



**THE RELATIONSHIP BETWEEN WILLINGNESS TO
COMMUNICATE AND CLASSROOM ENVIRONMENT IN A
TURKISH EFL SETTING**



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TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

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ABSTRACT

Language learners differ from each other in terms of the amount of their talking behavior. This difference is partly attributed to willingness to communicate (WTC), which is considered as an important factor exerting direct influence on actual language use. In recent years, WTC and its relations with affective, social, and cognitive factors have been investigated in many settings. However, this variable has gone rather unnoticed in Turkey thus far. In addition, little research has investigated WTC in conjunction with classroom environmental factors. Therefore, this study aims to examine the extent to which Turkish preparatory school students are willing to communicate in English and whether their classroom environment is related to their WTC. For this purpose, two different questionnaires were administered to the students. The results revealed that preparatory school students at Gazi University were somewhat willing to communicate in English and their level of WTC tended to change depending on the communicative task. Students had positive perceptions of language classroom environments. No significant gender and academic major differences were obtained with regard to students' WTC and their perceptions of language classrooms. Correlation analyses demonstrated that there is a strong relationship between WTC and classroom environmental factors. WTC was found related to student cohesiveness, involvement, investigation, task orientation, cooperation, and equation with medium effect size and student cohesiveness with a small effect size. It indicates that when students perceive their classrooms positively, they appear to be willing

to communicate in English. The current study implicates that by creating a positive and supportive classroom environment, teachers can help students display willingness to communicate.

Key Words: Willingness to communicate, Classroom Environment, Gender, Academic majors

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**İNGİLİZCENİN YABANCI DİL OLARAK KULLANILDIĞI
ORTAMLARDA İLETİŞİM İSTEKLİLİĞİ VE SINIF ORTAMI
ARASINDAKİ İLİŞKİ**

(Yüksek Lisans Tezi)

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ÖZ

İkinci bir dili öğrenen kişiler bu dili kullanma sıklıkları bakımından farklılık gösterirler. Bu farklılık kısmen dilde iletişim istekliliğine atfedilmiştir. Dilde iletişim istekliliği dil kullanımını direkt olarak etkileyen önemli bir faktör olarak düşünülmektedir. Son yıllarda iletişim istekliliği ve iletişim istekliliğinin duyuşsal, sosyal ve bilişsel faktörlerle ilişkisi birçok ortamda incelenmiştir. Ancak bu faktör Türkiye’de yeterince araştırılmamıştır. Bununla birlikte çok az çalışma iletişim istekliliğini sınıf ortamındaki faktörlerle bir arada incelemiştir. Bu yüzden bu çalışma hazırlık okulu öğrencilerinin İngilizce konuşmaya ne derece istekli olduklarını ve sınıf ortamının konuşma istekliliği ilişkisi olup olmadığını araştırmayı amaçlamaktadır. Bu amaçla iki farklı anket öğrencilere uygulanmıştır. Sonuçlar Gazi Üniversitesi hazırlık okulu öğrencilerinin İngilizce iletişim kurmaya bir miktar istekli olduklarını ve öğrencilerin iletişim isteklerinin derecesinin aktivitelere göre değişebildiğini göstermiştir. Öğrencilerin sınıf ortamlarına karşı pozitif bir algıya sahip oldukları bulunmuştur. Bununla birlikte öğrencilerin cinsiyet ve akademik bölümleriyle iletişim isteklilikleri ve sınıf ortamı algıları arasında bir farklılık bulunamamıştır. Korelasyon analizleri iletişim istekliliği ve sınıf ortamı faktörleri arasında önemli ve güçlü bir ilişki ortaya çıkarmıştır. İletişim istekliliği öğrenci yaklaşımı, katılım, araştırma, ödevler, işbirliği ve eşitlik faktörleriyle orta düzeyde, öğretmen desteğiyle az miktarda

ilişkili bulunmuştur. Sonuçlar öğrencilerin sınıflarını olumlu bir şekilde algıladıklarında iletişim istekliliklerinin de yüksek olma eğiliminde olduğunu ortaya çıkarıyor. Bu çalışma olumlu ve destekleyici bir sınıf ortamı yaratarak öğretmenlerin öğrencilerin iletişim istekliliği göstermesine yardımcı olabileceğini gösteriyor.

Anahtar Kelimeler: İletişim istekliliği, Sınıf ortamı, Cinsiyet, Akademik bölümler

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LIST OF ABBREVIATIONS

CA	Communication Apprehension
CLT	Communicative Language Teaching
DC	Desire to Communicate
EFL	English as a Foreign Language
ESL	English as a Second Language
FLA	Foreign Language Anxiety
WTC	Willingness to Communicate
L2	Second Language
NL	Native Language
SEM	Structural Equation Modelling
SPCC	Self-Perceived Communication Competence
SPSS	Statistical Package for the Social Sciences
TL	Target Language
WIHIC	What is Happening in this Classroom

CHAPTER I

INTRODUCTION

Background to the Study

The last century has witnessed waxing and waning of various foreign language teaching and learning methods. Building on previous methods or constructing their own tenets, each method has attempted to define the best and ultimate way of teaching a language by presenting their own principles and techniques. As one method followed one another, these principles and techniques have been either accepted or disregarded by the communities. Since 1980s, communicative methods have been employed and they have dominated the way a second/foreign language is being taught. Currently, communicative language teaching (CLT) is the mainstream one whose principles are applied in many educational contexts. Communicative language teaching puts forward that language is for communication. It is both a mean and an end for communication. For this reason, enabling students to communicate in the language being learned, creating opportunities for interaction are underlying principles of CLT. These principles indicate that communication lies at the heart of language learning. It is accepted as the purpose of language instruction.

Learning a foreign language and communicating in that language is not a simple process with linear steps to follow. Instead, it is a complex phenomenon in nature and it is composed of several personal, affective, sociocultural, linguistic variables such as motivation, anxiety, native language, aptitude, social environments to name but a few. Language learning hinges on those linguistic and non-linguistic variables. Though there is not a consensus on optimal conditions for learning a second/foreign language but, and theories of successful second/foreign language learning continue to emerge, these variables and many more have been investigated for many decades to facilitate this process for learners.

One of those variables under investigation is willingness to communicate (WTC), which is introduced as a personality trait in one's native language (McCroskey & Baer, 1985). It is argued that partially due to this personality trait people differ from each other in terms of the amount of talk they have under similar or identical situations. Research studies have demonstrated that a person's WTC has impact on his frequency of communication in the native language (Chan & McCroskey, 1987; Rocca & Martin, 1998; Zakahi & McCroskey, 1989). As a variable that has the potential to affect communication in L1, WTC has later been adapted to foreign or second language situations (L2) as a situation-based variable with both transient and enduring influences (MacIntyre, Clément, Dörnyei, & Noels, 1998). WTC is defined as "a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (MacIntyre et al., 1998, p. 547). It is hypothesized that WTC has a direct impact on actual L2 use (Hashimoto, 2012; MacIntyre, Baker, Clément, & Conrod, 2001). In other words, it is argued that actual L2 use can be a result of a learner's WTC.

Given the fact that communication in the second/foreign language is the goal of language teaching and learning, it is rather crucial that learners be willing to take part in communicative situations since it is partly through interaction and practice that language development occurs in instructional settings. Ellis (1994) remarks "the interaction provides learners with opportunities to encounter input or to practice the L2" (p. 574). When learners interact in the target language, they use input available to them and produce language. That interaction and communication occurring among learners may lead to language learning. However, it is known that not all learners are willing to perform a task and take part in communication. Some learners are more volunteer to speak than the others. A number of research studies have been conducted to find out why the degree of WTC differs among learners and it was revealed that WTC has been found to be influenced by many factors such as self-perceived communication competence (SPCC) (Clément, Baker, & MacIntyre, 2003; Öz, Demirezen, & Pourfeiz, 2014), foreign language anxiety (FLA) (Aleami, Daftarifard, & Pashmforoosh, 2011; Donovan & MacIntyre, 2004), motivation (Peng, 2007), age and gender (Donovan & MacIntyre, 2004), learning contexts (Cao, 2011).

Initially proposed as a personality trait by McCroskey and Baer (1985), WTC has been dealt as a situational variable by MacIntyre et al. (1998) as they do not consider it merely a personality trait. Rather, it is regarded as a situation-based variable that may show a change

depending on other factors. In addition, recent studies have examined dynamism in WTC. In other words, WTC has been investigated as a variable that is subject to change from moment to moment (Cao, 2013; Kang, 2005). As a whole, these studies prove that willingness to communicate is a complex phenomenon by itself affected by many variables and, in turn, affecting the use of L2.

When the importance attached to communicative competence is considered a learner's WTC appears to be a crucial variable that has a great potential to predict language use. However, its complex structure necessitates further research on WTC, especially in EFL settings to understand it and its relationship with other variables better.

Problem Statement

Learners differ from each other in terms of the amount and frequency of their talks in a second language. Under exactly the same circumstances, some may choose to speak voluntarily whereas some tend to avoid communication. McCroskey and Richmond (1990a) states that "WTC explains why one person will communicate and another will not under identical or virtually identical constraints" (p. 21). However, success in the target language is partly attributed to a learner's language output (Swain, 2005). For this reason, it is of paramount importance that learners are willing to communicate in the target language because if they are willing to communicate, they can use the language for communication purposes (MacIntyre et al., 1998).

Since MacIntyre et al.'s (1998) theory of L2 WTC, willingness to communicate has drawn attention as a factor related to language learning. MacIntyre, Burns, and Jessome (2011) proposed that "the notion of WTC integrated psychological, linguistic, educational and communicative dimensions" (p. 82). These dimensions have been researched in different contexts with different learners. Anglophone students learning French (Baker & MacIntyre, 2000; MacIntyre et al., 2001; MacIntyre & Doucette, 2010), Japanese students learning English (Hashimoto, 2002; Yashima, 2002), Chinese learners of English (Liu & Jackson, 2008; Lu & Hsu, 2008), Iranian learners of English (Baghaei & Dourakshan, 2012) have been investigated extensively in terms of their WTC. In those contexts, the extent to which the learners were willing to communicate in the L2 were investigated in relation to various factors and suggestions were made to enhance WTC so that the learners would use opportunities and take part in communicative situations. In addition, MacIntyre

et al. (1998) maintains that “a proper objective for L2 education is to create WTC” (p. 547) because willingness to communicate is believed to predict overt language behavior. For this reason, investigating WTC and seeking ways to improve it become necessary to facilitate second language learning.

Turkey is one of the countries where a great deal of effort has been put into English learning and teaching. From primary to tertiary levels it is the goal of foreign language education policies that students learn how to use the language and communicate in English. For this reason, determining how willing English as a foreign language (EFL) learners are in Turkey and enhancing their willingness to communicate become even more important. However, WTC studies are limited in Turkey.

Çetinkaya (2005) examined college students' WTC in Turkey. Through qualitative and quantitative data collection tools, she aimed to examine the students' WTC and its relationship with social-psychological, communication and linguistic variables. The results demonstrated that college students were somewhat willing to communicate. Structural Equation Modeling (SEM) analysis revealed that attitude toward the international community and perceived communication competence were related to WTC directly. In addition, the students' motivation and personality were found connected to their WTC indirectly through perceived competence.

Şener (2014) attempted to investigate EFL student teachers' WTC both inside and outside the classroom and reveal if WTC is related to motivation, self-confidence, attitudes towards the international community and personality. Quantitative data results showed that the students were between moderate and high with regard to their WTC levels. Besides, regression analysis revealed self-confidence was found to affect WTC directly and self-confidence, motivation and attitude towards the international community correlated significantly with WTC.

Öz, Demirezen, and Pourfeiz (2015) attempted to find out relationships among willingness to communicate, communication factors and affective factors, along with the effect of gender differences on these factors. Students in an EFL teacher education program in Turkey completed questionnaires (n = 134). Based on the results obtained from structural equation modelling, it was revealed that self-perceived communication competence and perceived communication apprehension were the strongest predictors of WTC. Motivation influenced WTC indirectly through SPCC and CA. In the same vein, integrativeness and ideal L2-self did not lead to WTC directly, yet they contributed to the prediction of SPSS

and CA. In addition, a strong correlation was found between integrativeness and ideal L2 self and attitudes towards learning situation and instrumental orientations. With regard to gender differences, the results indicated that females had significantly higher mean scores for CA than males did.

These studies in Turkish EFL context have provided some useful insights into willingness to communicate construct and its complex nature. While student teachers were between moderate and high willing to communicate in English (Öz et al., 2015; Şener, 2014), preparatory school students were found somewhat willing (Çetinkaya, 2005). Besides, all three studies revealed that self-perceived communication competence was the strongest predictor of WTC. Additionally, the construct was found connected to such other variables as motivation, gender, communication apprehension and personality. However, these studies prove that willingness to communicate is a complex construct which is related with many variables. Therefore, more research is needed in Turkey in order to deepen our understanding of WTC and its related factors.

When EFL learners' language learning processes are considered, one of the most important points to consider should be classroom environments. Since in Turkey and many other countries where English is taught as a foreign language, classroom is most of the time the only platform to interact and communicate in English. Though learners can make use of web technologies to learn languages or to communicate, classrooms are the social contexts in which interaction occurs through active participation of learners. In language classes, by using the target language, students perform tasks with their peers, interact with the teachers, involve in activities, and investigate how to produce utterances. As social environments, language classrooms may exert influence on students' WTC. Previous research investigating WTC within language classrooms has demonstrated that WTC is affected by such classroom specific factors as teacher support (Riasati, 2012), cooperation (Zhong, 2013), cohesiveness (Cao, 2013). However, this aspect remains under studied up to now. Especially in Turkey, there is not a study researching WTC in conjunction with classroom environmental factors despite the fact that students spend a huge amount of time in their classrooms to learn the a language. With reference to this gap in the literature, the current study sets out to unveil the relationship between willingness to communicate and classroom environment.

Research Questions

Based on the problems stated above, the present study aims to examine preparatory school students' willingness to communicate in English and perceptions of their classroom environments in Turkey. It attempts to find answers to these main and sub-questions:

RQ1: How willing are Turkish preparatory school students to communicate in English?

RQ1a: Is there a difference between male and female students in terms of their willingness to communicate?

RQ1b: Do students differ in terms of their willingness to communicate based on their majors?

RQ2: How do Turkish preparatory school students perceive their language classroom environments?

RQ2a: Is there a difference between male and female students in terms of their perceptions of language classroom environments?

RQ2b: Do students differ in terms of their perceptions of classroom environments based on their majors?

RQ3: What is the relationship between willingness to communicate and perceptions of classroom environments of the students?

RQ3a: What is the relationship between student cohesiveness and willingness to communicate?

RQ3b: What is the relationship between teacher support and willingness to communicate?

RQ3c: What is the relationship between involvement and willingness to communicate?

RQ3d: What is the relationship between investigation and willingness to communicate?

RQ3e: What is the relationship between task orientation and willingness to communicate?

RQ3f: What is the relationship between cooperation and willingness to communicate?

RQ3g: What is the relationship between equity and willingness to communicate?

Purpose of the Study

Defined as “the intention to initiate communication, given a choice” (MacIntyre et al., 2001, p. 369), willingness to communicate has been emphasized in recent years as an antecedent of actual L2 communication. Promoting learner’ WTC in L2 has been suggested as a goal of language learning (Dörnyei, 2005; MacIntyre et al., 1998). However, despite the various studies on WTC, there is still a huge gap in this field, especially in Turkey. In order to fill that gap, this study aims to investigate how willing Turkish preparatory school students are to communicate in English inside their classrooms. Besides, as most of the interaction in English occurs in classrooms in Turkey, it is expected that classroom environments are influential in willingness to communicate in L2 as proven by some studies which were conducted in different contexts (Kang, 2005; Peng & Woodrow, 2010). However, up to now, there has not been a study carried out in Turkey investigating the relationship between willingness to communicate and classroom environment. For this reason, this research aims to examine the perceptions of students’ classroom environment and reveal its relationship with willingness to communicate. The findings of this research may yield insights into WTC in conjunction with classroom environment and suggestions can be made accordingly.

Previous studies showed that men and women may differ in some aspects. Baker and MacIntyre (2000) found differences between male and female students in that while male students favored L2 use outside the class, female students preferred communication in the class. MacIntyre, Baker, Clément, and Donovan (2002) investigated changes in students’ WTC from grade 7 to 9 and detected that female students’ WTC improved as the time went by, whereas male’s overall WTC remained constant. Sex differences in also within the scope of this study in that it aims to find out whether men and women show a significant difference with respect to their willingness to communicate in English inside their language classrooms. Such questions as ‘How did they differ?’ and ‘what could be done to enhance both genders’ WTC?’ were investigated, as well.

As a lingua franca, English is valued in many countries, including Turkey. Majority of people need knowledge of English in order to find a job or develop themselves professionally. Hence, majoring in various subjects, almost all of the students are required to achieve a certain degree of proficiency in English when they have matriculated at a university in Turkey. Those students who is not proficient enough study English at least for a year at preparatory schools of the universities. Students from different departments

study together based on their proficiency levels. At this point, a question arose: Do the students from different departments show differences with regard to their willingness to communicate levels? For this reason, it is also the purpose of this study to find out the differences among students' WTC, if any, based on their departments.

Significance of the Study

Over the last decades, a great amount of research has investigated WTC and variables affecting WTC such as foreign language anxiety, perceived communicative competence and motivation. However, when these studies are examined, it is seen that research in Turkish context is quite limited. Thus, this study is rather significant in that it attempts to measure how willing Turkish preparatory school students are to communicate in English inside their language classrooms. In addition, unlike most of the studies on WTC, the current study attempted to investigate the relationship between WTC and classroom dynamics. This stems from the fact that the context plays a crucial role while learning a second language. By investigating the relationship between the two constructs, it is believed that pedagogical implications can be drawn, willingness to communicate can be understood better in Turkish context, and suggestions can be made according to the findings of the study.

Another significance of this study lies in its data collection tool. A relatively new scale will be adapted and validated because of the fact that when the context in which English is being taught in Turkey is considered, Weaver's (2005) WTC scale has turned out to be more appropriate for this study. Therefore, validity and reliability measures will be conducted of the scale once it is translated into Turkish. It is believed that the scale can be applied to measure willingness to communicate in language classrooms in different contexts.

All in all, the present study can be proposed to have methodological, pedagogical and theoretical significance that was elucidated and elaborated in detail in the following chapters.

Definition of Terms

Willingness to communicate: “A readiness to enter into discourse at a particular time with a specific person or persons using a L2” (MacIntyre et al., 1998, p. 547).

English as a foreign language (EFL): Learning English where it is not one’s native language (e.g., Turkish students learning English in Turkey).

English as a second language (ESL): Learning English where it is the native language (e.g., Turkish students learning English in the USA).

Native language (NL): “The first language that a child learns. It is also known as the primary language, the mother tongue, or the L1.” (Gass, 2013, p. 4).

Target Language (NL): The language that is being learned.

L2: “L2 can refer to any language learned after the L1 has been learned, regardless of whether it is the second, third, fourth, or fifth language” (Gass, 2013, p. 4).

Organization of the Thesis

This thesis consists of six chapters. The first chapter provides an overview of the research by presenting the problem statement, purposes, significance and limitations of the research. Chapter two reviews the related literature in detail. Chapter three describes the methodology employed in the research and clarifies data collection, analysis and interpretation processes. The results are presented in fourth chapter by with reference to research questions and these results are discussed. Lastly, concluding remarks and suggestions are presented in fifth chapter.



CHAPTER II

LITERATURE REVIEW

Willingness to Communicate in the Native language

It is undoubtedly true that language is an essential part of human being by means of which they communicate, compromise and exchange information. Language has a mediator role in the communication among people in that a message is transmitted from a speaker to a listener through a language. In order to establish contact, develop intimacy and communication is required throughout people's lives. For the most part, the channel of communication is talk, namely oral communication.

McCroskey and Richmond (1990a) remark "without talk most interpersonal communication would have little reason to exist" (p. 19). In addition; the degree and quality of oral communication largely determine the degree of interpersonal communication and relationship. Accordingly, McCroskey and Richmond (1990b) state "the development of strong interpersonal relationships is heavily dependent on the amount of communication in which interactants are willing to engage" (p. 72). However, people vary considerably in the amount of their talking behavior. As it can be observed, some people talk much, some prefer to remain silent, and some only speak when necessary. While some people prefer talking with their friends, some may enjoy a conversation with anybody. According to McCroskey and Baer (1985), this difference among people in terms of the amount and frequency of their language use points to the existence of a personality variable, labeled as "willingness to communicate" (WTC).

McCroskey and Baer (1985) proposed WTC in one's native language as a personality trait that accounted for the reason why one person would communicate and another would not under the same or similar conditions. Besides, they assumed that personality trait showed consistent behavioral tendencies across communication situations. That's to say, if a

person was willing to communicate in one context, he would be presumed to be willing in another. Based on these assumptions, McCroskey and Baer (1985) constructed a willingness to communicate scale to measure people's communication orientations across four contexts (public speaking, meetings, small groups, dyads) and with three types of receivers (strangers, acquaintances and friends). Following the administration of the twenty-item scale to preparatory school students, WTC scores were calculated for all types of receivers and contexts. Correlations among those scores indicated that a person's willingness to communicate in a context and with a type of receiver was related to others. In addition, as the number of people increased in a communication and familiarity with them decreased, people were found less willing to communicate.

McCroskey and Baer's (1985) conceptualization and measurement of WTC brought a new dimension to communication research and paved the way for further investigation of the concept. After the first attempt at measurement of willingness to communicate, a number of studies were conducted by applying the scale to a wide range of participants. Chan and McCroskey (1987) carried out a study to reveal if high or low willingness would attribute to classroom participation. For this purpose, firstly, university students completed the WTC scale. Then, they were grouped as high and low willing students and were observed at different times during a semester. Results demonstrated that high willing students were found to communicate more frequently in classrooms compared to low willing students.

Zakahi and McCroskey (1989) investigated whether high or low willingness to communicate affected people's voluntariness to participate in a research. Having completed the WTC scale, the students were grouped as either high or low willing based on their survey scores. After a semester, these students were contacted and asked to participate in a research study which involved some interviews and questionnaires similar to the WTC scale did earlier. Based on their answers, students were grouped into two as those who refused to participate and those who agreed to participate. Later, appointments were made with second group students for the research and they were categorized as students who appeared at the scheduled time and who participated later because they did not show up in the first appointment. Results showed that in the first place, much more high willing students agreed to participate in the study in comparison to low willing students. Likewise, in the second phase, more high willing students appeared for the study than low willing ones.

Barraclough, Christophel and McCroskey (1988) investigated similarities or differences in communication orientations between people in the United States and Australia. These orientations were communication apprehension, willingness to communicate, and communication competence. As a result of self-report scales implemented to a total of 195 participants, mean scores for willingness to communicate and self-perceived competence revealed major differences between Australian and American students in that the Australian students scored much lower than the Americans in total. In terms of communication apprehension, there was not a significant difference. For both countries, though, higher willingness to communicate was linked to higher self-perceived competence and lower communication apprehension.

McCroskey and Richmond (1990a) discussed WTC as a personality-based predisposition that had impact on communication behaviors. At the same time, willingness to communicate was regarded as a volitional choice that was cognitively processed. They believed that some variables, which were referred to as antecedents, resulted in differences in the degree of people's willingness to communicate. Introversion, self-esteem, communication competence, communication apprehension and cultural diversity were claimed to have impact on WTC. Not seen as the mere causes of variability in one's WTC, these antecedents were proposed to be in mutual causality.

MacIntyre (1994) stated that "WTC represents the intention to initiate communication behavior and this intention may be based in large measure on the speaker's personality" (p. 135). Despite the fact that this personality trait was claimed to be affected by such variables as anxiety and communication competence, they were not tested explicitly. For this reason, he tested relations among willingness to communicate, perceived competence, communication apprehension, anomie, alienation, introversion, and self-esteem by using causal modeling. The model revealed that communication apprehension and perceived competence were two variables responsible for determining a person's WTC. It appeared that those who were less apprehensive about communication and perceived themselves as competent were more willing to communicate. On the other hand, no significant relationship between WTC and anomie and alienation was found. It indicated that a state of anomie and alienation did not hinder a person's WTC. Lastly, though the causal model did not display significant relationships between introversion and WTC, self-esteem and WTC, these two variables contributed to WTC through communication apprehension and perceived competence. It is understood that introverts who had low self-esteem tended to

perceive themselves less competent, hence resulting in less WTC. MacIntyre's (1994) research is of considerable value in the sense that its methodology shed new light on WTC studies. While previous studies did not test relations among variables that were considered to be related to WTC, MacIntyre (1994) used causal modeling to investigate WTC and related variables.

Contrary to the previous studies which researched WTC as a personality trait, MacIntyre, Babin, and Clément (1999) attempted to investigate willingness to communicate at the trait and state levels. At the trait level, the impact of big five personality traits on WTC were looked into while WTC in specific moments and situations was examined at the state level. Via structural equation modeling (SEM), relations among personality traits, communication variables and WTC were identified. Results revealed that perceived competence was the strongest predictor of WTC. On the other hand, a significant path was not found between communication apprehension and WTC. Instead communication apprehension affected WTC through communicative competence. Personality traits did not influence WTC directly. However, extraversion was found to contribute to WTC through perceived competence. Further, at the state level, students were grouped as high or low willing based on their scale scores. Similar to Zakahi and McCroskey's (1989) study, they were asked to participate in a laboratory study. In addition, they were required to take part in oral and written communicative tasks. Mean scores showed that more high willing students accepted participation and, then, attended the study than low willing students.

Previous research on WTC proved its existence as a variable influencing the occurrence of language use. Starting with McCroskey and Baer's (1985) seminal work, WTC was mostly investigated as a trait-like, personality-based variable in one's native language and it referred to the intention to initiate communication when free to do so (McCroskey & Richmond, 1987). Research studies considered different aspects of WTC and examined the variable accordingly. Firstly, it appeared that a person's WTC might result in overt language act (Chan & McCroskey, 1987; MacIntyre, Babin, & Clément, 1999; Zakahi & McCroskey, 1989). In addition, a number of personality traits and communication variables were introduced as antecedents of WTC. Of those, two communication variables, communication apprehension and perceived competence were found to exert influence of WTC (MacIntyre, 1994). Lastly, cross-cultural studies pointed to the differences between countries in terms of people's WTC (Barracough, Christophel, & McCroskey, 1988).

The realization of WTC as a potential variable predicting language behavior, then, drew attention in second language studies. Following MacIntyre and Charos's (1996) adaptation of WTC into the second language (L2), studies on WTC shifted from L1 to L2. Since then, it has been investigated extensively in second language research studies.

Willingness to Communicate in the Second and Foreign Languages

In the history of second language teaching and learning, a large number of approaches and methods have developed. Since the late 1980s, these methods have primarily focused on communicative aspects of language and aimed to teach learners how to communicate in the target language and they have promoted the inclusion of meaningful and communicative activities in instructional contexts. Nowadays, communication is regarded as the goal of language learning.

As in their native language, learners vary considerably in the amount and frequency of their language use for the purpose of communication in an L2. While talking in their native languages, some people talk much, whereas some avoid communication and silent. Each person differs from one another with regard to the amount and frequency of their talk. Indeed, it is the same when people are talking in a second language. Under the same situations, not all people prefer to communicate; some uses opportunities to talk in the second language, while some prefer to remain silent. Since this variability in the amount of people's talk was partly attributed to willingness to communicate in the native language (McCroskey & Baer, 1985), MacIntyre and Charos (1996) intended to adapt this construct to L2 contexts to determine if WTC in L2 predicted frequency of second language communication. In other words, it was investigated whether high willingness would result in more frequent use of the second language.

MacIntyre and Charos (1996) developed a model by integrating Gardner's (1985) socio-educational model of language learning and MacIntyre's (1994) model of willingness to communicate. Besides, global personality traits were included as they were considered related to willingness to communicate. The purpose of the study was to investigate relations among these variables and to reveal if they were able to predict frequency of language use. Ninety-two Anglophone students who were learning French filled in self-report measures of the big-five personality traits, WTC, perceived competence, attitudes, frequency of communication, motivation and the amount of French in the work and home

context. Regarding WTC, path analysis results indicated that WTC was directly affected by perceived competence, language anxiety, learning context and agreeableness. Furthermore, L2 communication frequency was found to be predicted by WTC and motivation. Students who were willing to communicate and motivated were reported to use the language more frequently.

Through MacIntyre and Charos's (1996) study, it became obvious that willingness to communicate could be extended to second language contexts. However, further research was needed to reveal the complex nature of willingness to communicate and its effect on language use. Thus, MacIntyre et al. (1998) put forward heuristic model of WTC in order to explain factors related to WTC and its importance for second language learning.

Heuristic Model of WTC

MacIntyre et al. (1998) proposed theory of WTC in L2. Though WTC in the first or native language was conceptualized as a personality trait, MacIntyre et al. (1998) treated WTC as a situation-based variable with both transient and enduring influences. These transient influences were tied to specific situations and contexts such as desire to communicate with a specific person or the formality of the situation. On the other hand, the enduring influences corresponded to relatively stable personal characteristics (e.g., communicative competence). Previous research has shown that WTC was affected by a number of trait-like variables in the native language (MacIntyre, 1994; McCroskey & Richmond, 1990). By extending the scope of previous studies and conceptualizing WTC as a situational variable, MacIntyre et al. (1998) introduced heuristic model of variables influencing L2 WTC.

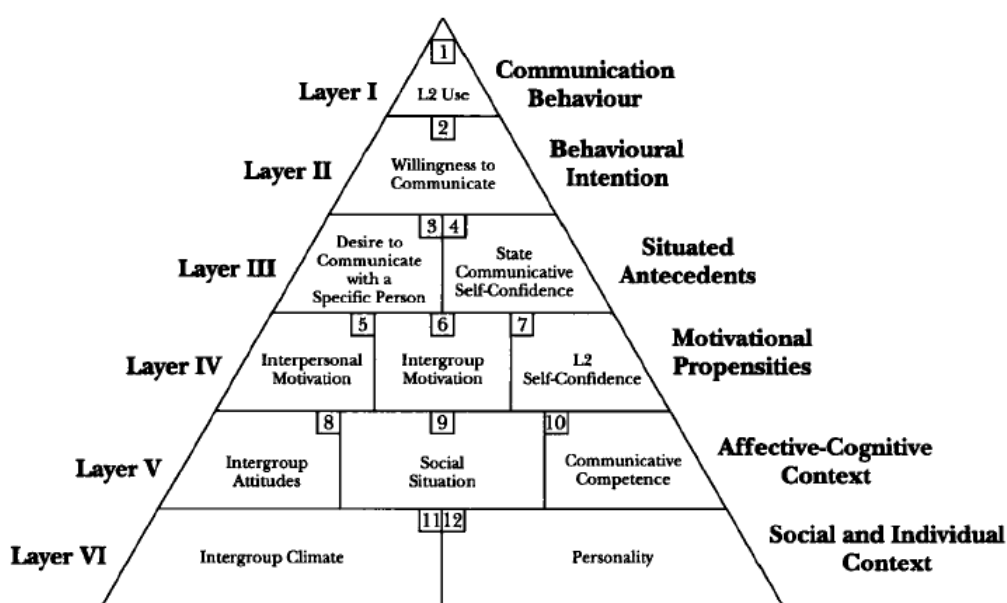


Figure 1. Heuristic model of variables influencing WTC. (Note: MacIntyre, P. D., Dörnyei, Z., Clément, R., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545-562.)

The pyramid shape heuristic model is made up of personal, cognitive, and affective variables that have the potential to change WTC. MacIntyre et al. (1998) stated that “the pyramid shape shows the immediacy of some factors and the relatively distal influence of others” (p. 546). That is to say, willingness to communicate, in the second layer, is considered as the most proximal cause of communication behavior; whereas the variables in the subsequent layers have less effect on L2 use compared to willingness to communicate.

At the top of the pyramid shape is actual communication behavior, which is the result of many interrelated variables. Being in the second layer, WTC was regarded as the most immediate variable affecting L2 use and defined as “a readiness to enter into discourse at a particular time with a specific person or persons, using a L2” (MacIntyre et al., 1998, 547). WTC was accepted as the intention behind actual language behavior.

Third layer accounts for situated antecedents of communication, which are the desire to communicate with a specific person and state self-confidence. The former is related to affiliation and control motives which are believed to enhance willingness to communicate. The latter consists of perceived competence and a lack of anxiety. As a whole, the third layer variables are regarded as the most immediate determinants of WTC.

Motivational propensities form the fourth layer. They are divided into three as interpersonal motivation, intergroup motivation, and L2 self-confidence. Interpersonal motivation is more about a speaker's individual characteristics. On the other hand, intergroup motivation is related to belonging to a group. For both types, control and affiliation appear to constitute the motivation in communication. L2 confidence refers to "the overall belief in being able to communicate in the L2 in an adaptive and efficient manner" (MacIntyre et al., 1998, p. 551). It is believed that a person's judgement of his proficiency affects his willingness to communicate.

Affective cognitive context variables found in layer five are intergroup attitudes, social situation, and communication competence. Intergroup attitudes involve integrativeness, fear of assimilation, and motivation to learn the L2, which are believed to contribute to WTC and ultimately to the frequency of L2 communication. Social situation is related to the type of communicative event. Five factors, which are participants, setting, purpose, topic, and channel of communication, are mentioned to be relevant to the social situation. As for communicative competence, it is claimed to exert significant influence on a learner's WTC.

At the bottom of the pyramid, the societal and individual context exists that includes intergroup climate and personality. While the societal context is related to intergroup climate, intergroup relations, and ethnolinguistic vitalities, the individual context is associated with personality traits. However, the model specified that personality was not conceptualized as an antecedent of WTC. Instead, it was regarded as a variable that set the stage for communication.

As clarified above, the heuristic model considers WTC the final step before actual communication. For this reason, MacIntyre et al., (1998) suggested that "a suitable goal of L2 learning is to increase WTC" (p. 558). In addition, Peng (2012, p. 203) stated "the extent to which classroom interaction is successful may rest with the degree of students' willingness to speak the target language." These statements demonstrate WTC may prove to be a key concept in L2 communication. If it is supported by research that L2 willingness to communicate is a predictor of actual L2 use, it may be of special importance in educational contexts. Therefore, subsequent research investigated WTC and the related factors extensively.

Variables Underlying Willingness to Communicate

Following MacIntyre et al.'s (1998) theory of willingness to communicate, an extensive body of research was carried out to test the relations among some variables of this complex heuristic model. Of the variables investigated, perceived communicative competence and communication apprehension occupy the largest place. Perceived communicative competence refers to one's overall thinking about her abilities to perform certain communicative tasks. It was assumed that perception of competence is more determining than actual competence in communication (Clément et al., 2003). Likewise, Barraclough et al. (1988, p. 188) asserted "it is what a person thinks he/she can do not what he/she actually could do which impacts the individual's behavioral choices." Therefore, perceived competence was proposed as a variable that was highly likely to predict WTC. On the other hand, communication apprehension is understood as "an individual's level of fear or anxiety associated with real or anticipated communication with another person or persons" (McCroskey & Beatty, 1984, p. 79). L1 WTC research put forward that the lower the CA level, the higher the level of WTC (McCroskey & Richmond, 1990a). In a similar vein, CA was hypothesized as a variable that affected the level of WTC negatively in the second language.

Table 1 shows studies conducted on WTC and the related variables. As can be seen, WTC was mostly investigated in conjunction with perceived communicative competence and communication apprehension in both EFL and ESL contexts. In addition, motivation, personality and social support were examined along with WTC. To gain a comprehensive insight into WTC and its determinants, these studies are summarized below.

Table 1

Research on WTC

Study	Context	Variables examined
Baker and MacIntyre (2000)	Canada	WTC, SPCC, CA, frequency of communication, immersion vs. nonimmersion
MacIntyre, Baker, Clément, and Donovan (2003)	Canada	WTC, CA, PC, integrative motivation, frequency of communication, immersion vs. nonimmersion
Clément, Baker, and MacIntyre (2003)	Canada	WTC, context, norms, vitality
Yashima, Zenuk Nishide, and Shimizu (2004)	Japan (EFL)	WTC, frequency of communication, international posture, motivation, L2 communication competence
Roach and Olaniran (2001)	USA (ESL)	WTC, CA
MacIntyre et al. (2002)	Canada (ESL)	WTC, FLA, PC, age and sex
MacIntyre and Doucette (2010)	Canada (ESL)	WTC, SPCC, FLA, action control
Donovan and MacIntyre (2004)	Canada (ESL)	WTC, CA, PC
Fushino (2010)	Japan (EFL)	WTC, L2 communication confidence, belief about group work
Hashimoto (2002)	USA (ESL)	WTC, SPCC, L2 Anxiety, motivation, frequency of communication
Yashima (2002)	Japan (EFL)	WTC, SPCC, CA, motivation
Peng (2007)	Japan (EFL)	WTC, integrative motivation
Lahuerta (2014)	Spain (EFL)	WTC, SPCC, L2 anxiety, motivation
Jung (2011)	Korea (EFL)	WTC, SPCC, CA, motivation, attitudes, personality
Liu and Jackson (2008)	China (EFL)	WTC, FLA, self-rated proficiency
Alemi, Daftarifard and Pashmforoosh (2011)	Iran (EFL)	WTC, Language anxiety, language proficiency
Baghaei and Dourakshan (2012)	Iran (EFL)	WTC, success in L2
Öz (2014)	Turkey (EFL)	WTC, personality traits
Alishah (2015)	Turkey (EFL)	WTC, SPCC, CA, personality

MacIntyre, Baker, Clément, and Conrod (2001)	Canada (ESL)	WTC, social support, language orientations
Wen and Clément (2003)	China (EFL)	WTC
Lu and Hsu (2008)	China and the USA	WTC, cross-cultural
MacIntyre et al, (2011)	Canada (ESL)	WTC
Freiermuth and Jarrell (2006)	Japan (EFL)	WTC, online chats, face-to-face communication
Reinders and Wattana (2015)	Thailand (EFL)	WTC, online games

Earlier WTC studies were generally conducted in Canada by MacIntyre and his associates. Though Canada is a bilingual country, there are some parts dominated by Anglophone communities in which English is spoken predominately. In such a community, Baker and MacIntyre (2000) investigated differences between immersion and nonimmersion students' willingness to communicate, perceived competence, frequency of talk, and communication apprehension. Besides, potential gender differences in terms of students' attitudes toward French and reasons for studying French were looked into. The students were all learners of French as a second language and they completed a set of questionnaires (n= 195). Results indicated that the immersion students had lower L2 anxiety, greater L2 communication competence, higher L2 WTC, and more frequent L2 communication in comparison to nonimmersion students. On the other hand, for the nonimmersion students, a strong correlation was found between anxiety and WTC, while perceived competence was a predictor of WTC among immersion students. Lastly, with regard to attitudes toward French and reasons for studying French, male non-immersion students had lowest scores for both variables.

MacIntyre et al. (2003) investigated differences between immersion and nonimmersion Anglophone students learning French (n = 59) with regard to WTC, communication apprehension, perceived competence, integrative motivation, and frequency of communication based on self-report measures. The results showed a strong correlation between WTC and motivation among immersion students, but not among nonimmersion students. In the nonimmersion group, WTC was predicted by communication apprehension but not by perceived competence, while the reverse was true for the immersion group.

Also, compared to nonimmersion students, immersion students were more willing to communicate and reported to communicate more frequently.

In comparison to nonimmersion students, immersion students appear to have more opportunities to talk in the target language. Baker and MacIntyre (2000) stated “immersion programs offer increased frequency of communication in the second language and, thus, enhance the linguistic outcomes of immersion students” (p. 313). The results of these studies indicated that exposure to the target language and the type of the language program affect a learner’s perceived competence, motivation, communication apprehension, WTC and, in turn, his language use.

In a similar context, Clément et al. (2003) Clément, Baker and MacIntyre (2003), investigated Anglophone (majority) (n = 130) and Francophone (minority) (n = 248) students’ L2 contact, L2 confidence, identity, and frequency of L2 communication. The study was carried out in a setting where Anglophones outnumbered Francophones dramatically. Based on the data gathered from a six-part questionnaire, Francophones were reported to have higher, L2 WTC, L2 identity, and frequency of communication in comparison to Anglophones. L2 confidence was found to be predicted by frequency and quality of contact in L2. In addition, L2 confidence was related to WTC and identity, which, in turn, predicted frequency of L2 use. Lastly, the results indicated that when the ethno linguistic vitality was low as in Francophone group, the students had more opportunities to interact in L2, which influenced L2 confidence directly. In other words, as the number of Francophones was much lower than Anglophones, they had more chances to speak French as a second language. As in both MacIntyre and Baker’s (2000) and MacIntyre et al.’s (2003) study, the findings of Clément et al.’s research (2003) showed that, the more a learner had the opportunity to interact in the target language, the more willing and confident he/she was found to communicate.

Apart from studies that compared students’ level of WTC with regard to exposure to the language and learning context, a considerable amount of research was carried out to find out what caused language learners to be willing or unwilling. Yashima et al. (2004) conducted two separate investigations to determine whether WTC in L2 could lead to more frequent communication. It was also aimed to explore if international posture, L2 communication competence and motivation affected WTC. International posture included interest in international affairs, willingness to go overseas to stay or work and a readiness to interact with intercultural patterns. In the first investigation, 160 high school students in

Japan and in the second investigation, 60 Japanese students who resided in the USA through an exchange program completed a set of questionnaires. Both studies showed that WTC significantly correlated with frequency of communication. It means that those who scored higher on WTC measures tended to engage in communication more frequently. Through correlational analyses it was also revealed that of the variables examined, perceived communication competence was strongly associated with WTC. In addition, international affairs were shown to contribute to WTC in that students who reported to be interested in international affairs and activities appeared to show higher L2 WTC.

Roach and Olaniran (2001) explored international teaching assistants' (ITA) communication apprehension, intercultural communication apprehension, and willingness to communicate, as well as how these factors were related to satisfaction and relationship with students. Data were obtained from self-report scales ($n = 44$) and results demonstrated that communication apprehension and intercultural communication apprehension correlated with WTC negatively. That's to say; the more a person was apprehensive regarding L2 communication, the less he was willing to communicate in the target language. While a negative correlation was found between communication apprehension and satisfaction and relationship with students, a significant relationship was not obtained between WTC and satisfaction and relationship with students.

MacIntyre et al. (2002) investigated WTC, FLA, and perceived competence, as well as age and sex effect on these variables. A couple of questionnaires were administered to French immersion students in a high school ($n = 268$). Results indicated that girls are more willing to communicate in the L2 than boys. While boys' WTC and FLA remained steady at each grade, girls tended to be more willing and less anxious in 9th grade than 8th grade. Furthermore, it was found that L2 WTC and perceived competence showed an increase from grades 7 and 8, though they remained constant between grades 8 and 9.

MacIntyre and Doucette (2010) aimed to investigate whether three action control variables, which were hesitation, preoccupation, and volatility predicted perceived competence, foreign language anxiety and willingness to communicate. In addition, relations among these variables were examined. Learning French as a foreign language, 238 high school students in Canada filled in self-report questionnaires. Path analysis results demonstrated that perceived competence and WTC in the class were predictors of WTC outside the class. On the other hand, WTC in the class was found to be determined negatively by language anxiety and volatility whereas perceived competence affected WTC positively. Hesitation

appeared to be related to higher language anxiety and lower perceived competence. However, a significant correlation was not obtained between preoccupation and any of the communication variables.

Fushino (2010) hypothesized that L2 communication confidence and beliefs about L2 group work exerted influence on L2 WTC. To test the hypothesis, he administered a set of questionnaires to EFL learners in Tokyo ($n = 729$) and analyzed the data by means of structural equation modeling. Results showed that the learners' WTC in L2 group work was directly affected by communication confidence. In other words, those who had high communication confidence appeared to be more willing to communicate in L2 group work. Beliefs about L2 group work were found to affect WTC in L2 group work indirectly through communication confidence. It indicated that students who had positive beliefs about group work seemed to have communication confidence in L2 that resulted in greater WTC in L2 group work.

Along with perceived competence and communication apprehension, motivation was investigated as a potential variable that would affect a person's willingness to communicate. Partially replicating MacIntyre and Charos' (1996) study, Hashimoto (2002) carried out a quantitative study to investigate relations among WTC, motivation, self-perceived communicative competence, L2 anxiety, and frequency of communication in English. As a result of fifty-six Japanese ESL students' responses to the questionnaires, perceived competence and L2 anxiety were found to be determinants of WTC. A significant path was obtained from perceived competence to motivation indicating that increase in perceived competence would result in increased motivation. Furthermore, the results showed that WTC and motivation exerted direct influence on L2 communication frequency. It means that students who were motivated and willing to communicate reported using L2 more frequently than less motivated and less willing students.

Yashima (2002) carried out a quantitative study to examine the relationships among L2 learning and L2 communication based on the WTC model (MacIntyre et al., 1998) and socioeducational model (Gardner, 1985). Japanese students who were learning English as a foreign language took part in the study and responded to a set of questionnaires ($n = 297$). Findings of SEM indicated a direct path from L2 communication confidence (a combination of communication apprehension and perceived competence) to WTC. That's to say, L2 communication confidence was strongly related to WTC. It indicated that those who perceived themselves communicatively competent and had low levels of

communication apprehension seemed to be more willing to communicate. Besides, the correlation between international posture and WTC was a significant one, which demonstrated that attitudes toward the international community, willingness to go overseas to stay or work, interest in foreign affairs contributed directly to one's willingness to communicate. It was also found that motivation and L2 proficiency affected L2 communication confidence, which, in turn, indirectly affected willingness to communicate.

In a partial replication of MacIntyre et al.'s study, Peng (2007) investigated the relationship between WTC in L2 and integrative motivation among Chinese students learning English as a foreign language. A hundred and seventy four students learning English responded to the questionnaires. The results indicated that motivation predicted WTC significantly, while attitudes towards the learning situation did not turn out to be a predictor of WTC. In addition, integrative motivation was found to result in a small amount of variation in WTC.

Jung (2011) attempted to find out Korean EFL learners' WTC in English and its relationship with SPCC, CA, motivation, attitudes and personality. Quantitative results of questionnaires completed by the learners showed that WTC was directly influenced by perceived communication confidence and motivation. Besides, motivation was found to affect communication confidence directly. Lastly, attitudes appeared to influence WTC through motivation.

In a Spanish context, Lahuerta (2014) researched relations among WTC, motivation, SPCC, and L2 anxiety. It was also hypothesized as the perceived competence increased, so was the L2 competence. To test the hypothesis and find the relations, a set of questionnaires were administered to university students learning English as a foreign language (n = 195). Correlation analyses demonstrated that there was a positive relationship between motivation to learn English and WTC in English. Besides, SPCC was found to affect WTC positively, while L2 anxiety was related to SPCC negatively. Finally, the hypothesis was confirmed as regression analysis indicated a significant relationship between self-perceived communicative competence and L2 competence.

These studies that were summarized above demonstrate that motivation is an antecedent of L2 WTC that contributes to it either directly or indirectly through perceived competence and communication apprehension. The results indicate higher motivation can result in higher levels of willingness to communicate. When learners are motivated to learn a

second language, when they have positive attitudes towards the learning situations, interested in international affairs, they seem to possess higher levels of WTC.

A few studies researched the relationship between students' language proficiency and willingness to communicate (Alemi et al., 2001; Baghaei & Dourakshan, 2012; Liu & Jackson). Focusing on Chinese EFL learners' unwillingness to communicate and foreign language anxiety, Liu and Jackson (2008) investigated the relationship between these two factors and researched how they were related to the students' self-rated English proficiency and access to English. Data were obtained from university students and subjected to correlation and regression analyses ($n = 547$). Results indicated that the majority of the students were willing to communicate, yet they did not like taking the risk of speaking English. Besides, many of them were anxious in their classes and afraid of negative evaluation. In addition, a significant positive correlation was obtained between unwillingness to communicate and foreign language anxiety. It suggested that the more unwilling the students, the more anxious they were about a foreign language. Lastly, these two factors were found to correlate significantly with the students' self-rated English proficiency and access to English.

Alemi et al. (2001) carried out a study to examine the impact of language anxiety and language proficiency on willingness to communicate. Forty-nine university students learning English in Iran participated in the study and the results showed that lower proficient students had lower WTC inside the classroom while higher proficient students have higher WTC. On the other hand, those who had higher proficiency demonstrated to be less communicative outside the classroom in comparison to those with lower proficiency. Moreover, the relationship between WTC and anxiety was not significant one. That is to say, foreign language anxiety did not influence a student's level of willingness to communicate.

In a study that was carried out with learners of English ($n = 148$) in Iran, Baghaei and Dourakshan (2012) examined the relationship between WTC and success in L2. Learners' language proficiency was measured through a proficiency test and the scores were subjected to correlation analysis along with WTC scores. A moderate level of correlation was obtained between WTC and language success. A detailed analyses of WTC subscales also showed that WTC in the school context and WTC with native speakers of English correlated significantly with language success. However, hardly any correlation was found between WTC with non-native speakers of English and language success.

Another factor that was examined in relation to WTC is personality. Personality refers to “the relatively enduring styles of thinking, feeling, and acting that characterize an individual” (Costa, McCrae, & Kay, 1995, p. 124). MacIntyre et al. (1998) proposed personality as a factor that would influence WTC indirectly. It was considered to set the stage for communication. In order to examine the relationship between personality traits and L2 WTC in English, Öz (2014) carried out a quantitative study by implementing questionnaires to university students majoring in English (n = 168). Correlation analysis results showed that of big five personality traits examined, extraversion, openness to experience, and agreeableness correlated significantly with WTC. In addition, regression analysis indicated extraversion and openness to experience as determinants of WTC. Accordingly, Öz (2014) states “the students who are extraverted or sociable, talkative, person-oriented and friendly as well as curious and creative are more willing to communicate in a L2” (p. 1479).

In an effort to determine how willing Turkish EFL learners were to communicate in English and reveal relationships among WTC, SPCC, CA and personality, Alishah (2015) carried out a research in which data were obtained from a set of questionnaires (n = 282) and interviews (n = 15). The results indicated that WTC was directly related to SPCC and based on the data, it was concluded to be the best predictor of WTC. Besides, those who were willing to communicate reported to be more extrovert; whereas the learners who were less willing perceived themselves more as introverts. Besides, less willing learners felt more anxious to communicate.

So far, research has shown that perceived communication competence, communication apprehension, motivation and personality traits, context, and the amount of language input affect the level of a language learner’s willingness to communicate. However, L2 WTC research is not limited to only these variables. MacIntyre et al. (2001) focused on L2 French immersion students’ WTC inside and outside the classroom, social support, and language orientations. Along with speaking skill, writing, reading and comprehension skills were included in the research. In addition to social support, language learning orientations, which included job related, travel, friendship, increased knowledge and school achievement, were believed to be important for enhancing WTC. For this reason, relations among them were tested by drawing on data from a four-part questionnaire. Results showed a significant correlation between WTC inside and outside the classroom. Furthermore, a substantial overlap between WTC inside and outside the classroom was

obtained for four skills measured. With regard to orientations, the friendship, knowledge, and school achievement demonstrated a consistent correlation with WTC inside and outside the classroom. Lastly, the impact of best friend support and other friends' support on WTC inside the classroom was not significant while they contributed to WTC outside the classroom. In addition, those students with higher sibling support showed higher willingness to communicate.

In order to investigate situations that promote or inhibit WTC, MacIntyre et al. (2011) carried out a qualitative study in which data were obtained from French immersion high school students' journals that illustrated situations in which the students felt most and least willing to communicate ($n = 100$). The essays indicated the existence of duality among the students because the situations that resulted in willingness or unwillingness showed similarities. To illustrate, the students both enjoyed and disliked error correction, conversation with less or more advanced students, conversation with family, friends or strangers. However, subtle changes showed that the students felt more comfortable and willing to communicate in French inside their immersion classes. Conversely, when they were outside the class at school, they felt unwilling to talk in French if they were required to do so. In addition, when teachers were noncritical, the students were more willing to use the language. Besides, error correction was found to affect WTC both negatively and positively depending on the context and manner of the person who corrected the error.

In a cross-cultural study, Lu and Hsu (2008) examined WTC and the factors influencing WTC between Chinese and Americans. A set of questionnaires were administered to forty-seven Americans and fifty-four Chinese living in China, and fifty-one Americans and forty-two Chinese living in the USA. As a whole, Americans were found to be more willing to communicate with Chinese than were Chinese with Americans, thus, indicating cultural differences between the two countries. In addition, Pearson correlations and multiple regression analyses indicated that for Americans, WTC was linked to perceived communication competence and motivation positively, and communication apprehension negatively. As for Chinese, communication apprehension had negative influence on WTC while all the other variables which were immersion time, perceived language competence, motivation and perceived communication competence affected Chinese students' WTC positively.

In an attempt to adapt MacIntyre et al.'s (1998) heuristic WTC model to the Chinese EFL context, Wen and Clément (2003) presented Confucianism as a philosophy that underlined

Chinese students' unwillingness to communicate. Accordingly, rooted in Confucianism, other-directed self and a submissive way of learning were believed to prevent students from taking part in interaction freely. Grounding on these values, Wen and Clément (2003) proposed their representation of variables that had impact on WTC.

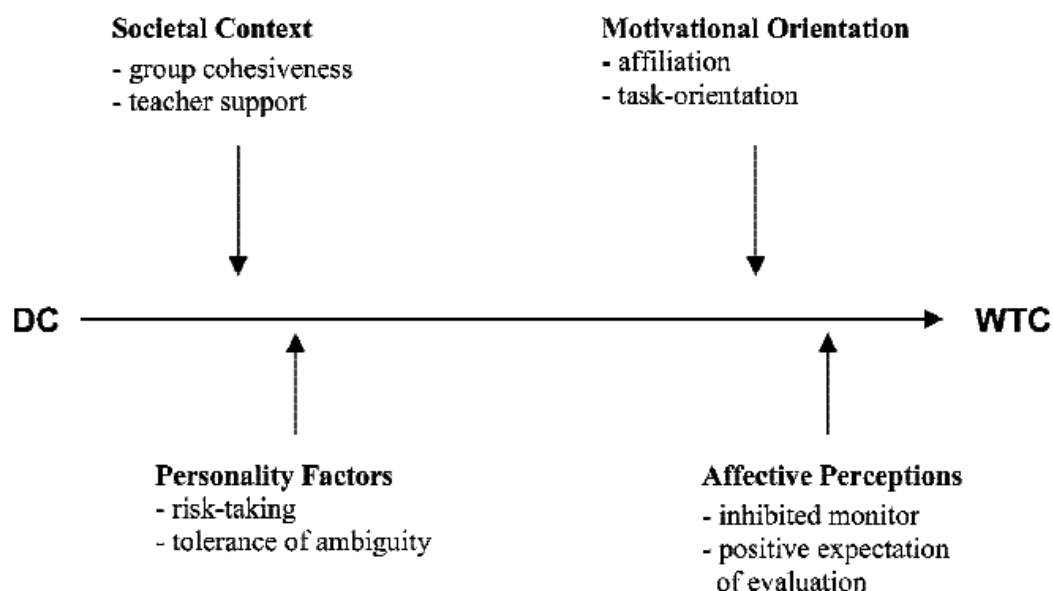


Figure 2. Variables moderating the relation between DC and WTC in the Chinese EFL classroom (Note: Wen, W. P., & Clément, R. (2003). A Chinese conceptualisation of willingness to communicate in ESL. *Language Culture and Curriculum*, 16(1), 18-38.)

Starting with a distinction between desire to communicate (DC) and WTC, Wen and Clément (2003) explained these terms stating “desire refers to a deliberate choice or preference, while willingness emphasized the readiness to act” (p. 25). Thus, a student’s desire to communicate does not necessarily mean she/he is willing, as well. Ranking among DC and WTC, societal context, motivational orientation, personality factors, and affective perceptions were suggested as factors that contributed to a positive communication environment. The model presented a theoretical framework and empirical research is necessary to verify the variables and their impact on WTC.

As well as a person’s communication partner, the means of communication may influence L2 WTC. Freiermuth and Jarrell (2006) regarded channel of communication as a potential source of enhancing students’ WTC and, thus, compared Japanese EFL students in terms of their WTC while they were solving tasks using online chat and using spoken language in face-to-face settings. Data were gathered from questionnaires, student produced discourse and post-test questions. Results showed that students were more willing to communicate using online chat and they preferred online chat rather than face-to-face

communication due to the fact that the former was an enjoyable way to communicate for them.

Previous research has shown that game-based learning might be useful in language learning (Anyaegebu, Ting, & Li, 2012; Ranalli, 2008). However, the effects of these games on WTC have not been researched. In an attempt to investigate impacts of game-based learning on L2 WTC, Reinders and Wattana (2015) designed an English language course that is comprised of six units. At the end of each unit, the learners were to complete a review session by playing an online game. A total of thirty Thai EFL learners participated in the course and randomly chosen five students were interviewed six times over fifteen weeks. The results indicated that game based learning led to an increase in the learners' WTC levels. Besides, the learners reported to feel more willing to use English while they were playing games due to the fact that they were less anxious, more competent and more motivated.

Thus far, the findings of research on L2 WTC have been explained. In general, these studies indicated that WTC is a predictor of frequency of communication in the second language. Students who are willing to communicate have been reported to use the target language more than unwilling learners. Besides, such factors as perceived communication competence, communication apprehension, motivation, context and mean of communication have been shown to be related to L2 WTC. However, WTC studies carried out inside language classrooms have not been mentioned in this section owing to the fact that they have been clarified in detail in the next section so as to understand how L2 WTC are affected by classroom environmental factors and classroom dynamics.

Classroom Environment

“There has never been a language so widely spread or spoken by so many people as English” says Crystal (2003, p. 189), according to whom the number of nonnative speakers outnumbers native speakers. These nonnative speakers learn English either as a second or foreign language depending on in which country they reside and, thus, which language is spoken in that country. Learners of English as a second language live where English is either the mother tongue or it is widely accepted; whereas, learners of English as a foreign language mostly study English in instructional settings, namely, language classrooms. In ESL settings, language learners have the opportunity to communicate in the L2 outside the

classroom. They are often exposed to the language in daily life. On the other hand, in EFL settings, the language classroom is most of the time the only platform for students to learn and to use the language. Though students can make use of the target language outside the classroom by means of web technologies and extracurricular activities, classrooms are the main social contexts in which students interact using the language.

Modern language pedagogy of second language learning and teaching have attached great importance to authentic L2 communication in that teaching learners how to use the language productively in unrehearsed contexts and teaching learners how to use language as it is used in real life have been aimed over the years (Brown, 2007). In order to be able to learn a second language as it is used in real life, interaction and practice in that language are needed. For this reason, it is crucial that L2 learners take part in communicative situations and use the language as much as possible. As ESL learners have the chance to interact in L2 on a daily basis, EFL learners are mostly limited to classrooms in terms of interaction and communication. Riasati (2012, p. 1287) remarks “if they do not take the opportunity to speak in the classroom, there is no other chance for them to practice their language.” For this reason, classrooms should be places where use of target language is promoted.

From a social constructivist view, four sets of factors affecting the learning process have been described – teachers, learners, tasks and context (Williams & Burden, 1997). As classrooms are social contexts in which languages are taught and learned, especially in EFL settings, the role that classroom environment plays is a significant one. Williams and Burden (2000) state “the immediate physical environment of the classroom and the nature of the personal interactions which occur within it will have a profound influence upon whether, what and how any individual learns a language” (p. 189). For this reason, classroom environmental factors should be taken into consideration in the process of language learning and teaching.

The Characteristics of a Classroom Environment

Learning contexts or environments have been approached from several different perspectives. Tudor (2001) have looked at the dynamics of the language classroom and defined the classroom as “a place where a variety of participants with potentially differing perspectives on the nature and goals of language teaching meet and interact, which gives

rise to a dynamic tension between their differing perceptions of the nature and goals of language teaching” (p. 43). The dynamic perspective holds the view that the teacher and students, the way they perceive teaching and learning, and the way they interact with one another affect what is lived in classrooms. Van Lier (2004, p. 21) approached language learning context from an ecological perspective and defined ecology as “the study of organisms and their relations with one another and their environment.” Central to this approach is the investigation of the relations among students and teachers and their relationship with the environment. On the other hand, Fraser et al. (1996) focused on psychosocial aspects of a classroom environment and identified psychological and social factors that make up a classroom such as teacher support, cooperation or equity. From a psychosocial point of view, a behavior is the consequence of interaction between a human being and his environment (Lewin, 1936). As theoretical frameworks, the above mentioned perspectives slightly differ from each other with regard to their priorities and research paradigms (Dörnyei, 2007); however, they display an overlap in that they are related to the same concept, which is a classroom.

The present research aimed to examine the perceptions of the students’ classroom environments from a psychosocial perspective by using the WIHIC questionnaire (Fraser et al., 1996), these scales that make up the classroom environment questionnaire are shortly described.

The WIHIC questionnaire consists of seven dimensions which are student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation and equity. Student cohesiveness refers to the degree to which students support, help and know each other. Dörnyei (2007, p. 640) states “the quality of teaching and learning is entirely different depending on whether the classroom is characterized by a climate of trust and support or by a competitive, cutthroat atmosphere.” In a classroom or elsewhere, the former is preferred and when cohesiveness is achieved students can take more risks, participate in activities more.

Teacher support is understood as the extent to which the teacher is helpful, friendly and interested in students. Wen and Clément (2003) remark that “teachers’ attitude, involvement, immediacy and teaching styles promote student engagement and positive effect” (p. 27). If teachers show positive attitudes towards students, care about students and be enthusiastic about teaching, students may become more involved classroom activities.

Involvement is defined as “the extent to which student have attentive interest, participate in discussions, do additional work and enjoy the class” (Dorman, 2003, p. 234). For learning to occur, active participation in classrooms is required (Schaper, 2008).

Investigation refers to the extent to which “skills and processes of inquiry and their use in problem solving and investigation are emphasized” (Dorman, 2003, p. 234). Instead of being passive recipients of knowledge, the students are expected to carry out investigations to answer questions and solve problems.

Task orientation is defined as “the extent to which it is important to complete activities planned and to stay on the subject matter” (Dorman, 2013, p. 234). In the learning environment, it is important that students know what to accomplish and how much work they should do.

Cooperation is defined as “the extent to which students cooperate rather than compete with one another on learning tasks” (Dorman, 2003, p. 234). In a classroom where student cooperate and work on tasks together, they might learn better.

Equity is the degree to which teachers behave equally to the students. It includes distribution of praise, opportunities and questions raised by the teacher.

Classroom Environment and L2 WTC

In a language classroom, teachers expect students to display interest in communicate in the target language because the classrooms are the places where learning occurs through active participation of students on meaningful activities in classrooms. William and Burden (2000, p. 202) state:

Language classrooms in particular need to be places where learners are encouraged to use the new language to communicate, to try out new ways of expressing meanings, to negotiate, to make mistakes without fear, and to learn to learn from successes and failures.

If a language classroom has debilitating characteristics; in other words, if communication is not encouraged and mistakes are forbidden, the learner may not show willingness to speak in the target language and may avoid communication. Yashima et al. (2004) state “contextual variables such as when and where interaction takes place, who the communication partner is, and who is present in the situation do indeed affect how willing one is to communicate in a given situation” (p. 122). In a classroom context, students may be unwilling to communicate when they have negative perceptions of their communication

partners and their environments. In order to boost willingness to communicate and help students use opportunities to talk in the second language, it is necessary that a positive and supportive classroom environment be ensured. By investigating factors that are considered related to WTC, teachers can make arrangements in classrooms to enhance students' WTC

Previous research supports the view that L2 WTC is affected by classroom environmental factors (Peng & Woodrow, 2010; Peng, 2012; Zhong, 2013). Integrating WTC, communication confidence, learner beliefs, motivation and classroom environment in a model, Peng and Woodrow (2010) carried out a quantitative study to test the relations among those factors. A battery of questionnaires was implemented to university students in China ($n = 579$) and data was analyzed through structural equation modelling. The results showed that communication confidence was the strongest predictor of WTC. Motivation predicted WTC through confidence. In addition, classroom environment was found to influence WTC, motivation, confidence and learner beliefs directly, suggesting that an effective classroom environment has the potential to enhance learners' WTC.

Peng (2012) aimed to elucidate factors influencing L2 WTC based on Bronfenbrenner's (1979) nested ecosystem models. Data was obtained from four university students in China who were learning English as a foreign language through classroom observation, interviews and learning journals kept by the students. Qualitative content analysis demonstrated that in a classroom setting, WTC was affected by motivation, the students' beliefs, cognitive, linguistic, affective factors along with classroom environment. Classroom atmosphere, teacher factors, learning tasks and classroom procedures were found to have impact on WTC. The students applauded teacher support and they were found more willing to communicate when meaningful interaction was provided. In addition, the students who participated in extracurricular activities were reported to be more willing to communicate in English in the classroom.

Through a qualitative research, Riasati (2012) attempted to find out factors that were perceived by students as determinants of L2 WTC in their classrooms. For this purpose, semi-structured interviews were carried out with seven EFL learners and the data revealed a range of factors affecting the degree of willingness to communicate. Firstly, task type was shown to impact L2 WTC in that most of the students showed higher willingness while they were talking in pairs or groups rather than in front of the whole class. Besides, such classroom-specific factors as topic, interlocutors, teacher, atmosphere, grading the students, and correctness of the students' talk were found to influence L2 WTC.

Khazaei, Zadeh, and Ketabi (2012) investigated how class size affected WTC in L2. Through observation of three different-sized classrooms, data were collected from Iranian learners of English as a foreign language (n=30). The students' talk time and turn of talk were analyzed. The results demonstrated that in small classes, the students were more willing to communicate in English; whereas, in large classes they were found to be less willing to communicate.

Zhong (2013) examined L2 WTC in teacher-led and collaborative classrooms and attempted to find out factors influencing L2 WTC in these contexts. To this end, he collected data from five ESL learners through interviews, classroom observations and learning logs. As a result of the analyses, one main finding is that the learners participated more in activities in the collaborative context in comparison to the teacher-led classroom. Besides, only behavioral beliefs were found to affect WTC in the collaborative classroom; whereas, such factors as accuracy, self-efficacy, and losing face exerted influence on WTC in the teacher-led classroom.

Employing a qualitative methodology, Zarrinabadi (2014) attempted to investigate teacher characteristics that were likely to affect the students' WTC. Fifty university students learning English as a foreign language in Iran were asked to write essays on situations that caused them to be willing or unwilling to communicate in L2. In total, 181 entries were received and analyzed. Students' entries indicated that when they were allocated more time to respond to a question, they felt more willing to communicate. Thus, extended wait time could be a factor enhancing WTC. Teacher's decision on the topic was found to be influential upon the students' WTC. When given the chance to select the topic, the students reported to be more willing as they could talk about subjects that were familiar to them. Error correction was found to be influencing WTC in that immediate error correction caused the students to be unwilling to communicate. In addition, teacher support appeared to contribute to the students' WTC.

To investigate Iranian EFL students' level of WTC in English and to find out the relations among L2 WTC, communication confidence, motivation, English language achievement, attitudes toward learning English, and classroom environment, Khajavy, Ghonsooly, and Fatemi (2016) administered a set of questionnaires to English-major students in Iran (n=243). An L2 WTC model was proposed and tested using SEM. Results demonstrated that the strongest predictor of L2 WTC was classroom environment, followed by

communication confidence. In addition, classroom environment was found to affect motivation, communication confidence and attitudes directly.

Apart from studies that attempted to investigate L2 WTC as a situational variable that is subject to change depending on many factors, a number of research studies were also carried out to capture the dynamic nature of L2 WTC which showed fluctuation over time in classroom contexts.

Kang (2005) conducted a qualitative research to unveil situational variables affecting L2 WTC and dynamism in WTC by analyzing fluctuations in the learners' WTC levels by means of video recordings, stimulated recall sessions and interviews. Learning English as a second language in the USA, four Korean students participated in the study. Qualitative analyses of data indicated that situational L2 WTC shaped under three psychological conditions which were excitement, responsibility, and security. Furthermore, each of these conditions was found to be constructed jointly by such situational variables as topic, interlocutors, and conversational context. Interlocutors' social support, familiarity with interlocutors and topics were shown to boost L2 WTC.

To gain a better understanding of factors that were perceived by students to have impacted their WTC in a classroom, Cao and Philp (2006) collected data from eight international learners of English in New Zealand through classroom observations, questionnaires and interviews. In addition, situational L2 WTC was examined with regard to three interactional contexts which were whole class, small group, and pair work. Results demonstrated that the students did not communicate as a whole class as much as they did in small groups or dyadic interactions, which implied a fluctuation in students' willingness to communicate levels across contexts. Furthermore, analyses of interview data showed that such factors as the number of students in a group, familiarity with other participants and topics being discussed, self-confidence, cultural background and medium of communication were perceived by the students as predictors of WTC in a classroom environment.

From an ecological perspective, Cao (2011) studied how L2 WTC was affected by personal and environmental factors. For this purpose, data was collected from ESL learners in New Zealand by means of observations, interviews and journal entries ($n = 12$). Viewed as a dynamic variable, WTC in a classroom context was found to be influenced by such environmental factors as topic of discussion, interaction patterns, interlocutors, and teachers. The results indicated that familiarity with the topic, group or pair work rather

than whole class activities, talkative interlocutors and competent teachers boosted the students' WTC.

Cao (2013) researched dynamism in L2 WTC through classroom observations, stimulated-recall sessions, and journal entries. Twelve ESL students participated in the study and in-depth analyses of qualitative data revealed that the students' L2 WTC in a classroom showed variability over time due to personal and contextual factors. These contextual factors included teachers, activities, topic, interlocutors, and interactional contexts. For example, a student showed high willingness to talk if the topic was of particular interest to her. On the other hand, her WTC level decreased significantly in another course when she thought the topic was boring.

Pawlak and Mystkowska-Wiertelak (2015) examined fluctuations in learners' WTC while they were talking in English in pairs and researched the factors that resulted in these fluctuations. Eight Polish students took part in the study and data was collected by means of self-ratings, questionnaires, and interviews. The analyses demonstrated that such factors as the topic, familiar interlocutors, cooperation, planning time, the opportunity to use the language influenced the extent to which a learner was willing to communicate in English.

These studies that examined L2 WTC in conjunction with classroom environment have demonstrated that classroom environmental factors exert influence on a student's L2 WTC (Peng, 2012; Zarrinabadi, 2014; Zhong, 2013). It is believed that if students perceive their classroom environments positively, they can be more willing to communicate in the target language.



CHAPTER III

METHODOLOGY

Introduction

This chapter presents the overall methodology employed in the present study which consists of two phases. The first phase is the pilot study where validity and reliability analyses of the instruments were carried out. The second phase is the main study in which data was obtained through validated questionnaires. This chapter starts with a description of the research design. Then, setting and participants are introduced. Data collection tools, data collection, validation and analysis procedures are explained.

Research Design

The primary aims of this study are to reveal how willing Turkish preparatory school students are to communicate in English inside their classrooms and to find out whether there is a relationship between L2 WTC and classroom dynamics. It also aims to cast light on gender differences among students in terms of their WTC. Lastly, this study is concerned with how students differ with regard to their WTC based on their majors. For these purposes, a quantitative research design was employed in this study.

Taylor (2005) states “the major purpose of quantitative research is to make valid and objective descriptions on phenomena” (p. 91). Further, Dörnyei (2007) describes quantitative research by stating “quantitative research involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods” (p. 24). For current research, a quantitative design was employed due to a number of reasons. Firstly, it is the research questions that determine the methodology of a study. In order to discover the extent to which preparatory school students are willing to communicate inside their classrooms and to detect students’ perceptions of language

classroom environments, a quantitative research design is needed. Since WTC reflects psychological processes, it is difficult to observe it directly (Peng, 2013). Instead, it can be measured through quantitative instruments such as surveys. Secondly, quantitative research includes correlational research method that shows relationships between two or more variables (Taylor, 2005). In this research, in order to reveal whether there is relationship between WTC and classroom environment, a correlation analysis should be performed. Through correlational research, a researcher can find out how closely two variables are related to each other (MacKey & Gass, 2005). Thirdly, by means of quantitative research, data can be obtained from a large number of participants that are believed to represent the universe so that the results can be generalized to the universe. Though generalization issue should be approached with caution, this research gives insight into preparatory school students' L2 WTC, classroom environments and the relationship between the two variables. In the light of this information, a quantitative research design was employed and the data were collected accordingly.

Research Questions

RQ1: How willing are Turkish preparatory school students to communicate in English?

RQ1a: Is there a difference between male and female students in terms of their willingness to communicate?

RQ1b: Do students differ in terms of their willingness to communicate based on their majors?

RQ2: How do Turkish preparatory school students perceive their language classroom environments?

RQ2a: Is there a difference between male and female students in terms of their perceptions of language classroom environments?

RQ2b: Do students differ in terms of their perceptions of classroom environments based on their majors?

RQ3: What is the relationship between willingness to communicate and perceptions of classroom environments of the students?

RQ3a: What is the relationship between student cohesiveness and willingness to communicate?

RQ3b: What is the relationship between teacher support and willingness to communicate?

RQ3c: What is the relationship between involvement and willingness to communicate?

RQ3d: What is the relationship between investigation and willingness to communicate?

RQ3e: What is the relationship between task orientation and willingness to communicate?

RQ3f: What is the relationship between cooperation and willingness to communicate?

RQ3g: What is the relationship between equity and willingness to communicate?

Setting and Participants

This study was conducted in Gazi University, School of Foreign Languages, Turkey. The school was established in 2006 and since then, it has been aimed to equip the students with foreign language skills by way of effective methods. Currently, around one hundred and twenty instructors are teaching English to more than 1500 students. The primary aim of those English courses is to help the students develop communication skills in English. For this purpose, the students are taking at least twenty hours of English courses a week that cover speaking, listening, writing and reading skills along with grammar, pronunciation and vocabulary. These courses are being taught in English by Turkish instructors.

Mainly, there are two reasons why Gazi University, School of Foreign Languages was chosen as the universe of the research. The first one is instructors' and students' easy accessibility and geographical proximity. The second reason is students' diversity. More than 1500 students come from every city and region of Turkey each year and study at the school. Those students have different educational background and different identities. They may indicate a good representation of the universe. Therefore, data was collected from students at Gazi University, School of Foreign Languages.

Convenience sampling was used to select participants. Cohen and Manion (1994) explain convenience sampling "it involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained" (p. 88). In the research, such criteria as easy accessibility, availability of participants, geographical proximity were taken into consideration and convenience sampling was employed.

Participants were preparatory school students who were around the age of eighteen. These students matriculated at the university based on the scores that they got from university

entrance exam. Later, they were required to take English proficiency exam before their university education started and they should have been successful in order to be able to take their major area courses. However, these students failed in the exam and had to take one-year English courses. For this reason, they were mostly beginner and elementary level students.

In the piloting phase, a total of randomly chosen 165 students responded to the questionnaires. Upon data screening, 153 valid data could be used for validity and reliability analyses of the instruments and the rest was removed due to the fact that they were incomplete.

In the main study, the questionnaires were administered to randomly chosen 320 students during their class hours. Those who had already participated in the pilot study did not take part in the main study, nor were their responses included for analysis because of the changes made to L2 WTC instrument. After the incomplete or inaccurately filled questionnaires were discarded, 296 data were obtained for further analysis. Of those 296 students, 130 were male and 166 were female.

Table 2

Participants by Gender

	Frequency	Percent	Valid percent	Cumulative percent
Valid male	130	43.9	43.9	43.9
female	166	56.1	56.1	100.0
total	296	100.0	100.0	

All the students were all non-English majors, specializing in the following academic subjects: chemical engineering, computer engineering, mechanical engineering, electrical and electronic engineering, civil engineering, industrial engineering, architecture, urban and regional planning, industrial design, medicine, business administration, statistics, international relations, and political science and public administration. Table 3 shows frequencies and percentages of students' academic majors.

Table 3

Participants by Academic Majors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chemical Engineering	18	6.1	6.1	6.1
	Computer Engineering	11	3.7	3.7	9.8
	Mechanical Engineering	17	5.7	5.7	15.5
	Electrical and Electronic Engineering	13	4.4	4.4	19.9
	Civil Engineering	13	4.4	4.4	24.3
	Industrial Engineering	18	6.1	6.1	30.4
	Architecture	29	9.8	9.8	40.2
	Urban and Regional Planning	29	9.8	9.8	50.0
	Industrial Design	10	3.4	3.4	53.4
	Medicine	13	4.4	4.4	57.8
	Business Administration	34	11.5	11.5	69.3
	Statistics	21	7.1	7.1	76.4
	International Relations	39	13.2	13.2	89.5
	Political Science and Public Administration	31	10.5	10.5	100.0
	Total	296	100.0	100.0	

Data Collection

To be able to answer the research questions, a quantitative research design was adopted and quantitative data were obtained through the use of written questionnaires. A questionnaire is a typical instrument used for survey research. Cohen and Manion (1994, p. 83) state “surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events.” This research aims to describe the extent to which preparatory school students are willing to communicate in English and reveal the relationship between L2 WTC and classroom dynamics. For these purposes, written questionnaires were used.

The students were informed that their information would be kept confidential and they were asked not to write their names on the questionnaires. Furthermore, it was explained that their participation was based on voluntariness and they had the choice to reject the participation. Then, the questionnaires were administered during class hours towards the middle of spring term of the 2015-2016 academic year. It took around ten minutes for students to complete the questionnaires.

Instruments

Willingness to Communicate

The operationalization of WTC started with McCroskey and Baer (1985) who devised a WTC scale to research L1 communication orientations. Consisting of 20 items, the scale measures how willing an individual is to communicate with three types of communication partners (friends, acquaintances, and strangers) in four contexts (public, meeting, dyads, and small groups). A sample item is “present a talk to a group of strangers.” As such, the other items aim to describe individuals’ WTC in daily life situations rather than their L2 WTC in instructional settings. Since the scale is tailored to daily communication, it may not be applicable in EFL contexts where learners have limited exposure to English outside their classes. Therefore, “present a talk to a group of strangers” may appear to be an imaginary situation in the eyes of language learners as in Asker’s (1998) study in which the participants were confused about the items. Asker (1998) stated some students did not know “whether they should ‘imagine’ if they would communicate in situations they do not normally meet (e.g. talking to a service station attendant)” (p. 164). Similarly, investigating L2 WTC in a New Zealand classroom context, Cao and Philp (2006) reported based on the findings of their study that “trait WTC, as measured by self-report, is not necessarily predictive of actual classroom behavior” (p. 489). Though the scale proved to be reliable and was employed extensively, its usefulness should be questioned in foreign language learning contexts. For this reason, the scale was excluded from consideration for the current research because the items do not measure L2 WTC in instructional settings.

MacIntyre et al. (2001) developed a WTC scale oriented to the measurement of L2 WTC both inside and outside the classroom. Along with willingness to speak, the scale focuses on such skills as comprehension, reading and writing. However, Weaver (2005, p. 385) states “some of the items used to measure students’ willingness to speak are heavily

influenced by McCroskey and Richmond's original scale." Some items include: 'a stranger enters the room you are in, how willing would you be able to have a conversation if he talked to you first?' or 'talking to a friend while waiting in line.' As in McCroskey and Baer's (1985) scale, those situations may rarely occur in classroom settings. Due to these concerns, this scale was not chosen in this research.

Employing a Rasch model, Weaver (2005) devised a scale to measure L2 WTC in EFL classrooms. Four-hundred and ninety university students' responses were analyzed and the statistical results proved validity and reliability of the instrument. The scale is composed of thirty-four items, seventeen of which were designed to measure WTC in speaking situations while the other seventeen measured WTC in writing situations. Weaver (2005) stated that those tasks or situations were compiled based on their frequent occurrence in university English classes. For example, 'interview someone in English asking questions from the textbook' or 'give a short self-introduction without notes in English' can be regarded as tasks that are most likely to occur in English classes. Contrary to previous WTC scales, Weaver's (2005) questionnaire seems to capture communication situations occurring in language classrooms. Since the questionnaire targets classroom learning tasks/situations in the EFL contexts, it was considered more convenient to use when research objectives of the current study were taken into account.

As the current research solely focuses on speaking aspect of L2 WTC, the first seventeen items were kept. However, these items were not used as they were. Instead, they underwent a translation and adaptation process mainly due to two reasons. Firstly, the questionnaire was originally written in English. Yet, the preparatory school students were mostly beginner or elementary with regard to their proficiency levels. Therefore, it was predicted that it would be hard for students to understand the items. Secondly, certain modifications were needed to make the questionnaire suitable for the context and eliminate obscurity. To illustrate, 'say thank you in English when someone lends you a pen' is one of the items that lacks an interlocutor. 'Someone' may refer to the teacher or other students in the class. Peng (2013, p. 282) also remarked "this scale would lend itself to yielding more accurate measures if interlocutors were made explicit." Thus, such items were modified to make them clearer.

In the translation process, several people who had different roles were included. In the first place, three research assistants in the department of English language teaching at Gazi University translated the questionnaire into Turkish by following close or literal translation

techniques. Then, these translations were reviewed by an associate professor at the same department and he chose the best option for each item. Also, in order to make the items sound more natural and eliminate obscurity, he made such modifications as making interlocutors explicit and turning the statements from infinitive form into positive sentences. Lastly, a professor participated as an adjudicator and compared Turkish and English versions to give the final decision.

Since the questionnaire was translated from English into Turkish and some items were modified, it became necessary to carry out factor analysis in order to find out if the items work in the Turkish context and to search whether validity and reliability are ensured. Therefore, a pilot study was carried out prior to the main study.

As previously mentioned, 153 valid data were obtained in the pilot study and it was analyzed using Statistical Package for the Social Sciences (SPSS). Prior to factor analysis, it is essential that the data set be appropriate for the analysis. For this reason, Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of Sphericity were conducted to find out if sample size is large enough for factoring and to determine whether all correlations are significant within a correlation matrix. As a result, KMO value was found .82, meaning that sample size rather adequate as it was greater than .50, the minimum accepted value (Leech, Barrett, & Morgan, 2005). In addition, Bartlett's test of Sphericity was 881.465 and meaningful. These results suggested that the data set was appropriate for factor analysis.

Table 4

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.831
Bartlett's Test of	Approx. Chi-Square	881.465
Sphericity	df	136
	sig	.000

Factor analysis is a technique that is frequently used to present evidence regarding construct validity (Çokluk, Şekercioğlu, & Büyüköztürk, 2014). Construct validity refers to “the extent to which an operationalization measures the concept it is supposed to measure” (Bogozzi, Yi & Phillips, 1991, p. 421). In order to verify if construct validity was established for the adapted version of WTC questionnaire, exploratory factor analysis was

carried out. EFA is a statistical method which is used to identify underlying factors with reference to relations among variables being measured (Büyüköztürk, 2002).

As the original questionnaire was constructed as having one factor, ‘willingness to communicate in English’, one factor was extracted by employing principal components analysis. The component matrix table demonstrates that items 2 and 3 have lower factor loadings than .30. Statistical research suggests items with loadings lower than .30 should be removed from the analysis one by one and the analysis be repeated (Büyüköztürk, 2014; Çokluk et al., 2014). After 2nd and 3rd items were removed respectively, all the items in the component matrix were higher than .30. Consequently, fifteen items were retained in the main study while two were removed due to their factor loadings. Factor loadings of the items are shown in table 5 and 6.

Table 5

Component matrix 1

	<u>component</u>
	1
m1	.559
m2	.244
m3	.283
m4	.588
m5	.558
m6	.569
m7	.626
m8	.519
m9	.569
m10	.607
m11	.686
m12	.690
m13	.520
m14	.662
m15	.637
m16	.585
m17	.554

Table 6

Component Matrix 2

	<u>component</u>
	1
m1	.558
m4	.591
m5	.555
m6	.579
m7	.627
m8	.513
m9	.564
m10	.605
m11	.690
m12	.699
m13	.506
m14	.666
m15	.636
m16	.593
m17	.562

According to the results of the analysis, total variance explained in the questionnaire is 35.866%. It means that one factor accounts for 35.866% of the variance of the questionnaire. In case of one factor structure, 30% or above is regarded adequate (Tavşancıl, 2005). These results suggest that the adapted instrument has construct validity. In other words, it measures what it attempts to measure, namely, WTC in English.

Table 7

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			
	Total	% of Variance	Cumulative %	Total	% Variance	of	Cumulative %
1	5.380	35.866	35.866	5.380	35.866		35.866

As the construct validity of the questionnaire was established, assuring reliability is likewise essential for a sound research. Reliability refers to “consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another” (Fraenkel, Wallen, & Hyun, 2012, p. 154). Dörnyei and Taguchi (2010) remark that questionnaires must yield scores of adequate reliability to be able to use the instrument safely. Statistically, that score should be higher than .70 (Büyüköztürk, 2014). Obtained through Cronbach’s Alpha coefficient, reliability score of the instrument was found .870, which is rather satisfactory.

Table 8

Reliability of the WTC Questionnaire

WTC in English	Cronbach’s Alpha	N of items
	0.870	15

To sum up, Weaver’s (2005) WTC questionnaire was adapted to and translated into Turkish in order to find out the degree to which preparatory school students were willing to communicate in English in their classrooms. EFA proved the validity of the questionnaire as a tool for measurement of WTC, while Cronbach’s Alpha demonstrated that it is reliable, as well. The fifteen items are rated on a four-point Likert scale and the points are labelled: 1 = definitely not willing; 2 = probably not willing; 3= probably willing; 4= definitely willing. Weaver (2005) favored the four-point scale to eliminate the possible

neutral responses. The validated instrument was used in the main study. Three items are given below as examples:

1. *I do a role play in English at my desk (e.g. ordering food in a restaurant).*

definitely not willing

probably not willing

probably willing

definitely not willing

2. *I give a short speech in English about my hometown with notes.*

definitely not willing

probably not willing

probably willing

definitely not willing

What is Happening in this Classroom (WIHIC)

In order to reveal perceptions of preparatory school students towards classroom environment and, then, to find out the link between classroom environment and WTC in English, ‘What is Happening in This Classroom’ (WIHIC) questionnaire was adopted and administered along with WTC questionnaire. The instrument was initially constructed by Fraser et al. (1996) and consisted of 54 items in seven subscales. In the second version of WIHIC, the number of items were expanded to 80 and tested in both English and Chinese languages (Huang, Fraser & Aldridge, 1998), leading to the final version of the questionnaire that included seven subscales with eight items in each (Chionh & Fraser, 1998). These subscales are student cohesiveness, teacher support, involvement, investigation, cooperation and equity that constitute important factors operating in classrooms. In table nine a description of subscales of the WIHIC questionnaire is shown (Fraser, Aldridge, & Adolphe, 2010, p. 557).

Table 9

A Description of WIHIC Scales

Scale	Scale Description	Sample item
	The extent to which...	
Student Cohesiveness	...students know, help and are supportive of one another	I help other class members who are having trouble with their work.
Teacher Support	...the teacher helps, be friends, trusts and is interested in students	The teacher helps me when I have trouble with the work.
Involvement	...students have attentive interest, participate in discussion, do additional work and enjoy the class	I explain my ideas to other students.
Investigation	...emphasis on the skills and processes of inquiry and their use in problem solving and investigation	I find out answers to questions by doing investigations.
Task Orientation	...it is important to complete activities planned and to stay on the subject matter	I know the goals for this class.
Cooperation	...students cooperate rather than compete with one another on learning tasks	Students work with each other in this class.
Equity	...the teacher treats students equally	I receive the same encouragement from the teacher as other students do.

Telli, Cakiroglu, and den Brok, P (2006) translated the questionnaire into Turkish by using back translation technique and assured validity and reliability of the instrument in the Turkish context. For this reason, the factor structures of the scales were not investigated. Nonetheless, the WIHIC questionnaire was administered to the students in the pilot study to find out reliability scores. Cronbach's Alpha coefficients of the scales are tabulated in table 10. The scores demonstrate that all the scales have rather high reliability scores.

Those findings suggest the instrument can be used in research studies as it proved validity and reliability.

Table 10

Reliability of the WIHIC Questionnaire

Scale	Cronbach's Alpha	N of Items
Student Cohesiveness	.854	8
Teacher Support	.908	8
Involvement	.816	8
Investigation	.887	8
Task Orientation	.831	8
Cooperation	.866	8
Equation	.913	8
Overall	.949	56

Consisting of fifty six items in total, the WIHIC questionnaire are rated on a five-point Likert scale from 1= totally disagree to 5= totally agree. Three items are given below as examples:

1. *I make friendships among students in this class.*
almost never seldom sometimes often almost always
2. *Sınıf tartışmalarına katılmak için diğer öğrenciler ile aynı fırsatı elde ederim.*
almost never seldom sometimes often almost always
3. *Bu sınıfta neyi başarmak için çabaladığımı biliyorum.*
almost never seldom sometimes often almost always

Data Analysis

Having been filled in by the students in pen and paper format, the questionnaires were computerized to process the data. The data was analyzed via SPSS because due to the fact that SPSS is a user friendly package that is able to perform all the operations required in the research. Table eleven displays the statistical tests that were applied to the variables.

Table 11

Statistical Analyses Employed

Variables	Statistical Analyses
Pilot Study	Factor analysis and Cronbach's Alpha
WTC	Descriptive Statistics
WIHIC	Descriptive Statistics
The relationship between WTC and WIHIC	Correlation Coefficients
The relationship between WTC and gender	Independent sample t-test
The relationships among WTC and students' majors	One-way ANOVA

MacKey and Gass (2005) state “descriptive statistics can help to provide a simple summary or overview of the data, thus allowing researchers to gain a better overall understanding of the data set” (p. 251). In order to understand how students scored on both questionnaires, descriptive statistics were performed and frequencies, percentages, mean scores and standard deviations were calculated. Correlation coefficients show the degree of relationship between two variables (Brown & Rodgers, 2002). In the present study, correlation coefficients were used to find out whether WTC and classroom environment was related to each other, and if related, what the magnitude of that relationship was. Independent-samples t-test is used to compare two groups (Dörnyei, 2007). Representing two different groups, male and female students were compared to find out if there are significant differences between them in terms of both their WTC in English and their perceptions of language classroom environments; independent-samples t-test was employed. If more than two groups are compared with regard to their scores on instruments, one-way ANOVA analysis is performed. With regard to academic majors, there are thirteen groups in this study. Therefore, one-way ANOVA analysis was used to unveil differences among students who study at different departments in terms of their WTC in English and their perceptions of language classroom environments.

Chapter Summary

This chapter presented the methodology employed, data collection tools applied, and data collection and analysis procedures in detail. In figure 3, a brief summary of the chapter is given.

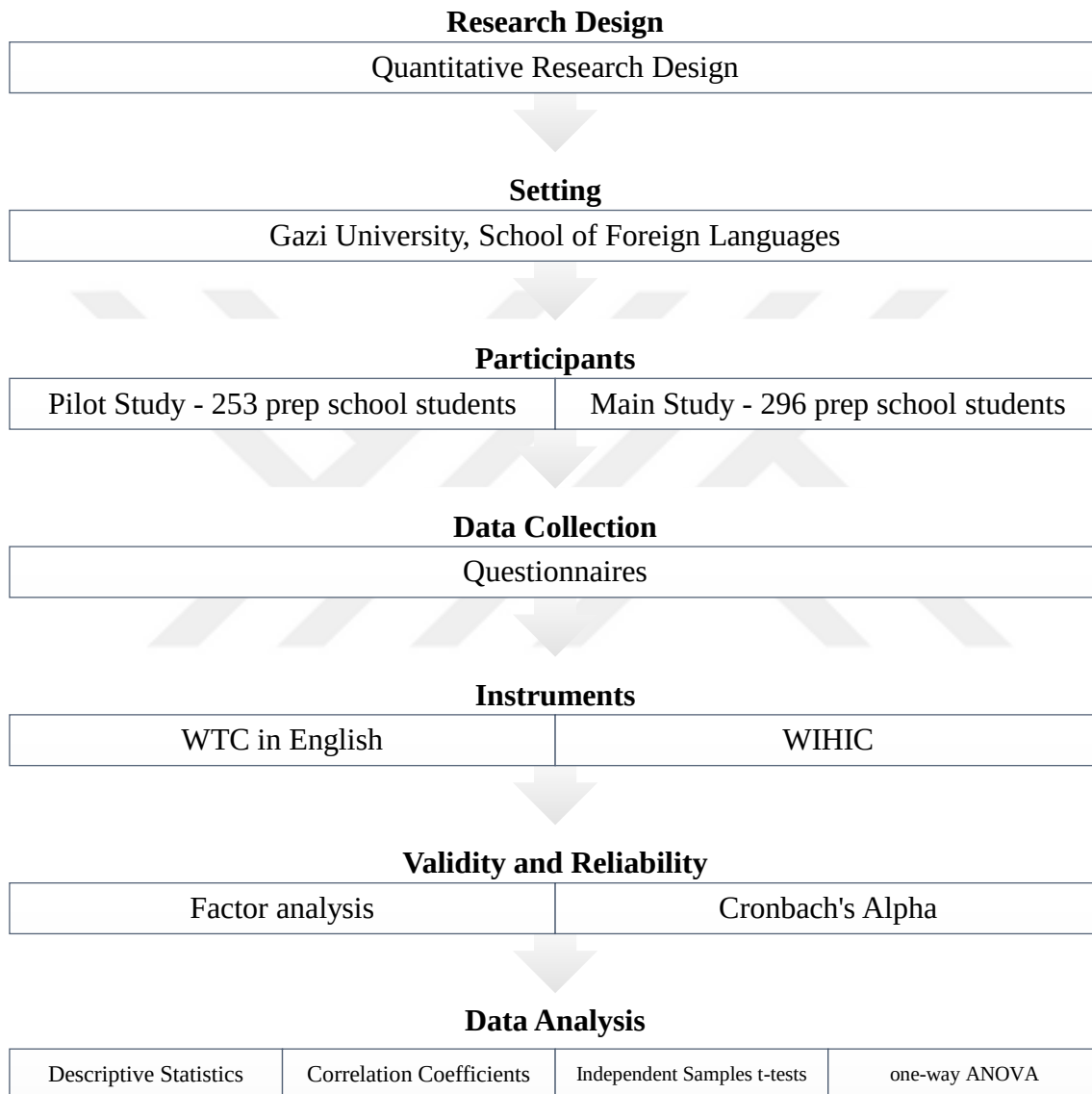


Figure 3. Summary of the methodology



CHAPTER IV

RESULTS AND DISCUSSION

Introduction

This chapter presents the findings of the research. Data were collected from 296 preparatory school students in the School of Foreign Languages, Gazi university in an attempt to determine how willing Turkish preparatory school students are to communicate in English inside their classrooms and how they perceive their classroom environment. In addition, this research aimed at finding the relationship between willingness to communicate and classroom environment. Furthermore, gender and major differences among students with regard to the level of L2 WTC and perceptions of their classroom environments were attempted to be investigated. For these purposes, two questionnaires were administered to the students. Results are presented in tabulations under each research question.

RQ1: How willing are Turkish preparatory school students to communicate in English?

In order to determine the extent to which preparatory school students are willing to communicate in English, WTC questionnaire was employed. The questionnaire consists of fifteen items that measure willingness to communicate in English inside language classrooms. The fifteen items were rated on a four-point Likert scale and the points were labelled as 1 = definitely not willing; 2 = probably not willing; 3= probably willing; 4= definitely willing. In the assessment of the scores, “ $(4-1)/4=0.75$ ” formula was used and the intervals were as follows: 1 - 1.75 definitely not willing; 1.76 – 2.51 probably not willing; 2.52 – 3.27 probably willing; 3.28 – 4.00 definitely willing.

Table 12 presents the mean scores of each item in the scale. Based on the criteria defined above, on average, the students are probably willing to communicate in English inside their

classrooms. The mean scores indicate that students are most willing to communicate when they “give a short self-introduction without notes in English”; whereas, they are least willing to communicate when they “tell their classmates in English about the story of a TV show they saw.” As can be seen, the students’ level of willingness to communicate in English inside their classrooms ranges from probably not willing to probably willing depending on the tasks and situations.

Table 12

Descriptive Statistics of L2 WTC

	mean	frequencies			
		definitely unwilling	probably unwilling	probably willing	definitely willing
14. I give a short self-introduction without notes in English.	3.1520	6.1	14.9	36.8	42.2
15. I translate a spoken utterance from Turkish to English.	3.0101	3.4	23.6	41.6	31.4
2. I give a short speech in English about my hometown with notes.	2.8074	6.1	30.7	39.5	23.6
4. I read out two-way dialogue in English from the textbook.	2.7770	12.2	24.3	37.2	26.4
6. I ask my classmate how to pronounce a word in English.	2.7095	14.9	24.3	35.8	25.0
11. I say thank you when my classmate lends me a pen.	2.6791	19.9	20.9	30.4	28.7
8. I ask my classmate in English how to say a phrase in English.	2.6216	16.6	27.7	32.8	23.0
12. I ask in in English the meaning of a word I do not know.	2.5743	15.5	28.0	39.9	16.6
3. I greet my classmate in English.	2.5405	22.6	22.0	34.1	21.3
1. I do a role play in English at my desk (e.g. ordering food in a restaurant)	2.5304	11.5	35.1	42.2	11.1
5. I do a role play standing in front of the class in English (e.g. ordering food in a restaurant)	2.2736	23.0	37.2	29.4	10.5
9. I interview my classmate in English asking questions from the textbook.	2.2703	23.0	35.5	33.1	8.4
10. I interview my classmate in English asking my own original questions.	2.2196	25.7	36.5	28.0	9.8
13. I give directions to my favourite restaurant in English.	2.1149	30.7	35.5	25.3	8.4
7. I tell my classmate in English about the story of a TV show I saw.	1.9088	37.2	39.5	18.6	4.7
WTC MEAN	2.5466				

The Interpretation of the Findings Related to the Students' L2 WTC

Cao and Philp (2006) stated that “in an instructional setting, WTC may differ according to the interactional context, the participants, and the task itself” (p. 482). The present research demonstrated that the preparatory school students at Gazi University were somewhat willing to communicate in English inside their language classrooms. However, mean scores of each item revealed that the students' level of L2 WTC changed depending on the speaking tasks. While they were most willing “to give a short self-introduction without notes in English”, they were least willing to tell their classmates in English about the story of a TV show they saw.

Analyses of the students' perceived level of L2 WTC in speaking tasks revealed some patterns. Firstly, the majority of the students were either probably or definitely willing to translate a spoken utterance from Turkish to English in this study. On the other hand, Weaver (2005) found that students in Japan were least willing to translate a spoken utterance from Japanese to English. This discrepancy may be attributed to the long-lasting effects of grammar translation method in Turkey. Though the purpose of language learning is to communicate in the target language today, classroom practices were based on traditional methods in the past. For this reason, it is likely that the preparatory school students had a large number of translation tasks when they were at primary or secondary schools. If they were familiar with translation tasks, it would be easier for them to handle; thereby, they can be more willing to perform them.

Secondly, the tasks that the students felt more willing to perform seem to be those which require English use for a short period of time or in controlled settings (Weaver, 2010). For example, the majority of students were either probably or definitely willing to give a short speech about their hometowns with notes and to read out two-way dialogue from the textbook. In those tasks, the students adhere to a text and they do not have to use the language productively. Hence, the students may regard these activities as easy and display willingness to perform them.

Thirdly, the majority of students were either probably or definitely willing to ask how to pronounce a word, to say thank you, to ask how to say a phrase, to ask the meaning of an unknown word, and to greet their classmates (items 6, 11, 8, 12, and 3). One possible explanation of their willingness in these tasks is that they do not require much linguistic

competence in that students have some basic language patterns to use such as “I am sorry”, “thank you” and “how do I pronounce this word”. They learn these patterns at the beginning of language courses and use frequently. Therefore, they may feel safe and be willing to perform these tasks. The students were most willing to introduce themselves and it came as no surprise due to the fact that the course units start with getting to know each other at each grade. It is possible that the students are familiar with the task and they know what to do, what to say, which results in a higher level of willingness to communicate. On the other hand, the majority of the students were reported to be probably or definitely unwilling to communicate in English in five of the tasks (items 5, 9, 10, 13, and 7). These tasks include doing role plays, interviewing classmates, giving directions and telling stories. They differ from the previous ones in that they are less restricted, allowing students use language in a more creative manner. Students’ avoidance of these tasks and their unwillingness towards them can be attributed to some linguistic and nonlinguistic factors. First of all, they are challenging in that the students need to exchange information in a language that they have not mastered yet. By doing so, they have to rely on their background knowledge. If they lack that knowledge that would allow them to accomplish the tasks, they might display unwillingness to communicate towards them. L2 WTC research has demonstrated that perceived competence and foreign language anxiety exert direct influence on L2 WTC (Lahuerta, 2014; Öz et al., 2014). As it is beyond the scope of the current study, it is not known how students perceive their communicative competence and how anxious they are. However, as they are mostly beginner and elementary students, it is possible to assume that they have low perceptions of communicative competence. If they do not feel communicatively competent, they may avoid tasks that are challenging, meaningful or authentic. In addition, high levels of anxiety may restrain their L2 WTC in English.

The current study has revealed that the students are somewhat willing to communicate in English. This finding is similar to those of some WTC studies in Turkey. In a study that was conducted with preparatory school students, Çetinkaya (2005) found that the students were somewhat willing to communicate in English. On the other hand, Öz et al. (2014), Öz (2014), and Şener (2014) found satisfactory levels of L2 WTC in that the majority of the participants in their studies were reported to be moderate or high willing. The difference can partly be attributed to the students’ academic majors. In studies that were carried out by Öz et al. (2014), Öz (2014), and Şener (2014), the survey participants were English-

major students. As prospective English teachers, it is probable that they are motivated and willing to use the language. In addition, findings of these studies indicated that high willing students perceived themselves as communicatively competent and they mostly reported moderate level of communication apprehension. However, both the current study and Çetinkaya (2005) investigated L2 WTC in preparatory school students who studied at non-English majors. The students in both studies were somewhat willing to communicate in English. Besides, Çetinkaya (2005) found that the students did not feel competent speaking in English and they were somewhat motivated to learn English. Based on all those findings, it is legitimate to say that English major students are more willing to communicate in English than non-English major students in Turkey. Furthermore, as students become more competent, more motivated and less apprehensive, they appear to be more willing to communicate in English.

The findings of the present study have also been similar to some previous studies. In a Japanese EFL context, Hashimoto (2002) demonstrated that students were somewhat willing to communicate in English and their level of L2 WTC was found to be predicted by perceived competence and foreign language anxiety. In a Korean setting, Weaver (2005) found out that EFL learners were on the merge of moving from “probably not willing” to “probably willing” to communicate in English. Though MacIntyre and Doucette (2010) investigated WTC in French, students reported to be slightly willing to communicate and their L2 WTC correlated significantly with perceived competence and anxiety.

Taken together, these studies indicate that students may display similar levels of L2 WTC across different countries. Although perceived competence and language anxiety are beyond the scope of the present study, based on the finding of previous research, it is possible to suggest that in different contexts, L2 WTC is predicted generally by these two variables. Still, it should be noted that generalizations may not reflect the truth all the time because in different cultures, countries or contexts, students can be affected by many affective, social and personal variables, as well.

RQ1a: Is there a difference between male and female students in terms of their willingness to communicate?

In order to compare the WTC scores for men and women, an independent-samples t-test was carried out. Table 13 demonstrates differences between male and female students in terms of their level of willingness to communicate in English.

Table 13

Gender Differences with regard to L2 WTC Scores

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
WTC	Female	166	2.6301	.54371	.04220
	Male	130	2.4400	.54336	.04766

As can be seen, female students display a somewhat higher mean score for willingness to communicate. Independent-samples t-test revealed a significant difference between male (M=2.44) and female students (M=2.63), $t(266) = 2.19$, $p < .05$. However, the size of the difference was rather small (eta squared = 0.029), with gender explaining only 0.29 per cent of the variance in willingness to communicate. Hence, it can be argued that female students are more willing to communicate in English than male students, but in effect, the difference is very small.

Table 14

Independent-Samples t-Test of Genders

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	(2-Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
WTC	Equal variances assumed	.165	.685	2.987	294	.003	.19012	.06366	.06483	.31541
	Equal variances not assumed			2.987	277.318	.003	.19012	.06365	.06481	.31543

The Interpretation of the Findings Related to the Gender Differences in L2 WTC

In the current study, females scored significantly higher than men in L2 WTC, though the magnitude of the difference is very small. For this reason, it can be proposed that female students are slightly more willing than their male counterparts in the surveyed population. This result contrasts with the findings of previous L2 WTC research in the Turkish context. Öz et al. (2014), Öz (2014), and Akbar (2015) found that male students scored higher in each study; however, the differences were insignificant. Similarly, Şener (2014) did not obtain a significant difference between the groups despite the fact that males had higher WTC scores outside the class, while females scored higher inside the class.

The discrepancy between the findings of the current and previous research can be attributed to the communication context. The current research specifically focused on L2 WTC inside the classrooms and measured students' in-class L2 WTC, whereas, Öz et al. (2014), Öz (2014) and Akbar (2015) did not take the learning context into consideration and researched WTC as a general disposition toward L2 communication. In this respect, it might indicate that female students show higher WTC in English than male students in the class, while men may be more willing to communicate out-of-class. Indeed, Baker and MacIntyre (2000) found that females preferred L2 communication inside the class, while males preferred out-of-class communication. According to these findings, there is a little possibility that in or out of class communication impacts L2 WTC. However, such generalizations should be made cautiously because the findings might be related to just the surveyed populations.

MacIntyre et al. (2002) investigated the effects of sex on L2 WTC across three grades and found that at eighth and seventh grades, boys and girls did not show a significant difference; while girls were significantly more willing to communicate than boys at ninth grade. They explained the results partly by developmental psychology. Similarly, Donovan and MacIntyre (2004) obtained significant L2 WTC differences between girls and boys in the junior high school group but they did not differ significantly at either high school or university though females still had higher mean WTC scores. Both of these studies demonstrate that female students had higher WTC scores as in the present research. However, it should be noted once again that the magnitude of the effect for gender and WTC is rather small in the studies mentioned above. Therefore, it can be argued that sex differences account for, if any, a little variance in L2 WTC.

RQ1b: Do students differ in terms of their WTC based on their majors?

One-way Anova is used to analyze if there is a significant difference between L2 WTC and students' academic majors. Test of homogeneity of variances demonstrated that the data are normally distributed because p value (Sig.) is higher than 0.05 as seen in table 15. This suggests that further analysis can be made.

Table 15

Test of Homogeneity of Variances

Test of Homogeneity of Variances			
WTC_MEAN			
Levene Statistic	df1	df2	Sig.
1.461	14	281	.125

Table 15 shows whether there is a difference among groups with regard to their WTC. As sig. value is higher than 0.05, a significant difference does not exist among the variables. Based on these results, it can be argued that students' WTC does not differ significantly with regard to their academic majors.

Table 16

One-way Anova of Academic Majors

ANOVA					
WTC_MEAN					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.134	14	.224	.728	.745
Within Groups	86.365	281	.307		
Total	89.499	295			

Despite a lack of statistical significant among students' academic majors, figure 4 shows that students' WTC mean scores change depending on their majors. As seen below, students at international relations department have the highest mean scores followed by architecture, urban and regional planning, industrial design, statistics, electrical and electronical engineering, industrial engineering, business administration, political science

and public administration, chemistry engineering, medicine, computer engineering, civil engineering, and mechanical engineering.

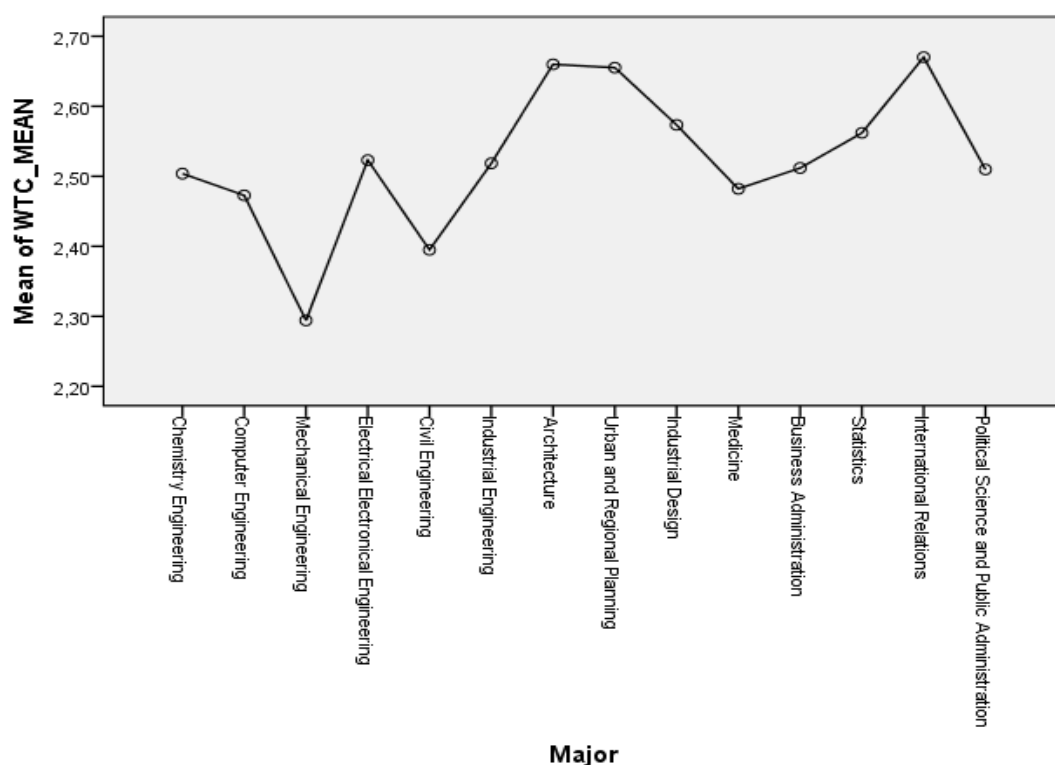


Figure 4. Mean scores for L2 WTC with regard to students' WTC

The Interpretation of the Findings Related to the Students' L2 WTC Based on their Academic Majors

Results displayed that there is not a statistical difference between students' academic majors and their WTC in English. The result was not surprising because though the students come from different departments, they share the same classes, they are similar to each other in terms of their language proficiency, they are exposed to the same amount of linguistic input, they study the same coursebooks and do the same or similar activities in classrooms. It can be due to these reasons that students from different departments do not differ from each other regarding their WTC.

RQ2: How do Turkish preparatory school students perceive their classroom environment?

The WIHIC questionnaire was administered in order to find out preparatory school students' perceptions of their language classroom environments. The questionnaire consisted of fifty-six items that covered seven aspects of a classroom environment namely student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation, and equity. These items were rated on a five-point Likert scale and the points were labelled as 1 = never; 2 = almost never 3= sometimes; 4= almost always; 5= always. In the assessment of the scores, “ $(5-1)/5=0.80$ ” formula was used and the intervals were as follows: a. 1 - 1.80 never; b. 1.81 – 2.61 almost never; c. 2.62 – 3.42 sometimes; d. 3.43 – 4.24 almost always; e. 4.25 – 5.00 always.

The students' perceptions of their classroom environment are shown in table 17. Overall mean scores revealed that their perceptions are positive. Highest means scores were obtained from equity (M= 3.75), followed by task orientation (M=3.72), cooperation (M=3.65), student cohesiveness (M=3.60), involvement (M=3.41), teacher support (M=3.37) and investigation (M=3.33).

Table 17

Students' Perceptions of Language Classroom Environments

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Student cohesiveness	296	1.88	5.00	3.6014	.61829
Teacher support	296	1.00	5.00	3.3725	.83495
Involvement	296	1.88	5.00	3.4198	.66280
Investigation	296	1.00	5.00	3.3391	.77619
Task orientation	296	1.25	5.00	3.7238	.66252
Cooperation	296	1.25	5.00	3.6588	.72099
Equity	296	1.00	5.00	3.7542	.78538
Total	296	2.29	4.96	3.5558	.49518

The Interpretation of the Findings Related to the Students' Perceptions of their Classroom Environments

William and Burden (2000) believe that “an important aspect of any investigation into classroom environment is the perceptions that learners have of the climate that prevails in their classrooms” (p. 202). To assess classroom environments, generally students' perceptions are investigated because it is the students who spend a vast amount of time in classrooms and know quite well what is happening there. Likewise, Fraser (1998, p. 8) states that “students are at a good vantage point to make judgments about classrooms because they have encountered many different learning environments and have enough time in a class to form accurate impressions.”

One of the aims of the present study was to find out how students perceived their language classroom environments. For this reason, the WIHIC questionnaire was administered to the students. Overall mean scores indicated that the students perceive their language classroom environments positively. However, students' perceptions differ with regard to dimensions of classroom environment. The lowest mean scores belong to investigation, indicating that students sometimes use their skills for inquiry and problem solving. In language classrooms, students can learn by solving problems or carrying out investigations into certain tasks or topics. By encouraging students to carry out investigations and informing them of the benefits of these investigations, teachers might help students make use of learning opportunities more effectively. Students reported they sometimes perceived that their teachers were helpful or friendly. For a positive and encouraging learning environment, it is of great importance that teachers are friendly and they care about students. Of the seven dimensions of classroom environment, the highest mean score has been obtained from equity. It indicates that students believe they are treated equally by their teachers. Also, the mean scores for task orientation have shown that students know aims of the course and work to succeed in the class. In addition, they have reported to cooperate in the class almost always. In an environment where students cooperate to carry out activities, learning can be more effective.

RQ2a: Is there a difference between male and female students in terms of their perceptions of classrooms environments?

In order to compare the WIHIC scores for men and women, an independent-samples t-test was carried out. Table 18 demonstrates differences between male and female students in terms of their perceptions of their classroom environments.

Table 18

Gender Differences with regard to WIHIC Scores

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
WIHIC	Male	130	3.5242	.48709	.04272
	Female	166	3.5806	.50150	.03892

As shown in the table, female students have slightly higher mean scores for language classroom environments. However, independent-samples t-test did not demonstrate a significant difference between male (M=3.52) and female students (M=3.58), $t(266) = 2.19$, $p < .05$. For this reason, it cannot be argued that females perceive their classrooms more positively than males. They have the similar perceptions of their language classrooms.

Table 19

Independent-Samples t-Test of Genders

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
WTC	Equal variances assumed	.584	.446	-.972	294	.332	-.05640	.05800	-.17054 .05775
	Equal variances not assumed			-.976	280.793	.330	-.05640	.05779	-.17016 .05737

The Interpretation of the Findings Related to the Gender Differences Based on Students' Perceptions of Classroom Environments

The current research presents that female and male students do not differ significantly in terms of their perceptions of their language classroom environments. One explanation can be that their perceptions reflect the reality in that both genders are treated equally in the classes, they have equal opportunities to learn, talk, and share their ideas. In an environment where gender discrimination does not exist, it is natural that students do not differ significantly with regard to their perceptions of classroom environments.

RQ2b: Do students from different majors differ in terms of their perceptions of their classroom environments?

One-way Anova was used to find out whether there is a significant difference between students' academic majors and their L2 WTC. First of all, table 20 shows that the data are normally distributed, meaning that further analysis can be carried out.

Table 20

Test of Homogeneity of Variances

Test of Homogeneity of Variances			
WIHIC_MEAN			
Levene Statistic	df1	df2	Sig.
1.395	14	281	.154

Table 20 demonstrates that there is not a statistical difference among the variables. For this reason, it can be stated that students's academic majors do not have an effect on students' perceptions of their classroom environments.

Table 21

One-way Anova of Academic Majors

ANOVA					
WIHIC_MEAN					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.274	14	.234	.951	.504
Within Groups	69.062	281	.246		
Total	72.336	295			

$p < .05$

Despite a lack of statistical significance among students' academic majors, as seen in figure 5, mean scores for students' perceptions of their classroom environments change depending on these majors. Figure 6 indicates that architecture students have the highest classroom environment scores followed by civil engineering, international relations, urban and regional planning, chemistry engineering, industrial engineering, industrial design, political science and public administration, mechanical engineering, computer engineering, business administration, electrical and electronical engineering, statistics and medicine.

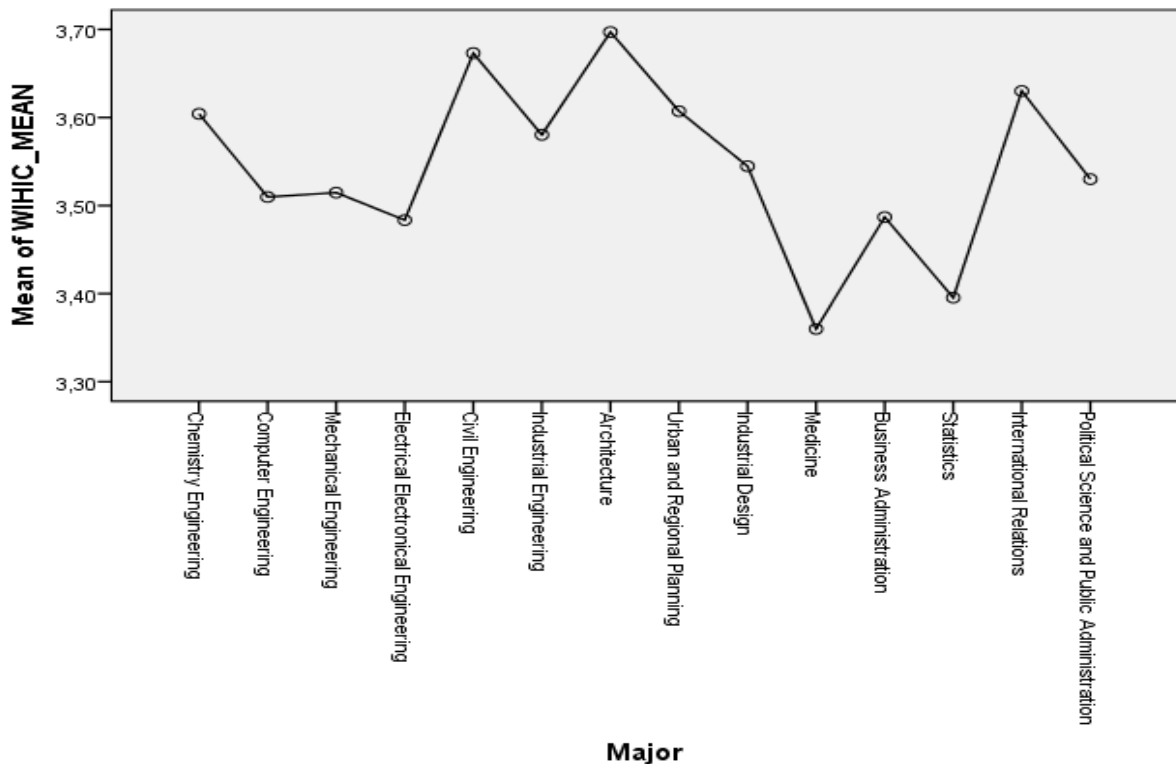


Figure 5. Mean scores for WIHIC with regard to students' academic majors

The Interpretation of the Findings Related to the Students' Perceptions of their Classroom Environments Based on their Academic Majors

As put forward by one-way ANOVA analysis, there is not a statistical difference among groups with regard to their perceptions of their classroom environments. It might be due to the fact that classrooms are not homogeneous in terms of students' academic majors. Instead, they are heterogeneous in that students from different departments study in the same classes. For this reason, they do not have different perceptions of their classrooms.

RQ3: What is the relationship between willingness to communicate in English and students' perceptions of their classroom environments?

In order to examine the degree to which WTC was correlated with classroom environment, Pearson correlation analysis was performed. The results of the correlation analysis showed that WTC is significantly related to classroom environment ($r = 0.525$). According to Field (2013), the effect sizes of the correlation coefficients (r) are as follows: $r = .10$ small effect size, $r = .30$ medium effect size, $r = .50$ large effect size. Based on these guidelines, it is seen that students' overall perceptions of their classroom environments are strongly related

to their level of WTC. The effect size suggests that as students' perceptions of their classroom environments increase, so do their levels of WTC.

Table 22

Correlations between WTC and Classroom Environment

Correlations			
		WTC_MEAN	WIHIC_MEAN
WTC_MEAN	Pearson Correlation	1	.525**
	Sig. (2-tailed)		.000
	N	296	296
WIHIC_MEAN	Pearson Correlation	.525**	1
	Sig. (2-tailed)	.000	
	N	296	296

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

RQ3a: What is the relationship between student cohesiveness and willingness to communicate in English?

With the purpose of examining the relationship between WTC and student cohesiveness, Pearson correlation coefficients were calculated. A significant relationship between the two variables was obtained ($r = 0.304$). Besides, results showed that the correlation between L2 WTC and student cohesiveness was of medium effect size.

Table 23

Correlations between L2 WTC and Student Cohesiveness

Correlations			
		WTC_MEAN	SC_MEAN
WTC_MEAN	Pearson Correlation	1	.304**
	Sig. (2-tailed)		.000
	N	296	296
SC_MEAN	Pearson Correlation	.304**	1
	Sig. (2-tailed)	.000	
	N	296	296

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

RQ3b: What is the relationship between teacher support and willingness to communicate in English?

Pearson correlation coefficients were calculated in order to investigate the relationship between teacher support and WTC. Results showed that there is a significant relationship between the two variables ($r = 0.244$). However, a small effect size was found between the variables, indicating that the two variables are slightly related to each other and generalizability of the results should be made cautiously due to the small effect size.

Table 24

Correlations between L2 WTC and Teacher Support

		Correlations	
		WTC_MEAN	TS_MEAN
WTC_MEAN	Pearson Correlation	1	.244**
	Sig. (2-tailed)		.000
	N	296	296
TS_MEAN	Pearson Correlation	.244**	1
	Sig. (2-tailed)	.000	
	N	296	296

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

RQ3c: What is the relationship between involvement and willingness to communicate in English?

The relationship between WTC and involvement was examined by Pearson correlation analysis. Results demonstrated that a significant relationship between the two variables exists ($r = 0.411$). As shown in table 25, a medium effect size was obtained. Based on the

data, it might be stated that as students' involvement in activities increases, so does their L2 WTC.

Table 25

Correlations between L2 WTC and Involvement

Correlations		WTC_MEAN	INVO
WTC_MEAN	Pearson Correlation	1	.411**
	Sig. (2-tailed)		.000
	N	296	296
INVO	Pearson Correlation	.411**	1
	Sig. (2-tailed)	.000	
	N	296	296

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

RQ3d: What is the relationship between investigation and willingness to communicate in English?

To find out the relationship between investigation and WTC, correlation coefficients between the two variables were calculated and a significant relationship was found ($r = 0.381$). In addition, a medium effect size was obtained between the variables. It indicates that as students carry out investigations, they seem to be more willing to communicate in English.

Table 26

Correlations between L2 WTC and Investigation

Correlations		WTC_MEAN	INVES_MEAN
WTC_MEAN	Pearson Correlation	1	.381**
	Sig. (2-tailed)		.000
	N	296	296
ARS_MEAN	Pearson Correlation	.381**	1
	Sig. (2-tailed)	.000	
	N	296	296

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

RQ3e: What is the relationship between task orientation and willingness to communicate?

To find out the degree to which task orientation is related to WTC, Pearson correlation coefficients were calculated between the two variables. As seen in table 27, Results demonstrated a significant relationship between the two variables with a medium effect size ($r = 0.445$).

Table 27

Correlations between L2 WTC and Task Orientation

Correlations		WTC_MEAN	TO_MEAN
WTC_MEAN	Pearson Correlation	1	.445**
	Sig. (2-tailed)		.000
	N	296	296
TO_MEAN	Pearson Correlation	.445**	1
	Sig. (2-tailed)	.000	
	N	296	296

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

RQ3f: What is the relationship between cooperation and willingness to communicate?

With the purpose of examining the relationship between WTC and student cohesiveness, Pearson correlation coefficients were calculated between the two variables and a significant correlation was found between the variables with a medium effect size ($r =$

0.384). It suggests that the more students cooperate in classrooms, the more they tend to be willing to communicate in English.

Table 28

Correlations between L2 WTC and Cooperation

Correlations		WTC_MEAN	CO_MEAN
WTC_MEAN	Pearson Correlation	1	.384**
	Sig. (2-tailed)		.000
	N	296	296
CO_MEAN	Pearson Correlation	.384**	1
	Sig. (2-tailed)	.000	
	N	296	296

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

RQ3g: What is the relationship between equity and willingness to communicate?

To find out the relationship between equity and WTC, correlation coefficients between the two variables were calculated and a significant relationship was found ($r = 0.347$). In addition, a medium effect size was obtained between the variables. It indicates that as students perceive themselves to be treated equally by their teachers, they appear to be more willing to communicate.

Table 29

Correlations between L2 WTC and Equity

Correlations		WTC_MEAN	EQ_MEAN
WTC_MEAN	Pearson Correlation	1	.347**
	Sig. (2-tailed)		.000
	N	296	296
EQ_MEAN	Pearson Correlation	.347**	1
	Sig. (2-tailed)	.000	
	N	296	296

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

The Interpretation of the Findings Related to the Relationship between L2 WTC and Classroom Environment

In a language classroom, it is important that learners speak, they show a willingness to speak the language being learned and they use opportunities to communicate. If they use the language to learn it, if they display high willingness to communicate, it is probable that they initiate and sustain conversations in the target language both inside and outside the classrooms. However, not all learners are willing to communicate in the target language. WTC research has shown that a lot of learners display low willingness to communicate and their low willingness has resulted in less frequent talk. In addition, L2 WTC research has demonstrated factors facilitating or restraining WTC such as SPCC, motivation, CA. However, little research investigating WTC in conjunction with classroom environment has been carried out abroad; however, there exists no study examining the relationship between classroom environment and WTC in Turkey. As the setting where the target language is taught and learned, there is a strong possibility that classroom environmental factors are related to L2 WTC. Therefore, in order to find out whether there is a relationship between the two variables in a Turkish EFL setting, the present study was conducted.

To examine the degree to which L2 WTC is related to classroom environment, WTC and WIHIC questionnaires were administered to non-English major preparatory school students at Gazi University. Data were processed using SPSS and Pearson correlation analysis was performed to answer the third research question. Firstly, the correlations were calculated for overall classroom environment scores and L2 WTC. Results demonstrated that there is a strong relationship between L2 WTC and the students' overall perceptions of their classroom environments. It suggests that when students perceive their classrooms positively, they seem to be more willing to communicate. In other words, it appears that the more positive perceptions the students have of their classrooms, the more willing they are to communicate in English. This finding is consistent with those of previous studies carried out in both China and Iran (Peng & Woodrow, 2010; Khajavy et al., 2016). In the Chinese EFL classroom context, Peng and Woodrow (2010) found that classroom environment directly exerted influence on WTC in English. Likewise, Khajavy et al.

(2016) obtained the result that classroom environment was the strongest predictor of L2 WTC in Iran. Though the previous studies indicated that SPCC was the most immediate determinant of L2 WTC, Khajavy et al.'s (2016) study found the effect of classroom environment was even stronger than SPCC. When the finding of the current study and the ones mentioned above are considered together, it can be suggested that students' overall perceptions of their classroom environments have great potential to encourage or discourage L2 WTC.

Student Cohesiveness

Student cohesiveness can be described as "the extent to which students know, help and are supportive of one another" (Fraser et al., 2010, p. 557). It is related to how friendly students behave, how well they work together and how supportive they are to each other. In the present research, student cohesiveness was measured by means of the WIHIC questionnaire and the scores were correlated with WTC. Pearson correlation coefficients demonstrated a significant relationship between the two variables with a medium effect size. It indicated that the better students know each other, the more they are supportive, the better they work together and the more willing they are to communicate in English.

This current research has shown that there is a significant relationship between student cohesiveness and WTC. Likewise, previous WTC research demonstrated that student cohesiveness contributed to WTC in different contexts. In an Iranian EFL setting, Riasati (2012) found that learners expressed to be more willing when they communicated with someone they knew and with someone they felt comfortable. Cao (2013) carried out a case study in an ESL context in New Zealand and found out that one of the learners was negatively affected by irresponsible group members, whereas he displayed high willingness while he was working with partners whom he was familiar with. Similarly, Cao and Philp (2006) reported that "the more distant the relationship of the individual to the receiver(s), the less willing the individual is to communicate" (p. 488) because their research showed that students displayed higher willingness to communicate among friends than they did with unfamiliar classmates. In a Thailand EFL context, Pattapong (2013) stated that the students' WTC was affected by their peers. As students felt closer to their peers, they displayed higher willingness to speak. Kang (2005) investigated four Korean students' WTC and found that students were reluctant to speak with unfamiliar

interlocutors. In addition, they felt more willing when they perceived their communication partners as someone who could help them improve their speaking skills.

All these findings indicate that when students share cohesiveness they tend to be more willing to communicate in English. If they display willingness towards communication, it is very probable that willingness will result in overt language behavior. For this reason, promoting student cohesiveness in language classrooms seems to be of paramount importance to contribute to students' WTC.

Teacher Support

Teacher support is understood as the extent to which the teacher is helpful, friendly and interested in students. It concerns the way teachers talk with students, the way teachers consider students' feelings and handle their problems. The current research measured teacher support by means of the WIHIC questionnaire and the scores were correlated with L2 WTC. Pearson correlation coefficients exhibited a significant relationship between the two variables but with only a small effect size. This indicated that the more students are supported by their teachers, the more they tend to be willing to communicate.

Although teacher support was slightly related to WTC in this study, previous research has demonstrated the effect of teacher support on WTC. In a Chinese EFL context, Peng (2012) found that learners admired teacher support and immediacy behaviors and showed higher willingness to communicate in the presence of these behaviors. Riasati (2012) discovered that when students came across dictator-type teachers who discouraged them to speak in L2, students reported to be unwilling to do so. On the other hand, when a friendly rapport was established between students and teachers, students were more willing to communicate. Zarrinabadi (2014) examined the effect of teachers on students' WTC in Iranian EFL setting and found that lack of teacher support was a factor that caused unwillingness to communicate. Pattapong's (2013) research demonstrated that students were often willing to communicate when their teacher supported them, encouraged them and gave them chances to speak. Furthermore, low willing students appeared to have or only benefit benefitted opportunities given by the teacher.

These studies suggest that teacher support affect L2 WTC. When teachers are friendly, helpful and supportive, students are inclined to be more willing to communicate. In the current research, though, teacher support and L2 WTC are slightly related to each other.

However, it should be noted that previous studies (Pattapong, 2013; Zarrinabadi, 2014) investigated the relationship between the two variables through interviews, while the current research relied on scores obtained from the questionnaires. Furthermore, their interpretations are different. While previous studies do not indicate the magnitude of the relationship, this research does not claim that teacher support causes WTC. However, taken as a whole, there is some evidence to suggest that teacher support may boost WTC.

Involvement

Involvement is described as “the extent to which students have attentive interest, participate in discussions, do additional work and enjoy the class” (Dorman, 2003, p. 234). Involvement includes sharing opinions, discussing ideas, asking questions, and explaining how problems are solved in the classrooms. Students’ involvement in activities was measured by means of the WIHIC questionnaire and involvement scores were correlated with L2 WTC scores to identify the relationship between the two variables. Pearson correlation coefficients demonstrated that there is a significant relationship between L2 WTC and involvement with a medium effect size, suggesting that the more involved the students become in activities, the more willing they seem to communicate in English.

The present research put forward that involvement is related to L2 WTC. This finding has been supported by a few studies in different instructional settings. For example, Riasati (2012) found that students displayed willingness to communicate when they were interested in topics. Zarrinabadi (2014) demonstrated students felt more willing when they were given the chance to choose the topic of discussion. Cao (2013) remarked that students’ engagement with a task appeared to contribute to their WTC.

The significant relationship between L2 WTC and involvement suggests that when preparatory school students at Gazi University are involved in activities, when they are interested in activities and their ideas are valued and used in classrooms, they tend to be more willing to speak in English. For this reason, it can be suggested that teachers should seek ways to involve students in activities, ask them questions and appreciate their answers to enhance their WTC in English.

Investigation

Investigation refers to the extent to which “skills and processes of inquiry and their use in problem solving and investigation are emphasized” (Dorman, 2003, p. 234). It is related to whether students carry out investigations to answer questions, to test the accuracy of their ideas and to present evidence to their statements. This aspect of investigation was measured by means of the WIHIC questionnaire and the scores were correlated with L2 WTC scores. Pearson correlation coefficients indicated that L2 WTC was strongly related to investigation. It can be stated that the more the students investigate, the more willing they are to communicate in English.

Though investigation was found related to L2 WTC in the present research, previous studies did not show instances regarding their relationship. This might be accounted for the instruments used to measure variables or the contexts in which these variables are measured. This quantitative research indicated a relationship between L2 WTC and involvement in a Turkish EFL setting, while previous qualitative studies did not present evidence about their relationship. For this reason, following research can focus on whether students’ investigations predict their L2 WTC.

Task Orientation

Task orientation is defined as “the extent to which it is important to complete activities planned and to stay on the subject matter” (Dorman, 2013, p. 234). It is related to how much students work to accomplish in the class, whether they know aims of the course and how much attention they pay to the class. The aspect of task orientation was measured by means of the WIHIC questionnaire. The scores obtained from WIHIC questionnaire were correlated with WTC and Pearson correlation coefficients demonstrated a significant relationship between the two variables with a medium effect size. It is noteworthy to state that of seven dimensions of the classroom environment, task orientation showed the strongest correlation with WTC. It shows that the more students work to achieve in the class, the more attention they pay to the course and the more willing they can be to communicate in English. In addition, it should be noted that task orientation is not a direct result of classroom environmental factors. Instead, it is more about students’ perceptions of the course itself. It may be due to this reason that previous research investigating WTC in conjunction with contextual factors did not present task orientation as a related variable to

WTC. Hence, this research is unique in that it examined the relationship between task orientation and WTC, and a significant correlation was found between them.

Cooperation

Cooperation refers to the extent to which “students cooperate rather than compete with one another on learning tasks” (Fraser et al., 2010, p. 557). It involves teamwork, cooperation with students and sharing resources. Cooperation aspect of the classroom environment was measured by means of the WIHIC questionnaire and in order to find out the relationship between WTC and cooperation, Pearson correlation coefficient was calculated. Results indicated that WTC correlated significantly with cooperation with a medium effect size, suggesting that as students cooperate more in the classroom, they tend to show higher willingness to communicate in English.

The relationship between WTC and cooperation has been put forward by related literature. In a New Zealand ESL context, Cao (2013) found that students felt unwilling to speak with uncooperative group members. Zhong (2013) investigated Chinese students’ L2 WTC in both teacher-led and collaborative contexts. The results indicated that in collaborative learning contexts, students displayed higher willingness to communicate and they participated in activities more.

Including the findings obtained from the current research, WTC studies show that working collaboratively in language classrooms appears to contribute to students’ WTC. Therefore, it is suggested that cooperation be enhanced among students rather than competition.

Equity

Equity is the degree to which “the teacher treats students equally” (Fraser et al., 2010, p. 557). It includes equal distribution of praise, equal opportunities given by teacher to talk and questions raised by teacher. By means of the WIHIC questionnaire, equity aspect of the classroom environment was measured and the scores were correlated with WTC. Pearson correlation coefficients demonstrated that there is a significant relationship between the two variables with a medium effect size. It indicates that when students feel being treated equally, they seem to be more willing to communicate in English.

Previous research has also shown that equity contributes to WTC. Pattapong (2013) found that when teachers provided equal opportunities for students to speak, students felt more willing to communicate. Similarly, Riasati (2012) demonstrated that one of the students in the research was more motivated and willing to speak when his teacher paid equal attention to students.

These results suggest that equity is a variable that is related to WTC. By giving students equal chances to speak and by treating them equally, teachers might boost students' WTC in English.

Overall Remarks

The present research attempted to investigate the relationship between WTC and classroom environmental factors in a Turkish EFL setting. Statistical analyses demonstrated that there is a significant relationship between WTC and each dimension of the classroom environment. These results suggest the more positive students perceive their classroom environment, the more cohesiveness is achieved, the more involved they become in activities, the more investigations they carry out, the more they work on tasks, the more they cooperate, the more equal they are treated and the more willing they appear to be to communicate in English. By giving careful consideration to these factors, by creating positive learning environments, teachers can facilitate students' WTC in English. However, it should be noted that the level of the students' WTC cannot be attributed to classroom environmental factors alone. Instead, an interrelationship among individual, affective, linguistic, and contextual factors exist and WTC is shaped by a combination of these factors.



CHAPTER V

CONCLUSION

This chapter starts with a summary of the research. In this regard, aims, data collection and analysis procedures, and results of the study are narrated. Then, implications are presented with respect to the results of the study. Lastly, limitations of the research are explained and suggestions for further research are stated.

Summary of the Study

Modern language pedagogy regards authentic and meaningful communication as the goal of language learning and teaching. Being willing to communicate in a second language is related to the goal of language learning and teaching in that when learners display willingness towards communication in an L2, they appear to use the opportunities to communicate. Since the importance of WTC was understood as a factor likely to promote or inhibit L2 communication, an extensive amount of research has been carried out. However, there has been very little research on WTC in conjunction with classroom environment and none of them has been conducted in Turkey. For this reason, this study aimed to investigate Turkish EFL learners' level of WTC, their perceptions of language classroom environments, and the relationship between them. In addition, students' genders and academic majors were researched to determine whether they had significant differences in terms of their genders and majors based on WTC and classroom environment scores. In line with the purposes of the study, convenience sampling was used and quantitative data were collected from preparatory school students at Gazi University. For data collection, two different questionnaires were used. The first one was developed by Weaver (2005) to measure students' WTC inside their classrooms. The second questionnaire was constructed by Fraser et al. (1996) to measure students' perceptions of

their classroom environments. As the proficiency levels of the target group were beginner or elementary, it was necessary to administer the questionnaires in Turkish. The WIHIC questionnaire was previously translated into Turkish and tested for validity and reliability by Telli et al. (2006). On the other hand, WTC questionnaire underwent a rigorous translation process. In a pilot study, both questionnaires were administered to 149 preparatory school students. Since validity of the WIHIC questionnaire was established previously, Cronbach's Alpha coefficients were measured solely to check reliability of the instrument and it was found reliable for each subscale ranging from .854 to .913. As for WTC, prior to the exploratory factor analysis, KMO test was used to measure sampling adequacy and it proved to be adequate (.831) and Bartlett's test of sphericity was found to be significant (.196). As a result of the factor analysis, two items were removed due to their low factor loadings and, in the end, one factor was obtained explaining 35.866 of total variance. Lastly, Cronbach's Alpha was found .870, demonstrating that the scores obtained from the questionnaire is reliable. In the main study, the questionnaires were administered to preparatory school students at Gazi University during their class hours and 296 valid questionnaires were obtained for further analysis. The data were processed using SPSS. To determine students' level of WTC and their perceptions of language classroom environments, descriptive statistics were employed. To identify gender differences, independent samples t-test was used. Differences among students regarding their academic majors were tested via one-way ANOVA. Lastly, Pearson correlation coefficients were calculated to unveil the relationship between L2 WTC and classroom environment.

The findings have revealed that the preparatory school students are somewhat willing to communicate in English. Their WTC tend to change depending on the communicative tasks/situations. They are more willing to communicate in English when they use the target language for a short period of time/ in controlled settings. They are less willing to communicate in English when they use the target language in less restricted, less structured activities. Male and female students do not differ significantly in terms of their WTC though females had slightly higher mean scores. There is not a significant difference among students from different majors with respect to their WTC. Students have positive perceptions of their language classroom environments. They have positive perceptions of student cohesiveness in their language classrooms. They have positive perceptions of teacher support in their language classrooms. They have slightly positive perceptions of involvement in their language classrooms. They have slightly positive perceptions of

investigation in their language classrooms. They have positive perceptions of task orientation in their language classrooms. They have positive perceptions of cooperation in their language classrooms. They have positive perceptions of equity in their language classrooms. Male and female students do not differ significantly in terms of their perceptions of language classroom environments though females had slightly higher mean scores. There is not a significant difference among students from different majors with respect to their perceptions of language classroom environments. There is a significant relationship between WTC and classroom environment with a large effect size. There is a significant relationship between WTC and student cohesiveness with a medium effect size. There is a significant relationship between WTC and teacher support with a small effect size. There is a significant relationship between WTC and involvement with a medium effect size. There is a significant relationship between WTC and investigation with a medium effect size. There is a significant relationship between WTC and task orientation with a medium effect size. There is a significant relationship between WTC and cooperation with a medium effect size. There is a significant relationship between WTC and equity with a medium effect size.

Implications

This study has yielded some pedagogical implications for language learning and teaching. Overall results have showed that preparatory school students at Gazi University in this study are somewhat willing to communicate. However, they have displayed slightly low WTC when they are to perform less structured, meaning-focused tasks such as interviewing classmates or doing a role play. If L2 WTC predicts overt language behavior as stated in the literature, it is important that learners are willing to communicate in the second language and they use language for meaningful and authentic communication. Thus, preparatory school students' WTC should be increased. Students also need to know that challenging activities are necessary for their language development. They should be encouraged for speaking. Correctness should not be the main criteria for evaluation. Instead, their attempts at speaking should be bolstered.

The present study has revealed a significant relationship between students L2 WTC and their perceptions of language classroom environments. As students' perceptions of their language classrooms become more positive, their level of L2 WTC appears to increase. Based on the findings of the research, some practical suggestions can be made to help

students perceive their language classes more positively and to enhance their L2 WTC. Firstly, student cohesiveness can be amplified by establishing a sense of trust and friendship among the students. Both the students and teachers should make sure that cooperation rather than competition is encouraged in the class. Besides, it has been found equity is strongly related to students' WTC. For this reason, teachers should assure that students have equal opportunities to speak, equal rights to ask and answer questions. In addition, students' involvement in tasks has been found to be related to their WTC. When they are engaged in activities, they seem to be more willing to communicate. Therefore, interesting topics as well as the ones that are relevant to the students' own lives to keep them interested in activities can be used. The strong relationship between task orientation and WTC has demonstrated that the more students work to achieve in the class, the more attention they pay to the course and the more willing they can be to communicate in English. For this reason, teachers should arouse students' interest to the course. They need to understand why English is important to them and why they are learning English. If students feel the value of learning English, if they are motivated to learn English, they can study more to achieve in the class and be more willing to communicate. The relationship between WTC and teacher support has implied that the way teachers approach to students might change students' WTC. Teachers can boost students' WTC by supporting their efforts in classes and by being interested in them. Last but not least, though the emphasis is on students' WTC in classes, the eventual goal is to help students be willing to speak in the target language irrespective of social contexts.

Limitations

The present research has a number of limitations. First of all, though the preparatory school students were chosen randomly, the results cannot be generalized to all preparatory school students in Turkey because data were collected solely from Gazi University, School of Foreign Languages due to its accessibility. Secondly, the research investigated the relationship between WTC and classroom environmental factors by means of correlation method. Since correlations show magnitude of the relationship, it is not possible to propose cause and effect relationships. Different factors were proposed as determinants of WTC. However, it is not possible to test all these factors in a single study and some have already been researched extensively such as anxiety and communication competence. Therefore, only the relationship between WTC classroom environment was investigated in this study.

Suggestions for Further Research

Despite a large number of studies conducted in relation to WTC, there still exists a huge gap in the literature, especially in the Turkish context. As most of the studies investigated predictors of WTC, further research might investigate the relationship between students' WTC and their use of language in classrooms to find out the relationship between WTC and language use. In addition, this study demonstrated that WTC is strongly related to classroom environmental factors. As causal relations were not revealed in the present research, future studies may focus on how these factors affect WTC. On the other hand, this thesis focused on seven dimensions of classroom environment. Further studies might investigate WTC from different aspects of classroom environment. Besides, Weaver's (2005) WTC questionnaire proved to measure WTC in language classrooms in the present research. As a relatively new questionnaire, the adapted version of the questionnaire can be implemented in different schools of foreign languages in Turkey to be able to compare the results and determine how willing preparatory school students are to communicate in English in different contexts.



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APPENDICES



Appendix A. The WTC Questionnaire

Bölümünüz:
Cinsiyetiniz: BAY ☐ BAYAN ☐

İNGİLİZCEDE İLETİŞİM İSTEKLİLİĞİ				
Bu anket sınıfınızda İngilizce iletişim kurma istekliliğinizi ölçmeyi amaçlamaktadır. Lütfen boşlukta belirtilen yerlere her sınıf durumu için İngilizce konuşma istekliliği derecenizi belirtiniz.				
İNGİLİZCE SINIFIMDA;	KESİNLİKLE İSTEKSİZ	MUHEMELEN İSTEKSİZ	MUHEMELEN İSTEKLİ	KESİNLİKLE İSTEKLİ
1. Oturduğum yerden (sıramda) İngilizce bir drama etkinliğine katılırım. (örn. bir lokantada yemek siparişi vermek)				
2. Elimdeki notlarla memleketim hakkında İngilizce kısa bir konuşma yaparım.				
3. Sınıf arkadaşımı İngilizce selamlarım.				
4. Ders kitabındaki İngilizce bir diyalogu sesli okurum.				
5. Sınıfın önünde İngilizce bir drama etkinliğine katılırım. (örn. bir lokantada yemek siparişi vermek)				
6. İngilizce bir kelimenin telaffuzunu İngilizce olarak sınıf arkadaşşıma sorarım.				
7. İzlediğim bir televizyon programını İngilizce olarak sınıf arkadaşşıma anlatırım.				
8. İngilizcesini bilmediğim bir ifadenin nasıl söyleneceğini İngilizce olarak sınıf arkadaşşıma sorarım.				
9. Ders kitabındaki soruları kullanarak sınıf arkadaşşımla İngilizce görüşme yaparım.				
10. Hazırladığım soruları kullanarak sınıf arkadaşşımla İngilizce görüşme yaparım.				
11. Kalemimi bana ödünç verdiğinde sınıf arkadaşşıma İngilizce teşekkür ederim.				
12. Bilmediğim bir kelimenin anlamını İngilizce olarak sorarım.				
13. En sevdiğim lokantanın yolunu İngilizce olarak tarif ederim.				
14. Notlarıma bakmadan İngilizce olarak kısa bir biçimde kendimi tanıtırım.				
15. Sözlü bir ifadeyi Türkçeden İngilizceye çeviririm.				

Appendix B. The WIHIC Questionnaire

BU SINIFTA NELER OLUYOR? (BSNO)					
Bu anket, sınıfınızı nasıl tanımladığınızı öğrenmeyi amaçlamaktadır. Maddelerin doğru ya da yanlış cevabı yoktur. Sadece sizin fikirleriniz istenmektedir. Lütfen her maddede belirtilen durumun sınıfınızda ne kadar yer aldığını belirtiniz.	HIÇBİR ZAMAN	ÇOK AZ	BAZEN	SIK SIK	HER ZAMAN
1. Sınıfımdaki öğrenciler ile yakın arkadaşlık kurarım.					
2. Sınıfımdaki diğer öğrencileri yakından tanıyorum.					
3. Bu sınıftaki öğrenciler ile uyum içindeyim.					
4. Sınıftaki herkes arkadaşımdır.					
5. Bu sınıftaki diğer öğrencilerle birlikte çalışırım.					
6. Derslerinde zorluk çeken arkadaşlarıma yardım ederim.					
7. Sınıftaki diğer öğrenciler beni severler.					
8. Sınıftaki arkadaşlarımdan yardım alırım.					
9. Öğretmen benim ile kişisel olarak ilgilenir.					
10. Öğretmen bana yardım etmek için ders işleme şeklini değiştirebilir.					
11. Öğretmen benim duygularımı dikkate alır.					
12. Öğretmen, derslerle ilgili bir problemim olduğunda bana yardımcı olur.					
13. Öğretmen benimle diyalog kurar.					
14. Öğretmen benim problemlerimle ilgilenir.					
15. Öğretmen sınıf içinde benim ile konuşmak için yardıma gelir.					
16. Öğretmen sorduğu sorularla konuları kavramama yardımcı olur.					
17. Sınıfta fikirlerimi rahatlıkla tartışabilirim.					

18. Sınıf tartışmalarında fikirlerimi rahatça söyleyebilirim.					
19. Öğretmen bana sorular sorar.					
20. Fikirlerim ve önerilerim sınıf tartışmalarında kullanılır.					
21. Öğretmene sorular sorarım.					
22. Diğer öğrencilere fikirlerimi açıklarım.					
23. Sınıftaki arkadaşlarım, derste çözemedikleri problemler konusunda benim ile görüşürler.					
24. Sınıfta problemleri nasıl çözdüğümü açıklamam istenir.					
25. Fikirlerimin doğruluğundan emin olmak için araştırmalar yaparım.					
26. Söylediklerimi destekleyen veriler bulmam istenir.					
27. Tartışmalarda ortaya çıkan problemleri çözmek için araştırmalar yaparım.					
28. Söylenen ifadelerin, şekillerin ve grafikerin anlamını açıklarım.					
29. Kafamı karıştıran konuları cevaplayabilmek için araştırmalar yaparım.					
30. Öğretmenin sorularını cevaplamak için araştırmalar yaparım.					
31. Araştırmalar yaparak soruların cevaplarını bulmaya çalışırım.					
32. Araştırmalardan elde ettiğim bilgiler ile problemleri çözerim.					
33. Çalışmaları sonuçlandırmak benim için önemlidir.					
34. Çalışabildiğim kadar çalışırım.					
35. Bu dersin amaçlarını biliyorum.					
36. Ders başladığında derse hazır olurum.					
37. Bu sınıfta neyi başarmak için çabaladığımı biliyorum.					
38. Ders sırasında dikkatimi toplamaya çalışırım.					
39. Sınıfta yapılan çalışmaları anlamaya çalışırım.					

40. Ne kadar çalışmam gerektiğini bilirim.					
41. Ödevlerimi yaparken diğer öğrencilerle işbirliği yaparım.					
42. Ödevlerimi yaparken arkadaşlarımla kitap ve kaynaklarımı paylaşıyorum.					
43. Sınıfta grup çalışmaları yapılırken iş bölümü yapılır.					
44. Sınıfta verilen projelerde diğer öğrencilerle çalışırım.					
45. Sınıftaki diğer öğrencilerden öğrendiğim şeyler olur.					
46. Bu sınıfta diğer arkadaşlarımla çalışırım.					
47. Sınıf içi faaliyetlerde diğer öğrencilerle işbirliği yaparım.					
48. Arkadaşlarım sınıftaki hedeflerine ulaşmak için benim ile çalışır.					
49. Öğretmen sınıftaki diğer öğrencilerin verdiği cevaplara gösterdiği dikkati, benim cevaplarıma da gösterir.					
50. Öğretmenden, diğer öğrencilerle aynı ölçüde yardım alırım.					
51. Sınıftaki diğer öğrenciler ile aynı derecede söz hakkı alırım.					
52. Bana sınıftaki diğer öğrencilerle aynı biçimde davranılır.					
53. Sınıftaki diğer öğrenciler ile aynı derecede öğretmenden destek alırım.					
54. Sınıf tartışmalarına katılmak için diğer öğrenciler ile aynı fırsatı elde ederim.					
55. Çalışmalarım sınıftaki diğer öğrenciler ile aynı miktarda takdir edilir.					
56. Sınıftaki diğer öğrenciler ile aynı derecede soruları cevaplama imkanı elde ederim.					