus, individual differences in communication tendencies are significant in language learning outcomes (MacIntyre, Baker, Clement, & Conrod, 2001). In today's learner-centered instruction, students are actively involved in their learning process and construct their own learning; so, their needs, feelings, and characteristics affect their success or failure in L2 learning. Language learners differ in their rate of progress and their ultimate level of achievement in mastering L2 (Cao, 2014; Dörnyei, 2008). Research has demonstrated that individual differences are significant predictors of L2 learning success (Dörnyei & Skehan, 2003; Dörnyei, 2008).

The individual difference factors which affect learning outcomes and mediate the effect of instruction are cognitive, affective and motivational factors (Ellis, 2012, p.308). Among these factors, affective variables such as anxiety, personality, attitude, self-perceived communication competence, self-esteem, empathy, and extroversion (Brown, 2007; Ellis, 2012) play an important role in language learning. Understanding individuals' emotions, reactions, and beliefs is an extremely significant orientation of a theory of second language acquisition (Brown, 2007, p.154). The term "willingness to communicate" is a relatively new concept and a recent addition to the affective variables (Cao, 2014; Ellis, 2012; Yashima, 2002) and motivation research (Dörnyei, 2003).

The 'Willingness to Communicate' (hereinafter WTC) construct was originally evolved from McCroskey and Baer's research (1985) to explain individual differences in native language communication. It was defined as the personality orientation which clarifies the reasons for a person to choose to communicate and another person not to communicate under the same circumstances. However, according to MacIntyre et al. (1998), WTC in L1 cannot indicate WTC in L2; they are distinct from each other. Hence, they adapted WTC in L1 to WTC in L2 context.

Since the 1990s, after WTC in L1 was adapted to L2 communication, research on WTC in L2 education has aroused interest among many researchers worldwide and researchers have been trying to establish relationships between WTC and other social, psychological, and individual factors. However, there is not much research on the relationship between motivation and WTC. Moreover, there is a lack of consensus on whether motivation is correlated with L2 WTC (Hashimoto, 2002) or it has an indirect impact on L2 WTC (Yashima, 2002).

### **1.3. Significance of the Study**

Since communication has been playing a key role in L2 teaching and learning increasingly, there is a need to explain individual differences in L2 communication and the WTC construct needs to be investigated as a factor that affects communication outcomes (Yashima, 2002). Research on L2 WTC has great significance for decoding learners' communication psychology and encouraging communication engagement in class (Peng & Woodrow, 2010, p.835). As MacIntyre et al. (1998) remarked, the formation of WTC ought to be the essential objective of language instruction. In other words, a major objective of L2 instruction ought to lead learners to become willing to use language for authentic communication (MacIntyre et al., 1998) and WTC in an L2 is considered being the direct antecedent of students' actual engagement in L2 communication (Clement, Baker, & MacIntyre, 2003; Dörnyei, 2005; Ellis, 2012). Furthermore, L2 usage should be the primary aim of any language learner and WTC is the most predictive variable of L2 use (Clement et al., 2003).

Motivation has also a key role to stimulate learners and initiate L2 learning, and it is a driving force in the learning process (Dörnyei, 2005, p.65). A great deal of research has proved that more motivated learners learn more (Ellis, 2012, p. 325); motivated learners can possibly approach instruction positively and be more active in the classroom. Thus, motivation conceivably influences the success of instruction (Ellis, 2012). However, its influence on L2 communication is not adequately researched.

Since the research suggests the importance of motivation and WTC on L2 teaching and learning, this study has substantial benefits for researchers, language teachers, learners, and administrators. Language teachers can frame the teaching methods, techniques, and their behaviors in the classroom according to the results of this study. They will have a better understanding as to in which situations students are not willing to participate in class and they may promote students' communication and participation in the classroom. Administrators can reevaluate the foreign language instruction and make amendments in respective curriculums. Learners can improve their speaking ability and communicative competence; they can feel more comfortable to communicate in the classroom which will facilitate their English learning.

The significance of this research is also to contribute to the literature on L2 WTC in a different context by analyzing the relationship between WTC and motivation in detail. Most studies on WTC and motivation are based on Gardner's (1985) socio-educational

model and use its scale. However, there is not much research on WTC and Dörnyei's (2005) motivational self-system. Motivational self-system is the most contemporary model of L2 motivation. It was proposed to compensate for the limitations of the socio-educational model (Dörnyei, 2005). Also, a little research can be found in the literature that aims to analyze both WTC inside the classroom and outside the classroom and dual characteristic of WTC; trait-like and situational. Moreover, quantitative methods especially questionnaires have been mostly used in the previous studies on WTC. Qualitative or mixed-method studies are remarkably scarce.

Most of the previous studies on L2 WTC have been conducted in a second language context in western countries, notably in US and Canada (Clement et al., 2003; Kang, 2005; MacIntyre et al., 1998). Nonetheless, there is insufficient research on WTC in EFL context, especially in Turkey where learners do not have enough opportunities to practice and use the target language for communication outside the classroom. Also, there is not much body of research on WTC in the tertiary program and ESP context.

#### **1.4. Purpose of the Study**

The primary purpose of this research is to investigate the relationship between students' willingness to communicate and motivation to learn L2 by using Cao and Philp's (2006) WTC model and Dörnyei's Motivational Self System (2005, 2009) as a basis for the theoretical framework. In order to achieve this purpose, both quantitative and qualitative methods have been employed, unlike the previous research on WTC that was done quantitatively using questionnaires.

Considering the importance of WTC in learners' engagement in L2 communication, the second purpose of this study is to find out the extent to which the students of the tertiary program in ESP context are willing to communicate in English. The focus of this study is on speaking aspect of WTC. Since there is not much research on WTC in EFL context especially in Turkey, the reasons for students' unwillingness or willingness to communicate in English are still not clear. Doing the research in the context of a tertiary program in ESP education is appropriate for the aim of this study, since most students in these programs in Turkey are generally considered to be unmotivated to learn English and unwilling to communicate in English; however, they need to speak English to have a job and to carry out their future jobs. Hence, this study aims to make a contribution to the

educators by finding out whether the students are willing or unwilling to communicate and the nonlinguistic reasons behind students' willingness or unwillingness to speak English inside and outside the classroom. This study also aims to examine the dual characteristics of the WTC construct in terms of the trait/situation dichotomy. Trait-like WTC was measured using self-reported questionnaires, and situational factors of WTC were examined through interviews. Student's opinions on WTC were explored by means of interviews. The degree to which learners' WTC predicts actual L2 use in the classroom was also analyzed by means of observations. Higher WTC generally means higher L2 use. However, whether higher WTC leads to higher L2 use or not in the classroom has been tested scarcely.

The third purpose is to find out to what extent students are motivated to learn English. Dörnyei's (2005, 2009) L2 motivational self-system is used as a theoretical basis. Therefore, variables underlying this theory such as Ideal L2 Self, Ought-to Self, attitudes towards learning English, intended effort, promotion instrumentality, prevention instrumentality, cultural interest, and vividness of imagery were also examined by means of questionnaires and interviews. Their opinions regarding motivation were also found out through interviews.

Another aim of this study is to find out whether students' levels of WTC and motivation are influenced by their genders, classroom grades, majors, their experiences abroad, and types of high schools they graduated from. A little research can be found examining these factors. These variables were investigated in order to determine the other factors that are likely to influence WTC and motivation.

Based on the purposes above, the present research aims to provide more conclusive answers to these research questions:

1. To what extent are Turkish students at the tertiary program in ESP context willing to communicate in English?
2. To what extent are Turkish students at the tertiary program in ESP context motivated to learn English?
3. Do the students' genders, grades, departments, kind of high school they graduated from, and having been abroad have an influence on their WTC and motivation?
4. What is the relationship between students' willingness to communicate in English and EFL motivation at a tertiary program in ESP context?

## **1.5. Assumptions**

The basic assumptions behind the present study are as follows:

1. The “willingness to communicate” and “motivation” constructs can be measured.
2. The participants in the study are assumed to respond to the questions of the surveys and interviews sincerely and honestly.
3. It is also assumed that the sample size represents the population.

## **1.6. Limitations**

The data gathered in the study is limited to the students of Ankara Aeronautical Vocational School of Higher Education. But, the researcher tried to reach a great number of students at the school. Furthermore, the items in the willingness to communicate questionnaire may not be suitable for Turkish context. However, research has shown that the scale is highly reliable and valid, and it has been used worldwide. In addition, piloting of the scales was conducted.

## **1.7. Definitions of Key Terms**

*Willingness to Communicate:* The term “Willingness to Communicate” is defined as “an individual’s predisposition to initiate communication with others” (McCroskey, 1997, p. 77). It means that it is the person’s own decision whether to communicate with other persons or not, depending on situations such as contexts or type of receivers. It was originally used in first language communication and described as a trait-like personality variable that could be affected by various situations. Later, the WTC construct was extended to second language communication and MacIntyre et al. (1998, p.547) defined WTC as “a readiness to enter into discourse at a particular time with a specific person or persons using L2”. Hence, WTC in L2 was described as a more situation based construct.

*Self-perceived Communication Competence:* McCroskey (1984) defined communication competence in first language communication as: “adequate ability to make ideas known to others by talking or writing” (p.263). It requires both being able to perform sufficiently particular communication behaviors, understanding them, and having cognitive ability to determine and select communication behaviors (McCroskey, 1984). McCroskey (1997) believes that our decision whether to communicate or not (at both trait and state levels)

depends on our thoughts as to whether we are competent or not. In other words, an individual's decision about whether to initiate or engage in communication is actually affected by the individual's self-perceived communication competence rather than the actual one (Barracough, Christophel, & McCroskey, 1988; McCroskey & Richmond, 1987; McCroskey, 1997). A great deal of research has demonstrated that the construct is the most significant determinant of WTC both in L1 and L2.

*Communication Anxiety:* This affective factor is also a significant predictor of L1 and L2 WTC. Anxiety can be defined as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system” (K. Horwitz, B. Horwitz, & Cope, 1986, p.125). L2 communication anxiety originated from the construct of communication apprehension in the field of communication. Communication apprehension is “an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons” (Barracough et al., 1988, p.188). As McCroskey points out, individuals who encounter high levels of fear or anxiety concerning communication frequently avoid and withdraw from communication (McCroskey, Booth-Butterfield, & Payne, 1989). Communication anxiety has also an impact on self-perceived communication competence as well as WTC (MacIntyre, Babin, & Clement, 1999; McCroskey, 1997).

*Motivation:* Motivation addresses the basic question of “why humans think and behave as they do”; it concerns “the direction and magnitude” of human behavior (Dörnyei, 2001, p.7; Dörnyei & Skehan, 2003, p.614; Dörnyei, 2005, p.66). According to Dörnyei (2001, p.7), motivation accounts for the reasons of individuals' decisions to do something, how hard they are going to try to achieve it, and to what extent they are willing to maintain the activity. In other words, it describes “the choice of a particular action, the effort expended on it and the persistence with it” (Dörnyei & Skehan, 2003; p.614).

*L2 Motivational Self-system:* Dörnyei (2005, 2009) proposed this theory as an alternative to the constructs of integrativeness and integrative motive in Gardner's (1985) motivation theory. The theory focuses on L2 learners' self-perception, especially the perception of their desired future self-states (Dörnyei & Chan, 2013, p.438). It originated in Markus and Nurius' (1986) possible selves theory and Higgins' (1987) self-discrepancy theory in social psychology. It is comprised of three constructs; Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience (2005, 2009, 2014; Dörnyei & Ushioda, 2011; Dörnyei & Chan, 2013). Ideal L2 Self is based on an individual's aspirations and goals as a language learner;

it refers to the desired self that learners want to become through learning English (Dörnyei, 2009, 2014; Dörnyei & Ushioda, 2011; Higgins, 1987). Ought-to-L2 Self refers to an individual's perceived obligations and responsibilities as a language learner; it refers to the self that learners believe they should become or avoid becoming through learning English (Dörnyei, 2009, 2014; Dörnyei & Ushioda, 2011; Higgins, 1987). L2 learning experience describes the environmental factors as motivational influence (Dörnyei, 2009, 2014; Dörnyei & Ushioda, 2011).

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter presents the review of the research literature relevant to two main areas of interest in the current study, that is, the willingness to communicate construct and motivation. This review involves theories, models, and empirical studies conducted to date in order to clarify the WTC construct and motivation. Firstly, the WTC concept is introduced by examining its roots in L1 communication, followed by its conceptualization in L1 including L1 WTC models and foundational works of WTC. Then, the establishment of WTC in second and foreign language is explained. Following this, a wide range of studies on L2 WTC in different contexts are reviewed. The variables which influence L2 WTC are also described. Next, motivation is introduced and its evolution, including motivational theories and studies, is investigated by moving on to the latest motivational theories.

#### **2.1 Willingness to Communicate**

The “Willingness to Communicate” concept is a recent extension of research on individual differences. It is a significant concept in contemporary foreign language education due to its usefulness in accounting for individuals’ L1 and L2 communication as mentioned in Chapter 1. It first emerged in L1 communication and it was conceptualized by McCroskey and Baer (1985) as the intention to initiate communication, given a choice (McCroskey & Richmond, 1987; McCroskey, 1997). It was regarded as a fixed personality trait that remains stable across situations. In the late 1990s, the researchers began to realize that there was a need to examine WTC in L2. Thus, the concept was modified for L2 use and

changed from merely being trait-like predisposition to being trait-like and situational. It was defined in L2 as a readiness to enter into an L2 communication situation when the opportunity was given (MacIntyre et al., 1998).

After the adaptation of L1 WTC to L2, more and more studies have been conducted in different countries across the world; both in ESL contexts and EFL contexts. Researchers have analyzed various aspects of WTC by employing not only quantitative methods, but also different qualitative and mixed methods. For instance; the relationship between social context and WTC (Clement et al., 2003; MacIntyre et al., 2001); age, gender and WTC (MacIntyre, Baker, Clement, & Donovan, 2002; MacIntyre & Donovan, 2004); classroom environment and WTC (Peng & Woodrow, 2010; Weaver, 2005); motivation and WTC (Hashimoto, 2002; Peng, 2007); learners' perceptions, attitudes and WTC (Saint Leger & Storch, 2009); international posture and WTC (Yashima, 2002; Yashima, Zenuk-Nishide, & Shimizu, 2004); Chinese conceptualization of WTC (Wen & Clement, 2003); personality and WTC (Çetinkaya, 2005) were analyzed. Furthermore, L2 WTC was examined from dynamic situational perspective (Cao, 2014; Kang, 2005; MacIntyre, Burns, & Jessome, 2011); both trait-like and situational perspective (Cao & Philp, 2006); and ecological perspective (Cao, 2011; Peng, 2012). In this chapter, these studies are reviewed in detail.

## **2.2 Conceptualization of Willingness to Communicate in the First Language**

The “Willingness to Communicate” construct was established by McCroskey and Baer (1985) in order to account for the differences in the frequency and amount of persons' talk with each other in first language and it was identified as a personality orientation, trait-like tendency (McCroskey & Baer, 1985; McCroskey & Richmond, 1987; McCroskey, 1997). As stated by McCroskey and Richmond (1987, p.134), WTC is an individual's predisposition to initiate communication when free to choose to do so. McCroskey developed this concept from the Burgoon's earlier research (1976) on unwillingness to communicate; Mortensen, Arntson, and Lustig's research on predispositions toward verbal behavior (as cited in McCroskey & Baer, 1985); and McCroskey and Richmond's (1982) study on shyness.

The term “unwillingness to communicate” was described by Burgoon (1976) as a predisposition “which represents a chronic tendency to avoid and/or devalue oral

communication” (p.60). According to Burgoon (1976), research on unwillingness to communicate construct was based on these factors: anomia, alienation, introversion, self-esteem and communication apprehension. She believed that anomic or alienated individuals do not rely on other people and have negative perceptions towards communication, so they tend to avoid communication. According to her, the introvert people who are quiet, timid and shy; people who have low self-esteem or who have high communication apprehension also tend to be unwilling to communicate.

Burgoon (1976) developed a measure, Unwillingness to Communicate Scale (UCS) to identify the construct operationally. It consists of twenty Likert-scale items and two factors: approach avoidance and reward. Reward measures an individual’s satisfaction within a group “because others listen, understand and are honest” (p.64); while approach avoidance measures the probability of individual’s approach and participation in communication with others. The results indicated that unwillingness to communicate correlated only with the approach-avoidance factor and communication apprehension (Burgoon, 1976). This means that individuals who were scared to communicate or who felt anxiety about communication were more likely to withdraw from communication than others. Thus, the results of UCS did not support the tendency of an individual to be willing or unwilling to communicate globally (McCroskey, 1997).

Mortensen et al. (as cited in McCroskey, 1997) posit that the amount and frequency of individuals’ communication remain stable across a variety of communication situations and this is named as “predispositions toward verbal behavior”. They designed a scale called Predispositions toward Verbal Behavior (PVB) scale including twenty-five Likert-type items in order to measure this construct (as cited in McCroskey & Richmond, 1987). The results of PVB scale just proved that there was regularity in the amount of an individual’s communication; it did not indicate individuals’ predisposition to be willing or unwilling to communicate (McCroskey & Baer, 1985; McCroskey & Richmond, 1987; McCroskey, 1997).

Shyness is defined as the inclination “to be timid, reserved or most specifically, talk less” (McCroskey & Richmond, 1982, p. 460). According to McCroskey and Richmond (1982), communication apprehension could affect that inclination, but they emphasized the distinction between shyness and apprehension. They approached shyness as externally observable behavior and used both observer-report and Shyness Scale (SS) to measure the amount of talk that people perform. The results revealed that Shyness Scale could predict

the amount of talk individuals engaged in and was a valid measure of communication behavior. However; in common with the research on unwillingness to communicate and predispositions toward verbal behavior, shyness scale did not demonstrate the presence of a personality-based propensity to be willing or unwilling to communicate (McCroskey & Baer 1985; McCroskey & Richmond, 1987; McCroskey, 1997). As well as PVB and UCS, the results of the Shyness scale contributed to WTC research in that there was some regularity in the amount of an individual's communication.

McCroskey and Baer (1985) rephrased the notion of Burgoon's (1976) "unwillingness to communicate" construct into its positive term, willingness to communicate, in their study (Zhou, 2012). WTC in L1 was considered to be consistent across different communication situations and receivers. Although WTC was a trait-like, personality construct; an individual's decision whether or not to initiate a conversation with another person was influenced by some situational factors (McCroskey & Richmond, 1987; McCroskey, 1997).

McCroskey and Richmond (1987) suggested the significance of WTC in L1 for individuals. Individuals with low level of WTC tend to be less effective in communication and are perceived negatively by other people in the communication. On the other hand, individuals with high level of WTC have a lot of advantages in different contexts such as in schools and society. They are admired by their teachers and peers. They are also preferable to be employed.

### **2.2.1 L1 WTC Studies**

McCroskey and Baer (1985) designed a WTC scale in order to measure individuals' L1 WTC. It was proved to be valid and the results of the scale pointed out the validity of general propensity of willingness or unwillingness to communicate contrary to Unwillingness to Communicate Scale, Predispositions toward Verbal Behavior Scale and Shyness Scale. The scale contains 20 items consisting of 12 scored and 8 filler items. Twelve scored items in the measure include four communication contexts: public speaking, talking in meetings, talking in small groups, and talking in dyads; and three types of receivers: strangers, acquaintances, and friends (McCroskey & Baer, 1985; McCroskey, 1992). Its internal reliability is quite high; it is .92 (McCroskey & Baer, 1985; McCroskey & Richmond, 1987). It was indicated as extensively representative and its content validity

was satisfactory due to its unidimensionality and easiness of response format (McCroskey & Richmond, 1987; McCroskey, 1992). It has also high construct and predictive validity as the research shows (Chan & McCroskey, 1987; McCroskey, 1992). So, most researchers working on WTC worldwide prefer to use this scale because of its high reliability and validity.

In order to test whether the WTC scale is valid, Chan and McCroskey (1987) conducted a research. College students in three classes carried out WTC scale and then they were observed at certain times. The results supported the hypotheses of the research; students who had higher WTC scores on the scale participated in class much more than those with lower WTC. Thus, the scale was signified as valid for the predictive quality. In addition, this study demonstrated that class participation is possibly “a function of an individual student’s orientation toward communication” to a large extent instead of a situation-specific response (Chan & McCroskey, 1987, p. 49). Thus, trait-like orientation of WTC was emphasized.

Another research was conducted in Hong Kong to check if the WTC scale would be suitable for the L2 context (Asker, 1998). The WTC scale was carried out to college students and later some of them were interviewed. The results demonstrated that the scale worked in the Hong Kong, in a second language context. The instrument was indicated as highly reliable and valid (Asker, 1998).

McCroskey and Richmond (1987) expanded the WTC construct and they suggested particular variables in order to clarify the reasons why individuals differ in this tendency. They described the variables that are likely to influence and cause variations in WTC as “antecedents” of WTC. These antecedents were introversion, anomie and alienation, self-esteem, cultural divergence, communication skill level, and communication apprehension.

Since the description of these antecedents, a wide range of studies have been conducted on the relationship of the antecedents with WTC. They have revealed that whereas three variables; anomie, alienation, and self-esteem had low correlations with WTC ( $r < .25$ ), communication apprehension and communication competence had the highest relationship with WTC among the antecedents and this correlation was apparent in a variety of cultures (Barraclough et al., 1988; McCroskey & Richmond, 1990a; McCroskey, 1997). Introversion was also found to have a high correlation with WTC, but it was eliminated because it had a genetic characteristic (McCroskey, 1997).

In order to explore the similarities and differences in individuals' orientations toward communication and interrelations among these orientations, an empirical study was conducted across two similar cultures, in Australian and American culture (Barraclough et al., 1988). The results indicated that the combination of low communication apprehension and high perceived communicative competence results in high level of willingness to communicate in both cultures.

With the aim of examining the effect of culture on WTC as the individual difference variable in first language communication, another study was accomplished by McCroskey and Richmond (1990a). They analyzed correlations among WTC, communication apprehension, self-perceived communication competence and introversion from the studies performed in a variety of countries; Australia, Micronesia, Puerto Rico, Sweden, and the United States. Their research revealed that the communication orientations; WTC, communication apprehension, self-perceived communication competence, and introversion and also interrelations among these orientations vary depending on countries and cultures, so any generalization should be done with caution. American subjects had the highest willingness to communicate and the Micronesians had the lowest. Swedish students were found to perceive themselves the most communicatively competent (79.0), while Micronesians perceive themselves the least competent in communication (49.0). Swedish students were also reported to be the most introvert (24.5), while the American students were the least (19.0). Micronesian students were found to have the highest communication apprehension (76.6), while Puerto Ricans had the lowest apprehension (59.9).

Sallinen-Kuparinen, McCroskey, and Richmond (1991) carried out a similar study in Finland and compared the data acquired from previous studies with Finnish students. The results demonstrated that Finnish students were found to be more willing than Micronesians, but less willing to communicate than Americans, Australians, and the Swedish students. They had more self-perceived communication competence score than Americans, Australians and Micronesians. In addition, they were less apprehensive about communication than Australians and Micronesians.

### **2.2.2. L1 Willingness to Communicate Models**

MacIntyre (1994) examined WTC factors on a personality basis by using a causal model. He identified the interrelations among individual difference variables and their relations to

WTC, such as perceived competence, communication apprehension, anomie, alienation, introversion, and self-esteem, which were the constituents of unwillingness to communicate labeled earlier by Burgoon (1976).

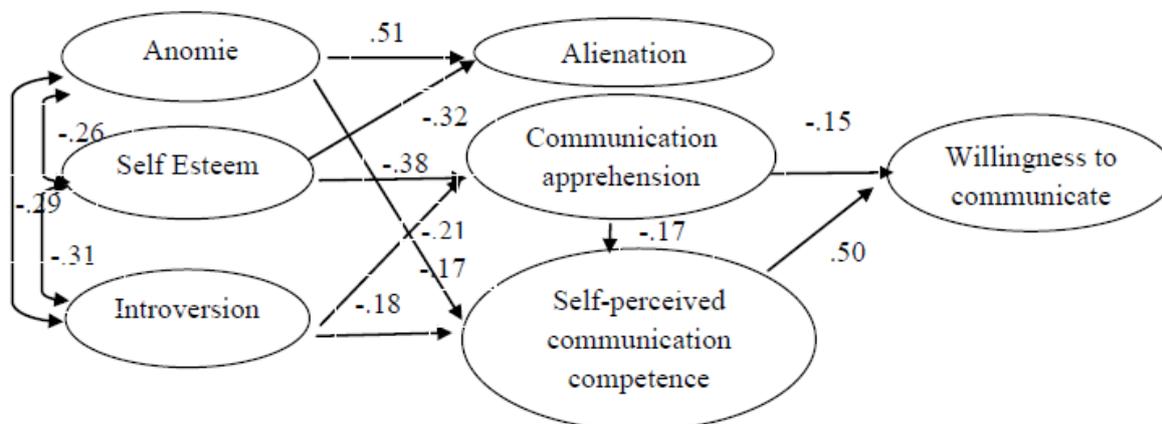


Figure 1. Causal modeling. “Variables Underlying Willingness to Communicate: A Causal Analysis”, MacIntyre, P.D., 1994, Communication Research Reports, 11(2), 135-142.

The model is initiated by more general personality variables: anomie, self-esteem, and introversion. According to the model, the variables that have a direct influence on WTC are communication apprehension and self-perceived communication competence. In other words, when individuals are not apprehensive about communication and consider themselves to have high communication competence, they are probably more willing to communicate (MacIntyre, 1994). The model demonstrates that the combination of communication apprehension and introversion leads to perceived competence. Individuals who are anxious about communication believe they are less capable in communication. That is to say, an increase in communication apprehension engenders a decrease in perceived communication competence. Furthermore, the combination of introversion and low self-esteem causes communication apprehension. People with low level of communication apprehension have high self-esteem. Also, a negative correlation appears between introversion and self-esteem. Alienation and anomie were not found as causal factors of WTC and they were eliminated. The model finishes with WTC since it is regarded as the final step before a person actually initiates a communication behavior.

A second path model of L1 WTC was proposed and tested by MacIntyre et al. (1999). They investigated the antecedents of L1 WTC both at the trait and state levels since they were considered as complementary. At the trait level, personality variables; extroversion, emotional stability, self-esteem, communication apprehension, and perceived competence

were measured using scales for 226 university students. These scales were analyzed by structural equation model and it was indicated that the model had good fit to the data (goodness of fit index= 0.91). At the state level, the effect of a specific situation on WTC, perceived competence and communication apprehension during a specific moment in time was examined in a communication laboratory. The participants were asked to do speaking and writing tasks and at the same time rate their feelings using scales.

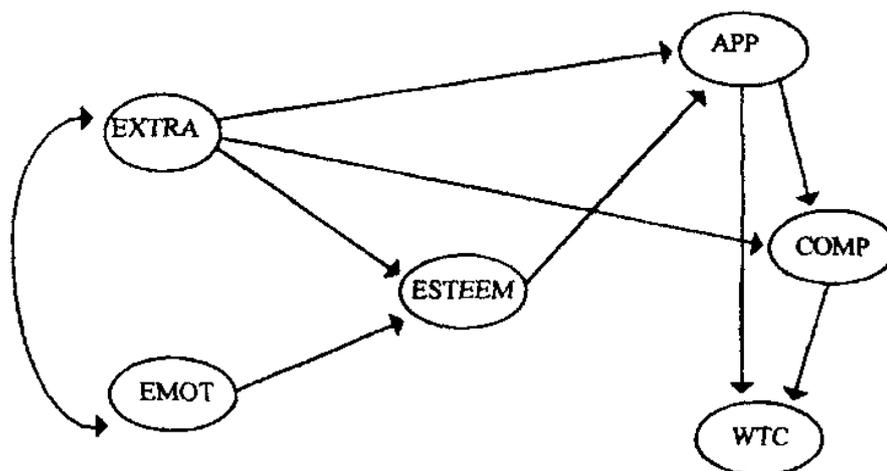


Figure 2. Conceptual model of antecedents of trait-level WTC. “Willingness to Communicate: Antecedents & Consequences”, MacIntyre, P.D., Babin, & Clement, 1999, *Communication Quarterly*, 47, 215-219.

Note: EXTRA: Extraversion  
 EMOT: Emotional Stability  
 ESTEEM: Self esteem  
 APP: Apprehension  
 COMP: Competence

The results revealed that extraversion positively correlated with emotional stability, self-esteem and perceived competence; and negatively correlated with apprehension. This implies that an extravert individual is apt to experience low level of anxiety, feel more competent about communication, and have higher self-esteem. Furthermore, the path between emotional stability and self-esteem was positive; this means a person having higher emotional stability may have high self-esteem. Communication apprehension negatively correlated with perceived competence; meaning that a person who is more anxious about communication tends to feel less competent in communication. Remarkably, there was no significant correlation between communication apprehension and WTC in contrast to McCroskey and Richmond’s (1990a) research and other aforementioned L1 WTC studies; but rather, communication apprehension affected WTC indirectly, through

perceived competence. In this study, self-perceived competence was identified as the most significant determinant of WTC.

The results of this study validated WTC concept and supported the McCroskey and Baer's (1985) description of WTC. The group who participated in the communication laboratory reported considerably higher WTC than the group who did not. Furthermore, the study pointed out that trait WTC and state WTC complement each other. Trait-level WTC is likely to get a person into circumstances in which communication is anticipated while state-level WTC has an impact on the decision whether to communicate or not within a particular circumstance. After communication takes place, other state factors like communication anxiety or perceived competence influence communicative behavior.

All in all; as a considerable body of research suggests, WTC is a crucial predictor of individuals' actual communication behavior and L1 WTC is substantially stable trait affected by situational factors. In addition, self-perceived communication competence and communication apprehension were regarded as the strongest predictors of WTC. Individuals who have higher perceived communicative competence and lower anxiety about communication tend to be more willing to communicate.

### **2.3. Willingness to Communicate in Second or Foreign Language**

In the late 1990s, studies on L1 WTC attracted researchers' attention and researchers began to focus on L2 WTC studies. According to MacIntyre et al. (1998), among many factors that are likely to influence WTC, the language of discourse creates the greatest change in the communication setting because communication in L2 is very different from communication in L1. One of the differences is that there is a wider range of possibilities in the antecedents of L2 WTC than L1 WTC. For example; among most adults, L2 communicative competence can vary from %0 to %100; whereas in L1 communication, communicative competence would be above a certain level, it would never reach %0. Moreover; extra social, cultural and political implications are carried in the context of L2 use. Therefore, WTC in L1 can probably not indicate WTC in L2 (MacIntyre et al., 1998).

The implementation of the WTC model to L2 commenced with MacIntyre and Charos' (1996) research. They adapted MacIntyre's (1994) model of L1 WTC and Gardner's (1985) socio-educational model of second language learning and advanced a path model of WTC. The major aim of the study was to examine the capacity of this hybrid model by

examining the relations between language learning and these communication models in order to determine actual use of second language in communication. In addition, the effects of global personality traits and the sociolinguistic context were examined by integrating them into the model.

The study was conducted in a bilingual context in Canada; among 92 Anglophone students whose native language was English and who took beginner level French speaking course. The self-report measures of socio-educational model of motivation; communication-related variables including perceived competence, frequency of communication, and willingness to communicate; Goldberg's Big-Five personality traits and Clement's social context model were used in the study (MacIntyre & Charos, 1996).

According to the results, positive paths were found from the frequency of communication to willingness to communicate, motivation, perceived communicative competence, and context. Hence, the results supported the paths of MacIntyre's (1994) WTC model and Gardner's (1985) socio-educational model. It means that students who are motivated to learn the language, who have higher WTC, and who have the opportunity to use the target language communicate in the second language more frequently. Perceived communicative competence was reported to be the factor which influences the frequency of L2 communication most.

As to WTC construct, it was affected directly by language anxiety and perceived competence in this path model. Also, a positive correlation existed between WTC and context. This demonstrates that having more opportunity to interact in L2 directly influences willingness to engage in L2 communication. Therefore, students' WTC in L2 depends on the students' self-perceived communication competence, the opportunity to use the language, and low level of communication apprehension. Surprisingly, a nonsignificant relation was found between WTC and motivation. Among the personality traits, agreeableness affects WTC. In other words, more pleasant individuals tend to have good interaction with members of target language group. Furthermore, the hypothesized relationship was found between language anxiety and perceived competence in the same way as the L1 WTC studies mentioned before.

In conclusion; as seen in this study, communicating in second language was identified with willingness to communicate in L2, motivation, opportunity for contact, and especially perceived communicative competence. This investigation indicated that the WTC construct

was well-adapted to the second language context and highly contributed to the literature on WTC.

MacIntyre and his associates (1998) built on MacIntyre & Charos' (1996) model of L2 WTC and proposed the heuristic model of L2 WTC which is made up of twelve factors in a six-layered pyramid. They built this pyramid model in order to clarify linguistic, communicative, and social psychological factors that potentially influence an individual's WTC in L2 and to suggest interrelations among these factors. This model was the first endeavor to examine L2 WTC in such a detailed way. Instead of treating WTC as solely trait-like and stable, MacIntyre et al. (1998) conceptualized the construct as more situation-based and also extended it to affect not only speaking but also other ways of communication such as writing, unlike McCroskey and Baer (1985). Thus they adapted McCroskey and Baer's (1985) WTC into the L2 and added extra variables.

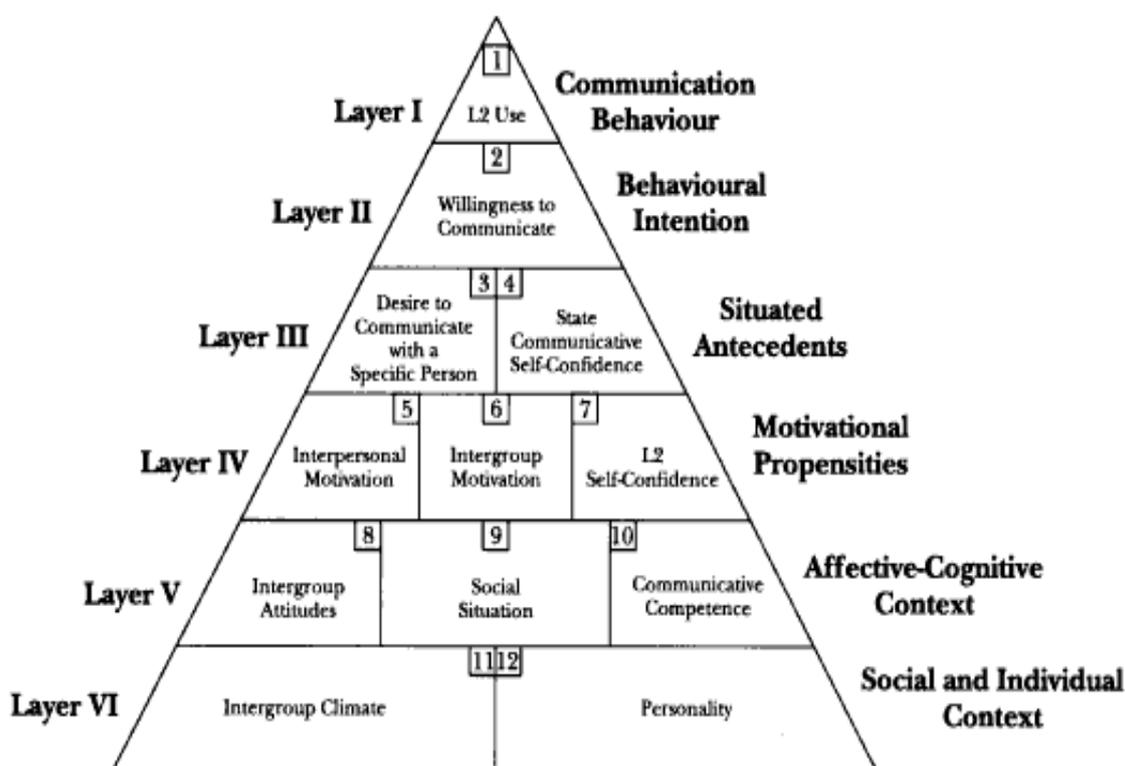


Figure 3. Heuristic model of variables influencing Willingness to Communicate in a L2. “Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation”, MacIntyre, P., Clement, R., Dörnyei, Z., & Noels, K., 1998, retrieved from <http://tesl-ej.org/ej40/a2-fig1.png>

In the pyramid, as shown above, while the first three layers signify situation-specific impacts on WTC at a given time; the latter three layers (IV, V, and VI) are indicated as having stable, enduring impacts on the process of L2 communication. Situational factors

are more immediate in causing individuals to initiate second language communication, so they directly affect L2 WTC; however, they are more transient and may vary in a given context. On the other hand, enduring factors have long-term, but distal and indirect impacts upon L2 WTC (MacIntyre et al., 1998). They are the foundation of the pyramid on which the situational variables operate.

At the peak of the pyramid, L2 use is found and this position symbolizes its significance as the ultimate and primary aim of second language learning. According to MacIntyre et al. (1998), L2 education should induce learners to be willing to search for communication opportunities and to communicate in them. They emphasized the importance of WTC in L2 learning and stated (MacIntyre et al. 1998, p. 547): “a program that fails to produce students who are willing to use the language is simply a failed program”. Thus, layer I is regarded as the outcome of WTC in layer II (Zhou, 2012). Additionally, this layer is influenced by the interrelations of other factors in the lower layers.

WTC is situated in the second layer of the pyramid and it is described as the probability that learners will use the target language in authentic communicative interactions when the opportunity arises. It heavily suggests behavioral intention to engage in communication. Intention or willingness to act is the most significant predictor of actual behavior; hence, WTC is considered to be the final step before initiating conversation in L2 (MacIntyre et al., 1998; MacIntyre et al., 2001).

Both desire to communicate with a specific person and state communicative self-confidence in the next layer are regarded as the strongest predictor of WTC; hence, they have the biggest impact on WTC (MacIntyre et al., 1998). Desire to communicate with a specific person stems from the combination of affiliation and control motives. Affiliation implies the wish to establish a relationship and communicate with particular individuals such as those who are attractive, physically nearby or similar to us. Control indicates exerting power or influence over other communicators by using sophisticated vocabulary or statements. To put it another way, it refers to communication in hierarchical relations, such as the communication between teacher and the student, doctor and the patient. Communication generally arises from the more powerful interlocutor; however, this is not always the case. State communicative self-confidence includes state perceived competence and state anxiety.

The other layers deal with enduring individual differences that have an indirect effect on WTC. Layer IV consists of interpersonal motivation, intergroup motivation, and self-

confidence. Affiliation and control are still basic constructs of a person's or a group of people's motivation for communication in a second language in a similar way with desire to communicate with a specific person. Intergroup motivation refers to being a member of a certain group; while interpersonal motivation refers to a person's motive to play a social role within the group (MacIntyre et al., 1998). L2 self-confidence is relatively distinct from state communicative self-confidence in that the former is stable and contains both a cognitive factor which indicates self-evaluation of L2 skills and an affective factor which points out language anxiety, being uneasy when using a L2; whereas the latter is situation-specific and changes over time.

The following layer includes intergroup attitudes, social situation, and communicative competence. Intergroup attitudes are related to three components. The first component, integrativeness, means a person's desire to learn L2 in order to adapt to the culture of the target language, to communicate, and to identify with members of the community (Gardner & Lambert, 1959; Gardner, 1985; MacIntyre et al., 1998). Therefore, it indicates positive posture towards L2 group. The second component, fear of assimilation is just the opposite; it means learners' fear of losing their identities in their L1 community when they learn L2; thus, it indicates negative posture towards L2 community. The third component is motivation to learn an L2 and it is defined as "attitudes towards the L2 itself" (MacIntyre, 1998, p. 552); if learners enjoy learning L2 or if they take a positive attitude towards L2 community, they try harder to learn the target language.

Social situation explains a social encounter in a specific time and place. The factors that affect situational variation are the participants, the setting, the purpose, the topic, and the channel of communication. In other words, individuals' characteristics related to their age, gender, social class, and L2 proficiency; location and time; aims or intentions of discourse and the medium of communication affect interaction in a social situation (MacIntyre et al., 1998). Communicative competence refers to individuals' actual L2 proficiency, and it is composed of linguistic competence which is a prerequisite for WTC; discourse, actional, socio-cultural and strategic competencies (Celce-Murcia, Dörnyei, and Thurrel as cited in MacIntyre et al., 1998). On the other hand, some people who are actually incapable of communicating but perceive themselves as capable are likely to have high WTC; whereas some people who are capable of communicating but believe that they are not capable may become unwilling to communicate. Therefore, WTC is influenced by perceived communicative competence to a large extent (McCroskey & Richmond, 1987).

The last layer of the pyramid relates to the interaction of social and individual context. Social context indicates the intergroup climate and it means that the language of a community with relatively higher socioeconomic power and which is highly represented in social institutions such as the government attracts more speakers and indirectly enhances the WTC of the language (MacIntyre et al., 1998). In addition, positive perceptions and attitudes toward the L2 community generate willingness to interact with that community (MacIntyre et al., 1998). Individual context indicates stable personality traits. Specific personality characteristics influence a person's reaction to members of another community; some of them may facilitate L2 communication. Personality has an indirect influence on WTC as also indicated in MacIntyre and Charos' (1996) study; both personality and intergroup climate are placed at the bottom of the pyramid since they are considered to affect WTC less than other variables.

## **2.4. L2 Willingness to Communicate Studies**

After WTC was established as a valid construct in L2 research, it has attracted a great deal of attention in the field of L2 learning worldwide. A wide range of studies have been conducted on L2 WTC in different countries and cultures. Some of the seminal studies are reviewed in next sections.

### **2.4.1. Chinese Conceptualization of L2 Willingness to Communicate**

Wen and Clement (2003) argue that MacIntyre et al.'s (1998) WTC model may not be suitable for the Chinese context and the variables underlying it may not describe Chinese students' WTC who learn English as a foreign language, since the heuristic model of WTC is based on research mainly carried out in the western context, which has a relatively different culture from that of China. Chinese students' lack of WTC in public is not peculiar to English language learning; it arises from Chinese philosophy and culture.

In Chinese culture, the collective is emphasized, and Chinese people value the judgment of others. Thus, Chinese students become concerned about the evaluation of their peers when learning a foreign language, and they may be less likely to participate in classroom communication. As a result of this, development of their L2 speaking ability is hindered. The Chinese also place emphasis on a sense of group belonging in their culture, and this may cause a certain distance from members of other groups or from other cultures. This

orientation inhibits the interaction that is needed to achieve L2 communication. Another tendency in Chinese culture is a submissive way of learning. Teachers are considered as the only authority inside the classroom, and students rely on teachers' lectures to get knowledge. Therefore, teacher-centered education is dominant in foreign language learning and this impedes students from getting actively involved in the learning process and interacting freely with the teacher and the peers. This is another reason why Chinese learners are reluctant to engage in classroom communication.

Wen and Clement (2003) modified MacIntyre et al.'s (1998) model due to the cultural factors above and dealt with the relation between desire to communicate (hereafter, DC) in the third layer and WTC in the second layer of the heuristic model. According to them, learners may be unable to feel willing to communicate in English even when they desire to do so due to the traditional social norms. Between DC and WTC, an individual may go through a complex process with cognitive and affective variables influencing each other. These mediating variables between DC and WTC are societal context, motivational orientation, personality factors, and affective perceptions.

Wen and Clement (2003) emphasize the significance of social context to promote students' engagement in classroom communication. Social context includes group cohesiveness meaning a strong commitment to a group, positive classroom atmosphere with class size, the accomplishment of a task, and group satisfaction; and teacher support. Teachers' involvement and immediacy are important in this model; if the teacher becomes approachable and a facilitator, learners' WTC increases.

This conceptual model was an important attempt to analyze the MacIntyre et al.'s (1998) WTC model in a different EFL setting and to examine variables influencing WTC from a cultural perspective. This study demonstrates that the factors that affect learners' WTC differ depending on a culture. However, this model was only theoretical framework and needed empirical testing.

#### **2.4.2. Situational Willingness to Communicate**

Followed by MacIntyre et al. (1998), researchers have investigated the situational variables that affect WTC. Criticizing that earlier studies on L2 WTC were based on questionnaires, Kang (2005) was the first to carry out a qualitative study in order to examine the influences of situational variables on four Korean male students' level of L2 WTC during a

conversation situation at a university in the United States, and collected data by means of semi-structured interviews, videotaped conversations, and stimulated recalls.

It was reported that students' L2 WTC emerged from the mutual influences of three interacting psychological states: security, which means being free from fears regarding L2 communication; excitement, which refers to deriving pleasure from talking; and responsibility, a feeling of obligation to understand and deliver a message (Kang, 2005). Each of these states was co-constructed by interacting situational factors of the topic, interlocutors, and conversational context. Based on the results, Kang (2005, p.291) redefined WTC as: "an individual's volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutor, topic, and conversational context among other potential situational variables."

Kang (2005) did not deny the trait-like characteristic of WTC; however, she emphasized the significance of situational conditions in L2 WTC. This study is noteworthy among other L2 WTC studies in that various qualitative methods were used to collect data and situational characteristics of WTC were analyzed in detail. Nevertheless, the sampling was very small.

The interaction of the dual characteristics of WTC in L2: trait-like WTC and situational WTC was studied by Cao and Philp (2006). The participants were eight foreign students in General English program in a New Zealand private language school. Triangulation technique was employed to collect data; a self-report survey was applied to measure trait-like WTC, while classroom observations and participant interviews were used to investigate situational WTC. The main aim was to find out if the students' self-reported WTC was consistent with their actual behavior in three interactional contexts; whole class, small groups, and dyads, in the classroom and also to explore the students' ideas about factors contributing to WTC in these contexts.

According to the results, no significant correlations were found between learners' self-report WTC and their oral behavior demonstrated in three types of interactions, and the researchers suggest that this inconsistency stems from the influences of both trait-level WTC and state-level WTC on learners' WTC behavior. This research demonstrates that trait WTC measured by a questionnaire is not predictive of actual classroom behavior. WTC may increase or decrease depending on the specific situation, interlocutor, topic or task. The results of the qualitative analysis indicate that students are less willing to communicate in front of the whole class, but more willing to speak when they participate

in pair work or group work. According to the researchers, this difference is due to the fact that learners find more opportunity to communicate within a dyad or small group compared to larger size of a whole class.

A number of factors were revealed to impact L2 WTC behavior in class, such as group size, self-confidence, familiarity with interlocutors, interlocutor participation, and cultural background (Cao & Philp, 2006). As students stated in the interviews; a smaller number of individuals involved in a conversation, having a close relationship with interlocutors, having perceived competence and lack of anxiety, interest in a topic or having background knowledge about a topic contribute to increasing WTC.

Saint Leger and Torch (2009) investigated French L2 learners' perceptions of their speaking abilities, their attitudes towards speaking activities employed in whole class and small group discussions, and the influences of such perceptions on their L2 WTC. The data were collected by means of self-assessment questionnaires administered to 32 advanced learners of French at an Australian university over 12 weeks and focused group interviews at the end of the semester. The data obtained indicate that the participants' perceptions of themselves as learners in the L2 classroom influence their WTC in class. The more confident the students were in L2 learning, the more willing they were to communicate in L2 in class over time. The learners had difficulty in vocabulary and fluency, and they felt more anxiety at the beginning. Nonetheless, towards the end of the term, they made progress. Hence, they became more willing to communicate and participate in whole-class discussions. As to small group discussion, learners had different opinions, which was consistent with Cao and Philp's (2006) research. Some of them enjoyed speaking French with their peers in small group, while others regarded it as not authentic and not natural to communicate with their classmates in a language apart from their L1. This result was related to affiliation motives explained in MacIntyre et al.'s (1998) WTC model. To conclude, the findings emphasize the complex and dynamic nature of the interaction between self-confidence, anxiety, and perception of learning environment.

Unlike the previous studies, MacIntyre et al. (2011) employed a different qualitative method in their study. They used focused essays in order to examine adolescent students' ambivalence about communicating. 100 junior high school students in a French immersion program described the situations where they felt most willing to communicate (241 entries) and least willing to communicate (179 entries) in their essays. Mostly communications with the teacher and peers in school context were reported by the students, in which

perceived competence, autonomy, and relatedness were identified as major issues. Summing up the results, it can be concluded that the situations which increased students' WTC were remarkably similar to the situations which decreased their WTC. To illustrate, students were both willing and unwilling to speak with learners who had a higher level of French or lower level of French than themselves. They were both willing and unwilling to get error correction or to use French media. Thus, this study demonstrates that some people at certain times can be both willing and unwilling to communicate and teachers should take this ambivalence into account. The researchers suggest that WTC construct can be extended to include moment-to-moment dynamics within the social situation; WTC should be examined from both individual differences approach and a dynamic dialogical approach.

Peng (2012) performed a qualitative study in order to examine individual and contextual factors that influence WTC in the EFL classroom in China by combining ecosystems model and WTC. The study was done with four students by using semi-structured interviews, classroom observations, and learning journals at a university. The classroom was regarded as microsystem. Learner beliefs and motivation; cognitive, affective, and linguistic factors; and classroom environment were explored to influence students' L2 WTC in the microsystem. For instance; as the students stated in the interviews; having an interest in learning English, learning expectations, having knowledge about a topic, insufficient vocabulary, anxiety, caring about others' opinions, classroom atmosphere, teacher factors, and tasks contribute to increasing or reducing their WTC. Peng (2012) also suggested the impact of other ecosystems on WTC in classrooms: mesosystem including individuals' prior learning experience, and participation in extracurricular activities; exosystem referring to the relationship between a classroom setting and curriculum design and evaluation criteria; macrosystem including social, educational and cultural factors.

This study is significant in that WTC was investigated from the ecological perspective and it demonstrated there were more different factors influencing WTC apart from anxiety and self- perceived communication competence. However, this study is limited to a specific context. Many more factors in the ecosystems might also influence WTC.

As one of the latest studies, Cao (2014) conducted a multiple case study to examine dynamic and situational L2 WTC in a classroom within a socio-cognitive perspective. The participants were six Chinese students from English for academic purposes class at a language school in New Zealand. A wide range of techniques, such as classroom

observations, stimulated recall interviews, and reflective journals were applied to examine situated nature of WTC. The learners were observed weekly for five months, and they were asked for recording themselves. After observations, stimulated recall interviews were performed. In addition, learners kept a journal to record their WTC in class. In order to analyze the data, content analysis was used, and codes were identified by identifying first occasions when participants mentioned their WTC or un-WTC.

According to Cao (2014), WTC was defined as a learner's "observable intention to engage in class communication with other interlocutors" (p.810). The findings of the study suggest that WTC inside the classroom can be described as a dynamic situational variable instead of a trait-like tendency. Learners' WTC behavior in class fluctuates from lesson to lesson and even from task to task in a single lesson. This variation results from the three main factors: environmental factors including topic, task type, interlocutor, teacher, and class interactions (pair work, group work); individual factors meaning internal affective factors such as self-confidence and personality; and linguistic factors including language proficiency and dependence on L1. The combination of these factors impacts WTC and acts as a facilitator or inhibitor on an individual's WTC in class.

All in all, recent studies on WTC have pointed out the dynamic and situational nature of WTC construct. Therefore, this situational view has challenged the perspective that views WTC as solely trait-like predisposition. As the research has shown, WTC construct is influenced by both trait factors and state factors.

### **2.4.3. Willingness to Communicate in the Turkish Context**

In the Turkish EFL context, WTC has been scarcely investigated; it has been gaining importance in recent years. Few studies are available in the literature that examines L2 WTC and interrelations among its variables. For instance; Çetinkaya (2005) carried out a study that aimed to examine whether students were willing to communicate in English and to test whether MacIntyre et al.'s (1998) WTC model was acceptable in terms of explaining relations among social-psychological, linguistic, and communication variables in the EFL context. The study was a hybrid design that combined both quantitative and qualitative data collection and analysis procedures. 356 randomly selected students who were freshmen in English preparatory classes filled in questionnaires consisting of 11

scales and then, semi-structured interviews were conducted with 15 students who had completed the questionnaire.

In this study, the students' WTC was found to correlate directly and significantly with their attitude toward the international community and their perceived linguistic self-confidence. Furthermore, their WTC was found to be indirectly influenced by their motivation and personalities in terms of being introvert or extrovert through linguistic self-confidence. Surprisingly, communication anxiety did not correlate with the perceived competence and was not related to WTC.

Based on the findings, Çetinkaya (2005) stated that instructors need to create opportunities for students to communicate in English. In addition, they should raise students' awareness of English language; they should give information about the history of English, current status of the English language, and different varieties of English language.

Another study on WTC in the Turkish context was conducted by Şener (2014). The study aims to examine the students' WTC in terms of writing, reading, and comprehension both inside and outside the class. The second aim was to analyze the interrelations among students' WTC in English, linguistic self-confidence, motivation, attitudes toward the international community, and personality. The participants were the students who studied teaching English as a foreign language at a university in Turkey. Mixed method was employed to collect data; quantitative part included scales, and qualitative part included classroom observations and interviews. The scales were administered to 274 students. Later, students who completed the questionnaire were observed by using Cao and Philp's (2006) observation schedule. During the observations, the students who were the least willing and the most willing to communicate were selected. Then, 22 students among them were interviewed.

The results demonstrated that students' overall WTC was between moderate and high, and there was no significant difference between WTC inside and outside the classroom. It was also explored that the most significant predictor of students' in-class and out-class WTC level was self-confidence. Motivation and attitude toward international community also had a significant influence on students' in class and out-class WTC levels. Self-perceived communication competence was significantly and positively correlated with WTC; whereas anxiety negatively correlated with WTC both inside and outside the class. There was a positive but relatively weak correlation existed between personality and WTC.

The last study on WTC in Turkey was carried out by Öz, Demirezen, and Pourfeiz (2015). The research aimed at examining EFL learners' perceptions of L2 WTC, and interrelations among L2 WTC, communication and affective factors, gender differences. The participants were 134 students (34 males and 100 females) majoring English in teacher education program. They completed eight different scales.

The results indicated that half of the students had moderate WTC. A statistically significant gender difference existed only in communication apprehension. Females had the highest score in communication apprehension. On the other hand, males had higher scores in perceived communication competence, WTC, integrativeness, and instrumental orientations. The best predictive variable of WTC was self-perceived communication competence and this finding is compatible with previous studies on WTC. Furthermore, communication apprehension was found to exert a significant negative influence on WTC. L2 WTC was affected by motivation indirectly through communication apprehension and perceived communication competence.

All of the three studies on WTC posit that perceived linguistic self-confidence and self-perceived communication competence significantly and directly impact Turkish college students' WTC. They all aimed to identify relations between WTC and other affective, communication variables. Mixed method was employed in the studies except for H. Öz et al.'s (2015) study in which only quantitative method was employed. In Çetinkaya's (2005) study, participants were college students in English preparatory program while the participants in the other studies were prospective English teachers at teacher education program. In Şener's (2014) study, WTC was examined in terms of writing, reading, and comprehension whereas the other studies examined only speaking aspect of WTC.

This study was conducted at a vocational school as distinct from the other studies. Additionally, the relationship between WTC and solely motivation was analyzed in detail in terms of gender, classroom, department, and types of school which they graduated from. The focus is on speaking aspect of WTC in this study. Triangulation method was used unlike Çetinkaya's (2005) and Öz et al.' (2015) study.

## **2.5. Variables Influencing the Willingness to Communicate Construct**

Since the suggestion of MacIntyre's (1998) comprehensive model of L2 WTC, a wide range of studies have been conducted to investigate the influences of different variables on L2 WTC. Some of these important studies are reviewed in following sections.

### **2.5.1. Self Confidence**

Clement proposed the term self-confidence which is a combination of a lack of language anxiety and increased perceived competence (Clement & Kruidenier, 1985; Clement, Dörnyei, & Noels, 1994; MacIntyre & Charos, 1996; MacIntyre, Noels, & Clement, 2007). In other words; if individuals feel less anxiety in L2 as well as if they are confident in their language skills and evaluate their own L2 proficiency level as higher, they have more L2 self-confidence.

Research has shown that L2 self-confidence exerts a direct influence on L2 proficiency, and motivation to learn L2 (Clement & Kruidenier, 1985; Clement, 1987; Clement et al., 1994; MacIntyre & Charos, 1996). Clement et al.' (1994) study also revealed that self-confidence has both a direct effect on L2 proficiency and indirect effect on it through the attitude toward and effort on learning English. They suggest that good classroom atmosphere increases students' self-confidence. Additionally, learners who perceive their proficiency high contact positively and frequently with the target language community (Clement et al., 1994; MacIntyre & Charos, 1996).

In their heuristic model of L2 WTC, MacIntyre et al. (1998) suggested both trait-like and state self-confidence. In the layer IV of their model, self-confidence is an enduring construct and defined as "the overall belief in being able to communicate in L2 in an adaptive and efficient manner" (MacIntyre et al., 1998, p.551). State communicative self-confidence in layer III is situation-specific and includes state perceived competence which suggests an individual's momentary feeling of having enough ability to communicate efficiently depending on a particular situation (MacIntyre et. al., 1998); and state anxiety which is considered to be temporary reaction and feeling of tension or apprehension (Spielberger as cited in MacIntyre et. al., 1998).

A wide range of studies have indicated that L2 self-confidence directly impacts L2 WTC (Clement et al., 2003; Çetinkaya, 2005; Peng & Woodrow, 2010; Şener, 2014; Yashima, 2002; Yashima et al., 2004).

### ***2.5.1.1 Self-perceived Communication Competence***

Self-perceived communication competence was conceptualized as “the feeling that one has the capacity to communicate effectively at a particular moment” (MacIntyre et al., 1998, p.549). This feeling of confidence results from previous experiences in particular communicative situation, together with having the knowledge and skills required for successful communication in that situation. However, novel situations can decrease individuals’ WTC, since people are not certain to have the required knowledge and skills in those situations which they have not encountered before (MacIntyre et al., 1998).

Barraclough et al. (1988) point out that a person’s perception of his/her communication competence considerably influences his/her communication apprehension and willingness to engage in a communicative behavior. They suggest a person’s willingness to communicate is significantly influenced by the person’s self-perceived communication competence, instead of his/her actual behavioral competence. Furthermore, according to McCroskey and Richmond (1990b, p.27), many people who do not have actually enough skill to communicate but believe that they have enough competence to communicate, are much more willing to communicate than those around them. On the other hand, people who have sufficient skills to communicate but perceive themselves as poor communicators, are inclined to be unwilling to communicate. Due to the fact that the decision about whether to initiate communication is cognitive, WTC is probably more affected by an individual’s perceived competence which one is usually aware of than the individual’s actual competence which one is frequently unaware of (McCroskey & Richmond, 1990b).

Almost all studies on WTC have indicated that self-perceived communication competence is the most significant determinant of both L1 and L2 WTC (Clement et al., 2003; H. Öz et al., 2015; MacIntyre, 1994; MacIntyre & Charos, 1996; MacIntyre et al., 1999; MacIntyre et al., 2002; McCroskey & Richmond, 1990a, 1990b; Saint Leger & Torch, 2009; Şener, 2014; Yashima, 2002; Yashima et al., 2004) Therefore, much as actual competence may impact communication, it is the perception of competence that will at last decide the choice of whether to communicate (Clement et al., 2003).

### ***2.5.1.2. Communication Anxiety***

Before the conceptualization of communication apprehension, researchers examined the concept under various terms including “stage fright” (Clevenger), “the early work on

reticence” (Phillips), “unwillingness to communicate” (Burgoon), “social anxiety” (Leary), “audience anxiety” (Buss), and “shyness” (as cited in McCroskey & Richmond, 1987). These studies mostly suggest that individuals who have high levels of fear or anxiety about speaking tend to avoid and withdraw from communication (McCroskey & Richmond, 1987, p.142).

In L1 communication, McCroskey conceptualized communication apprehension as a person’s “level of fear or anxiety associated with either real or anticipated communication with another person or persons” (Barraclough et al., 1988, p.188). Recent research on communication apprehension has viewed the construct from both a trait and a state perspective and the construct has been extended to include not only talking but also all ways of communication (McCroskey, 1997; MacIntyre et. al, 1998).

Communication apprehension largely affects self-perception of communication competence. Having high communication apprehension can hinder developing communication competence because it impacts communication in a negative way. On the contrary, low communication apprehension acts as a facilitator of communication competence and it impacts communication positively (McCroskey, 1997). According to MacIntyre’s (1994) causal analysis on variables underlying WTC, people have high WTC if they are not apprehensive about it and if they have high self-perceived communication competence. On the other hand, an apprehensive individual who feels unable to communicate is less willing to communicate. In addition, MacIntyre et al. (1999) suggested that if communication apprehension is low, an individual’s perceived competence tends to be higher, leading to greater WTC.

Language anxiety is conceptually similar to communication apprehension; they both refer to anxiety about communicating and they both emphasize interpersonal interactions (Horwitz et al., 1986; MacIntyre & Charos, 1996). It was associated with three units: communication apprehension, test anxiety, and fear of negative evaluation (K. Horwitz et al., 1986). Gardner and MacIntyre (1993) define language anxiety as “the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient” (p.5). Hence, they see it as a steady personality trait and predisposition for a person to become anxious when speaking, listening, reading, or writing in the second language.

Language anxiety influences second language acquisition negatively (Gardner & MacIntyre, 1993a). It has been found to be significantly and negatively correlated with

achievement; course grades, standardized proficiency tests and second language performance (Horwitz et al., 1986; MacIntyre & Gardner, 1991; MacIntyre & Gardner, 1994). Anxiety has also negative influence on attitudes and motivation (Clement et al., 1994). Learners who have low level of anxiety with regard to using English perceive their level of English proficiency positively, have high motivation to learn and speak English (Clement et al., 1994).

The fear of speaking in public by using a language with limited ability and skill is suggested to be the most significant cause of language anxiety (MacIntyre, 2002). Research has demonstrated that communication anxiety generally exerts direct and negative influence on WTC (Cao & Philp, 2006; Clement et al., 2003; MacIntyre, 1994; McCroskey, 1997; Peng & Woodrow, 2010; Yashima, 2002).

### **2.5.2. Social and Learning Context**

MacIntyre et al. (2001) investigated the influences of social support and language learning orientations on L2 WTC inside and outside the classroom in terms of speaking, writing, reading and comprehension skills. The participants were 79 ninth grade French immersion students in Sydney. Questionnaires were used to collect data.

The results revealed that five orientations for language learning which consist of job, travel, friendship, knowledge and school orientations, and WTC both inside and outside the classroom were positively correlated. However, it seems that stronger correlations exist between language learning orientations especially job orientation and WTC outside the classroom than inside the classroom. Moreover, concerning the four skills especially speaking and writing skills, the students' L2 WTC inside the classroom is found to be higher than outside the classroom in a social context. Besides, considerably higher levels of WTC outside the classroom were found among students with social support, particularly from friends than students without supportive friends. Nonetheless, social support did not influence WTC inside the classroom much.

Clement et al. (2003) carried out a study with 248 Francophone and 130 Anglophone students in a bilingual (French/English) university in the Canadian context. The aims of the study were to combine the WTC with social context model and investigate the individual and contextual difference variables including L2 contact, normative pressures, L2 confidence, WTC, identity, and frequency of L2 use between the two groups. The results

demonstrated that the contextual model of L2 competence and the WTC model of L2 use were successfully merged. In addition, a strong, positive relationship between students' level of WTC and their reported frequency of L2 use was found. Also, a significant path existed from L2 confidence to L2 WTC among Anglophones with the path coefficient of .87, and among Francophones with the coefficient of .70.

### **2.5.3. Age and Gender**

MacIntyre et al. (2002) examined the impacts of language (L1 vs. L2), sex, and grade on L2 WTC; and the affective variables such as anxiety, perceived communication competence, frequency of communication in French, attitude, and motivation in their study. The research took place with 268 students including 96 males and 188 females whose native language was English and who learned French as a second language. Students' ages varied from 11 to 16 years and their grades were 7, 8, and 9. The data were collected by questionnaires. The results demonstrated that most students had a higher level of WTC in the L1 than in the L2. Additionally, according to the results, female learners at all grades and learners who studied in grades 8 and 9 were more willing to communicate. The students in grade 8 were found to be more willing to communicate in L2, perceive themselves as more competent, and communicate more frequently than the students in grade 7. However, their L2 motivation declined from grades 7 to 8. In addition, there was a decline in the difference between L1 and L2 WTC from grades 7 to 9. Also, L2 WTC was most significantly correlated with L2 perceived competence at all grade levels.

### **2.5.4. International Posture**

Yashima (2002) combined Gardner's (1985) socio-educational model with MacIntyre et al' (1998) WTC model so as to examine the relations among variables that are likely to impact Japanese college students' WTC in English in the EFL context.

Yashima (2002) pointed out that EFL Japanese context is different from ESL Canadian context where the integrativeness construct originated (Gardner & Lambert, 1959). Japanese have limited contact with English-speaking people, and hence, there is an unclear affective reaction to the L2 English group in Japan. Additionally, implying that some researchers have queried the applicability of integrativeness to EFL contexts, Yashima (2002) coined a new term "international posture" to modify the integrativeness construct.

The term was defined by Yashima (2002, p.57) as individual attitudes toward intercultural communication, toward international vocation or activities, and toward foreign affairs.

The data were collected by administering questionnaires to 297 college students. The results revealed that L2 communication confidence had a strong and direct impact on L2 WTC. L2 WTC was directly affected by international posture as well, but the relationship was not strong. International posture affected motivation, and motivation affected both proficiency in English and L2 Communication Confidence. Motivation exerted indirect influence on L2 WTC through communication competence. This study is significant, since it supported WTC and socio-educational models, and also confirmed that the WTC construct is applicable to a different EFL context.

Based on two investigations of Japanese students, Yashima et al. (2004) extended the Yashima's (2002) study and added the "frequency of communication in English" construct in order to explain L2 communicative behavior. The studies were conducted with two groups of high school students; 154 students in group one had a native speaker English teacher, and 60 students in group two joined a study-abroad program in the U.S. The data were collected by a number of questionnaires. The results of Yashima's (2002) study were replicated. The only difference was that international posture predicted both WTC and L2 communication behavior; however, international posture was explored to be a much stronger predictor of frequency of communication than the WTC construct. Moreover, this study emphasized the significance of WTC on L2 communication. According to the analysis of two investigations, WTC predicted frequency and amount of communication.

#### **2.5.5. Classroom environment**

Weaver (2005) carried out a study with 232 first year and 268 second year students at a university in Tokyo in order to develop a questionnaire and to measure students' L2 WTC in English inside the language class. The questionnaire he designed was a four-point Likert-type scale and includes 34 items referring to communication tasks or situations which happen in English classes and asking learners about their willingness to speak English and write English in these situations. Rasch analysis was used to assess the items of the questionnaire, and according to the results, 33 items were found reliable, valid, and useful to describe students' L2 WTC inside the classroom. Furthermore, the results revealed that students mostly had a higher level of WTC in English speaking skill than

writing skill. There were no significant differences between first-year students' WTC and second-year students' WTC as the results showed.

Peng and Woodrow's (2010) study presents a large-scale examination of L2 WTC with 579 students from eight different universities in China. Six scales including Weaver's (2005) L2 WTC scale were used to analyze the hypothesized model integrating WTC in English with communication confidence in English, motivation to learn English, learner beliefs, and classroom environment. According to the results, communicative confidence, which is the combination of communication anxiety and perceived communication competence in English, was found to be the strongest predictor of WTC. Thus, students who perceive themselves as having high competence and feel less anxiety are more likely to be willing to communicate.

Motivation had an indirect impact on WTC through communication confidence. A motivated learner tends to have higher perceived competence and feel less anxiety, but may not have higher WTC in English. The results supported the researchers' hypothesis that teacher support, task orientation, along with student cohesiveness would create a convenient classroom environment. Classroom environment directly affected WTC, communication confidence, and learner beliefs. This demonstrates that an engaging classroom environment tends to encourage learners to be more willing to communicate (Peng & Woodrow, 2010). Moreover, the variable of learner beliefs was found to influence WTC indirectly.

This research could be regarded as heuristic in that it was the first endeavor to examine the influences of a classroom environment and learner beliefs on WTC inside the EFL classroom. Peng and Woodrow (2010) emphasize the significance of research on WTC in English in EFL contexts. Students who are more willing to communicate seek and use an opportunity to practice communicating in the target language. Hence, it is crucial to investigate the personal and situational influences on students' decision to initiate communication.

## **2.6. Motivation in Second or Foreign Language Learning**

The term "motivation" is difficult to define; thus, many researchers have tried to describe it from different perspectives. It is defined by Harmer (2007) as: "some kind of internal drive which pushes someone to do things in order to achieve something" (p.98). According to

Deci and Ryan (1985, p.3), the study of motivation is an inquiry into the why of behavior. As MacIntyre (2002) stated, questions about motivation seek to answer the two matters: “1) why is behavior directed toward a specific goal, and 2) what determines the intensity or effort invested in pursuing the goal” (p.46).

Gardner (1985) describes motivation for second language learning as: “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (p.10). According to Gardner (1985; Gardner, Masgoret, Tennant, & Mihic, 2004), four components are crucial in defining motivation: a goal, effort, desire, and attitudes toward the activity. In other words, a motivated individual is regarded as one who desires to attain a goal, expends effort in this direction, and enjoys the task involved (Crookes & Schmidt, 1991; Gardner & MacIntyre, 1993a). Gardner (1985; Gardner et al., 2004) emphasized that none of these factors on their own could be considered to be motivation. If individuals lack one of these factors, they are not regarded as motivated.

A number of researchers and teachers attach great importance to motivation and they acknowledge it as a key factor in affecting students’ success of L2 learning (Dörnyei, 1998, 2001; MacIntyre, 2002). Even the brilliant learners are unlikely to achieve long-term objectives if they are not adequately motivated (Dörnyei, 1998, 2001, 2005; Dörnyei & Cheng, 2007; Dörnyei & Guilloteaux, 2008). It provides the essential stimulus to initiate L2 learning (Dörnyei, 2005; Dörnyei & Cheng 2007; Dörnyei & Guilloteaux, 2008).

## **2.7. The History of L2 Motivation**

Motivation is an intricate, multifaceted construct; it is an umbrella term that is comprised of various variables (Dörnyei, 1998, 2001). Therefore, the study of motivation in L2 learning has a long history and it is a constantly progressing field. It has been studied for over 50 years and it is still being studied. Up till now it has gone through various phases, and different researchers approach it with different aspects. They have identified a variety of principal factors explaining differences of people’s action; in other words, they have identified what motivates people most according to themselves (Dörnyei, 2001; Dörnyei & Skehan, 2003). Dörnyei (2001, 2005; Dörnyei & Ushioda, 2011; Dörnyei & Ryan, 2015) divided the history of motivation into four main phases: the social-psychological period (1959-1990), the cognitive-situated period (1990s), and the process-oriented period or

socio-dynamic period (from 2000 to up till now) including his new conceptualization of motivation, the L2 Motivational Self-system.

Until 1990s, the social-psychological approach had been prevalent. The pioneering motivational research that has affected a wide range of studies in L2 motivation so far was Gardner and Lambert's (1959) research conducted in this period (Dörnyei & Chan, 2013; Hashimoto, 2002). Inspired by this work, Gardner's (1985) socioeducational model became the milestone. Most researchers have been still using this model in conducting motivational research especially in conducting research on WTC and motivation. The 1990s brought about a marked change in the way of scholars' conceptualization of motivation and they came up with cognitive theories in educational psychology (Dörnyei, 2001, 2005; Dörnyei & Cheng 2007). The latest studies on L2 motivation focus on language learners' view of their desired future language selves (Dörnyei & Chan, 2013). Dörnyei (2005, 2009) suggested "L2 Motivational Self System" as the latest emerging theoretical paradigm. He has suggested three components for his theory: ideal L2 self, ought to L2 self and L2 learning experience (Dörnyei, 2005, 2009; Dörnyei & Chan, 2013).

### **2.7.1. The Social-Psychological Period**

Research on L2 motivation originated from the social-psychological approach led by the influential work of Wallace Lambert, Robert Gardner and their associates in Canada, beginning in 1950s and it shaped research into L2 motivation for decades (Crookes & Schmidt, 1991; Dörnyei, 1998, 1999, 2001, 2005; Dörnyei & Ushioda, 2011; Gardner, 1985; Ushioda, 2008). The main tenet of the approach is that languages are distinct from other school subjects, since language learning is directly affected by social context and socio-cultural factors such as individuals' attitudes towards and beliefs in L2 community. In other words, language learning motivation involves being willing to identify with members of another cultural community as well as acquiring knowledge or skill of the community (Gardner & Lambert as cited in Dörnyei, 2001; Dörnyei, 2005; Dörnyei & Ushioda, 2011; Gardner, 1985; Gardner et al., 2004; Ushioda, 2008).

According to Dörnyei (2001, 2003, 2005), it is not surprising that L2 motivation research began in Canada; since it is a bilingual location where the speakers of two powerful world languages, English and French, coexist. Thus, there has been a strong competition between

these two official Canadian languages (Dörnyei, 2001, p.15). Moreover, researchers in the social sciences have continuously challenged to understand this rare situation, and the Canadian government has promoted research accordingly (Dörnyei, 2003, p. 4).

In Gardner's (1985, p.133) socio-educational model, the success of second language acquisition is suggested to be directly influenced by ethnocentric tendencies, aptitude, attitudes toward the other community, orientation toward language learning, and motivation. Moreover, the difference between orientation and motivation has great importance in his theory; however, it has been frequently confused. Whereas "orientation" is a term to express reasons or goals for L2 learning, "motivation" indicates the combination of three major factors: motivational intensity, desire to learn the language, and the attitude towards learning the language, and it may not be associated with an orientation (Dörnyei, 1999, 2001; Dörnyei & Ushioda, 2011; Gardner, 1985; Gardner & MacIntyre, 1991; MacIntyre, 2002; Masgoret and Gardner, 2003). To put it another way, the orientation indicates only a goal which may not have motive power (Gardner, 1985, p. 55). Furthermore, orientation impacts individuals' motivation; however, motivation has a direct impact on second language achievement (Dörnyei & Ushioda, 2011; Gardner, 1985; Gardner & MacIntyre, 1991; Masgoret & Gardner, 2003).

Although Gardner (1985) acknowledged the existence of other orientations, two types of orientations are given most attention in his model. An integrative orientation refers to positive disposition toward target language group, desire to communicate with and even become like the valued members of that community (Gardner & Lambert, 1959; Gardner, 1985; Dörnyei, 1999, 2001; Dörnyei & Ushioda, 2011). An instrumental orientation refers to potential pragmatic advantages of L2 linguistic achievement, such as getting a better job or earning more money (Dörnyei, 1999, 2001; Dörnyei & Ushioda, 2011; Gardner & Lambert, 1959; Gardner, 1985; Ushioda, 2008).

Although these two orientations have been significant concepts in the L2 motivation research, it is not the instrumental/integrative dichotomy, but the broader concept of the "integrative motive" that has become the most developed and researched aspect of Gardner's motivation theory (Dörnyei, 1999, 2001; Dörnyei & Ushioda, 2011). It refers to "motivation to learn second language because of positive feelings toward the community that speaks the language" (Gardner, 1985, p.82-83). An integrative orientation indicates simply a goal to study L2 due to favorable attitudes towards the target language group. Provided that this orientation relates to effort exerted to reach that goal and eagerness to

learn the language, integrative motive occurs (Gardner, 1985, p.54-55; MacIntyre, 2002). It is likely that some learners have an integrative orientation, but are not motivated to learn the language.

The integrative motive is composed of three basic elements; integrativeness, attitudes towards the learning situation, and motivation (Gardner, 1985). Integrativeness involves integrative orientation, interest in foreign languages, and attitudes toward L2 community (Dörnyei, 2005; Dörnyei & Ushioda, 2011; Gardner & MacIntyre, 1993a). The manifestations of integrativeness are positive attitudes to the other language group, eagerness and interest in social interaction with members of the group, and openness to identify with that group (Gardner & MacIntyre, 1993a, 1993b; MacIntyre, 2002; Masgoret & Gardner, 2003). The concept of attitudes towards the learning situation implies affective reactions to formal language instruction, which includes attitudes towards the language teacher, the L2 course, the textbooks, language laboratory (Dörnyei, 2005; Dörnyei & Ushioda, 2011; Gardner & MacIntyre, 1993a, 1993b; Masgoret and Gardner, 2003).

Gardner and MacIntyre (1991) examined the influences of instrumental motivation and integrative motivation on French/English vocabulary acquisition. They found that both integrative motivation and instrumental motivation had a positive influence on L2 learning. Still, they emphasized that integrative motivation was more effective than instrumental motivation; since instrumental motivation had a positive effect as long as the stimulus was present. In addition, the results revealed that orientation did not have an effect on the achievement in L2 learning, but motivation affected the achievement directly.

Masgoret and Gardner (2003) conducted a meta-analysis of 75 studies carried out by Gardner and his associates. The purpose was to examine the impact of attitudes toward the learning situation, motivation, integrativeness, integrative and instrumental orientations on second language achievement; secondly, to examine the impact of language context and age on these variables. The results demonstrated that all of the variables correlated positively with the achievement in second language; however, the strongest correlation was found between motivation and achievement. The results also indicated that L2 environment and age did not affect the variables significantly. In addition, it was found out that integrative motivation had a substantial effect on second language acquisition, which was previously supported in other studies (Gardner & Lambert, 1959; Gardner, 1985; Gardner & MacIntyre, 1991; Gardner, Tremblay, & Masgoret, 1997).

One of the greatest contributions of Gardner to the research on motivation is to develop the measure of Attitude/Motivation Test Battery (hereafter AMTB) which has been frequently utilized so far in various studies of L2 motivation and which has been demonstrated to have good psychometric qualities with construct and predictive validity (Dörnyei, 1998, 2005; Gardner, 1985; Gardner & MacIntyre, 1993b; Gardner et al., 2004). It was aimed to measure the primary affective variables proposed in the socio-educational model. It is composed of over 130 items, 11 subtests which can be grouped into the categories of motivation, integrativeness, attitudes toward the learning situation, language anxiety, and instrumental orientation (Gardner & MacIntyre, 1993a; Masgoret & Gardner, 2003).

#### *2.7.1.1. Criticisms to Socio-educational Model*

Prior to the Gardner and Lambert's (1959) research, achievement in second language acquisition had been widely related to the linguistic aptitude. Their research demonstrated that there were also other motivational variables which influenced the success in second language acquisition. Moreover, Gardner (1985) not only conceptualized motivational factors, but also based his theory on empirical research and introduced both socio-educational model and AMTB. Despite the fact that Gardner's socio-educational model was groundbreaking, some researchers were critical of it in the 1990s. As Dörnyei (1994a) pointed out, the possibility of making detailed comments on Gardner's theory is a manifestation of the 'high level of elaboration of his model' (p.516). Furthermore, the aim of the critical studies on Gardner's (1985) motivation theory was to complement and expand it rather than object to it (Dörnyei, 1994a; MacIntyre, 2002).

First criticism is that Gardner's motivation theory has been too much dominant and so, other social-psychological approaches or other motivational concepts were ignored (Crookes & Schmidt, 1991; Dörnyei, 1994b; Oxford & Shearin as cited in Gardner & Tremblay, 1994; MacIntyre, 2002). Secondly, though Gardner (1985) differentiated motivation from orientation, they are interchanged frequently in the L2 research (Dörnyei, 1994a). Orientation is strongly connected with motivation; a person's motivation to do something possibly means the person's reasons for doing something. In addition, in Gardner's motivation model, integrative motivation includes integrative orientation. Hence, the difference between orientation and motivation is not so clear.

Another criticism is that there is terminological confusion regarding the term “integrative” (Dörnyei, 1994a, 2005). It appears in the Gardner’s motivation model three times at three different levels: integrativeness, integrative motive/ motivation, and integrative orientation (Dörnyei, 1994a; Dörnyei, 2005, p. 68-69). These terms can be easily exchanged in the place of each other (Dörnyei, 1994a). Another terminological confusion arises due to the fact that “motivation” is a subcomponent of the integrative motivation construct (Dörnyei, 1994a; 2005). The term motivation is more extensive than integrative motive, so the latter must be part of the former (1994a). Moreover, it is unclear whether motivation refers to L2 motivation in general or integrative motivation or the specific motivation subcomponent of the integrative motivation (Dörnyei, 1994a, 2005).

Gardner and Tremblay (1994) disagreed with the idea that Gardner and his associates’ motivation theory was limited or limiting as suggested. According to them, this idea resulted from the misunderstanding of the theory in that it was not only based on the difference between integrative and instrumental motivation (Dörnyei, 2005; Gardner & Tremblay, 1994). The theory emphasizes the importance of integrative motivation; but instrumental motivation is not emphasized much. Furthermore, the importance of integrative motivation is not the main focus of the theory. The emphasis is on the concept of “motivation”. Additionally, the distinction exists only between instrumental orientation and integrative orientation, not motivation (Dörnyei, 1998; Gardner & Tremblay, 1994).

Gardner and Tremblay (1994) supported the critical studies and acknowledged that they provided deeper understanding of motivation; however, according to them, empirical research was necessary to test the ideas (Dörnyei, 1994a; Gardner & Tremblay, 1994; MacIntyre, 2002). All researchers agree that motivation is a key factor in second language learning. Nevertheless, they differ in their ideas regarding the variables that influence motivation and they also differ in wording to explain the motivation construct (Gardner & Tremblay, 1994).

### **2.7.2. The Cognitive–Situated Period**

As well as the criticisms mentioned above, a number of researchers believed that Gardner’s theory did not examine motivation from a cognitive aspect (Crookes & Schmidt, 1991; Dörnyei, 1994b); it tended to view second language learning as an unconscious process which was hard to connect with motivation (Crookes & Schmidt, 1991). It elaborates the

influences of motivation on the social milieu (Dörnyei, 1994b); on the other hand, it does not underscore the classroom context of learner motivation adequately (Crookes & Schmidt, 1991; Dörnyei, 1994a, 1994b; Ushioda, 2008) and does not account for actual student behaviors (Dörnyei, 1994a). This does not meet second language teachers' expectations of motivation (Crookes & Schmidt, 1991). Therefore, in the early 1990s, the scholars called for a more practitioner-validated classroom-based concept of motivation and attempted to reopen the motivational research agenda (Crookes & Schmidt, 1991; Dörnyei, 1994a, 1994b; Ushioda, 2008). They did not refuse the social-psychological approach, but broadened it by integrating cognitive motivation concepts (Dörnyei & Ushioda, 2011, p.47).

This period witnessed an emergence of various new theories and their applications to the study of L2 motivation. The most influential cognitive theories dealing with motivation were: self-determination theory (Deci & Ryan, 1985) and attribution theory (Weiner, 1985, 1992).

#### ***2.7.2.1 Dörnyei's 1994 Framework of L2 Motivation***

Following Crookes and Schmidt's (1991) initiative to call for a new agenda for the L2 motivation research, Dörnyei (1994b) attempted to design an extensive motivational construct pertinent to L2 classroom motivation and suggested a broad list of motivational constituents which were classified as three principal dimensions; the language level, the learner level, and the learning situation level (Dörnyei, 1998, 2001; Dörnyei & Ushioda, 2011, p. 51).

The language level, which is the most general level of the framework, includes a wide range of components connected with aspects of the L2 and examines the roles of integrative and instrumental motivation, which is similar to Gardner's theory (Dörnyei, 1994b). The learner level refers to individual difference variables that affect learning process such as self-confidence and need for achievement (Dörnyei, 1994b; Dörnyei & Ushioda, 2011). The learning situation level, which is the most elaborate level of the framework, is related to three situation-specific motives in a classroom (Dörnyei, 1994b, 1998, 2001). Firstly, course-specific motivational constituents are the syllabus, the teaching materials, the teaching method, and the learning tasks (Dörnyei, 1994b, 1998, 2001; Dörnyei & Ushioda, 2011). Secondly, teacher-specific motivational constituents

refer to the motivational influence of the teacher's character, behavior and teaching style. The last one, group-specific motivational constituents are associated with the group dynamics of the learner group.

Each level of motivation has a strong influence on overall motivation independently of the others; if the variables at just one level change, the overall motivation completely change (Dörnyei & Ushioda, 2011). This framework is significant due to the fact that it emphasizes the multifaceted nature of L2 motivation; integrates various lines of research and provides comprehensive analysis of particular learning situations and related motives (Dörnyei, 1998).

#### ***2.7.2.2. Self-Determination Theory***

Deci and Ryan's (1985) self-determination theory has far-reaching effects on both psychology and language education. Self-determination is "a quality of human functioning that involves the experience of choice" (Deci & Ryan, 1985, p.38) and is based on the concepts of volition, intentionality or will.

According to Ryan and Deci (2000), motivation is not a singular construct; individuals differ both in the amount of motivation and in the orientation of that motivation; that is the kind of motivation. In self-determination theory, orientations of motivation can be classified depending on how much the goal of carrying out an activity is self-determined (Noels, Clement, & Pelletier, 2001; Noels, 2001). In other words, these kinds of motivation explain the reasons or goals of personal choices which cause an action. The kinds of motivation in self-determination theory are: intrinsic motivation, extrinsic motivation and amotivation (Deci & Ryan, 1985; Deci, Vallerand, Pelletier, & Ryan, 1991; Dörnyei & Ushioda, 2011; Noels, Pelletier, Clement, & Vallerand, 2000; Noels et al., 2001; Ryan & Deci, 2000).

Intrinsic motivation means engagement in an activity for its own sake in order to experience pleasure or satisfaction (Deci & Ryan, 1985; Deci et al., 1991; Dörnyei & Ushioda, 2011; Noels et al., 2000; Noels et al., 2001; Ryan & Deci, 2000). It is the most self-determined kind of motivation; people who have intrinsic motivation choose to do an activity with free will without any rewards or pressures (Deci & Ryan, 1985; Deci et al., 1991; Ryan & Deci, 2000). As to L2 learning, intrinsically motivated students voluntarily learn L2 because they enjoy doing it and they find learning L2 interesting and challenging.

Thus, they sustain their effort and engagement in the L2 learning process without external rewards (Noels et al., 2001).

Contrary to intrinsic motivation, extrinsic motivation describes the actions performed to attain some instrumental purposes such as receiving a reward or avoiding punishment (Deci et al, 1991; Dörnyei & Ushioda, 2011; Noels et al., 2000; Ryan & Deci, 2000). Extrinsic motivation is also divided into four forms and these motivational forms can be placed on a continuum according to the degree to which the motivation for one's actions stems from one's self (Dörnyei & Ushioda, 2011; Noels et al., 2000; Ryan & Deci 2000).

The least autonomous extrinsically motivated behaviors can be defined as externally regulated. It refers to actions controlled by external sources (Deci et al, 1991; Dörnyei & Ushioda, 2011; Ryan & Deci 2000). For instance, a student learns L2 due to the threat of a punishment such as course requirements, or for a reward such as getting a teacher's praise or getting a better a job (Noels et al., 2000; Noels et al., 2001; Noels, 2001). When the reason for learning the language is removed, there is no motive to continue engagement in the learning process (Noels et al., 2000; Noels, 2001). In Noels et al.'s (2000) study, the instrumental orientation in Gardner's motivation theory had the highest relationship with external regulation.

The second form of extrinsic motivation is introjected regulation which is more self-determined. According to this regulation, individuals perform an activity because of the feeling of pressure from other people and to avoid guilt, anxiety or shame (Noels et al., 2000; Noels et al., 2001; Noels, 2001; Ryan & Deci 2000). To illustrate, a student practices an L2 in order to avoid being embarrassed if he/she cannot speak L2 (Noels et al., 2000). Another example is a student who engages in learning L2 in order not to feel guilty for disappointing a teacher or a parent (Noels, 2001). Once the pressure is disappeared, engagement in learning an L2 probably decreases (Noels et al., 2000; Noels et al., 2001).

The more self-determined type of extrinsic motivation is identified regulation which is somewhat internal (Deci et al, 1991; Noels et al., 2000; Noels et al., 2001; Ryan & Deci 2000). It refers to the person who decides to carry out an activity to reach a goal or because the person values and identifies with the action; in other words, the action is accepted or owned as personally important (Deci et al, 1991; Dörnyei & Ushioda, 2011; Noels et al., 2000; Noels et al., 2001; Ryan & Deci 2000). In this situation, students learn L2 because they have chosen freely to do so and because learning L2 is important to attain a valued goal (Noels et al., 2001). For instance, a learner voluntarily does extra work in language

class since the learner believes it is important to be successful in language learning (Deci et al., 1991).

The most autonomous and internal form of extrinsic motivation is integrated regulation. It occurs when identified regulation is fully assimilated to the self, which means they have been evaluated and brought into congruence with the self's values and needs (Ryan & Deci 2000, p. 62). Integrated regulation has a close resemblance to intrinsic motivation because it is fully controlled by the self and they are both autonomous (Deci et al., 1991; Ryan & Deci 2000). However, it is different from intrinsic motivation due to the fact that the activity is not performed because of the interest in the activity itself, but because it is considered personally important for a valued outcome (Deci et al., 1991; Ryan & Deci 2000).

The third type, amotivation refers to the lack of any kind of motivation (Dörnyei & Ushioda, 2011). Contrary to intrinsic and extrinsic motivation, it lacks an intention to act; it is impersonally regulated and not self-determined (Ryan & Deci, 2000). In this case, a student has no goal or reason to learn L2 and so, the student is likely to quit making effort in learning and performing the activity (Noels et al., 2000; Noels et al., 2001; Noels, 2001).

Even though self-determination theory has not addressed L2 motivation, research has demonstrated the usefulness and significance of this theory in learning L2 (Noels et al., 2000; Noels et al., 2001; Noels, 2001). Noels has made the most contribution and pioneered to extend self-determination theory to L2 learning motivation. Surprisingly, the study carried out by Noels et al. (2000) indicated that identified regulation, rather than intrinsic motivation scales, had the strongest correlation with perceived competence, perceptions of freedom of choice and intention to continue L2 studies, while amotivation had a negative correlation with these variables. Both Noels' (2001) study and Noels et al.'s (2001) study demonstrated that the more learners felt competent and autonomous in learning L2, the more intrinsically motivated they were. The findings of all these studies are compatible with the principles of self-determination theory; as the reason for L2 learning is internalized, students feel more comfortable and determined. Moreover, both Noels' (2001) and Noels et al.'s (2001) study showed the similarity of integrative orientation in Gardner's Socio-Educational model to intrinsic motivation and identified regulation; they were highly correlated. Furthermore, intrinsic and integrative orientations were found to have significant relations with motivational intensity and intention to

continue L2 studies in these studies. So, it means that they both significantly influence engagement in language learning.

### ***2.7.2.3. Attribution Theory***

The attribution theory of student motivation was widely influential in the 1980s (Dörnyei, 2003, 2005). It successfully links individuals' achievements to their past experiences by means of causal attributions as the mediating link (Dörnyei, 2003, p.8; 2005, p. 79). The main tenet of the theory is that people's subjective interpretation of why past successes and failures have happened determines their motivation to initiate future action (Dörnyei, 2001, 2003, 2005; Weiner, 1992). For example, if people attribute their failure in a particular task to low ability, then their motivation may decrease or even disappear; thus, they may give up trying the activity again (Dörnyei, 2005). The reason is that lack of ability is an internal cause and uncontrollable (Weiner, 2010). However, if people believe that their failure stems from a lack of effort, they have a chance to increase their motivation by trying again; because effort is an internal, controllable cause (Dörnyei, 2005; Weiner, 2010).

According to Weiner (1992, 2005), this theory starts with a completed event, for example, success or failure at an exam. Then, an individual's affective reaction to the exam outcome which is especially negative, unexpected or significant raises the question of why. The answer to this question is a causal attribution; it explains why a particular outcome occurred (Weiner, 2005; William & Burden, 1999). The four major causes to which learners ascribe their failure or success are ability, effort, luck and task difficulty (Weiner, 1985, 2005, 2010; William & Burden, 1999).

In order to compare and contrast causes and to understand the motivational consequences of the causal beliefs, the causes are further categorized into three dimensions: locus of causality, controllability, and stability (Weiner, 1985, 2005; William & Burden, 1999). Locus of causality indicates the perceived location of a cause, which is either internal or external to the learner; controllability describes whether the outcome or cause can be controlled or volitionally changed by the learner; and stability represents the duration of a cause (Weiner, 2005; William & Burden, 1999). Considering the four major causes of achievement outcomes, ability or aptitude is classified as internal, stable, and uncontrollable; effort is classified as internal, unstable, and controllable; luck or chance as external, unstable, and uncontrollable; task difficulty as external, stable, controllable or

uncontrollable (Weiner, 1985, 2005, 2010). If a cause is perceived as stable, then the same outcome is expected again (Weiner, 1985, 2005). For example, if learners perceive their failure in the exam as being because of an absence of ability, then taking another exam is anticipated to lead to failure again (Weiner, 1992, 2005). On the contrary, if the outcome is attributed to an unstable factor such as luck, the expectancy of that outcome may not change; this does not indicate that the same outcome (success or failure) will occur again (Weiner, 1985, 1992, 2005).

Since the salient difference between L1 and L2 learning is the level of proficiency, attribution theory of motivation plays a key role in L2 learning (Dörnyei & Ushioda, 2011, p. 55). As the failure in L2 learning is highly frequent worldwide, the way people process these failures has a very strong general effect (Dörnyei, 2001, p. 120, Dörnyei, 2005, p.79). The significance of attributional processes in language learning was indicated by the studies of Ushioda (1996) and Williams and Burden (1999). Causal attributions were also included in the learner level in Dörnyei's (1994b) framework.

Conducting a qualitative study, Ushioda (1996) found out that positive motivational thinking depended on two attributional reasons; positive L2 outcomes attributed to personal ability or other internal factors (e.g. effort) and negative L2 outcomes attributed to temporarily shortcomings that can be overcome (e.g. lack of effort or time to spend) (Dörnyei, 2005, p. 79-80; Dörnyei & Ushioda, 2011, p. 56).

With the aim of examining the developmental aspects of learner attributions in L2 learning, Williams and Burden (1999) demonstrated in their study that age differences influence the learners' range of attributions relating to success and failure. While 10-12-year olds perceived main reasons for success as listening and concentrating, older children provided more various attributions, such as ability, level of work, effort and the effect of others and the attributions were generally internal. The attributions which seemed to be specific to language were circumstances and strategies. This study also indicated the significant impact of social context on the attributions of success and failure.

### **2.7.3. The Process-Oriented Period**

As acquiring L2 is a sustained learning process, learners' language learning motivation demonstrates dramatic fluctuations over a long period (Dörnyei & Otto, 1998; Dörnyei, 2001, 2003, 2005; Dörnyei & Ushioda, 2011). Even during a single L2 class, learners'

enthusiasm varies (Dörnyei & Ryan, 2015, p.84). Hence, describing motivational processes as they happen in time has considerable significance (Dörnyei & Ushioda, 2011; Dörnyei & Ryan, 2015). Although this dynamic character and temporal variation of student motivation are known by most educators, previous motivational models neglected this aspect of motivation (Dörnyei, 2001, 2005; Dörnyei & Ushioda, 2011). In the late 1990s, its significance was realized and the most elaborate process model of L2 motivation was created by Dörnyei and Otto (1998).

The process model arranges the motivational influences of L2 learning along the progression of separate actional events that indicate how motivated behavior is initiated and enacted (Dörnyei & Otto, 1998; Dörnyei, 1999, 2000, 2003; Dörnyei & Ushioda, 2011). It includes two dimensions. Action sequence describes the behavioral process by which the initial wishes are converted to goals, then to intentions, leading ultimately to action and, hopefully, to the achievement of the goals, concluded by the final evaluation of the process (Dörnyei & Otto, 1998; Dörnyei, 2000; Dörnyei & Ushioda, 2011). Motivational influences involve the energy sources and motivational forces underlying and fueling the behavioral process.

The motivated behavioral process is separated into three stages: preactional stage, actional stage, and postactional stage (Dörnyei & Otto, 1998; Dörnyei, 2000, 2001, 2003, 2005; Dörnyei & Ushioda, 2011). Firstly, at the preactional stage, motivation must be generated. The generated motivation causes the choice of the goal or task to be sought; thus, this stage can correspond to “choice motivation” (Dörnyei, 2001, 2003, 2005; Dörnyei & Ushioda, 2011). Furthermore, this stage consists of three sub-processes; goal setting, intention formation, and the initiation of intention enactment. Goal setting is the first process in which a person’s wishes/hopes, desires, and opportunities are selected as an actual goal to be pursued (Dörnyei & Otto, 1998; Dörnyei, 2000). However, the goal does not have a direct effect on the action; it needs to be formed into an intention. Therefore, for action initiation, it is essential to add a commitment to the goal and then to develop an action plan including concrete guidelines and time frame (Dörnyei & Otto, 1998; Dörnyei, 2000). Still, these are not sufficient to initiate action; there must be the start condition and the essential means and resources must be available (Dörnyei & Otto, 1998; Dörnyei, 2000).

The actional stage suggests that the generated motivation must be maintained for the duration of a specific goal or task (Dörnyei, 2001, 2003, 2005; Dörnyei & Ushioda, 2011). A person undertakes a task and in this way, the person commits him/herself to action.

Therefore, this stage can also be called “executive motivation”. It consists of three processes. In subtask generation and implementation process, action plans are divided into manageable units and individuals put these subtasks into action (Dörnyei & Otto, 1998; Dörnyei, 2000; Dörnyei & Ushioda, 2011). Nevertheless, the action plans are generally not accomplished; individuals constantly generate further subtasks or goals. Appraisal process refers to the ongoing process in which learners constantly assess the environmental stimuli and their action progress (Dörnyei & Otto, 1998; Dörnyei, 2000; Dörnyei & Ushioda, 2011). Action control processes include self-regulatory mechanisms that improve, protect and maintain motivation and learning progress (Dörnyei & Otto, 1998; Dörnyei, 2000; Dörnyei & Ushioda, 2011).

Based on the interaction between the appraisal and control processes, the action causes some outcomes; the optimal outcome is that the goal is accomplished, while the opposite outcome is ending the action entirely (Dörnyei & Otto, 1998; Dörnyei, 2000). After the action has been carried out or possibly interrupted for a period, the postactional stage starts (Dörnyei & Otto, 1998; Dörnyei, 2000; Dörnyei & Ushioda, 2011). In this stage, learners assess their action outcome and prepare for future actions. Future tasks will be determined by the learners based on the success or failure of the goal or task during the actional stage (Dörnyei & Otto, 1998; Dörnyei, 2000; Dörnyei & Ushioda, 2011). This stage is also called motivational retrospection (Dörnyei, 2001, 2003, 2005).

Dörnyei acknowledged that his process-oriented model has some shortcomings (Dörnyei & Otto, 1998; Dörnyei, 2000, 2005; Dörnyei & Ushioda, 2011). Firstly, it is hard to define when the actional process begins and ends in a real classroom setting (Dörnyei & Otto, 1998, Dörnyei; 2000, 2005). Secondly, it is impossible to isolate the actional process in question because learners are usually engaged in a number of other continuing activities, which may interfere with the actional process (Dörnyei & Otto, 1998; Dörnyei, 2000, 2005). Different action parts can be active at the same time. For instance; a new action might be introduced while the accomplishment of the previous action is still being assessed. This is especially accurate in classroom contexts where students’ motivation and success are the result of various interacting academic and social aims or intentions. Nonetheless, there is not adequate research on examining how people manage multiple actions and aims and how they prioritize between them (Dörnyei & Otto, 1998; Dörnyei, 2000, 2005).

In a nutshell, the process model could not describe well the dynamic and situated complexity of the learning process or the multiple goals forming learner behavior (Dörnyei & Ushioda, 2011).

#### **2.7.4. Socio-dynamic Period**

From the process-oriented period, L2 motivation research proceeded to a new phase, socio-dynamic period (Dörnyei & Ushioda, 2011). This period emerged in an attempt to understand the ever-changing nature of motivation and the driving force behind today's foreign language learners' motivation (Dörnyei & Ryan, 2015; p.84). The period is also characterized by the move towards more socially based, dynamic and complex interacting systems in the analysis of L2 motivation (Dörnyei & Ushioda, 2011, p. 72).

Socio-dynamic models of motivation investigate specific learner behaviors and classroom processes in a situated manner and motivation is seen as a dynamic factor that indicates continuous fluctuation (Dörnyei & Ryan, 2015, p.84). The previous approaches of L2 motivation examine a small number of key factors that influence learners' behavior or performance. They do not explain a variety of internal, situational, and temporal factors that can influence learners' motivation (Dörnyei & Ushioda, 2011, p. 72). Moreover, they concentrate the attention on generalizable types of learner; learners who share similar scores, exhibit particular characteristics and behave in particular ways (Dörnyei & Ushioda, 2011). They neglect the unique individuality and intentionality of human beings as they engage in the process of language learning.

##### ***2.7.4.1. L2 Motivational Self System***

The L2 Motivational Self System illustrates a big reformation of the previous motivational thinking and indicates the transition to the socio-dynamic period in L2 motivation research (Dörnyei, 2005; Dörnyei & Ushioda, 2011; Dörnyei & Ryan, 2015; Ushioda & Dörnyei, 2009). As well as major developments in psychological research on self, L2 Motivational Self System has emanated from the growing dissatisfaction with the Gardner's (1985) integrative motivation and the need to reinterpret "integrativeness" (Dörnyei, 2005, 2009; Dörnyei & Ushioda, 2011).

The basic premise underlying the integrative concept in socio-educational model is that L2 learner “must be willing to identify with members of another ethnolinguistic group” (Gardner & Lambert, 1972, p.135) and this conceptualization makes sense in the multicultural context of Montreal, where it originated from (Dörnyei, 2005, p. 94; Ushioda & Dörnyei, 2009, p.2). However, because of the global spread of English, there is no salient target L2 community. The English language has become separated from its native speakers; so learners cannot identify with native speakers of English. In most learning environments, foreign language is taught as a school subject without any direct contact with speakers. Hence, the concept of “integrative” is ambiguous and does not make much sense in these environments (Csizer & Corman, 2009; Dörnyei, 2009; MacIntyre, Mackinnon & Clement, 2009; Ushioda & Dörnyei, 2009).

Dörnyei’s initial empirical support for the reconceptualization of integrativeness and the trigger for his proposal of L2 Motivational Self System come from his research with Csizer on Hungarian students’ attitudes to learning foreign languages spanning the period from 1993 to 2004 (Csizer & Dörnyei, 2005; Dörnyei & Csizer, 2002; Dörnyei, 2005; Dörnyei, Csizer, & Nemeth, 2006; Taguchi, Magid & Papi, 2009). It was the largest motivation study ever; the data was obtained by a repeated stratified national survey of motivation from 13,391 middle school students in Hungary toward studying five target languages. The multivariate statistical analysis revealed that integrativeness was the single, most important factor in forming learners’ motivated behavior. It subsumed and mediated all the other motivational factors measured in the surveys (Csizer & Dörnyei, 2005; Dörnyei & Csizer, 2002; Dörnyei, 2005; Dörnyei et al., 2006).

Dörnyei and Csizer (2002) suggest that integrativeness represents a broader construct than Gardner’s (2001) definition would suggest (MacIntyre et al., 2009). In addition, two antecedent variables; instrumentality and attitudes toward L2 speakers/community were found to determine integrativeness (Csizer & Dörnyei, 2005; Dörnyei & Csizer, 2002). This result indicated that two different variables, pragmatic incentives and personal attitudes toward members of the L2 community defined the main constituent in the motivation paradigm (Dörnyei, 2005, 2009; Taguchi et al, 2009). According to Dörnyei (2005), applying the self-framework offers good explanation of the findings. He (2005) suggested that integrativeness can be interpreted as being an L2 specific facet of an L2 learner’s ideal self: “if the person that we would like to become is proficient in the L2, we

can be described as having an integrative disposition” (Dörnyei, 2005, p. 102; Dörnyei, 2009, p.27).

In a nutshell, both empirical findings and theoretical considerations led Dörnyei to a reconceptualization of L2 motivation as part of the learner’s self-system (Dörnyei, 2005; 2009, p. 29). The good fit between the new theoretical approach and the Hungarian data convinced him that future self-guides are main constituents of this system (Dörnyei, 2005, 2009, p.29). Therefore, he (2005) built on the Marcus and Nurius’ (1986) theory of possible selves and Higgins’ (1987) self-theory from the field of psychology to develop this new conceptualization of L2 motivation.

Possible selves are visions of the self in future states, involving “individuals’ ideas of what they would like to become, what they might become, and what they are afraid of becoming” (Markus & Nurius, 1986, p. 954). Possible selves act as future self-guides; reflecting dynamic, forward-pointing conception that can account for how someone is moved from the present toward the future (Dörnyei, 2009, p.11; Dörnyei & Ushioda, 2011, p. 80). Higgins’ (1987) self-discrepancy theory proposes a useful description of how possible selves regulate motivation (Dörnyei & Ryan, 2015, p. 87). Higgins (1987) focused on two types of possible selves, the ideal self, referring to attributes that someone would ideally like to possess; the ought self, referring to the attributes that one believes one ought to possess. According to the theory, motivation refers to the desire to lessen the gap between one’s actual self and the projected behavioral standards of the ideal/ought selves (Dörnyei & Ushioda, 2011; Higgins, 1987).

Higgins (1987, 1998) pointed out a critical difference between the two types of possible selves. Ideal self-guides have a promotion focus which is related to hopes, aspirations, advancements, growth, and accomplishments; while ought-to self-guides have a prevention focus, which regulates the presence or absence of negative outcomes, associated with responsibilities and obligations.

Drawing on possible selves theory and self-discrepancy theory, the L2 Motivational Self System offers a broad construct which is composed of three dimensions; the ideal L2 self, ought-to L2 self and L2 learning experience. Ideal L2-self concerns a desirable self-image of the type of L2 user that one would ideally like to be in the future (Dörnyei, 2005, 2009, 2014; Dörnyei & Ushioda, 2011; Dörnyei & Ryan, 2015). If people see a discrepancy between this and their current state, they may be motivated to learn a new language (Dörnyei & Ryan, 2015, p. 87). Hence, it refers to the learner’ internal desire or vision of

oneself to become an effective L2 user (Dörnyei & Ushioda, 2011, p.86; Dörnyei, 2014, p. 8). It corresponds to traditional integrative and internalized instrumental motives (Dörnyei, 2005, 2009, 2014; Dörnyei & Ushioda, 2011). For instance, learning English for the sake of professional advancement is an instrumental motive with a promotion focus and is associated with ideal L2 self (Dörnyei, 2005; Dörnyei & Ushioda, 2011) .

Secondly, ought-to L2 self-concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes (Dörnyei, 2005, 2009, 2014; Dörnyei & Ushioda, 2011; Dörnyei & Ryan, 2015). The main source of the motivation to learn L2 is the social pressure coming from the learner's environment; it involves someone else's vision for the individual (Dörnyei & Ushioda, 2011, p.86; Dörnyei, 2014, p. 8). Thus, it is associated with the more extrinsic types of instrumental motives (Dörnyei, 2005, 2009; Dörnyei & Ushioda, 2011). For example, studying English in order not to fail an exam is an instrumental motive with a prevention focus and is part of the ought-self (Dörnyei, 2005; Dörnyei & Ushioda, 2011). The third component, L2 learning experience is related to situated, executive motives regarding the immediate learning environment and experience such as the influence of the teacher, the curriculum, (Dörnyei, 2005, 2009, 2014; Dörnyei & Ushioda, 2011). It is conceptualized at a different level from the others; it focuses on the learner's present experience. It was added to reflect the primary findings of motivation research in the 1990s, which underscored the motivational importance of the immediate learning situation in which the proficiency of the L2 occurred (Dörnyei & Ushioda, 2011, p.86; Dörnyei, 2014, p. 8).

As Markus and Nurius (1986) highlighted, the crucial point of future self-guides is that they include tangible images and senses; they are a reality for the person: people can see and hear a possible self. According to Dörnyei (2005, 2014; Dörnyei & Ushioda, 2011), for future self-guides to be able to exert their motivational influence, the future self-image must be elaborate and vivid. People exhibit important individual differences in the vividness of their mental imagery, and a possible self without adequate detail may not be able to stimulate the necessary motivational response (Dörnyei & Ushioda, 2011). The technical term "mental imagery" means generating mental representations of perceptual or emotional experiences and situations in the mind in multiple sensory modalities such as visual, auditory (Dörnyei, 2014, p. 13; You, Dörnyei, & Csizer, 2016). A study conducted by Al-Shehri (2009) demonstrated that individuals with a more developed visual/imaginative capacity can develop a more potent ideal language self.

Dörnyei (2005, 2009) and other L2 motivation researchers (Csizer & Cormos, 2009; Lamb, 2009; MacIntyre et al., 2009; Ryan, 2009; Taguchi et al., 2009) have recognized L2 Motivational Self System as the most promising framework to move L2 motivation research forward. They have conducted a variety of quantitative studies to examine and validate it in various learning environments. The results of all the studies provided confirmation for Dörnyei's theory. They also believe it as an effective motivational approach to move beyond integrativeness. The studies which examined the relationship between integrativeness and the Ideal Self indicated that the two concepts have a close relation with an average correlation of 0.54 (Dörnyei, 2009; Dörnyei & Ushioda, 2011). Furthermore, all the studies found that the Ideal L2 Self correlated highly with Instrumentality-promotion; whereas Ought-to L2 Self correlated with Instrumentality-prevention. Therefore, it was demonstrated that instrumental motivation is associated with Ideal L2 Self and Ought-to L2 Self.

## **2.8. Motivation and L2 Willingness to Communicate**

Although motivation is strongly related to L2 learning and achievement (as mentioned above) than to communication itself, motivational processes definitely have a significant influence on facilitating L2 communication (Clement & Gardner, 2001). It is also associated with L2 WTC (MacIntyre et al., 1998; Peng, 2007). According to Dörnyei and Skehan (2003), L2 WTC is an extension of the motivation construct. Nonetheless, the influence of motivation on WTC is an ambiguous issue.

Most studies have indicated that there is a positive correlation between motivation and L2 WTC; however, motivation exerts indirect influence on WTC through variables such as perceived competence and language anxiety (Çetinkaya, 2005; MacIntyre & Charos, 1996; MacIntyre et al., 2002; Peng & Woodrow, 2010; Yashima, 2002; Yashima et al., 2004). Hashimoto (2002) and Peng (2007) pointed out that motivation positively and significantly affected WTC in L2, which resulted in increased L2 communication frequency.

Hashimoto (2002) carried out a quantitative study to analyze affective factors as predictors of L2 use in classrooms of Japanese ESL students. Motivation and WTC were found to influence reported L2 communication frequency in classrooms. Thus, it implies that learners with higher motivation for language learning and with higher WTC use the language more frequently in the classroom. A path from WTC to motivation was found to

be significant. According to the results, higher motivation is associated with higher WTC and higher perceived competence. Perceived competence directly and strongly affected motivation, which in turn affected L2 communication frequency in the classroom.

Peng (2007) conducted a study to investigate the relationship between integrative motivation and L2 WTC among 174 Chinese college students learning English. A short version of AMTB used in Hashimoto's (2002) study and WTC scale were employed. The results demonstrated that motivation was the strongest predictor of WTC, followed by integrativeness (Peng, 2007). Hence, it means that motivation is also significant for stimulating learners in L2 communication as well as for L2 learning.

Gardner's (1985) socio-educational model has been widely applied to L2 WTC research (Çetinkaya, 2005; Hashimoto, 2002; MacIntyre & Charos, 1996; MacIntyre et al., 2002; Yashima, 2002). Peng and Woodrow's (2010) study used Self-Determination Theory as a theoretical basis as different from the other studies. However, few studies are available in the literature that investigates the WTC with L2 Motivational Self System. Therefore, this study is significant for the research literature in terms of testing L2 Motivational Self System in a different context and revealing the correlation between the L2 Motivational Self System and WTC. Moreover, the relationship between motivation and WTC is rather ambiguous which was mentioned above; so, this study aims to contribute to literature by testing the influence of motivation on WTC.

## **2.9. Summary**

The review of literature in this chapter presented the theories and studies which aimed to conceptualize and examine WTC and motivation constructs. The concept of WTC was introduced to research literature in the field of L1 communication as an important construct which indicates an individual's tendency to communicate or not. It was validated in L1 communication through a number of studies and also its antecedents were analyzed. In addition, some models of L1 WTC were suggested. After WTC was established as a valid construct in L2 research, it has attracted a great deal of attention recently in the field of L2 learning worldwide. A variety of studies have been conducted on L2 WTC in different countries and cultures. Affective variables such as perceived communication competence, anxiety, international posture, motivation; and also other variables such as age, gender, social context, classroom environment, which influence L2 WTC, were investigated. Most

studies have demonstrated that perceived competence and communication anxiety had a direct and strong influence on L2 WTC; however, motivation had an indirect influence on WTC.

The motivation construct was also described and its significance in L2 learning was pointed out. A variety of motivational theories were reviewed, and it was demonstrated that L2 motivation underwent major changes in the course of time. Research on second language motivation began with the seminal study of Gardner and Lambert in 1950. Then, Gardner's (1985) social psychological approach influenced the development of L2 motivation research for decades. During the 1990s, the approach was criticized because of neglecting the cognitive aspect of motivation. Thus, motivation theories based on the classroom context of learner motivation came out. Later, the dynamic character and temporal variation of learner motivation were emphasized in the late 1990s and process model of L2 motivation was developed. Finally, the focus of L2 motivation research was on unique individuality of learners as they engaged in the process of language learning and L2 Motivational Self System was developed by drawing on psychological research on self.

## **CHAPTER 3**

### **METHODOLOGY**

This chapter presents a detailed description of the research methods employed in the current study. Firstly, the research design used to collect data for this study is explained. The definition of the research design and the purpose of using it are clarified. Then, detailed descriptions of the study setting, participants, and instruments are provided. The setting of the study section includes information about the research site and the education it provides. The description of the participants in this study includes information about participant sampling and participant profiles. In the section of research instruments, the process of questionnaire adaptation and modification, questionnaire items, and the other data collection tools are described. This section is followed by describing procedures for data collection and methods to analyze the data.

#### **3.1. Research Design**

The aims of this study were to identify the relationship between students' EFL motivation and L2 willingness to communicate; to analyze the extent of their L2 WTC and motivation; and also to get their perceptions or views regarding WTC and motivation. In order to investigate these aims, mixed methods design was employed.

Mixed methods research is defined as combining at least one quantitative and at least one qualitative component within a single study (Bergman, 2008, p.1). This combination of methods includes the collection or analysis of both quantitative and qualitative data in a single study and integration of the data at one or more stages of the research process (Creswell, Plano, Clark, Gutmann, & Hanson, 2003; Dörnyei, 2007, p.163; Hesse-Biber,

2010, p.3). In this study, firstly, quantitative data were collected by questionnaires; then, qualitative data were collected by means of observation and interviews.

One of the advantages of using a mixed method design is to capture the best of both quantitative and qualitative methods so that a deeper understanding of the research problem is gained (Creswell, 2003; Dörnyei, 2007; Hanson, Creswell, Clark, Petska, & Creswell, 2005; Hesse-Biber, 2010). By using both quantitative and qualitative approaches, the findings of a research can be generalized to a population and also a detailed view of the meaning of the phenomenon can be developed for individuals (Creswell, 2003). Moreover, since the qualitative and quantitative methods are used sequentially, results from the first method help develop or inform the other method (Dörnyei, 2007; Hesse-Biber, 2010). For instance; statistical data gathered from a quantitative method can be used to develop interview questions for the qualitative part of the study as in this research (Hesse-Biber, 2010, p.5).

The purpose of the quantitative research is to make valid, objective descriptions; and also, to indicate positive or negative, strong or weak relationships between two or more variables (Mackey & Gass, 2005, Taylor, 2005). Thus, the quantitative aspect of this study involves statistical analysis of questionnaire results in order to identify the relationship between WTC and motivation, to make reliable, valid and objective descriptions regarding two variables and also to make generalization by reaching a large number of students.

Qualitative research method presents rich and complex data and detailed descriptions rather than just numbers; frequencies or scores (Mackey & Gass, 2005, p. 16; Taylor, 2005, p. 106). Therefore, the qualitative part of this study consists of qualitative analysis of the observations and interview transcripts, which were used to provide more detailed descriptions of the variables and to understand in depth the viewpoint of the research participants regarding WTC and motivation.

One of the most common techniques of mixed methods research design is triangulation, which refers to the use of multiple, independent methods of collecting data while investigating the same research question in order to support the study and its conclusions (Hesse-Biber, 2010; Mackey & Gass, 2005, p. 181). The main purpose of employing this technique is to enhance the validity and credibility of research findings by collecting data from multiple perspectives; to minimize the weaknesses of measures and maximize their validity (Brown & Rodgers, 2002; Gray, Williamson, Karp, & Dalphin, 2007; Denzin as cited in Marvasti, 2004; Mackey & Gass, 2005). It is generally employed to validate

quantitative statistical findings with qualitative data results (Hesse-Biber, 2010). Furthermore, triangulation can add complexity and depth to the data and analysis (Marvasti, 2004). Because of these reasons, triangulation was used in this study. After administering the questionnaires, observation and interviews were conducted in order to validate the questionnaire results as well as elaborating on the descriptions which emerged from the questionnaire results.

In conclusion; while the quantitative part of the study aimed to describe the significance or strength of the correlation between motivation and WTC, the qualitative phase of the study aimed to explain the underlying reasons of this correlation and to determine the validity of the quantitative results. Moreover, the secondary purposes of this research were to find out the extent of students' WTC and motivation. While another purpose of the quantitative part of the study was to determine the students' general WTC and motivation level, the qualitative part of the study aimed to get the students' perceptions or views regarding WTC and motivation such as why they are willing or not willing to communicate or why they are motivated or unmotivated to learn English.

### **3.2. Setting**

This study was conducted in Ankara Aeronautical Vocational School of Higher Education at University of Turkish Aeronautical Association in the spring term of 2015-2016 academic year, and winter and spring terms of the 2016-2017 academic year. Approximately a total of 500 students studied in this school.

There are three departments in this school; aircraft technologies, civil aviation cabin services, and ground handling services management. The students have two years of education. They take both general English and vocational English courses. When they get into the university, they take English placement exam and then they are divided into three classes according to their levels. There are 3 classrooms in each department.

During four terms in two years, students take English education from A1 level to B2 level. In the first term of first grade, students in the department of aircraft technologies and ground handling services management take 12 hours of Basic English I per week. The students studying civil aviation cabin services take 10 hours of Basic English I, 2 hours of Reading Skills I, and 3 hours of Oral Communication Skills I per week. In the second term, students in the department of aircraft technologies take 6 hours of Basic English II, and

students in the ground handling services management take 7 hours of Basic English II per week. Students in the civil aviation cabin services take 6 hours of Basic English II, 2 hours of Reading Skills II, and 3 hours of Oral Communication Skills II per week. In the second grade, students in the department of aircraft technologies take 12 hours of Basic English III and ground handling services management take 8 hours of Basic English III classes per week. The students of civil aviation cabin services department have the most English lessons; they take 14 hours of English courses per week, including 8 hours of Basic English III and Vocational English, 4 hours of Speaking Skill and 2 hours of Writing Skill courses. In the last term, students in the aircraft technologies take 8 hours of only Technical English course.

### 3.3. Participants

Quantitative data were collected from 353 students studying in first and second grade. Personal information of the participants is shown in the table below:

Table 1

*Demographic Information of the Participants in the Study*

		F	%
Gender	Male	208	59.0
	Female	145	41.0
	Total	353	100
Kind of High School They Graduated from	Anatolian High School	76	21.6
	General High School	107	31.3
	Private College	21	5.9
	Vocational High School	131	37.1
	Commercial High School	18	5.1
	Total	353	100
Grade	1 <sup>st</sup> Grade	180	51.0
	2 <sup>nd</sup> Grade	173	49.0
	Total	353	100
Department	Aircraft Technology	134	38.0
	Civil Aviation Cabin Services	138	39.1
	Ground Handling Services Management	81	22.9
	Total	353	100

Having been abroad for a long time	Yes	26	7.4
	No	327	92.6
	Total	353	100
Having foreign friends	Yes	182	51.6
	No	170	48.2
	Total	353	100
Going to an English Course apart from the School	Yes	101	28.6
	No	252	71.4
	Total	353	100

As is seen from the table 1, whereas % 59.0 (208) of the subjects in this study were male, % 41.0 (145) of them were female. If the kinds of high school the students graduated from are examined, it is understood that % 21.6 (76) of them finished Anatolian High School, % 31.3 (107) finished General High School, % 5.9 (21) studied at College, % 37.1 (131) studied at Vocational High School and % 5.1 (18) studied at Trade Vocational High School. %51.0 (180) of the students were studying in the first grade, on the other hand, % 49.0 (173) were studying in the second grade. The departments in which the participants studied were % 38.0 (134) aircraft technology, % 39.1 (38) civil aviation cabin services, and % 22.9 (81) ground handling services management. When the question of whether the participants had been abroad for a long time or not was asked, % 7.4 (26) of them answered yes, %92.6 (327) of them answered no. When the question of whether they had any foreign friends was addressed, %51.6 (182) answered yes and %48.2 (170) answered no. In addition, according to students' responses, % 28.6 (101) of them went to an English language course apart from the school, %71.4 (252) of them did not go to a course.

For the quantitative part of the study, convenience sampling method was used. Convenience sampling refers to selection of the students according to the convenience of the researcher (Dörnyei, 2007, p. 98). The participants were the students in the researcher's institution. The access to the research participants was easy and learners were willing to participate in the data collection process because of knowing the researcher. Most importantly, they suit the purpose of the research in that the purpose of this thesis is to find out the relationship between motivation and WTC at a tertiary program in ESP context.

Interviews were conducted with 12 students who had already completed the questionnaire. 3 (%25) of them were studying in the department of aircraft technology, 3 (%25) of them

were in the department of ground handling services management and 6 (%50) of them were studying in the civil aviation cabin services. 5 (%42) of them were female, 7 (%58) of them were male. All of them were studying in the second grade.

In order to select the students for the interviews, purposeful sampling was used. Because only the students in the department of civil aviation cabin services had speaking lessons, they were observed. Hence, the students in this department were selected for the interviews based on the observations. In order to add variety to the views on WTC and motivation, students from the other departments were also chosen based on the perceptions of their English teachers regarding who is willing or unwilling in the classroom.

### **3.4. Instruments**

In order to investigate the research questions of the study; to reveal the relationship between students' motivation and willingness to communicate and to discover the extent of students' WTC and motivation, questionnaires, observations, and interviews were employed as data collection tools.

Two questionnaires were used in this study: Willingness to Communicate in English and EFL Motivation questionnaires. The questionnaires also included 7 items to gather data about the participants' background. These background information questions include students' grades, departments, genders, kinds of school they graduated from, whether they had been abroad, whether they had any foreign friends, and whether they went to a language course apart from the school (see table 1).

Students' WTC was measured by the Cao and Philp's (2006) WTC scale. It was adapted from McCroskey's (1992) and Hashimoto's (2002) scales. 12 items were used from McCroskey's (1992) scale; 7 items were from Hashimoto's (2002) scale and also there were 6 items added by Cao and Philp (2006) in order to make the scale suitable for use in the L2 classroom. 25 items in total assessed the percentage of time the participants would choose to communicate in four communication situations (public, meeting, group, or dyad) and with three types of receivers (stranger, acquaintance, or friend). The scale was indicated as highly reliable; Cronbach's alpha was .917 (Cao & Philp, 2006). As previously mentioned (see Chapter 2), the research demonstrated that it had also strong construct, content, and predictive validity (Asker, 1988; Chan & McCroskey, 1987; McCroskey, 1992).

This WTC questionnaire was used for this study because of its high validity and reliability. Furthermore, it is more extensive than the other WTC questionnaires such as McCroskey's (1992), MacIntyre et al.'s (2001), Hashimoto's (2002) scales. This questionnaire includes items related to WTC inside and outside the classroom; there are no items related to WTC inside classroom in McCroskey's (1992) or Hashimoto's (2002) scales; and there is no item related to outside the classroom in Weaver's (2005) scale. It was also more suitable for L2 context compared to McCroskey's (1992) scale. In addition, this questionnaire focuses on speaking aspect of WTC contrary to MacIntyre et al.'s (2001) WTC scale.

Motivation was measured by the L2 motivational self-system questionnaire used in the 2013 Chinese survey (You & Dörnyei, 2016; You et al., 2016). The original questionnaire includes 73 items. However, the last 10 items were not related to the purpose of this study and they were optional to respond; so, they were omitted. After the pilot study, 10 items were also omitted because of insufficient reliability. As a result, it contained 52 six-point Likert scale items. The questionnaire consists of three main areas; aspects of the L2 motivational self-system, language learning vision, and intended effort.

Both of the questionnaires were translated into the native language of the participants in order to maximize their comprehension of items and prevent misunderstanding. Back-translation method was employed. First, the items of each questionnaire were translated into Turkish by an expert. Then, a colleague translated the Turkish version of the questionnaires into English. Another colleague compared the original and back translated versions of the questionnaires. After that, two English instructors and one Turkish instructor, who are expert in their field, were asked to suggest on the translations and required modifications were made. Finally, the piloting of the questionnaires in Turkish was conducted. The reliability coefficient of the motivation questionnaire was found to be  $r=.95$  and the WTC scale was  $r=.98$ .

Observations were conducted by means of a systematic observation instrument. It is a checklist of various selected variables pertinent to WTC behavior (Cao, 2009). It was adapted from Cao (2009) who developed the scheme according to the suggestions made by several researchers (Cao & Philp, 2006; Ely, Oxford, Wajnryb as cited in Cao, 2009; MacIntyre et al., 1998). The observation scheme consists of seven categories:

Table 2

*WTC Categories of the Observation Scheme*

Categories	Descriptions
Volunteer an answer/a comment (Hand raising included)	A student answers a question raised by the teacher to the whole class.  A student volunteers a comment.
Give an answer to the teacher's question	A student responds to a question addressed to an individual student (private response)
Ask the teacher a question	A student ask the teacher a question or for clarification
Guess the meaning of an unknown word	A student makes an attempt to guess the meaning of a new word
Present own opinion in class	A student voices his view to the class.
Volunteer to participate in class activities	A student takes part in an activity.
Talk to neighbor	A student talks to a student as part of a lesson

Understanding the notion of interdependence, and the dynamics of willingness to communicate, Cao, Y., 2009, Doctoral Dissertation.

Cao (2009) recorded observations of students in a whole classroom setting, in pairs and groups in her study. However, during the observations for two weeks in two classrooms, pair-work or group-work activities were not done because Vocational English lessons were observed and there was no group work activity in the book. Therefore, items related to group-work such as talking to group members, talking to other group member were excluded from the observation scheme.

Apart from the WTC acts shown above, three variables are added to the observation scheme in order to observe the students' motivation to English lessons. They are adapted from the MOLT (Motivation Orientation in Language Teaching) observation scheme which was developed by Guilloteaux and Dörnyei (2008). There are three variables related to the learners' motivated behavior; attention, engagement and volunteering for teacher-fronted activity. However, "volunteering for teacher-front activity" is also included in WTC observation scheme, so it was omitted. The item "volunteer to participate in class

activities” in the WTC observation refers to both WTC and motivation. The descriptions of the two variables are as follows:

- Attention: students appear to be paying attention; they are not displaying any inattentive or disruptive behavior; they are looking at the teacher and following his or her movements, looking at visual stimuli, turning to watch another student who is contributing to the task, following the text being read, or making appropriate nonverbal responses.
- Engagement: students are actively taking part in classroom interaction or working on assigned activity.

In order to observe students’ motivation, the variables above are checked if the students have them or not.

Interview questions were prepared by taking the items of the WTC and motivation questionnaires into consideration and adapting the previous studies on WTC.

### **3.4.1. Pilot Study**

Prior to the main study, a pilot study was conducted in order to verify the appropriateness of the questionnaires in Turkish; to establish construct validity and internal consistency reliability. 78 students (%56 female, %44 male) of Ankara Aeronautical Vocational School of Higher Education at University of Turkish Aeronautical Association took part in the pilot study of both questionnaires.

Firstly, whether the data gathered from students was appropriate for exploratory factor analysis or not was examined by Kaiser-Meyer-Olkin (hereafter, KMO) coefficient and Barlett Sphericity test. After it was found that the data was appropriate for the analysis, exploratory factor analysis was carried out to identify the factorial structure of the WTC scale and to examine the construct validity. Moreover, total item correlation analysis and Cronbach Alpha internal consistency coefficient were measured.

The KMO coefficient was found to be .849. As is seen, it is close to 1. Barlett Sphericity test was measured as 1435.94 ( $p < .001$ ). The findings of KMO coefficient and Barlett Sphericity test results indicate that the sample size was sufficient, and the data were appropriate for the analysis with the reason that the Kaiser-Meyer-Olkin value is over 0.50. The fact that the Bartlett's Test value is significant in the order of significance of 0.01

indicates that the measured characteristic is multivariate in the universe parameter (KMO = 0.84;  $\chi^2$ Bartlett test = 1435.94;  $p = 0.000$ ).

In consideration of this information, it was considered that the scale could be unidimensional. The factor loadings of WTC questionnaire for each item vary between .423 and .776. Total item correlation for 25 items varies between .407 and .699.

All items were statistically significant at 0.01 level ( $p < .01$ ). Total items, remaining items and discrimination results were compared after the item analysis procedures. In order to ensure that an item was reliable on the scale, it was expected that statistically significant results would be obtained at 0.01 level. As a result of the validity procedures, the scale was determined to be used as 25 items.

The same process was applied to the motivation scale. The analysis began with 62 items. Barlett Sphericity test was found to be 3187.53 ( $p < .001$ ). Hence, the fact that Bartlett's Test value is significant in the order of 0.01 indicates that the measured characteristic is multivariate in the universe parameter. KMO value was .66, so it is close to 1. The sample size is suitable for factor analysis with the reason that the Kaiser-Meyer-Olkin value is over 0.50 (KMO = 0.66;  $\chi^2$ Bartlett test = 3187;  $p = 0.000$ ).

Table 3

*Item Factor Loadings and Total Item Correlation of the Removed Items of Motivation Questionnaire*

Item Number	Item Factor Loadings	Total Item Correlation
2	.290	.154
8	.191	.153
10	.293	.155
12	.224	.180
16	.218	.175
22	.292	.242
26	.298	.148
35	.164	.132
48	.297	.157
57	.238	.192

As it is understood from the table, the factor loadings of motivation questionnaire for the 10 items above vary between .164 and .293; total item correlation for the 10 items varies between .132 and .242. The factor loadings of motivation questionnaire for the remaining 52 items vary between .455 and .785. Total item correlation for the 52 items varies between .308 and .615. Thus, because of low factor loadings and total item correlation, 10 items were removed.

All items were determined to be statistically significant at 0.01 level ( $p < .01$ ). Total items, remaining items and discrimination results were compared after the item analysis procedures. An item is expected to be statistically significant at 0.01 level in order to remain on the scale. As a result of the validity procedures, 10 items were removed.

For example; item 2 is “I like English films”. The reason of a low score of this item is probably that the students do not watch English films. Item 8: “Studying English is important to me because I am planning to study abroad” has low factor loading or total item correlation because most students do not have a chance to study abroad. Item 10: “I have to study English, otherwise, I think my parents will be disappointed with me”, item 12, “Studying English important to me in order to gain approval of my peers”, and the item 16: “Studying English important to me in order to gain approval of my family” have also low scores because the students at this age do not care their families’ or peers’ opinions. They probably want to learn English for themselves, not for somebody else. The students may get confused with item 22: “I will study English harder when thinking of not becoming a successful user of English in the future.” Item 26: “I really like the music of English speaking countries (pop-music)” has a low score because the students probably do not listen to foreign music. Item 35: “I can feel a lot of pressure from my parents when I’m learning English”, 48 “I remember things I have heard in class better than things I have read” and 57: “I like for someone to give me the instructions out loud” have low scores because the students probably do not agree with these items.

Test-retest method was applied to 80 students (%58 female, %42 male) for the reliability of the Turkish scales. The WTC scale with 25 items and motivation scale with 52 items were administered to students the second time, three weeks after conducting the scales for the first time. The reliability coefficient of the motivation questionnaire was found to be  $r=.95$  and the WTC scale was  $r=.98$ .

### **3.5. Data Collection Procedure**

The data collection began in April 2016 during the fall term of 2015-2016 academic year at the Ankara Aeronautical Vocational School of Higher Education at University of Turkish Aeronautical Association. After the permission was gained from the principal of the school, the pilot study was conducted. Instructors were informed about the purpose and procedure of the study. In four classrooms, two types of questionnaires were filled out by 80 students. After analyzing the questionnaire results, the WTC questionnaire did not change; but, the motivation questionnaire was adapted, and some changes were made; for instance, some items were removed. Three weeks later, at the end of April, questionnaires were administered once again to determine the reliability. The results were satisfactory; thus, WTC questionnaire and modified motivation questionnaire were used for the main study.

In May 2016, the main study was carried out. The researcher clarified the topic and purpose of the study to the instructors. Instructors carried out the WTC and Motivation questionnaires to 353 students in the other classrooms except for the four classrooms in which the pilot study was conducted. The students were notified that their participation was voluntary, and they could quit whenever they wanted. It took approximately 10 minutes to complete the questionnaires.

In the fall term of 2016-2017 academic year, observations were conducted in order to monitor the relationship between students' motivation and WTC in classroom. Two classes of civil aviation cabin services were observed for two weeks. Since only the students of this department had speaking lessons, they were chosen to observe. Firstly, the permission was received from both the instructor and the students. Then, the researcher sat at the back and did not become involved in any interaction in the classroom. The lessons were video-recorded. In order to get a general idea and determine if the observations were appropriate for the purpose of the study, the researcher observed with the observation scheme for one week and took some notes, but did not video-record the lesson. Later, the participants were observed during normal classroom activities by means of the observation scheme and they were video-recorded. The lessons lasted for 45 minutes and the observations were conducted for two hours in a week. Therefore, the lessons were observed for four hours in one classroom and eight hours in total. Six students each from two classrooms were selected randomly and they were observed.

After selecting the willing and unwilling students to speak English according to the observations, the researcher agreed with these students on conducting interview. Three students each from two classrooms were selected. 6 more students were selected from the other departments. The students' consent was obtained, and interviews were then scheduled. Before starting each interview, the purpose and procedure of the interview were briefly explained. Students were asked to choose a nickname that would be used in the study to protect their identity. One-on-one, face-to-face, semi-structured interviews were conducted with 12 students. In case students had difficulty in speaking English and misunderstood the interview questions, interviews were conducted in Turkish. Each interview lasted for about 20-25 minutes. They were audio-recorded and later transcribed in full for analysis. Apart from the questions about WTC and motivation, the researcher also asked some questions based on observation notes of the classroom interaction.

### **3.6. Data Analysis**

The quantitative data which were collected by means of questionnaires were analyzed by using SPSS 21.0. Measured scores were investigated at  $\alpha = .05$  significance level. In this context, one-way analysis of variance (ANOVA) (Gök & Erdoğan, 2008; Roussos, 2007; Taghavi, 2006) and independent t-test (Kaya & Keşan, 2007; Üzel & Özdemir, 2008) of the parametric tests were used for the data with normal distribution obtained from the application results, whereas nonparametric tests were applied for the ones with non-normal distribution (Büyüköztürk, 2002; Kalaycı, 2008). In this study, independent t-test and one-way ANOVA were carried out for the paired comparisons. In addition, Tukey HSD tests were performed in order to learn the source of the difference.

In order to find the relationship between students' motivation and WTC in an actual class setting, observations were conducted. Students' actual behavior and interaction in classroom were observed in terms of WTC and motivation. During the two-week observation, each student's participation was recorded according to the observation scheme. The number of times each learner participated was calculated for each week. Results of each student's WTC score were then converted to percentages and six randomly selected students were compared with each other in terms of the extent of willingness to communicate in the classroom. Each student's motivation for the lesson was also observed by means of three items on the observation schedule; volunteer to participate in class activities, attention, and engagement, which were adapted from Guilloteaux and Dörnyei's

(2008) MOLT observation scheme. The students' acts which show their WTC and motivation were compared. Since the lessons were video-recorded, they were watched repeatedly and the data from the observations of each participant were checked. In addition, one expert also watched the lessons and checked whether there was a relationship between students' motivation and WTC in order to increase the reliability of the observations.

The qualitative data obtained from the interviews were analyzed using content analysis method. Content analysis includes identifying and coding key topics in data (McKay, 2006, p.57). In this research, the interviews were transcribed and translated into English, preparing the data for analysis. Firstly, the data were read repeatedly to look for key ideas and topics. Both a single participant's responses to the interview questions and all the participants' responses to a particular question were compared. The responses relating to the research questions which addressed the factors influencing the learners' WTC and motivation were selected. Direct quotes from the interviews were used to validate the participants' assertions. The results were organized according to the emerging themes of the interviews and presented in an interpretive narrative style.

## **CHAPTER 4**

### **RESULTS AND DISCUSSION**

In this chapter of the study, the results related to each of the four research questions are reported based on the data collected. As the research design of the study is mixed, this chapter presents all aspects of the quantitative and qualitative findings. Furthermore, the findings are interpreted and discussed. All of the four research questions are investigated in the light of questionnaires, observation, and interviews.

#### **4.1. Results of the Research Question 1**

The first research question of the study is: “To what extent are Turkish students at a tertiary program in ESP context willing to communicate in English?” This section presents both the quantitative and qualitative results of this question.

##### **4.1.1. Willingness to Communicate Questionnaire Results**

This section includes findings and interpretations of the results of the survey participants' willingness to communicate in English.

The results which demonstrate the score ranges of the scale in order to determine the level of English WTC of the subjects participating in the study are given in table below:

Table 4

*Score Ranges Showing Subjects' Level of L2 WTC*

Significance Level	
Options	Limit
Very low	0 – 50
Low	51 – 100
Middle/Moderate	101 – 150
High	151 – 200
Very high	201 – 250

Based on the score ranges shown above, the statistical results concerning the participants' perceived WTC level are shown in Table 5:

Table 5

*The Results of the Participants' Perceived Level of L2 WTC according to Significance Levels*

Scores	<i>F</i>	%	<i>Ss</i>	$\bar{X}$
0 – 50	59	16.7		
51 – 100	108	30.6		
101 – 150	93	26.4	46.73	127.34
151 – 200	67	18.9		
201 – 250	26	7.4		
Total	353	100		

It is clearly understood from the table that the level of subjects' English WTC was "moderate" according to the five evaluation criteria. Hence, according to the result obtained, it can be said that participants' general level of WTC is moderate. It means that they have neither high WTC nor low WTC in general. They are somewhat willing to communicate. This result is similar to the findings of Çetinkaya's (2005) and H. Öz et al.' (2015) studies. Their research also indicated that Turkish students had moderate WTC in English.

The WTC questionnaire was also divided into two categories, receiver types and context types, by means of McCroskey's (1992) scoring of WTC questionnaire. Table 6 shows the perceptions of the students' WTC in English in terms of receiver types of WTC:

Table 6

*WTC Subscores according to Receiver Types*

Willingness to Communicate with Acquaintances					
Items	N	Min	Max	Mean	SD
Item 1	353	0.0	100	36.97	29.70
Item 4	353	0.0	100	41.37	27.62
Item 13	353	0.0	100	46.40	28.80
Item 18	353	0.0	100	48.43	28.85
Item 25	353	0.0	100	43.89	29.94
Willingness to Communicate with Strangers					
Item 2	353	0.0	100	35.19	27.64
Item 3	353	0.0	100	33.21	27.60
Item 10	353	0.0	100	40.79	28.11
Item 14	353	0.0	100	37.63	27.99
Item 21	353	0.0	100	35.44	27.94
Willingness to Communicate with Teachers					
Item 6	353	0.0	100	63.03	27.78
Item 8	353	0.0	100	46.02	31.06
Willingness to Communicate with Friends					
Item 7	353	0.0	100	47.31	29.34
Item 11	353	0.0	100	44.92	29.77
Item 17	353	0.0	100	42.05	28.85
Item 24	353	0.0	100	51.18	29.69

As it is obvious in the table, students are most willing to communicate with their teachers (%54.52) and friends (%46.47), while they are least willing to communicate with strangers (%36.45). Among the items of willingness to communicate with acquaintances, item 18: "Talk in a small group of (about 5) acquaintances" had the highest mean score (%48.43), while item 1: "Talk with an acquaintance in an elevator" had the lowest mean score (%36.97). Among the items of willingness to communicate with strangers, item 10: "Talk in a small group of strangers" had the highest mean score (%40.79), while item 3: "Speak

in public to a group of strangers” had the lowest mean score (%33.21). Among the items of willingness to communicate with friends, item 24: “Talk in a small group of friends” had the highest mean score (%51.18), while item 17: “Speak in public to a group of friends” had the lowest mean score (%42.05).

Table 7 shows the perceptions of the students’ WTC in English in terms of context types of WTC.

Table 7

*Subscores of WTC in English according to Context Types*

<u>Group Discussion</u>					
Item 10	353	0.0	100	40.79	28.11
Item 18	353	0.0	100	48.43	28.85
Item 19	353	0.0	100	49.84	30.89
Item 24	353	0.0	100	51.18	29.69
<u>Speak in Public</u>					
Item 3	353	0.0	100	33.21	27.60
Item 17	353	0.0	100	42.05	28.85
Item 25	353	0.0	100	43.89	29.94
<u>Interpersonal</u>					
Item 4	353	0.0	100	41.37	27.62
Item 11	353	0.0	100	44.92	29.77
Item 17	353	0.0	100	42.05	28.85
<u>In the classroom</u>					
Item 6	353	0.0	100	63.03	27.78
Item 9	353	0.0	100	55.39	30.05
Item 15	353	0.0	100	51.63	31.47

As it is understood from the table, among the context types; they are most willing to communicate in the classroom (%56.68), while they are least willing to communicate in public (%39.71). The items of each context type were also analyzed. Among the items of willingness to communicate in group discussion, item 24: “Talk in a small group (about five people) of friends in English” had the highest score, whereas item 10: “Talk in a small group (about five people) of strangers in English” had the lowest score. Among the items of speak in public, item 25: “Speak in public to a group (about 30 people) of acquaintances

in English” had the highest WTC score; while item 3: “Speak in public to a group (about 30 people) of strangers in English” had the lowest score. Item 11: “Talk with a friend while standing in line in English” had the highest WTC score among the items of willingness in interpersonal communication; while item 4: “Talk with an acquaintance while standing in line in English” had the lowest score. Regarding the WTC in the classroom, item 6 “Volunteer an answer when the teacher asks a question in class”, had the highest score (63.03), whereas item 15 “Present own opinions in class” had lowest mean score (51.63). Moreover, among the all items of the WTC questionnaire, item 6 “Volunteer an answer when the teacher asks a question in class” had the highest WTC mean score overall.

To conclude, the results of the WTC questionnaire demonstrated that students are more willing to communicate with their teachers or friends. They are also willing to speak English when they are in a small group. As the number of interlocutors becomes smaller, students are more willing to speak English; they are less willing to communicate in public or in a large group. Furthermore, if the students have a close relationship with the interlocutor, they are more willing to communicate; they are less willing to communicate in English with strangers or acquaintances. The reason is that they probably feel more comfortable when there are less people involved in a conversation and when they know the interlocutor. Surprisingly, students are highly willing to communicate in English in the classroom. It seems that they want to speak English in the classroom. This is probably due to the fact that they find more opportunity to practice speaking English in the classroom; there is no other environment where they can speak English in Turkey. In addition, most of the students like answering the teacher’s question. Maybe, the reason is that it is a simple activity for the students and they are used to answering the teacher’s question in the classroom. It is the only activity that is always done during the lesson. Nevertheless, they are less willing to present their opinions in the classroom. This is usual because students usually have difficulty in expressing their own opinions even in Turkish.

#### **4.1.2. Results of the Observation**

Students’ L2 WTC was analyzed according to the observations in order to calculate the percentage of WTC acts used in the classroom. Students’ L2 WTC scores of two-week observation in classroom 1 are shown in below:

Table 8

*The Students' English WTC Acts during Two Weeks in Classroom 1 according to Observation Scheme*

ACTS Teacher-student(s) Student(s)-teacher	S1	S2	S3	S4	S5	S6	F	%
	Volunteer an answer	22	10	4	15	7	-	58
Volunteer a comment	15	4	-	10	1	-	30	21
Give [answer to T-solicit] - Private response	-	-	-	-	-	-	-	-
Ask [the teacher a] question	1	-	-	3	-	-	4	3
Ask [the teacher for] clarification	1	1	2	1	-	-	5	4
Guess [the] meaning [of an unknown word	3	-	1	9	-	-	13	9
Student-student/ Student-class								
Talk to neighbor	1	1	-	3	-	-	5	4
Present [own] opinion [in class]	4	-	-	2	-	-	6	4
Volunteer [to] participate [in class activities]	7	4	1	5	2	-	19	14
Total	54	20	8	48	10	0	140	100
Percentage	%39	%14	%6	%34	%7	%0		

As it is indicated in the table, the most used WTC act (%40) is to “volunteer an answer”. The second mostly used (%21) WTC act by the students is to “volunteer a comment”. It is followed by to “volunteer to participate in class activities”. The least used WTC act (%3) is to “ask the teacher a question”, to “ask the teacher for clarification” (%4), to “talk to neighbor” (%4), and to “present own opinions in class (%4).” To “give answer to teacher-private response” was never used. It was observed that only two most willing students presented their own opinions in class and asked the teacher a question. Other students used L1 to ask the teacher a question or to talk to neighbor. In addition, it seemed that the most willing students knew more vocabulary than the other students because they guessed the meaning of unknown words a lot.

L2 WTC scores of the students in the other classroom according to two-week observation are shown in table below:

Table 9

*The Students' English WTC Acts during Two Weeks in Classroom 2 according to Observation Scheme*

ACTS									
Teacher-student(s)	S1	S2	S3	S4	S5	S6	F	%	
Student(s)-teacher									
Volunteer an answer	15	15	6	11	6	4	57	46	
Volunteer a comment	6	8	2	4	1	-	21	17	
Give [answer to T-solicit] - Private response	1	-	-	1	-	-	2	2	
Ask [the teacher a] question	2	4	1	1	-	-	8	7	
Ask [the teacher for] clarification	1	1	-	1	-	-	3	2	
Guess [the] meaning [of an unknown word]	4	1	1	3	-	-	9	7	
Student-student/ Student-class									
Talk to neighbor	1	1	-	-	-	-	2	2	
Present [own] opinion [in class]	2	2	-	-	-	-	4	3	
Volunteer [to] participate [in class activities]	5	4	2	4	2	-	17	14	
Total	37	36	12	25	9	4	123	100	
Percentage	%30	%29	%10	%20	%7	%3			

As it is understood from the observation scheme above, the most used WTC act (%46) is to “volunteer an answer” in this classroom, as well. The second mostly used (%17) WTC act by the students is to “volunteer a comment”. It is followed by (%14) “volunteer to participate in class activities”. The least used WTC acts (%2) are to “ask the teacher for clarification”, to “give an answer to teacher-private response”, and to “talk to neighbor”. It was observed that only two most willing students presented their own opinions in class, as well. Other students used L1 to ask the teacher a question or to talk to neighbor.

It is obvious that the results of the observation are similar to the results of the WTC questionnaire according to which, students were the most willing to “volunteer an answer when the teacher asks a question in class”, whereas they are less willing to “present your own opinions in class”. Therefore, it is understood that students prefer to answer their teacher’s questions as a way of communication in the classroom. On the other hand, they

avoid presenting their own opinions in class. It is likely true that they are shy to talk and present their own opinions in front of their classmates. One distinction between the questionnaire and observation is that half of the participants (%51.63) were willing to ask a question in English in class according to the WTC questionnaire; however, the students did not ask a question in the class in English during the observations. Hence, the students probably want to communicate and ask a question in class in English, but they may not feel confident about their English; they may be afraid of making a mistake.

#### 4.1.3. Results of the Student Interviews

Six questions were asked about students' English WTC during the interview with the students. The first question, as an introduction to the interview was about the importance of being able to speak English for the students. The aim is to find out whether the students feel the need to speak English and what the main motive is for them to speak English.

Table 10

*Categories of the Students' Responses to the Importance of Speaking English*

Why is speaking English important for you?	Number of Students
For occupation	12 students
Because English is an international language and important for communication	8 students
In order to travel	4 students
Throughout their lives	3 students
For self-improvement	2 students

As shown in table, all the twelve students think that speaking English is important for their departments and future occupations. Even, two students think that it is only important for their job, nothing else. For example, Onur says:

“The only reason that I would like to learn English at the moment is for my occupation. I do not need to learn it much; because in my social environment, my family, my friends are not able to speak English, they always speak Turkish. However, speaking English is very important for me to do my dream job; you need to express yourself well in English in this job.”

Eight students want to learn to speak English because it is lingua franca and necessary to communicate. For example, Berk said:

“English is a language that everyone in the world uses. When you go anywhere even in Turkey, you can meet any foreign person and if you know English, you can understand each other well. In my own abroad experience, English was also really important there; I travelled to a lot of country, we communicated with each other in English, and it was the common language that everyone spoke”.

Three students think that speaking English is necessary in order to travel to different countries. For example; Mert indicated that he wants to speak English to travel and meet new people, learn new cultures. Asuman expressed that she likes going abroad and travels, so she thinks speaking English is necessary.

Three students think English is necessary to do most things in life; to pass the exams in school, to surf on the internet and to search on websites, to play computer games.

Two students think that speaking English is important for their self-improvement.

According to the results of the motivation questionnaire, the majority of the students agree with the item 18: “Studying English is important to me because my life will change if I acquire good command of English”. According to the interview, some students also think that learning English is very important throughout their lives. All students think that speaking English is important to find a job and to do their jobs well. In addition, most of the students agree with the item 1: “Learning English is important to me because I would like to travel internationally.” In the interview, four students also expressed that speaking English is important for them to travel internationally and eight students (%67) think that speaking English is very important to communicate internationally. Therefore, it means that students’ motivation to speak and to learn English is similar; they would like to speak English because of promotion instrumentality and because they have positive attitudes to L2 community.

The second question was asked about the environment in which students felt comfortable to speak English. This was a key question to find out the conditions in which students were able to speak English comfortably. Because it is assumed that initiating conversation easily or feeling comfortable to communicate in English is an indication of willingness to communicate.

Table 11

*The Environment in which the Students Feel Comfortable to Speak English*

At school, in the classroom	5
In a foreign country or with foreign people	3
Everywhere	2
Nowhere	2

Five students said that they speak English comfortably in the classroom. Because they think that there is no other environment where they can speak English except for the classroom or a course; Turkish is spoken everywhere. For example; Cansu stated: “I speak English comfortably in the classroom because we do not have any chance to speak English outside the class.”

Ayşem said: “I have a chance to speak English in classroom at school or at the language course; so, I speak English comfortably there, in an English-speaking environment.”

Three students said that they speak comfortably with foreign people or friends. For example Asuman said: “I have some friends from different countries in the some social media platforms which I use and I am relaxed to speak English when I talk with them.”

Another student, Mert, said that if he had been abroad, he would have spoken comfortably everywhere: “In a foreign country, I can speak more comfortably; for example, when I am in a café or a pub or if there is a foreign person in Turkey, I can also speak English comfortably with that person.”

Two people said that in every environment they can speak English comfortably; for example Berk said: “I speak English comfortably with my foreign friends, but, I can also speak English comfortably with my Turkish friends if they do not change the conversation into Turkish.”

Two people said that they are not able to speak English in any environment. For example; Ata stated:

“I am not able to speak English in any circumstances. I am afraid that I will say something wrong, because I am not sure about my English knowledge. I have my words stick in my throat. That is to say, I am afraid that I will make a mistake and will be misunderstood; so, people will make fun of the things that I will say.”

Mahmut expressed: “I still do not feel confident about speaking English. Because we do not speak English in my circle of friends. In the past, I had foreign friends that I talked on the internet. In those days I was confident. If I have practice for a while, I feel relaxed. But I do not have practice currently, so I cannot speak English comfortably in any environment.”

The students’ responses show parallelism with the results of the WTC questionnaire. Among the context types, students were most willing to communicate in the classroom (%56.68). In the interview, 5 students among 12 students (%42) also feel comfortable to communicate in the classroom because they think that they have a more chance to speak English in the classroom.

The students were also asked with whom they feel comfortable to communicate in English.

Table 12

*Interlocutors with whom the Students Feel Comfortable to Communicate in English*

Teachers	7 students
Close friends	6 students
Acquaintances	4 students
Strangers	2 students

Four people said that they feel comfortable to speak English with acquaintances. For example; Ali said:

“I feel more comfortable to speak with the people I have known before, because they know me and I know them. But, I am not relaxed and I feel nervous about speaking English if I do not know the people in the environment.”

Six people stated that they feel comfortable to speak English with their close friends. For example, according to Beyazit:

“I speak English comfortably with my close friends; because I feel better in informal situations. When I meet a new person, the conversation becomes formal; for example, we cannot speak with the imperative.”

Jale expressed that she feels more relaxed to speak English with their close friends and families because they know her very well and she knows them, so she feels comfortable to speak with them. Cansu said that her close friend is able to understand whatever she says and it will not be a problem if she cannot speak English.

Seven people said that they feel comfortable when they speak English with their teachers. They all think that their teachers do not laugh or make fun of them when they make a mistake, and correct their mistakes. For example; Berk said:

“I feel comfortable when I speak English with my teacher in the classroom. Because, my teacher does not laugh at me when I say something incorrect in English, and leads me to use English in correct way.”

Onur: “I feel more relaxed to speak English with my teachers because they correct my mistakes and I enjoy learning new things.”

Two students feel comfortable to speak English with a stranger. One of them said that he does not feel comfortable when he speaks English with an acquaintance or a friend, even he feels anxious to speak English with them for fear of being misunderstood or mocked.

Six people stated that they never feel comfortable when they speak English with a foreigner or a tourist. For example; Jale expressed:

“Yesterday, while I was waiting for a school bus, a foreign boy came and asked a question, but I remained silent; I couldn't answer. I realized that I can understand what is said, but, I cannot make a sentence.”

Mahmut told: “While I was walking with my sister, a tourist came and asked where the post office was. I tried to understand the question at first. Then, my sister described the directions until I understood. I couldn't do anything”

The students' responses were compatible with the results of WTC questionnaire. More than half of the students (%58) stated in the interview that they feel more comfortable when they speak English with their teacher, and half of them stated that they can speak English comfortably with their close friends. Four students (%33) expressed that they feel comfortable to speak English with acquaintances and only two students (%17) feel comfortable to speak English with strangers. In the WTC questionnaire, students were most willing to communicate with their teacher (%54.52) and subsequently with their friends (%46.47), too. They were a little willing to communicate with acquaintances

(%43.41) and least willing to communicate with strangers (%36.45). It seems that the questionnaire is reliable. The students' responses in the interviews and their WTC scores are related.

In conclusion, students feel comfortable and want to communicate using English with their teacher and their friends whereas they feel uncomfortable and have difficulty in speaking English with strangers as is the case with speaking Turkish. Because when they speak English with strangers or foreigners, they are not sure about their English knowledge and they are afraid of being misunderstood or ridiculed, so they feel anxiety. Even in their native language, people also speak more comfortably with their immediate environment; with their friends or families, but they may be shy to speak with strangers.

Another question in the interview was about the types of classroom activities in which students feel comfortable to speak English.

Table 13

*Types of Classroom Activities in which the Students Feel Comfortable to Speak English*

Type of Activity	Number of students
Whole class activities	6
Pair-work	5
Group-work	1

Half of the learners say that they speak English more comfortably when the teacher asks a question to the whole class. For example, Beyazıt expressed that he wants to speak English more in the classroom, and by means of the whole classroom activities, the opportunity to speak English increases:

“I feel more relaxed about speaking English when the teacher asks a question to whole class. Because, on an individual basis, I think that I can express my thoughts more comfortably. When there are more people included, the chances to express my opinions decrease.”

Onur said that it is more useful to learn English when he speaks English with his teacher in whole class activities; otherwise, he and his classmates change the conversation into Turkish in pair-work or group-work activities:

“When the teacher poses a question to whole class, we make comments, discussions, and I feel more relaxed, because we speak English much more. If you speak with your friend, after a while, you speak Turkish. Then, we do not get benefit.”

Asuman stated that when she speaks English on her own in the classroom, she feels more comfortable because her partner’s English may be better or worse than her in pair-work or group work activities, and so this affects her negatively.

According to Mahmut, in whole-class activities, students can do whatever they want; they can speak more or they can avoid speaking:

“When the teacher asks a question to whole class, you can speak as much as possible if you want or if you do not want to speak, you can skip out. But if you have a partner, you cannot skip.”

Five learners stated that they speak comfortably when they engage in a pair-work activity. For example; Jale said she likes pair-work activities, rather than group work, because she feels comfortable to speak with less people: “I prefer to speak English in pair-work activities. Because, if more people are included, one person can interrupt or laugh when I speak, so I become distracted.”

Another student, Cansu, said:

“In pair-work activities, as two people know and understand each other, it will not be a problem when you cannot speak English or when you pronounce the words incorrectly. But, in group work, some people may disrupt and, you lose your confidence.”

Just one student, Berk said that he feels more comfortable to speak English in a group-work activity:

“I prefer to speak English in a group. I always like expressing myself in public. Telling something in front of people is enjoyable for me. I feel more comfortable and I enjoy speaking when there is more people.”

The students’ responses to this question are also compatible with the results of the WTC questionnaire and observations. In the WTC questionnaire, they were most willing to volunteer an answer when the teacher asks a question in class (%63.03). In addition; according to weekly observations, students had the most WTC score when they volunteered an answer to the teacher. Hence, it is clear that students prefer whole-class activities; especially, they want to speak English when the teacher asks a question to whole

class. They also like speaking English with their partners in pair-work activities. As in the results of WTC questionnaire, students feel more comfortable as the number of interlocutors decreases. They are most willing to communicate in English one-to-one with the teacher, and followed by pair-work; they are also willing to speak English with their partners. As the WTC questionnaire indicates, students are more willing to communicate in a small group and least willing to communicate in a large group.

Another question in the interview was on students' concerns about speaking English. The purpose of asking this question is to find out the difficulties that students have encountered in speaking English. If the source of the problems is found, the reason why some students are willing or unwilling to communicate can be understood; and thus, effective solutions can be suggested to educators and students.

Table 14

*Students' Responses to the Concerns about Speaking English*

Concerns about speaking English	Number of students
Fear of being misunderstood and mocked	6
Incorrect pronunciation	5
Unsatisfying education	4
Lack of vocabulary	4
Grammar mistakes	3
Lack of practice	3
Feel incompetent	2
Context/ Setting	2
Being nervous	2
Not understanding the question	1

Half of the learners (six people) said that while they were speaking English, they worried about making a mistake even if they knew the answer of the question. They said they were shy to speak English thinking that they would be misunderstood, or mocked. For example, Onur said: "When someone asks me a question in English, I feel anxiety so much. I am worried about making a mistake or being misunderstood; I am afraid that I will be ridiculed."

Five students worry about pronouncing the words incorrectly while they are speaking. They say that they even avoid communicating in English due to the fear of being ridiculed

when they mispronounce the words. For example; İrem stated: “I feel tension because of thinking whether I mispronounce the words while I am speaking.”

Ali said: “I have difficulty in saying the words. If I know the word, I understand it; but I experience difficulty in pronouncing it. I sometimes know the meaning of the word, but I find hard to write it or pronounce it.”

Cansu stated: “I cannot speak English because I am thinking that I will be ridiculed if I mispronounce the words. The people I speak to may think about me that even if she does not know English, she is still trying to speak.”

Four students think that they do not know sufficient English vocabulary; therefore, they have difficulty in speaking English.

Ali: “When a foreign person or the teacher asks me a question, I am concerned about if the word to say comes to my mind, or if I forget the word.”

Cansu: “I know the English verb tenses by heart but as my vocabulary is not sufficient, I cannot make a sentence. Even if I know the verb tenses or grammar, I cannot make a sentence and speak as I do not know the word.”

Mert: “For example; while I am speaking English, some Turkish words come to my mind and I wish I knew the English equivalent of the word. Because I do not know the word, I cannot ask any question to any foreign person I am speaking to.”

Three students think that while they are speaking, they make grammar mistakes. For example; İrem said that she felt nervous while speaking English because of thinking if she made a grammar mistake. She says: “I am always thinking about grammar while speaking; for example, I am thinking whether I should speak with present continuous tense or future tense.”

Beyazıt said that he made inversion in sentence structures; but, he thinks that this does not cause a problem as long as the interlocutor understands.

Jale says: “I sometimes cannot form a sentence, so this causes incoherence and this is a big problem. I think lack of vocabulary is not a problem, because you can find a word with a similar meaning.”

Three students said that they are not able to speak English due to insufficient practice. For example, Mahmut said: “I feel anxious while speaking English. As I cannot talk face to

face with foreign people much in Turkey, I have lack of self-confidence and this causes nervousness, so I cannot speak.”

Jale: “I can comprehend when someone speaks English but I am not able to form a sentence and say it because of lack of practice, unfortunately.”

Two students, Cansu and Beyazıt said that they felt incompetent to speak English. For example, according to Cansu, she does not have enough capacity to speak English with foreign people because she feels incompetent. She says: “I feel incompetent because I do not study enough, and I think the education that I receive is not satisfactory.”

Beyazıt says: “If I attend an interview, I think I will feel incompetent and nervous when they ask me questions.”

Two individuals think that when a tourist asks a question, they feel anxiety as they are caught unprepared. Ali said: “When a tourist asks me a question suddenly, I get confused about vocabulary. So, I get nervous”.

Mahmut said: “When a foreigner asks me a question suddenly, I get nervous until I understand the question. The problem that people cannot speak English is generally to get nervous, anyway. They cannot speak English in public or with foreign people. We learn so many words or grammar structures. I memorized a lot of words. But, they do not come to my mind at that moment. In fact, I have knowledge of them, but they come to my mind later; then it becomes late.”

Two students said that the setting affects the feeling of being comfortable to speak English. For example; Berk says:

“I am very confident normally, but, I sometimes feel nervous depending on the context. For example, when I am together with my friends, I am not thinking much before speaking, but in situations like this interview, in a formal context, you are thinking a lot before speaking just like speaking Turkish.”

Just one student, Onur, pointed out that if he does not understand the question that is asked, he neither can generate an idea nor make a sentence. If he understands the question, he gets relaxed and answers.

Four students think that the English education they receive is not sufficient to be able to speak English and half of the students (six people) think that the school must place emphasis on speaking.

For example:

Ata: “I think if possible, the English education system must change. The focus of English lessons must be on speaking skill. Even if you know grammar, you cannot speak. You should learn grammar, but grammar is not everything because I cannot use grammar in my daily life. You learn grammar, but you forget two days later. So, it is highly important to make dialogues and do speaking.”

Beyazıt: “The more we practice and speak English in the lesson, the better we learn. We take books in our hands, and try to learn English. Okay, we learn vocabulary, but we must do more practice to speak English. We have 12 hours of grammar lesson, instead of this; we must have 12 hours of speaking lesson.”

Mahmut: “I was really successful in English lessons at high school. My teachers supported me. I loved English more. I had more practice in speaking. I was talking with foreign people a lot. But then I gave up and forgot speaking English. We have no chance to speak English at university, so I am discouraged and not willing to speak. I was willing at high school, because I practiced speaking.”

According to students’ responses, it seems that the most common concern about speaking English is to be mocked or to be misunderstood. Most of them are afraid of making mistakes while speaking. Hence, encouraging students and motivating them is very important to get them to speak English. They also worry about their pronunciation. It is understood that teaching pronunciation plays an important role to get students to speak English. Furthermore, students differ about the importance of vocabulary and grammar knowledge in speaking. Some of them are not able to speak English owing to insufficient vocabulary, whereas some of them think that they are afraid of making grammar mistakes while speaking. Thus, teaching grammar and vocabulary is also important for EFL classrooms.

Students’ opinions were also asked about their oral participation in English lessons. It was asked in order to get their perceptions on their actual WTC behavior in the classroom.

Six students said that they sometimes participated in English lessons. Their participation fluctuates depending on some situations. For instance; two students emphasized that their oral participation in classroom depended on comprehending the subject of the lesson.

According to Cansu:

“If I comprehend the subject well, my participation in English lesson also increases; the better I comprehend, the more I participate. But when I do not understand the subject, I do not participate in the lesson much. When the teacher asks me a question, if I understand the subject, I can answer it. But if I do not understand the subject, I have difficulty in answering it; I answer hesitantly. My hesitation arises from not understanding the subject.”

Mahmut said that even if he did not want, he tried to participate in English lessons to get high mark. He also expressed that if his answers were correct; he became more willing to participate:

“I am not willing to participate in English lessons; but when nobody answers the teacher’s question, I try to answer to get high mark from the teacher. If my answers are correct a few times, I become confident and I attend more.”

İrem stated that she could not participate in English lessons if there was an exam in those times because of feeling nervous. She said: “I normally attend the lessons, but before exams, I get nervous. Even if I know something, I cannot speak due to fear of exam marks.”

According to Mert, as speaking is not frequently done in English lessons, he sometimes participates in the lesson:

“I sometimes attend the lessons. We generally learn grammar in the classroom, so oral communication in English is insufficient. Speaking English outside is different from the lessons in the classroom.”

Two students said that they generally participated in English lessons.

Three students stated that their participation had increased since the previous year. For example; Sena said:

“I am participating in English lessons now more than last year. As I have learnt more and more knowledge, my self-confidence increased, and I become more sociable, I speak English more.”

Only one student said that his participation had decreased since the previous year because of the teacher. He said:

“This term, our English teacher usually speaks, we listen and take notes. She should try more to get the students involved in speaking English. Last year, I felt comfortable with my English teacher. When everybody raised their hand, she chose and called the students;

so, she tried to get the students involved. She did not always call the same student. Also, when somebody answers a question, she just says “incorrect” and passes, but our teacher last year, did not pass; she corrected our mistakes.”

Therefore, as is understood from the students’ views, students’ participation in English lessons is not stable; it is a dynamic process and depends on some conditions such as comprehending the subject, type of activity in the class, the way of teaching, and acquiring knowledge. The most important issue appears to be to get the students to gain self-confidence. If they gain self-confidence and believe that they will succeed in English, they participate in English lessons more.

## 4.2. Results of the Research Question 2

The second research question of the study is: “To what extent are Turkish students at a tertiary program in ESP context motivated to learn English?” This section presents both the quantitative and qualitative results of this question.

### 4.2.1. EFL Motivation Questionnaire Results

This section includes findings and interpretations of the results of the survey participants' motivation to learn English.

The results which demonstrate the score ranges of scale in order to determine the participants’ level of EFL motivation are given in Table 15:

Table 15

*Score Ranges Showing Subjects’ Level of EFL Motivation*

Significance Level	
Option	Limit
Very Low	52-104
Low	105-157
Medium	158-210
High	211-263
Very High	264-312

Based on the criteria shown above, the statistical results concerning the level of motivation that the subjects think they have are demonstrated in Table 16:

Table 16

*The Results of the Participants' Perceived Level of Motivation according to Significance Levels*

Score	<i>F</i>	%	<i>Ss</i>	$\bar{X}$
52-104	5	1.9		
105-157	15	5.7		
158-210	57	21.6		
211-263	142	53.7	42.10	225.22
264-312	45	17.1		
Total	264	100		

As it is obvious from the table, the level of subjects' English motivation was "high" according to the five evaluation criteria ( $\bar{X} = 225.22$ ). Hence, according to the result obtained, it can be said that participants are highly motivated to learn English.

The students' motivation was also examined in terms of the motivational self-system variables in the motivation questionnaire. Dörnyei's L2 Motivational Self-System Questionnaire (2016) was divided into 9 categories by using both its original study (You, et al., 2016) and Taguchi et al.'s (2009) survey. Table 17 provides information about the percentages of participants' responses to the items related to "Ideal L2 Self" part of the motivation questionnaire:

Table 17

*The Frequency of Students' Responses to the Items of Ideal L2 Self Part of the Motivation Questionnaire*

Items	Strongly disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree		$\bar{x}$	S
	f	%	f	%	f	%	f	%	f	%	f	%		
Item 7	20	5.7	23	6.5	53	15.0	84	23.8	100	28.3	73	20.7	4.24	1.40
Item 13	16	4.5	25	7.1	66	18.7	81	22.9	89	25.2	76	21.5	4.21	1.39
Item 21	9	2.5	13	3.7	45	12.7	89	25.2	110	31.2	85	24.1	4.51	1.23
Item 26	19	5.4	19	5.4	51	14.4	89	25.2	96	27.2	79	22.4	4.30	1.38
Item 32	16	4.5	22	6.2	55	15.6	79	22.4	107	30.3	73	20.7	4.30	1.36

According to the results shown in the table, %20.7 of the participants strongly agreed, %28.3 agreed, %23.8 slightly agreed, %15.0 slightly disagreed, % 6.5 disagreed, %5.7 strongly disagreed with the item 7: "I can imagine myself speaking English in the future with foreign friends at parties." Hence, it is clearly seen that %49 of the participants (%28.3+ 20.7) agree with this item.

In responding to the item 13; "I can imagine myself in the future giving an English speech successfully to the public in the future", %21.5 of the participants strongly agreed, %25.2 agreed, %22.9 slightly agreed, %18.7 slightly disagreed, % 7.1 disagreed, %4.5 strongly disagreed. Thus, it is understood that %46. 7 agreed with this item.

In responding to the item 21; "I can imagine a situation where I am doing business with foreigners by speaking English", %24.1 of the participants strongly agreed, %31.2 agreed, %25.2 slightly agreed, %12.7 slightly disagreed, % 3.7 disagreed, %2.5 strongly disagreed. It means that most of the participants, % 55.3, agree with this item and imagine this situation.

In responding to the item 26; "I can imagine that in the future in a café with light music, a foreign friend and I will be chatting in English casually over a cup of coffee", %22.4 of the participants strongly agreed, %27.2 agreed, %25.2 slightly agreed, %14.4 slightly disagreed, % 5.4 disagreed, and % 5.4 strongly disagreed. It means that % 49.6 participants agree with this item.

Finally, in responding to the item 32; “I can imagine myself in the future having a discussion with foreign friends in English”, %20.7 of the participants strongly agreed, %30.3 agreed, %22.4 slightly agreed, %15.6 slightly disagreed, % 6.2 disagreed, % 4.5 strongly disagreed. It means that % 51 of the participants agree with this item.

When the students’ responses to the items of this part of the questionnaire are analyzed, it is highlighted that their Ideal L2 Selves are mostly related to speaking English at work. More than half of the participants (%55. 3) agreed with the item 21. Their dream seems to speak English fluently with foreigners at work. This result is also parallel with the students’ opinions in the interviews. All interviewees, 12 students (%100), stated that speaking English is really important for their future jobs. They said that they would like to speak English fluently in order to perform their occupations in the future. Furthermore, for the 6<sup>th</sup> question in the interview (see Appendix); when they were asked to imagine themselves with a good command of English, they all imagined themselves speaking English fluently with foreigners at work and described it in detail.

Followed by the item 21, most of the participants (%51) also imagine themselves having a discussion with foreign friends in English. Hence, it can be said that half of the students either perceive themselves to be competent to discuss something in English, or they wish to be able to make discussion in English.

Nearly half of the students (%49 and % 49. 6) agreed with the items 7 and 26; their ideal L2 selves are related to having a conversation with their foreign friends. They dreamed about being able to speak English fluently with foreign friends in the future. During the interview, apart from imagining themselves speaking English at work, 3 students also imagined having an English conversation with foreign friends.

On the other hand, fewer students (%46.7) imagined themselves in the future giving an English speech successfully to the public. Thus, it seems that there are not many students whose dream is to give an English speech to the public in the future. They might not want it, or they might not perceive themselves so competent.

The percentages of participants’ responses to “Ought-to self” part of the motivation questionnaire are shown in Table 18:

Table 18

*Frequencies of Ought-to Self-Part of the Motivation Questionnaire*

Item Number	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree		$\bar{x}$	S
	f	%	f	%	f	%	f	%	f	%	f	%		
Item 2	14	4.0	10	2.8	28	7.9	49	13.9	83	23.5	168	47.6	4.93	1.35
Item 3	21	5.9	35	9.9	60	17.0	63	17.8	73	20.7	98	27.8	4.21	1.54
Item 9	39	11.0	43	12.2	79	22.4	79	22.4	47	13.3	66	18.7	3.70	1.58
Item 11	34	9.6	50	14.2	62	17.6	86	24.4	70	19.8	51	14.4	3.73	1.52
Item 17	30	8.5	27	7.6	55	15.6	94	26.6	79	22.4	67	19.0	4.03	1.49
Item 25	40	11.3	41	11.6	52	14.7	83	23.5	80	22.7	57	16.1	3.83	1.57
Item 33	16	4.5	22	6.2	55	15.6	79	22.4	107	30.3	73	20.7	4.30	1.36

According to the results, %20.7 of the participants strongly agreed, %30.3 agreed, %22.4 slightly agreed, %15.6 slightly disagreed, % 6.2 disagreed, and % 4.5 strongly disagreed with the item 2: “My parents/family believe that I must study English to be an educated person.” Hence, it is understood that most of participants, %51(%20.7+%30.3), think that their family wants them to learn English because of its importance in education.

In responding to the item 3: “Studying English is important to me in order to gain the approval of the society”, %27.8 of the participants strongly agreed, %20.7 agreed, %17.8 slightly agreed, %17 slightly disagreed, % 9.9 disagreed, %5.9 strongly disagreed. Thus, it seems that nearly half of the participants (%48.5) want to learn English in order to gain the approval of the society.

Relating to the item 9; “Studying English is important to me because other people respect me more if I have a knowledge of English”, %18.7 of the participants strongly agreed, %13.3 agreed, %22.4 slightly agreed, %22.4 slightly disagreed, % 12.2 disagreed, and % 11 strongly disagreed. Thus, it is clear that not many students (%32) agree with this opinion. They may think that only knowing English is not sufficient to gain respect of people.

In responding to the item 11: “Studying English is important to me in order to gain the approval of my teachers” % 14.4 of the participants strongly agreed, %19.8 agreed, %24.4

slightly agreed, %17.6 slightly disagreed, % 14.2 disagreed, and % 9.6 strongly disagreed. Hence, it means that most students slightly agree with this statement. Their aim to learn English may not be gain the approval of their teachers.

In responding to the item 17: “I study English because close friends of mine think it is important” % 19 of the participants strongly agreed, %22.4 agreed, %26.6 slightly agreed, %15.6 slightly disagreed, % 7.6 disagreed, % 8.5 strongly disagreed. Therefore, most students slightly agree with this statement. Their friends may think that English is important, but, the students’ aim to learn English may not be for their friends.

Regarding the item 25: “I consider learning English important because the people I respect think that I should do it,” % 16 of the participants strongly agreed, %22.7 agreed, %23.5 slightly agreed, %14.7 slightly disagreed, % 11.6 disagreed, % 11.3 strongly disagreed with it. Thus, many students slightly agree with this item. This may be also due to the fact that the people the participants respect think that learning English is necessary and they may suggest the participants to learn it, but the students’ aim to learn English may not be for these people.

In responding to the item 33: “Studying English is important to me because an educated person is supposed to be able speak English” % 20.7 of the participants strongly agreed, %30.3 agreed, %22.4 slightly agreed, %15.6 slightly disagreed, % 6.2 disagreed, % 4.5 strongly disagreed.

To sum up, the students mostly agree with two items; item 2 and 33. Hence, it is understood that most students’ parents or families believe that English is important and learning English is necessary; they suggest that the students must study it. Some students may be affected by their families; they are likely to feel responsible to learn English because their families want them so. Furthermore, it seems that most students think speaking English is important to be an educated person. They attach great importance to speaking English and want to be able to speak English.

The percentages of participants’ responses to the “Attitudes towards Learning English” part of the motivation questionnaire are shown in table below:

Table 19

*Students' Responses to the Attitudes towards Learning English Part of the EFL Motivation Questionnaire*

Items	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree		$\bar{x}$	S
	f	%	f	%	f	%	f	%	f	%	f	%		
Item 5	26	7.4	32	9.1	69	19.5	103	29.2	80	22.7	42	11.9	3.86	1.38
Item 15	29	8.2	26	7.4	79	22.4	95	26.9	65	18.4	58	16.4	3.89	1.44
Item 20	15	4.2	19	5.4	50	14.2	83	23.5	100	28.3	85	24.1	4.38	1.35
Item 24	31	8.8	34	9.6	97	27.5	84	23.8	63	17.8	44	12.5	3.69	1.42
Item 30	24	6.8	25	7.1	60	17.0	78	22.1	82	23.2	82	23.2	4.18	1.48

According to the results shown above, %11.9 of the participants strongly agreed, %22.7 agreed, %29.2 slightly agreed, %19.5 slightly disagreed, % 9.1 disagreed, and % 7.4 strongly disagreed with the item 5: "I always look forward to English classes." Hence, it is clearly seen that most of participants slightly agreed with the item; also, only %34.6 of the participants agreed with this item.

In responding to the item 15: "I really like the actual process of learning English", %16.4 of the participants strongly agreed, %18.4 agreed, %26.9 slightly agreed, %22.4 slightly disagreed, % 7.4 disagreed, %8.2 strongly disagreed. Thus, it is understood that only %34.8 of the participants like the actual process of English; the majority of the participants slightly agreed with the item.

Relating to the item 20; "I find learning English interesting", %24.1 of the participants strongly agreed, %28.3 agreed, %23.5.2 slightly agreed, %14.2 slightly disagreed, % 5.4 disagreed, and % 4.2 strongly disagreed. Thus, it is obvious that most of the participants (%52.4) think that learning English is interesting.

In responding to the item 24: "I think time passes faster while studying English"; % 12.5 of the participants strongly agreed, %17.8 agreed, %23.8 slightly agreed, %27.5 slightly disagreed, % 9.6 disagreed, %8.8 strongly disagreed. Hence, it means that most students slightly disagreed with the statement; they do not think that time passes faster while studying English.

Regarding the item 30: “I really enjoy learning English”, % 23.2 of the participants strongly agreed, %23.2 agreed, %22.1 slightly agreed, %17.0 slightly disagreed, % 7.1 disagreed, %6.8 strongly disagreed. Therefore, nearly half of the students (%46.4) seem to enjoy learning English.

In sum, the majority of the students find learning English interesting and also they enjoy learning English. However, they neither agree, nor disagree to look forward to English classes and to like the actual process of learning English. They also do not think that time passes faster while studying English.

When the results of “Attitudes towards Learning English” part of the motivation questionnaire are compared with the results of “WTC in the classroom”, it can be noted that students are willing to communicate using English in the classroom; however, they are not looking forward to English classes. According to the interviews, they want to speak English in the classroom; maybe this is the reason that they do not like English lessons much. They are somewhat willing to communicate in English in general and they enjoy learning English.

The frequencies of students’ responses to the items of the variable of “Intended Effort” were given in Table 20

Table 20

*Frequencies of Intended Effort Part of the Motivation Questionnaire*

Items	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree		$\bar{x}$	S
	f	%	f	%	f	%	f	%	f	%	f	%		
Item 36	12	3.4	8	2.3	53	15.0	85	24.1	92	26.1	100	28.3	4.53	1.29
Item 40	35	9.9	40	11.3	90	25.5	82	23.2	61	17.3	44	12.5	3.64	1.48
Item 44	17	4.8	20	5.7	41	11.6	57	16.1	109	30.9	108	30.6	4.54	1.42
Item 48	13	3.7	16	4.5	51	14.4	88	24.9	100	28.3	84	23.8	4.41	1.31
Item 51	9	2.5	11	3.1	44	12.5	61	17.3	104	29.5	123	34.8	4.73	1.28

As shown in Table 20, regarding the item 36: “I am prepared to expend a lot of effort in learning English”, %28.3 of the participants strongly agreed, %26.1 agreed, %24.1 slightly agreed, %15 slightly disagreed, % 2.3 disagreed, % 3.4 strongly disagreed.

In responding to the item 40: “I would like to spend lots of time studying English”, % 12.5 of the participants strongly agreed, %17.3 agreed, %23.4 slightly agreed, %25.5 slightly disagreed, % 11.3 disagreed, % 9.9 strongly disagreed.

In responding to the item 44: “I would like to concentrate on studying English more than any other topic”, % 30.6 of the participants strongly agreed, %30.9 agreed, %16.1 slightly agreed, %11.6 slightly disagreed, % 5.7 disagreed, % 4.8 strongly disagreed.

In responding to the item 48: “Even if I failed in my English learning, I would still learn English very hard”, % 23.8 of the participants strongly agreed, %28.3 agreed, %24.9 slightly agreed, % 14.4 slightly disagreed, % 4.5 disagreed, % 3.7 strongly disagreed.

In responding to the item 51: “English would be still important to me in the future even if I failed in my English course”, % 34.8 of the participants strongly agreed, %29.5 agreed, %17.3 slightly agreed, %12.5 slightly disagreed, % 3.1 disagreed, % 2.5 strongly disagreed.

It can be concluded that most students intend to make an effort to learn English; most of them (%54.4) are prepared to expend a lot of effort in learning English. % 61 of the students would like to study English more than the other lessons; they may like learning English more than any other lesson, or they may find learning English more important than the other topics. Moreover; according to the results, the students know the significance of learning English so much that their motivation does not decrease even if they fail in learning English.

The frequencies of participants’ responses to the “Promotion Instrumentality” part of the motivation questionnaire are given in table below:

Table 21

*Frequencies of Promotion Instrumentality Part of the Motivation Questionnaire*

Items	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree		$\bar{x}$	S
	f	%	f	%	f	%	f	%	f	%	f	%		
Item 4	20	5.7	4	1.1	17	4.8	42	11.9	56	15.9	214	60.6	5.13	1.38
Item 16	14	4.0	10	2.8	43	12.2	67	19.0	105	29.7	114	32.3	4.64	1.33
Item 18	9	2.5	17	4.8	30	8.5	53	15.0	90	25.5	154	43.6	4.86	1.32

As clearly seen in the table, % 60.6 of the participants strongly agreed, %15.9 agreed, %11.9 slightly agreed, %4.8 slightly disagreed, % 1.1 disagreed, and % 5.7 strongly disagreed with the item 4: “Studying English can be important to me because I think I’ll need it for further studies”.

With regard to the item 16: “Studying English is important to me in order to achieve a personally important goal (e.g., to get a degree or scholarship)”, % 32.3 of the participants strongly agreed, %29.7 agreed, %19 slightly agreed, %12.2 slightly disagreed, % 2.8 disagreed, % 4 strongly disagreed.

In responding to the item 18: “Studying English is important to me because my life will change if I acquire good command of English”, % 43.6 of the participants strongly agreed, %25.5 agreed, %15 slightly agreed, %8.5 slightly disagreed, % 4.8 disagreed, % 2.5 strongly disagreed.

The results demonstrate that the students have high promotion instrumentality to learn English. Most of them, %76.5 of the participants, need to learn English for their studies in the future. In addition, they feel the need to study English for their personal goals, for example; to get a degree. Indeed, as in the interviews, students always state at school that their greatest concern is to pass the English exams and graduate from the school. They know the importance of studying English especially for exams and would like to study; however, some of them put this into action, some of them do not study. Apart from the exams at school, most of the students also (%69.1) think that learning English is important for every part of life. They believe that they need to study English because if they acquire good command of English, their lives will change. They may have different personal goals to learn English at a high level.

Table 22

*Frequencies of Prevention Instrumentality Part of the Motivation Questionnaire*

Items	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree		$\bar{x}$	S
	f	%	f	%	f	%	f	%	f	%	f	%		
Item 14	27	7.6	34	9.6	56	15.9	86	24.4	84	23.8	65	18.4	4.02	1.48
Item 23	9	2.5	13	3.7	56	15.9	66	18.7	99	28.0	109	30.9	4.59	1.30
Item 31	16	4.5	16	4.5	35	9.9	67	19.0	97	27.5	121	34.3	4.63	1.39

Table 22 includes the information about students' responses to the items of prevention instrumentality. With the item 14: "Studying English is important to me because I would feel ashamed if I got bad grades in English", % 18.4 of the participants strongly agreed, %23.8 agreed, %24.4 slightly agreed, %15.9 slightly disagreed, % 9.6 disagreed, % 7.6 strongly disagreed.

In responding to the item 23: "Studying English is necessary for me because I do not want to get a poor score mark or a fail mark in English proficiency tests (NMET, CET,MET, IELTS...)", % 30.9 of the participants strongly agreed, %28 agreed, %18.7 slightly agreed, %15.9 slightly disagreed, % 3.7 disagreed, % 2.5 strongly disagreed.

In responding to the item 31: "I have to learn English because I do not want to fail in the English course", % 34.3 of the participants strongly agreed, %27.5 agreed, %19 slightly agreed, %9.9 slightly disagreed, % 4.5 disagreed, % 4.5 strongly disagreed.

According to the results, the students have also prevention instrumentality to learn English. As mentioned before, learning English is really important for them to pass the exams and to be successful at school. In addition, they believe that English is also important for their future exams which they will take after graduating from the school to have a job.

The percentages of participants' responses to the items of "Cultural Interest" part of the motivation questionnaire are demonstrated in Table 23:

Table 23

*Frequencies of Cultural Interest Part of the Motivation Questionnaire*

Items	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree		$\bar{x}$	S
	f	%	f	%	f	%	f	%	f	%	f	%		
Item 6	20	5.7	29	8.2	61	17.3	68	19.3	83	23.5	92	26.1	4.24	1.49
Item 10	28	7.9	42	11.9	64	18.1	83	23.5	68	19.3	68	19.3	3.92	1.52
Item 29	18	5.1	22	6.2	76	21.5	106	30.0	74	21.0	55	15.6	4.02	1.33

As indicated in the table, regarding the item 6: "I think learning English is important in order to learn more about the culture and art of its speakers", % 26.1 of the participants

strongly agreed, %23.5 agreed, %19.3 slightly agreed, %17.3 slightly disagreed, % 8.2 disagreed, %5.7 strongly disagreed.

With the item 10, % 19.3 of the participants strongly agreed, %19.3 agreed, %23.5 slightly agreed, %18.1 slightly disagreed, % 11.9 disagreed, %7.9 strongly disagreed; “I like TV programmes made in English-speaking countries”.

In responding to the item 29: “I like English-language magazines, newspapers, and books” % 15.6 of the participants strongly agreed, %21 agreed, %30 slightly agreed, %21.5 slightly disagreed, % 6.2 disagreed, and % 5.1 strongly disagreed.

To conclude, half of the students (% 49.6) are aware of the importance of English to learn more about the culture and art of its speakers. However, most of them do not like English TV programmes, English-language magazines, newspapers and books much. They seem to be slightly interested in cultures of English-speaking countries.

The frequencies of participants’ responses to the items of “Attitudes to L2 Community” part of the motivation questionnaire are demonstrated in Table 24:

Table 24

*Frequencies of Attitudes towards L2 Community Part of the Motivation Questionnaire*

Items	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree		$\bar{x}$	S
	f	%	F	%	f	%	f	%	f	%	f	%		
Item 1	23	6.5	12	3.4	17	4.8	34	9.6	71	20.1	195	55.2	4.99	1.48
Item 12	17	4.8	16	4.5	46	13.0	64	18.1	100	28.3	109	30.9	4.53	1.40

As seen in Table 24, with regard to the item 1: “Learning English is important to me because I would like to travel internationally”, %55.2 strongly agreed, %20.1 agreed, %9.6 slightly agreed, %4.8 slightly disagreed, %3.4 disagreed, and %6.5 strongly disagreed.

In responding to the item 12: “I like to travel to English speaking countries”, % 30.9 of the participants strongly agreed, %28.3 agreed, %18.1 slightly agreed, %13 slightly disagreed, % 4.5 disagreed, % 4.8 strongly disagreed”.

According to the results, the students have positive attitudes to L2 community in general. Most of them want to learn English in order to travel to different countries.

The percentages of participants' responses to the items of the variable of "Vividness of Imagery" in the motivation questionnaire are demonstrated in Table 25:

Table 25

*Frequencies of Vividness of Imagery Part of the Motivation Questionnaire*

Items	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree		$\bar{x}$	S
	F	%	f	%	f	%	f	%	f	%	f	%		
Item 37	13	3.7	19	5.4	41	11.6	105	29.7	89	25.2	85	24.1	4.40	1.31
Item 39	12	3.4	17	4.8	65	18.4	94	26.6	99	28.0	65	18.4	4.26	1.27
Item 41	12	3.4	28	7.9	47	13.3	106	30.0	90	25.5	69	19.5	4.25	1.31
Item 47	8	2.3	22	6.2	49	13.9	105	29.7	99	28.0	69	19.5	4.34	1.24
Item 52	13	3.7	26	7.4	48	13.6	94	26.6	84	23.8	87	24.6	4.33	1.37

As it is clear in the table, with the item 37: "When I'm imagining myself using English skillfully in the future, I can usually have both specific mental pictures and vivid sound of the situations", % 24.1 of the participants strongly agreed, %25.2 agreed, %29.7 slightly agreed, %11.6 slightly disagreed, % 5.4 disagreed, % 3.7 strongly disagreed.

In responding to the item 39: "I can usually have several vivid mental pictures and/or sounds of situations when I'm imagining myself using English skillfully in the future", %18.4 of the participants strongly agreed, %28 agreed, %26.6 slightly agreed, %18.4 slightly disagreed, % 4.8 disagreed, % 3.4 strongly disagreed.

In responding to the item 41: "If I wish I can imagine how I could successfully use English in the future so vividly that the images and/or sounds hold my attention as a good movie or story does", % 19.5 of the participants strongly agreed, %25.5 agreed, %30 slightly agreed, %13.3 slightly disagreed, % 7.9 disagreed, % 3.4 strongly disagreed.

With the item 47: "When imagining how I could use English fluently in the future, I usually have a vivid mental picture of the scene" % 19.5 of the participants strongly

agreed, %28 agreed, %29.7 slightly agreed, %13.9 slightly disagreed, % 6.2 disagreed, % 2.3 strongly disagreed.

In responding to the item 52: “My dreams of myself using English successfully in the future are sometimes so vivid I feel as though I actually experience situations”, % 24.6 of the participants strongly agreed, %23.8 agreed, %26.6 slightly agreed, %13.6 slightly disagreed, % 7.4 disagreed, % 3.7 strongly disagreed.

It is concluded that the majority of the students (%49.3) agree with the item 37 and think that when they are imagining themselves using English skillfully in the future, they can usually have both specific mental pictures and vivid sound of the situations. In addition, students slightly agree with each item of the vividness of imagery variable. Hence, this means that they can both see and hear their possible selves to learn English moderately; they slightly have mental imagery and dream about using English.

As mentioned in previous chapter, vividness of imagery is crucial for L2 motivational self-system because if learners have vivid and elaborate mental imagery, L2 motivational self-system exerts its influence on learners. Research indicates that the more elaborate the possible self in terms of imaginative or visual, the more motivational power it is expected to have (Dörnyei, 2009). Hence, the results of the motivation questionnaire demonstrate that learners can imagine about their Ideal Selves; this means that they are motivated to learn English. They have mental imagery; however, it needs to be a bit more elaborate and vivid because they slightly agree with the items regarding vividness of imagery. Moreover, this result confirmed the Markus and Nurius (1986) statement. They stated that possible selves include tangible images and senses; people can see and hear a possible self. Most students agree with the item 37, so, they have possible selves.

#### **4.2.2. Results of the Student Interviews**

The interview questions were prepared according to the items of Dörnyei’s motivation questionnaire, because the purpose of the interview is to validate the quantitative findings and find out the learners’ perceptions on their English learning motivation within the framework of Dörnyei’s (2005, 2009) L2 Motivational Self-System. Six questions were asked about students’ motivation during the interview.

Firstly, the students were asked to imagine a situation in the future that they would graduate from the school and have good command of English; in which situation and with

whom they would use English. It was asked to reveal the students' ideal selves. All of the 12 students imagined themselves using English at work. For example, Beyazıt described:

“This is my dream. I think I will work inside airplane or at airport as my job requirement. I have chosen willingly to study at this department. I imagine that I will communicate in English easily/confidently with my foreign colleagues or with executives and understand each other. In Turkish airline companies, not only Turkish people work; but also, foreign cabin crew and foreign pilots work. Communicating with them is of vital importance. I imagine that I will speak English fluently with them.”

Cansu: “As my department is ground handling services, I imagine myself as a department manager at an airport. Let's suppose that a foreign passenger in international terminal has a trouble; comes to me and asks my support. If I have a good command of English, I will help the passengers like this by speaking English fluently.”

Ali: “I imagine myself working abroad, representing my country and company in the best way. Also, in Turkey, we have an English technician maintenance book in our job and I imagine myself understanding the names of the aircraft parts in the book.”

Jale: “I dream that I am a cabin purser, I have a good command of English, and I speak fluently with all pilots. My English is so great that I am always charged with international flights. I also know other languages.”

Three students also imagined themselves having an English conversation with foreign people or friends. For example, Mahmut said:

“When I go abroad, I wish I would make friends and sit in a café, have a chat with people I have just met. When you talk with foreign people, your circle of friends will also widen.”

Ata: “I imagine that I started to work at Turkish Airlines with an excellent command of English. I am in flight to USA. I am having a conversation with foreign passengers. “What do you think it is famous for? What should I eat and drink?” I have a chat with waiters wherever I go abroad. I try to establish sincere dialogs with the people I have met.”

Mert: “For example; let's suppose that I am at work and foreign people are coming. I would like to meet with them. Also, for example; foreign colleagues will come and I am asked to welcome and talked to them. Then, I wish to use English to meet new people. Or, I wish I would speak English fluently with a foreign girlfriend abroad.”

This question of the interview can be associated with the items related to “Ideal L2 Self” part in the motivation questionnaire. The majority of the participants (%55.3) agreed with the item “I can imagine a situation where I am doing business with foreigners by speaking English” in the motivation questionnaire. During the interview, all 12 students imagined themselves speaking English fluently with foreigners at work, too. Furthermore, nearly half of the students’ (%49) ideal L2 selves were to be able to chat in English with their foreign friends in the future according to the results obtained from the motivation questionnaire. Some students in the interview also dreamed about being able to have an English conversation with foreigners in the future. Hence, it can be noted that the questionnaire is reliable.

Secondly, students were asked whether they kept learning or studying English after school. The aim was to find out students’ actual effort which indicates their motivated learning behavior.

Half of the students stated that they keep learning English after class. Two students said that they listened to English music and watched English movies; two students said to memorize words and study grammar; two students said to read English articles; one student said to study the business English book; 1 student said to learn English vocabulary from English games and websites.

Four students said that they study English just before exams. For example; Jale said: “To be honest, I study English from exam to exam. After school, I do homework. I like English, but I find difficult to study a lesson”.

Ali said: “I study English to get higher marks in the exam, but I do not learn it for self-improvement. I only aimed at studying for exams, because I do not come across English words in my daily life. I do not need it in my daily life. If I pass the exams, I think I’ll need English for my future job.”

One student said that he studies English occasionally and 1 student said he never continues to study English because he does not like studying a lesson:

“No, I do not continue to study English after school because I have never sat and studied any lesson so far in my life. But, for example; before taking a speaking exam, I met my friend, he tells me and explains the lesson, gives examples, and I discuss with him, so I remember easily. I understand better when I make a dialogue and discuss the lesson with somebody, or I forget.”

Therefore, it is understood that most students make an effort to learn English; some of them just study it to pass exams, but they still try. Some of them find difficult to study English, but they do not like studying any lesson, not just English. According to the motivation questionnaire, the majority of the participants (%54.4) were prepared to expend a lot of effort in learning English. In the interviews, the majority of the students stated to study English regardless of just for exams or not. Hence, the students' opinions in the interview are also similar to the results of motivation questionnaire.

Students were also asked whether they planned to continue to learn English after they graduated from the university. This question was asked to find out the learners' intended efforts which also show their motivated behavior.

All of the 12 learners said that they would keep learning English even if the school would finish and they would graduate from the school. Four students said they would go to an English course, three students said that they would practice English on their own; two students intended to go abroad; two students said to study English at home. Two students also expressed that they felt obliged to continue to learn English only for their jobs.

The students were asked if they would like to go to English-speaking countries for education, or to live there, or to work there. The aim of asking this question was to find out the students' attitudes towards L2 community.

All students want to go abroad. However, two students are afraid of going abroad because they believe that they do not have a good command of English. For example;

Cansu said: "In fact, I would like to go abroad, but whenever I learn English at a good level, and then I can go. If I knew English, I would go."

Jale: "I really would like to go abroad. But I am afraid to go because I do not know anyone and I do not have a good command of English. Going to a foreign country is very different."

Three students want to go abroad for a while, not a long time. For example;

Ayşem said: "I would like to go abroad only for education. After I learn the language, I would like to come back to my country. Because I want to make contribution to my country, I want people who know the language well in my country."

Ali expressed: "I do not want to go abroad for a long time, because I think I will not be able to get used to there. I want to go there temporarily for education."

According to Dörnyei's motivation questionnaire (Dörnyei & Ushioda, 2009), the item 1 and 12 are related to the variable of "attitudes to L2 community". Most students (%75.3) agreed with the item 1; they think that learning English is important to them because they would like to travel internationally. In addition, % 59.2 of the participants agreed with the item 12: "I like to travel to English-speaking countries", so most of them liked to travel to English-speaking countries. As a result of the questionnaire, it was understood that they had positive attitudes towards L2 community. According to the interviews, all students would like to travel to English-speaking countries; some of them have some concerns about going abroad, they still would like to travel. Thus, they have positive attitudes towards L2 community, as well.

Another question was asked if the students were interested in learning foreign cultures. This question was asked to find out the students' interest in cultures of English-speaking countries.

Eleven students said that they had an interest in other cultures; only 1 student said he was not interested in learning other cultures. One student expressed that she reads English books, listens to English songs; one student said that he follows some websites about cultures; one student stated that he watches documentaries about cultures of other countries; one student said that he liked learning cultures by travelling, and one student said that she watches foreign TV series, one student watches foreign movies. Cansu said:

"I am interested in daily lives, working conditions, social lives, and folk dances of English-speaking countries. I follow some social media accounts. But, as I do not know English at good level, I have difficulty in following. If I knew English, I would ask some questions, chat or write something on social media. As I do not have good command of English, this affects my interest in culture. But I am interested in learning cultures."

Students' responses to the motivation questionnaire also show that they are slightly interested in cultures of English speaking countries; they slightly agreed that they watched TV programmes made in English-speaking countries. They also slightly agreed that they liked English-language magazines and books. Hence, it seems that students have an interest in other cultures, but not much.

The last question of the interview was about the change in students' motivation to learn English or their attitudes towards learning English from past to present. Students were asked whether there had been a change or not, and if it was, in what way it had changed.

The purpose of asking this question was to learn the extent of students' motivation and the factors that affect their motivation.

Eight students said that their motivation had gradually increased.

Berk: "I have always liked learning English, but my interest has increased recently. Because I think that I will not be young in the future as much as today. I want to learn with young mind. So, my motivation has increased in a positive way."

Asuman said that teachers' support and positive attitudes towards her contributed to increase in her motivation. Thus, she emphasized the importance of teachers' role in increasing motivation:

"My motivation has increased thanks to my teachers; they have always encouraged me treated me positively. That is because of my efforts probably. So, they cause me to like English."

Beyazıt expressed the importance of gaining knowledge in increasing motivation: "I have always been willing to learn English; but I am more willing at university. My motivation has gradually increased because I think when people discover and learn a new thing, they broaden their horizon."

Ata stated: "I did not want to learn English in the past before coming to metropolis. Coming to metropolis affected me, broadened my horizon. I never needed to learn English in my hometown, I also do not need it in school, but I will need it after school, for work. Also, when you go holiday, you meet foreign people, they try to have a conversation, you want to talk, too but you remain silent and do not know what to say."

Ali: "I have had low level of English since I was in primary school. Now it is better, my motivation has increased. I think it will increase after graduating from the school because I will learn only for the job. I think my motivation will increase gradually and my English level will be higher. Now my motivation is affected by exam marks in the school, but after finishing the school, the more I understand, the more I am motivated. Because I will not depend on the school subject; I will try to learn the things I meet."

Two individuals said that their motivation had gradually decreased.

Cansu: "My motivation to learn English was more in primary school. I think the reason is that subjects were easy. I also did not have much problem in English at high school. However, after I got into the university, my English has gradually deteriorated. Because

the knowledge we had in the past is necessary for us now. I did not study hard in the past, so this decreases my motivation. My motivation has changed in the negative way. In the secondary school or high school, I did not do social activities much; so learning English attracted my attention, I was more willing to learn. But at university, my social life and the other lessons affected my motivation.”

Mahmut: “In fact, I hated learning English in the primary school. I did not want to learn. Then, at high school, my English level got higher. I was the most successful in the classroom. I had much practice. I was talking with foreign people by a camera. Later, I left and forgot. There is no environment like that at university. I am discouraged and unwilling to learn English now. I wanted to go abroad those days, and desired to speak English fluently. But now I realize the fact that I cannot go abroad, and I do not have good command of English. Also, the grammar subjects are very hard. This affects my speaking. As the grammar subjects are hard, I am afraid to make mistakes.”

Two individuals said that there had been no change in their motivation or attitudes to learn English. For example; İrem said that her motivation was always influenced by exam marks:

İrem: “There has been no change in my motivation or attitude to learning English from past to present. I am influenced by exam marks. I like foreign languages and I generally like learning new things. But I am affected by success or marks.”

As a result, it seems that most students’ (%67) EFL motivation has increased; most of them are more motivated to learn English at university compared to the past. According to their opinions, this is because they have better education at university and they are more conscious, they understand the necessity of English more; so, their willingness to learn English increased. In addition, teachers’ support and gaining more knowledge contributed to their motivation.

During the interview, questions about students’ attitudes towards learning English were not asked directly; however, they were deduced from the students’ responses to the questions mentioned above.

According to the results of the motivation questionnaire, nearly half of the students (%49.3) slightly agree or disagree with the item 15: “I really like the actual process of learning English.” Thus, they do not like much the actual process of learning English.

During the interview, five learners said that they like the English language and speaking English; however, they find it difficult to learn and they bother to study.

For example, Jale said: “I like English, but I bother to study. I study English only from exam to exam.” İrem said: “I like foreign languages and learning new things. However, my exam marks affect my attitudes towards English.”

Ali said:

“In fact, I like studying English. But I sometimes have difficulty in comprehending a subject. For example; while I’m studying a verb tense, I do not know the meaning of a word in a sentence, so I feel bad. I like learning English, but I do not push myself hard to learn it just because I like it.”

In addition, according to the results of the motivation questionnaire, most of the students (%46.4) agreed with the item 30: “I really enjoy learning English.” During the interview, 5 students stated that they enjoy learning or speaking English. For example, Asuman said:

“I like speaking English. I even want to learn other foreign languages. I feel happy when I am able to speak English. I enjoy listening to English songs or watching English movies, learning them makes me happy.”

Berk said: “I prefer to search something in English on the internet because I am interested in learning English. I enjoy learning, speaking English, writing and listening something in English.”

Just one student, Cansu said that she did not enjoy learning English because she found it difficult: “I wouldn’t learn English if I did not need it. I am not interested in learning it and I have difficulty in learning. My motivation decreases as the subjects get harder. I feel discouraged.”

It seems that most of the students have positive attitudes towards learning English.

### **4.3. Results of the Research Question 3**

In addition to the general L2 WTC and EFL motivation levels of the students, their WTC and motivation levels were also analyzed according to their genders, grades, departments, kinds of school they graduated from, and having been abroad.

Independent t-test results which were used to determine the WTC level of the subjects participating in the study by gender are given in table below:

Table 26

*Independent t-Test Results of the Participants' L2 WTC Levels according to Their Genders*

Gender	N	$\bar{x}$	S	Df	t	P
Female	208	125.72	65.45	352	2.18	.626
Male	145	144.80	60.61			

As it is understood from the table, participants' level of L2 WTC does not differ by gender at a significant level ( $t_{(352)} = 2.18, p > .05$ ). According to the data obtained, the level of participants' WTC was not significantly different by gender; however, it was determined that male participants' level of WTC ( $\bar{x} = 144.80$ ) was higher than female participants' level of WTC ( $\bar{x} = 125.72$ ). According to this result, it can be said that gender difference has no significant influence on the level of WTC.

Independent t-test results which were used to determine the level of WTC of the subjects participating in the study by classroom grade are given in Table 27.

Table 27

*Independent t-Test Results of the Participants' L2 WTC Levels according to Their Classroom Grades*

Grade	N	$\bar{x}$	S	Df	t	P
1 <sup>st</sup> Grade	180	105.26	64.29	350	1.58	.041
2 <sup>nd</sup> Grade	173	130.63	46.25			

As it is understood from the table, participants' level of L2 WTC differs by grade at a significant level ( $t_{(350)} = 1.58, p > .05$ ). According to the data, it was determined that the level of participants' WTC was significantly different by grade. The WTC level of the participants who studied in the first grade was determined as ( $\bar{x} = 105.26$ ), who studied in the second grade was determined as ( $\bar{x} = 130.63$ ). Hence, it means that students in the second grade are more willing to communicate in English than students in the first grade. According to this result, it can be said that differences in students' grades have significant influence on the level of WTC.

It can be inferred from this result that linguistic knowledge impacts students' WTC because students in the second grade learn more English subjects than the first-grade students. They have more knowledge than first grade students; so they probably feel more confident. It is possible that because of these reasons, students in the second grade are more willing to communicate in English than students in the first grade.

Results of the one-way analysis of variance (ANOVA), which were used to determine the level of WTC of the subjects participating in the study by department, are given in Table 28.

Table 28

*ANOVA Results of the Differences between Participants' L2 WTC Levels according to Their Departments*

The source of variance	Sum of squares	Df	Mean Squares	F	p	Significant Difference
Intergroup	59397.914	3	31326.638	6.156	.000	Cabin Services-Aircraft Technology
In-group	877588.546	349	3908.850			
Total	936886.460	352				

As is seen from the table, it was determined that participants' level of English WTC differs by their departments at a significant level [ $F_{(3-349)} = 6.156, p < .05$ ]. According to this data, the English WTC levels of the students were analyzed in terms of the departments that they studied at school and the English WTC level of participants who studied at Civil Aviation Cabin Services was determined as ( $\bar{x} = 49.77$ ), Aircraft Technology ( $\bar{x} = 38.83$ ), and Ground Services ( $\bar{x} = 44.16$ ). It was determined that there is a significant difference between the Cabin Service department and the Aircraft Technology department according to the results of the Scheffe test which was conducted to determine the differences between students' WTC levels according to their departments in which they studied. According to this result, English WTC level was found to be significantly higher in subjects studying Cabin Services than in subjects studying Aircraft Technology.

The department of Cabin Services at the tertiary program has more hours of English lessons than the other departments and students have also speaking lessons in this department. This probably has a big impact on their willingness to communicate in English.

Results of the ANOVA, which were used to determine the level of WTC of the subjects participating in the study in terms of the kind of high school they graduated from, are given in Table 29:

Table 29

*ANOVA Results of the Differences between Participants' WTC Levels according to Kind of High School They Graduated from*

The source of variance	Sum of squares	Df	Mean Squares	F	P	Significant Difference
Intergroup	67456	3	16483.264	5.483	.001	Anatolian High School-
In-group	879631.42	349	2970.507			Vocational High School,
Total	947087.42	352				Genera High School- Vocational School

As is seen from the table, it was determined that participants' level of English WTC varies depending on the kind of high school they graduated from at a significant level [ $F_{(3-349)}=5.483, p<.05$ ]. According to this data, when the English WTC level of the students was examined in terms of the kind of high school they graduated from, the English WTC level of the students who graduated from Anatolian High School was determined as ( $\bar{x}=39.742$ ), General High School ( $\bar{x}=36.574$ ), Vocational High School ( $\bar{x}=32.972$ ), Private High School ( $\bar{x}=26.467$ ), Commercial High School ( $\bar{x}=28.365$ ). The results of the Scheffe test, which was conducted to determine the differences between participants' WTC levels according to the kind of high school they graduated from, demonstrated that there is a significant difference between students who graduated from Anatolian High School and Vocational High School, between General High School and Vocational School. According to this result, it can be said that the students who graduated from Anatolian High School and General High School are much more willing to communicate in English than the students graduating from Vocational High School.

When the results are analyzed, it can be said that individuals' educational background significantly influences their WTC. In Turkey, Anatolian High Schools attach great

importance to English lessons; they have more hours of English classes and this probably influences students' speaking English.

Independent t-test results which were used to determine the WTC level of the subjects participating in the study in terms of abroad experience are given in Table 30:

Table 30

*Independent t-test Results of the Participants' L2 WTC Levels in terms of having been abroad*

Having been abroad	N	$\bar{x}$	S	Df	T	P
No	327	127.61	66.45	351	1.26	.709
Yes	26	138.59	56.18			

As it is understood from the table, it was determined that participants' levels of L2 WTC do not differ in terms of having been abroad at a significant level ( $t_{(352)} = 1.26, p > .05$ ). According to the data, the levels of participants' WTC are not significantly different in terms of abroad experience; however, the participants who have been abroad is determined as having higher WTC ( $\bar{x} = 138.59$ ) than the participants who have never been abroad ( $\bar{x} = 127.61$ ). According to this result, it can be said that abroad experience has no significant influence on students' WTC level because there are not many students who have abroad experience.

To sum up, three variables; students' grades, departments, and the kind of school they graduated from have significant influences on their English WTC. According to the results of the questionnaire, students who studied at second grade, whose department was Civil Aviation Cabin Services and who graduated from Anatolian High School or General High School were more willing to communicate in English. Thus, it would appear that individuals' educational background and linguistic knowledge have an impact on their willingness to speak English. Students' departments are related to the school they graduated from; students who study at the department of Civil Aviation Cabin Services come from Anatolian High School or General High School. However, students who study at the department of Aircraft Technology come from Vocational High School and they are less willing to communicate.

The students' motivation level was also analyzed according to their genders, grades, departments, kinds of high school they graduated from, and having been abroad.

Independent t-test results, which were used to determine the motivation level of the subjects participating in the study by gender, are given in table below:

Table 31

*Independent t-Test Results of the Participants' EFL Motivation Levels according to Their Genders*

Gender	N	$\bar{x}$	S	Df	T	p
Male	145	236.82	48.27	352	4.65	.005
Female	208	256.63	37.24			

As it is understood from the table, it was determined that participants' motivation differs by their genders at a significant level ( $t_{(352)} = 4.65, p > .05$ ). According to the data, the level of participants' motivation was significantly different by gender; female participants' average EFL motivation score was ( $\bar{x} = 256.63$ ), male participants' average EFL motivation score was ( $\bar{x} = 236.82$ ). Hence, female participants' EFL motivation was significantly different from male participants' motivation.

Independent t-test results, which were used to determine the EFL motivation level of the subjects participating in the study by grade, are given in Table-32.

Table 32

*Independent t-Test Results of the Participants' EFL Motivation Levels according to Their Classroom Grades*

Grade	N	$\bar{x}$	S	Df	t	p
1 <sup>st</sup> Grade	180	421.18	86.88	352	1.74	.851
2 <sup>nd</sup> Grade	173	437.05	83.24			

As is clear in the table, it was determined that participants' level of EFL motivation does not differ by grade at a significant level ( $t_{(352)} = .851, p > .05$ ). According to the data, it was obtained that participants' level of EFL motivation was not significant different by grade; the average motivation score of the participants who studied in the first grade was determined as ( $\bar{x} = 421.18$ ), who studied in the second grade was determined as ( $\bar{x}$

=437.05). Hence, it means that students in the second grade are more motivated to learn English than students in the first grade; but, not at a significant level. According to this result, it can be said that differences in students' grades have no significant influence on the level of their EFL motivation.

The ANOVA test results are shown in table below to determine the differences in the level of students' motivation according to their departments.

Table 33

*ANOVA Results of the Differences between Participants' EFL Motivation Levels according to Their Departments*

The source of variance	Sum of squares	Df	Mean Squares	F	p	Significant difference
Intergroup	55027.46	3	18342.48	10.05	.000	Cabin Services-Aircraft Technology
In group	636990.81	349	1825.18			
Total	692018.27	352				

When the table was analyzed, it was understood that the level of participants' EFL motivation differs significantly by their departments [ $F_{(3-352)}=10.05, p<.05$ ]. According to the data, the EFL motivation level of the students was analyzed in terms of the departments that they studied at school and the motivation level of participants who studied at Civil Aviation Cabin Services was determined as ( $\bar{x}=233.90$ ), Aircraft Technology as ( $\bar{x}=212.32$ ) and Ground Services as ( $\bar{x}=225.39$ ). There was a significant difference between the motivation level of the students who studied at the department of Civil Aviation Cabin Services and the Aircraft Technology, according to the results of the Scheffe test, which was conducted to determine the differences of students' EFL motivation levels according to their departments in which they studied. According to this result, EFL motivation level was found to be significantly higher in subjects studying Cabin Services than in subjects studying Aircraft Technology.

As mentioned before, there are more English lessons in the department of Cabin Services than the Aircraft Technology department at the school; this probably affects students' motivation. In addition, students in the department of Civil Aviation Cabin Services usually come from Anatolian High School, General High School or Private High School

and they have higher motivation because these schools emphasize the importance of English. However, students who study at the department of Aircraft Technology usually come from Vocational High School or Commercial High School and they are less motivated because these schools attach importance to other vocational courses rather than English.

Results of the one-way analysis of variance (ANOVA), which were used to determine the level of the subjects' motivation in terms of the kind of high school they graduated from, are given in Table 34:

Table 34

*ANOVA Results of the Differences between Participants' EFL Motivation Levels according to Kind of High School They Graduated from*

Source of the variance	Sum of squares	Df	Mean Squares	F	P	Significant Difference
Intergroup	36692.58	3	9172.75	4.565	.043	Private school-Vocational High School, Private school-Anatolian High School, Private High School-Commercial High School, Anatolian High School-Vocational School, Anatolian High School-Commercial High School
In-group	853050.52	349	3452.82			
Total	889743.10	352				

As is seen from the table, it was determined that participants' level of EFL motivation varies according to the kind of high school they graduated from at a significant level [ $F_{(3-352)} = 4.565, p < .05$ ]. When the level of the students' motivation was examined in terms of the kind of high school they graduated from, the EFL motivation level of the students who graduated from Anatolian High School was determined as ( $\bar{x} = 47.31$ ), General High School ( $\bar{x} = 46.13$ ), Vocational High School ( $\bar{x} = 43.08$ ), Private High School ( $\bar{x} = 48.65$ ) Commercial High School ( $\bar{x} = 44.72$ ). According to the results of the Scheffe test, which was conducted to determine the differences between participants' EFL motivation levels

according to kind of high school they graduated from, the motivation levels of English learners who graduated from Private High Schools were significantly higher compared to the ones who graduated from Anatolian High Schools, Vocational High Schools, and Commercial High Schools. In addition, students who graduated from Anatolian High Schools have significantly higher motivation than the ones who graduated from Vocational High Schools and Commercial High Schools.

In Turkey, Anatolian High Schools or Private High Schools attach great importance to English lessons; they have more hours of English classes than the other high schools and this probably influences students' motivation. These schools emphasize the importance of English and so, students graduating from these schools are aware of the need to learn English. However, students graduating from Vocational High School or Commercial High School are less motivated because these schools attach importance to other vocational courses rather than English.

Independent t-test results, which were used to determine the level of the subjects' EFL motivation in terms of abroad experience, are given in Table 35:

Table 35

*Independent t-Test Results of the Participants' EFL Motivation Levels according to Abroad Experience*

Having been abroad	N	$\bar{x}$	S	Df	T	P
No	327	112.32	58.27	351	1.795	.548
Yes	26	116.43	52.63			

As it is understood from the table, it was determined that participants' levels of EFL motivation do not differ in terms of having been abroad at a significant level ( $t_{(351)} = 1.795$ ,  $p > .05$ ). According to the data, participants' motivation levels are not significantly different in terms of having abroad experience; however, the motivation level of the participants who had been abroad was determined as ( $\bar{x} = 112.32$ ), the participants who had never been abroad was determined as ( $\bar{x} = 116.43$ ). According to this result, it can be said that having abroad experience has no significant influence on students' EFL motivation level.

To sum up, three variables; students' genders, departments, and the kind of school they graduated from have a significant influence on their EFL motivation. Students' genders

have no influence on their WTC; however, it has an influence on their motivation. Their grades have no influence on their motivation; however, it has an influence on their WTC. Students' departments and the kind of school they graduated from influence their motivation as well as their WTC. Individuals' educational background has an impact on their motivation as in their WTC.

#### 4.4. Results of the Research Question 4

The main research question of this study is: "What is the relationship between students' EFL motivation and L2 WTC?" This section demonstrates both quantitative and qualitative results of this research question. In the quantitative part of the study, two questionnaires were employed to collect data. In the qualitative part of the study, observations and semi-structured interviews were conducted to find the relationship between the two variables.

##### 4.4.1. Results of the Questionnaires

353 students participated in the research and filled out two questionnaires: Cao and Philp's (2006) WTC scale and You and Dörnyei's (2016) L2 Motivational Self-system scale. The results of the correlation between these two questionnaires are given in the Table 36 below.

Table 36

*The Result of the Relationship between Learners' Motivation and WTC according to the Questionnaires*

Pearson Correlation	Learners' Motivation	Learners' WTC
Learners' Motivation	1	.452
Learners' WTC	.452	1

When the table is analyzed, it is clearly seen that the relationship between the participants' WTC results and motivation results is significant, positive and at a medium level ( $r=.452$ ,  $p<.05$ ). To put it another way, learners' L2 WTC and motivation are correlated with each other positively and moderately.

This result is similar to the previous studies on L2 WTC (Çetinkaya, 2005; H. Öz et al., 2015; Peng & Woodrow, 2010; Yashima, 2002; Yashima et al., 2004). They all demonstrated that motivation has a positive influence on WTC; however, this influence is not direct and not at a high level. This study also indicated that there is not strong correlation between the two variables. Hence, if it is assumed that the questionnaires are highly reliable, motivation is not the sole factor that impacts WTC; there may also be other factors involved. Communicative, affective, social-psychological, or individual difference factors; such as personality, communication confidence, attitude towards international community or international posture, or learners' proficiency levels might affect the learners' WTC along with their motivation. According to the results of previous studies on L2 WTC, (Çetinkaya, 2005; H. Öz et al., 2015; Peng & Woodrow, 2010; Yashima, 2002; Yashima et al., 2004), students' L2 WTC was directly affected by communication anxiety or self-perceived communication competence; however, it was indirectly affected by motivation through these variables. As these studies demonstrated, motivation may have influenced the students' WTC indirectly through their communication anxiety, self-perceived communication competence, or self-confidence in this study. Briefly, as Peng and Woodrow (2010) stated, students with motivation to learn English may not necessarily be willing to communicate using English.

Students' WTC and motivation levels were also compared according to the questionnaires. As mentioned before, it was determined that the level of subjects' English WTC was "moderate" according to the five evaluation criteria. They are willing to communicate in English at a medium level. The students' general EFL motivation level was also analyzed. The level of subjects' motivation to learn English was determined as "high". It means that participants have high motivation; they are highly motivated to learn English. Hence, it can be concluded that students have high motivation to learn English; however, they do not have high level of WTC in English. They are motivated to learn English; on the other hand, they are somewhat willing to communicate in English.

The subcategories of the questionnaires were also analyzed. Dörnyei's L2 Motivational Self-System Questionnaire (2016) was divided into 9 categories. Only the "Ideal L2 Self" part of the motivation questionnaire was related to the WTC questionnaire; therefore, they were compared.

The WTC questionnaire was divided into two categories; receiver types and context types. According to the results, students were willing to communicate in English with their

friends most. According to the motivation questionnaire, the majority of the participants (%51) imagined themselves having a discussion with foreign friends in English. In addition, nearly half of the students (%49 and % 49. 6) imagined themselves chatting with their foreign friends. Hence, as seen in the “Ideal L2 Self” part of the motivation questionnaire and WTC questionnaire, students want to speak English with their friends; they might feel more comfortable to talk with them. During the interview, half of the students also stated that they felt more comfortable when they spoke English with their friends. According to the results of both of the questionnaires and the interview, they really want and dream to speak English with their foreign friends; they may perceive themselves to be competent to speak English with their friends, as well.

The participants’ WTC scores were also analyzed according to the context types mentioned above. According to the results, the mean percentage of % 39. 71 of the students were willing to speak English in public; % 42. 78 were willing to speak English for interpersonal communication; % 47. 56 were willing to communicate using English in group discussion; and % 56. 68 were willing to communicate using English in the classroom. As is understood from the analysis, students are most willing to communicate in the classroom, followed by group discussion. On the other hand, they are least willing to communicate in English when they speak in public. The results of motivation questionnaire indicated that %46.7 of the students imagined themselves in the future giving an English speech successfully to the public; hence, their ideal L2 Self is least associated with “giving an English speech successfully to the public” compared to other situations. Therefore, according to both questionnaires, students do not want to speak English in public context both currently and in the future. They may possibly think that learning English in order to give an English speech successfully to the public is not necessary; their aim to speak English may not be to speak in public or to the public. This can be considered as normal; even in native language, most people have difficulty in speaking in public or to public, they are usually shy about this situation. In a foreign language, it is much more difficult. Furthermore; in Turkey, there is no need to give an English speech to the public because there is no environment to speak English in public. This may be another reason of students’ unwillingness to speak English in public.

The majority of the participants (%51) agreed with the item “I can imagine myself in the future having a discussion with foreign friends in English” in the motivation questionnaire; it means their ideal L2 self was highly related to group discussion. With regard to WTC, a

large number of students (% 47.56) are also willing to speak English in the context of group discussion. Thus, it appears that students like speaking English in group discussion at the present time and they also wish to be able to speak English fluently to discuss with their friends in the future.

Apart from the questionnaire items mentioned above, in the “Ought-to self” part of the motivation questionnaire, the item “Studying English is important to me because an educated person is supposed to be able to speak English” is related to WTC. %51 of the participants agreed to this statement. In other words, nearly half of the students hold this view. Thus, it is pointed out that students attach great importance to speaking. According to results of the WTC questionnaire, students want to speak English in the classroom and interviews indicate that students know the importance of speaking English. Therefore, this statement of the questionnaire may be another reason why the students want to speak English in the classroom and why they think speaking English is important.

#### 4.4.2. Results of the Observations

Two weekly observation sessions were conducted in two different classrooms. Six students from each classroom were selected randomly for observations and three students among them were interviewed. The table 37 displays the analyses of the data collected by means of the observation scheme. WTC acts on the observation scheme were shown above; total scores of frequency of WTC acts which were counted for each participant was written here. The items which were used to measure students’ motivation were written in the table:

Table 37

*Analyses of the Qualitative Data Collected by Means of the Observation Scheme in the Classroom 1*

WEEK 1	S1	S2	S3	S4	S5	S6
Volunteer [to] participate [in class activities]	4	2	X	3	1	X
Attention:	✓	✓	X	✓	✓	✓
Engagement:	✓	✓	X	✓	X	X
Total WTC acts:	31	9	4	22	5	0
Percentage:	%44	%13	%6	%31	%7	%0

WEEK 2						
Volunteer [to] participate [in class activities]	3	2	1	3	1	0
Attention:	✓	✓	X	✓	✓	✓
Engagement:	✓	✓	X	✓	X	X
Total WTC acts:	23	11	4	26	5	0
Percentage	%33	%16	%6	%38	%7	%0

According to the table, on the first week student 1 had the highest WTC among six students. Student 4 followed student 1; they were both willing to communicate. Student 2 was a little willing to communicate, but seem to be more willing to communicate than student 3, 5 and 6. Both attention and engagement sections of Student 1, 2 and 4 were put a tick, because during the observation, they appeared to be paying attention. They were looking at the teacher, listening to her carefully, turning to watch another student who was participating in the lesson, following the text being read and making appropriate nonverbal responses. They did not talk to another student or they were not occupied with doing something else; they seemed to focus on the lesson. They also volunteered to participate in activities; for example, they volunteered to read the text aloud and do the listening activities.

On the other hand, Student 3 and 5 were less willing; and Student 6 was unwilling to communicate at all. Student 3 neither paid attention to the lesson nor engaged in the lesson. He was using his phone, talking with his friend and the teacher warned him. He also did not participate in the lesson; did not volunteer to read anything. He answered the questions once or two times. Student 5 and 6 appeared to be paying attention, listening to the teacher and following the book. However, Student 5 volunteered to participate in class activities only once; Student 6 did not volunteer to participate any class activity. They did not take part in any classroom interaction.

On the second week, Student 4 had the highest WTC in accordance with the observation schedule. Student 1 followed him this time and Student 2 had the third highest WTC again. They all paid attention to the lesson, engaged in the lesson; volunteered to participate in class activities, and actively took part in class interactions. They appeared to focus on the lesson. On the other hand, student 3 displayed inattentive and disruptive behavior this

week again and the teacher warned him. He told the teacher that he could not understand anything while the teacher was speaking English. Student 6 also did not seem to be paying attention and listening to the teacher; he was using his mobile phone and seemed bored. He also did not volunteer to do any activity in the class. Student 5 seemed to pay attention to the lesson; she was listening to the teacher and following the book. However, she volunteered to participate in class activity only once and she did not take part in classroom interaction; she did not engage in the lesson.

The reason why the student 3 said “Teacher, I do not understand”, “I do not know” during the lessons and why he did not participate in the lesson was asked in the interview. He answered:

“I do not understand what the teacher says because I know very little about English vocabulary. Another reason is that while the teacher is speaking, I am distracted at one point. As the teacher continues to speak, I am trying to figure out what she has just said, so I miss the point. I usually understand the beginning of her speech, but then I miss the topic.”

He also stated that his participation in English lessons depended on the kind of English lesson; he participated in main course, grammar lessons; but he had difficulty in participating speaking lessons:

“My participation differs from lesson to lesson. I normally like speaking. I frequently participate in Basic English lessons; but in speaking lessons, you have to make an effort yourself, you do not adhere to the topic, so I am not able to participate a lot.”

During the interview, Student 1 was asked how she managed to participate in English lessons a lot and what contributed her to speak English so confidently, because she was observed, and she was determined to be the most willing student to communicate in the classroom. She said:

“My participation in English lessons has increased more this year. I owe my high participation to the lesson and fluency in English both to the support of my teachers and to study hard. Also, I worked as a flight attendant last year, so I had opportunity to practice speaking English. I had to speak English with people of all nationalities. They had different accents and pronunciation. So, I guess I gained self-confidence.”

Student 6 never spoke and participated in speaking lessons. But, he was a little motivated; he was listening and paying attention to the teacher and his classmates. So, he was chosen

for interview. He said that he was shy about raising his hand and participating in English lesson. He commented:

“When the teacher asks a question to the whole class, I do not raise my hand even if I know the answer because I am afraid that the answer will be incorrect. I think that the people who raise their hands have known English before; I do not think that they learn English at this school during two years. I do not feel comfortable when the teacher asks a question. If she asks the question outside, I may answer; but, in the classroom environment I never answer because I feel shy.”

He also complained about the speaking lesson:

“We are not speaking English even in the speaking lesson now. We study a book and we have to make a dialogue in the book. There are usually same dialogues in the book, or you have to make a dialogue with particular words or structures. There is no creativity. Also, we do not often speak, our teacher speaks English. We listen to her and take notes. The teacher is trying little to get students to speak, but instead of passing, if she pushes a student to speak, that student cannot avoid in the second or third time. The teacher also should ask questions to different students; she should not get the same students to involve in the lesson. She also should not just say “incorrect” to our answers and pass; she should explain the problem.”

Table 38 shows the analyses of the data collected by two-week observation from the other classroom:

Table 38

*Analyses of the Qualitative Data Collected by Means of the Observation Scheme in Classroom 2*

WEEK 1	S1	S2	S3	S4	S5	S6
Volunteer [to] participate [in class activities]	3	3	1	2	1	0
Attention	✓	✓	✓	✓	✓	X
Engagement	✓	✓	X	✓	X	X
Total WTC acts	20	17	5	10	6	2
Percentage	%33	%28	%8	%17	%10	%3

WEEK 2						
Volunteer [to] participate [in class activities]	2	2	1	2	1	0
Attention	✓	✓	X	✓	✓	X
Engagement	✓	✓	✓	✓	X	X
Total WTC acts	16	18	7	14	3	0
Percentage	%28	%31	%12	%24	%5	%0

According to the table, on the first week student 1 had the highest WTC among six students. Student 2 followed student 1 and student 4 also seem to be willing to communicate as compared with student 3, 5 and 6. Student 1, 2, and 4 appeared to be paying attention to the lesson and engaging in the lesson; they showed interest in the lesson. They were looking at the teacher, listening to her carefully, turning to watch another student who was participating in the lesson, following the text being read and making appropriate nonverbal responses. They did not talk to another student or they were not occupied with doing something else; they seemed to focus on the lesson. They also volunteered to participate in activities; for example, they volunteered to read the text aloud and do the listening activities.

On the other hand, Student 3, 5, and 6 had less WTC. Student 6 neither paid attention to the lesson nor engaged in the lesson. He was using his phone, and talking with his friend. He also did not participate in the lesson; did not volunteer to read anything. He answered the questions once or two times. Student 3 and 5 were listening to the teacher, but student 3 was talking with her classmate at the same time. They did not participate in classroom interaction or activities.

On the second week, Student 2 had the highest WTC followed by Student 1. Student 1 was less willing to communicate this week than the first week. Student 2 had nearly the same WTC as the first week. Student 4 had the third highest WTC again; however, she was much more willing to communicate this week than the first week. They all seemed to be motivated this week again; they paid attention to the lesson and engaged in the lesson. They also volunteered to participate in class activities.

Interview was conducted with Student 2 who seemed to be the most willing or the second most willing student in the classroom. He said:

“I feel comfortable to speak English in school environment; with my classmates and teachers, because I speak comfortably with people I know. I did not participate much in the first grade, but I think I participate more now, in the second grade because I know my classmates better and I feel more confident. Even teachers give feedback to me and encouraged me.”

Student 4 who was the third most willing to communicate in the classroom and who seemed to be motivated was also interviewed. She said that she feels comfortable to speak English with her teachers and friends because they recognize and know her. She said:

“I feel comfortable to speak English in the classroom. There may be some students who ridicule me, but I think they also do not know English very well. I feel confident and I do not worry. Also, when I am able to make a sentence and answer the teacher’s question, I become motivated.”

She said that she tries to engage in all English lessons. In the beginning, she tries to be involved in the lesson; then, she gradually participates in the lesson more. She wants to learn English to improve herself and to be cultured. She also expressed that she receives better education than her high school now and her teachers are very good, so she is more eager to learn English now and gets high marks.

Student 3 was also interviewed. She seemed to be a little willing to communicate and a little motivated during the observations; she sometimes participated in the lesson. She said that she feels comfortable to speak English with her classmates in the classroom. She stated:

“I try to participate in all English lessons. But when there is an exam, I become nervous; I even if I know something, I cannot talk in English about it due to the fear of exam mark.”

She also talked about her motivation:

“Seeing that I am able to do and succeed in English motivates me. But I am demotivated when I get low marks or when I do not understand the subject.”

She said that she has to learn English, but she also likes it. She also stated that from past to the present there has been no change in her motivation, but her motivation is affected by her exam marks. During the interview, her tone of voice was nervous because she said she got low mark in the English exam and she felt disappointed.

When all the observation sessions are analyzed, it is understood that there is a strong relationship between motivation and WTC. In an actual classroom setting, students who were willing to communicate also seemed to be motivated. For instance; in the first classroom, Student 1, 2, and 4 were more willing to communicate than others. At the same time, they seemed to be more motivated; especially Student 1 and 2 were the most motivated, and ones the most willing to communicate in the classroom. Student 5 was somewhat motivated, and had a little WTC. Student 3 and 6 were neither motivated nor willing to communicate. On the second week, the influence of motivation on WTC did not change. There was also strong relationship between WTC and motivation; students who were willing or unwilling to communicate and motivated or unmotivated students were the same. Nonetheless, only the extent of their motivation or willingness changed.

In the other classroom, although the students were different, there was still a strong relationship between motivation and WTC. For instance, Student 1, 2 and 4 were both willing to communicate and motivated. Student 3 and 5 seemed a little motivated and were a little willing to communicate. Student 6 appeared to be unmotivated and not willing to communicate. On the second week, students who were willing or unwilling to communicate and motivated or unmotivated students were the same. Nonetheless, only the extent of their motivation and willingness changed.

To sum up; according to the analysis of weekly observations, there is a strong relationship between students' motivation to the English lesson and their WTC in English in both different classrooms and on both the first and second week. However, it was observed that only two or three students in whole classroom and the same students appeared to be willing to speak English and motivated for two weeks. In addition, some students seemed to listen to the teacher and pay attention to the lesson; but, they did not participate in any activities or they were not willing to communicate. Hence, as the student 6 stated, there might be other factors that caused students' low level of WTC or motivation. For instance; the teacher did not involve different students to the lesson; the same volunteer students answered the questions. Moreover; the course book, the curriculum of the lesson, the activities might not be suitable for the students; or the classroom environment might have a negative influence on the students.

#### 4.4.3. Results of the Interviews

The interview consists of 13 questions; 6 of which are related to L2 WTC, 6 of which ask about students' motivation to learn English, and 1 question asks directly the relationship between students' motivation and their WTC. The interviews were conducted with 12 students. Students' responses were classified and compared; their responses to 6 WTC questions were compared with their responses to the questions on motivation. Direct quotes were also used. Each student was asked to choose a nickname and use it during the interview.

One of the students, Berk, believed that he had a natural aptitude for a language and he said he liked English, so he was willing to learn English. He said that even if he had not needed to learn English, he still would have learnt it. He is confident; he said that he felt competent and communicated with people in English with ease due to the fact that he had been abroad. According to him, he learnt English abroad; he could not speak English at first, but then he had to speak English. He observed people speaking English and tried to speak. However, he was a little demotivated to learn when he came to Turkey because he did not want to speak Turkish at school; he said:

“If I want to learn English and the learning process is hindered, I become demotivated. I was in abroad for one year. But after I came from abroad, my improvement has weakened, even ceased because Turkish is spoken everywhere, and I cannot practice speaking English. I wish there was more chance to speak the language. We try to speak English with my friends at first, but 5 minutes later we begin to speak Turkish again.”

He also thinks that learning English is really necessary, so he keeps learning English after school by reading English articles and he also wants to continue learning English after his graduation from the university. He wants to go abroad, and he is interested in learning cultures. He says that he has always liked English, but his motivation has increased recently in a positive way. He thinks that he wants to learn the foreign language as soon as possible when he is young, because, he will not be as young as now. Thus, it is clearly understood from his interview that he is both highly willing to communicate and highly motivated to learn English.

Asuman is a student who has worked as a flight attendant before. She stated that she felt comfortable to communicate with everyone in English, such as with her foreign friends, her classmates, her teachers, the passengers in the airplane. She said she loves learning English; she even wants to learn other languages. She said that she feels happy when she

speaks English. She said her participation in lessons increased that year because she felt self-confidence due to her work experience. She said that her dreams motivated her. According to her, she has to use English well in order to do her job well. She said her motivation did not decrease especially that year. She enjoyed listening to English songs, watching English movies, reading English articles, studying the vocational English book and she felt happy to learn the language by these ways. She said her motivation increased incrementally. Therefore, according to her interview, she is both willing to communicate in English and motivated to learn it.

Cansu said that she was not able to speak English with foreign people because she considered herself to be incompetent. She said that she does not study English enough and the education she receives is not enough to be able to speak English. She says she cannot speak English because of thinking that she will be ridiculed if she mispronounces the words. She also said she could not make a sentence because of not having sufficient vocabulary. She sometimes participates in English lessons; if she does not understand the subject, she is demotivated and does not participate in the lesson. If she comprehends the subject, she is motivated. In addition, she said that the reactions she gets from the people around her about speaking English causes her motivation to decrease.

She said that she had to learn English for her job but if she had not needed to learn it, she would not have learnt. She would rather not learn English; she was not interested in learning it and she found it difficult. When the subjects get harder, her motivation decreases; she feels discouraged and gives up studying. She said she only studied English from exam to exam. She wants to go abroad, but when she learns English well, she will go abroad then. She said that from past to the present, her motivation had changed in a negative way; after she came to university, her motivation decreased. Thus, it seems that she is both unwilling to communicate in English and demotivated to learn it.

Beyazıt thinks that speaking English is definitely important. He wished that there would be more chance to speak English. He said that he felt comfortable to speak English with his friends, teachers, and tourists. He participated in English lessons this year more than last year. He said that he did not like studying grammar, he liked speaking and speaking was more important to him. He said that his dream was to speak English fluently in his future job. He wants to do more practice speaking English at school.

According to him, in English lessons the focus must be on speaking; this affects his success in grammar. He keeps continuing to study English by studying vocabulary and

looking up dictionary. He said that he promised himself to continue to learn English after his graduation. He is also interested in learning different cultures. He has always wanted to learn English and his wish came true at the university. He said that his motivation to learn English began at high school and it was gradually increasing. According to the interview, he is both willing and motivated.

Ata said that he was not able to speak English in any environment especially at school. He was afraid to say something wrong or make a mistake; because he was not sure about his English knowledge. He said:

“Last summer, a group of foreign people tried to talk with me, they asked me questions. I couldn’t even say “hi”. I remained silent, and the words stuck in my throat. Because I always think that I will be misunderstood. People have been speaking Turkish around us since we were born, but English language is not the same. We are always given a book, we study it, but we cannot learn. I think the best way to learn English is to experience it.”

He said that he even could not speak English with his best friend, because his best friend knew English very well and he was afraid to make a mistake or to be ridiculed when he was with him. He had never been regularly instructed English until he came to university; so according to him, this might be another reason why he cannot speak. He said that if he is misunderstood when he speaks English, this decreases his motivation and he never wants to speak or study English again. He wants to speak English fluently in his future job or when he goes abroad. He wants to go to a language course in another country. He said in the past he did not want to learn English, but he would need English for his job after graduating from the school. He also wants to speak English in order to communicate with foreign people when he goes on holiday. He does not like current English lessons; he thinks that English education must change. The focus of English lessons must be on speaking skill.

It can be concluded that he knows the importance of speaking English and wants to learn English, but he does not initiate a conversation and speak English because he is discouraged and afraid to make a mistake, to be misunderstood or ridiculed. It seems that he has motivation to learn English, but he seems not to be willing to communicate in English.

Another student, Mahmut stated in the interview that he did not feel comfortable to speak English in any environment because in his circle of friends they did not speak English and he did not have practice. He also said:

“In the classroom, I participate in English lessons, I get high marks on the exam; however, I cannot speak, because I get anxious. When the teacher asks a question, I remain silent or sometimes I answer in Turkish. I know what to say, but I cannot speak”.

He stated in the interview that he had come across with a tourist, but he could not speak English because he had felt anxiety and had tried to understand the question; he was also afraid to make a mistake. He said that he was not willing to participate in the class, but he sometimes participated to get a high mark from the teacher. As he stated, he studies English at home. He also expressed that he would keep learning and studying English after graduation because both he needed to learn, and he was willing to learn. He thinks that learning a foreign language is really interesting and also English language is easier compared to other languages. He said he was eager to learn English. On the other hand, he said that from past to the present his motivation to speak English has changed in a negative way:

“I was really successful in English lessons at high school. My teachers supported me. I loved English more. I had more practice in speaking. I was talking with foreign people a lot. But then I gave up and forgot speaking English. We have no chance to speak English at university, so I am discouraged and not willing to speak. I was willing at high school, because I practiced speaking.”

It can be said that he likes learning English; he is eager to learn and feels the need to learn English, so he is motivated to learn it. However, it seems that he is not willing to communicate in English since he cannot practice speaking English anymore and so he lacks the confidence to speak English.

Onur expressed that the only reason for him to learn to speak English is for his future job because there is no person who speaks English in his environment; so, he increases his motivation to speak English by means of the need for his job. He said that he feels comfortable to speak English in the classroom, but he feels nervous or shy about speaking English with foreigners or strangers. He said his participation in English lessons depends on the type of English lessons; he does not participate in speaking lessons whereas he participates in grammar lessons. He explained what increases and decreases his motivation:

“For example; if I am in a different environment or if I go abroad, this can increase my motivation to study English because I feel the need to learn it. On the other hand, my motivation decreases when I am not able to comprehend the subject of the lesson. For

example; I study a subject, but if I cannot answer a question about that subject in the exam after studying it, I give up studying because I feel discouraged.”

He said that when he fails in English lessons, he lacks motivation, and this affects his speaking negatively. He states that he keeps studying English after school and he will also continue to learn English after graduating from the school; he plans to go abroad. He expressed:

“I am more eager to learn English at the university. In my previous schools, there were no people who knew English or tried to learn English. But when I came here, I saw students who knew English more than me, so I try to catch up with them, so my motivation increases.”

It is understood from his statements that he is a little motivated; his motivation changes from time to time. He is aware of the importance of learning English; he feels the need to learn English for his job and to pass the exams, however, he seems to be a little willing to learn and speak English. He feels obliged to learn English for his job and for the exams at school, but he is not willing to learn so much. In addition, he thinks speaking English is not necessary for him because in his environment, no one is able to speak English.

Ali stated that he feels comfortable to speak English with people he knows, while he feels anxiety to speak English with a stranger or a foreigner. He said he can sometimes respond comfortably when someone speaks to him. In addition, he said that when he understands the subject of the lesson, he participates in the lesson. He talked about his motivation:

“If I get high marks in exams, my motivation increases, and I feel more confident in the next one. If I am able to understand and pronounce an English word, I feel confident. But if I cannot translate a word when I see it, my motivation decreases.”

He expressed that his feelings and thoughts about English are usually positive; he likes learning English and he wants to be successful. On the other hand, he stated that he has difficulty in some subjects in English and finding suitable English words; so, according to him, this affects his thoughts negatively, he feels unsuccessful and discouraged. He said that he studies English in order to pass the exams; he does not need it in his daily life. He stated that his English level is better now than the past, so he is more motivated. He also said that his motivation is affected by exam marks in school at present; but, when he graduates from the school, he thinks his motivation will increase because he will not stick to any subject. He said that he likes learning English and needs to learn for his future job;

however, he does not force himself to learn it just because he likes it; he has difficulty in learning it, he does not want to study hard. It is concluded from his statements that he appears to be a little willing to speak English and a little motivated to learn English. He finds learning English difficult and does not like studying hard. Moreover, he wants to speak English, but when he does not know the meaning of a word or if he is not able to pronounce it, he feels discouraged or does not want to speak.

Ayşem stated in the interview that she is comfortable to speak English in the classroom; she has a little difficulty in communicating with a person one-to-one. She said that she speaks comfortably when she is obliged to speak English. She also expressed that her participation in English lessons increased; she felt more confident and she became more outgoing as she learned more knowledge. She expressed that:

“If I knew English at a high level, I would communicate with everyone who knows English. I regard knowing English as an advantage. I will be pleased to state that I know English when I learn at a high level.”

She said that she studies English only for school and she wants to continue to learn English by going to a course or by doing practice on her own after graduating from the school. She also stated:

“I have been interested in learning English since I was at a secondary school. I have taken notes and written English vocabulary since then. I used to play English games.”

It can be concluded that she is both willing to communicate and motivated to learn English; she is interested in learning English, she usually speaks English comfortably and she is willing to participate in English lessons.

Mert expressed that he speaks English better with acquaintances or his friends rather than with strangers. He cannot speak English easily when he is obliged to speak. He stated that he is not able to participate in English lessons because speaking skill is not taught at school; grammar is taught instead. Regarding to his motivation, he said:

“When I get low marks in the exam, I am demoralized, my interest in English reduces and I do not want to study again. On the other hand, when I get high marks, I believe that I can do and that I will be successful, my interest in English lesson increases.”

He said that he sometimes continues to learn English after school and he will continue to learn English after he graduates from the school; he expressed that he wants to speak

English with British accent as if he were a native speaker. He said: “My motivation has increased. At first, I was reluctant. When I realized the importance of learning English, my motivation increased.”

According to his statements, he is usually willing to communicate and motivated to learn English.

Jale said that she feels more comfortable to speak English with her close friends, her teachers and her family. She said that she tries to participate in lessons; she speaks comfortably in the classroom, but she is not able to speak English outside. She said:

“If I get high marks in the exam, my motivation increases. Also, if I enjoy the subjects in the lesson, I become more eager and motivated to study them. But I do not feel like studying boring or difficult grammar subjects. If the subject is difficult, I am afraid that I will not be able to learn it. I sometimes study a subject, but I cannot do it in the exam, so I feel discouraged.”

She said that she studies English from exam to exam; she likes English but finds hard to study it. She wants to continue to learn English after graduating from the school. She expressed that her motivation has increased, because she receives better education at the university, she is pleased with her teachers and her exam marks have increased. She stated that even if she had not needed to learn English, she would have learned anyway to improve herself. It can be inferred from her statements that Jale is both willing to communicate and motivated.

İrem stated that she felt more comfortable to speak English with people she knew. She said she is shy and nervous while talking to strangers and foreigners. She said her motivation increases when she succeeds in doing English. On the other hand, she said that her motivation decreases when her exam marks are low and when she does not understand the subject. She expressed that her motivation is largely affected by her exam marks. She also said: “If I did not need English, I would want to learn another language. I would like to learn English because I have to.”

It can be inferred from her statements that İrem is a little willing to communicate and a little motivated; her motivation changes from time to time.

One question was also asked about the relationship between motivation and willing to communicate. The question that asks students’ views regarding the relationship between their WTC and motivation is: “Do you think that your success or failure in learning

English, or your attitudes towards learning English affect you in terms of speaking English? If yes, in what way do you think it affects?" Eleven students thought that it affects; but, only one student, Ali thinks that it does not affect:

"In fact, whether I feel myself successful or not in English, I speak English in the same way. For example; while speaking English, I pronounce the word the same or I translate words the same; it does not matter if I feel successful or unsuccessful. If I do not know the word or do not remember the word to say, I cannot speak whether I feel successful or not."

Eleven students think that success, failure, or attitudes towards English affect speaking English; five students among them even emphasized that they definitely do affect. For example; Onur stated in the interview that his failure in learning English influences his pronunciation:

"For example; when I fail in an English exam, I become unmotivated and I keep thinking the correct pronunciation of the words while speaking. As I keep thinking whether I will pronounce the word correctly or incorrectly, confusion arises in my mind. In fact, if I thought I could pronounce the words correctly, I would speak comfortably. When I think that I cannot do, I really make a mistake."

Asuman indicated that her positive attitudes towards English affected her speech in English positively:

"Yes, I think success, failure, or attitudes towards English affect my English speaking because I have never said that I cannot do. I have listened to English music, watched English movies. Doing them has given me a lot of pleasure; it makes me happy to learn them and this affects my speaking positively."

Berk said that positive reactions or feedback of interlocutors motivated him and influenced his English-speaking skill in a positive way:

"When I talk to people in English, it makes me happy to hear from them that I speak fluently and if they ask me where I have learned to speak so fluently. So, I feel better in my next English dialogue and I try to speak better."

Mert also remarked that interlocutors' reactions especially female ones or being able to carry on dialogues with them affects his motivation and English speaking:

“While I am talking with a foreign girl, if I am able to carry on the conversation, this gives me pleasure. I become more interested in learning English; I learn new words, and so this affects my speaking positively.”

One student, Ayşem, thinks that since English is learned only in classroom environment, the classroom environment affects speaking English most:

“My English speaking is especially influenced by my English teachers. In addition, anyone who speaks English better than me and responds to everything in the class affects me psychologically negative and demoralizes me. I feel that I am left behind, so I do not feel like doing anything or speaking English in the class.”

Six (%50) students think that exams affect speaking English to a large extent. According to them if they get high mark in the exam, they want to study more, and this affects their speaking positively. However, if they get low mark in the exam, they even do not want to open a book; they believe that there is no point in studying. Hence, this exerts negative influence on their speaking English. For instance, Jale stated:

“When I believe that I will not know, and I will fail, I am not able to speak English for fear that I will say something incorrect. If I give correct answer to the questions in the class or if I get high marks in the exam, I motivate myself that I know this, so I speak better. That is to say; if I fail, I am discouraged. On the other hand; if I succeed, I speak better.”

Two students also think that the subject of the English lesson affects speaking English to a large extent. Understanding or not understanding the subject and the simplicity of the subject affect their success and so speaking. For example, according to Ata:

“The subjects we learned in the first semester last year were very simple. Because of this, the speaking exams were also simple. As I had already known, I was able to answer the questions in speaking exams very comfortably. Even if I did not understand what was asked, I could infer the meaning from a word in questions, I could understand the sentences, and I believed that I was very successful. But this year last term, I fell behind the subjects, I did not know the new topics, so I failed in the speaking exam, I could not answer anything. So, knowing or not knowing about the subject and failure affect speaking English.”

When the students’ responses to the interview questions were evaluated, it was revealed that 3 students are highly motivated to learn English and highly willing to communicate in English, 3 students are generally motivated and willing to communicate. Thus, in total, 6

students are both willing to communicate in English and motivated to learn English. 3 students are a little motivated and a little willing to communicate. 1 student is neither willing to communicate nor motivated. 2 students are unwilling to communicate, but motivated to learn English. They would like to learn and speak English, they know the importance of learning and speaking English; but they avoid initiating conversation; they are afraid of communicating in English. The students' responses were classified and given in the previous sections.

The questions that were asked about the WTC and motivation in the interview were evaluated separately and compared. It can be concluded from the students' responses that there is a relationship between students' motivation to learn English and willingness to communicate in English. The students' opinions were also asked about the relationship and they also think that there is a relationship between their motivation to learn English and willingness to communicate in English.

When the questionnaires, observations, and interviews are compared, it is revealed that in a classroom environment there is a strong relationship between motivation and WTC; students who are motivated to the lesson are more willing to communicate in English in class. On the other hand; students who seem to be not motivated are less willing or unwilling to communicate in the classroom at all.

Outside the classroom, according to the questionnaires, there is a positive relationship between students' motivation and WTC; however, the relationship is not strong. According to students' interviews, there is a significant and positive relationship between the two variables. Thus, both observations and interviews demonstrate that the students' motivation to learn English significantly and highly influence their willingness to communicate in English. It means that questionnaires are not sufficient to determine the relationship between students' WTC and motivation. Furthermore, it can be also concluded from both the questionnaires and interviews that some students' general attitudes and motivation to learn English may not be correlated with their L2 WTC. Some students have motivation to learn English, whereas they are not willing to communicate in English. It is possible that they are eager to learn or desire to learn English. It is also likely that they need to learn it or feel obliged to learn it; however, they may not want to speak the language since they are shy and afraid to make a mistake while speaking or they may perceive themselves as incompetent to be able to speak English.

To sum up, in this chapter the results of four research questions were analyzed and findings were discussed. Firstly, the WTC level of the students was determined to be moderate. In addition; according to both questionnaires and interviews, the number and intimacy of the interlocutors were found to be significant for students' WTC. They are more willing to communicate in English with their teachers and friends. They are also more willing to speak English when they are in pairs or in a small group and in a classroom context. According to observations and interviews, they volunteer to answer when the teacher asks a question in class; they do this activity most and they like doing it. Furthermore, interviews indicated that students want to speak English for their future occupations. Their common concern about speaking English is the fear of being misunderstood or making a mistake.

Secondly, both questionnaires and interviews demonstrated that students were highly motivated to learn English. Most of them want to learn English to pass exams, to travel, and because they feel the need of learning it for further studies and their jobs in the future; thus, they have high promotion and prevention instrumentalities. Moreover, it was found out that their ideal L2-selves were related to using English at work in the future. It was also revealed that most students make an effort to learn English; they have positive attitudes towards L2 community and culture, and most of them expressed that their motivation to learn English has increased from past to present.

The results of the third research question indicated that the students' departments and the kind of high school they graduated from influence both their WTC and motivation significantly. Their classroom grades have a significant influence on their WTC, and their genders have a significant influence on their motivation. Finally; according to questionnaires, observations, and interviews, it was determined that students' WTC and motivation were correlated significantly and positively.

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents some concluding remarks and summarizes the major findings of the current study. Suggestions for how to incorporate the findings of the study into the EFL classroom and some possible directions for future research are also offered.

#### **5.1. Summary of the Study**

This study aimed to find out the relationship between students' willingness to speak English and their EFL motivation at a tertiary program in ESP context. In order to pursue this aim, questionnaires, observations, and interviews were conducted. Firstly, questionnaires were administered to 353 non-English major students who studied at first and second grade at the Vocational School. The data were analyzed by using SPSS 21.0. Then, 12 students in total were observed by using observation scheme during two weeks in two different classrooms. The lessons were also video-recorded. The number of times each learner participated in the lessons was calculated in order to measure their WTC. Their motivation was also observed and checked by some items in the observation schedule. Thus, the students' WTC and motivation could be compared. One instructor also watched the videos and compared the two variables. Afterwards, 12 students who were observed or filled in the questionnaires were interviewed. One-on-one, semi-structured interviews were conducted in Turkish. Later, the interviews were transcribed and translated into English. Each participant's responses to the interview questions relating to WTC and motivation were compared. In addition, all the participants' responses to a particular question were also compared.

According to results of the questionnaires, there is a significant and positive relationship between students' EFL motivation and WTC in English. However, the relationship is not strong; it is at a medium level. In addition, the results of the questionnaires indicated that students' ideal L2-Self was related to the students' WTC. On the other hand, observations demonstrated that there is a strong and positive relationship between students' motivation and WTC in a classroom environment. Students who appeared to be motivated to the lesson were more willing to communicate and who appeared to be less motivated or unmotivated to the lesson were unwilling to communicate during two weeks in two different classrooms.

Interviews also indicated that there is a positive and significant relationship between students' motivation and WTC. According to students' responses to the interview questions, it was determined that 6 students were both willing to communicate in English and motivated to learn English; 3 students were a little motivated and a little willing to communicate, and 1 student was neither willing to communicate nor motivated. Hence, there is a significant and positive relationship between students' motivation and WTC. Furthermore, 11 students out of 12 students confirmed the positive relationship during the interviews. They stated that their success or failure to learn English, or attitudes towards learning English affect their willingness to speak. Moreover, in the interview, their responses to the question about ideal self indicated that their ideal L2-Self was closely related to their WTC. All in all, it is understood that students' motivation to learn English and their WTC in English are correlated with each other positively and significantly.

The extent of students' WTC in English was also investigated in this study. The results of the questionnaires indicated that students are slightly willing to communicate in English; they have moderate WTC. In addition, male students were more willing to communicate than female students and students in the second grade had more WTC than the ones in the first grade. When the students' WTC levels were analyzed in terms of their departments, it was found that students in the department of Civil Aviation Cabin Services were more willing to communicate compared to the students in the department of Aircraft Technology. Moreover, the students who graduated from Anatolian High School had higher WTC than the students who graduated from Vocational High School; the students who had abroad experience were more willing to communicate than the ones who had never been abroad. However, the influences of grade, department, and the kind of high school were significant on the students' WTC in English.

According to the observations, students had low WTC in the classroom; among 6 students, only 2 (%33) of them were willing to communicate. In addition, when the videos of the lessons were watched and during the observations, it can be realized that 2 or 3 students in the whole classroom were more willing to speak English compared to the others. Furthermore, it was demonstrated that “volunteer an answer when the teacher asks a question in class” was the most used WTC act, followed by “volunteer a comment” during the lesson.

In the interviews, when the students’ responses were analyzed, it can be said that 6 students (%50) were willing to communicate, 3 students were a little willing to communicate and 3 students were unwilling to communicate. The interviews indicated that students were aware of the importance of speaking English. They had different reasons to learn speaking English; but, all of them agreed that speaking English is very important for their occupations. The majority of the students also stated in the interview that they feel comfortable and they are willing to speak English in the classroom. Most of the students said that they feel comfortable to speak English with their teachers and close friends, which is also indicated in the WTC questionnaire. They also stated in the interview that they are more comfortable to speak English in whole class activities. Moreover, they have a variety of concerns about speaking English; the most frequently mentioned was the fear of being misunderstood and ridiculed, followed by the worry about pronunciation. According to most students (%50), they sometimes participated in English lessons. Observations and interviews demonstrated that participation in lessons is dynamic; changes from time to time.

Another aim of the study was to determine the extent of students’ motivation for English language learning. The quantitative part of the study indicated that the students were highly motivated to learn English. Furthermore, it was found out that the female students had more motivation than the male students at a significant level; the students in the department of Civil Aviation Cabin Services were more motivated to learn English than the students in the department of Aircraft Technology at a significant level. It was also obtained that the students who graduated from Private High School and Anatolian High School were more motivated compared to the students who graduated from Vocational High School, General High School and Commercial High School. Students in the second grade had also more motivation than the students in the first grade, but not at a significant

level. In addition, according to the motivation questionnaire, students have high promotion and prevention instrumentalities.

The observation results regarding motivation were similar to the WTC results. 3 out of 6 students seemed to be motivated to the lessons. Motivated students were also willing to communicate in English. According to the interviews, the majority of the students (9 out of 12) had motivation to learn English. When the students were asked to imagine a situation to use English in the future, they all dreamed about having a good command of English and communicating at work. Hence, this means that their ideal L2 selves are related to their WTC. In addition, it was determined that most students make an effort to learn English. They also intend to make an effort even if they graduate from the school. Furthermore, it was found that the students have positive attitudes towards L2 community; they all would like to go abroad. Most students are also interested in learning foreign cultures. In addition, the majority of the students stated that their motivation has gradually increased from the past to the present; they are more motivated at university. Moreover, in general, they enjoy learning and speaking English and they find learning English interesting. Nonetheless, they do not like much the actual process of learning English; they find it really difficult to learn.

## **5.2. Pedagogical Implications**

If the ultimate goal in language learning is the willingness to seek out communication opportunities and communicate in them as stated by MacIntyre et al. (1998), L2 WTC research needs to provide educators with useful recommendations that will help increase students' willingness to use their L2.

The findings of this study demonstrated that there is a relationship between students' WTC in English and their motivation to learn English. Even though the questionnaire results did not indicate a strong relationship between motivation and WTC, they indicated a positive relationship between the two variables. Moreover, students' opinions in the interview and classroom observations indicated a significant relationship; hence, in order to increase students' WTC, educators should pay more attention to motivate students.

In order to increase the students' motivation, firstly, their vision should be generated (Dörnyei, 2008; 2009; Dörnyei & Ushioda, 2011). Teachers should raise students' awareness about learning English; they should increase students' ideal L2 selves; they

should enhance students' dreams, desires, and aspirations. For example; teachers can invite a successful role model who is Turkish and speaks English fluently like a native speaker. In addition, even if students' desired self-images exist, it may not have a sufficient degree of elaborateness to be an effective motivator and it may be unrealistic (Dörnyei, 2008, 2009; Dörnyei & Ushioda, 2011). Therefore, teachers should encourage students to imagine themselves vividly and elaborately as an ideal English learner. Moreover, teachers can play English films and music to keep the students' vision alive. Furthermore, learners' ought-to L2 self should be generated; teachers should remind learners about the limitations of not knowing English and emphasize their duties and obligations to learn and speak English.

This study also indicated that some factors affect both WTC and motivation; thus, educational recommendations can be made according to them. According to the quantitative findings of the study, the students' educational background is closely related to both their motivation and WTC. The motivation and WTC levels of the students who graduated from Vocational High School and Commercial High School were significantly lower than the other schools. Therefore, the education system should be reconsidered; English education should be given importance in these schools as much as the Anatolian High Schools or Private High Schools. In addition, the students' majors are also significantly correlated with both their EFL motivation and L2 WTC. Students in the department of Aircraft Technology need to be motivated more to learn English and their L2 WTC needs to be increased. Thus, the importance of learning English should be reminded to these students. Extra speaking lessons can be added to the curriculum of this department.

According to both the questionnaires and interviews, almost all of the students want to learn and speak English for their future jobs and their ideal selves are related to being able to speak English fluently in their jobs. Therefore, ESP education is of great importance in both motivating students and increasing their L2 WTC. The curriculum and English classes should be designed to provide more ESP education. Teachers should teach students how to speak English in their future jobs; speaking activities such as role-plays can be done. For example; useful English expressions and dialogues for real-life situations can be taught to the students of department of the Civil Aviation Cabin Services; students can act out the roles of cabin crew and passengers in an aircraft. Task-based conversation activities can also be designed. Authentic materials of English for specific purposes can be adapted.

Additionally, graduate students who have a job in their field can be invited to the classroom and asked to explain how they use English at work.

As the students stated in the interview, positive reactions are important for them to be motivated and willing to speak English. Thus, instructors should give positive feedback to students and acknowledge their achievements. In addition, students think that success or failure and simplicity of the subjects affect their speaking English to a great extent; hence, students should be told not to give up learning and speaking English no matter they get low marks in exams. They should be encouraged to make more effort to learn English and learner autonomy should be promoted. Also, speaking topics and activities should be chosen carefully to suit students' levels. In the interviews, most students complained about difficult grammar subjects; they discourage students and decrease both their motivation and WTC. Grammar should not be the main focus of the lessons; importance should be given to all of the English skills equally. The students should not be overloaded with grammar subjects in a short time; syllabus should be flexible, and subjects should be taught step by step.

Apart from these, most students stated that not having enough opportunity to practice speaking English decreases their motivation as well as their WTC. The majority of the students also think that classrooms are the only environment in which they can speak English. Therefore, teachers should provide students with more opportunities to speak English. Class size can be reduced for English lessons; so, students will have more opportunity to speak English. Conversation classes can be arranged by schools, in which students meet and talk in English about a particular topic led by a teacher apart from the lessons. If possible, instructors could invite foreigners from different countries to the classroom. Administrators should organize study abroad programs to English-speaking countries or if possible, teachers can cooperate with foreign language teachers from different countries and do a project together.

In addition, according to most students, the fear of being misunderstood or ridiculed decreases both their EFL motivation and L2 WTC. Hence, students should be reassured that making mistakes is a natural process of learning; everybody can make mistakes. Teachers should create a positive atmosphere in the classroom; they should create supportive and relaxing classroom environment. In addition, as some students stated, when they think that the topic of the lesson is interesting and funny, they desire to study English more. Thus, topics are very important to motivate students and to increase their WTC.

Different interesting topics which are suitable for their age should be chosen to attract their attention and get them to speak English.

The results of the questionnaires demonstrated that students are not highly willing to communicate as in previous studies conducted in Turkey. The reasons why the participants were not highly willing to communicate in English were analyzed by means of interviews; so, some practical implications can be recommended according to them.

Firstly, this study indicated the significance of interlocutors for students to communicate in English. Bohlke (2014) points out that when the speaker has a positive feeling or attitude toward the topic or other people involved, speaking will generally be easier. In addition, if students feel comfortable, they become more willing to communicate. According to the results of this study, most students feel comfortable to speak English with their teachers and close friends. Thus, when the teachers perform speaking activities, they should take this into consideration. When they arrange the pairs or groups for any speaking activity, they can ask the students to choose their friends. Teachers can also conduct mingling activities in the class; so, students go around the classroom and choose the person whom they want to speak English. For example; students can apply questionnaires to each other, do “find someone who” activities, or they can do an interview with any person they want. Moreover, results of the questionnaires demonstrated that male students are more willing to communicate in English; but, female students are more motivated to learn English. Thus, whenever possible, in pair-work activities female students can be partner with male students or in grouping students the number of female and male students should be similar to each other in order to maintain a balance.

Furthermore, teachers can speak English with students about a particular topic during the lesson and ask a lot of questions about the topic to get the students to talk in English. According to students, speaking English with teachers is useful because teachers correct their mistakes. Hence, doing error-correction is very important in speaking English. While the students are doing a pair-work or a group work activity, teachers should pay more attention to students’ mistakes; they can take notes and then explain them.

This study indicated that the number of interlocutors is also significant. As the number of interlocutors decreases, students feel more comfortable. Most students prefer to do whole-class activities on an individual basis or pair-work activities in the classroom. Thus, teachers can carry out whole-class discussions, picture description activities, chain stories or oral games such as guessing games with whole class. They should also pay attention to

give equal opportunities for students to speak English; they should not always get the same volunteer students to speak English during the lesson as stated in the interview. Teachers can also perform pair-work information-gap activities. Students can create dialogues or conversations with their partners by using some prompts. Also, even if not many students prefer group-work activities, some students feel comfortable to speak English in a group and in order to add variety to the lesson some group-work activities can be done in the classroom. However, the number of students should be few in a group such as three or four at most. In addition, teachers should not always stick to using course books to teach speaking because some students find this boring and not creative. Hence, teachers should use authentic materials.

Most students have concerns about their pronunciation while speaking. Thus, teaching pronunciation has great importance for students to speak English. Pronunciation should be taught in schools. During the interview with students, some students emphasized importance of grammar; some students emphasized vocabulary in speaking English. Thus, teaching grammar and vocabulary is also important to improve students' speaking. Moreover, some students stated in the interviews that they feel nervous while speaking English when a question is asked suddenly; therefore, teachers should give students some time to think or be prepared before they speak English. Additionally, even if one student points out in the interview, listening comprehension is also really important to be able speak English with any person; a person should understand what is asked or said before answering. Thus, teaching listening skill has also great importance to teach speaking skill; students' listening skills should also be improved. In real life, speaking skill and listening skill are integrated; it is unthinkable that they are separate. A variety of listening activities can be done in the classroom. Furthermore, students can be asked to watch videos about speaking English in a particular topic to teach useful expressions or phrases to use in daily life.

### **5.3. Suggestions for Further Research**

This study was conducted at the tertiary programme in ESP context at University of Aeronautical Association. It was aimed to find out the relationship between students' EFL motivation and L2 WTC, the extent of their EFL motivation and L2 WTC inside and outside the classroom by using triangulation method. Future studies which focus on the same topic can be conducted in a different environment; such as at a secondary or high

school to test and verify the results of the current study. Additionally, future research might consider increasing number of participants to increase generalizability. Moreover, different WTC scales can be used in future studies, especially the ones which are specific to the classroom to explore the interaction in the classroom. Also, future research can examine the relationship of other affective variables with L2 WTC apart from motivation such as anxiety or proficiency levels of learners.

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## **APPENDICES**

## APPENDIX 1: WTC QUESTIONNAIRE

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

- \_\_\_\_\_ 1. Talk with an acquaintance in an elevator.
- \_\_\_\_\_ 2. Talk with a stranger on the bus.
- \_\_\_\_\_ 3. Speak in public to a group (about 30 people) of strangers.
- \_\_\_\_\_ 4. Talk with an acquaintance while standing in line.
- \_\_\_\_\_ 5. Talk with a salesperson in a store.
- \_\_\_\_\_ 6. Volunteer an answer when the teacher asks a question in class.
- \_\_\_\_\_ 7. Talk in a large meeting (about 10 people) of friends.
- \_\_\_\_\_ 8. Talk to your teacher after class.
- \_\_\_\_\_ 9. Ask a question in class.
- \_\_\_\_\_ 10. Talk in a small group (about five people) of strangers.
- \_\_\_\_\_ 11. Talk with a friend while standing in line.
- \_\_\_\_\_ 12. Talk with a waiter/waitress in a restaurant.
- \_\_\_\_\_ 13. Talk in a large meeting (about 10 people) of acquaintances.
- \_\_\_\_\_ 14. Talk with a stranger while standing in line.
- \_\_\_\_\_ 15. Present your own opinions in class.
- \_\_\_\_\_ 16. Talk with a shop clerk.
- \_\_\_\_\_ 17. Speak in public to a group (about 30 people) of friends.
- \_\_\_\_\_ 18. Talk in a small group (about five people) of acquaintances.
- \_\_\_\_\_ 19. Participate in group discussion in class.
- \_\_\_\_\_ 20. Talk with a garbage collector.
- \_\_\_\_\_ 21. Talk in a large meeting (about 10 people) of strangers.
- \_\_\_\_\_ 22. Talk with a librarian.
- \_\_\_\_\_ 23. Help others answer a question.
- \_\_\_\_\_ 24. Talk in a small group (about five people) of friends.
- \_\_\_\_\_ 25. Speak in public to a group (about 30 people) of acquaintances.

## APPENDIX 2: WTC QUESTIONNAIRE IN TURKISH

İsim-Soyisim:

Cinsiyet:

Sınıf:

Bölüm:

Hiç yurtdışında buldunuz mu?

Gittiyseniz ne kadar süre?

Yabancı arkadaşınız var mı?

Okul dışında İngilizce kursuna gittiniz mi ya da özel ders aldınız mı?

Gittiyseniz ne kadar süre gittiniz?

Hangi tür liseden mezunsunuz?

### İngilizce İletişim Kurma İstekliliği

Aşağıda her bireyin iletişim kurmayı isteyebileceği ya da istemeyeceği 25 durum verilmiştir. Yabancılarla İngilizce konuşacağınızı ve iletişim kurup kurmamanın tamamen sizin seçiminiz olduğunu varsayarak her bir durumda İngilizce iletişim kurmaya ne derece istekli olduğunuzu 0 ile 100 arasında durumunuza uygun herhangi bir sayı seçerek her ifadenin başındaki boşluğa yazarak belirtiniz.

% 0----% 10-----% 20-----% 30-----% 40---% 50-----% 60-----% 70-----% 80-----% 90-----% 100  
İngilizce konuşmak Bazen İngilizce konuşmak Hep İngilizce konuşmak  
istemem isterim. isterim.  
(iletişim kurmam) (iletişim kurarım)

- \_\_\_\_\_ 1. Asansörde bir tanıdıkla İngilizce konuşmak
- \_\_\_\_\_ 2. Otobüste tanımadığım bir kişiyle İngilizce konuşmak
- \_\_\_\_\_ 3. Toplum içinde tanımadığım bir grup kişiyle (yaklaşık 30 kişiyle) İngilizce konuşmak
- \_\_\_\_\_ 4. Sırada beklerken bir tanıdıkla İngilizce konuşmak
- \_\_\_\_\_ 5. Bir mağazada satış elemanı ile İngilizce konuşmak
- \_\_\_\_\_ 6. Hoca derste soru sorduğunda İngilizce cevap vermeye gönüllü olmak
- \_\_\_\_\_ 7. Kalabalık bir arkadaş buluşmasında (yaklaşık 10 kişi) İngilizce konuşmak
- \_\_\_\_\_ 8. Dersten sonra hocayla İngilizce konuşmak
- \_\_\_\_\_ 9. Derste İngilizce olarak bir soru sormak
- \_\_\_\_\_ 10. Tanımadığım kişilerden oluşan küçük bir grup içerisinde (yaklaşık 5 kişi) İngilizce konuşmak
- \_\_\_\_\_ 11. Sırada beklerken bir arkadaşımınla İngilizce konuşmak
- \_\_\_\_\_ 12. Restoranda bir garsonla İngilizce konuşmak
- \_\_\_\_\_ 13. Tanıdık kişilerden oluşan kalabalık bir buluşmada (yaklaşık 10 kişi) İngilizce konuşmak
- \_\_\_\_\_ 14. Sırada beklerken tanımadığım bir kişiyle İngilizce konuşmak

- \_\_\_\_\_ 15. Sınıfta kendi fikirlerini İngilizce olarak dile getirmek
- \_\_\_\_\_ 16. Bir satıcı ile İngilizce konuşmak
- \_\_\_\_\_ 17. Toplum içinde bir grup arkadaşıyla (yaklaşık 30 kişi) İngilizce konuşmak
- \_\_\_\_\_ 18. Tanıdık kişilerden oluşan küçük bir grup içerisinde (yaklaşık 5 kişi) İngilizce konuşmak
- \_\_\_\_\_ 19. Derste İngilizce grup tartışmasına katılmak
- \_\_\_\_\_ 20. Çöp toplayan bir görevliyle İngilizce konuşmak
- \_\_\_\_\_ 21. Tanımadığım kişilerden oluşan kalabalık bir buluşmada (yaklaşık 10 kişi) İngilizce konuşmak
- \_\_\_\_\_ 22. Bir kütüphane görevlisiyle İngilizce konuşmak
- \_\_\_\_\_ 23. Başkalarının bir soruyu cevaplandırmasına yardım ederken İngilizce konuşmak
- \_\_\_\_\_ 24. Arkadaşlarımda olduğu küçük bir grup içerisinde (yaklaşık 5 kişi) İngilizce konuşmak
- \_\_\_\_\_ 25. Toplum içinde bir grup tanıdık ile (yaklaşık 30 kişi) İngilizce konuşmak

## APPENDIX 3: ENGLISH LEARNER MOTIVATION QUESTIONNAIRE

This questionnaire is not a test so there are no “right” or “wrong” answers and you do not even have to write your name on it. We are interested in your personal opinion. The results of this survey will be used only for research purposes so please give your answers sincerely, as only this will ensure the success of this project. If you decide in the end that you would prefer not to participate in this survey, you will be free to opt out without any consequence. Thank you very much for your help!

### Part I

*In this part, we would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 6. Please do not leave out any items.*

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6

*(Example) If you slightly disagree with the following statement, write this:*

I like skiing very much.	1	2	3	4	5	6
1. Learning English is important to me because I would like to travel internationally.	1	2	3	4	5	6
2. I like English films.	1	2	3	4	5	6
3. My parents/family believe that I must study English to be an educated person.	1	2	3	4	5	6
4. Studying English is important to me in order to gain the approval of the society.	1	2	3	4	5	6
5. Studying English can be important to me because I think I'll need it for further studies.	1	2	3	4	5	6
6. I always look forward to English classes.	1	2	3	4	5	6
7. I think learning English is important in order to learn more about the culture and art of its speakers.	1	2	3	4	5	6
8. Studying English is important to me because I am planning to study abroad.	1	2	3	4	5	6
9. I can imagine myself speaking English in the future with foreign friends at parties.	1	2	3	4	5	6
10. I have to study English, because, otherwise, I think my parents will be disappointed with me.	1	2	3	4	5	6
11. Studying English is important to me because without English I won't be able to travel a lot.	1	2	3	4	5	6
12. Studying English is important to me in order to gain the approval of my peers.	1	2	3	4	5	6
13. Studying English is important to me because other people will respect me more if I have a knowledge of English.	1	2	3	4	5	6
14. I like TV programmes made in English-speaking countries.	1	2	3	4	5	6
15. I study English because close friends of mine think it is important.	1	2	3	4	5	6
16. Studying English is important to me in order to gain the approval of my family.	1	2	3	4	5	6
17. I like to travel to English-speaking countries.	1	2	3	4	5	6
18. I can imagine myself in the future giving an English speech successfully to the public in the future.	1	2	3	4	5	6

19. Studying English is important to me, because I would feel ashamed if I got bad grades in English.	1	2	3	4	5	6
20. I really like the actual process of learning English.	1	2	3	4	5	6
21. Studying English is important to me in order to achieve a personally important goal (e.g., to get a degree or scholarship).	1	2	3	4	5	6
22. I will study English harder when thinking of not becoming a successful user of English in the future.	1	2	3	4	5	6
23. Studying English is important to me in order to gain the approval of my teachers.	1	2	3	4	5	6
24. Studying English is important to me because my life will change if I acquire good command of English.	1	2	3	4	5	6
25. My dreams of how I want to use English in the future are the same as those of my parents'.	1	2	3	4	5	6
26. I really like the music of English-speaking countries (e.g., pop music).	1	2	3	4	5	6
27. I find learning English really interesting.	1	2	3	4	5	6
28. I can imagine a situation where I am doing business with foreigners by speaking English.	1	2	3	4	5	6
29. I study English because with English I can enjoy travelling abroad.	1	2	3	4	5	6
30. Studying English is necessary for me because I don't want to get a poor score mark or a fail mark in English proficiency tests (NMET, CET, MET, IELTS,...).	1	2	3	4	5	6
31. I think time passes faster while studying English.	1	2	3	4	5	6
32. I consider learning English important because the people I respect think that I should do it.	1	2	3	4	5	6
33. I can imagine that in the future in a café with light music, a foreign friend and I will be chatting in English casually over a cup of coffee.	1	2	3	4	5	6
34. When thinking of not becoming a successful user of English in the future, I feel scared.	1	2	3	4	5	6
35. I can feel a lot of pressure from my parents when I'm learning English.	1	2	3	4	5	6
36. Learning English is important to me because I plan to travel to English-speaking countries in the future.	1	2	3	4	5	6
37. I like English-language magazines, newspapers, and books.	1	2	3	4	5	6
38. I really enjoy learning English.	1	2	3	4	5	6
39. I have to learn English because I don't want to fail the English course.	1	2	3	4	5	6
40. I can imagine myself in the future having a discussion with foreign friends in English.	1	2	3	4	5	6
41. Studying English is important to me because an educated person is supposed to be able to speak English.	1	2	3	4	5	6
42. My image of how I want to use English in the future is mainly influenced by my parents.	1	2	3	4	5	6

*Thank you very much so far. You are doing fine. Now you are more than half way through. Would you mind doing some more items? You are helping us so much, which we appreciate so much !*

## **Part II**

*These are new questions but please answer them the same way as you did before.*

43. When the teacher tells me the instructions I understand better.	1	2	3	4	5	6
44. I am prepared to expend a lot of effort in learning English.	1	2	3	4	5	6

45. When I'm imagining myself using English skillfully in the future, I can usually have both specific mental pictures and vivid sounds of the situations.	1	2	3	4	5	6
46. I use colour coding (e.g. highlighter pen) to help me as I learn.	1	2	3	4	5	6
47. I can usually have several vivid mental pictures and/or sounds of situations when I'm imagining myself using English skillfully in the future.	1	2	3	4	5	6
48. I remember things I have heard in class better than things I have read.	1	2	3	4	5	6
49. I would like to spend lots of time studying English.	1	2	3	4	5	6
50. If I wish, I can imagine how I could successfully use English in the future so vividly that the images and/or sounds hold my attention as a good movie or story does.	1	2	3	4	5	6
51. I learn better by reading what the teacher writes on the chalkboard.	1	2	3	4	5	6
52. I learn better in class when the teacher gives a lecture.	1	2	3	4	5	6
53. I would like to concentrate on studying English more than any other topic.	1	2	3	4	5	6
54. Charts, diagrams, and maps help me understand what someone says.	1	2	3	4	5	6
55. When I listen to a teacher, I imagine pictures, numbers or words.	1	2	3	4	5	6
56. When imagining how I could use English fluently in the future, I usually have a vivid mental picture of the scene.	1	2	3	4	5	6
57. I like for someone to give me the instructions out loud.	1	2	3	4	5	6
58. Even if I failed in my English learning, I would still learn English very hard.	1	2	3	4	5	6
59. I highlight the text in different colours when I study English.	1	2	3	4	5	6
60. I remember things better if I discuss them with someone.	1	2	3	4	5	6
61. English would be still important to me in the future even if I failed in my English course.	1	2	3	4	5	6
62. My dreams of myself using English successfully in the future are sometimes so vivid I feel as though I actually experience the situations.	1	2	3	4	5	6

Do you sometimes imagine yourself using English in the future when you have learnt it?

If yes, please answer the next few questions. If not, please go to **Part III**.

63. Sometimes images of myself using English successfully in the future come to me without the slightest effort.	1	2	3	4	5	6
64. My image or dream of myself using English has changed over the past year.	1	2	3	4	5	6
65. I find it easy to "play" imagined scenes and/or conversations in my mind.	1	2	3	4	5	6
66. My image or dream of myself using English used to be simple, but it has now become more specific.	1	2	3	4	5	6
67. It is easy for me to imagine how I could successfully use English in the future.	1	2	3	4	5	6
68. My image or dream of myself using English has now become more vivid than it used to be.	1	2	3	4	5	6
69. I think I have a natural ability to visualize myself using English successfully in the future.	1	2	3	4	5	6
70. In the past I couldn't imagine of myself using English in the future, but now I do imagine it.	1	2	3	4	5	6
71. I have always found it easy to visualize imagined situations.	1	2	3	4	5	6
72. I used to have rich imaginations of myself using English in the future, but now I don't.	1	2	3	4	5	6
73. My Image of myself using English has become less vivid.	1	2	3	4	5	6

## APPENDIX 4: ENGLISH LEARNER MOTIVATION QUESTIONNAIRE IN TURKISH

### BÖLÜM I

Sevgili öğrenciler, Bu bölümde, aşağıdaki ifadelere ne derecede katıldığınızı ya da katılmadığınızı sadece 1'den 6'ya kadar olan numaralardan birini yuvarlak içerisinde alarak belirtmeniz istenmektedir. Lütfen hiçbir ifadeyi boş bırakmayınız.						KESİNLİKLE KATILMIYORUM	KATILMIYORUM	KISMEN KATILMIYORUM	KISMEN KATILYORUM	KATILYORUM	KESİNLİKLE KATILYORUM
1 KESİNLİKLE KATILMIYORUM	2 KATILMIYORUM	3 KISMEN KATILMIYORUM	4 KISMEN KATILYORUM	5 KATILYORUM	6 KESİNLİKLE KATILYORUM						
(Örnek) Eğer aşağıdaki ifadeye kısmen katılmıyorsanız, şu şekilde işaretlemeniz gerekir: Kayak yapmayı çok severim.      1 2 3 4 5 6											
1. İngilizce öğrenmek benim için önemlidir; çünkü yurt dışına seyahat etmek isterim.						1	2	3	4	5	6
2. Ailem, eğitimli bir birey olmak için İngilizce öğrenmem gerektiğine inanıyor.						1	2	3	4	5	6
3. Toplumunun onayını kazanmak için İngilizce öğrenmek benim için önemlidir.						1	2	3	4	5	6
4. İngilizce öğrenmek benim için önemlidir; çünkü ileriki çalışmalarım için İngilizceye ihtiyaç duyacağımı düşünüyorum.						1	2	3	4	5	6
5. İngilizce derslerini hep dört gözle beklerim.						1	2	3	4	5	6
6. Bence İngilizce konuşan insanların kültür ve sanatlarına dair daha çok bilgi sahibi olmak için İngilizce öğrenmek önemlidir.						1	2	3	4	5	6
7. Gelecekte kendimi davetlerde, partilerde yabancı arkadaşlarla İngilizce konuşurken hayal edebiliyorum.						1	2	3	4	5	6
8. İngilizce öğrenmek benim için önemlidir; çünkü İngilizce olmadan çok fazla seyahat edemem.						1	2	3	4	5	6
9. İngilizce öğrenmek benim için önemlidir; çünkü eğer İngilizce bilsem diğer insanlar bana daha çok saygı duyar.						1	2	3	4	5	6
10. İngilizce konuşulan ülkelerde yapılan televizyon programlarını severim.						1	2	3	4	5	6
11. İngilizce öğrenirim; çünkü yakın arkadaşlarım İngilizce öğrenmenin önemli olduğunu düşünüyor.						1	2	3	4	5	6
12. İngilizce konuşulan ülkelere seyahat etmeyi severim.						1	2	3	4	5	6
13. Gelecekte kendimi bir topluluğa karşı başarılı bir şekilde İngilizce konuşma yaparken hayal edebiliyorum.						1	2	3	4	5	6
14. İngilizce çalışmak benim için önemlidir; çünkü İngilizce dersinden düşük notlar alırsam bundan utanç duyarım.						1	2	3	4	5	6
15. İngilizce öğrenme sürecini çok seviyorum.						1	2	3	4	5	6
16. Önemli kişisel bir amacımı gerçekleştirmek için İngilizce öğrenmem önemlidir (Örneğin; mezun olmak ya da burs kazanmak için).						1	2	3	4	5	6
17. Öğretmenlerin onayını kazanmam için İngilizce öğrenmek önemlidir.						1	2	3	4	5	6
18. İngilizce öğrenmek benim için önemlidir; çünkü iyi derecede İngilizce bilsem hayatım değişir.						1	2	3	4	5	6
19. İngilizceyi gelecekte nasıl kullanmak istediğim ile ilgili hayallerim ailemin hayalleri ile aynıdır.						1	2	3	4	5	6
20. İngilizce öğrenmeyi çok ilgi çekici buluyorum.						1	2	3	4	5	6
21. Yabancılarla İngilizce konuşarak iş yaptığım bir durumu hayal edebiliyorum.						1	2	3	4	5	6
22. İngilizce öğrenirim; çünkü İngilizce ile yurt dışına seyahat etmekten zevk alabilirim.						1	2	3	4	5	6
23. İngilizce çalışmak benim için gereklidir; çünkü İngilizce yeterli sınavlarından (NMET, CET, MET, IELTS,...) düşük not almak ya da başarısız olmak istemem.						1	2	3	4	5	6
24. İngilizce çalışırken zaman daha hızlı geçer.						1	2	3	4	5	6
25. Saygı duyduğum insanlar İngilizce öğrenmem gerektiğini düşündüğü için İngilizce öğrenmenin önemli olduğunu düşünüyorum.						1	2	3	4	5	6
26. Gelecekte kendimi yabancı bir arkadaşım ile birlikte bir kafede hafif müzik eşliğinde kahve içerken rahat bir şekilde İngilizce sohbet ederken hayal edebiliyorum.						1	2	3	4	5	6
27. Gelecekte İngilizceyi başarılı bir şekilde kullanamayacağımı düşününce korkuyorum.						1	2	3	4	5	6

28. İngilizce öğrenmek benim için önemlidir; çünkü gelecekte İngilizce konuşulan ülkelere seyahat etmeyi planlıyorum.	1	2	3	4	5	6
29. İngilizce dergileri, gazeteleri ve kitapları severim.	1	2	3	4	5	6
30. İngilizce öğrenmekten çok zevk alırım.	1	2	3	4	5	6
31. İngilizce öğrenmek zorundayım; çünkü İngilizce dersinden başarısız olmak istemiyorum.	1	2	3	4	5	6
32. Gelecekte kendimi yabancı arkadaşlarla bir konuyu İngilizce tartışırken hayal edebiliyorum.	1	2	3	4	5	6
33. İngilizce öğrenmek benim için önemlidir çünkü eğitilmiş bir bireyin İngilizce konuşabilmesi beklenir.	1	2	3	4	5	6
34. Gelecekte İngilizceyi nasıl kullanmak istediğim ile ilgili hayalim ağırlıklı olarak ailemden etkilenmiştir.	1	2	3	4	5	6

## BÖLÜM II

*Şu ana kadar çok teşekkür ederim, gayet iyi gidiyorsunuz. Aşağıda yeni ifadeler bulunmaktadır, lütfen bu bölümü de daha önce yaptığınız gibi cevaplar mısınız?*

35. Yönergeleri bana öğretmen söylediğinde daha iyi anlarım.	1	2	3	4	5	6
36. İngilizce öğrenmek için çok çaba sarf etmeye hazırım.	1	2	3	4	5	6
37. Gelecekte İngilizceyi ustalıkla kullanacağımı hayal ettiğimde, genellikle durumları gözümde belirli zihinsel resimler ve net seslerle canlandırabilirim.	1	2	3	4	5	6
38. Çalışırken bana yardımcı olması için renk kodlaması kullanırım. (Örneğin; fosforlu kalem)	1	2	3	4	5	6
39. Gelecekte İngilizceyi ustalıkla kullanacağımı hayal ettiğimde, genellikle durumları gözümde birkaç net zihinsel resimlerle ve/veya seslerle canlandırabilirim.	1	2	3	4	5	6
40. Zamanın çoğunu İngilizce çalışarak geçirmek istiyorum.	1	2	3	4	5	6
41. Eğer istersem gelecekte İngilizceyi nasıl başarılı bir şekilde kullanabileceğimi o kadar net bir biçimde hayal edebilirim ki sesler ve/veya görüntüler bir film ya da bir hikâyenin yaptığı gibi dikkatimi canlı tutar.	1	2	3	4	5	6
42. Öğretmenin derste tahtaya yazdıklarını okuyarak daha iyi öğrenirim.	1	2	3	4	5	6
43. Sınıfta öğretmenin dersi anlatmasıyla daha iyi öğrenirim.	1	2	3	4	5	6
44. İngilizce çalışmaya diğer derslerden daha çok odaklanmak istiyorum.	1	2	3	4	5	6
45. Tablolar, grafikler ve haritalar bir kişinin söylediği şeyi anlamama yardımcı olur.	1	2	3	4	5	6
46. Öğretmeni dinlerken, resimleri, sayıları veya kelimeleri hayal ederim.	1	2	3	4	5	6
47. Gelecekte İngilizceyi nasıl akıcı bir biçimde konuşabileceğimi hayal ettiğimde, genellikle olayın net görüntüsünü gözümde canlandırırım.	1	2	3	4	5	6
48. İngilizce öğrenmekte başarısız olsam bile, yine de İngilizce öğrenmeye çok çabalarım.	1	2	3	4	5	6
49. İngilizce çalışırken farklı renkte kalemlerle metnin altını çizerim.	1	2	3	4	5	6
50. Biriyile bir konu hakkında tartışırsam, o konuyu daha iyi hatırlarım.	1	2	3	4	5	6
51. İngilizce dersinden başarısız olsam bile, İngilizce benim için gelecekte yine önemli olur.	1	2	3	4	5	6
52. Gelecekte İngilizceyi başarılı bir şekilde kullanacağıma dair hayallerim bazen o kadar net ki olayları gerçekten yaşıyormuşum gibi hissediyorum.	1	2	3	4	5	6

## APPENDIX 5: STUDENT INTERVIEW QUESTIONS

Interview questions in Turkish:

1. İngilizce konuşabilmek senin için önemli midir? Neden?
2. En çok hangi ortamda İngilizce konuşurken rahat hissedersin?
  - a. Sınıfta hangi aktivitelerde İngilizce konuşurken rahat hissedersin?
  - b. Kiminle İngilizceyi daha rahat konuşabiliyorsun?
3. İngilizce konuşmaya yönelik kaygıların var mıdır? Varsa nelerdir?
4. İki yıllık eğitiminde genel olarak İngilizce derslerine sözlü olarak katılımını nasıl değerlendirirsin?
5. Gelecekte üniversiteden mezun olduğun ve iyi seviyede İngilizce bildiğin bir durumu hayal etmeni istiyorum. Nasıl bir ortamda/durumda İngilizce dil becerilerini kullanırdın?
6. Okul dışı aktivitelerinde İngilizce öğrenmeyi sürdürüyor musun?
7. Mezun olduktan sonra İngilizce öğrenmeye devam etmeyi planlıyor musun?
8. Gelecekte İngilizce konuşulan bir ülkeye eğitim amaçlı gitmeyi ya da orda yaşamayı ve çalışmayı ister misin?
9. İngilizce konuşulan ülkelerin kültürlerini öğrenmeye ilgin var mıdır?
10. Bugüne kadar İngilizce öğrenme tutumunda, motivasyonunda bir değişiklik oldu mu? Olduysa hangi yönden değişti?
11. Sence İngilizce öğrenmedeki başarın-başarısızlığın, ya da İngilizce öğrenmeye yönelik düşüncelerin, duyguların İngilizce konuşmanı etkiliyor mu? Etkiliyorsa hangi yönlerden etkiliyor?

Interview questions in English:

1. Is it important for you to be able to speak English? Why/ Why not?
2. In which environment do you feel most comfortable to speak English?
  - a) In which classroom activities do you feel comfortable to speak English?
  - b) With whom are you able to speak English more comfortably?
3. Do you have any concerns about speaking English? If you do, what are they?
4. How do you evaluate your oral participation in English lessons during two years of your education?
5. I want you to imagine a situation in the future in which you graduate and have a good command of English. In which situation would you use your English language skills?
6. Do you continue to learn English in your out-of-class activities?
7. Do you plan to continue to learn English after you graduate?
8. Would you like to go to an English-speaking country for education, or to live there and work there?
9. Are you interested in learning cultures of English-speaking countries?
10. Have you experienced any change in your attitude towards learning English and your motivation to learn English until now? If yes, in what way has it changed?
11. Do you think that your success or failure in learning English, or your attitude towards learning English affects you in terms of speaking English? If yes, in what way do you think it affects?

## APPENDIX 6: OBSERVATION SCHEME

<u>Categories</u>	S1	S2	S3	S4	S5	S6
<b>TEACHER-STUDENTS/ STUDENTS-TEACHER</b>						
Volunteer an answer [to general T-solicit]						
Volunteer a comment						
Give [answer to T-solicit] - Private response						
Ask [the teacher a] question						
Ask [the teacher for] clarification						
Guess [the] meaning [of an unknown word]						
<b>STUDENT-STUDENT/ STUDENT-CLASS</b>						
Talk [to] neighbor						
Present [own] opinion [in class]						
Respond to an opinion						
Volunteer [to] participate [in class activities]						
Attention						
Engagement						

Adapted from: Cao, Y. (2009). *Understanding the notion of interdependence, and the dynamics of willingness to communicate. Doctoral Dissertation.*

Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating Language Learners: A Classroom-Oriented Investigation of the Effects of Motivational Strategies on Student Motivation. *TESOL Quarterly*, 42(1), 55-77.

## APPENDIX 7: THE PERMISSION PAPER

Sayı : 16536747-100-E.5530  
Konu : Anket Müsaadesi Hk.

01/07/2016

SAYIN, ÖĞR.GÖR. BERNA UYANIK

İlgi : 09/05/2016 tarih ve E.4417 sayılı dilekçeniz.

Gazi Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Anabilim Dalında yürütmekte olduğunuz “*Öğrencilerin İngilizce Öğrenme Motivasyonu İle İngilizce İletişim Kurma İsteği Arasındaki İlişki*” konulu yüksek lisans tezinize ait anket çalışmasının Ankara Havacılık Meslek Yüksekokulu bünyesindeki İngilizce derslerini alan öğrencilere uygulanmasına ilişkin ilgi’de kayıtlı dilekçenizde yer alan talebinizin 12/05/2016 tarih ve 17 numaralı Yüksekökol Yönetim Kurulu Kararı ile uygun görüldüğünü bildirir, başarılar dilerim.

**e-İmzalıdır**

Prof.Dr. Alim İŞİK  
Vekil Rektör V.



*GAZİ GELECEKTİR..*