DOCTORAL DISSERTATION

TURKISH EFL TEACHER TRAINEES' WILLINGNESS TO COMMUNICATE IN ENGLISH

REYHAN YILDIZ

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Eötvös Loránd University

Faculty of Humanities

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Dedicated to my beloved husband Emin and my angel Serra

for their endless love, patience, support and encouragement.

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Abstract

The purposes of this dissertation are to investigate the characteristics of Turkish EFL teacher trainees' willingness to communicate (WTC) in English and to find out its antecedents and their relationships to each other. The first part of the study presents the theoretical background, information about the Turkish context and inspirational preliminary studies of this research topic. The second, empirically oriented part deals with surveys in the Turkish EFL context by analysing the results of a mixed-method study comprising students' narrative-based qualitative and quantitative data. The participants of both studies were last year Turkish EFL teacher trainees in the English Teaching Departments of Turkish state universities. While the qualitative investigation was conducted with 128 EFL teacher candidates in their last year (4th) of the study (aged 19+) in the second half of the 2017/2018 academic year, 211 students (aged 20+) took part in the quantitative investigation in the first semester of 2018/2019. The instrument of the first study was adapted from one of the previous studies (Nagy, 2007), whereas the quantitative research instrument was developed based on the statements of Turkish EFL teacher trainees in the qualitative inquiry. As a first step, the constant comparative method was used to analyse the qualitative findings. The analysis of the second study consisted of factor analysis, descriptive statistics, correlation and regression analyses. Qualitative findings confirmed that motivation, the learners' self-perceived proficiency in English, positive and negative feelings, interlocutor, teacher as an interlocutor, self-efficacy beliefs, attitudes, anxiety, compulsory communication in English, topic, context, using English as a Lingua Franca, self-confidence, problems with learning/using English in Turkey, participants, online WTC, and culture are the main determinants of WTC in English for the students and that some of these factors have a changing and complex nature. The results of the statistical analysis revealed that tested components are significantly correlated with each other, WTC and self-reported communication frequency. Finally, the dissertation gives some suggestions about pedagogical implications and after that, it outlines some ideas for further research.

List of abbreviations and acronyms

ATLS	Attitudes towards learning situations
AYT	Field proficiency test (Alan Yeterlilik Testi)
BA	Bachelor of Arts
CA	Communication apprehension
CF	Communication frequency
CoHE	The Council of Higher Education
EFA	Exploratory factor analysis
EFL	English as a foreign language
ELF	English as a lingua franca
ELT	English language teaching
EBLI	Emotion-based language instruction
FL	foreign language
GPA	Grade point average
IDs	Individual Differences
KMO	Kaiser-Meyer-Olkin
L2	second language
L1	first language/mother tongue
LLS	Language learning strategies
MA	Master of Arts
MoNE	Ministry of Education
MS	Master of Science
PC	Perceived competence
PCA	Principal component analysis
PCC	Perceived communication competence
PRCA	Personal Report of Communication Apprehension

PVB	Predispositions toward Verbal Behavior
SLA	Second Language Acquisition
SLL	Second Language Learning
SPC	Self-perceived competence
SPCC	Self-perceived communication competence
TEPAV	The Economic Policy Research Foundation
TL	Target language
TYT	Basic proficiency test (Temel Yeterlilik Testi)
UCS	Unwillingness-to-Communicate Scale
UWTC	Unwillingness to communicate
WTC	Willingness to communicate
WTR	Willingness to read
YDT	Foreign language test

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PART I

Chapter 1: WTC as An Individual Difference

"Teachers are the one and only people

who save nations."

(Mustafa Kemal Atatürk)

The provision of social and educational requirements in second/foreign language teaching alone is not sufficient for achievement, so current education developments have been adopting a student-centred learning-teaching approach rather than a teacher-centred one. According to the Cone of Experience theorised by Dale (1969, p. 108), people generally remember "10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear and 70% of what they say and write". However, when they perform a practical task, they generally remember "90% of what they DO" by analysing, designing, creating and evaluating the task. Therefore, nowadays, internal determinants, such as the cognitive abilities and psychological circumstances of language learners are becoming more important foci for researchers, since learners have more active roles during the learning process.

In this respect, speaking in a second language (L2) fluently and operating in it when needed are probably the main purposes of most language learners. However, each human being is unique, distinct and has different "dimensions of enduring personal characteristics" (Dörnyei, 2017, p. 81). Therefore, the extent of their second language acquisition (SLA) or their enthusiasm to use it can vary from one individual to another due to the impacts of these individual differences (IDs) (Dörnyei, 2017). In other words, these IDs are considered "as the systematic part of the background 'noise' in SLA," and they are "powerful learner variables with potential make-or-break quality, affecting a range of different aspects of the acquisition process" (Dörnyei, 2017, p. 81). Therefore, over the past decades, these IDs have not only been investigated by the psychologists, but they have also become a crucial topic for applied

linguistics and L2 learning research (e.g., Ellis, 1994; Gardner & Clément, 1990; Gardner & MacIntyre, 1992; MacIntyre & Charos, 1996; MacIntyre et al., 1998).

Learners' aptitude, language learning strategies, intelligence, previous language training and experiences, attitudes, motivation, anxiety, self-confidence, personality, learning styles, age, and socio-cultural experiences could be seen as some of the ID variables in the literature. In this respect, willingness to communicate (WTC) was included among these ID variables for the first time in the 1980s (McCroskey & Baer, 1985).

WTC as one of these IDs originated in the first language (L1) studies (McCroskey & Baer, 1985), and it later attracted L2 researchers' attention, too (MacIntyre & Charos, 1996). Thus, it is noteworthy that MacIntyre and his colleagues developed their heuristic model which presents "the range of potential influences on WTC in the L2" in a pyramid model (MacIntyre et al., 1998, p. 546) by defining this variable as the learner's readiness to involve both the production and comprehension of spoken and written languages (MacIntyre et al., 1998, p. 547). In addition, this heuristic pyramid model includes not only affective linguistic components but also psychological and communicative determinants of WTC in L2 where achievement of the language is the top step. It is considered to be the starting point in L2 research (MacIntyre et al., 1998).

WTC in L1 is considered to be trait-like in that it refers to one's stable predispositions to use the mother tongue across situations and is impacted by personal traits (McCroskey & Baer, 1985), whereas WTC in L2 is assumed to be more state-like. Therefore, the pyramid model has the layers of the enduring factors on the bottom while more situation specific influences are on the top three layers (see Chapter 2/Figure 3). As a result of the created pyramid model by MacIntyre and his associates in 1998, some questions in L2 research have become a track-out point to investigate this phenomenon and test the model in the immersion, L2 and foreign language (FL) contexts of different cultural backgrounds. For example, the following questions have been investigated regarding WTC in a foreign/L2: Why do some people prefer

to use the target language in any situation while others remain silent in the same circumstances? Does language proficiency assure use of the target language by itself or are there other determinants that affect the learners' WTC in the foreign/second language? To what extent are the components of the heuristic model valid in different contexts, (etc.) (e.g., MacIntyre et al., 1998; MacIntyre et al., 1999; Nagy, 2007; Yashima, 2002).

In this respect, it can be said that there is a considerable amount of research on WTC in immersion, L2 and foreign language contexts that is approximately a 22-year old term within IDs in SLA research. Most of these studies have sought out the impacts of this ID variable's various determinants, such as communication variables (communication apprehension (CA), self-perceived communication competence (SPCC) and frequency), attitude/motivational variables (integrativeness, motivation and attitudes towards the learning situations), non-linguistic factors, psychological situations, identity, language-learning orientations and the influence of social factors on WTC in a target language setting using mostly a quantitative research method (e.g., Alemi, 2012; Alemi et al., 2011; Clément et al., 2003; Ghonsooly et al., 2012; Ghonsooly et al., 2014; Hashimoto, 2002; Khajavy et al., 2014; Khajavy et al., 2017; Khajavy & Ghonsooly, 2017; Khatibi & Zakeri, 2014; Kim, 2004; MacIntyre et al., 2001; MacIntyre et al., 2002; MacIntyre et al., 2003; MacIntyre et al., 2007; MacIntyre et al., 2011; MacIntyre & Doucette, 2010; Makiabadi et al., 2019; Peng, 2007a; Peng & Woodrow, 2010; Yashima et al., 2004; Zarrinabadi & Abdi, 2011). Some researchers investigated the differences between trait-like and state-like or actual WTC (e.g., Cao & Philp, 2006; MacIntyre et al., 1999; Xie, 2011; Yashima et al., 2016) and the importance of international posture on one's WTC (e.g., Aliakbari et al., 2016; Mystkowska-Wiertelak & Pietrzykowska, 2011; Peng, 2013; Yashima, 2002, 2012). The influences of cultural aspects on WTC (e.g., Hosseini Fatemi et al., 2016; Peng, 2007b; Wen & Clément, 2003), the changes of WTC in the target language by using a moment-to-moment approach as a research technique (MacIntyre & Legatto, 2011), and the dynamic nature of the WTC while the students are dealing with the tasks at a given

time (e.g., Cao, 2011; Kang, 2005; Mystkowska-Wiertelak & Pawlak, 2014; Pawlak & Mystkowska-Wiertelak, 2015; Yashima, 2020) were other aspects of previous studies. However, with respect to this intense body of the research, except for the dynamic approaches, there are very few studies that are based on qualitative data (e.g., Kang, 2005; Peng, 2012; Zarrinabadi, 2014), on a mixed-method approach (e.g., Alishah, 2015; Bektaş-Çetinkaya, 2005; Nagy, 2007; Şener, 2014a), on a longitudinal research design (e.g., Mystkowska-Wiertelak, 2016), and on a case study (e.g., Mystkowska-Wiertelak, 2018).

In addition to the above, more specifically, if the Turkish research literature on WTC in the English as a Foreign Language (EFL) context is scrutinised, WTC in the four skills and its relevance to the language learning orientations (e.g., Ayaz, 2017; Merç, 2008, 2014), personality traits, such as extraversion, conscientiousness, agreeableness, neuroticism, and openness to experience (e.g., Öz, 2014), the relationship of EFL WTC with communication and affective or motivational variables (Altıner, 2018, 2017; Asmalı, 2016; Başöz & Erten, 2019; Bursalı & Öz, 2017; Demir et al., 2015; Kanat-Mutluoglu, 2016; Öz et al., 2015; Öz, 2016;), and the comparison of English WTC levels of the students in two different cultures, such as Turkish-Romanian and Turkish-Bosnian (Asmalı et al., 2015; Mulalic & Obralic, 2016) could be seen as the main aspects of the quantitative approach. However, as presented in the review, except for the mixed-method studies mentioned above whose aim was generally to triangulate the quantitative findings (e.g., Alishah, 2015; Altıner, 2017; Başöz, 2018; Bektaş-Çetinkaya, 2005; Şener, 2014a), there is very little qualitative research reflecting learners' perceptions about their individual experiences in the Turkish context using classroom observations, semi-structured interviews and journals (e.g., Aydın, 2017; İlter, 2018). In addition, there is one mixed-method study that explored foreign learners' WTC in Turkish as a foreign language by using semi-structured interviews and a questionnaire.

All in all, these studies acknowledge that WTC as an individual difference in L2 or a foreign language is a complex construct rather than a simple adapted version of L1 WTC

(MacIntyre et al., 1998). Therefore, it should definitely be considered in detail during the language learning process. Dörnyei (2017) explains the reason of this as following:

> [T]he main attributes of language learners were not stable but showed salient temporal and situational variation, and they were not monolithic but comprised complex constellations made up of different parts that interacted with each other and the environment synchronically and diachronically. (p. 83-84)

In addition, each culture has specific characteristics, which have impacts on their education as one of the most important parts of a culture. This is because, the complex and dynamic nature of WTC as a construct in L2 or foreign language should be further investigated in different cultural backgrounds since the available literature derived from the empirical studies cited above has not been extensive enough to fill this gap. In other words, as understood from the previous studies given above, L2 WTC does not have only a trait-like structure but also encompasses different situational aspects from one culture to another. In this respect, as MacIntyre et al. (2011) suggest, it is time to extend the research scope from the value of WTC itself towards the other affective and contextual factors. Therefore, it is believed that the current dissertation study will fill this gap by exploring contextual WTC variables based on Turkish EFL teacher trainees' real-life experiences in detail and then, by developing a Turkish culture context-based instrument.

In this respect, on the basis of a report on EFL teaching in Turkey by the British Council and The Economic Policy Research Foundation (TEPAV), despite 11 years of EFL teaching (approximately 1000+ hours) from the second grade of primary school until the end of grade 12 of upper-secondary school, most students (more than 90%) in Turkish state schools still have problems communicating in English due to their "rudimentary" language competences (British Council & TEPAV, 2014, p. 16). Some of the possible reasons given for this situation are the emphasis on grammar and accuracy in the teaching method, such as mostly memorising grammatical rules and vocabulary for the exam-oriented education structure rather than creating

real situations to practice what has been learned. In other words, "[t]hey do not learn to use the language but learn about the language to pass the tests" (Karatepe, & Yılmaz, 2018, p. 58). Therefore, the students adopt correctness of grammar and word choice as their primary concern in the learning processes and can easily become unwilling to communicate in the target language unless they are sure of using English correctly.

To that end, it is also noteworthy that theory-oriented teaching and insufficient real classroom experience are also the main problems of Turkish pre-service teachers' education, too (Öztürk & Aydın, 2019). However, they should undoubtedly increase awareness to create meanings and to communicate in a given context (Karatepe, & Yılmaz, 2018) as prospective EFL teachers in order to provide a proper and successful teaching process for their students in the future. Therefore, as Yılmaz and Karatepe (2013) state, EFL teacher education should focus on doing rather than just knowing, EFL teacher training should also focus on the teachers being qualified to teach the target language for real purposes by designing appropriate activities. This should be the main requirement for EFL teacher education. This way, language teachers can improve the willingness of their students to engage with the target language. In other words, in order to enable the students to use the target language, first of all, the teacher must be willing to communicate in it actively. This is why detailed investigation of the dynamic factors of EFL WTC in the Turkish context gains importance. Therefore, the interest in the influences of this dynamic structure of EFL learners' WTC during the language learning process and their complex relations with other IDs motivated me as a teacher-researcher to investigate this issue in the Turkish culture.

In this respect, concerning the notion that language teacher trainees are going to be models for their students and undertake a key role in creating opportunities to use the target language for their students, the purpose of this dissertation is to explore the key determinants of EFL teacher trainees' WTC in the Turkish context by scrutinising their real experiences throughout their language learning histories and statements rather than only their hypothetical

indications, which are their predictive statements or responses to a given situation. Thus, it is hoped that the results of this narrative-based inquiry and verifications of these results by the questionnaire study, which was created based on the narratives, will endeavour to provide 1) realistic insights and details about the complex nature of the Turkish EFL teacher trainees' WTC in English based on their real first-hand stories for the language experts, teachers and curriculum developers, and 2) a novel Turkish context-specific instrument for further research. All in all, it is aimed at shedding light on the complex nature of WTC in the EFL context by using a mixed method approach that enables us to elaborate the WTC construct and its interaction with other determinants by considering the stories of human beings. In other words, "[t]o be a person is to have a story. More than that, it is to be a story" (Kenyon, & Randall, 1997, p. 1).

This dissertation is divided into two main parts consisting of seven chapters in total. Following this introductory section including the table about the research questions and data collection and analysis procedures in Chapter 1, Part I also outlines a theoretical overview of IDs, WTC research in various cultural contexts (Canadian, Japanese, Chinese, Korean, European, Iranian, and Turkish) and the history of Turkish education in Chapter 2. Chapter 3 summarises the preliminary study and the pilot study of the qualitative inquiry of this project.

Part II of the dissertation presents two empirical studies based on the mixed-methods approach employed to unfold the answers of this dissertation's research questions. In this respect, Chapter 4 comprises a background to two empirical studies. Chapter 5 and 6 respectively outline the traditions of the qualitative and quantitative studies designed to investigate WTC in the Turkish context with EFL teacher trainees. Therefore, Chapter 5 gives a detailed description of Turkish EFL teacher trainees' WTC in English in order to provide a deeper understanding based on the narratives about their real-life experiences. Chapter 6 presents a questionnaire study that provides detailed descriptions of findings about developing, piloting and implementing a Turkish context-dependent instrument on WTC in English.

Descriptive statistics, correlations, regressions and factor analysis were used to analyse the data and to obtain the research results. Finally, Chapter 7 consists of general discussions of the two studies' results, research limitations, pedagogical implications and recommendations for further research.

Chapter 2: A Theoretical Overview of IDs and WTC Research

2.1 Introduction

While trying to provide an interactive teaching environment, one of the most common claims of teachers in general might be about their students' reluctance to participate in the teaching-learning process in the classroom. In this respect, while teachers' encouragement can be one of the most important determinants of their students' eagerness to contribute to the flow of the lessons, students' active contribution can be seen as one of the essentials for the maintenance of the interactive teaching process and language learning success. However, it seems that while some students have good language skills considering their successes in the exams, they prefer to remain silent during lessons. At the same time, teachers can witness other students' efforts to use the target language (TL) despite their limited or low-level language abilities. In this respect, the complex structure of language learners' WTC becomes worthy of attention. WTC should be considered beyond its superficial meaning of being eager to communicate.

2.2 From Individual Differences to Willingness to Communicate

The core study area of psychology and other social sciences is human beings. The general principles of the functioning of the human mind and its uniqueness can be considered the main focus of psychology. It can be said that although psychologists consider how people are different from each other, the role of these differences, described as IDs, in the language learning process have received substantial attention (Gardner & MacIntyre, 1992). Therefore, it is crucial to define IDs before these differences are categorised.

In terms of the classic perspective, the term IDs was defined in psychology as the "characteristics or traits in respect of which individuals may be shown to differ from each other" (Dörnyei & Ryan, 2015, p. 2). In a broader perspective, IDs were assumed to "concern anything that marks a person as a distinct and unique human being" (Dörnyei & Ryan, 2015, p. 2).

Therefore, it can be said that "dimensions of enduring personal characteristics that are assumed to apply to everybody and in which people differ by degree" reflected general frames of the classic ID construct (Dörnyei & Ryan, 2015, p. 3). However, when switching from the classical ID paradigm to the current construct, Dörnyei and Ryan (2015) indicate this:

> [I]ndividual learner characteristics are not stable but show salient temporal and situational variation, and neither are they distinct and monolithic but involve, instead, complex constellations made up of different parts that interact with each other and the environment synchronically and diachronically. (p. 6)

As Murphey and Falout (2013) summarise these changes, ID research agenda portrays IDs "as socially interdependent, malleable states developing over time" (p. 1). In summary, current ID constructs are not seen as stable and monolithic learner characteristics as they were in the classical perspective in the past. At the present time, IDs are considered as more dynamic, on-going and improving constructs that interact with each other.

Since the language-learning process comprises both the rules of the target language and its learners, IDs have also become an attractive and powerful research area for SLA researchers and for the field of applied linguistics. Although ID research dates back to the end of the 19th century in psychology, in considering the psychological aspects of IDs in the language learning process, SLA researchers have been investigating some core IDs such as language aptitude and language learning motivation since the 1960s and language learning strategies (LLS) since the 1970s (Dörnyei, 2005, p. 4-6).

In this respect, a psychologist, Gardner (1985) proposed the Socio-educational Model of Second Language Learning, which includes four main categories: social milieu, individual differences, SLA contexts, and outcomes (p. 146). In his model, individual differences arose from four main variables: intelligence, language aptitude, motivation, and situational anxiety. According to the author, although there are other potential components, such as attitudes and personality, these factors have an indirect effect through these main components on language

learning achievement. Admittedly, there is a considerable range of ID variables in the literature and researchers tend to categorise them based on different structure types.

For instance, Gardner and Clément (1990) evaluated ID constructs from a social psychological perspective in SLA. According to the researchers, proficiency also included non-linguistic aspects in the SLA process beyond its usual definitions in the literature. This was due to the fact that proficiency was defined as "knowledge of the second language" (Gardner & Clément, 1990), or as "communicative competence in language" by Canale and Swain (1980, p. 4) or as being able to talk in a language use it on a daily basis, as shown by Clark (1981). However, it was stated that proficiency also involves "the willingness and capacity to use the language in interpersonal contexts" (Gardner & Clément, 1990, p. 497) beyond its linguistic constructs. Therefore, considering the correlates of L2 proficiency and individual variables, researchers classified IDs under three main categories: cognitive characteristics (including language aptitude and language learning strategies) which "reflect differences in abilities or approaches to the task at hand"; attitudes and motivation; and personality variables, such as sociability/extraversion, field dependence/independence, empathy, and anxiety (Gardner & Clément, 1990, p. 497).

Meanwhile, Skehan (1991) identified four categories of IDs: language aptitude, motivation, language learning strategies, and cognitive and affective factors, such as extraversion/introversion, risk-taking, intelligence, field independence, and anxiety. He later added learning styles as another variable in L2 studies, since he thought this also influences L2 learning success (Skehan, 1991).

In another study, Gardner and MacIntyre (1992) grouped these characteristics into three main categories: cognitive variables, such as intelligence, language aptitude, language learning strategies, and previous language training and experience; affective variables, such as attitudes and motivation, language anxiety, language self-confidence, personality attributes, and learning

styles; and a "miscellaneous category" including both cognitive and affective components such as age and socio-cultural experiences (p.211).

Ellis (1994) proposed three sets of individual learner differences by indicating their common points with the previous research categorisations. These three sets were L2 learners' beliefs, affective state, and general factors. While learners' beliefs included beliefs about the importance of their aptitude for language learning and their beliefs about the best method of learning the language, the learners' affective state referred to their anxiety levels including situation-specific anxiety. General factors are other factors that affect learners' ability, desire and the way to learn a language, such as age, language aptitude, learning styles, motivation, and personality.

Table 1

Different Categorisations of IDs

Gardner & Clément (1990)	Skehan (1991)	Gardner & MacIntyre (1992)	Ellis (1994)
• Cognitive characteristic - language aptitude - language learning strategies • Attitudes and motivation • Personality variables - sociability / extraversion - field dependence / independence - empathy - anxiety	• language aptitude, • motivation, • language learning strategies, • cognitive and affective factors - extraversion / introversion - risk-taking - intelligence - field independence - anxiety	• cognitive variables - intelligence - language aptitude - language learning strategies - previous language training and experience • affective variables - attitudes and motivation - language anxiety, - language self-confidence - personality attributes - learning styles • miscellaneous category - age - socio-cultural experiences	• L2 learners' beliefs • affective state • general factors

In reviewing some of the ID constructs, according to different categorisations of IDs in the literature presented in *Table1*, learners' aptitude, language learning strategies, intelligence, previous language training and experiences, attitudes, motivation, anxiety, self-confidence,

personality, learning styles, age, and socio-cultural experiences could be identified as some of the ID variables that influence second language learning (SLL) and SLA. Because of the large number of variables identified, it is often difficult to categorise these individual learner variables. Therefore, there is not a stable and unique grouping for them as seen above. Each new study has the potential to provide a new variable for this structure as was the case in the 1998 study by MacIntyre, Dörnyei, Clément, and Noels (1998). Although the willingness to communicate (WTC) variable was proposed in L1 studies by McCroskey and Baer (1985), MacIntyre et al. created a unique pyramid model in order to display WTC influences in L2 use in 1998 (MacIntyre et al., 1998). This newly developed ID variable, WTC, integrates psychological, linguistic, and communicative perspectives together in L2 research, even though these approaches were typically considered independently from each other in the past (MacIntyre et al., 1998). In this respect, the following part of the dissertation reviews past studies on WTC, from its roots until today, to provide the background to the current study described below.

2.2.1 WTC in L1 Research

A reference to the origin of Willingness to Communicate seems significant in order to grasp the next steps of this phenomenon's development in the research area. The precursors of WTC in L1 studies include studies by Burgoon (1976) that considered situations where people were reluctant to communicate; Montersen et al. (1977) explored predispositions toward verbal behaviour; and McCroskey and Richmond (1982) focused on shyness. While primary studies reflected mostly communication variables of WTC, then, other WTC determinants, such as CA and SPCC were in the question.

Three Preliminary Studies of WTC in L1. Regarding the first WTC L1 studies, it can be seen that one of the primary roots of the WTC construct actually comes from the unwillingness to communicate construct coined by Burgoon (1976). According to Burgoon

(1976), people's predisposition not to communicate under undesired circumstances was defined as "a chronic tendency to avoid and/or devalue oral communication" (p. 60). The researcher called this predisposition unwillingness-to-communicate which was assumed to be a stable personality trait relevant to "anomia, alienation, introversion, self-esteem and communication apprehension" (p. 60). In her inquiry, communication apprehension refers to "anxiety that is directly related to communication study" and causes reticence in a person due to their fear of public speaking (Burgon, 1976, p. 61). Burgoon's (1976) self-reported measure, the Unwillingness-to-Communicate Scale (UCS) consisted of two factors, which were "approach-avoidance" and "reward". In her study, although approach-avoidance was highly correlated with a measure of CA (r=.69; p<.05), the factor labelled reward did not have a correlation with CA. Therefore, her study only indicated that anxious people were likely to communicate less than others. However, the UCS could not be validated to generalise people's global predispositions to be willing or unwilling to communicate.

Meanwhile, Montersen and his colleagues (1977) investigated "how the strength of one's disposition to verbalize is modified by (1) particularized information about a forthcoming social situation and (2) the actual constraints of behaviour as it unfolded over time" (p. 156). In terms of their aim, it was stated that "the more global features of speech tend to be consistent from one class of social situations to another" (Montersen et al., 1977, p. 146). In this respect, they asserted that people's predispositions towards verbal behaviour could be the indicator of how much they would talk and to what extent these individual communication situations had an effect on their predispositions. On the basis of their Predispositions toward Verbal Behavior (PVB) on the Likert-type scale including 25 items, there were five factors investigating an individual's urge to communicate: their tendency to dominate in communication; initiating communication; keeping interpersonal conversation going; frequency and duration of communication; and CA. However, only five of the 25 items depending on the communication disinclination factor tended to measure an individual's general willingness and unwillingness

to communicate directly. In addition, the CA measure was presumed to be a direct indicator of an individual's anxiety or fear while having experienced communication, rather than as a direct determinant of their general predisposition to decide to communicate. In other words, the CA construct should be seen only as one of the antecedents of individuals' global predispositions to approach or avoid communication in various settings instead of presuming it to be a unique measure.

As the third precursor of WTC, shyness was defined as "the tendency to be timid, reserved, and most specifically, talk less" by McCroskey and Richmond (1982, p. 460). In their study, the researchers aimed to find out whether there was a conceptual distinction between CA and shyness. Even though their study confirmed that CA and shyness were distinct from each other, their observer reports only pointed out the validation of behavioural tendencies in actual communication processes. However, it did not demonstrate individuals' personality-based predispositions to be eager or reluctant to communicate. In other words, McCroskey and Richmond (1982) indicate that the CA construct

> predicts the behavior from a single cause-fear or anxiety. Shyness, on the other hand, suggests the behavior may be the product of social anxiety, low social skills (not knowing how to behave), or low social self-esteem (e.g., expecting to fail in the situation). (p. 460)

Therefore, the researchers assumed CA and shyness constructs were related to each other rather than parallel or isomorphic constructs.

Communication Variables of WTC in L1. In addition, how people differ from each other in terms of the extent to which they avoid verbalising what they think and their tendency to constantly engage in interpersonal communication in different contexts was considered by McCroskey and his colleague as a further step (McCroskey & Baer, 1985). The researchers also investigated how the type of receivers affects individuals' predispositions to talk more with

some interlocutors than others. Thus, McCroskey and his associate considered that "this variability in talking behavior is rooted in a personality variable" (McCroskey & Baer, 1985, p. 1), which is called "willingness to communicate" (McCroskey & Richmond, 1985). According to McCroskey, WTC was apprehended as a "respondent's predisposition toward approaching or avoiding the initiation of communication" when given a choice in a context (McCroskey, 1992, p. 17). In other words, it can be said that one's WTC in one's native language is more likely to depend on the individual's intention to engage in communication.

In this respect, McCroskey and his colleague developed a WTC scale to measure individuals' intention to engage in communication in different contexts with different interlocutors (McCroskey & Richmond, 1985). Thus, the first trait-form of this WTC scale including four communication contexts, public speaking; talking in meetings; in small groups; and in dyads with three types of receivers, such as strangers, acquaintances, and friends, was created in order to measure one's WTC in L1 (McCroskey & Richmond, 1985). Additionally, its reliability and validity were proven as well in a later step (McCroskey, 1992). This WTC scale consisted of 20 items covering these different communication contexts and receivers. This first trait-form WTC scale of L1 was administered to 428 college students and all correlations were significant ($p<.001$) (McCroskey & Baer, 1985). Taking a close look at the findings of the study, it can be said that one's WTC is relevant to the number of interlocutors and the relational distance between the speaker and interlocutors. The more interlocutors there are and the more distance there is between the two sides, the less they are willing to communicate. This, the researchers believe, substantiated the existence of a WTC construct, an ID variable that determines one's tendency to take part in interpersonal communication.

In addition to the previous research mentioned above, researchers asserted that trait-like WTC in L1 was more constant across different communication settings such as in schools, organisations, and social environments. However, with respect to the results, state WTC in L1 was heavily affected by the situational constraints (McCroskey & Richmond, 1987; Richmond

& McCroskey, 1989). In this respect, based on personality-type WTC, an individual who is willing to communicate in different communication contexts will get similar advantages such as being satisfied with their school or business experiences, having more friends than less willing people, or being appreciated and promoted by their peers, teachers, bosses or milieu. Thus, their eagerness to communicate will be increased by these positive communication outcomes (McCroskey & Richmond, 1987; Richmond & McCroskey, 1989). In contrast, the less willing a person is, the lower the frequency and amount of communication will occur (McCroskey & Richmond, 1987; Richmond & McCroskey, 1989). In other words, while WTC can be seen as related to one's intrapersonal disposition, it affects interpersonal communication. It means that if a person has a talkative personality, s/he will be always willing to communicate in different interpersonal communication contexts such as at school, work or in social environments. However, this does not mean that this individual will show the same level of willingness to contribute in all communication contexts. Instead, "if Person A is more willing to communicate than Person B in one context, it is assumed that Person A will be more willing to communicate than Person B in other contexts as well" (Richmond & McCroskey, 1989, p. 297). Yet, situational variables such as to whom they speak, their daily mood, their previous communication experience with their interlocutor can also affect their WTC level in a given context or at a particular time (Barraclough et al., 1988). Therefore, WTC can be considered as one of the most important factors in determining "an individual's communicative impact on others" alongside other personality variables in the L1 context (McCroskey & Richmond, 1987, p. 154).

Another study (Zakahi & McCroskey, 1989) that considered the trait-like structure of WTC in L1, revealed that while 92% of high WTC scoring students displayed eagerness to participate in communication laboratory studies outside the class, only 24% of low WTC subjects appeared for the next laboratory study, despite being initially scheduled to attend.

Therefore, the scores obtained indicated that high WTC subjects were more likely to contribute to communication inquiries than low WTC participants.

As can be seen from previous studies, when the WTC construct was proposed in L1 as a communication variable, it seemed relevant to the individuals' personal characteristics. In other words, it can be said that if individuals had talkative personalities, it was assumed that they would be eager to talk in different contexts or during the completion of tasks even they did not show the same level of WTC. Therefore, one's WTC in L1 was supposed to have trait-like features across the situations. In the following phase of these studies, the relationships of L1 WTC with SPCC and CA gained importance in different cultural contexts.

Communication Variables in L1 WTC Studies in Different Contexts. With regard to L1 WTC studies, first of all, the close relationship between WTC, CA, and self-perceived communication competence has been investigated in the context of the USA (McCroskey & McCroskey, 1986, 1988). A cross-cultural inquiry (Barraclough et al., 1988) suggested that despite the researchers' assumption that cultural diversity had an effect on WTC, the results, on the one hand, displayed similar relationships between communication orientations in the United States and Australia. Thus, they indicated that the higher the level of SPCC and the lower the level of CA, the higher the level of WTC. On the other hand, the research found a substantial difference between the mean scores on WTC and SPCC in the two cultures.

As one of IDs, WTC actually can be seen more than a communicative variable due to the fact that it may provide more advantages for people in some crucial situations. For instance, as McCroskey and Richmond (1990a) stated, in some cultures, communicative behaviour of the people in their social and professional lives can determine how they are seen in other people's eyes, or whether they are evaluated in a negative or positive way by others. In addition to this attempt to measure the impact of cultural difference in WTC, McCroskey and his colleague compared the data that was collected as parts of other research in the USA, Sweden,

Australia, Micronesia, and Puerto Rico (McCroskey & Richmond, 1990b). Data analysis showed that the participants from the USA displayed the highest willingness, while the Micronesian participants showed the lowest level of WTC. Moreover, strangers variable that is associated with the lowest WTC levels gained the highest score from all countries as while the participants were generally the most willing to talk to their friends. The general conclusion that can be drawn from this research is that individual tendencies in different cultures can have a vital effect on intercultural communications. However, in order to generalise the results to the whole population, the research needs to be continued in more cultures.

Similarly to L1 WTC studies in different cultures, Burroughs and Marie (1990) investigated college students' WTC, communication competence (CC), CA and introversions in the U.S. and Micronesia. The two cultures' participants reflected very different results. In terms of the comparisons, "Micronesian students perceived themselves as more introverted and apprehensive but less competent and willing to communicate than American students" (p. 139). One of the reasons for this interesting result was assumed to be that nine major languages and their dialects are spoken in Micronesia islands, people know their own local languages and their official language is English, which is taught in all schools. (Burroughs & Marie, 1990, p. 145). Because of this, English is seen as a second language for Micronesian students in contrast to Americans where English is an L1. It is indicated that "[c]ompetence in English, therefore, is closely equated with competence in communication. Thus, communication skills developed over a lifetime in a first language may be seem as (or actually be) irrelevant when speaking in English" (McCroskey, 1997, p. 105).

During the same period, Swedish and American college students' WTC, CA, perceived communication competence (PCC) and introversion were investigated in another cross-national study (McCroskey et al., 1990). Taking a close look at the findings of the study, it can be readily understood that the two cultures' participants displayed different perceptions. American students reported themselves as more willing to communicate than their Swedish colleagues.

However, Swedish participants reported to be more competent in speaking their native language but less extroverted than American students. A further scrutiny of the results indicated that the two groups' participants did not represent a variation in the degree of their CA. This result was in contrast to Watson and his colleagues' research findings who found that Swedish children were more apprehensive than American students (Watson et al., 1984, 1989). The reason for this contrast was assumed to be the age differences of the participants in the studies. McCroskey et al. (1990) studied communication behaviour in primary school students. However, Watson et al. (1984, 1989) studied communication in college students.

In another cross-cultural inquiry, Sallinen-Kuparinen, McCroskey and Richmond (1991) compared Finnish students' WTC, CA, introversion and SPCC with American, Swedish, Australian, and Micronesian subjects. The results showed that Micronesians were the least willing to communicate and Finnish participants had the second lowest WTC score. Furthermore, Finnish and American students' CA and SPCC reflected similarity in the two cultures, while there were differences between both samples' WTC and introversion. In addition, the results showed that Finnish students' CA and SPCC scores had only about 16 percent to predict their WTC while for the American Students these values were 26 percent for CA and 35 percent for SPCC for the participants' WTC from the U.S. According to the researchers, since communication is the key to improving human relationships, additional research should be employed in order to measure communicational constructs in cross-cultural contexts (Sallinen-Kuparinen et al., 1991).

Moreover, MacIntyre (1994) specially tested the effects of personality-based variables such as perceived competence (PC) and Burgoon's (1976) five constructs of anomie, alienation, self-esteem, introversion and communication anxiety on WTC in L1 by using a causal analysis. The results of this analysis were displayed by using a path model, which "describes relations of dependency - usually accepted to be in some sense causal - between the latent variables" (McDonald & Ho, 2002, p. 65). The researcher's findings showed that CA and SPCC were the

main predictors of L1 WTC and a combination of self-esteem and introversion causes CA. In other words, "the person with the lowest levels of CA would be the extrovert who feels high self-esteem. The introvert with low self-regard would be expected to show the highest levels of CA" (MacIntyre, 1994, p. 138). According to the model proposed as a result of this investigation (1994) in *Figure 1*, PCC is also affected by the combination of CA and introversion.

Figure 1

Part of MacIntyre's (1994) Willingness to Communicate Model (MacIntyre & Charos, 1996, p. 8)
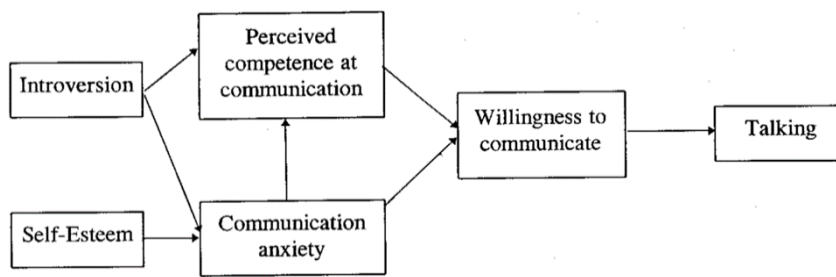
Based on this result, the researcher indicated that introvert and apprehensive individuals could see themselves as less competent in a communication setting due to their insufficient previous communication experiences. Finally, based on the researcher's path model of L1 WTC seen in *Figure 1*, a greater level of PCC and the lack of CA will ensure a higher level of WTC in the native language.

In summary, when the WTC construct was proposed for the first time in the literature, the main focus was on the person's intention to engage with communication in L1. If individuals had extrovert personality characteristics with a low level of communication apprehension by perceiving themselves competent in a communication, they reflected eagerness to communicate in L1 communication settings. In other words, personality and communication variables (PCC and CA) were the main focus point in primary studies of L1 WTC. However, the more this construct was explored, the more components were discussed.

On account of cross-cultural studies, the question whether contextual determinants could affect individuals' WTC in different cultural background came into consideration. Even though these variables were thought to partly influence L1 WTC, one's willingness to use the mother tongue in different contexts was assumed mostly as a trait conceptualisation. In other words, L1 WTC is seen as a more trait-like construct due to the fact that verbal communication in L1 is a cognitional process, which is dependent on the person's volition (McCroskey & Richmond, 1990a). This is because L1 WTC "represents the intention to initiate communication behavior and this intention may be based in large measure on the speaker's personality" (MacIntyre, 1994, p. 135). Therefore, personality-based variables, such as introversion, self-esteem, and also CA, SPCC and cultural diversity were the most common variables in many research projects mentioned above during the 1980s and 1990s.

In the following years, it was believed that if the spoken language is a L2, these variables may differ (McCroskey, 1997). Therefore, L2 WTC should not be considered as a simple transfer of WTC in the L1, in contrast, it has more complex nature (MacIntyre et al., 1998). As a result, the impacts of the situational variables on a speaker's WTC existed in the following years beside the personality ones (MacIntyre, 1994, p. 140). Thus, L2 researchers were interested in L2 WTC components and they started to consider L2 WTC as a construct different from L1 WTC.

In this respect, MacIntyre's (1994) model can be assumed to be the onset of a new research era that has enlightened WTC antecedents in L2 and FL learning-teaching settings. Therefore, the development of the L2 WTC construct and its determinants will be scrutinised below before presenting the empirical studies of this dissertation.

2.2.2 The Foundation of WTC in L2 Research

The importance of WTC in L2 language learning attracted researchers' attention after MacIntyre and his colleagues (1998) developed a pyramid model including the affective

components of the WTC construct in L2. However, as one of the initial steps of this pyramid model, MacIntyre and Charos (1996) combined MacIntyre's (1994) path model of WTC shown in *Figure 1* above, and Gardner's (1985) socio-educational model of language learning in order to reveal the underlying factors of L2 WTC. According to this combination, the variables of *Figure 2* from left to right were grouped under these titles: "social context/personality", "language-related affect", "motivational propensities", and "second language use" (MacIntyre & Charos, 1996, p. 18). With respect to the results, researchers postulated that an individual's personality, which determines their tendency to engage in communication, and situational variables in a spoken context strongly influenced L2 WTC and the communication frequency of the speaker. Therefore, it is evident that WTC does not only have a trait-like aspect in L2.

The general conclusion that can be drawn from the path model of this research investigating causality, seen in *Figure 2*, is that L2 WTC, which was WTC in French as an L2 context in Canada for this inquiry (MacIntyre & Charos, 1996), is directly affected by PC, L2 anxiety, social context where the target language is spoken, and agreeableness. Intellect and extraversion variables have indirect impacts on L2 WTC via the PC and L2 anxiety components. In addition, L2 anxiety has a negative impact on an individual's PC and integrativeness. Regardless of the model, it is beyond dispute that PC has the strongest influence on subjects' communication frequency (CF) in the target language along with the other three direct paths; L2 WTC, social context and motivational propensities while the personality traits such as intellect, extraversion, agreeableness, emotional stability, and conscientiousness affect CF indirectly through other direct components.

Figure 2

Final model showing all significant paths. (MacIntyre & Charos, 1996, p. 18)
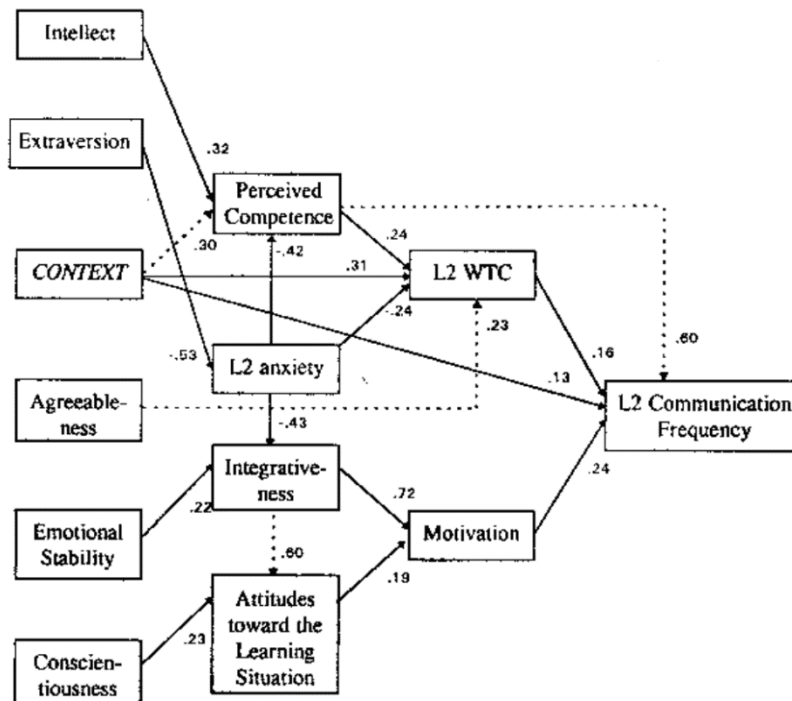
In summary, it can be said that if French language learners in the Canadian context have an extrovert characteristic, this will lower their anxiety level which directly boosts their WTC in French. In addition, their low level of anxiety, intellectual characteristics and the social context in which they use French are also factors of increasing importance in their self-perception of their language abilities. On account of their increased self-perception, they will be more willing to communicate in the target language. Furthermore, if the language learners are willing to use French with a high level of motivation in a supportive social context, their L2 communication frequency seems to be raised.

Finally, MacIntyre and his colleague's hybrid model (MacIntyre & Charos, 1996) became a reference for the development of the heuristic model of L2 WTC (MacIntyre et al., 1998) seen in *Figure 3*.

Figure 3

Heuristic model of variables influencing WTC. (MacIntyre et al., 1998, p. 547)
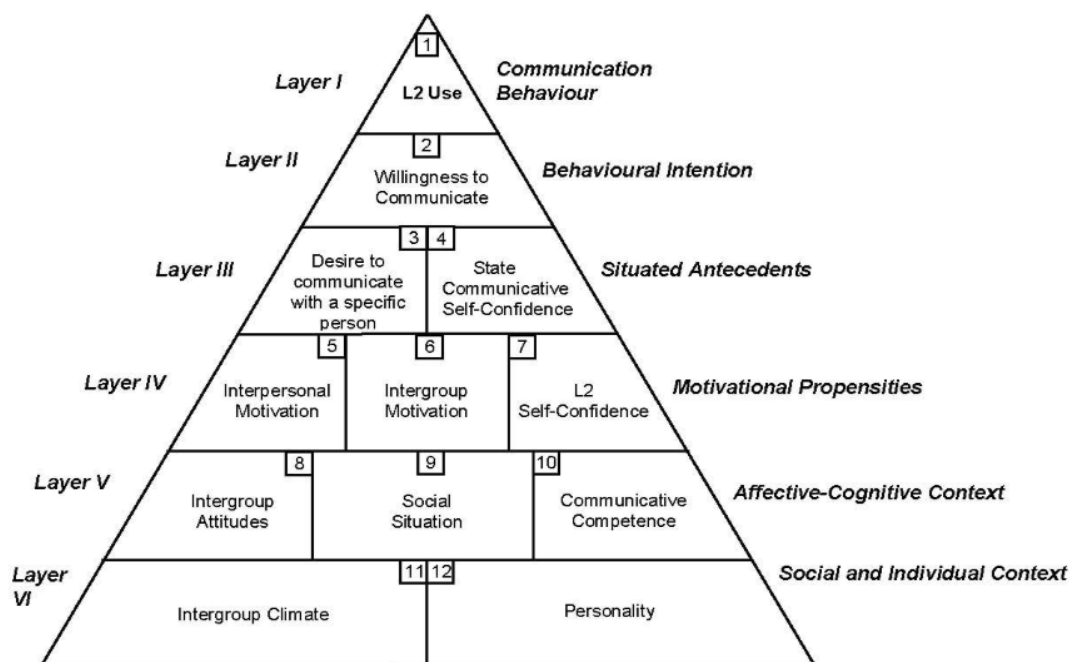
In this comprehensive pyramid model, WTC is treated as a situational variable rather than trait-like, in contrast to McCroskey and Baer's (1985) conceptualisation. The trait-like L1 WTC has been understood as the person's tendency to take part in communication when s/he is given a chance (McCroskey & Baer, 1985). In other words, L1 WTC can be seen as the probability of a person initiating communication when they have possibilities in a given context. However, WTC in L2 is defined "as a readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (MacIntyre et al., 1998, p. 547). In this explanation, one of the main points is "readiness to enter into discourse". With respect to this definition, if *discourse* refers to any kind of communication, it may be evident that MacIntyre and his associates' L2 WTC construct (MacIntyre et al., 1998) cannot only focus on an individual's readiness to use language to speak but may also involve both the production and comprehension of spoken and written communication as well. Thus, this feature of the pyramid model of L2 WTC can distinguish it from previous L1 WTC models. This is because researchers believe that if the language of the discourse is changed, WTC predictors of the

target language will differ too, due to the much more complex nature of L2 WTC (MacIntyre et al., 1998, p. 546).

In this respect, the heuristic model comprises all psychological, linguistic, and communicative approaches in a pyramid shape while they were treated as separate in previous research (MacIntyre et al., 1998, p. 545). Moreover, the model seen in *Figure 3* above includes six layers that integrate enduring influences (layers IV, V, and VI), which are more stable across situations and long-term features of the person and environment, and situational influences (layers III, II, and I), which are transient and specific circumstance-dependent factors, in which communicative behaviour occurs between people.

At the base of the pyramid, in Layer VI, social and individual context variables are believed to have an indirect impact on the language learners' WTC in L2. One of the essential stable influences of WTC, (12) personality stands for an individual's personal characteristics that play a key role in their interactions with target language communities. As regards this variable, Goldberg (1993) had divided personality into the Big-Five traits: extraversion, agreeableness, conscientiousness, emotional stability, and openness to new experiences. MacIntyre and Charos (1996) stated that these five personality traits are likely to have an impact on L2 learners' motivation and WTC. In addition to the personality variable, the (11) intergroup climate component of the model is explained as "the broad social context in which various language groups operate" (MacIntyre et al., 2007, p. 285). In other words, it refers to the relationship between the target language community and the language group the learner belongs to. In short, as the base level of the model, intergroup climate and personality are assumed to be more enduring and indirect influences of WTC in L2 communication situations.

Layer V captures affective and cognitive context variables that are assumed to be the bases of all communication events (MacIntyre et al., 1998). The first variable of this layer, (8) intergroup attitudes, contains "integrativeness", that is the person's willingness to adapt to different cultural groups; "fear of assimilation", which is the language user's fear of losing their

own identity and cultural heritage while learning the L2, and may interrupt language learning; and "motivation to learn the L2". The next variable in layer V, (9) social situation, "is a composite category describing a social encounter in a particular setting" by considering the participants, the communication setting, the purpose, the topic and the channel of communication such as speaking and writing (MacIntyre et al., 1998, p. 553-554). In addition, (10) communicative competence (CC) indicates the target language user's perceived competence, rather than its objective measurement.

It should be noted that researchers of the heuristic model adapted Celce-Murcia, Dörnyei, and Thurrell's (1995) communicative competence construct. This construct involves discourse competence, which "refers to competence selecting, sequencing, and arranging words, structures, sentences, and utterances to achieve a unified spoken or written text" (MacIntyre et al., 1998, p. 554). Discourse competence is surrounded by linguistic competence, which means "knowledge of the basic elements of communication", actional competence, which "refers to matching communicative intent with linguistic form" and sociocultural competence which "involves knowledge of how to express messages appropriately within the overall social and cultural context, on each corner" (Celce-Murcia et al., 1995, p. 11). Finally, strategic competence is the last part of this construct (Celce-Murcia et al., 1995). With respect to the researchers' model, the learners should have strategic competence that is the "knowledge of communication strategies, which are considered to be verbal and non-verbal devices that allow a speaker to compensate for deficiencies in any of the other underlying competencies of communicative competence" (MacIntyre et al., 1998, p. 555). In other words, effective communication is associated with having a certain level of these competencies that will be compensated particularly by strategic competence (Celce-Murcia et al., 1995).

The precursors of the situated antecedents identified in Layer III are identified as the motivational propensities of Layer IV and consist of (5) interpersonal motivation, (6) intergroup motivation and (7) L2 self-confidence. According to the researchers, these "[m]otivational

propensities are based on the affective and cognitive contexts of intergroup interaction" identified in Layer V (MacIntyre et al., 1998, p. 550). Interpersonal motivation involves the individual characteristics of the language user and it "describes his or her relationship to the people who speak the L2 as well as to the L2 itself" (MacIntyre et al., 1998, p. 551). In other words, interpersonal motivation refers to which social roles motivate language users to communicate in the L2 context. However, intergroup motivation corresponds to the communicator's membership in a specific social community. Both components (interpersonal and intergroup motivations) cover affiliation and control motives as the most extreme determinants, and these two include affective and social perspectives of motivation in L2 communication. However, as the last influence of Layer IV, L2 self-confidence is seen as a cognitive component, and it states how an individual perceives his/her L2 competence. In other words, it is to what extent this individual is comfortable while using L2. Mainly, L2 self-confidence is the language user's self-judgement about their own capacity in L2 and their communication apprehension in L2 in general, rather than situation-specific self-confidence (cf. self-efficacy).

Layer III covers the situated antecedents of WTC: (3) desire to communicate with a specific person and (4) state communicative self-confidence, which are believed to have a cumulative impact on the other components below them. As one of the immediate determinants of WTC, desire to communicate with a specific person, includes the *affiliation motive*, when the language user encounters a similar, familiar and attractive interlocutor, who is the object of the communication, and the *control motive*, which is the speaker's feeling of control over the communication process and perceived ability to impact the interlocutor's communicative behaviour. In addition, as the second initial component of WTC, state communicative self-confidence differentiates trait-like and state self-confidences. In the model, state self-confidence "refers to the feeling that one has the capacity to communicate effectively at a

particular moment" (MacIntyre et al., 1998, p. 549), instead of personality-based self-confidence.

Layer II identifies the WTC of the language learner as their behavioural intention when given opportunities that provide the individual control over their actions. Therefore, even though actual language use does not take place, when a student indicates their intention to contribute to the communication in the class by raising their hand, this reveals the student's WTC. In this respect, an individual's WTC signals their tendency of communicative behaviour.

Finally, the top layer of the model represents the result of communication behaviour, which is the actual use of L2 not only in speaking but also in reading, writing, and listening activities such as "speaking up in class, reading L2 newspapers, watching L2 television, or utilising a L2 on the job" (MacIntyre et al., 1998, p. 547).

In summary, by capturing both transient and enduring variables influencing L2 WTC, it can be readily said that this model conceptualises WTC as a "situation-based variable representing an intention to communicate at a specific time to a specific person" (MacIntyre et al., 1998, p. 559), which is different from McCroskey and Baer's (1985) L1 WTC concept. In addition, due to the complex structure of WTC in the L2 context, the researchers view their proposed model as "a work-in-progress, more of a starting point than a finished product" (p.559). Although there has been some research testing the variables of this model or applying them in L2 and EFL contexts, more investigation is needed, since the research on L2 WTC is only twenty years old.

Moreover, the majority of quantitative studies are based on the participants' predictive statements on given circumstances rather than their real-life experiences. However, in order to explain the complex nature of the WTC construct and to expose its probable contextual determinants in L2 or EFL contexts, more qualitative research based on learners' real experiences is needed. Therefore, this dissertation presents a mixed-method study designed to fill this gap in order to contribute to the research literature of this recently developed model by

using the real learning experiences of the language learners in addition to their predictive statements on L2 WTC.

Before moving to the present research, previous empirical studies on WTC in L2 and EFL contexts will be reviewed to display the development of this proposed construct. It is worth noting here that in order to follow the literature review easily and to have a concrete big picture about the development of L2 WTC from the past until today, previous research accounts will be given in chronological order in different contexts. These contexts will be categorised in terms of their research intensity and specific contributions to literature rather than just by countries. Thus, these separated context-based perspectives will help the researchers and readers to grasp the main focuses of WTC studies in different settings. In addition, this context-based revision can make it easier for those who would like to explore the WTC construct for other languages. Finally, it is supposed that this context-relevant categorisation will contribute to the literature by showing a different categorisation and help the readers to have a big and clear picture about previous research into WTC in different immersion, L2 and EFL contexts.

2.2.3 WTC Studies in L2 and EFL Context in Canada

With regard to L2 WTC, initially, MacIntyre et al. (1999) examined the trait and state levels of the WTC concept in their two separate inquiries with university students. First of all, the researchers investigated relationships of trait WTC with three personality traits: introversion/extraversion; emotional stability/neuroticism; and self-esteem and communication variables: PCC and CA, assessed by administering the scales of WTC (McCroskey & Richmond, 1990a); Self-Perceived Competence (SPC) (McCroskey & McCroskey, 1988); CA (McCroskey & Richmond, 1987); Self-Esteem (Rosenberg, 1979); and 14 items for the extraversion trait from the Transparent Bi-Polar Inventory (Goldberg, 1992). The first step of this inquiry found PCC to be the best predictor of WTC at the trait level (β=.84). However, a non-significant path between WTC and anxiety was also an important outcome. In this respect,

the study's results suggested that the more competent the language learners perceive themselves the more they are willing to communicate in the target language.

In terms of personality variables, the positive correlation between extraversion and emotional stability (β=.49), positive paths from extraversion to self-esteem (β=.33) and to PCC (β=.35), from emotional stability to self-esteem (β=.57) and the negative path between extraversion and anxiety (β=-.28) indicated that extrovert individuals are likely to feel less anxious and more competent to contribute to communication practices and they are also likely to have higher self-esteem. The second step of MacIntyre et al.'s (1999) study can be seen as an extended version of Zakahi and McCroskey's (1989) investigation. However, the researchers did not only ask participants to come to a laboratory but they also requested them to engage in both oral and written communicative tasks for a limited time. After this, they were asked to fill out three kinds of assessment indicating their anxiousness, WTC and PC for each task in order to obtain their state reactions. All participants filled in these 10-point state measures four times for each predictor; anxiety, WTC and PC, even if they did not attend speaking and writing tasks in the second section. This study produced very impressive results, showing that participants who took part in the laboratory part of the investigation had higher WTC than those who did not. Moreover, PC for easy speaking tasks and anxiety for difficult speaking tasks predicted the time taken and the number of ideas produced by the learners. In addition, PC's role in writing tasks was larger than that of anxiety.

The results generated from this study confirmed that "WTC did indeed predict participants' volunteering for the communication lab" since it "affected the decision to initiate communication during the lab" (MacIntyre et al., 1999, p. 226). The general conclusion that can be drawn from this immense body of research is that trait-level WTC deals with the participant's general tendency to be prepared to participate in expected communication situations. However, state-level WTC determines a participant's decision to engage with a particular communication setting. After communication has started, other state influences, such

as CA and PC play a role in the process. In other words, "trait willingness may bring an individual into situations in which communication is likely. However, once in a particular situation, state willingness can influence whether communication takes place" (MacIntyre et al., 1999, p. 227).

Baker and MacIntyre (2000) investigated L1 and L2 WTC and their predictors with students participating in immersion and non-immersion programmes, whose L1 was English and L2 was French. In terms of the L1 WTC, PC, communication anxiety and frequency of communication in their mother tongue, both groups had similar results. However, since immersion students have more opportunity to use the target language (French) in their context, they feel more competent and their WTC is more likely to be affected by anxiety. However, results for the non-immersion participants showed PC as the strongest predictor of their WTC since they had fewer opportunities to practice the foreign language than their immersion peers. Therefore, they were not eager to use the target language due to the fact that they did not feel competent enough in communication and so their frequency of using language was lower than that of the immersion students. Additionally, the results also revealed that females were more willing to use the target language in class, while males had higher WTC outside the classroom context. Furthermore, in terms of the qualitative part of the study, speaking to a Francophone but having a reply in English was the most common negative experience in both groups. Another interesting result was that as a result of their anger, they were more motivated to improve their skills due to their negative experience in speaking French in order to avoid experiencing similar negative situations in the future. Moreover, non-immersion male students' attitude level was lower than that of the male immersion, female immersion and female non-immersion students. Finally, the researchers suggested that the teachers should increase the frequency of mandatory speaking inside the classroom.

MacIntyre et al. (2001) also looked at the influences of language-learning orientations and social support on WTC inside and outside the classroom in a French immersion context.

Additionally, they measured whether social support had an effect on orientations or not. Their findings pointed out that WTC in and outside the classroom was positively correlated with motivational orientations, such as using the target language for the purposes of travelling, work, or maintaining friendships with Francophones, increasing personal knowledge and achieving success in school. However, in terms of the other language skills apart from speaking, the participants were more willing to use the target language inside the classroom rather than in the wider social milieu. Moreover, language-learning orientations were seen as one of the core components of being motivated to learn and use an L2 (MacIntyre et al., 2001). In this respect, the study revealed that the correlation between orientations and WTC outside the classroom was stronger than that with WTC inside the classroom. In addition, based on social support as a necessity to develop WTC, junior high school immersion students reported that they received more support from their teachers than their peers and family members. However, support from their peers was more effective at increasing their orientations for travelling and for building friendship with Francophones. Finally, the researchers arrived at the conclusion that teachers should provide more opportunity to use the target language in the classroom by using peer support as a tool.

Based on the study with native English speakers from a French immersion junior high school, seventh-grade immersion students reflected less willingness to use French as an L2 during their first school year. The reason for this reluctance was assumed by the researchers to be due to their lack of PC because of their insufficient experience in L2 compared to the higher-grade students. However, their WTC, PC, and L2 communication frequency were boosted from 7th grade through 8th since they acquired a more advanced level in the target language (MacIntyre et al., 2002). Interestingly, there seemed to be no variation between females and males with respect to frequency of communication in either grade (p. 558). The results also showed that male participants' WTC level and anxiety were more stable across the three grades while female students displayed increasing WTC from grade eight to nine and a decreasing

level of anxiety through the three grade levels (p. 557). Overall, the researchers assumed that the students' perceived level of competence was the strongest predictor of WTC (p. 556).

MacIntyre et al. (2003) found different predictors of L2 WTC in the higher education context. Similarly to previous studies, MacIntyre and his associates (2003) explored the relationship between communication variables (L2 WTC, CA, PC, frequency of communication) and attitude/motivational variables (integrativeness, motivation and attitudes toward the learning situations) with the focus here being on Anglophone university students with immersion and non-immersion school backgrounds studying conversational French in their first-year. Their results showed that while PC was the strongest predictor of L2 WTC for the non-immersion school background students, communication apprehension appeared to determine WTC in the case of students with immersion school experiences. These results were consistent with MacIntyre et al.'s (2002) study indicating that previous immersion education had an effect on the university students' WTC as well as on the frequency of communication. In other words, as Skehan (1989) suggested, immersion students adopted the motivational notion of "talking in order to learn" (p. 48).

Clément et al. (2003) aimed to combine MacIntyre et al.'s (1998) WTC model, which comprises enduring and state determinants of L2 use, and Clément's (1980) social context model, which highlights how contact, linguistic L2 confidence, and identity are important for L2 acquisition. They conducted their impressive study with minority (248 Francophone) and majority (130 Anglophone) groups in a bilingual (French/English) university context. In terms of their merged contextual and ID variables in L2 use, the frequency of L2 communication was mainly determined by L2 identity and WTC variables. Furthermore, L2 users' confidence was related to the identity in which they used the target language and additionally their WTC. Moreover, L2 confidence was affected by frequency and quality of L2 contact, which were intercorrelated determinants. In terms of differences between Anglophone and Francophone students, the ethnolinguistic vitality of the group was a very important precursor for L2 contact

that directly impacted the individuals' confidence, since it seemed to determine the possibility of L2 contact. If the L2 users belonged to the minority group, it meant that they would have more chance to use language in context. However, if the individuals were in a majority group, they would have fewer opportunities to use the target language in context than those in the minority group. In this respect, the results revealed that while L2 confidence was directly affecting Anglophone students' WTC, among Francophone learners, the quality of L2 contact also seemed to play a vital and direct role. Furthermore, the results displayed that the extent of the students' L2 usage was influenced by the normative expectations of the bilingual universities due to the volitional control of the institution since communication did not depend on the students' decision to communicate in L2. Therefore, communication behaviour was rather context-dependent and this is because L2 confidence seemed to have a bearing on L2 use rather than L2 WTC.

Another study in Canada among 127 high school students studying French in an Anglophone community as an L2 sought to investigate how introverts' and extroverts' vocabulary acquisition and willingness to use new vocabulary differs by using the laboratory analogue approach (MacIntyre et al., 2007). This study demonstrates that the assumption that "extroverts will be more willing to communicate than introverts" cannot be true for all cases since L2 communication is rather a complexity that covers the psychology of individual differences, contextual effects, and linguistic and non-linguistic outcomes. This interesting study stated that introverts displayed the best performance in a familiar study environment, such as in the classroom, while extroverts achieved optimal outcomes if their study environment was novel. Therefore, these results highlight that the effect of the learning context can be a factor that influences WTC for some learners while it is less important for others.

MacIntyre (2007) reviewed existing literature on language anxiety and language learning motivation and made four important observations summarised below. The first observation was that the relationship between anxiety and a person's WTC level can vary

depending on the type of anxiety measured, such as at the trait-level, the situation-specific and the state-level. The second observation was related to the role of motivation, one of the most important variables in SLA research. According to MacIntyre (2007), the desire of the learners to set up communicative relationships among different cultural communities has become a major motivation to learn a target language. However, in terms of the third observation, it can be clearly said that "[t]he manner in which motivation affects language learning changes as the time frame under study changes" (p. 567). In other words, the variety of the "motivational processes that occur before, during, and after a specific event" (Dörnyei, 2005); or the level of motivational processes, such as "the integrative motivation" or "instrumental motivation" (Dörnyei, 1990, p. 46), have an impact on language learning. Therefore, this learning process is affected by the issue of time. As the final observation, MacIntyre (2007) pointed out that L2 communication is affected by the volitional choices of the learner.

In another study, MacIntyre and Doucette (2010) explored how Kuhl's action control theory (ACT) (Kuhl, 1994) illuminates the logic of the learners' willingness and unwillingness to communicate in class and outside class using the target language. In this respect, ACT defines the "process of initiating action" and explains "individual differences in action tendencies" (MacIntyre & Doucette, 2010, p.163). The researchers investigated the relationship amongst the ACT variables hesitation, preoccupation, and volatility, with WTC in and outside the class, PC, and anxiety by adopting a trait-like approach since it allowed the researchers to consider the learners' typical and long-term patterns during action process. With respect to the results, WTC in and outside the classroom had a positive significant correlation with PC while anxiety was negatively correlated with both PC and WTC in French as an L2. In terms of the ACT variables, while preoccupations did not have significant correlations with any communication variables, hesitation and volatility positively correlated with anxiety and WTC and also, they had negative correlations with PC. In addition, path analysis exposed the negative effects of anxiety on WTC in French in the classroom and learners' L2 PC; while PC had a positive path

between both WTC in and outside the classroom. The results also indicated that in-class WTC was the best predictor of out-of-class WTC. In other words, it seemed that being eager to communicate in French (L2) in the classroom could be seen as a predictor of using this target language outside the classroom. Furthermore, while volatility had a negative path with in-class WTC, there was a positive path between preoccupation and PC. As to the hesitation variable, it seemed to be a predictor of language anxiety and an antecedent of lower PC.

More recently, MacIntyre et al. (2011) suggested that non-linguistic factors and psychological situations influence the students' WTC. Therefore, language learners may show WTC and UWTC in similar situations at different times due to the personal, familial, and social relations. The researchers investigated this dynamic structure of WTC by using a moment-to-moment approach to data collection and analysis in order to display this variability in the same circumstances at different times with similar interlocutors.

As a continuation of the previous research in Canada, MacIntyre and Legatto (2011) explored rapid changes of WTC by using a novel idiodynamic methodology with a moment-to moment approach. After collecting the data from six female native-English university students, who were in a French immersion programme, the participants self-rated their WTC variability during their task performances. With respect to the research results, even in this homogeneous group, there were changes observed over time. The inquiry revealed that a key process influencing WTC was to search memory to find proper vocabulary. Therefore, WTC is also believed to have a dynamic structure, additionally to the trait-like or situation-specific features in previous research.

In summary, as seen from the previous research above, the relationship of trait and state L2 WTC with personality variables, communication variables PC and CA, language learning orientations, social supports, L2 identity, L2 use, and ACT variables (hesitation, preoccupation, and volatility) were considered as the main frame of the studies in Canadian immersion and non-immersion contexts. Admittedly, PC seemed to be the main predictor of non-immersion

students' WTC in L2 whereas immersion students' WTC was primarily affected by CA in the target language. However, more recently, the dynamic nature of L2 WTC has attracted the researchers' attention, too. Therefore, the effects of non-linguistic factors and psychological situations were included in investigations of the rapid momentary changes of L2 WTC.

2.2.4 WTC Studies in the Japanese Context

It is noteworthy that apart from investigations in the Canadian L2 immersion school context, there is extensive empirical research conducted in different L2 and EFL contexts. For instance, in the Japanese context, Yashima (2002) contributed to this research area by investigating WTC in EFL settings rather than L2. She proposed a novel term, international posture, that refers to the learner's "general attitude toward the international community and foreign language learning" (p. 54). The results showed a significant but not strong path from international posture related to WTC (ß=.22) and a strong significant path from international posture to motivation in L2 (ß=.79). Yashima (2002, 2012) also highlighted the relationships amongst international posture, a motivational construct, learners' self-confidence, and L2 WTC. According to her results, if students have a strong motive to learn English as a result of having high levels of proficiency, they are able to use it in an international context. Consequently, they have higher levels of self-confidence, which is a prerequisite to increased L2 WTC.

In another study conducted in Japan, Hashimoto (2002) stated that communication frequency in L2 classrooms was affected by the learners' motivation and WTC. It indicated that if the students were motivated to learn the target language and eager to communicate, their frequency of using the language was higher in the classroom. In addition, PC and L2 anxiety were two vital precursors of WTC. Moreover, unlike MacIntyre and Charos' (1996) research as the framework of Hashimoto's (2002) study, there was no significant link found between PC to L2 communication frequency in Japanese English as a second language context (ESL).

As a continuation of Japanese research on WTC in EFL, Yashima et al. (2004) explored antecedents of WTC with Japanese adolescent learners of English who sojourned in the United States of America via a one-year study-abroad programme. With respect to their research results, the frequency and the amount of communication were predicted by WTC in the target language. If the learners were eager to interact using L2 in interpersonal circumstances outside class, they tended to initiate communication in the classroom, too. Meanwhile, perceived communication competence was the strongest predictor of one's willingness to communicate in a target language. In addition, the students who were more interested in international orientations such as affairs, occupations, and activities showed a higher level of the desire to engage in communication in the target language more frequently. Thus, these internationally oriented students were more motivated to learn L2, which provides a higher level of self-confidence for them. Moreover, the two WTC scores of the learners indicated before departure and 3-weeks after departure that the higher the level of WTC before students' departure, the more frequent and the longer the periods of communication with their host nationals than their peers who were reluctant to communicate. In summary, integrating L2 learning and use as a natural part of the learner's self-concept will encourage L2 habitual use since international posture, L2 WTC, and English proficiency have an interaction in EFL classrooms (Yashima, 2002, 2004, 2009).

More recently, Yashima et al. (2016) explored trait and state WTC in a classroom setting in order to fully understand the reasons for language learners' eagerness or reluctance to communicate at given times by using an interventional study with EFL students at a Japanese university. While the students could talk during nearly half of all group level sessions on average, repetition of the tasks increased the students' WTC level since their situated classroom anxiety was reduced. With respect to the results, the frequency of the students' self-initiated turns was impacted by their personal characteristics, language proficiency, learning experiences

and by the "dynamically changing intra- and inter-personal" (p.18) and contextual determinants, such as their friends' reactions and talk-silence patterns in the group.

As a new aspect in L2 WTC research, Yashima (2020) investigated both situated and trait-like WTC in the Japanese context by integrating them in her mixed-method study. The researcher used a questionnaire study to explore trait-like L1 and L2 WTC, trait L2 anxiety, L2 self-confidence, and motivation. In order to investigate the situational and dynamic nature of L2 WTC, she made use of audio-recordings, classroom observations, self-assessments of the participants, a questionnaire at the end of semester and stimulated recall interviews. With respect to the results, students' communication frequency was not the same over one semester. Instead, it reflected dynamic fluctuations due to changes in their motivation, excitement and tiredness. In terms of discourse flow, topic was one of the most important determinants, while some members of the groups and their moods at that time had increasing or decreasing influence on the group dynamics. In addition, "momentary self-confidence, topic familiarity and a sense of responsibility as well as other students' reactions and class ambience" were other determinants of individual communication behaviours in the Japanese context for this dynamic-approach study (Yashima, 2020, p. 76). Finally, the researcher came up with the idea that the more practice there was in the target language, the more situated L2 WTC, and as a result, the more and long-term trait-like L2 WTC.

In conclusion, WTC was examined in a Japanese EFL context rather than L2. The studies contributed to the relevant literature by proposing a new term, namely, international posture. Meanwhile, international posture, motivation, PC, anxiety, L2 self-confidence and communication frequency seemed to be the main variables of WTC in Japanese EFL context-based studies while some of the studies also considered the trait and state aspects of WTC. Finally, one of the current studies (Yashima, 2020) contributed to the literature by using a dynamic-approach to investigate trait-like and situated WTC in the Japanese context (2020).

2.2.5 WTC Studies in the Chinese Context

One of the most substantial features of Chinese WTC studies is the consideration of culture since it has vital effects on the teaching process. In this respect, Peng (2007b) indicates that "the macro-level social and micro-level psychological variables" have an impact on the dynamics of the classroom setting (p. 260). Therefore, it is believed that the readiness in the meaning of L2 WTC, which is defined as "readiness to enter into discourse" (MacIntyre et al., 1998, p. 547), should encompass L2 learners' "cultural readiness" too in addition to linguistic, cognitive and affective aspects due to the dominance of the Confucian culture in the Chinese education (Peng, 2007b. p. 260).

Regarding the cultural aspect, Wen and Clément (2003) tested a modified version of the pyramid model in the Asian context with Chinese learners. The researchers distinguished WTC and desire to communicate in their proposed model. It was assumed in this study that although language learners had a desire to communicate, they were not eager to take part in communication in a classroom setting due to the Confucianism-based Chinese teaching culture. Therefore, the researchers were interested in investigating various culturally specific aspects of communication which were the following: social context variables, such as group cohesiveness and teacher support; motivational orientation variables, such as affiliation and task-orientedness; personality factor variables, such as risk-taking and tolerance of ambiguity; and affective perceptions variables, such as inhibited monitor, positive expectation of evaluation beyond the continuum from the desire to communicate to willingness to communicate.

In another study, Cao and Philp (2006) examined the consistency among the L2 learners' "tendency to communicate" (trait-like WTC) measured by self-reporting and "decision to engage to communicate" (actual WTC behaviour) measured by classroom observations and interviews (p.480). The results showed that although there was no significant relationship between self-reported WTC and state WTC, these two together affected the general WTC behaviours of the students. In addition, the size of the group, the students' familiarity

with interlocutors and topic, the contribution of the interlocutor to the conversation, cultural heritage of the speakers, communication context and self-confidence variables were seen as the influencing factors of WTC behaviour.

In addition, Peng (2007a) investigated the relationship between L2 WTC and integrative motivation; attitudes towards their learning situation; and level of integrativeness in Chinese college students. The researcher found that although integrativeness had a relationship with L2 WTC, the strongest predictor of L2 WTC was motivation. In addition, the attitudes towards the learning situation did not seem to be an antecedent of L2 WTC. Peng (2007b) also added a cultural perspective to WTC studies, since she thought that culture is always present during language teaching due to the fact that "classroom life does not stay static and it has its ups and downs, resulting from individual learners' perceptions toward the on-going classroom teaching and learning activities" (p. 253). Therefore, the researcher grouped the determinant of WTC in two categories, which were individual and social context in her qualitative investigation. While individual context covered communicative competence, language anxiety, risk taking, and learner's beliefs, social context consisted of classroom climate, group cohesiveness, teacher support, and classroom organisations, which were more specific features of the Chinese culture.

Peng and Woodrow (2010) amended MacIntyre et al.'s (1998) pyramid model in terms of the Chinese culture influenced by Confucianism. They proposed a model of WTC in English, communication confidence, motivation, learner beliefs, and classroom environment in the Chinese EFL classroom context. Based on the results, communication confidence was the strongest antecedent of WTC while motivation had an indirect effect on WTC through communication competence. Moreover, the path displayed a significant relationship between learner beliefs and motivation. Meanwhile, the effects of the classroom environment, which reflect the features of the culture in a nation, directly influenced WTC in English and also indirectly through learner beliefs and communication confidence in English. In summary, self-

confidence and classroom environment seemed to be direct and the best predictors of EFL WTC in the Chinese classroom context.

Cao (2011) also sought out Chinese students' dynamic and situated L2 WTC in classroom settings. His results collected through observations, stimulated-recall interviews, and reflective journals revealed that individual features, such as perceived opportunity to communicate, personality, self-confidence, emotion, environmental factors, such as topic, task type, interlocutor, teacher, class interaction, and linguistic determinants, such as language proficiency, reliance on L1 predicted learners' situational L2 WTC in the classroom. In another study, Cao (2014) elaborated on four aspects of the topic, the students' familiarity with the topic, the sensitivity of the topic, the students' interest in the topic, and their knowledge about a given topic that could impact WTC in the classroom context. Furthermore, both studies indicated higher WTC of students in small groups rather than in whole class activities. What the researcher proposed was that language teachers should consider the three types of variables as an overlapping and interrelated structure in teaching a foreign language or L2 rather than as separate.

Another study was conducted in a rural area of South China with secondary school students by Xie (2011). According to the results, 67% of Chinese secondary school students reported their L2 WTC level between "sometimes willing" to "usually willing" (p. 81). Although their WTC level was high in general while dealing with easy tasks, they were not eager to use the target language when talking and asking questions of their teachers in front of their peers. The study was also in line with MacIntyre et al.'s (1999) results that revealed the differences between trait-like and state WTC. MacIntyre et al's (1999) trait-like and state WTC was named in this study as the self-reported and behavioural WTC, respectively. Self-reported WTC referred to students' general attitudes towards using EFL whereas behavioural WTC indicated the students' actual communicative behaviour. In addition, L2 self-confidence, self-

perceived L2 proficiency, international posture, interlocutors and parental influence variables appeared as emerging themes of the qualitative part of this mixed-method study.

Similarly to one of her previous studies, Peng (2012) conducted a qualitative investigation using semi-structured interviews, language learners' journals and classroom observations at a university. She found that EFL learners' WTC is shaped by the sociocultural influences interacting with individual and environmental factors and they can be categorised under three main titles: 1) learner beliefs and motivation; 2) cognitive, linguistic, and affective factors; and 3) the classroom environment. In another study, Peng (2013) tried to seek out the relationships between L2 WTC, L2 motivational self-system (Dörnyei, 2005), anxiety, and international posture in and outside the classroom in China by using Yashima's (2009) scale. Her results indicated that Chinese EFL learners' WTC inside the classroom was higher than outside. Regarding classroom communication, participants expressed higher levels of WTC in groups rather than in front of the class. She also validated the WTC scale using exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) and identified the two-factor structure of the scale as WTC in and outside the classroom.

To conclude, Chinese studies did not only reflect linguistic and individual variables, they also comprised social contextual determinants due to their culture-based education structure. While Wen and Clément (2003) were the first researchers to distiguisd the desire to communicate and WTC in the literature, trait-like, actual or dynamic structures of WTC in the L2 context, their relevance to other individual and social context determinants were the main research areas of Chinese literature. Finally, one of the main characteristics of Chinese studies was to point out cultural readiness to communicate within WTC in English.

2.2.6 WTC Studies in Korean Context

The L2 WTC construct attracted Korean researchers' attention, too. For instance, Kim (2004) explored the influences of WTC with 191 undergraduate Korean EFL learners at

universities by conducting a quantitative inquiry to test the reliability of MacIntyre et al.'s (1998) heuristic model in the Korean context. With respect to the results, attitudes (international posture) of Korean students seemed to be a direct predictor of motivation rather than L2 WTC. In addition, the relationship between the motivation variable with L2 WTC was not significant. However, there were significant paths from motivation to confidence in English communication (r=.80, p<.01) and from confidence to WTC in English (r=.83; p<.01). Thus, the findings revealed that attitudes were indirect precursors of WTC in English through motivation and confidence variables. Furthermore, the study pointed out that Korean students were reluctant to communicate in English and also that the pyramid model (MacIntyre et al., 1998) "was reliable in explaining the diversity of WTC among Korean university students" in English (p.148).

Another vital qualitative study using a dynamic approach by Kang (2005) was conducted with four Korean university students who participated in a conversation partner programme in the United States. The data was collected from the observations of the researcher during face-to-face videotaped conversations of the participants with native English speakers, from stimulated recalls, and semi-structured interviews. The main aim of the study was to have deeper insight into the situational influences of WTC in L2 rather than focusing on individual components. Therefore, the effects of the situational emerging themes of this qualitative study, which were topic, interlocutors, and conversational context, were examined under the three main interacting psychological conditions of security, excitement, and responsibility. In this respect, the influence of topic on security, excitement, and responsibility can be explained as 1) when the students have background knowledge about the topic or when the topic is familiar, they feel more secure to talk about it in the target language; 2) when the topic is interesting or when the students have experience about the topic, such as family or Korean culture, they are more excited to talk in English; and 3) when the topic is important or sensitive for them they feel responsibility to talk for their own sake or their country's sake due to their personal involvement. In addition, unfamiliar interlocutors, the number of the interlocutors, the presence

of Koreans in the conversation, the interlocutors' social support, gestures, and facial expressions, the fluency of the interlocutor also influenced participants' feelings of security in using the language. Moreover, Koreans seemed to be more excited to communicate with American tutors rather than Asian-Americans or Koreans. Additionally, the interlocutor's attractive appearance, interests and attention towards their students were key components that made participants more excited to talk. Furthermore, the number of the interlocutors, interest, and attention impacted the participant's responsibility to talk in the target language. Regarding the influences of the conversational context, participants had feelings of insecurity at the beginning of a conversation or when they experienced difficulties in understanding the interlocutor's message or in finding the words to utter a sentence. They were also more excited when they were asked for additional information, which showed them that that the interlocutor was really listening to them. Last but not least, the responsibility for explaining misunderstandings increased Koreans' WTC in English in order to clarify some points. Finally, the interaction of these three psychological antecedents constitutes situational WTC in L2.

In summary, while one of these two important studies focused on testing the pyramid model's components, the other one elaborated situational WTC variables in the Korean L2 context. Finally, the first one validated the pyramid model for the Korean L2 setting whereas the second inquiry highlighted security, excitement, and responsibility aspects of topic, interlocutors, and conversational context variables in terms of L2 WTC.

2.2.7 WTC Studies in the European Context

In the European context, Dörnyei and his associates investigated the interaction of linguistics and motivational determinants in L2 task performance with Hungarian secondary school students (Dörnyei, 2002; Dörnyei & Kormos, 2000; Kormos & Dörnyei, 2004). While the first two studies (Dörnyei, 2002; Dörnyei & Kormos, 2000) tried to seek out the impacts of motivational factors on the quantity of talk including the number of words and turns, the focus

of the last one (Kormos & Dörnyei, 2004) was extended to measure the "qualitative aspects of task performance" by adding accuracy, grammatical complexity, lexical richness, arguments, and counter-arguments (p. 4). With respect to the common results of the three inquiries, the quantity of speech showed a significant positive correlation with course attitudes and task attitudes, which were two of the situation-specific determinants. Moreover, the significant positive correlations of self-confidence with speech size (the number of words) (Dörnyei & Kormos, 2000; Kormos & Dörnyei, 2004), incentive values with the number of turns, course attitudes with accuracy, and the significant negative correlations of lexical richness with L2 use anxiety and task attitudes, and arguments with incentive values (Kormos & Dörnyei, 2004) were also outcomes of the investigations. Regarding WTC, the positive correlation between WTC and the number of turns in the three studies indicated that those students who were willing to communicate in English in various circumstances were taking a turn in a communicative task more frequently. Moreover, in terms of the high-task-attitude subsamples' reports, the researchers also found that "motivation and WTC were powerful determinants of various aspects of task performance" (Kormos & Dörnyei, 2004, p. 12).

Based on another valuable study in the Hungarian context, Nagy (2007) investigated the level of Hungarian EFL learners' WTC and the precursors of WTC by using a mixed-methods design. The quantitative study results revealed that Hungarian EFL learners' communicational profile can be assumed as average, since 60% of the participants reported a high level of willingness and PCC and a low level of anxiety while using English. In addition, PC and communication apprehension were significantly related to L2 WTC and had a significant association with each other, too. Moreover, PCC was assumed to be the only predictor of Hungarian learners' WTC in English since the regression analysis revealed that 62 percent of the total variance in their WTC in English could be explained by PCC alone. Furthermore, the structural equation model (SEM) of the investigation showed that while communication apprehension and integrative motivation predicted the frequency of L2

language use directly, willingness to communicate did not have a direct path with it. Another surprising point based on the lack of a positive link between language proficiency and WTC suggested that although the language learners had a good level of proficiency in English, they might not want to communicate so that their linguistic behaviour was determined by other influences.

The qualitative part of the study based on the students' real experiences written in the narratives identified the main situational precursors of WTC (Nagy, 2007). With respect to the findings, topic, conversation contexts, such as in/outside the classroom or formal/informal, personal characteristics, mother tongue, and proficiency level of the interlocutor emerged as influences of Hungarians' WTC level. Regarding the details of the inquiry, it seems that Hungarian learners were usually willing to communicate with non-Hungarian and native English interlocutors in informal contexts in such situations as "giving directions to tourists" (p. 167). Moreover, interlocutors' positive attitudes or teachers' encouraging feedback, which helped to improve learners' self-confidence and the familiarity of the topics, seemed to be another determinant that increased the learners' WTC. In summary, the researcher identified four main situational categories of Hungarian learners' WTC variables that were "context", "topic", "personal characteristics of the interlocutor", and "the mother tongue and level of proficiency of the interlocutor".

As another European context-based study, Mystkowska-Wiertelak and Pietrzykowska (2011) investigated whether L2 WTC and international posture were interrelated or not in the Polish context by using Yashima's (2002, 2009) international posture scale and Ryan's (2009) WTC scales. However, the researchers' results were not in line with Yashima's findings (2002, 2009) and showed that "international posture and willingness to communicate are not related to a high degree in the Polish educational context" (Mystkowska-Wiertelak & Pietrzykowska, 2011, p. 128). Regarding the results, researchers indicated that this could be due to the hypothesised thoughts of the respondents about the situations rather than the real experiences.

In addition, Mystkowska-Wiertelak and Pawlak (2014) examined the dynamic nature of WTC in the Polish EFL context. They used questionnaires and the students' self-rated WTC while engaging in two communication tasks, using both monologues and dialogues with 44 university students. The data revealed that the students were more comfortable shaping their speech structure, and they were more independent in monologues; therefore, they displayed more WTC using monologues than dialogues. A further result was that control of the communicative task for the monologue session also seemed to decrease the learners' anxiety level since they could perform the task independently without being bound by another individual's choices or decisions. Another emerging result was that the students who had high levels of WTC at the beginning of their monologues became more reluctant after a period of time due to their tiredness and boredom. However, the students who were reluctant to contribute to the dialogues in the beginning engaged more in communication by the end. Regarding the correlations between WTC variables, WTC in English and classroom WTC showed significant correlations with both PC and frequency variables, while PC was related only to frequency.

Meanwhile, Pawlak and Mystkowska-Wiertelak's (2015) investigation again used a dynamic approach investigating WTC in the Polish context by asking their participants to perform "an impromptu dialogue" (p. 3). The results of their study were in line with Mystkowska-Wiertelak and Pawlak (2014). What the researchers added to the previous research results was that difficulties at the "lexical and conceptual level", such as finding the proper words/expressions, "having adequate ideas" during the conversation, "the role of topic and the time to plan one's contributions, freedom to express one's ideas, familiarity with, involvement and behaviour of the interlocutor, progress of interaction, presence of the teacher, availability of the requisite linguistic resources, capacity for generating appropriate ideas, as well as individual difference variables" appeared to be tentative influences of WTC in English (Pawlak & Mystkowska-Wiertelak, 2015, p. 8).

In this sense, the follow-up studies of Pawlak et al. (2016) and Mystkowska-Wiertelak and Pawlak (2017) in line with Mystkowska-Wiertelak and Pawlak (2014), pointed out students' WTC fluctuations during English speaking class depending on the underlying functions of contextual and individual determinants, such as the topic, task types, implementation method of the tasks, lesson schedule, teacher's personality, teaching style, skills, enthusiasm, adjustment with the students, learners' motivation, proficiency, preparation, and group dynamics. Meanwhile, Mystkowska-Wiertelak and Pawlak (2016) modified well-known scales in order to measure the antecedents of Polish students' WTC. According to the researchers' modifications, the new internal consistency reliability of the scales demonstrated higher values of Cronbach's alpha, ranging between 0.797 and 0.913.

As a continuum and replication of WTC studies in the Polish context mentioned above, Mystkowska-Wiertelak (2016) applied a longitudinal research design during one semester with Polish university students rather than focusing on the limited frame of WTC at only once during English speaking classes. In order to grasp a wider spectrum of dynamics of WTC fluctuation in English, the data was collected by detailed lesson plans, interviews and questionnaires, which were created by the modification of well-known scales in the literature (see Mystkowska-Wiertelak & Pawlak, 2016). As fas as the statistical analysis of the questionnaire is concerned, although the students' eagerness to communicate fluctuated during seven English classes in one semester, overall, Polish students displayed a moderate level of WTC in both applications of the scale. The second round of data collection was carried out at the end of the semester depicted statistically significant difference than the first one (M_{first}= 3.12, SD_{first}= .43; M_{second}= 3.62, SD_{second}= .43). Participants' answers to open-ended questions indicated that uninteresting topics and a requirement to talk in front of the whole class were the most frequent components of UWTC, whereas communication in pairs, small groups, and with well-known partners seemed to boost their WTC.

More recently, Mystkowska-Wiertelak (2018) explored WTC fluctuations of Polish university students during one semester by using a case study. Although the students' general end-of-the-course WTC level seemed higher than at the beginning, it did not reflect a stable increasing structure during the six sessions. In general, the single participant displayed a high degree of WTC to engage with the tasks given by the teacher. Moreover, contextual determinants' impact on the student's WTC was in line with other previous studies (Mystkowska-Wiertelak and Pawlak, 2014; Mystkowska-Wiertelak, 2016; Pawlak et al., 2016; Pawlak and Mystkowska-Wiertelak, 2015). The pre-activities at the beginning of the lessons such as, vocabulary practices, self-confidence of the students, knowledge about the topic, emotional readiness, interlocutor's proficiency, and the nature of the task can be counted as contributors to the dynamic shift in the student's WTC in English.

In summary, as seen from the overview of European studies, they contributed to L2 WTC literature by scrutinising motivational and personality antecedents in the Hungarian context, exploring international posture in a European culture. More recent studies have also adopted a dynamic approach to study WTC in the Polish context. Modification of well-known scales and using longitudinal research design and case studies which are time-consuming research designs, seemed to be the primary variations of European studies since the presence of these approaches in the WTC literature are very rare.

2.2.8 WTC Studies in the Iranian EFL Context

In addition to the literature examined above, there are valuable WTC studies in the Iranian EFL context, too. For instance, Zarrinabadi and Abdi (2011) compared 67 English major upper-intermediate students' WTC in and outside the classroom in terms of their language learning orientations, such as finding a job, travelling abroad, having friendships and knowledge, and school-related motives. The data suggested that "orientations for language learning are more correlated with WTC outside the classroom irrespective of the culture or first

language" (p. 209). In other words, school and knowledge-relevant orientations cultivate WTC both in and outside the classroom, whereas the students oriented by job, travel and friendship-related issues are eager to use English only outside the classroom.

A further study was conducted by Alemi and her associates to measure the interaction of EFL WTC with language anxiety and proficiency (Alemi et al., 2011). The surprising result of this study was that although the EFL WTC level of Iranian EFL university students majoring in engineering had a direct link to their proficiency, proficient language users were not willing to communicate in English outside the classroom as much as they were eager to use it in the classroom context. However, their peers whose proficiency level was lower seemed to be more eager to use the target language outside the classroom than their proficient counterparts. In addition, although anxiety displayed a negative relationship with language proficiency, it seemed not to impinge on WTC in this study. In another study by Alemi (2012) with a similar sample, Iranian engineering students were not willing to use EFL in and outside the classroom probably because the language was not needed in daily life. Moreover, the students were more motivated (for jobs, travel, friendship, knowledge, school) to communicate in English outside the classroom rather than inside. In addition, it was revealed that the participants were more supported by their teachers and parents in learning English while their peers and siblings provided less support for them.

Furthermore, Ghonsooly et al. (2012) compared two randomly chosen groups' characteristics from Humanities and Engineering Faculties in terms of WTC, PCC, communication anxiety, attitude toward the international community, motivation and openness to experience (as a personality variable). In this respect, the two groups' indications differed only in anxiety and motivation to use English. Thus, the engineering students seemed to be more motivated and less anxious than their peers in the Humanities faculty. L2 WTC was predicted by the attitude towards the international community, which was directly affected by the person's openness, and by L2 self-confidence, which covered anxiety and PCC in this study.

In summary, "an anxiety-free environment" will increase the Iranian students' WTC effectively (p. 208).

Alemi, et al. (2013) contributed to L2 WTC studies in the Iranian context by exploring the effects of learner variables on WTC with 431 EFL students in a private language institute. Regarding the results of the study, the students' proficiency, being abroad, communication opportunities with foreigners, and the length of their English studies, appeared as the influences of WTC in English, whereas the students' WTC did not differ in terms of the other individual variables measured, such as major, gender, and personality type components.

Following previous research, Ghonsooly et al. (2014) claimed that Iranian EFL learners at universities were moderately willing to communicate due to the teacher-centred and written exam-oriented EFL teaching structure. They found that classroom environment, and perceived communication ability had a positive correlation with each other and WTC, whereas anxiety was negatively correlated with WTC. In addition, Khatibi and Zakeri (2014) claimed that since the Iranian students did not have the opportunity to interact with native speakers or foreigners, and did not have the chance to travel to English speaking countries, their communication in the target language was limited to the classroom context. Therefore, their final conclusion was that Iranian EFL learners were more willing to talk in group discussions and meetings than in interpersonal conversations and public speaking contexts. Furthermore, speaking with their friends was also reported as the most preferable way of communication.

Although these Iranian studies mostly used quantitative research designs, Zarrinabadi's (2014) investigation utilised a qualitative approach by asking about the teacher-related factors that reflect the potential to impact undergraduate English major participants' WTC. According to 50 students' essays, including three situations for each of the cases when they were most and least willing to communicate, the students reported mostly about their in-class experiences rather than in the outside classroom context. The most addressed influences were "teachers'

wait time", "error correction method", "teacher's support", and "teacher's decision on the topic" (p. 291).

In a similar research study to Ghonsooly et al. (2012), Aliakbari et al. (2016) also explored the concurrent influences of anxiety, communicative competence, L2 self-confidence, and international posture on Iranian EFL learners' WTC with 194 learners studying in a private institute. The interesting and different result was that anxiety and international posture showed a mutual relationship with communicative competence, which was the strongest predictor of WTC. In other words, the less anxious and more internationally oriented students were, the more confident they were to communicate and vice versa. The path analysis conducted also indicated that while international posture and L2 self-confidence were the direct significant predictors of WTC, communicative competence had a direct and indirect effect on WTC through L2 self-confidence. Furthermore, anxiety hindered the students' eagerness to use the foreign language through L2 self-confidence and communicative competence.

Another quantitative study tested MacIntyre et al.'s (1998) L2 WTC theory in the Iranian university context by investigating the impact of communication confidence, motivation, classroom environment including teacher, students' cohesiveness, and task aspects, attitudes toward learning English, and English language achievement on WTC in English with 243 undergraduate English major students (Khajavy et al., 2014). Although these variables were in line with the heuristic model components, the novel contribution of the study to the model was the finding that the classroom environment factor was found to be the strongest predictor of WTC in English. According to the detailed results of the inquiry, the classroom environment directly influenced L2 WTC and it also had an indirect effect on WTC through attitudes, motivation, and communication confidence due to the direct relations with these variables. The second strong predictor of WTC was communication confidence, which was directly affected by FL achievement and learner autonomy and indirectly impacted the attitudes of the learners. Meanwhile, these two direct precursors of the study (classroom environment and

communication confidence) were consistent with the only previous research that measured the effects of these two on WTC until that time in the literature (Peng & Woodrow, 2010). Regarding the results, the authors suggested that if the EFL classroom environment was improved, it would directly and indirectly boost the students' WTC level so that the students would develop positive attitudes and become more motivated and confident in using the target language.

In the Iranian context, Hosseini Fatemi et al. (2016) approached L2 WTC from an intercultural aspect. They explored the simultaneous impact of ethnocentrism, ambiguity tolerance, and sensation seeking in intercultural willingness to communicate with regard to English and non-English major university students. One of the main results was that the strongest precursor of intercultural WTC was ethnocentrism for English and non-English majors. However, sensation seeking was significantly related to intercultural WTC only among non-English major students. In the authors' opinion, this was due to the fact that since Iranian English majors were more familiar with the target culture through their seminars, they might not have been sensation seeking. In this respect, the researchers concluded that the more ambiguity tolerance and sensation seeking in the target culture the students show, the less ethnocentric attitudes they will have and the more intercultural WTC they will show.

Later, Khajavy and Ghonsooly's (2017) study conducted with 180 first-year non-English major university students can be distinguished from previous studies since it tested the influences of the L2 motivational self-system and communication confidence on L2 willingness to read (WTR) a text in English. On the one hand, the two components (ideal L2-self and learning experience) of the L2 motivational self-system and communication confidence had a direct influence on WTR. On the other hand, WTR was indirectly impacted by the L2 motivational variables; ought-to-self, ideal L2-self, and learning experiences through communicative competence. Meanwhile, the path model showed that learning experiences and the ideal L2-self were the strongest predictors of WTR and communicative confidence,

respectively. In other words, when Iranian learners gained more learning experience in the target language, they became more willing to read texts in English. In addition, improving their perceived future vision in their mind would increase their eagerness to read English texts and also strengthen their communicative confidence.

More recently, Khajavy et al. (2017) tested the role of emotions (anxiety and enjoyment) and the classroom environment on WTC in EFL context with 1528 Iranian secondary school students by using doubly latent multilevel analysis. The researchers examined the results based on the two levels: level 1 was the individual student, and level 2 was the classroom level. With respect to the descriptive results, Iranian secondary school students reported a moderate level of WTC that had significant correlations with anxiety (r=-.25), enjoyment (r=.49), teacher (r=.24), student (r=.28) and task (r=.41) variables. These results also highlighted a stronger relation of WTC with enjoyment than anxiety. Doubly latent multilevel analysis, which is "a combination of multilevel modelling and structural equation modelling", revealed that enjoyment and WTC were related to each other in both levels; individual student and the classroom levels (Khajavy et al., 2017, p. 611). However, while the impact of anxiety on WTC was seen only in Level 1 (individual level), it did not contextually affect WTC on the classroom level. These results mean that if the classroom has an enjoyable atmosphere, this will boost learners' WTC since "their shared perceptions of an anxious classroom were not necessarily predictive of their WTC" (p. 620). Considering gender differences, Iranian girls reported more WTC and anxiety than boys, and there were no significant differences in terms of enjoyment. Finally, considering the effects of classroom climate, as expected, the effect of the classroom environment on enjoyment and WTC were positive and it was negative on anxiety. In other words, the more supportive and interesting the classrooms, teachers, students, and tasks are, the more enjoyment and the more WTC are present.

Furthermore, Tavakoli and Davoudi (2017) developed a new special WTC scale specific to oral communication in the Iranian EFL context, and then they tested this new scale's validity

with 117 EFL learners at a language school. Based on their EFA results, they categorised WTC scale items based on three types of potential interlocutors and named them as "WTC with teachers and the class"; "WTC with classmates and friends"; and "WTC with strangers" (p. 9-10). Although the results did not differ in terms of age and gender, Iranian EFL learners were more willing to talk with their teachers than their peers and strangers.

Very recently, Makiabadi and his colleagues undertook a quantitative inquiry to examine the role of three kinds of sensory emotioncy (emotional, cognitive, and sociocultural) in WTC of Iranian EFL learners in terms of reading, writing, listening and speaking skills (Makiabadi et al., 2019). Meanwhile, the researchers adapted the emotioncy term from Pishghadam et al.'s (2013) emotion-based language instruction (EBLI) perspective. In this respect, Pishghadam et al. (2013) believed that emotions have an important role in language learning and "each word carries a certain emotional load for each individual referred to as emotioncy" (Makiabadi et al., 2019, p. 2). Therefore, people's degree of emotioncy toward various items of a language differs depending on their "sensory experiences" and "words toward which individuals have higher levels of emotions might be acquired easier and faster" (Makiabadi et al., 2019, p. 3). With respect to the results of Makiabadi et al.'s (2019) study, the authors found that if the students are more emotionally involved in learning, which refers to their assertiveness and their ability to cope with their stress, and if they are more involved in the sociocultural structure of the target language, such as "visiting deprived areas, visiting historical/religious places collectively, and holding exhibitions/festivals, which demand social interactions" they will be more willing to use the FL in reading, writing, listening and speaking (p. 6). In addition, with respect to the cognitive aspect, cognition seemed to be a factor in promoting receptive skills. Consequently, it is believed that the more the teachers are aware of their students' IDs during the teaching process, the more suitable the tasks will be that they provide for their students. Finally, these will increase students' motivation and WTC.

In conclusion, Iranian WTC literature had similarities with other countries in terms of seeking out the effects of various WTC antecedents in and outside the classroom, such as communication anxiety, perceived proficiency, motivational propensities, personality, L2 self-confidence, international posture, language orientations, attitudes, English language achievement. However, some of the studies considered rarely used variables, too. For instance, to the best of my knowledge, the effects of the classroom environment variable had only been explored in a Chinese context by Peng and Woodrow (2010) earlier than in an Iranian context. In addition, Iranian studies comprised a qualitative study whose outcomes specifically focused on the effects of teachers in the teaching process. Furthermore, intercultural WTC including ethnocentrism, ambiguity tolerance and sensation seeking and sensory emotioncy in WTC of Iranian learners comprising emotional, cognitive and sociocultural aspects were first investigated in an Iranian context. Finally, WTC in four language skills was also one of the emphasised aspects of Iranian studies.

2.2.9 WTC Studies in the Turkish EFL Context

Regarding WTC studies in the Turkish EFL context, Bektaş-Cetinkaya (2005) employed a mixed-methods approach in one of her first studies to investigate Turkish college students' WTC and its link with social-psychological, communicative, and linguistic factors, such as motivation, communication anxiety, PCC, attitudes toward the international community, and personality. First of all, the quantitative research conducted with 356 non-English major college students revealed that Turkish college students were moderately eager to use English in the classroom context, and they mostly preferred to interact with their friends and acquaintances in pairs or small groups rather than in front of a large group. In addition, the students seemed to be motivated and to have positive attitudes toward learning English, while they moderately perceived themselves as competent speakers with slight levels of anxiety. The researcher went on to suggest that linguistic self-confidence and the attitudes towards the

international community were found to be direct precursors of WTC in English, while it was also indirectly impacted by personality (being introvert-extrovert) and learners' motivation through their linguistic self-confidence. Path analysis also indicated direct links from students' attitudes towards the international community to their motivation and personality, too. In order to triangulate the data, qualitative data were collected, which further supported the quantitative results. Although Turkish students claimed not to have enough opportunities to meet foreigners, they mostly preferred to talk with native speaker interlocutors. They were also motivated to learn the English language in order to be more successful in their profession and to have a higher social status by working in a better job. Finally, unexpectedly, the students' language anxiety was not related to their PCC and did not have an effect on their WTC in terms of the quantitative results. However, the learners reported that the more proficient they are, the less anxious they are to communicate.

Another study explored L2 classroom WTC in the four skills and the relationship between WTC and language learning orientations with 28 university students (Merç, 2008). The evidence of the study suggested that Turkish students were more willing to use English for reading than for the other three skills (writing, listening comprehension, speaking). Although the whole group did not have a common aim to learn English, the most popular language-learning goal was to have "knowledge" about the target language and its background, which was followed in order of importance by jobs, friendship, school achievement, and travel-related orientations. Following this study, Merç (2014) later investigated the relationship between WTC and LLS in the classroom context with 80 first-year English major university students. Regarding the students' WTC, the researcher found similar results with his earlier study (2008). WTC in the four skills were ordered from highest to lowest value as follows: WTC in reading, comprehension, speaking, and writing. With regard to WTC and LLS relevant to English teaching in the Turkish context, the learners reported compensation strategies as the most frequently used strategies followed by metacognitive, social, and cognitive strategies.

Meanwhile, affective and memory strategies were the least frequent ones. Although Ayaz (2017) similarly found a significant correlation between L2 WTC and LLS in her study with 79 university students, she indicated metacognitive strategies as the most favourable one for the students, followed by social strategies. Ayaz (2017) added that affective and memory-related strategies were the best predictors of L2 WTC and L2 achievement was not predicted by L2 WTC and LLS. In conclusion, these studies state that LLS have effects on Turkish EFL learners' WTC in English.

In addition to previous research in the Turkish context, Şener (2014a, 2014b) claimed in her mixed-method study results that speaking was the most favoured language skill in English among 274 English Language Teaching (ELT) students. In this respect, their overall WTC and communication competence levels were between moderate and high. Those with positive attitudes towards learning English were also highly motivated to learn English in and outside the classroom. In addition, these students reported that they were less anxious speakers in and outside the classroom. Based on the students' indications, their EFL WTC with their friends and acquaintances was higher than their communication scores with their teachers and with strangers. Finally, while self-confidence, attitudes toward the international community, and motivation showed significant correlations with WTC in English, self-confidence was identified as the strongest precursor of WTC.

Another example from EFL WTC in the Turkish context comes from Öz (2014) who explored the five personality traits' (extraversion, conscientiousness, agreeableness, neuroticism, and openness to experience) relevant to WTC in an EFL context with 168 English major university students. Based on the data, the author claimed that more than half of the students (66%) reported moderate levels of WTC. Moreover, extraversion, agreeableness and openness to experience were significantly correlated with WTC, whereas the strongest predictors were extraversion and openness to experience.

As the next step, Öz et al. (2015) investigated the relationship of EFL WTC with other communication and affective variables, such as SPCC, perceived communication apprehension, motivation, integrativeness, ideal L2 self, instrumental orientation, and attitudes towards learning situations (ATLS). With respect to the results, Turkish students majoring in EFL teaching programmes had a satisfactory level of WTC in English. Moreover, the structural equation modelling results displayed direct effects of CA and SPCC, and indirect impact of motivation, integrativeness and ideal L2-self through CA and SPCC, and an indirect influence of instrumental orientation and ATLS through perceived communication apprehension, SPCC, and motivation on WTC in English. In addition, in terms of gender differences, male participants seemed to have higher WTC in English than their female counterparts.

Alishah (2015) also found similar results in Turkey: in his study, SPCC was the strongest determinant of L2 WTC in a Turkish university context, and the students were more eager to communicate with their friends rather than acquaintances and strangers. However, this interlocutor-related result contradicted qualitative results, which indicated students' greater willingness to communicate with foreigners rather than their friends. They also preferred to talk in English in pairs, rather than in groups, at meetings, or in public. Overall, Turkish EFL learners, who had positive attitudes and high levels of motivation towards English, reported low WTC and SPCC, high levels of anxiety, moderate levels of extroversion. Qualitative results showed that cultural, situational, and individual factors' effects, language barriers, difficulty in finding chances to meet foreigners in Turkey, the impact of English language examinations on their negative impressions about the language, and having to read English texts as obligatory rather than for pleasure seemed to be important emerging themes to affect their WTC in the target language.

Asmalı et al. (2015) explored WTC in the Turkish and the Romanian EFL context by conducting a quantitative study with university students. It was a remarkable result that although the two groups did not differ from each other in terms of communication

apprehension, Turkish students reported a lower level of WTC than their Romanian counterparts. However, in Mulalic and Obralic's (2016) study, the opposite was found between Turkish and Bosnian students due to both groups' similar level of WTC and Turkish students' higher level of anxiety than their Bosnian peers. These discrepancies might be due to the difference in research contexts, since the researchers (Mulalic & Obralic, 2016) explored these themes with Turkish students in the Bosnian context instead of Turkey. In addition, Turkish students indicated that they were less competent in using English in comparison to their Bosnian and Romanian counterparts in both studies (Asmalı et al., 2015; Mulalic & Obralic, 2016). The results of Asmalı et al.'s (2015) study also highlighted that both groups' members (Turkish-Romanian) felt more comfortable in a group context rather than in other contexts.

Furthermore, Demir et al.'s (2015) study is distinguished from the previous research in the Turkish context in terms of its participants. The researchers aimed to explore Turkish tertiary level EFL teachers' self-efficacy beliefs and their willingness to employ communicative tasks in speaking classrooms. The findings disclosed that Turkish tertiary EFL teacher instructors greatly improved their beliefs, performance, efforts and willingness to achieve their goals in their job, and they also had a high level of willingness to use communicative tasks in their lessons. This study contributed to WTC literature by exploring WTC in English of Turkish instructors rather than target language learners. In this respect, their high level of WTC and self-efficacy beliefs can be an advantage to improve their students' WTC as role models.

Asmalı (2016) continued to explore the relationship of WTC, attitudes towards the international community, confidence in English communication and personality (being intro/extroverted) variables. The interesting finding of his study was that there was a significant path from motivation to L2 WTC in contrast to previous studies, although the direct impacts of attitudes and confidence in English communication were in line with some previous research (e.g., Bektaş-Çetinkaya, 2005; Öz et al., 2015). Moreover, the results also showed that personality features exerted an indirect effect on WTC through communication confidence.

In the varied Turkish WTC research context, Kanat-Mutluoglu (2016) came up with the idea of investigating the interactions between three self-guided motivational factors, which were the ideal L2 self, academic self-concept, intercultural communicative competence (ICC), and L2 WTC. Her findings revealed strong correlations between L2 WTC and the ideal L2 self, which was the only predictor of WTC in terms of the regression results. Therefore, it was concluded that L2 learners with a positive image of their future selves that might enrich their confidence in using the target language would enhance their WTC in L2.

In a similar but more specific study, Öz (2016) and Bursalı and Öz (2017) looked at the contribution of the ideal L2 self to learners' L2 WTC in English at universities. Although Öz's (2016) findings identified L2 WTC of Turkish EFL learners as moderate (43%), Bursalı and her colleague reported it as low (37.5%). However, both investigations consistently found a significant relationship between learners' ideal L2 self and WTC.

Furthermore, Aydın (2017) conducted a qualitative study with intermediate-level EFL learners at a state university in Turkey by using the results of open-ended questionnaires, semi-structured interviews, and journal entries. In terms of EFL, learners' WTC in English classes, her emerging findings were collected under two main categories which were defined as external factors, such as the teacher, other students, the class atmosphere, topic, materials, activities, administration, and internal factors, such as students' character and mood. There also seemed to be other WTC determinants that included the use of smart phones in class, which distracted the students' attention, and oral presentations, which were seen as a waste of time.

İlter (2018) investigated only the debilitating and promoting effects of the teacher on EFL WTC in Turkey by carrying out a qualitative study. The findings can be categorised under six headings: 1) teacher's social support, such as having supportive attitudes, being a good observer and patient, modifying speech in terms of the students' level, 2) teacher's decision on the speaking topic, such as choosing interesting, familiar versus complicated, sensitive topics, 3) teacher's waiting time, 4) teacher's decision on the activity context, such as in pairs, groups

or whole class discussion, 5) error correction by the teacher, which causes increasing and decreasing WTC when it is done later or on the spot respectively, and finally 6) teacher's avoiding learners' L1 in communication, which refers to the teacher whose L1 is not Turkish and the effect of this on the students' WTC.

Additionally, it is noteworthy here that there were other WTC studies in the Turkish context that found a significant positive correlation between motivation and WTC in English (Altıner, 2018) and a statistical difference between the learners' English WTC in and outside the class that detected a higher level of out of-class WTC than in-class (Başöz & Erten, 2018), which were similar to the above-mentioned studies. Moreover, Altıner (2018) noted that communication confidence and motivation were the two strongest direct predictors of WTC in the EFL context respectively while ideal L2, learner beliefs and classroom environment did not have a direct link to WTC in the Turkish setting. Very recently, Başöz and Erten (2019) supported their quantitative findings by conducting qualitative research in order to find the effects of in-class WTC in English. The results of their semi-structured interviews with 32 undergraduate EFL learners identified seven themes which were the following: 1) L2 classroom environment including classmates, instructional methods, teacher, atmosphere, materials, class size aspects, 2) affective factors, such as L2 motivation, fear of being ridiculed, L2 anxiety, fear of making mistakes, 3) topic, which consists of interest and familiarity aspects, 4) personal characteristics (shyness and introversion), 5) linguistic factors covering practice, pronunciation, and vocabulary knowledge, 6) self-perceived communication competence, and 7) past communication experience.

Finally, Polatcan (2018) carried out a study, which investigated the willingness to communicate of learners who learn Turkish as a foreign language in Turkey. First of all, he used qualitative methods in which he investigated the perceptions of foreigners and also their instructors on WTC in Turkish. In his second study, an item pool was created by adopting the items of the previous studies (e.g., Alishah 2015; Hashimoto, 2002; McCroskey & Richmond

1990; Şener, 2014). This questionnaire including WTC, anxiety, self-confidence and personality scales was tested with foreign students who learn the Turkish language in language institutes in Turkey. The results of the studies disclosed that foreigners were very willing to communicate in Turkish and had positive attitudes towards the language and Turkish culture, as well. In spite of some of the instructors having insufficient qualifications, they also indicated WTC in Turkish, as well. As a result of his exploratory factor analysis, a 4-factor structure explaining 52.43% variance was obtained.

In summary, as could be seen in the previous literature of other countries, affective, linguistic, and personality antecedents of WTC in L2 and EFL contexts were investigated in the Turkish context, too. The presence of intercultural communication competence and academic self-concept variables among motivational variables, comparative studies between Turkish and Bosnian or Romanian learners, and development of a modified Turkish culture-specific scale on WTC in Turkish as a foreign language can be counted as remarkable results in the Turkish context.

2.3 Conclusion

In the light of the WTC construct's progression from the past until today described above, it can be said that self-perceived communication competence, communication apprehension, L2 self-confidence, motivation, language attitudes, language learning strategies, attitudes, international posture and personality were found to be the main individual difference variables of WTC in L2 and EFL contexts. While the first investigations of L1 WTC revealed the trait-like characteristics of this construct, the second round of the body of research mostly focused on the situational factors in L2 WTC. Recently, dynamic determinants of the term have gained importance since L2 WTC has been treated as having a dynamic structure.

In this respect, the first line of L2 WTC studies explored the relationships of the construct based on communicative, biological and psychological determinants, such as

perceived communication competence, motivation, anxiety, age, gender, personality, attitudes towards the target language and learning situations, orientations. In addition, it is worth highlighting that the primary comparative L2 WTC studies were employed in immersion and non-immersion contexts. In the next line of the research, the scope also included the effects of contextual, instructional and linguistic determinants, such as group size, type and the number of interlocutors, time, classroom atmosphere, topic, teacher, language proficiency, and learners' fluency. Some of the studies approached the construct through cultural aspects by proposing an intercultural posture concept as a new antecedent while some examined the impacts of cultural differences on L2 WTC. In subsequent studies, the researchers started to observe variations and fluctuations of WTC in the L2 and EFL classroom environment during a long period by employing longitudinal and case studies to scrutinise the dynamic structure of the construct.

Finally, it can be seen clearly that the structure of the L2 WTC construct is not the same as L1 WTC. It is, rather, influenced by various biological, psychological, contextual, instructional, linguistic, cultural, and dynamic determinants due to its complex nature. Therefore, this complex nature of WTC should be investigated further since each culture has unique characteristics that can affect the L2/EFL teaching process differently. Moreover, the WTC instrument developed in a culture may not be suitable for another culture. In the light of these reasons, the present dissertation study tried to explore Turkish-context-specific determinants of Turkish EFL teacher trainees' WTC in English and then, as a second step, it attempted to develop a context-specific WTC instrument. Thus, Turkish context-based WTC determinants, which were based on Turkish EFL teacher trainees' real-life experiences, provided more realistic results, constituted the structure of a newly developed context-specific WTC instrument and gave some ideas for further research and implications.

2.4 The Context of the Present Study

As MacIntyre et al. (1998) indicated, students' willingness to communicate (WTC) in a target language is impacted by various social, psychological and linguistic determinants. Since the process of language learning is a part of education, investigation of the nation's educational characteristics also gains importance before scrutinising WTC in the Turkish context in detail. According to John Dewey (2004),

> [s]ince education is not a means to living, but is identical with the operation of living a life which is fruitful and inherently significant, the only ultimate value which can be set up is just the process of living itself. (p. 259)

In other words, this famous American pragmatic philosopher, who advocated progressive education, defines the meaning of education as life itself in his very well-known lines. Based on Dewey's philosophy, these can be interpreted as: if someone would like to understand one nation's education system, they should investigate the roots of this nation from the past until the current time, since changes in the structure of the life of this nation will reflect their educational variations and development, as well. In other words, it can be said that the beginning of an education is the beginning of a nation's life, since its lifestyle shapes its educational structure. In this respect, Akyüz (2013) indicated, "Turkish education history starts with the first Turkish societies whose history is known" (p. 2). However, it is not possible to discuss the whole history of the Turks here due to the scope of the present research. Therefore, my focus will be only on the structure of the Turkish Higher education system, education of EFL and teaching training.

In terms of the higher education structure, the students are accepted by a 4/6-year university based on their scores in the selection and placement examination set by the Council of Higher Education (CoHE hereafter and called YÖK in the Turkish language) and grade point average (GPA). In terms of these nationwide examinations, the students attend three examination sessions based on their aims. The first session, which is the basic proficiency test

(abbreviated as TYT in the Turkish language) includes the Turkish language, maths, sciences (physics, chemistry, biology), and social sciences (history, geography, philosophy and religious culture). The second session, which is the field proficiency test (abbreviated as AYT in the Turkish language) consists of Turkish language and literature, maths, sciences, and social sciences subjects. Sessions one and two are obligatory for all students who would like to enter a 4/5/6-year university. However, the third session, the foreign language test (abbreviated as YDT in Turkish language) is compulsory only for those who would like to do their Bachelor of Arts (BA) study in one of the foreign language specialisation tracks, such as German, Arabic, French, English, and Russian languages.

2.4.1 Higher Education in Turkey

Since the scope of this project includes Turkish EFL teacher trainees, the current context of Higher Education also gains importance as the means of providing background. As Kılıç (1999) summarised in Ottoman history, although Mühendishane-i Bahri-i Hümayün was opened as the first military college in 1773, and there were other attempts at improving higher education, the establishment of the I. Darülfünun in 1863 could be considered as the first university under the westernisation movements during the Tanzimat Era. Despite the existence of some other initiatives before the Republic, these dispersed education institutes could not be permanent. The improvements in higher education gathered momentum as happened in other areas after the establishment of the new Republic. For instance, Istanbul University was opened as part of the educational reforms instead of the Darülfünun, which was inherited from the Ottoman Empire. Meanwhile, Istanbul, Istanbul Technical and Ankara Universities were the first three state universities in 1946. However, these vital improvements in Higher Education between 1946-1981 could not work as expected because of "insufficient coordination and cooperation between the higher education institutions and trouble with planning and administration" issues (Kılıç, 1999, p. 13). Therefore, it is noteworthy that the roots of the

current Turkish higher education rely on the legislation of the new Turkish Higher Education Law numbered as 2547 in 1981. Thus, all higher education institutions were collected under The CoHE in 1981.

In this respect, Higher Education is defined as "all post-secondary education consisting of at least four semesters, within the national education system, at every stage" and "universities, higher institutes of technology, faculties, graduate schools, schools of higher education, conservatories, vocational schools and research centres" are counted as higher education institutions in Law No. 2547. Thus, as Turgut (1997) summarised, to "prepare the manpower needed by the nation, provide education at various levels beyond secondary education, give expert advice and generate scientific research and publications" were considered to be the main purposes of Turkish Higher Education (p. 64). What is more, this reorganised structure of higher education by 1982 allowed non-profit foundation universities to open, the first one being Bilkent University established in 1984 (Akyol & Arslan, 2014).

The number of universities was only 27 until the CoHE was established (Kılıç, 1999, p. 301). Since then, this number has increased to 207 including 129 state, 73 foundation universities and five vocational colleges in 2019 (see The CoHE statistics). As mentioned earlier, daytime education at state universities is free of charge while students studying in the evening programmes at state universities pay a small tuition fee. However, foundation universities are supported by their founders and by student fees. At the same time, while a face-to-face type of education is practiced in most of the Turkish universities, the Open Education Faculty of Anadolu University also offers distance learning, delivering some two-year and four-year undergraduate programmes, too.

In terms of the steps in the higher education of Turkey, there are four degrees which are 1) Associate Degree, which can be awarded at the end of a two-year education program at universities or post-secondary vocational schools (colleges), 2) Bachelor's Degree, whose duration is normally four years, five years for dentistry, pharmacy and veterinary medicine, six

years for medicine, 3) Master's Degree, which takes two years with thesis and one and a half years without thesis and leads to the Master of Arts (MA) and Master of Science (MS), and 4) PhD degree that can be awarded after the completion of an eight-semester doctoral program consisting of a minimum of seven courses, a proficiency exam, submitting a dissertation and defending it orally.

2.4.2 EFL Education in Turkey

Preliminary, it can be said that the Persian inherited from Anatolian Seljuks and Arabic used for religious purposes were taught as the first foreign languages in Ottoman education history (Salihoglu, 2012). However, this structure varied based on the Empire's mutual relations with other countries. As Dogancay-Aktuna (1998) indicated, although French was a trade and diplomacy language during the eighteen century for Ottomans, it started to be replaced with English after the trade agreement had been signed between the Ottoman Empire and The United States in 1830. Thus, the Americans were able to found private schools; the first one was Robert College established in 1863 in Istanbul, which then became Bogazici University in 1971 under the patronage of the Turkish government. On the one hand, the medium of English instruction in Robert College was considered as the "beginning of English language teaching in schools in a systematic way" (Salihoglu, 2012, p. 153). On the other hand, since the majority of the population were illiterate at the time and the Arabic and Persian languages were the dominant languages, teaching English could not begin to be taught in the state schools until 1908. Furthermore, foreign-owned and run schools continued to apply their own curriculum until the proclamation of the Republic of Turkey when education was secularised and westernised.

By 1924, although the main focus was on the Turkish mother tongue, a western foreign language was also included in the curriculum as an obligatory subject. In this respect, Turkey had strong ties with Europe, especially with France, due to the westernisation process from 1923 until the middle of the 1900s. However, as a result of the shift in diplomacy from Europe

to the US and the UK after the 1950s, "English slowly began to compete with French, previously preferred in diplomacy (and used in many other domains - including the education system, arts and literature, and even in the Turkish language reform and purification movement)" (Dogancay-Aktuna, 1998, p. 27). Thus, while education and schooling-oriented reasons provided the first phase of the spread of English in Turkey until the late- 1970s, the mid-1980s brought an acceleration of the impact of English in the country as the second phase through "increasing contact with the free market economies", such as introducing and bringing new American brands, products, concepts, terminologies, culture and media (Dogancay-Aktuna, 1998, p. 29). Therefore, in addition to being the dominant language, English has affected Turkish lifestyle and language, too, while it has been taught and used as the main foreign language both at schools and in international business life.

Currently, EFL is an obligatory subject in the public primary and secondary education institutions while German, French, and Italian are offered as elective courses in some schools (Dogancay-Aktuna, 1998; Kirkgoz, 2007). What is more, since 2013, it has been decided that EFL teaching should start from the 2nd grade of primary school whereas, it was taught in the public schools from the 6th grade until 1997 and then from the 4th grade until 2012. With respect to the weekly course schedule of the Turkish Head Council of Education and Morality, obligatory foreign language teaching in state schools is 2 hours for the 2nd, 3rd and 4th grades, 3 hours for the 5th and 6th grades, 4 hours for the 7th and 8th grades. In the state secondary education programs, the length of a lesson varies between 2 and 4 hours based on the type of school.

2.4.3 EFL Teacher Training in Turkish Universities

First of all, while Persian and Arabic languages until the 18th century, French language during the 18th century and English language from the 19th century until today were the main foreign languages, Darülmuallimin established in 1848 was the first teacher training school in

the Turkish history (Salihoglu, 2012). After that, Gazi Education Institute, founded in 1926, became the first teacher training school of the Republican era. In addition to these developments, the state provided resources for FL teachers by sending some students abroad for FL and higher education or qualified the graduate students of American College and English-medium schools as language teachers. The Middle Eastern Technical University, established in 1956, was the first English-medium state-owned university and Bilkent University, founded in 1983, was the first private one in Turkey. However, these attempts were not enough for the success of proper English language education (Kirkgoz, 2007). Therefore, since there was a great need for FL teachers in these years, foreign language teaching departments were established in the Gazi Institute of Education in Ankara, such as French in 1941, English in 1944 and German in 1947(Salihoglu, 2012). These were mostly two- or three-year programmes. At a later date, as a result of a legislation in 1982 in higher education, "Faculties of Education" and "Faculties of Science and Letters" were authorised as the only official responsible bodies in the universities for teacher training that provided four-year courses (Salihoglu, 2012, p. 156). Thus, ELT programs have improved a lot in 1983 and continue to improve ever since.

Currently, although these above-mentioned faculties are providing EFL teacher resources, they have some differences in terms of their educational structure. For instance, the graduates of the Foreign Languages Department of Education Faculties, who are educated for four years, can gain an EFL teacher degree directly. However, students from the English Language and Literature and English Translation and Interpreting Departments of the Faculties of Science and Letters can get respectively Philologist and Translator-Interpreter degrees at the end of their four-year education. However, while an additional preparatory year based on the results of the university language exemption exam can be a question for all three departments at the beginning of the education period, graduates of the English Language and Literature and English Translation and Interpreting Departments must have an additional pedagogical

formation, which is a certificate/document to work as a teacher in the schools, after completing their studies.

Finally, it can be clearly stated that the structure of L2 and EFL teaching and education systems differ in different culture contexts. Therefore, the different characteristics of the WTC phenomenon in various cultures are inevitable. Since biological, psychological, contextual, instructional, linguistic, cultural, and dynamic determinants play a role in the complex nature of WTC in L2 and EFL, it deserves more investigation to be able to help learners to have a more effective language learning process by using the target language as much as possible. Therefore, the present dissertation study aims to investigate the complex nature of WTC and its determinants in the Turkish context by using a mixed method approach. Thus, it is believed to contribute to the literature by revealing context-specific determinants of Turkish EFL teacher trainees' WTC in English based on their real-life experiences formulated as statements. After providing these detailed descriptions of the EFL WTC antecedents, as a second step, I aim to develop a context-specific WTC instrument in order to give more realistic context-specific results by testing these emerged variables.

Thus, as a starting point, *Table 2* displays a brief overview of the research questions (RQs) of each study in the dissertation research and their data sources.

Table 2

Research Frame of the Two Empirical Studies Comprising the Present Dissertation Research

	Research questions	Data sources
Study 1	**RQ1:** What are the specific characteristics of Turkish EFL teacher trainees' willingness to communicate in English in terms of the following issues; time, place, topic, interlocutor, and their reason to be willing or not willing to communicate in English? **RQ2:** What kind of determinants play a role in Turkish EFL teacher trainees' willingness/unwillingness to communicate in English?	Turkish EFL teacher trainees' written narratives

Study 2	**RQ1:** What are the psychometric properties of the newly designed questionnaire?
	
	RQ2: How do these constructs that emerged in the qualitative study (*motivation, self-perceived proficiency in English, negative and positive feelings, interlocutor, teacher as an interlocutor, self-efficacy, anxiety, compulsory communication, topic, ELF, self-confidence, lack of self-confidence, problems in teaching, participants, online WTC, and culture*) characterise Turkish EFL teacher trainees' WTC?
	
	RQ3: To what extent do these WTC variables relate to each other?
	
	RQ4: What are the characteristics of Turkish EFL teacher trainees' self-reported communication frequency in English inside and outside the classroom and with foreigners and Turkish people in the light of the constructs *(motivation, self-perceived proficiency in English, positive feelings, interlocutor, teacher as an interlocutor, self-efficacy, topic, self-confidence, WTC online, culture, negative feelings, anxiety, lack of self-confidence, and problems)* emerged in the qualitative study?
	
	RQ5: How do these emerged variables explain variance in Turkish EFL teacher trainees' self-reported communication frequency in English
	    a) in class?
	    b) outside the class?
	    c) with Turkish people?
	    d) with foreigners?
		Newly developed WTC questionnaire

Chapter 3: Preliminary studies

3.1 Introduction

The following section discusses the findings of the two preliminary empirical investigations that preceded the dissertation research. The first can be seen as the starting point of this dissertation since it inspired the researcher to find the main idea of the investigation. The second preliminary study is the first piloting step of the main qualitative inquiry.

After having studied English for more than 10 years in school, I was unwilling to use it when I came to Hungary, even though I could mostly understand what others talked about in the seminars at university. What I realised after reading a research paper for a seminar was that some situations could boost one's eagerness to use the target language while others could make one reluctant because of the same factors (MacIntyre et al., 2011). On account of my presentation relevant to this topic, WTC attracted my attention since I thought about the affective factors of my own and others' WTC. Therefore, I decided to conduct research with Turkish students who were studying in Hungary like me so as to reveal the affective factors of their WTC in English. In other words, in my first study that I employed for one of my PhD seminars, I wanted to explore Turkish students' WTC in a Hungarian context in which they used English to communicate. As a result of this preliminary study, I decided to study WTC for my PhD dissertation topic. However, the sample had to be changed from Turkish students who were studying in Hungary to Turkish EFL teacher trainees at Turkish universities due to the fact that I had difficulty in finding voluntary Turkish students in Budapest for my first preliminary study. The second reason for this change was that the more research I read, the more I was interested in the determinants which were based on the real-life experiences of learners who would later become language teachers.

Thus, I decided to investigate the determinants of the Turkish EFL teacher trainees' WTC in English by using their narratives on their real-life experiences in the first study of my

PhD dissertation. This second preliminary study was different from the first one that was based on semi-structured interviews the results of which were the participants' predictive statements in some imaginary cases. Therefore, as the first phase, a pilot study was done to see whether the questions of the narratives would be reliable enough to progress to the main qualitative inquiry, which sought out affective determinants of the Turkish EFL teacher trainees' WTC in English. In this respect, this chapter will present these two preliminary studies which were the starting points of this dissertation.

3.2. First study: Turkish students' willingness to communicate in English as a second language in a third language environment

The main purpose of the first key study was to explore the perceived influences of Turkish students' WTC in English (L2) in both formal and informal Hungarian (L3) contexts (Yildiz & Piniel, 2020). It should be noted here that since participants of this study were Turkish native speakers who used English in the Hungarian context, it was preferred to name the context as L3 context that can be assumed to be English as a Lingua Franca (ELF) context. In the light of the aim of the first study, the research question guiding this preliminary study was the following: what characterises the willingness to communicate in English of Turkish students at Hungarian universities in and outside the university classroom, where English is used for communication? In order to answer it, a qualitative approach was followed by conducting semi-structured interviews in 2016 and allow determinants of WTC to emerge.

The participants were selected by way of snowball and convenience sampling strategies (Dörnyei, 2007). Four Turkish students (3 female and 1 male) took part in the study, whose language of education was English at various Hungarian universities; they were aged between 21 and 27. The male participant was a first-year MA student, whereas the three females were studying in various BA programmes in their 3rd, 4th and 5th years since they had preparatory years. Regarding their English language proficiency, all the participants indicated that they felt

they were good at English, and they rarely had communication difficulties, although some of them struggled to communicate when they started to study in Hungary.

The semi-structured interviews consisted of a total of 18 questions of which four were warm-up questions about the language learning background of the participants. The other 14 items, adapted from previous research questionnaires and interview schedules (Bektas, 2005; MacIntyre et al., 2001; McCroskey & Richmond, 1987), were about variations of the students' willingness to communicate in English in different contexts with various interlocutors, such as formal, informal, inside and outside the classroom, daily life situations with their friends, teachers, foreigners, in pairs, small groups, large meetings. The interview schedule was designed in the English language and then, translated into Turkish by the researcher. In order to check the quality of the translation, a Turkish EFL teacher colleague of the researcher back-translated it into English.

The data was analysed using the constant comparative method (Dörnyei, 2007). After co-coding with the second researcher and saturation, the final 36 coding categories were revealed. In terms of the most frequent emerging themes, a coding scheme was drawn up (see Yildiz & Piniel, 2020). In this respect, interlocutor, interlocutor's attitude, number of people, topic, participant's personality, learning strategy, and self-perceived proficiency in English were perceived as the mutual frequent determinants of WTC and UWTC in English in the Hungarian context by Turkish students. In addition to these mutual components of both WTC and UWTC categories, using ELF belonged only to the WTC group whereas anxiety was presented under the UWTC category due to its hindering/inhibiting nature. Although these were the main common perceived components of the students' WTC and UWTC in various communication contexts in L3 environments, the results also reflected some other common emerging themes, which were mentioned by some of the students, such as, whether the interlocutor understands what the participant means in a conversation, the learner's self-confidence, communication strategies, and mood. The students also stated that they had no

opportunity to say that they did not want to communicate in English in the cases of the compulsory situations speaking in English. Difficulties with finding proper vocabularies in their speech and the faster communication speed of the interlocutor appeared to hinder their WTC for some participants, the interlocutor's gender was indicated as an increasing determinant of WTC by one of the students. The results revealed that the instructors should consider their students' various individual characteristics and should formulate more positive and comfortable learning environments to provide more interaction opportunities for their students during the learning process.

This study served its role for me of having a general framework for the follow-up study. However, I had to categorise the findings under WTC and UWTC groups in terms of the participants' statements and my interpretations of the answers to the open-ended questions. Consequently, it was decided to have separate items for each notion (WTC and UWTC) in the follow-up study. In the follow-up study, the qualitative research instrument was changed from semi-structured interviews to narrative essays that would allow for the emergence of more details regarding these two separate but related phenomena.

3.3 Second study (The pilot study of the main qualitative inquiry): Exploring Turkish EFL Teacher Trainees' Willingness and Unwillingness to Communicate

The second study was designed to pilot the instrument of the main qualitative inquiry. The primary aim was to uncover the affective key components of the Turkish EFL teacher trainees' WTC and UWTC in English (Yildiz & Piniel, 2018). Unlike my previous study, a narrative inquiry with a qualitative approach was conducted with thirteen final grade students in the EFL teaching department of a state university in a large Turkish city. The sample included seven female and six male students, whose age ranged from 20 to 23. As they reported, twelve of them were Turkish native speakers while only one person was a Turkish-Kurdish bilingual student. Furthermore, all the participants indicated that they had been learning English for

approximately 12-13 years. Out of the thirteen students, seven had been abroad either through an Erasmus program, by taking part in a school-related project, or as tourists.

The data collection consisted of eliciting in writing students' personal accounts of their WTC and UWTC. The research instrument consisted of two parts: the first one included the biographical background of the students, such as their age, gender, mother tongue, time spent studying English, and whether they had been abroad or not; the second part comprised two items which were adapted from the Hungarian researcher, Nagy (2007, p. 127). Here, in the second part, the participants were instructed to write 250-300-word-long paragraphs for each item about their real-life experiences on the occasions when they felt the most and the least willing to communicate in English including the details, such as when, where, with whom, on what topic, and why they felt the most and the least willing to communicate in English (see Appendix A). After the researcher had translated the instrument from English to Turkish, the back-translation method was applied to verify the compatibility of the items with the help of two different Turkish EFL teachers.

Volunteer EFL teacher trainees were contacted with the assistance of a Turkish colleague who works at a university in the western part (Marmara Region) of Turkey. First of all, a social network group was formed so that the potential 13 participants could reach the researcher directly. Thus, the main aim, the procedure and the details of the pilot study could be discussed with the students and they could ask their questions directly from the researcher. After emailing the instrument to each student, they were given 10 days to complete their narratives and open-ended background questions in their mother tongue, Turkish, in October 2016. Once the 13 narratives were received, first, they were translated from Turkish to English and two Turkish-English bilinguals checked these translations for accuracy. As the next step, they were analysed with the Atlas.ti version 1.5.3 software using the constant comparative method, which "combines inductive category coding with a simultaneous comparison of all units of meaning obtained" (Maykut & Morehouse, 1994, p. 123). All the narratives were coded

by the researcher in the first round of the coding process. As the second round, all 13 narratives were co-coded with the help of a second coder. During this process, necessary modifications were made. Some of the code names of 13 emerged themes changed after consulting the literature. At the end of this coding process, these 13 categories were defined.

With respect to the data analysis, the 13 narratives consisted of 8263 words that were divided into 326 coded segments using 46 codes. As the next step, these emerging themes were grouped into two main categories: WTC and UWTC. As students reported, at the time they felt most willing to communicate in English, one of them reported an event in junior high school, four referred to a communicative event in high school and eight of the 13 mentioned being the most willing to communicate when being at university. With regard to the situations of being the least willing to communicate, for one participant the event was in junior high school, for one student it was in high school, and for 11 participants it was during their university years. In addition, the students indicated that they were mostly eager to communicate in English with native speakers/teachers, foreigners, tourists, and international group members, whereas most of them were reluctant to use English with their Turkish lecturers and friends. The data also suggested that the participants of the pilot study were willing to communicate outside the classroom either in Turkey or abroad while they were mostly unwilling to use English in a classroom context. In addition, the topics about daily life issues and the introduction of their best friends or themselves appeared to increase learners' WTC level while they were not so willing to talk about linguistics and other linguistics-relevant topics.

Taking a closer look at the results of the study, the relevant codes were categorised under 10 headings that are presented in *Table 3* below. In this respect, pilot qualitative data displayed eight main common themes that appeared in both WTC and UWTC categories, which were topic, motivation, self-confidence, self-efficacy, perceived attitude of the interlocutor, self-perceived proficiency in English, compulsory communication in English, and feelings. In addition to mutual determinants, using English as a Lingua Franca seemed to be related only to

the WTC category while anxiety and problems of learning English in Turkey were linked only to the UWTC group.

Considering the main determinant groups and their sub-categories, overall, positive feelings (17 mentions) and anxiety (12 mentions) were found to be the most frequently mentioned key determinants of WTC and UWTC. Each of these emerging themes will be defined and discussed in the following chapter in which the main study will be presented.

In summary, the second preliminary study with its two separate items regarding the affective determinants of the students' WTC and UWTC gave us more detailed results compared to the first preliminary study based on semi-structured interviews. Some different themes, such as motivation, self-efficacy, feelings, anxiety, and problems of learning English in Turkey also emerged. Thus, it was decided to use this second pilot study as the instrument of the main qualitative study of this dissertation.

In conclusion, the first study inspired the researcher to find the topic of this dissertation study and the approach to use to explore this topic. The second preliminary study provided more important contributions by giving the researcher a chance to finalise the instrument of the main qualitative study, to pilot it and then to form a mixed method approach from the qualitative and the quantitative data. Moreover, the findings of the pilot qualitative study revealed 11 different main categories which can be seen in *Table 3*. While analysing each theme's relationship with L2 WTC in the Turkish EFL context, the meanings were defined in terms of the pilot study scope and consulting the literature. Thus, it was a preliminary step for the main qualitative findings analysis process since these definitions could be a reference to the same themes which were found in the main study.

Table 3

Emerging Themes of the First Pilot Qualitative Study

WTC	UWTC

1-) Topic
  • Interesting
  • Having enough knowledge
	1-) Topic
	  • Disliked
	  • Not having knowledge

2-) Motivation
  • Motivated learner behavior
  • The ideal L2 self
  • Motivation to use/learn/improve English
  • The milieu
	2-) Motivation
	  • The milieu
	  • Demotivation

3-) Self-confidence	3-) Self-confidence

4-) Self-efficacy beliefs
  • Vicarious experiences
  • Mastery experience
	4-) Self-efficacy beliefs
	  • Vicarious experiences

5-) Perceived attitudes of the interlocutor	5-) Perceived attitudes of the interlocutor
6-) Perceived proficiency in English of the learners	6-) Perceived proficiency in English of the learners
7-) Compulsory communication in English	7-) Compulsory communication in English

8-) Feelings
  • Positive feelings
	8-) Feelings
	  • Negative feelings

9-) Using English as a Lingua Franca (ELF)	9-) Anxiety
	10-) Problems of learning English in Turkey

Part II: The Main Empirical Research

Chapter 4: The Overview of the Main Empirical Studies

4.1 Introduction

The first two chapters of Part I endeavoured to outline respectively the importance of the WTC construct by providing an overview of previous research, a brief summary of the history of Turkish education, the recent structure of EFL teacher training in Turkey, and a summary of the preliminary studies of this investigation. In the subsequent chapters of Part II, first of all, the framework of the two empirical inquiries that have been conducted to further understand the highly complex nature of the WTC construct within the Turkish EFL context will be provided by describing the setting of the research, the main characteristics of the sample, the research questions and methods. In this respect, after presenting this background to the two empirical studies here, the respective chapters will comprise more detailed descriptions of each investigation.

To be willing to communicate in a target language may be a kind of threshold to accomplish the learning process properly (MacIntyre et al., 2011) due to the fact that it does not only mean to be eager to speak but also comprises some uncovered dynamic aspects in its complex nature. Therefore, to better scrutinise the characteristics of WTC, its interaction with other determinants and Turkish students' perceptions of their WTC in an EFL context, two main studies and their pilot studies were designed and implemented among Turkish EFL teacher trainees between October 2016 and December 2018. Thus, as a primary aim, after gaining insight as to the determinants of Turkish EFL teacher trainees' WTC based on their retrospective experiences, the second goal of the investigations was to come up with a quantitative instrument. Meanwhile, it should be noted that MacIntyre et al.'s (1998) pyramid model was used as a direct framework for the first study since its antecedents were considered while coding the themes of this current study. In addition, these emerging themes were

compared with the precursors of the pyramid model at the end of the qualitative data analysis. Furthermore, since the quantitative data collection instrument was developed based on qualitative findings, the pyramid model was assumed to be an indirect frame of the quantitative study whose results were used for comparison.

4.2 Research Setting

All studies were implemented at universities in the western and middle parts of Turkey in which the accessibility for the researcher was easy via her colleagues who worked at those universities. More specifically, the pilot studies of both inquiries were conducted in a large city in the western part, namely the Marmara region. As another pilot study, the think-aloud session of the quantitative inquiry was executed in another large city of the same region. In addition, the final qualitative research was done in two large cities in the Marmara Region. The final application of the quantitative investigation took place in three different cities, one from each of Marmara, Ege and Middle Anatolia Regions.

Furthermore, the three cities in the Marmara, Ege and Middle Anatolia Regions and their surrounding areas are well known as cultural and historical destinations, whereas the other large city in Marmara is mostly famous for its industry. Meanwhile, due to the confidentiality of the research, which the researcher assured the participants and relevant authorities of during the data collection process, the names of the cities will not be given since there is only one university in each of these four cities. In addition, all the universities have a Faculty of Education in which there are EFL teacher-training departments.

4.3 Research participants

The research participants of this dissertation were full-time students who were considered as a particular group in the EFL teacher-training departments of Faculties of Education at universities. These English major participants will have responsibilities and vital

roles after they graduate, such as applying the Turkish National EFL Curriculum in the different stages of education, actualising the goals of the language policies, and getting places in various academic jobs or other areas as EFL teachers, linguists or intercultural interlocutors. Therefore, they are supposed to have advanced level English skills and to be fluent and effective communicators at the end of their university educations which lasts for eight semesters excluding the preparatory year.

With respect to the EFL teacher-training programme of the CoHE, EFL teacher trainees are supposed to finish their BA by completing 148 credits in which lectures and seminars are based on 34% professional knowledge, 18% general culture, and 48% field-specific knowledge. Participants of these two main studies were in their final year in the EFL teacher training programmes at the respective Faculties of Education. A detailed description of the context will be provided in each study's chapters, respectively.

4.4 Research questions

With respect to the previous research, WTC plays a crucial role in using a language due to the fact that its structure combines linguistic, psychological, educational and communicative aspects of a language (MacIntyre et al., 1998; MacIntyre et al., 2011). Moreover, as has been demonstrated in the previous chapters, the notion of WTC has trait characteristics (MacIntyre et al., 1999) and its dynamic and complex nature needs further investigation (Kang, 2005; MacIntyre et al., 2011). In the light of previous considerations, 77 items have been formulated to seek out the complex nature of the WTC of Turkish EFL teacher trainees. The research questions are displayed in *Table 4* below.

Table 4

Summary of Research Questions, Data Collection Instruments and Methods of Data Analysis

Study	Research Questions	Design	Instruments	Methods of analysis
Qualitative Pilot Study (N=13)	**RQ1:** What are the specific characteristics of Turkish EFL teacher trainees' willingness to communicate in English in terms of the following issues; time, place, topic, interlocutor, and their reason to be willing or not willing to communicate in English?	The grounded theory approach	Essay task Narratives adapted From Nagy (2007)	Constant comparative method
Study 1 (N=128)	**RQ2:** What kind of determinants play a role in Turkish EFL teacher trainees' willingness/unwillingness to communicate in English?			
The Think-aloud Study (N=2)	**RQ1:** What are the psychometric properties of the new designed questionnaire?		Newly developed WTC instrument (PQ1)	The Think-aloud method
Quantitative Pilot Study (N=40)	**RQ2:** How do these constructs that emerged in the qualitative study *(motivation, self-perceived proficiency in English, negative and positive feelings, interlocutor, teacher as an interlocutor, self-efficacy, anxiety, compulsory communication, topic, ELF, self-confidence, lack of self-confidence, problems in teaching, participants, online WTC, and culture)* characterise Turkish EFL teacher trainees' WTC?	Questionnaire study	Newly developed WTC instrument (PQ2)	- Reliability analysis - Descriptive statistics
Study 2 (N=211)	**RQ3:** To what extent do these WTC variables relate to each other? **RQ4:** What are the characteristics of Turkish EFL teacher trainees' self-reported communication frequency in English inside and outside the classroom and with foreigners and Turkish people in the light of the constructs *(motivation, self-perceived proficiency in English, positive feelings, interlocutor, teacher as an interlocutor, self-efficacy, topic, self-confidence, WTC online, culture, negative feelings, anxiety, lack of self-confidence, and problems)* that emerged in the qualitative study? **RQ5:** How do these emerged variables explain variance in Turkish EFL teacher trainees' self-reported communication frequency in English a) in class? b) outside the class? c) with Turkish people? d) with foreigners?		Newly developed final WTC instrument (FQ)	- Factor analysis and Correlation analysis (RQ1) - Descriptive statistics (RQ2) - Correlation analysis (RQ3) - Descriptive statistics and Correlation analysis (RQ4) - Regression analysis (RQ5)

4.5 Overview of research methodology: a mixed method approach

The data of this dissertation was collected by means of a mixed method approach including both qualitative (QUAL) and quantitative (QUAN) forms of research. As Dörnyei (2007) states, "a mixed method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process" and these two have been used as supplementary or complementary to each other by many researchers (p. 145). In this respect, the rationales of mixing methods are to 1) "achieve an elaborate and comprehensive understanding of a complex matter, looking at it from different angles", 2) to triangulate the results which means "to validate one's conclusion by presenting converging results obtained through different methods", and 3) "to reach audiences that would not be sympathetic to one of the approaches if applied alone" (p. 145). Therefore, it was believed that using a mixed methods design including multiple data sources would increase the credibility of this investigation.

Furthermore, this study followed the "QUAL→QUAN" typology of Johnson and Christensen (2014) where an arrow (→) represents the sequential structure of both the dominant studies (p. 498). With respect to this typology, in order to gain a deeper understanding of the complex nature of Turkish EFL teacher trainees' WTC, as a first phase, a qualitative instrument was administered to reveal the affective variables influencing their WTC in English. The novelty of this study was that it was to be based on the Turkish EFL teacher trainees' real experiences when they felt the most and least willing to communicate rather than their indications on a given case or statement. Based on the emerging themes gathered from the qualitative data analysis, a quantitative survey instrument was constructed to measure the relationships of the identified affective variables with the Turkish EFL teacher trainees' WTC. Thus, this dissertation followed the exploratory sequential mixed method design in that "the intent of the strategy is to develop better measurements with specific samples of populations and to see if the data from a few individuals (in qualitative phase) can be generalised to a large

sample of a population (in quantitative phase)" (Creswell, 2014, p. 226). The brief systematic overview of both studies including the data sources and methods can be seen in *Table 4*.

4.5.1 Study 1: A qualitative inquiry on Turkish EFL teacher trainees' WTC

First of all, a qualitative investigation was carried out to reveal the characteristics of Turkish EFL teacher trainees' willingness to communicate in English and its determinants. According to Dörnyei's (2007) explanation, "qualitative research involves data collection procedures that results primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods" (p. 15). In this respect, in order to comprehend the integrated frame of prospective EFL teachers' WTC, it was decided to interpret and describe its predictors in detail in the qualitative inquiry (Mackey & Gass, 2005). Therefore, the constant comparative method (Glaser & Strauss, 2006; Maykut & Morehouse, 1994) was used to be able to obtain this general sense of the information "underlying a phenomenon" by interpreting intensive qualitative data (Dönyei, 2007, p. 277).

There are some mixed methods studies in which the aims of the qualitative part were mostly to triangulate their statistical results (e.g., Başöz, 2018; Bektaş-Çetinkaya, 2005; İlter, 2018; Mystkowska-Wiertelak, 2016; Mystkowska-Wiertelak, 2018; Nagy, 2007) to reveal situational antecedents of WTC in an L2/EFL context (e.g., Baker & MacIntyre, 2000; Kang, 2005; MacIntyre et al., 2011) so far. The objective of the present study was to provide a more realistic and holistic picture to better understand the complex nature of the WTC construct in the Turkish context. The second purpose was to develop a Turkish context-specific instrument based on learners' real-life narratives for the second step of the inquiry.

4.5.2 Study 2: A quantitative inquiry on Turkish EFL teacher trainees' WTC

One of the main goals of Study 2 was to test a newly developed instrument to triangulate the qualitative findings. The next aim was to describe the determinants of Turkish teacher

trainees' WTC in English by comparing them to the previous literature and the pyramid model (MacIntyre et al., 1998).

First of all, correlation analysis was performed to examine the relationships between the aforementioned WTC determinants before principal component analysis (PCA) was employed to explain the psychometric properties of the newly designed questionnaire (Büyüköztürk, 2016; Tabachnick & Fidell, 2014). From 14 variables which were motivation, self-perceived proficiency, positive feelings, interlocutor, teacher, self-efficacy, topic, willing_confident, WTC_online, culture, negative feelings, anxiety, unwilling_confident, and problems_in_teaching, one (WTC_online) was excluded due to its weak correlations with others before performing PCA. In other words, it was intended to demonstrate that the tested variables ensured the result of one factor extraction from the instrument constructs since it was supposed to reflect one latent factor construct. In addition, descriptive statistics were analysed to reveal the characteristics of Turkish EFL teacher candidates' WTC in the target language. One of the last steps, the characteristics of self-reported communication frequency in English inside and outside the classroom context and with Turkish people and foreigners and the relationships between tested variables and general self-reported English use frequency of the participants were evaluated in terms of descriptive and correlation analysis, respectively. Last but not least, regression analysis helped to show the impact of the variables listed above on the dependent variable of self-reported English communication frequency and its relevant items. Thus, it was possible to see the strength of the impact each predictor had on a criterion variable which was perceived frequency of English communication (Büyüköztürk, 2016).

4.6 Conclusion

Even though there has been empirical research on L2 WTC in different cultures, it certainly needs to be investigated more due to its complex structure which may change from one context to another (MacIntyre et al., 1998; MacIntyre et al., 2011). The two main empirical

studies presented in the next chapters of this dissertation tried to fill this gap by looking at the issue from the Turkish context perspective. Therefore, the main purposes of the current studies were to unfold the determinants of WTC and then, to develop and test a new instrument specific to Turkish context based on students' real-life self-reported experiences. The detailed descriptions and interpretations of these inquiries in the following chapters will shed light on the characteristics and antecedents of Turkish EFL teacher trainees' WTC in English. In addition, the relationships of these determinants with each other, WTC and self-reported communication frequency in English will be presented. Finally, pedagogical implications were addressed for language instructors and experts.

Chapter 5: A qualitative study on Turkish EFL teacher trainees' WTC in English

5.1 Introduction

This chapter presents a detailed account of the first empirical research study of a series of two studies designed to investigate the key determinants of Turkish EFL teacher trainees' WTC in English in October 2017. This inquiry followed the traditions of the qualitative research paradigm to elicit insights into Turkish EFL teacher trainees' WTC in English by scrutinising their real-life experiences in depth. Therefore, the first goal of the study was to explore the influences of Turkish student teachers' WTC by considering specific issues, such as time, context, the interlocutor, and the communication itself. The second aim of this qualitative investigation was to gather the outcomes that would form the basis of an instrument that would be designed to measure the relationships between EFL WTC and its antecedents in the Turkish context.

To the best of my knowledge, so far, there have been some qualitative or mixed-method studies which were employed to unfold the components of WTC in various L2/EFL contexts and in Turkey by using scales and semi-structured interviews, classroom observation, narratives and journals the aims of which were to triangulate their quantitative findings (e.g., Alishah, 2015; Aydın, 2017; Başöz, 2018; Bektaş-Çetinkaya, 2005; İlter, 2018; Mystkowska-Wiertelak, 2016; Mystkowska-Wiertelak, 2018; Şener, 2014a;). However, none of these investigations were designed to form a context-specific WTC instrument that was based on the real language learning stories of the participants. In addition, there were some attempts to explore the situational antecedents of WTC in L2 and EFL contexts (e.g., Baker & MacIntyre, 2000; Başöz & Erten, 2019; Kang, 2005; MacIntyre et al., 2011). However, the amount of mixed method research in the EFL context in which the qualitative part focuses on the learners' "L2 narrative identity" (e.g., Nagy, 2007), which was "defined as the specific aspect of an individual's on-going internal narrative that relates to learning and using a second/foreign language", has

remained very limited in the literature (Dörnyei, 2017, p. 90). In the light of this study's focus, what is also worth reporting here is the significant role of L2 narratives for language learning and for the teaching process since they reflect "an integral part of the individual's overall life narrative, responsible for processing past L2-related experiences and constructing future goals" (Dörnyei, 2017, p. 90). In terms of this gap, on the one hand, it can be said that the parts of the learners' real-life narratives, which were used in this study as a tool while following the Grounded Theory approach, can provide a more realistic and holistic picture for exploring the situational nature of EFL WTC in a specific setting. On the other hand, it was believed that as a supplementation, forming a tool to explore the relationships of the underlying factors of WTC among Turkish EFL teacher trainees based on the outcomes of their real-life stories would be the most beneficial for previous and further research contributions. Mystkowska-Wiertelak and Pawlak (2017) explain the reason for this as following:

> a tool designed for one setting which may have been successfully validated within its confines and may offer invaluable insights into the factors underlying WTC, their relative contributions and the potential connections among them, may prove to be patently inadequate in another context. (p. 148)

Therefore, it was believed that these narratives could be used in other qualitative approaches, too, rather than just in narrative inquiries to get more detailed information about L2 WTC in different contexts as happened in this current study. The reason for this belief will be explained in the method section below.

In conclusion, this chapter endeavours to present the emerging themes of a qualitative study designed to reveal the contextual determinants of Turkish EFL teacher trainees' L2 WTC. Subsequently, the findings of the first study constitute the basis of the questionnaire study presented in Chapter 6. As the final step, the outcomes of the two studies will be evaluated in terms of the heuristic pyramid model and previous studies, too.

5.2 Method

According to Johnson et al. (2016), there are five major approaches to qualitative research; phenomenology, ethnography, case study, grounded theory and narrative inquiry. Creswell (2009) defines four types of qualitative data collection that are "observations, interviews, documents and audio-visual materials" (p. 179-180). According to the type of data collection documents, it can be differentiated between "public documents, such as minutes of meetings, or newspapers, and private documents, such as journals, diaries, or letters" (Creswell, 2009, p. 180).

In terms of the current qualitative research concerns, although the characteristics of this research reflect some features of the narrative inquiry, it is not precisely true to define it as a narrative inquiry. As Johnson et al. (2016) indicate, stories and narratives are used in both grounded theory and narrative inquiry studies. However, using the stories as data or reporting findings in a story format does not mean that this study is a narrative inquiry. In addition, it is important to point out that the narrative inquiry is a way of understanding the individual's experiences of life by using multiple conversations in the procedure and being in collaboration with participants during the data collection and analysis process rather than it being seen as just a narrated story. In this respect, some of these steps were missing in this current study procedure since the participants did not take part in the data analysis process and multiple conversations were not used. However, the intention of a researcher of the grounded theory study is to evaluate the stories in order to comprehend all categories and emerging themes that will be followed by revealing a mid-level theory or description of a process (Johnson et al., 2016). Therefore, the researchers of grounded theory study "should go beyond merely describing or categorizing the target phenomenon and should offer some basic understanding of the principles, relationships, causes and/or motives underlying a phenomenon" (Dörnyei, 2007, p. 227).

Furthermore, it is worth noting that grounded theory should not be seen as just a mode of qualitative data analysis. Rather, it consists of the whole research process from sampling to

results (Dörnyei, 2007). In terms of these explanations, the current qualitative study can be placed in the grounded theory approach rather than under narrative inquiry or the other three approaches. Meanwhile, it is worth highlighting that this current qualitative study followed the grounded approach to gather detailed information about the complex nature of L2 WTC in the Turkish context and its relationships with the contextual components in depth rather than coming up with a new theory. Therefore, it can be said that this study made use of some elements of grounded theory and private documents, which were the narratives of the participants for this study, were used as data collection sources during the application of this approach.

5.2.1 Research questions

In the course of the present study, the following research questions were formulated:

RQ1: What are the specific characteristics of Turkish EFL teacher trainees' willingness and unwillingness to communicate in English in terms of the following issues; time, place, topic, interlocutor, and their reasons to be willing or not willing to communicate in English?

RQ2: What kind of determinants play a role in Turkish EFL teacher trainees' willingness/unwillingness to communicate in English?

5.2.2 Participants

The study was conducted with 128 EFL teacher trainees who attended their language ability and practical courses in their field until the autumn semester of their last (4th) year of study in the ELT departments of two universities in two large Turkish cities. The age of the students ranged from 19 to 43 and their average age was 22.03. There were only four students who were aged over 30, respectively 31, 33, 35 and 43. In terms of their gender distribution, 110 of the participants were female and 18 were male. All participants were native Turkish speakers while only four of them indicated that they were Turkish-German (2), Turkish-Arabic

(1), and Turkish-Kurdish (1) bilinguals. Except for these bilingual students, English was considered as the first foreign language. According to the students' indications, they had been studying English for a minimum of eight years at the time data were gathered. In addition, approximately 35% (45 out of 128) of the participants reported that they had been abroad for a minimum of one week.

5.2.3 Data collection instrument

In order to collect qualitative data, the students' narratives consisting of biographical background questions in Part I and two main items in Part II were used (see Appendix B). Although the two main items of Part II were adapted from previous research (Nagy, 2007, p. 127), they were piloted with 13 different students from the same sample group in advance in order to ensure "high quality results" (Dönyei, 2007, p. 66) as explained in the Preliminary Studies section.

First of all, students were instructed to answer the questions about their age, gender, major, mother tongue and whether they had been abroad or not. Following this background information, they were required to write short paragraphs of about 250-300 words for each of the main questions on the occasions when they felt the most and least willing to communicate in English. They were also requested to include some specific details, such as when, where, with whom, on what topic, and why they felt the most and the least willing to communicate in English.

5.2.4 Procedure

The data of the main qualitative study were gathered in the autumn semester of the 2017/2018 academic year. First of all, research permission was obtained from each university's authorities in advance of the studies. After contacting two colleagues from each university, a suitable time was fixed for the application. Due to the researcher's limited time in Turkey, the

voluntary 46 students at one university of the large city, who were studying in the same classroom, participated in the research during one lesson of a seminar course, which was about 45 minutes, under the supervision of a colleague who had a good relationship with these students as one of their lecturers. The researcher had a chance to conduct the study face-to-face with the rest of the students (N=82) at another university under the guidance of other colleagues, who were working there as the lecturers of the participants.

At the beginning of the data collection, her colleagues introduced the researcher to the students and they had a chance to ask their questions. Following this warm-up session, the researcher informed all students that this part of the study belonged to the first step of a large project and the students' narratives would form a database which would be used to design a questionnaire after being subjected to content analysis for the research aim. They were also assured about some details, such as there was no right or wrong answers, the students' narratives would not be counted as an exam; instead, it was completely voluntary and anonymous and the identities of the universities would be kept confidential. Meanwhile, in order to thank the students for their contributions, they were offered special Hungarian chocolates. The completion of the narratives took approximately 40-45 minutes in the lecture hours of Turkish colleagues. Students voluntarily submitted their work in their mother tongue, Turkish.

Before starting the qualitative constant comparative analysis (Glaser & Strauss, 2006; Maykut & Morehouse, 1994), all the students' narrative accounts were read by the researcher to obtain a general sense of the information provided in the texts and they were numbered from 1 to 128. As the first step, the students' numbered narratives were translated from Turkish to English. Then, two Turkish-English bilinguals who were living in the UK and in the United States at that time checked all the translations. In the following step, these narratives were analysed using the constant comparative method (Glaser & Strauss, 2006; Maykut & Morehouse, 1994) with Atlas.ti version 1.5.3 software. The translations and analysis of

students' narrative accounts took place in the first half of 2018. Meanwhile, Creswell's guideline of qualitative procedure was considered for the analysis of the data (2009, p. 185).

In this respect, after the first reading of the texts, the researcher read them a second time to code the texts and reveal emerging themes. Data analysis happened with the help of the pyramid model as a framework and with the help of the findings of the qualitative pilot study. When new emerging themes appeared that were neither in the pyramid model nor in the findings of the qualitative pilot study, relevant literature was consulted. In terms of the emerging themes arrived at after reading the texts for the second time, a few students' analysed narratives, which included all of the emerging theme categories, were chosen randomly and the original non-coded versions of these were sent to the second coder. It is worth indicating that it was not possible to code all 128 narratives by the second coder. Therefore, some of them were used for the second coding process by choosing randomly. These original and non-coded narratives were analysed and coded by this second coder to compare with my coding. Unfortunately, in the first phase, we were unable to have a minimum 80% match between them. Therefore, all the narratives were re-read and re-analysed taking the second coder's comments into consideration. A few documents that included all the categories were randomly picked from the data and the same procedure was run again. They were compared with the results of the second coder. After having approximately, a 90% match between those few documents coded by the researcher and the second coder, it could be possible to move on to the other stage of data analysis.

With respect to the results of the coding process, the final data set included 128 narratives consisting of 2308 coded segments using 62 codes. Based on the 62 codes, relevant themes were categorised under 17 main headings with the exception of five main themes that reflected the time, place, type of interlocutor, topics, and their reason to use target language as seen in *Table 8* in the results section.

Finally, most of the students gave a detailed account of the specific incidents when they felt most and least willing to communicate in English. However, nine of the students left the

second question unanswered by indicating that they had never experienced a time when they felt least willing to talk in English and nine of them just wrote about their general thoughts on the question rather than giving precise examples from their experiences.

5.3 Results

5.3.1 Answers to Research Question 1: What are the specific characteristics of Turkish EFL teacher trainees' willingness to communicate in English in terms of the following issues; time, place, topic, interlocutor, and their reasons to be willing or not willing to communicate in English?

First of all, before having a close look at *Table 5* below, it should be mentioned that three of 128 participants gave two examples for the first item in their narratives. Therefore, the data for the first question comprised 131 instances when they felt the most willing to communicate in English. However, nine of 128 participants did not answer the second item, which was relevant to their UWTC or they just wrote that there was no time when they felt the least willing to use English. In addition, nine students gave information about their general thoughts regarding their unwillingness to use the English language without indicating specific points, such as time, context, interlocutor, place. Therefore, the data for the second question reflected 110 cases where Turkish EFL teacher trainees experienced UWTC. Finally, when WTC results are explained, they will be stated in terms of the case numbers. However, UWTC results can be explained in terms of either case or student numbers.

5.3.1.1 The time of WTC and UWTC. With respect to the participants' WTC seen in the *Table 5*, 8% of 131 cases occurred when they were in primary (N=5) and middle (N=5) schools. 47 out of the whole number of cases (36%) took place in their high school years whereas 67 (51%) of incidents showed that they felt the most eager to use English in their

university years. However, seven participants (5%) did not indicate an exact time for their experience.

Table 5

The Times when the Students Felt Most and Least Willing to Communicate in English

	Time of WTC (N=131)		Time of UWTC (N=110)	
	The percentage of the incidents	Number of the incidents	The percentage of the incidents	Number of the incidents
Primary school	4%	5	5%	6
Middle school	4%	5	4%	4
High school	36%	47	24%	26
University	51%	67	62%	68
Time not given	5%	7	5%	6

Regarding the outcomes of the second question related to the participants' UWTC, 5% and 4% of the participants were unwilling to use the English language when they were primary (N=6) and middle school (N=4) students, respectively. Overall, 26 out of 110 incidents (24%) occurred during their high school years whereas 68 of them (62%) were at university when learners felt the least willing to communicate in English. Finally, six of the participants did not gave an exact time when they felt the least UWTC in English.

5.3.1.2 The place of WTC and UWTC. Regarding the 131 stories by 128 learners for the first question, the incidents that the students provided for their WTC in English occurred mostly out of the classroom in Turkey (43%; N=56), in the classroom (30%; N=39), and out of the classroom abroad (19%; N=25). The rest of their experiences for the first question about their WTC were related to classrooms unconnected to the university when they were teaching their students as teachers (1%; N=2), in an online communication environment (6%; N=8), and in an international context (1%; N=1).

Table 6

The Place Where the Students Felt Most and Least Willing to Communicate in English

	Place of WTC (N=131)		Place of UWTC (N=110)	
	The percentage of the incidents	Number of the incidents	The percentage of the incidents	Number of the incidents
In class	30%	39	64%	71
Out of class in Turkey	43%	56	22%	24
Our of class abroad	19%	25	7%	8
In class as a teacher	1%	2	1%	1
On the internet	6%	8	1%	1
International environment	1%	1	-	-
Recording	-	-	3%	3
Place not given	-	-	2%	2

With respect to *Table 6* of the place of UWTC, the largest portion belonged to the cases that occurred in the classroom environment (64%; N= 71). As seen on the right side of *Table 5*, 22 % of the students (N= 24) were also unwilling to communicate in English out of the classroom environment in Turkey whereas eight students (7%) felt reluctant to communicate in the target language abroad. The rest of the students' indications showed that two of the students were not willing to communicate in English respectively in the classroom as a teacher (1%; N=1) and on the internet (1%; N=1). In addition, three students (3%) did not want to speak in English during their voice recording process about a topic given by their teacher in their speaking lesson, whereas two students did not give an exact place in which they did not want to use English.

5.3.1.3 The topics of WTC and UWTC. With respect to the 131 accounts of WTC, most of the students (N=62) seemed to be eager to use the English language when the topic was about daily life issues, such as jobs, travelling, school, family, address descriptions, shopping,

trip experiences, solving problems about missing luggage at the airport, apologising to someone or while working in a store as a salesperson. Lesson subjects in the classroom were the second most common topic in 25 narratives, whereas in 17 cases the texts talked about different cultures, history and Turkey. In addition, there were 14 mentions indicating that the students were willing to use the English language to talk about themselves and to learn about others (foreigners). Meanwhile, eight cases included online reading and recording aspects of WTC in English rather than face to face contact. However, five students did not give an exact topic in their narratives.

In terms of UWTC topics, most of the participants (N=69) were reluctant to use English on subject and exam-related topics whereas 23 of 110 incidents were about daily life issues similar to WTC topics. In addition, some students were not interested in talking about their projects (N=2) or workplaces (N=2), about the interlocutors (N=3) in English or themselves (N=1). Meanwhile, 8 participants did not give an exact topic in their narratives for instances they felt most unwilling to communicate in English.

5.3.1.4 The interlocutor of WTC and UWTC. With respect to the results relevant to the interlocutor seen on the left side of *Table 7*, the participants were mostly willing to use English with their foreign interlocutors. In other words, 72% of incidents (N=95) occurred between Turkish students and non-Turkish native speakers. However, only 24 out of 131 cases showed that they were willing to communicate with their Turkish EFL teachers (N=15) and foreign EFL teachers (N=9) in the school environment. The other 8% of the mentions displayed three other types of interlocutors: Turkish interlocutor (N=8) and the participants' students when they teach (N=2). Finally, only two cases highlighted WTC in writing and reading.

Table 7

The Interlocutor when the Students Felt Most and Least Willing to Communicate in English

	WTC interlocutor (N=131)		UWTC interlocutor (N=110)	
	The percentage of the incidents	Number of the incidents	The percentage of the incidents	Number of the incidents
Foreigners	72%	95	27%	30
Turkish EFL teachers	11%	15	40%	44
Foreign EFL teachers	7%	9	2%	2
Turkish interlocutor	6%	8	14%	15
Writing reports-papers/ reading newspapers and books	2%	2	2%	2
With their students as a teacher	2%	2	-	-
Presenting/voice recording for seminars	-	-	10%	11
Missing data about interlocutor	-	-	5%	6

With respect to the right-hand of the *Table 7* above, the EFL trainees stated that they were unwilling to communicate with their Turkish EFL teachers as seen in 40% of 110 narratives (N=44). However, foreign EFL teachers were seen as undesirable interlocutors in only two incidents. Foreigners (N=30) and Turkish interlocutors (N=15) in 41% of the incidents were another group of undesired interlocutors. In 11 mentions, students did not want to give presentations in English in front of the class (N=8) and to do voice recordings for the seminars (N=3), whereas only two incidents were mentioned in UWTC regarding reading and writing. Finally, in six of the narratives, the participants did not indicate an exact interlocutor whom they disliked communicating with.

5.3.1.5 Overall reasons for WTC and UWTC. Last but not least, the reasons for the participants being willing or unwilling to communicate were considered in an overarching theme, as a variety of topics emerged here and counting each in a separate category would have fragmented the results. With respect to the results, Turkish EFL teacher trainees indicated that they were eager to communicate in English in order to take advantage of speaking with foreigners or native English speakers, to improve their English skills by talking with their teachers, and to solve their problems in a foreign context, such as finding their way by asking an address and getting better contact with their host family abroad, to help foreigners. In addition, they were willing to communicate to make contact with others in a foreign country, to translate from foreign languages into Turkish as a mediator, to learn more about others and their cultures, and to explain themselves when necessary or share their ideas/projects with others, to get some tips while working, to help their work as a teacher in a part-time job, and to understand foreign music and what is written in the newspapers. More specifically, obligatory communication in English in the classroom, passing the speaking exams, interesting or popular topics, liking their teachers and friends who they speak with, and feeling they are not judged by the interlocutors can be cited as other reasons given by the participants to be willing to communicate in English.

Meanwhile, insufficient language ability (e.g., pronunciation problems, use of wrong sentence structures, non-fluent speech), fear of making mistakes, being shamed/judged by others due to their insufficient skills, high or low level of language abilities of others, type and unlikeable attitudes of interlocutors, demotivating speaking in Turkish or other languages rather than English by the interlocutor, unnatural and artificial communication environments, unfamiliar, uninteresting, non-developmental topics, presentation context, compulsory writing and use of English, lack of self-confidence, family pressure to use English in a random environment, teachers without expressing sympathy, unknown teachers and teachers' attitudes, methods, preparation for the lessons were some of the reasons for their unwillingness to

communicate in English. In addition, if there is no need to communicate in English in a Turkish context or if the trainees are not interested in learning English, and if they have to concentrate on other subjects rather than learning English, they are more likely to be unwilling to communicate in English.

5.3.2 Answers to Research Question 2: What kind of determinants play a role in Turkish EFL teacher trainees' willingness/unwillingness to communicate in English?

With respect to the results of the main qualitative study, 62 codes that were categorised under 17 main groups emerged from 128 narratives which are presented in *Table 8* below. Overall, motivation (212 mentions) and self-perceived proficiency in English (150 mentions) were found as the most frequent components of Turkish EFL teacher trainees' WTC and UWTC in English. Due to these 62 subcategories' entwined connections with each other and the intensity of the themes, each of them will be elaborated on in detail with examples from the narratives by considering both their WTC and UWTC aspects together. In order to ensure the anonymity of the respondents, the participant's document and relevant component's code numbers will be used for identification purposes at the end of each quotation.

Table 8

Emerging Themes of the Main Qualitative Study

Components	
1-) Motivation	9-) Compulsory communication in English
• Motivation to use/learn/improve English	
• Motivated learner behaviour	
• The ideal L2 self	
• The milieu	
• Demotivation*	
2-) Self-perceived proficiency in English of the participants	10-) Topic
• Perceived proficiency in English	
• Difficulty with vocabulary*	

- Difficulty with linguistics*

3-) Feelings
- Positive feelings**
- Negative feelings*

4-) Interlocutor
- Type and characteristics of the interlocutor
- Interlocutor's proficiency
- Interlocutor's understanding

5-) Teacher as an interlocutor
- Teacher's attitudes
- Teaching strategy of teacher

6-) Self-efficacy beliefs
- Self-efficacy
- Vicarious experiences
- Mastery experience**

7-) Attitudes
- Participant's attitudes towards English language and interlocutor
- Interlocutor's attitudes
- Peers/classmates attitude

8-) Anxiety

11-) Context

12-) Using English as a Lingua Franca (ELF)**

13-) Self-confidence

14-) Problems with learning/using English in Turkey

15-) Participant
- Participant's personality
- Participant's mood*
- Participant's age*

16-) WTC online**

17-) Culture**

Note. * means that the component includes only UWTC aspect
  ** means that the component includes only WTC aspect

5.3.2.1 Motivation. As the first determinant of the Turkish EFL teacher trainees' WTC, motivation included five varied aspects; some of them are referred to in motivation literature (Dörnyei, 2005; Dörnyei & Ryan, 2015; Dörnyei & Ushioda, 2011), such as the ideal L2 self, motivated learner behaviour, the milieu, demotivation, and the participants' motivation to use/learn/improve English. Motivation to use/learn/improve English was the most frequently mentioned (121 times) subcategory among these motivational propensities. As the teacher trainees stated, they were willing to communicate in English due to their motivation as an impetus to learn/use/improve their language skills when they had a chance in face-to-face or

online communication settings especially with foreigners, native speakers, tourists and their

foreign teachers:

> We [the participant and his foreign friends when he was abroad] decided to meet at nice cafes in the city. Thus, we would discover new places and improve our speaking. [15:6]

> The students participated in the project from our school would get to host these guests in their homes. When foreign students came to know our school, I had a chance to talk to them. The first time I spoke English with people whose mother tongues were different from mine… I was in the language class. Since I have not spoken with someone whose mother tongue was different from mine before, I wanted to use this opportunity. [97:4/9]

> Since I felt relaxed while speaking, and because I had more of a friendly relationship rather than teacher-student relationship with the [foreign] teachers, I perceived it as an opportunity for me to improve my English and I wanted to talk whenever I found this chance. [106:9]

> They [American couple] invited me to dinner to their house. It was a great opportunity for me… I wanted to talk and learn something while having conversation with them. It was a good experience for me to see how they use the language in their daily conversations. [119:8/15]

> As a result, I could communicate with people who were native speakers of English and I had a real purpose to improve my language. [126:6]

However, surprisingly, three participants gave examples of their lack of motivation to

learn/use/improve English language since they did not believe it was necessary or attractive for

them to speak in English at that time. In this respect, these three incidents reflected the few

instances of UWTC in English from the Turkish EFL teacher trainees' perspective:

> I did not even want to answer it because they were not the things that would help me improve my English. [54-17]

> I mean I was not motivated to speak English in English courses [due to the scientific subjects of education courses at university]. [82:22]

> With this joy I have never thought of learning another language i.e., English. English was not a very important language for me since I was very proud of living in Germany. So, I merely cared for English. Why? Because most of the words were already pronounced same as in German language and I was not thinking about it. At that time in Germany, we learned English only 2 hours per week. [56-14/16]

Dörnyei's (2005) motivated learner behaviour of L2 motivational self-system appeared as another aspect in this data analysis. The label used here refers to the participants' readiness "to invest effort into language learning after their positive or even negative experiences related to using English" (Yildiz & Piniel, 2018, p. 79). The following quotations can be given as examples from the times when the participants felt the most willing to communicate in English. However, there is one important point here to be considered. Even though they seemed to be eager to use the target language, the results of their attempts were not only positive but also negative. In other words, they could not manage to communicate in English despite their willingness to do so. Thus, these negative and positive experiences enhanced their motivation to improve their skills in order to communicate in English in the future. For example:

> I could not help these people since I could not communicate in English properly. Then I decided to improve my skills. It is an important reason to develop or demand something when you feel like being incapable of something. [50-13]

> When everyone expressed themselves and expressed their opinion, I said that I was only content with listening and I wanted to talk the most in the class. I have sought the ways of self-improvement and I developed, too. I have had foreign friends, I have studied with native teachers, I have carefully watched and listened to the episodes and songs. [55:11]

> She [the native English friend of the participant's teacher who came to the classroom as a guest] sat down and tried to talk to us and I did not succeed because I did not have enough knowledge. Then I became more ambitious and it was the moment that I set the direction of my life. [58:10]

> The real motivation that I needed to talk about was that I was having a really good time with him. I am still in touch with him (the participant's foreign friend in Denmark] and I will continue to feel the willingness to speak English with him at all times. [90:7]

> I was actively involved in the main course and I was listening to the classes. I even thought seriously that I would choose the language department the next year. Because I was motivated by my interest in English and I was successful in the end … But English is always on the edge of my head until it directed me to the area where I am now. [111:13]

> But I was not good enough. We talked briefly for about 1 or 2 minutes since my speech skill was not enough. Then I made a lot of effort. At that time, i.e., after September of 2014-2015 academic year, I was keen to improve my speaking skills and now I am much

better. I cannot remember any other event that I was very willing to do except for this one. [118:10]

Surprisingly, one student mentioned a case in her narrative when she felt UWTC in English during their voice recording task for their speaking lesson. Due to this two-hour recording task, which was quite long for the student, she was reluctant to use English at the beginning of these regular tasks. However, since she thought it was useful to improve her speaking skills, she became more motivated to complete these two-hour speaking recording tasks. This account reflects the changing nature of motivational propensity and UWTC to WTC as the following quotation demonstrates.

> It was our conversation class task. We were asked to speak on a topic for two hours by recording. First of all, I did not want to speak about the given topic and record my speech… [119:9]

The first part of this quotation indicates reluctance of the EFL teacher trainee to communicate in English while the second part is showing how her UWTC changed to WTC after she was motivated as a result of her experience with the target language.

> Then, I saw that it was actually a very useful and quite nice lesson. So, my enthusiasm increased… I tried to enrich my talk with examples and sometimes explain it with different words. And in later periods, I tried to do a little research on the subject and fill in the required recording period. [119:11/15/26]

As the second component in relation to the L2 motivational self-system (Dörnyei, 2005), the ideal L2 self refers to "the individual's own ideal aim that they want to achieve in connection with an L2; someone they would like to become. Therefore, it can be seen as the individuals' future-oriented vision as they see themselves as language users" in this study (Yildiz & Piniel, 2018, p. 80). In this respect, as seen in their sample statements, a role model, such as their teacher or the native/foreign interlocutors, usually shaped the vision of these Turkish EFL teacher trainees:

> I also wanted to be fluent in English like the actors and the actresses whenever I watched a movie in English. [41:7]

> Because there was a native speaker in front of me and he was the reason why I wanted to do the same profession. [84:7]

I even wanted to be a language student who used English well even when I was out of school. The reason behind my eagerness was the teacher. [104:11]

With respect to the students' indications, their WTC was boosted by the vision shaped in their mind as a result of their desire to be as good as the role model in front of them. However, one student pointed out the effects of the undesired role model on their vision after being shamed by the teacher due to the student's inability to answer a question in the classroom causing her UWTC as the following excerpt shows.

I will become a teacher in two years and when I remember those times, I understood what kind of teacher I will not be. [17:15]

In addition to the determinants above, the milieu, which refers to the social context including the family members, relatives and friends of the teacher trainees' or people around them in this current study, revealed another affective motivational propensity for both WTC and UWTC. If the social environment encouraged the participants' attempts to use English, it could generate an increasing impact on their willingness as illustrated in following quotations:

When my mother met with my English teacher and talked to me, my life had suddenly changed. My unwillingness turned into enthusiasm… You know how to feel when you are ready, and most importantly, you need a conscious person who foresights as it has happened to me. [56:4/1]

And my brother told me that I knew English and I could communicate with them. I really wanted to talk to them and I did. [60:7]

However, some incidents showed that these positive encouragements of the milieu could not be enough alone to actualise the student's communication in English due to their lack of self-confidence even though they were eager to talk in English, as the following quotations illustrate:

My brother and sister were with me and they were always trying to motivate me on this issue. But at that moment I did not trust myself, and I let myself down. [57:13]

In terms of the UWTC perspective, the insistent disposition of the milieu, including the participants' family members and school environment, can discourage the teacher trainees from using the target language. Some examples of the milieu-related accounts include the following:

> Whenever I go out with my parents, they always force me to communicate in touristic places. This is what I have been doing since I chose the language department. I have quite been alienated from communication. This was the moment when I wanted to communicate in English the least in the past. [89:10]

> I was too embarrassed to speak since the whole school had approached us with an attitude like "come on, you should be able to speak" towards our language department students, which included eight people. [100:18]

> My family asked me to speak English with the tourists there. I did not want to talk to the tourists but my family insisted on me speaking to them for about 5 minutes. [117:13]

> My family was constantly pressuring me to speak English with my neighbour because they knew that I liked English. This pressure was not bad. They were telling me to speak, just so I could practice English. But I never wanted to do it. [121:20]

Last but not least, demotivation (Dörnyei & Ryan, 2015) influences only UWTC in English whereas the other four motivational determinants elaborated above have impacts on both WTC and UWTC. In this respect, unwillingness of friends/teachers to talk in English in groups/lessons, negative attitudes of the language teacher or the interlocutor, the interlocutor's insufficient English knowledge/understanding and the Turkish friend-based context can be given as the instances that cause their demotivation and have a detrimental influence on their WTC even though they may be pre-disposed to use English at the beginning. Therefore, this type of decrease in motivation relevant to UWTC despite their higher level of motivation at the beginning was defined as demotivation. Some of the exemplified demotivational accounts are as follows:

> When I tried to speak, the instructor passed on and continued with those who succeeded in this subject. I lost my enthusiasm and I did not want to talk again. [123:21]

> I was the only one, who was holding his head and looking at the table. I felt like I had lost my wish to communicate in English [113:22]

I was again in Switzerland... She [an old lady who was asked for an address by the participant] said that if I wanted to communicate with her, I should speak with her in their mother tongue, German. Therefore, I needed to speak German. Apparently, she was a person who did not like tourists. I did not dare to talk to anyone for the rest of my visit there. [128:20]

5.3.2.2 Self-Perceived Proficiency in English of the Participants. Besides the motivational determinants above, self-perceived proficiency in English of the participants was another theme in the current qualitative data analysis. One of the aspects of this theme refers to what extent the participants perceive themselves proficient or competent in their linguistic and communicative abilities in English. Regarding the perceived proficiency in English aspect, the data put forward two different dispositions of the participants. One of them was if the students believed that their English language abilities were good enough, they were more willing to use it. However, some of them indicated that despite being aware of their insufficient English skills or lack of vocabulary knowledge, they were eager to communicate in English:

My grammar knowledge was enough, and since I learned English professionally thanks to my department, I didn't find the language difficult to understand during the meeting. [73:16]

I was the only one who has English knowledge among the participants from Turkey. I have provided communication between my group mates and the other participants for a week… So, I wanted to communicate not only for myself but also for my friends. For the first time, I was eager to use the knowledge and experience I learned in this regard. [75:5]

When foreign students came to know our school, I had a chance to talk to them… Since I have not spoken with someone whose mother tongue was different from mine before, I wanted to use this opportunity. In addition, the fact that the students in our school did not have very good English language level gave me this opportunity to talk to them in English. [97:10]

I realised that I was really using English very well at that moment and I was eager to use it. [116:8]

Mostly I understood the Poles. I was generally in their group when I was traveling. We were even making jokes in English! [72:15]

I was so eager to speak when I was in Romania. I did my best to speak despite my young age and insufficient English. [40:9]

Although we spent the whole week together, we could hardly communicate. Despite studying language in those years, my English was not very good for my age because I wasn't a great student. [70:6]

At that time, our school had a trainee teacher from the Czech Republic. Naturally she did not speak Turkish… We were trying to speak English as much as we could in the school and out of the school. Were we proficient enough? No. [109:8]

Even if we did not know the meanings of the words, we looked them up and forced ourselves to produce the sentences. [53:10]

However, the narratives also revealed UWTC due to learners' perceived lack of proficiency in English. In other words, if they did not perceive themselves capable of using English, the students seemed inhibited to talk even though they had a desire to communicate at the beginning in some cases. For instance:

However, my English level was not as it is now. It was so hard and I remember that I cried. Because I thought I would explain better if I used Turkish. I was so unwilling because I knew that my level would not be enough to tell some of the details. [15:18/21]

I realised that I couldn't express myself and thought my English wasn't good enough to communicate. [26:22]

I liked to listen to them speaking English and I wanted to utter a sentence similarly; however, I did not dare to speak since my English level was not so good. [37:4]

Foreign students came to our neighbour school for the Comenius Project. Everyone was very eager to talk to them, but our speaking skills were not enough. Some of my friends were very good at English. So, they could easily communicate with them. Then I wanted to talk, too. But I could not speak… [48:4]

The time I was least willing to communicate was during university preparatory school exam. I did not know what to expect… We would start the school soon, we were not fluent and our pronunciation was bad. [101:8/11]

In this respect, self-perceived proficiency reflects ambivalent features mentioned in WTC and UWTC aspects since lack of self-perceived proficiency does not always cause the reluctance of the teacher trainees to talk in English. In other words, with respect to the students'

indications, they can still feel willing to use English despite their lack of perceived language proficiency.

Additionally, the self-perceived proficiency in English of the participants theme also comprises the teacher trainees' difficulties with the grammar and vocabulary of the target language as other aspects relevant to only their UWTC. In this respect, if they had some difficulties with the language and finding the proper vocabulary while using the target language these could reduce their WTC in English, too, as illustrated by the following quotations:

> I didn't want to speak English when I was in secondary school because my level of English wasn't good. I was having difficulty in formulating sentences. [28:17]

> I wanted to use English at least in high school classes. Because I did not have enough grammar and practice, I did not know how to communicate. [34:13]

> Sometimes although I did have the knowledge on the subject, I could not express myself completely because of my lack of vocabulary. [119:25]

> In courses, I was reluctant to communicate in English with my teachers because I was quite afraid of making mistakes and not remembering words. [125:16]

> I wanted to say something but could not because of not choosing the proper words. [16:7]

> I knew the words, but I was having difficulty in making sentences. This was also making me reluctant to speak. I never wanted to talk in those lessons. [55:2]

5.3.2.3 Feelings. The third group of the codes was labelled feelings and consisted of positive and negative aspects for WTC and UWTC, respectively. In the qualitative data, it implies "references to any kind of emotions (with the exception of anxiety, which was treated separately" due to its different structure in my data) "either positive or negative that prompt or hinder their eagerness to talk in English in different contexts" (Yildiz & Piniel, 2018, p. 84). In this respect, the positive feelings aspect includes the teacher trainees' emotions, such as happiness, joy, pleasure or appreciation by others while using English. It seems from the

accounts, that if they have these positive feelings as a result of their performance in English, they would like to communicate in the target language much more:

> I did not want the conversation to end. I think that was the time I was most willing to communicate. [14:3]

> This helped everyone to enjoy the lesson even for my classmates who didn't like the lesson in the beginning, as it was fun and natural. We used to enjoy the lessons and also learned English. [28:12]

> I needed communication because it was important for me to make sense of it. The most important thing was that there was a lot of fun. [34:10]

> When our guests came, it was a pleasure to communicate in English with them. We were trying to do our best to speak in English. Because they were foreigners and it was very useful for us to speak in English with them. [53:8]

> I felt good and it also made me feel happy to see how I could use this language. [61:10]

> I was having so much fun that I did not want it to end. [74:6]

> If I need to mention the time when I was willing to speak most was the time when I felt good and had a good time with one of my friends. [90:4]

> And finally, when everyone looked at me with smiling eyes, I had happiness in my heart that said "I succeeded! I could speak! [92:9]

However, it is interesting to point out the changing nature of WTC in terms of positive feelings due to the effects of some external factors despite the participants' desire to communicate in English. In other words, although one of the participants enjoyed talking in English and had positive feelings, because of her study group members' negative impact since they were inclined to speak Turkish instead of English, her WTC changed to UWTC. For example:

> Our English teacher made a speech act in pairs. Normally I feel pleasure to talk in English in pairs. Because it seems to me more enjoyable and so, I am eager to chat with them… While I was making effort, my friend was not bothered to say a word. I felt like my effort was wasted and I was upset. Then, I did not want to force myself to talk because I could not get the response that I wish I could get. [69:10/15]

My classmates in the group are inclined to speak Turkish rather than English, therefore I had to speak English because I enjoyed talking but then it did put a pressure on me and put me off speaking in English. [25:2/13]

As the second aspect of the feelings theme, negative feelings are related to the teacher trainees' sadness, disappointment, being upset or unhappiness due to the compulsory or incorrect use of the target language or their unpleasant experiences with the interlocutors or their teachers. With respect to the language learners' narratives, these types of negative emotions caused their UWTC in English as the following agreement:

I felt so bad. At that moment, I did not want to say anything else. [2:20]

I did not want to be there at that time… Because I felt humiliated and belittled, the topic was not interesting, and because of the teacher's behaviour I did not want to communicate in English at all. [9:17/21]

[As a result of family pressure on the participant to talk in English with a foreigner] I felt weird and wanted it to be over. [46:15]

I felt embarrassed to talk to these people that day and I did not want to speak English for the first time. [19:12]

One day my teacher asked me about the rivers. The question was both in English and I didn't have the knowledge. I did not answer the question. This made me feel embarrassed and I lost my enthusiasm. [65:14]

However, these negative feelings could change to positive feelings as a result of participants' immersion in and experience with English or their success in using English over time. Relevant instances are as follows:

It was demoralising for me to not to be able to communicate in English. The things that I said and felt above was 7 years ago. Then it changed. I can now speak English fluently and this makes me happy. [41.8]

It was my second year of high school. I was ashamed to speak English… I began to say everything in my head, confidently. And finally, when everyone looked at me with smiling eyes, I had happiness in my heart that said "I succeeded! I could speak! " Life had taught me something else. I could do it if I tried very hard. [92:21]

It is worth pointing out that these negative feelings, such as being angry with themselves or sad could arise as a result of their unsuccessful experiences in using the target language

despite their high level of WTC at the beginning. As seen in the sample quotation below, I do not have enough information about whether the participant was feeling positive at the beginning of her communication or not. However, it will not be wrong to say that the participant was willing to communicate at the beginning of the conversation. Because of her unsuccessful effort to communicate in English, her eagerness changed to unwillingness to communicate after the occurrence of negative feelings, such as feeling angry with herself and sad. A relevant sample quotation is the following:

> What people expected of me was that I could express myself properly and understand them better. But I could not do it enough and this situation made me very sad. Although I had been learning English for many years, it has hurt me to be able to perceive and talk so little. This was the time when I had felt most willing to be able to speak English, and I was very angry with myself since I could not do enough… I have never forgotten this time how I felt sad and became reluctant to talk with them. [49:13/15/17]

In terms of the samples given above, it should be added that the nature of the feelings was not as simple as it was supposed. First of all, their positive and negative feelings about communication in English could stir up their WTC or UWTC. However, the changeable nature of the feelings impacted the students' WTC or UWTC. Secondly, even though some participants pointed out their high level of WTC in English as seen in the sample quotations above, they could feel uncomfortable at the end because of their unsuccessful communication experiences. Therefore, the occurrence of their negative feelings can cause their WTC to change to UWTC. Thus, this can be seen as another example for the changing nature of the WTC construct.

5.3.2.4 Interlocutor. The results also depicted interlocutor as the fourth determinant of WTC in English of the Turkish EFL teacher trainees including type and characteristics, English proficiency, perceived expectations and understanding of the interlocutor subcategories. In this respect, the interlocutor theme refers to a particular individual or a community that the participants communicate with or perform a speech in front of, such as a presentation.

As the first subgroup, type and characteristics of the interlocutor answers the questions "who is the interlocutor that the participant communicates with?" or "Is s/he native/non-native, Turkish/foreigner, friend/known or unknown person, of a similar age to or older than the participants? With respect to the qualitative data analysis results, most of the Turkish teacher trainees seemed more willing to communicate with native English speakers and foreigners rather than with Turkish people. The first reason was that teacher trainees thought it was an advantage/chance to practice what they learned with someone who did not know Turkish. Secondly, some of them indicated that native English speakers or foreigners were not as judgmental as Turkish interlocutors. However, some participants were eager to communicate with their Turkish friends and people, who know them, too. Additionally, some of them reported that it was not necessary to talk in English if it was a Turkish context:

It was much easier for me to talk to them [foreign students] because I knew they were my own age and student… I feel more comfortable while I speak to foreigners as compared to Turkish people because the foreigners do not have the ego to correct me. [32:4/22]

I am usually more willing to use English when I meet with a tourist or a foreign guest. The place, the time or the topics are not very important for me. The important thing is that the other person should be a foreigner and shouldn't know my mother tongue. So, I can improve my communication more by making mistakes. For me, the time I was most keen to communicate in English was when I saw foreign tourists. [122:/111]

I felt most willing to communicate in English at that time. Because there was a native speaker in front of me. [84:5]

But in my life, I never wanted to communicate in English as much as I wanted at the moment. This was mostly because the interlocutor was English. [85:07]

I am willing to speak with a native speaker and I am speaking better because I am willing to understand and I also learn from it. [127:12]

Last winter we spent almost all of our time together. I always wanted to spend my time and speak English with her [foreign friend of the participant]. [79:11]

I am willing to speak English if the other person is not Turkish. It is unnecessary to speak/write in English to someone who is Turkish. [24:1]

I think, talking to someone I do not know anything about does not scare me anymore… I am not comfortable when I speak English in the class. It is because of the fact that the students are Turkish and I know them. I am generally reluctant to speak in the class. [47:7/11]

I didn't realise how the time passed and I still had things to say. Moreover, I was comfortable with my friend [Turkish] whom I knew well and there was nobody else other than us. [51:6]

I also wanted to talk with someone, who knew me and could be fair to me on the points that I needed improvement. [120:11]

When we had a common language that we all can speak and understand each other we didn't feel like speaking English and it was kind of unnecessary. Also, because my friends were Turkish, I could explain myself better in Turkish than in English therefore I didn't really want to communicate in English. [22:16]

With respect to the students' responses, the interlocutor's proficiency subcategory, which refers to the interlocutor's level of ability in the target language, had increasing and decreasing effects on their WTC. On the one hand, some of them were willing to communicate with someone who had a higher level of English than the participants since it would contribute to the improvement of their language abilities. On the other hand, it could impact their WTC negatively since they could feel ashamed or lacking confidence when talking with a proficient person. Furthermore, as they reported, some preferred to talk with an interlocutor whose English was at a similar level to theirs. In addition, if the interlocutor's English skills were lower than the participant's, this could also boost the teacher trainees' UWTC, too. The following quotations illustrate these:

In a seminar I attended, the speaker was so fluent and sincere that those made me want to participate in the conversation. [8:2]

American friends were speaking English so good that I admired them. I wanted to take advantage of this situation. [121:5]

Their English level was really good and my father wanted me to keep asking "Where do they live?", "Where are they going?". I felt embarrassed to talk to these people that day and I did not want to speak English for the first time. [19:10]

I feel tense when I speak to a Turkish person whose English is proficient. [32:28]

Most of the students were speaking English the same of English like us. That's why our conversation was flowing. We were together for 5 days and the girls were staying in our dormitory. It was a chance for me to keep conversation going. [72:11]

If the person in front of me does not know English or somehow is against using English I hold myself back from speaking English. Because that person will not understand and want to understand so there is no need to have an unnecessary conversation. [13:6]

I felt too reluctant. It was not nice to be tested by people whose English level was lower than mine. [107:18]

Last but not least, if the interlocutor can understand what the participant means, this supports the flow of conversation between speakers. However, if the interlocutor's understanding is not good enough to follow the conversation, this can hinder the attendees' WTC. Therefore, as a result, the interlocutor's understanding can enhance their WTC or decrease it:

They understand what I mean and carry on speaking English. [27:5].

She wanted to buy tickets to Sakarya. But the woman did not understand me. It would have been even more difficult for me if she understood what I was saying and wanted to get the ticket. So, I did not want to talk to her. [124:17]

Most of the times they were not able to understand me because of the words I used or my accent… Thus, I started to not to communicate in English as much as possible. [5:7]

5.3.2.5 Teacher as an Interlocutor. The fifth determinant of Turkish EFL teacher trainees' WTC and UWTC, teacher as an interlocutor corresponds to the person who teaches the target language in a school or in a university environment and communicates with the students. It was considered as a separate theme since it had some different aspects, such as the teacher's attitude on WTC and the teaching strategy of the teacher that could not be included in the interlocutor component theme. In addition, the teacher component should be seen as non-negligible due to the aim of this study, which is based on revealing the reasons behind the prospective EFL teachers' WTC and UWTC.

To start with the first one, teacher's attitudes refers to the reactions and manners of the teachers including posture, facial expressions, body language, and feedback towards to their students during the teaching process. These encouraging or discouraging remarks seem to have vital impacts on their WTC in English. As a teacher, being friendly and patient, having positive manners to support the participants' desire to communicate in English can boost their WTC as seen in following quotations:

> I wanted to communicate in English the most during 2nd grade in high school. The most important reason was that I really liked my English teacher's attitudes. [17:4]

> Because s/he did not criticise me when I make mistakes. It was easy to see even from her/his facial expression. S/he had that uncriticising look in the eyes, which made me relaxed… The reason why I wanted to use English was that my teacher was making me feel relaxed and I was not being afraid of making mistakes. [20:3/9]

> I knew my friends and the teacher wouldn't judge me for that therefore I could answer the questions freely, make comments and I could add anecdotes from time to time. I should thank my teacher Paula Lidester for her contributions and also for making me enjoy the lesson and let me use English freely during the lessons. [25:4/6]

> I was feeling very lucky and happy to have such a teacher who was very friendly and eager to teach. I was looking forward to having English lessons and meeting with my teacher. [74:5]
> I had a teacher who was very experienced, who understood the feelings of her students and knew their needs and characteristics… The reason behind being so eager was that teacher. [104:3/12]

However, insulting, humiliating, judgemental and discouraging dispositions of the teachers can cause the students' reluctance to communicate in English. In other words, the more positive the teachers' attitudes are, the more the students are willing to use the target language in the classroom/school context. The following quotations can be given as instances from the participants' reports:

> Our teacher was really good actually but her/his attitude towards the students were firm, rude, and like joking. It was a disaster to make a mistake around her/him… However, if you do not answer s/he would come at you more harshly and make you look bad in front of the class… I never liked that teacher and never wanted to speak English at her/his class. [8:10/14/16]

The teacher left a comment on one of my essays saying "poor work". Things like that put me off learning English and I lost my enthusiasm. [31:14]

Sometimes the teacher had also effects on me. I did not understand when the teacher spoke very fast. Therefore, I was not willing to talk. [48:13]

At the end of each sentence, my teacher cut my presentation with her comments and I never wanted to talk in this lesson again. She should have at least waited for the end. [51:16/18]

Although I knew that I could use English very well in a course at the beginning of the semester at the university, I felt a great reluctance to communicate. Because my teacher had very bad attitude. [85:10]

Since I could not have the necessary support from my teacher, I could not be eager to speak. [92:18]

I wouldn't answer even if I knew the answer to the question and I didn't want to attend because of the teacher's aggressive attitude. He would shout at us over a small mistake and talked down to us and made us look small. [103:15]

The reason behind this behaviour was not the level of ignorance or difficulty of the question, or could I see it as a simple moment of laziness. This was a sign that a teacher had no connection with his students. [113:24]

The second subcategory of teacher as an interlocutor was teaching strategies. In this study, it is defined as the methods or the ways used by teachers in the classroom, which can have important influences on including their students in the teaching process and in enhancing their willingness to take part in lessons actively. As the students reported, if the teacher uses interesting and unusual teaching strategies rather than monotonous ones and provides an interactive learning environment for their students in the classroom, this pushes up their WTC in the target language. For example:

In fact, it was not because I liked my teacher but also her/his methods and techniques while instructing the course. Each lecture was perfect because they were out of routine. [17:6]

Especially one day our English teacher invited a native speaker to the classroom and asked us to communicate using the questions in the units we learned with him/her. I felt the most willing to use English at that… Following such method really helped the teacher to motivate their students. [83:11]

However, it will not be completely accurate to say that the teachers' teaching strategy will ensure the students' WTC. Using unusual or interactive teaching strategies, such as discussing interesting topics or playing some games in the class room, cannot be enough alone to raise the students' WTC due to the presence of the other determinants, such as their lack of self-confidence and language knowledge, self-perceived proficiency or high level of anxiety. In addition, unprepared and unorganised teachers can cause the reluctance of their students to communicate in English. Relevant instances can be seen below:

> Our teacher brought interesting topics every week… One day we decided to play Taboo in the class… I knew I could not say anything if I was in front of the white board… It was the time and environment that I never wanted to talk in. The fear of making mistakes and being mocked always kept me away from talking. [72:3/41]

> He had no plans and no programs. He used to come to classroom with some random materials and cluttered clothes. He filled his backpack with whatever he could possibly find, and he used whatever came out of the bag as a material during the lesson. He even took out some wrinkled clothes out of the bag... It has alienated me not only from communicating in English, but also from learning languages. [77:18/20]

> Our teacher forced us all to talk during this course… I think that teachers should find more creative materials in such lessons. Thus, students can be encouraged to talk. [83:1/21]

> Our teacher either brought a picture or a subject and wanted all of us to speak about it. I would not want to talk too much in the classroom environment since I did not feel in the safe and comfortable. [91:17]

> My desire to communicate in English was weak because the teachers could not make the lesson attractive. I loved English, but there was no need to communicate in English. I think that the reason for this reluctance was inadequate narration and ineffective communication environment and lack of method strategy. [104:21/26]

> Somehow, the teacher wrote a few questions to the board so that one-day we could talk about something else… The unsuccessful methods of teachers who think that students can or cannot speak only by writing things on the board create this reluctance. [113:19/25]

5.3.2.6 Self-efficacy beliefs. Besides the five antecedents mentioned above, self-efficacy beliefs manifested themselves as the sixth determinant of WTC and UWTC in English.

This label encompasses self-efficacy, vicarious experiences, and mastery experiences sources (cf. Bandura, 1986, 1997). According to Bandura (1997), the concern of perceived self-efficacy is not the person's actual skills/abilities. Rather it deals with the person's belief in being able to do things in different circumstances. Mastery experiences and vicarious experiences are two of the main sources of efficacy. In this respect, successful and failed experiences of the person help to develop a "resilient sense of efficacy" (p. 80). However, this does not mean that mastery experiences are the sole source of determining one's capability since modelling has a vital role in promoting a sense of personal efficacy, too. The positive and negative experiences of the individual's associates raise or lower personal self-efficacy.

In addition to the explanation of the structure of self-efficacy beliefs variable above, it should be indicated that the self-efficacy beliefs variable was distinguished from self-perceived proficiency and self-confidence in this current study. Before deciding the categorisations of these variables, the Turkish and English translations of the narratives were considered in detail. After scrutinising all relevant incidents and the Turkish equivalents that the students indicated their self-efficacy, self-confidence, and self-perceived proficiencies it was decided to code the emerging themes under separated categories. One of the reasons for that was revealed subgroups of self-efficacy belief variables where Bandura's classification was followed (1986, 1997). Secondly, in terms of the above-mentioned definition, it was kept in mind during these categorisations that self-efficacy was based on students' beliefs in their capacities to perform well in a communication situation. However, their self-confidence-based incidents reflected feelings of the Turkish EFL teacher trainees on how competent they feel when communicating in different contexts with different interlocutors. As defined in an earlier section, self-perceived proficiency is the students' perception of their language proficiency and competence. In the light of these explanations, it can be said that self-efficacy-relevant narratives were based on the students' beliefs in their language capacities including the impacts of their own and their peers' successful and unsuccessful experiences. However, while the self-confidence-related

ones were up to their feelings of language competence, the perceived self-proficiency determinant consisted of how students perceive themselves as proficient and competent and also their difficulties. Finally, it was decided to group under three main themes considering explained issues, their structures in both Turkish and English versions of the narratives and the pyramid model's corresponding variables.

In terms of the above, mastery experiences appeared only in the case of WTC whereas self-efficacy beliefs and vicarious experiences were reported in both WTC and UWTC narratives. In this respect, the teacher candidates' beliefs about their ability to be successful (self-efficacy), the participants' successful performances (mastery experiences) and the accomplishment of their friends or the interlocutor (positive vicarious experiences) enhance their eagerness to use the English language. It should also be noted here that the negative decreasing effects of the interlocutor's or their friends' accomplishments are defined as negative vicarious experiences. It is worth mentioning that the students' WTC was increased after observing their friends' successful use of the target language. However, most of them reported that despite their great enthusiasm they could not talk in English due to their negative self-efficacy beliefs because of their perceived lack of language ability. For instance:

> Self-efficacy
> I really wanted to communicate with them and at the end I succeeded at it. I think it was due to relying on my own emotions and beliefs in my capability to be able to manage it. [73:8]
>
> Even though I did not attend to any language school, I was able to communicate with foreigners. So, it was the same when I communicated with these people in this event. Because one of the most important things was to believe in my abilities and try to do my best to communicate with them. [5.12]
>
> Mastery experiences
> It was a good experiment for me to see what I could talk with someone that I did not know anything about. After that, I began to write what I wanted to write in every field of the internet. [113:27]
>
> Some of my friends were very good at English. So, they could easily communicate with them. Then I wanted to talk, too. But I could not speak English because I did not have the confidence in order to speak. [48:5]

Vicarious experiences
I guess my friends' level was better than mine or they spoke because they were more courageous than me. That day I wanted to be courageous and speak English confidently. [37:7]

I most wanted to speak English when my aunt, who has lived in England, came to Istanbul for a visit and when she spoke English with her children. I wanted to understand what they were saying and to be as fluent as them. [41:3]

Sometimes I cannot remember the words in English while talking and I get angry when I see people around me who can speak very well. I want to talk like them. [59:17]

…when I observed and listened to the other people, I realised it was a wrong idea. I was eager to talk after that… [123:7]

Furthermore, the candidates also added that their beliefs about not having proper language skills to communicate in English and the negative vicarious experiences of the participants after witnessing the high-level language abilities of their friends, teachers and the other interlocutors could be considered intimidating and lead to a decline in their WTC in English. Relevant examples can be seen in the following:

Self-efficacy
The least I wanted to talk was at the university because I did not believe I could talk to the teacher. [62:14]

I did not understand what he was talking about and I hesitated to ask my friend. [72:33]

I could not even figure out how to make a sentence. [100:15]

Negative vicarious experiences
Just as it was during the English lessons, my friends had more improved language skills since they met foreign book characters and games before me. I did not like to talk in class. [61:12]

Because knowing that there were friends who spoke well, it made me feel like our teacher would find it wrong and not like me. In short, I chose to be silent in front of everyone. [62:12]

Her [the teacher's] ability to speak proper English made me very reluctant to speak. Because I was not good at all, I was having problems with the grammar. [70:19]

The perfect speeches of my other friends made me reluctant to speak English. [76:14]

As they were fluent, I was even more silent. [92:17]

When I saw that I was bad compared to other friends, I never wanted to talk again. [94:17]

I did not want to talk. Because the people on the other side could speak better than me. [125:19]

5.3.2.7 Attitudes. The seventh determinant emerging from the data was labelled as attitudes involving three subcategories, which were participant's attitudes towards the English language and the interlocutor, interlocutors' attitudes towards participants and peers/classmates' attitudes. The attitudes determinant refers to any kind of positive or negative approaches, opinions, reactions or manners possessed by the people who have an actual role in the communication contexts, such as participants, interlocutors or peers/classmates. In this respect, the results showed the pivotal impact of the attitudes component on EFL teacher trainees' WTC and UWTC.

First of all, the themes indicated two aspects of the participants' attitudes towards the English language and the interlocutor. With respect to the results, there were direct samples that indicated their WTC due to their positive attitudes toward the English language and the interlocutor as exemplified below:

Obviously, I had a very good time, so at that moment I realized that English was indeed necessary, so learning this language would be my job in the future. [70:2]

I liked English very much and I tried hard. My teacher did not break our enthusiasm. [104:6]

I think I wanted to talk since I loved my friends. [35:9]

I liked my teacher so much; it [the student's WTC] might just be due to her. [74:3]

However, it also seemed that attitudes reflected a changing nature and complex structure in the results of the current study. Therefore, it can be said that the teacher trainees' willingness

to communicate in English was affected by other aspects of this variable, too. With respect to the students' statements, their attitudes towards the English language were shaped mostly by the effects of teachers in the classroom settings and of the teaching structure. In this respect, even though some of them were reluctant to communicate in English at the beginning, the participants' negative attitudes could disappear. Thus, they could be more eager to use the target language after improving:

> But the end of the year I overcame this situation [negative attitudes]. I overcame my reluctance to communicate in English. Yes, I still could not speak, but I was in a more positive attitude. I began not to find using the language strange. I just got rid of the idea that native speakers had the right to use the language. Everyone should have been able to produce thought in different languages. [111:23]

> [As a result of having positive mastery experiences with foreigners] Since then I have started to love English more and more and to use it more. [114:11]

However, students can have a negative attitude towards the target language, due to its changing nature and complex structure, and towards the interlocutor, which increases their UWTC. Furthermore, the negative behaviour of teachers or unattractive and artificial teaching environment can convert learners' positive attitudes into negative. As a result, their eagerness to use English can change to reluctance as illustrated in the sample quotations below:

> I felt least willing to communicate in English in my secondary school years because I didn't like English lessons and the teacher of the course [71:18/19]

> I never liked that teacher and never wanted to speak English at her/his class. [8:16]

> I was in high school when I was the least willing to communicate in English. We had a lady teacher. Actually, I loved English very much. But that specific teacher made me very nervous and unwilling to join in her class. [95:14]

> Although I liked English lessons, I developed a negative attitude towards English after that teacher. [103:19]

> My desire to communicate in English was weak because the teachers could not make the lesson attractive. I loved English, but there was no need to communicate in English. [104:22]

Moreover, the interlocutor's attitudes, as the second subcategory of the attitudes determinant can be depicted as any kind of encouraging and discouraging remark towards the participant comprising mentions of the interlocutor's facial expressions, feedback, body language, and posture. These negative and positive manners towards the participants can prompt reluctance or eagerness to use English in different circumstances. In other words, the interlocutors' supportive attitudes encourage the participants to communicate in English more, whereas the participant's willingness to use English can be hindered by the humiliating, insulting and inferior approaches of the interlocutor:

> The students' openness to communication, their sincerity, and their wish to speak were the main factors that increased my motivation to communicate. The students in the group were not looking down on us and their emotional messages and attitude, as if they were like us, encouraged us to communicate. [99:4]

> Because the tourists were friendly and welcoming with great understanding and enthusiasm when we wanted to chat with them apart from helping them with their needs. It was the moment that I most wanted to communicate in English. [126:8]

> While I was making effort, my friend would not be bothered to say a word. [69:12]

> When I was talking English to my roommates and they said "Hey speak Turkish, we do not understand you!" I decided not to speak a language they do not want to learn. [13:8]

The negative and positive attitudes of the audiences, such as peers and classmates, can also have intimidating or encouraging impacts on Turkish EFL teacher trainees' WTC while they talk to an interlocutor in front of them. In other words, if the participant feels comfortable, not judged and supported by the others around while talking to an interlocutor, they can be much more eager to talk in English. Embarrassing or judgemental attitudes of their peers and classmates can decrease the students' WTC with the interlocutor as the following excerpts show.

> I knew my friends and the teacher wouldn't judge me for that therefore I could answer the questions freely, make comments and I could add anecdotes time to time. [25:4]

Maybe I always used it wrong but due to the reaction from the teacher and the classmates, it made me hate English. After that I did not want to speak English during classes. [1:22]

I was excited to speak, as I said but when I asked this question everyone in the classroom laughed and I felt so bad. At that moment, I did not want to say anything else. [2:19]

The whole class started to laugh at me. I did not want to be there at that time. [9:16]

5.3.2.8 Anxiety. As the next determinant, anxiety constituted a theme on its own even though the negative feelings aspect of the feelings component along with their changing structure seemed similar superficially. However, in this current study, anxiety refers to "any kind of negative, unpleasant emotion linked to the participants' nervousness, frustration, worry or embarrassment related to target language use" (Yildiz & Piniel, 2018, p. 85) whereas negative feelings such as sadness, disappointment, upset or unhappiness are relevant to the participant's feelings. In addition to this structural difference between the two components, it can be said that while anxiety was revealed in any time during the communication process (specially at the beginning of the communication engagements), negative feelings seemed to appear at the end of communication as a result of unsuccessful communication attempts. Therefore, they were considered and grouped as two separated variables. With respect to the students' reports, there were three main cases where the students felt anxious in this study. First of all, when the students had a high level of anxiety, they were not willing to use English:

Whenever I talk to her/him, i.e., in class, in exam, daily, (etc.) I felt uneasy and that anxiety affected my usage of the language negatively and made me want to speak English the least. [3:14]

We would start the school soon, we were not fluent and our pronunciation was bad. Thus, I was anxious. Additionally, when the topic we discussed was not interesting, my unwillingness increased. [10:12]

One day our teacher made us sit in groups and after that one person in the group needed to talk about what we have discussed. I did not want to be that person at all because I was afraid of making mistakes while I am talking…
I was frozen at the moment; I wanted to say something but could not… [16:5]

I am least willing to communicate in English during school presentations. It is mandatory to speak English during presentations. However; in class, in front of my friends and teacher I feel nervous to speak English. I do not feel relaxed. [20:13]

We did a speaking session. I did not want to talk that day. Because I was afraid of making mistakes. [53:17]

On the day of the presentation, I did not want to get out of my chair since I was afraid of not being able to speak in front of the class and also scared of presenting… [57:22]

I am reluctant to talk in front of everyone, too and I feel like that my friends would make fun of me when I make mistakes or if I could not express myself correctly. That is why, I entered with anxiety and prejudice towards these courses. This caused negative influence on my activities during the class and sometimes I felt passive. [83:18]

I was overwhelmed. I could not speak and kept mixing the words. I was panicking. It was the worst English-speaking experience of my life. [108:19/23]

I really did not want to talk at the moment. I hesitated. I have never had such an anxiety before. [121:29]

Secondly, it is surprising to note that a sample of the narratives showed that although the student was anxious, she was willing to communicate in English with the foreign guest students, although with unsuccessful results. For example:

I never forget, when we head to the hotel to pick them up, because of my anxiety, I welcomed them with Turkish statements. At that time, I felt "What I should say, where? I wish I spoke more". [4:6]

The third circumstance of the anxiety theme was that the participants' anxiety to talk in English at the beginning in some cases decreased after getting used to the situation, seeing what they could do or on account of the friendly and relaxing atmosphere and interlocutor attitudes. In this sense, it can be said that anxiety demonstrates a changing nature from a high level to lack of anxiety considering external and internal influences in the communication process. Thus, Turkish teacher trainees could be more willing to communicate in English as a result of their reduced level of anxiety as illustrated in the sample instances below:

I was so excited at that time but she was so sincere so my excitement was gone and it was a pleasing conversation. [2:8]

At first, I felt embarrassed and nervous; however, in the afternoon I communicated with them happily and willingly. [40:5]

I was nervous at first. I had already set up the cues I would say in my head the night before. They [foreign students who came to Turkey for a project] were very friendly. They were all excited like us, too… It was a week when I wanted to communicate in English the most. At the same time, it was the time I felt the most self-reliant. [72:8]

To sum up, lack of perceived language ability, fear of making mistakes and being teased due to their insufficient speaking skills, presentation apprehension in front of others, the proficiency level of the interlocutor and an unknown environment were indicated as the main anxiety-related reasons of Turkish EFL teacher trainees' UWTC in the target language. However, it can be said that anxiety surprisingly displayed a changing nature, too.

5.3.2.9 Compulsory Communication in English. Compulsory communication in English arose as the next theme in learners' accounts. In the current study, it refers to the varied obligatory circumstances for using English for the Turkish attendees in classroom settings with their teacher, peers, or the foreign guest students or outside the classroom context in Turkey and abroad with foreigners. In terms of the students' accounts, compulsory communication in English can be considered as the mutual component of WTC and UWTC.

Regarding the WTC aspect, some participants indicated that when using English was compulsory in a communication environment, they were eager to use it in order to provide communication between the others in an international group or for their own sake. Being the only person who knew English in an obligatory speaking context, such as international project groups, having a foreign guest in the family, when they needed help in order to solve a problem or to obtain what they required abroad or when the interlocutor did not know Turkish were reported as some of these compulsory communication situations that raised their WTC:

The American bride of one of our neighbours came to Turkey. I was the only "language" person there, so I needed to communicate. [10:4]
We had to speak English to students from five different countries. None were native English speakers. But I feel very comfortable when I communicate with them. [35:3]

I had my cell phone stolen at a train station in the US. I had to talk in English. [15:15]

When we first arrived in Italy, we needed to find the hostel with two of my friends. I was the one who knew English the best. We had to ask the information desk… I was willing to talk in order to get what we needed. [65:5/7]

The team consisted of Ukrainian and Russian athletes. So we had to use English to communicate. This was the time when I wanted to communicate in English the most and when I needed it. [77:9]

I felt the most willing to use English at that. Because the interlocutor [native speaker who was invited by teacher to classroom] did not speak Turkish and I needed to use English to communicate with him/her. [83:8]

However, even if some obligatory aspects evoked their UWTC, they had to use the target language since they did not have the possibility of not speaking. Thus, it can be said that this obligatory nature was beneficial for the students because they had to use the language anyway. In other words, as the participants indicated, when they had to answer the questions of their teachers, to do presentations in the classroom, to make voice recordings for their seminars, to talk in English for their exams, or when they were obliged by their parents to prove their English, using English was inevitable for some of them despite their reluctance to use the language. For example:

I am least willing to communicate in English during school presentations. It is mandatory to speak English during presentations. [20:12]

I can say that I had to speak. I had to speak in her classes with or without my will because it was not possible to escape from her activities [7:3]

I answered the question forcefully. After that I did not want to communicate in class, especially with the teacher. [9:19]

My family wanted me to prove that I could speak English so with the pressure I felt, I showed them [to a German family] the way even though I didn't know if it was right. I felt weird and wanted it to be over. [46:14]

During the Advanced Speaking lesson this year, we were obliged to do two hours of audio recordings every week. But since this was an obligatory case, my eagerness to talk was shuttered. [52:10]

We had to talk for the final exam. It was 6-7 of us in the class and I had to do the talk. I had to choose a topic and reluctantly started to talk. [60:14]

This was the time when I wanted to communicate the least in English the. Because being forced always has a negative influence on me. [82:13]

We had a course called presentation skills in the second grade at university. We made 10-minute presentation on the subjects given us by the teacher. I never wanted to talk since I was forced to do the presentation. [97:14]

I am extremely reluctant to being voice recorded in English conversation class because we have to speak English for 2 hours and we have to talk about the questions that are given to us… But when we are forced to speak, my eagerness to speak is destroyed. [127:10/14]

Additionally, it is interesting to note that the ambivalence on language learners' WTC in English in terms of very similar situations appeared among the results. This means that a similar situation could cause WTC for one participant whereas the other one felt complete UWTC. Therefore, this can be seen as more evidence for the ambivalent nature of compulsory communication as it was displayed in the sample quotations:

There was no one else in the shop, who could speak English, so they wanted me to deal with them [who were foreigners that wanted to shop something]. Even though my English wasn't great, we somehow managed to communicate and they purchased what they wanted. I really felt like I could help them out. It was a great experience. [46:5]

There weren't enough sales advisors because it was the morning hour. A group of tourists walked in and the shop owner called me since he thought that I knew English. I would not even want to be there to talk to them. [64:14]

Meanwhile, another interesting point the data depicted was that one student believed he could reduce his speaking anxiety by putting himself in an obligatory English-speaking environment which he had never known. Thus, the more he was obliged to use the target language, the less he would be anxious and the more he would improve his language skills. In line with this idea, another trainee asserted that the teacher should force all his students to use English rather than just high-level-students as the following quotations demonstrate.

When I decided to go to the United States with the work and travel program, I saw it as a good opportunity to reduce or eliminate the "speaking anxiety" problem I had. I had

to force myself to use whatever the current knowledge of English was as I had no other choice as it was "compulsory". [73:3]

Only those who speak fluently in the class. The teacher likes these people and appreciates their conversation, but he is not interested in the rest of the class. I think that other students should be forced to talk as well. [123:17]

In conclusion, it can be said that compulsory communication with its ambivalent nature is a common variable among the findings for both WTC and UWTC.

5.3.2.10 Topic. The next precursor of Turkish EFL teacher trainees' WTC in English emerged from the data labelled as topic. The category of topic can be considered as a reference to the subject of communication in connection with being eager or reluctant to talk. The qualitative study results highlighted that if the trainees had enough knowledge about a given subject, if they liked the topic, or if they had the possibility to choose or to prepare the topics to talk about, they were more willing to take part in conversation. In this respect, the most common topics the trainees indicated were to talk about Turkey, films, daily issues, education, language learning and travelling, as demonstrated in following samples:

The reason why I was so excited and willing to speak English was that the topic was interesting to me. The fact that I had thoughts about the topic made me want to speak. [9:8]

I talked about a subject that I liked and was interested in. Since they found out that I was very keen on talking about cinema, we carried on chatting and discussing movies and that created an environment for us to be able to speak English. [26:11]

I mostly preferred talking about Turkey and about the education system… Since the topics were more interesting, I became more eager to talk. I used to talk about what I wanted to talk about, not using something that was imposed, but freely, using the patterns I wanted. [32:9/11/31]

I like the conversation about the daily events. [47:9]

One week the topic was related to education and learning language. As a language learner and future tutor, I had a lot of experience and ideas about it. If you have a lot of knowledge in one topic and you have a specific jargon of that topic in your language, it is easy to speak. I didn't realise how the time passed and I still had things to say. [51:3]

The topics we chose were based on daily life issues and they were more enjoyable to talk about. At that moment we were talking about which topic we wished to talk about and we got to know each other better. I could speak more freely because there was no topic restriction. I wanted to talk more as the time progressed and I realised that I have started to speak fluently after a point. To tell you the truth, I liked to use English in daily life rather than in the academic life. I was not so willing to speak English until now, I've actually never felt like this. [81:10/12]

The familiarity of the topic increased our desire to use English. [108:8]

Since the topic of conversation was mostly about introducing each other, I had a lot of desire to express myself. [118:8]

However, when the topic was not interesting, familiar or when they did not have enough knowledge about it or time to prepare for it, they remained more silent rather than willing to contribute to the communication process. Meanwhile, randomly given topics and academic issues were some of the undesired topics in which the students were the least willing to communicate:

I did not know what to expect. Some topics I was not familiar with and I did not want to talk about the things that came up… When the topic we discussed was not interesting, my unwillingness increased. [10:9/13]

I am unwilling to speak English about the topics which I am not interested in. [18:14]

We had to be active during the lessons. Sometimes I was reluctant to speak English when I did not like the topic. Because I could not find anything to talk about it when the topic was not interesting. [48:11/12]

Moreover, our teacher gave us a topic immediately, but I couldn't think of anything. Maybe I did not know the meaning of the words I had to use. If it was a subject that I was more familiar with and If I could select the words then I could speak easily. [53:18/20]

I did not have much trouble during the courses. However, when we talked about the daily issues individually, I was quite compelled. I guess this was because I was not familiar enough with the daily conversation language. [106:5]

I did not have much knowledge in some of the topics we needed to talk about. I did not want to get permission to speak in class in order not to give the wrong information… [119:19]

5.3.2.11 Context. In terms of the participants' accounts, context emerged as another theme in this study referring to the environment in which the teacher trainees preferred to or not to communicate in English. In this respect, some of the students felt more willing to talk in English if the context was natural, or if it had a more friendly, intimate, comfortable atmosphere. A few students reported that they were more eager to talk while doing a video recording for one of their seminars at home rather than in a classroom environment:

> I met a foreigner on the internet and I went to meet her. I was really excited that I was going to speak English. Because we already had a conversation, we were sort of friends and that's why it wasn't difficult to find something to talk about. It was a natural environment and she asked me to show her around in Istanbul. I managed to improve my English and became fluent. Our conversation was spontaneous and we created a natural environment. [28:8/14/23]

> It was in Germany when I wanted to talk to an old and sweet couple…It turned out to be an friendly conversation that made me willing to speak English. [30:14]

> I did not have to pay attention to specific things and the rules. The relaxed atmosphere made me feel more willing. [32:5]

> I can do it more easily in an environment where I feel comfortable speaking in general. [35:1]

> We need to record 2 hours of audio every week. It means speaking English for 2 hours without stopping. The teacher gives us different topics every week. Whether we use it or not, we talk about it on our own. I can speak very comfortably since it's not a classroom environment. [81:6]

> I talked comfortably with a friend I wanted to talk to in an environment that I was comfortable with and talking about things that I wanted to talk about. [94:5]

However, some accounts revealed that language learners were reluctant to use English when the context was new, discouraging or artificial. In addition, some of them might not be willing to give a speech in front of audiences, such as in front of the whole class. Furthermore, some students also reported their unwillingness to communicate in the Turkish environment as exemplified below:

I was missing high school and my friends. I could not warm up to the context. Maybe because I did not want to break out of the family we've established back in high school. [72:27]

I live in Turkey. It is a country where communication ratio in English is very low. I do not want and need to communicate in English in my daily life. [75:11]

I was reluctant to talk in front of everyone. [83:22]

I would never want to speak English in high school. Especially in front of the class. [92:13]

When I wanted to communicate, the atmosphere in the classroom was not encouraging. [102:7]

The times I least want to communicate in English is usually in artificial environments. I do not like situations where everyone gets together for a lesson. I am a person who loves to talk in general, but this sort of environment always pushes me away. Because there is no reality in the situation. [122:13/17]

It is surprising to note that the context component also reflected an ambivalent structure. With respect to the sample quotations below, both students indicated increasing and decreasing effects of the new environment on their WTC and UWTC, respectively. One of them adopted the new environment as a chance to use the English language whereas the other one was not satisfied with the new context to talk in the target language. However, it would not be absolutely true to say that the students could be willing or unwilling to communicate when faced with a new context abroad and in Turkey, respectively due to the limited number of samples. Therefore, this result cannot be generalised as it is just an example of the ambivalent nature of the context determinant. For example:

I didn't want to talk and communicate at first because both the environment and the course were fairly new to everyone [at the beginning of university]. [120:19]

I was very eager to use the language in these environments [in Spain for a project] where I got new friends and got to know about new cultures. [34:6]

5.3.2.12 English as a Lingua Franca. The theme English as a Lingua Franca (ELF) manifested itself as a reference to using English as the only communication tool in an

environment where people from different linguistic backgrounds (whose mother tongue is not Turkish or who do not speak Turkish) were present. In this respect, it should be highlighted that the theme emerged only in WTC-relevant narratives. Thus, some of the teacher trainees reported that they experienced willingness to use English in cases in which it was the only communication tool with foreigners abroad or in Turkey, mostly with foreign guest students and teachers. Meanwhile, it should be emphasised that ELF was differentiated from the compulsory communication theme since force was not involved. However, as seen above, the compulsory communication was prominent with its obligatory structure in both WTC and UWTC narratives:

> We used English as a common language to help each other [with Spanish students, who came to Turkey for the project]. [34:3]

> I spent a week together in Turkey and I hosted one student at my house. At that time, I had just started to speak and communicate in English. [35:7]
> We needed to use English in order to communicate with these students [foreign students came from abroad]. [36:4]

> In an environment created by people from a different country, we often refer to English seen as a global language. I usually like to communicate in English in such environments. [42:1]

> While I was an Erasmus student in France, I wanted to talk and chat with the other Erasmus students while I was cooking. This was the first time that I really needed to use English. [47:3]

> The pupils were all from different countries. We always spoke English when traveling with them. [53:5]

> I had Arabic, Tunisian and Egyptian friends in Romania. We were always speaking in English because the common language was English. [58:13]

> I had a chance to discover the city on my own. During this period, when I needed, I requested the help of the people by communicating with them in English. [71:10]

> I mostly needed to use English at that time. The hotel, where the project took place, included new people every day, like teachers who came for training seminars and the sport teams. [77:5]

We were negotiating in English as a common language with our customers from abroad. [96:23]

The only tool we had was the English language, so you find yourself speaking English whether you liked it or not. [102:13]

I wanted to take advantage of this situation. We spent three or four hours together [with his American friend]. We chatted together. At that moment I tried to use a lot of English so that I used this situation to my advantage. [121:8]

5.3.2.13 Self-Confidence. Besides the categories explained above, the self-confidence variable of this study was described as the students' reliance on themselves to communicate in the target language at a particular time. In this respect, as regards the pyramid model, state communicative self-competence in the model can be defined as the students' feelings of the "capacity to communicate effectively at a particular moment" (MacIntyre et al., 1998, p. 549). Therefore, these two can be assumed to be parallel variables concerning the current study and the pyramid model even though they do not have exactly the same structure. For instance, self-confidence in this study does not include state anxiety in its form in contrast to the pyramid model. In terms of the results of the current study, this variable seemed to have a complex structure due to its changing nature. First of all, some students directly stated that their willingness and unwillingness to communicate in English was due to their adequate level of competence or lack of self-confidence respectively as depicted below:

I had self-confidence and I felt comfortable. That's why I was eager to talk. [91:9]

It was a week when I wanted to communicate in English the most. Because at the same time, it was the time I had most self-confidence. [72:24]

The times I least wanted to speak English is, the lessons when I was not confident enough to explain the subject in English [24:8]

I was afraid and I was reluctant to speak English. In fact, one of the biggest reasons why I was reluctant was lack of self-confidence. [125:23]

The time when I felt least willing to communicate in English was during the exemption exam of the preparatory class in English teaching department of the university… The reasons of this feeling were stress, lack of knowledge and self-confidence. [30:11]

Increasing lack of self-confidence due to my abstinence in the first year and the perfect speeches of my other friends made me reluctant to speak English. [76:13]

However, some samples surprisingly reflected the changing nature of self-confidence from lack of self-confidence towards being confident. In this respect, when their self-confidence increased, at the end, their WTC levels were boosted, too. In other words, the more confident they become as a result of their experiences, the more eager they were to use English as the following quotations show:

I felt more relaxed and self-confident when I was talking to them because they did not pick up on my mistakes when I was talking… So, it made me more willing to talk in English with my friends. [38:5/9]

When I thought that I could speak with them comfortably, my self-confidence was increased… Now I am eager to speak in English and have no problem. [47:6]

I think as my English progressed, my confidence has increased, and I began to express myself more effectively. [101:8]

I had more confidence after I spoke. I was thinking about what to say before, now I just let it go. Thus, I became more willing to use English. [15:9]

I have sought the ways of self-improvement and I developed, too…. As a result, I can express myself very easily as a senior teacher candidate and communicate freely with strangers. Of course, this developed my self-confidence, too. Now I always want to talk and I feel better. [55:13]

In addition, the lack of self-confidence of the participants does not always mean that they will be UWTC in English at the beginning. They might be eager to communicate in English despite their insufficient self-confidence. Yet, the use of English could not occur or could not be certain at the end as sample cases suggest:

I wanted to talk, too. But I could not speak English because I did not have the confidence in order to speak. So, many of my friends were reluctant to speak just like me. [48:7]

I try to make them realise me. But because my confidence is so low, this endeavour gives no results. [115:4]

I could not communicate with them. I wanted to talk, but I could not because I was experiencing lack of self-confidence. [76:6]

In this respect, in terms of my results, I may say that lack of self-confidence may not always be a reason for the students' UWTC in a target language. However, it may be a reason for actual English use of Turkish EFL teacher trainees of this study despite their L2 WTC. In other words, even though they feel eagerness to communicate despite their lack of self-confidence, they may not actually manage to communicate in English.

5.3.2.14 Problems with Learning/Using English in Turkey. Problems with learning/using English in Turkey emerged as another theme that surprisingly could be linked to both WTC and UWTC. With respect to the students' accounts, excessive focus on linguistics and the grammar aspects of English rather than interactive enhancement of the four language skills (reading, writing, speaking, listening) during the foreign language teaching process or the exam-oriented education structure seemed to be some reasons for the participants not to be willing to communicate in English as depicted in the sample quotations:

> In 2014, the first year of the university, there was a course about oral communication skills. When I first attended this course, I felt very inadequate. Because I grew up in a grammar-based teaching program and did not focus on speaking skills. [55:5]

> We learned English in high school only as exam-oriented. My speaking, listening and writing skills did not improve much. [72:28]

> I had trouble communicating with the rest of the family [host family abroad]. English knowledge at that time, I mean, I didn't have enough practice. [82:5]

> I can say it was majority of the time that I felt the least willing to communicate in English in the past. Because I have always learned English through grammar since primary school. We did not have any listening or speaking activities. [93:8]

> I was very bad in classes like listening and speaking because I had always been in the theoretical test-oriented course in high school. [94:13]

> Since we always studied exam-oriented in high school, our enthusiasm for not being able to establish communication with the students who came from abroad decreased my motivation. I could not even figure out how to make a sentence. [100:11]

However, although some students were aware of these problems during their target language learning process or although some did not have any opportunity to use English, they wanted to make use of the situations when they had a chance to speak in English despite their limited perceived skills. For example:

> Sometimes I had a difficulty in expressing myself because I did not have the opportunity to meet and talk with so many native speakers before I met this couple and the student. But I wanted to talk and learn something while having conversation with them. It was a good experience for me to see how they use the language in their daily conversations. [119:14]

> We have learned from books for many years and we have never practiced with native speakers, and when we put words and phrases into practice, and when the people understand us, the incredible feelings occurred. Maybe, when there is a person who you don't want to talk to in Turkish, you want to chat like crazy just because you speak English with him. [127:7]

5.3.2.15 Participant. With respect to the results, the category participant including the participants' personality, mood, and age aspects appeared as another antecedent of WTC and UWTC in English for the Turkish EFL teacher trainees of the current study. Concerning the attendees' responses, some of them could not use the target language because of their shyness or personal characteristics that they defined as inhibiting issues for using English despite their WTC in English. However, some sought out opportunities to practice in the target language in order to learn/improve their skills due to their open personality characteristics:

> Since I was always open to learn foreign language, it was an inevitable advantage for me to find a place to use it. Sometimes I say I live in a place where I can only speak English. I was always eager to use it due to my personality. [32:12/15]

> Actually, I had enough English to ask them, but personally, I was very shy to talk to them. So, I could not talk to this family although I wanted it very much. [110:9]

> Sometimes I cannot remember the words in English while talking and I get angry when I see people around me who can speak very well. I want to talk like them, but I'm very shy. [59:18]

Furthermore, some indications showed that the students' current mood at the time of speaking, such as their tiredness, sleeplessness or feeling exhausted because of other seminars' homework or exams could have decreasing effects on their WTC:

> We had speaking class in the first year at university. The teacher asked us to talk about a topic, which I do not remember, in groups. Because I was tired and sleepy, I did not want to speak English at all. [21:14]

> Last week that we'd just gone past, I had to split the 2-hour audio record into hours. But the day I was going to finish within an hour, I felt exhausted both physically and mentally. Both the internship, the school, and the examination process are really tiring. That's why I wanted to leave the voice recording for that week. But I could not do anything because I had to do the homework, and I had to attend. It was the day that I was least willing to communicate, and I think it was probably because of the physical and mental exhaustion. [52:12/16]

> I was a work and travel student, and this was a very tiring process. Although communicating in English was not the issue, it was towards the end of the programme and I was also quite tired that I did not want to communicate in English one evening with our friends. [88:12]

Meanwhile, only one student gave an example of her least WTC case when she was at secondary school. As she mentioned, the reason for her reluctance might be due to her age as highlighted in the following quotation:

> I didn't want to speak English when I was in secondary school because my level of English wasn't good. I was having difficulty in making sentences. It was maybe because I was a child. [28:20]

5.3.2.16 Online WTC. In addition to the WTC and UWTC determinants explained above, online WTC refers to the cases where the participants preferred to use four English language skills which comprised WTC in reading, writing, speaking and listening. As they stated, in order to improve their language abilities and practice in the target language they used online social media tools, games, speaking applications or forums to read and write comments as illustrated above:

> I downloaded an app to talk to foreign teachers via webcam. I was so eager to practice. First ten minutes were free. I chose an English teacher and I was waiting for her/him to connect. [14:1]

I was more willing to meet foreign friends on the last years. I had many friends from the /internet, each from a different country. It felt so different to speak English with them because neither had they known my native language nor have I known their native language. [38:2]

I am specially using English to communicate with people in online games. I want to speak English in order to convey my knowledge to them. The games I play are based on conversation rather than communication with writing. [45:1]

I made a friend online via twitter during high school. We were talking daily. [91:8]

In high school, I talked to people from different countries on Facebook in order to improve my English and I was quite enthusiastic. [101:3]

After I got a membership, I started to read more in this section [in an English forum]. People from all over the world were evaluating certain developments using English. I remember wishing to join them. [113:6/14]

Last summer, I got a friend on Facebook to communicate in English and improve my English. [125:8]

In this respect, it can be said that online WTC can be considered as the only component that Turkish EFL teacher trainees specially mentioned their WTC in four skills (reading, writing, listening and speaking).

5.3.2.17 Culture. Last but not least, the desire to learn about new cultures and to introduce their own cultural features, which points to the culture determinant in this study, prompted the participants' eagerness to communicate in English with foreigners as stated below:

I wanted to communicate with the foreign students who came to our high school with AIESEC program. I wanted to ask them some questions about their culture and I felt like I wanted to give them some information about our culture. [31:4]

That week was the week I wanted to communicate in English the most. I wanted to speak to everyone and learn about their cultures. [36:7]

It was not just a necessity but a necessity for me to understand different culture. [82:8]

I wanted to communicate even more. And that day I spoke with my foreign friend for hours. Because I did not only gain practicality, but at the same time I had interacted culturally. [102:10]

In short, it was a great opportunity and enjoyable conversation since I was willing to talk with them as it was a great opportunity for me to learn their culture and improve myself. [128:13]

In this respect, it can be said that cultural differences, the features of other cultures or desire to introduce their own culture to the interlocutor can be motives to make the Turkish EFL teacher trainees of this study more willing to communicate in English.

5.3.3. Summary

In summary, the present qualitative data analysis revealed 17 themes including their subcategories as affective determinants of Turkish EFL teacher trainees' WTC and UWTC in English. With respect to the results' summary, most of the determinants or their relevant subcategories appeared to have both WTC and UWTC aspects as explained in detail above. In other words;

- all motivational propensities (motivation to use/learn/improve English, motivated learner behaviour, the ideal L2, and the milieu) of motivation except demotivation,
- perceived proficiency in English category of self-perceived proficiency in English of the participants,
- interlocutor,
- teacher as an interlocutor,
- self-efficacy and vicarious experiences subgroups of self-efficacy beliefs,
- all subgroups of attitudes (participants' attitudes towards English language and interlocutor, interlocutor's attitudes and peers/classmates' attitudes),
- anxiety,
- compulsory communication in English,

- topic,

- context,

- self-confidence,

- problems with learning/using English in Turkey,

- participant's personality category of participant determinants were mentioned in both WTC and UWTC-relevant narratives.

The students' accounts also revealed only WTC related influences, which were positive feelings of feelings, mastery experiences of self-efficacy beliefs, using ELF, online WTC, and culture. What is more, demotivation of motivation, difficulty with vocabulary and linguistic groups of self-perceived proficiency in English of the participants, negative feelings of feelings, participant's age and the mood of the participant were stated as only UWTC-relevant precursors in English.

Apart from this general explanation about emerging themes, it will be useful to summarise the complex and changing nature of Turkish EFL teacher trainees' L2 WTC by using table forms for the sake of this study to make a concrete final picture. Moreover, it is believed that this will be useful to pick up the vital points of the current study.

Table 9

Ambivalence Issue in the Emerging Themes

Ambivalence issues
1- Lack of self-perceived proficiency (self-perceived proficiency in English of the participants variable)
2- Turkish interlocutor (Interlocutor variable)
3- Interlocutor's high level of proficiency (Interlocutor variable)
4- Vicarious experiences (Self-efficacy beliefs variable)
5- Compulsory communication cases
6- New contexts

In addition to common variables in both WTC and UWTC narratives mentioned above, the results also indicated ambivalence in terms of some precursors. With respect to *Table 9*, these ambivalent issues that are some of the vital and original results of the current Turkish context-based qualitative study can be listed under six headings. For instance, lack of self-perceived proficiency aspect reflected an ambivalent structure since some participants were eager and the others were reluctant despite their lack of perceived language competencies. Moreover, Turkish interlocutor, interlocutor's high level of proficiency, vicarious experiences of self-efficacy beliefs, compulsory communication cases, and new contexts were stated as increasing determinants of some students' WTC while others reported decreasing effects of these aspects on their eagerness.

Table 10

Changing Natures of the Variables and the WTC Construct

Changing natures
1- Motivated learner behaviour (motivation variable)
2- Positive feelings (feelings variable)
3- Negative feelings (feelings variable)
4- Negative attitudes towards English and interlocutor (attitudes variable)
5- Decreasing of anxiety (anxiety variable)
6- Feeling more confident (self-confidence)

Last but not least, it is very surprising to note that I witnessed the changing nature of some determinants and the WTC construct by means of these variables seen in the *Table 10*. First of all, in terms of the motivated learner behaviour category of motivation determinant, the students' reluctance could turn to eagerness as a result of their motivated behaviour even if they did not want to talk in English earlier. For instance, after seeing how the recording was useful

to improve their skills (motivated learner behaviour), the participants' UWTC changed to WTC. However, there were limited quotations. Therefore, it needs further research.

Secondly, the participants had positive feelings in the communication process and they seemed to be eager to communicate in English. However, when their pairs insisted on communicating in Turkish rather than English, their WTC could change to UWTC because of this external influence even if they had positive feelings. In contrast, their negative feelings could disappear on account of their positive experience and success, which is again a sign of changing from negative feelings to positive feelings. However, it should be noted that there were no exact indications that referred to the change from UWTC to WTC in contrast to the example given in the positive feelings section. In other words, this change appeared only in terms of the variable rather than both the variable and the WTC construct. Therefore, only the changing nature of negative feelings to positive ones could be indicated.

In addition, as a result of the positive atmosphere, communication settings and interlocutors' strategies, students' negative attitudes changed to positive and their WTC increased by the means of this change. Finally, when their anxiety level declined on account of a more relaxed atmosphere while using English, and when they felt more confident about using English instead of lacking self-confidence after improving their language skills, then, their UWTC could change to WTC, too. Therefore, based on these six points about the changing nature of their WTC and UWTC and ambivalence on given precursors reflected the complex structure of this IDs variable, it should be more specifically investigated in further studies.

5.4 Discussion

The present study explored key antecedents of Turkish EFL teacher trainees' WTC and UWTC. Before evaluating the relationship of the intensive body of qualitative emerging themes with previous studies, a framework should be given so that the flow of the discussion section can be followed easily. In this respect, emerging themes of this study will be compared

primarily to the influences of MacIntyre et al.'s (1998) theoretical pyramid model since it has been the framework of this project. In addition, the mutual and diverse links of this study to others will be highlighted while reviewing previous literature, too.

5.4.1 Social, Individual and Affective Variables

First of all, if I start from the bottom towards the upper layers, intergroup climate seems to be the social context variable in Layer VI of the heuristic model. According to MacIntyre and his associates (1998), the societal context including structural characteristics, perceptual and affective correlates "refers to the intergroup climate in which interlocutor evolve" while engaging with L2 (p. 555). In other words, "[t]he intergroup climate is defined by the broad social context in which various language groups operate" (MacIntyre et al., 2007, p. 285). When this current study's emerging themes are compared with the base layer of the model, in contrast to the immersion context-based study of the researchers, Turkish EFL teacher trainees did not mention the intergroup climate variable in their narratives. The possible reason for this difference might be due to the fact that the pyramid model's variables were proposed as a result of research mostly based on the Canadian immersion school context whose aim is to raise bilingual Anglophone students, who have been taught exclusively in French as an L2. Therefore, the learners of the French language have been dealing with L2 on a daily basis due to the bilingual structure of the country and school education system. In this respect, despite its enduring structure, intergroup climate can be an inevitable influence on learners' WTC in the target language since they need to internalise this immersion community. However, this study is based on the EFL context in which the students have limited possibilities to use English as a foreign language or as a lingua franca in some cases.

In addition, the individual context of the same layer comprises the personality variable, which refers to the stable personal characteristics of the individual. These two mentioned above are considered as more stable influences that do not change easily and rather remain more

enduring across time and circumstances (MacIntyre et al., 1998). Meanwhile, MacIntyre and Charos' (1996) study points to the presence of the personality variable in the model by indicating its indirect effects through other components as explained in the literature review part. The participant variable of this study is in line with the model and other previous research, too (Aydın, 2017; Başöz & Erten, 2019; Cao, 2011). However, as explained above, the personality variable is a subcategory of the main participant determinant including two other subgroups: participant's mood and age in this study. In this respect, it should be noted that the personality variable is considered as an enduring and indirect determinant of WTC that is not easy to change with time in the pyramid model. However, regarding the participants' statements of this study, it seems to be a direct influence on their WTC or UWTC since it also comprises mood and age subgroups that can vary based on time.

In the next layer of the model, communicative competence is described as "L2 proficiency" which covers "the complexities of knowledge and skill required for communication" (MacIntyre et al., 1998, p. 554). However, researchers need more research on clarifying the difference between actual and perceived proficiency and their relationship to WTC. Current study findings are linked to the L2 proficiency variable of the model. However, in the emerging themes of this study, self-perceived proficiency in English of the participants component has three aspects that reflect students' self-perception of their English language knowledge and skills in the perceived proficiency in the English subcategory and their difficulties with vocabulary and linguistics. Indeed, this study has common findings with the heuristic model's L2 proficiency component that is called communicative competence, even though this variable is called as *self-perceived proficiency in English of the participants* in the present study. As mentioned in the literature review, communicative competence comprises multiple dimensions, such as linguistic, discourse, actional, sociocultural, and strategic competence rather than just the ability to speak in the target language. In this respect, even though the term is defined as L2 proficiency (Nagy, 2007: Pawlak et al., 2016), perceived

competence (MacIntyre et al., 2011), self-perceived communication competence (Başöz & Erten, 2019) or communicative competence (MacIntyre et al., 1998), it is without doubt one of the strongest precursors of L2 WTC in literature. Finally, it can be said that the self-perceived proficiency variable is the second of the most frequently mentioned variables of this qualitative study and refers to the students' perceptions about their competencies of linguistic and communicative abilities. It can be seen in a way as the correspondence of the communicative competence variable of the pyramid model. However, while this current study's self-perceived proficiency is defined as students' perceived proficiency rather than actual proficiency, the model's communicative competence needs further research in order to understand the cognitive links between its actual and perceived competence aspects.

The social situation variable addressed in Layer V of the pyramid model, which refers to the particular settings and situational variations in which communication occurs, is constituted mainly by "the participants, the setting, the purpose, the topic, and the channel of communication" parameters (MacIntyre et al., 1998, p. 553). In other words, all these five factors compose the framework of the social situation component. However, in the data analysis of this inquiry, participant, interlocutor, topic, context, compulsory communication, and using ELF are grouped as separate determinants similarly to previous studies (Başöz, 2018; Kang, 2005; Nagy, 2007)   because they have emerged as very important features mentioned several times by various participants.

First of all, the participant and interlocutor variables of this current study have subcategories as seen in *Table 8* above in terms of the students' statements. These were type and characteristics of the interlocutor (native/non-native, Turkish/foreigner, friend/known or unknown person and their age), interlocutor's proficiency and understanding, participant's personality (shyness or open personality, which are named as introvert and extrovert), mood (due to tiredness, sleeplessness or feeling exhausted), and age.

In addition, these subcategories are not common in two variables but are rather different from each other. However, the participant variable of the model involves "speakers' age, gender, and social class, as well as various aspects of the relationship between the participants: the power relationship between them, their level of intimacy, the extent of their shared knowledge, and the social distance between them" and "L2 proficiency level of the interlocutor relative to the speaker" in general for both interlocutor and participant (MacIntyre et al., 1998, p. 553). In other words, the participant variable of the social situation category includes both participant and interlocutor in one structure by considering these two as speakers. Nevertheless, despite their separated structure in the present study, the categories of participant and interlocutor show some common links to the heuristic model's social situation variable's framework factors as mentioned.

It is worth noting that this study's findings also have a separate variable: teacher as an interlocutor including the teacher's attitudes and teaching strategy subgroups. One of the reasons for distinguishing the teacher as an interlocutor from the interlocutor was the different structure of this component from the interlocutor variable. The next reason was specifically to indicate the importance of the influence of teacher-related determinants on the language learners' WTC in English since the teachers are role models in the teaching process.

There is specific research about teachers' effects on learners' L2 WTC that show to what extent teacher-related determinants affect the language learners' WTC. The findings here are congruent with Zarrinabadi (2014), who stated that teacher-related components, such as the teacher's waiting time for the student's answer, error correction methods, their support of their students during the learning process, and the teacher's decision on speaking topics were the main determinants of Iranian language learner's WTC in English. As a result, the more supportive the teachers' attitudes and strategies are, the more talkative and interactive their students will be.

Secondly, the topic and context variables can be assumed to correspond to two of the social situation factors which are the topic and the setting that "refers to the place and time of communication" (MacIntyre et al., 1998, p. 555). Finally, with respect to the pyramid model, the purpose factor of the social situation variable refers to "the goals or intentions of discourse, which direct the communication activities of participants" (p. 553). In terms of this definition, four main purpose categories of the model are highlighted: "persuade (or sell), transfer information, entertain (or edify), and reveal self" (p. 554). With respect to this definition, my compulsory communication in English in the cases, such as being the only person to provide communication in English with others, having to solve problems, revealing their language abilities in front of their parents or teachers, or the obligatory use of English during the classes and using ELF as a tool abroad or in Turkey to communicate remind me of the purpose factor of the social situation determinant, to transfer information to a receiver. However, due to the complex structure of these two antecedents, such as the ambivalence issue for the compulsory communication in the English determinant mentioned above and effects of using the EFL component only on WTC rather than both WTC and UWTC as similar to the preliminary studies of this inquiry (Yildiz & Piniel, 2018; Yildiz & Piniel, 2020), these determinants were categorised separately in the emerging themes of the current study.

Furthermore, the positive effect of well-known and interesting topics, familiar contexts, talkative personality of the participant and supportive approaches of the interlocutor were found to be in line with other studies, too (e.g., Başöz, 2018; Bektaş-Çetinkaya, 2005; Cao, 2011; Kang, 2005; Nagy, 2007: Pawlak & Mystkowska-Wiertelak, 2015: Yashima, 2020). In terms of the interlocutor's type, Turkish EFL teacher trainees prefer to communicate mostly with foreigners and foreign EFL teachers rather than Turkish acquaintances and friends to improve their language skills. These findings support results of previous studies that indicate Hungarian learners UWTC with Hungarians and Korean learners' insecurity while talking to Koreans (Kang, 2005; Nagy, 2007). However, as an ambivalence similar to MacIntyre and his

colleagues' study (2011), some of the Turkish EFL teacher trainees indicated their eagerness to communicate with their Turkish friends in pair work, too. Furthermore, in terms of the compulsory communication theme, while some students see these obligatory cases as a chance to communicate in English, some consider it as a negative influence on their WTC. Therefore, to the best of my knowledge, the ambivalent issue of this variable (compulsory communication in English) has not been highlighted yet even though some substantial similarities among the situations that increase or decrease the students' eagerness to communicate were found in the past (e.g., MacIntyre et al., 2011).

Furthermore, MacIntyre et al. (1998) indicate that further research on this model can elicit new alternative social situational variables as happened in the current study. This current Turkish context-specific study revealed problems with learning/using English in Turkey as a common influence for both WTC and UWTC structures. However, in the pilot study (Yildiz & Piniel, 2018), it seemed to be a component distinct to only the UWTC section. The reason for that might be the extended number of participants in this main study. The higher number of students might have revealed another perspective, too. This variable displays a problem relevant to the grammar-based and exam-oriented foreign language education system in Turkey that results in Turkish EFL teacher trainees having insufficient skills to communicate in English and also their limited chances to use English. In this respect, this finding is congruent with previous studies (Başöz, 2018; Nagy, 2007; Xei, 2011). As Nagy (2007) explains, providing more real-life opportunities to use the target foreign language, such as employing native teachers, finding ways for the students to spend time abroad, and encouraging students to have international friends can reduce these problems specific to countries in which students have limited opportunities to practice the foreign language. In other words, increased communication opportunities in the target language will boost WTC in L2 (MacIntyre & Charos, 1996) while these opportunities will help to reduce the problems.

The intergroup attitudes variable of layer V comprises integrativeness, which "is a construct related to adaptation to different cultural groups", fear of assimilation, which is the fear of losing one's "feeling of identification and involvement with the L1 community by acquiring a L2" (MacIntyre et al., 1998, p. 552), and motivation to learn the L2 as a "tension between a desire to approach the target language group and a sense of hesitation or fear of the implications of doing so" (MacIntyre et al., 2011, p. 83). However, the findings of this study highlight some differences based on the categorisation regarding these three aspects of intergroup attitudes. First of all, the attitudes component includes the participant's attitudes towards the English language and interlocutor, interlocutor's attitudes, and peers/classmates' attitude which all have an impact on the Turkish EFL teacher trainees' WTC and UWTC. It should be emphasised that the attitudes variable of the qualitative study externalises the changing nature and complex manner mentioned above in terms of the supportive, humiliating, insulting and inferior approaches of the interlocutor, peers or artificial classroom settings. If the students have positive attitudes towards English or the interlocutor, as similarly reported in previous research (Mystkowska-Wiertelak & Pawlak, 2017; Nagy, 2007) or if the interlocutor or their peers (as audiences) offer positive support, learners are more eager to communicate in English. The other way around, language learners seem reluctant to communicate in English at the beginning due to negative attitudes. In addition, even though they are willing to communicate in the target language at the beginning, it may shift to UWTC as a result of the negative attitudes of the interlocutor and peers during the learning process. In this respect, emphasising this changing nature distinguishes current findings from previous literature. In addition, Kang (2005) explains the presence of the attitudes variable in his results by linking it to the interlocutor's excitement and responsibility to pay attention and to be interested in what the students speak about. Another study indicates that positive attitudes on the part of foreigners towards the Turkish language boost their eagerness in communication that is congruent with my first subgroup of the attitudes variable (Polatcan, 2018).

5.4.2 Motivational Propensities

The motivation to use/learn/improve English variable is identified as a motivational propensity in the findings of the current study in addition to other motivational antecedents: motivated learner behaviour, the ideal L2 self, the milieu, demotivation, while the pyramid model only includes an overall motivation to learn L2 as an aspect of intergroup attitudes. It is worth indicating that current data analysis relevant to motivational outcomes followed the conceptualisations of the L2 motivational self-system (Dörnyei, 2005; Dörnyei & Ryan, 2015). With respect to the statements of the students, the more they are motivated to learn/use/improve their skills in the target language the more they are willing to communicate in it or less motivation causes less eagerness to communicate. Additionally, these motivational propensities also indicate a changing character from motivation to demotivation or from lack of motivation to greater motivation based on participants' positive/negative or pleasant/unpleasant experiences and successes/failures in engaging with English. These findings are consistent with some previous studies that indicate the vital impact of motivational influences on WTC in L2 and EFL. EFL learners' motivation towards English (Bektaş-Çetinkaya, 2005; Yashima, 2020) and their future vision relevant to English (Bektaş-Çetinkaya, 2005), the effects of the social environment comprising family and friends on the participants' WTC (MacIntyre et al., 2011), and being demotivated as a result of the interlocutors' feedback and attitudes (Başöz, 2018; Nagy, 2007) can be given as instances relevant to the motivational findings in the literature. However, it is important to note that the changing nature of motivational variables is missing in the pyramid model.

In this respect, there are three motivational propensities of the model in Layer IV. These are interpersonal motivation, intergroup motivation, and L2 self-confidence and they include affective, social and cognitive features. Two of them are interpersonal and intergroup motivation consisting of control and affiliation motives, namely "the affective and social aspects of the motivation to communicate" (MacIntyre et al., 1998, p. 551). The third one, L2

self-confidence, is the combination of the two variables, learners' "self-evaluation of L2 skills" as a cognitive aspect and language anxiety as an affective aspect (MacIntyre et al., 1998, p. 551). In other words, L2 self-confidence can be seen as a combination of "judgment of proficiency and feelings of apprehension" (MacIntyre et al., 1998, p. 551). Thus, the model defines L2 self-confidence as "overall belief in being able to communicate" instead of being situation-specific (MacIntyre et al., 1998, p. 551). Therefore, L2 self-confidence and state communicative self-confidence are two separated variables of motivational propensities and situated antecedents categories in the pyramid model, respectively. In other words, while L2 self-confidence of MacIntyre et al. (1998) can be assumed to cover the general evaluations of language competencies and anxiety, state communicative self-confidence includes state perceived self-competence and state anxiety aspects in its structure. In this respect, the self-confidence variable of this study is not an exact correspondence of the L2 self-confidence variable of the pyramid model due to their structural differences. However, the self-efficacy aspect of the self-efficacy belief determinant of this current study, which will be evaluated in the following section, evokes the L2 self-confidence variable of the heuristic model.

Moreover, the model does not distinguish anxiety from L2 self-confidence rather presents it as a part of the target language self-confidence. With respect to the model, if a learner's overall belief about communication in L2 is high, s/he will feel less anxious about using it. Thus, these two structures will create their L2 self-confidence. In addition, it is assumed by the researchers that this L2 self-confidence is determined with the help of the personality characteristics of the learners and their communicative competence in the target language that are placed on the bottom layers of the model.

However, the self-confidence variable appeared as a separate variable in my findings rather than a part of motivational propensities due to its complex nature. First of all, while some students indicated a direct effect of their self-confidence on their willingness to use English, some of them mentioned their lack of confidence changed towards being more confident during

the language learning process as a result of their experiences. Thus, this complex and changing nature of their self-confidence seemed to form their WTC in English. It is also worth mentioning that the current study's findings indicated that lack of self-confidence does not always mean that the learner will be reluctant to communicate in English. In contrast, they can be eager to use the target language despite their low level of confidence although they cannot use it at that time. In this respect, these findings are in line with Wen and Clément's results (2003) who differentiate between desire and WTC. According to the researchers, desire and willingness are separate structures and desire does not always ensure willingness to communicate. Moreover, the self-confidence variable of this current study is congruent with other studies, too. In this respect, Nagy (2007) states that positive and encouraging feedback from the interlocutor and teachers boost the learners' self-confidence and then they become more eager to communicate in L2. Furthermore, self-confidence was identified as one of the main determinants of L2 WTC (Bektaş-Çetinkaya, 2005; Cao, 2011) and lack of self-confidence seemed to reduce the students' WTC in the classroom context in other studies (Cao & Philp, 2006).

As explained above, the pyramid model's L2 self-confidence variable includes two subcategories which are called as "self-evaluation of L2 skills" and "anxiety". Self-evaluation of L2 skills is the cognitive component of the L2 self-confidence variable of the pyramid model, while anxiety is stated as its second and affective component. However, in my findings, anxiety was considered as a separate category as was the case in some previous studies. For instance, Aliakbari et al. (2016) tested anxiety and L2 self-confidence as separate variables in their study. In this respect, "any kind of negative, unpleasant emotion linked to the participants' nervousness, frustration, worry or embarrassment related to target language use" was labelled as anxiety as in the pilot study (Yildiz & Piniel, 2018, p. 85). In other words, anxiety was not a subcategory of L2 self-confidence in this current data analysis in contrast to the pyramid model. It is also interesting to note that as mentioned in the findings section, qualitative data analysis depicted anxiety and feelings including positive and negative aspects as different variables, too.

Regarding the feelings emerging theme of this study, positive feelings, such as happiness, joy, or pleasure or appreciation by others while using English seemed to prompt WTC. However, negative feelings, such as sadness, disappointment, being upset or unhappy were the ones that hindered WTC in English.

In terms of the previous research, Cao (2011) considers anxiety as a negative emotion while enjoyment and satisfaction are seen as positive emotions, similar to Khanjavy et al. (2017) who also places emotions such as anxiety and enjoyment in two different categories. In another study, fear of making mistakes, fear of being ridiculed and L2 anxiety were described as three different constructs under the affective factors variable, in which all three reduce learners' WTC in the classroom environment (Başöz & Erten, 2019).

With respect to the qualitative results, fear of making mistakes, lack of language ability in speaking, and being teased due to their insufficient speaking skills, presentation apprehension in front of others, proficiency level of the interlocutor and an unknown environment can be listed as the vital contributors to Turkish EFL teacher trainees' anxiety and their reluctance to use English. Moreover, compulsory or incorrect use of the target language, unpleasant experiences with interlocutors or teachers can be listed as stated reasons for negative feelings in the current findings. In this respect, anxiety and negative/positive feelings were depicted as being common with other studies (e.g., Başöz & Erten, 2019; Cao, 2011; Kang, 2005; Nagy, 2007) despite a difference in categorisations. For instance, the separation of my anxiety component from feelings is not only based on its different structure in terms of its emotional aspect. It also reflects a changing nature, too. Some students stated their reluctance to communicate in the target language due to their anxiety based on the reasons mentioned above. However, some of them surprisingly indicated that although they felt anxious, they were willing to communicate in the target language or after a while their anxiety was reduced since they got used or adapted to the situation. Therefore, it can be said that anxious learners may not always be reluctant to use the target language due to the changing nature of the anxiety component.

This was the evidence of the changes from negative feelings to positive ones or vice versa which were explored in the findings of this study. In this respect, although the pyramid model includes anxiety under L2 self-confidence and state anxiety under state communicative self-confidence components as substructures, the detailed changing nature of anxiety and feelings variables as situational antecedents are missing in the heuristic model.

5.4.3 Situational and Contextual Components

Layer III of the heuristic model demonstrates two situational antecedents of WTC; the desire to communicate with a specific person and state communicative self-confidence. Regarding state communicative self-confidence, researchers do not equate it with L2 self-confidence since communicative self-confidence was assumed to be a "momentary feeling of confidence" and "state perceived competence" including a lack of "state anxiety" rather than an "overall belief in being able to communicate" (MacIntyre et al., 1998, p. 549, 551) as mentioned earlier. In this respect, the self-confidence variable of this study corresponds both to the teacher trainees' situational and contextual reliance on themselves to use English within its changing nature rather than just their overall or situational beliefs about their target language use abilities. However, the pyramid model distinguished these two under L2 self-confidence and state communicative self-confidence. In this sense, Turkish participants' indicated beliefs on using English were framed as a self-efficacy beliefs theme (cf. Bandura, 1986) including self-efficacy, mastery experiences ("perception of own abilities based on successful/unsuccessful experiences") and vicarious experiences ("perception of own abilities compared/contrasted with perceived abilities of peers") sources (Yildiz & Piniel, 2018, p. 88). In other words, the model comprises overall beliefs and situational feelings under L2 self-confidence and state communicative self-confidence labels, respectively. However, this study preferred to distinguish self-efficacy beliefs, which are mostly based on beliefs and comparisons of the students' abilities with others or with the past and present, from the

changing structure of self-confidence consisting of overall and situational reliance on themselves to use the target language. Therefore, it can be said that the pyramid model's L2 self-confidences mostly evoke the self-efficacy beliefs variable of the current study, state communicative competence points out the self-confidence determinant. Although the model's and this study's variables did not exactly overlap, this was the best way to get a link between them in terms of the specific use of "overall beliefs" and "feelings of capacity" definitions in their definitions of the pyramid model (MacIntyre et al., 1998, p. 549, 551). With respect to the data analysis, teacher trainees' beliefs about their communication skills, positive and negative past experiences of their own and their peers seemed to impact their WTC in English. Although categorisation and identification of the themes were not the same as in previous studies, they reflected similar results in terms of the effects of beliefs, past experiences and the importance of peers' language skill in the L2 WTC (e.g., Başöz, 2018; Mystkowska-Wiertelak & Pawlak, 2017; Nagy, 2007; Peng, 2014).

The last predictor of WTC of the pyramid model is the desire to communicate with a specific person which is differentiated from readiness to communicate (WTC). In this respect, Wen and Clément (2003) make a distinction between desire and willingness by defining desire as "a deliberate choice or preference, while willingness emphasises the readiness to act" (p. 25). According to researchers, "having the desire to communicate does not necessarily imply a willingness to communicate" (Wen & Clément, 2003, p. 25). In my findings, traces of the desire to communicate with a specific person in the structure of some variables, such as self-confidence, proficiency or anxiety could be seen. For instance, with respect to participants' statements, there seemed to be some cases when the students wanted to take the opportunity to use English especially with foreigners despite their anxiety. However, while in some cases, due to a lack of self-confidence or language proficiency, they could not manage to communicate with others, at other times they could manage to convey their messages despite their insufficient skills. Therefore, I consider these situations as a changing part of the relevant variable in terms

of WTC and UWTC, such as interlocutor, self-confidence, anxiety, and teacher as an interlocutor rather than distinguishing them as a separated variable. In addition, the ambivalence in terms of the interlocutor (as a specific person) variable occurred in this study in a similar way to MacIntyre et al.'s study (2011) since some preferred to communicate in English mostly with foreigners while others were willing to use the target language with their Turkish friends.

In addition, the WTC online variable appeared as another determinant of teacher trainees' WTC in the current study that did not appear in the pyramid model. With respect to participant accounts, students' WTC was boosted while using online social media tools, games, speaking applications or forums in order to improve their skills. This result is congruent with Aydın's (2017) qualitative research findings. According to the researcher's analysis, learners think that extra-curricular activities, such as watching movies, having pen-pals, playing online games and reading English books to improve their language abilities should be placed in their learning process to enrich their efficacy of learning the target language.

Last but not least, the culture theme has also been included in some other studies. For instance, Yashima (2002) introduced international posture as "a context specific attitudinal construct" that comprises "attitudes towards the international community, an interest in an international vocation, and the tendency to approach and communicate with intercultural partners" (Yashima, 2012, p. 123). Even though the culture variable of this current study and Yashima's (2002) international posture variable seem to have differences, they both include a willingness to immerse oneself in another culture and know more about it by using the target language as a tool. Moreover, Cao and Philp (2006) stated that the cultural background of the learners is an important affective component for taking opportunities to communicate in the target language. Furthermore, Peng (2007b) affirmed that L2 learners' ebbs and flows of the target language are impinged upon not only by linguistic but also by cognitive and affective influences. The students should also have cultural readiness and awareness in terms of their

own and the target language cultures. In other words, the target language learning process should be enriched by co-curricular activities based on using multimedia technology to provide the cultural readiness of L2 learners. In this respect, it can be said that the culture variable of this study appears as one of the vital predictors of the trainees' WTC in line with previous literature.

5.5 Conclusion

In summary, the comparison of the results of the current study with MacIntyre et al.'s (1998) framework is displayed in *Table 11* below. With respect to the table, the first and second columns include the main variables and relevant subcategories (if there are any) of the pyramid model respectively. The corresponding main variables and their subcategorises of the current qualitative study are shown in the third and fourth columns. In this respect, the findings of Study 1 manifested most of the determinants of the model in the Turkish context. Personality, communicative competence, some of the social situation variables, intergroup attitudes, L2 self-confidence, motivational antecedents, and state communicative self-confidence are the ones where I have found links in the results of the current study. However, there are some important differences and new outcomes among them, too that need to be mentioned. For instance, the personality variable is assumed to be an enduring influence of L2 WTC in contrast to my findings that revealed some situational characteristics in terms of the mood and age subcategories. Moreover, the participant (refers to speakers including both participant and interlocutor), the setting, the topic, the purpose, and the channel of communication subcategories of the social situation variable indicate more enduring characteristics in the model. However, the corresponding variables of this study (participant, interlocutor, teacher as an interlocutor, context, topic, compulsory communication, using ELF, and problems with learning/using English in Turkey) were categorised separately due to their structure and they reflect more situational features. As another variation, my anxiety and motivation determinants

did not appear as subcategories in the body of L2 self-confidence and intergroup attitudes variables respectively in contrast to the model. On the contrary, they were categorised as the main determinants of EFL WTC within the changing natures of some of their subgroups. In addition, L2 self-confidence was evaluated as the self-efficacy beliefs variable in this study, while feelings, WTC online, and culture emerged as the new dynamic affective components of Turkish EFL teacher trainees' WTC.

Table 11

The Comparison of Current Emerging Themes with the Pyramid Model

Main Variables of Pyramid Model	Subcategories	Main variables of the current study	Subcategories
12- Personality		Participant	• Participant's personality • Mood* • Age*
11- Intergroup climate		Not appeared	
10- Communicative competence	• Linguistics • Discourse • Actional • Sociocultural • Strategic competences	Self-Perceived Proficiency in English of the participants	• Perceived proficiency in English • Difficulties with vocabulary* • Difficulties with linguistics*
9- Social situation	• Participant (speakers) • The setting • The topic • The purpose • The channel of communication	Participant	• Participant's personality • Mood* • Age*
		Interlocutor	• Type and characteristics of the interlocutor • Interlocutor' proficiency • Interlocutor's understanding
		Teacher as an interlocutor	• Teacher's attitudes • Teaching strategy of teacher
		Context	

		Topic	
		Compulsory communication	
		Using ELF**	
		Problems with learning/using English in Turkey	
8- Intergroup attitudes	• Integrativeness • Fear of assimilation • Motivation to learn the L2	Attitudes	• Participant's attitudes towards English language and interlocutor, • Interlocutor's attitudes, • Peers/classmates attitude
7- L2 self-confidence	• Self-evaluation of L2 skills • Language anxiety	Self-efficacy beliefs	• Self-efficacy • Vicarious experiences • Mastery experiences**
6- Intergroup motivation	• Control • Affiliation	Motivation	• Motivation to use/learn/improve English • Motivated learner behaviour • The ideal L2 self • The milieu • Demotivation*
5- Interpersonal motivation	• Control • Affiliation		
4- State communicative self-confidence	• State anxiety • State perceived competence	Self-confidence	
		Anxiety	
3- Desire to communicate with a specific person			
		Feeling	• Negative feelings*

			• Positive feelings**
		WTC online**	
		Culture **	

Note. * means that the component includes only UWTC aspect

  ** means that the component includes only WTC aspect

As seen from the *Table 11*, most of the components have an impact on both the WTC and UWTC of Turkish EFL teacher trainees. However, while culture, WTC online, positive feelings, mastery experience, and using ELF determinants seemed to have a link with only the WTC aspect, negative feelings, demotivation, participant's mood, age, difficulties with linguistics and vocabulary emerged as exclusively UWTC variables.

In conclusion, it is believed that some important points of the current qualitative study results should be highlighted in terms of the Turkish context as the last point. To the best of my knowledge, since this current qualitative study revealed the determinants of WTC in Turkish context most intensively, it deserves to be highlighted. With respect to the qualitative data analysis, motivational propensities, perceived proficiency in English of the learners, feelings, interlocutor, teacher as an interlocutor, self-efficacy beliefs, attitudes, anxiety and self-confidence seemed primarily important precursors of Turkish EFL teacher trainees' WTC in English. While some aspects of some of these variables reflected changing and complex natures, some showed ambivalent structures. In addition, all these and other variables showed very complex relationships with each other in the participants' indications. Thus, it was sometimes very difficult to draw sharp lines between some of them as they overlapped. Therefore, it is clear that these components that affect each other should be considered as a whole structure rather than thinking of them individually. In this respect, it is believed that many ways can be found to support the learners' WTC. For instance, increasing the students' motivation by enabling them to have successful learner behaviours and encouraging the support of the milieu, or interlocutors having positive, friendly attitudes towards the students rather than

humiliating them are helpful strategies. In addition, trying to help students to feel positive and competent, and making them believe in their language capabilities, or supporting them to improve their perceived proficiencies in the target language by using different and interesting teaching methods and trying to decrease their anxiety levels by providing a friendly and comfortable learning atmosphere are further examples.

Chapter 6: A quantitative study of Turkish EFL teacher trainees' WTC in English

6.1 Introduction

This chapter provides a detailed overview of a quantitative survey, implemented in the Autumn Semester of 2018 in Turkey. The current second empirical study was designed based on the qualitative research results described in Chapter 5. The qualitative study described in the previous chapter identified the characteristics of Turkish EFL teacher trainees' WTC and their antecedents. With respect to the results of Study 1, motivation, self-perceived proficiency in English of the participants, feelings, interlocutor, teacher as an interlocutor, self-efficacy beliefs, attitudes, anxiety, compulsory communication in English, topic, context, using ELF, self-confidence, problems with learning/using English in Turkey, participant, WTC online, and culture were revealed as the precursors of L2 WTC in the Turkish context.

In this respect, due to an insufficient number of mixed-method studies on WTC in the EFL context, this current dissertation study firstly aimed to describe the precursors and their relationships from the EFL teacher trainees' point of view in the Turkish context. The second aim was to triangulate the qualitative findings by developing an instrument and then to compare them with the pyramid model (MacIntyre et al., 1998). In the light of these purposes, the researcher preferred to design, validate, pilot and use an instrument, which was developed based on the Turkish EFL teacher trainees' self-reported real-life experiences in the qualitative inquiry rather than their predictive statements. In terms of this new instrument, the researcher could specify the determinants and their relationships in the Turkish context. Thus, it is believed that the findings and the structure of these studies will provide favourable directions for further research to devise a context-specific instrument for EFL teacher trainees in Turkey by drawing context-specific patterns since all cultures have their own characteristics. Secondly, the findings

of these two studies will provide detailed information for language teachers, experts and programme developers.

First of all, research questions related to the inquiry will be specified. After giving a detailed account of descriptions of the developmental process of the questionnaire and two pilot studies (think-aloud study and pilot study), the participants, instruments and data collection methods of the main study will be elaborated on, respectively. Subsequently, the data analysis procedures of the study will be presented in the final section of this chapter.

6.2 Development of the instrument to measure Turkish EFL teacher trainees' WTC

This section outlines the developmental process of the final questionnaire (FQ) that was used to collect the statistical data in Study 2. The initial step of this process was to revise and refine the qualitative study findings in terms of previous literature since they formed the quantitative instrument of the current study. In order to draw up the item pool, Dörnyei and his colleague's suggestions were followed: "[t]he best items are often the ones that sound as if they had been said by someone" (Dörnyei & Taguchi, 2010, p. 40).

In this respect, by making use of the qualitative emerging themes including 17 components that in some cases comprised subcategories (see *Table 8*), an item pool was drafted in the English language since it was the common language between the researcher and a senior researcher. Moreover, relevant questions about the changing nature of WTC and UWTC were also inserted in the item list. In this respect, according to Dörnyei's (2007) recommendations, the researcher tried to write a minimum of 4-5 items for each construct considering their subcategories in the results of the current qualitative findings. Thus, the first draft of the questionnaire encompassed 18 constructs including 83 items as seen in *Table 12*. After composing the first draft of the questionnaire, a senior researcher's evaluations were considered until the third step of the developmental process. A second senior researcher's suggestions were also asked in the third step. In the light of the three researchers' opinions, the constructs related

to the attitudes and changing nature of WTC and UWTC were eliminated from the questionnaire since they both had various aspects that would not be possible to evaluate in statistical ways.

Table 12

The Changes in the Number of Items

Number	Construct	Number of items in the first version	Number of items in the last version before the think aloud session
1	Motivation	7	7
2	Self-perceived proficiency in English	5	4
3	Feelings	5	5
4	Interlocutor	5	7
5	Teacher as int.	5	6
6	Self-efficacy	4	6
7	Attitudes	4	deleted
8	Anxiety	4	4
9	Compulsory	4	5
10	Topic	4	5
11	Context	5	6
12	Using ELF	5	5
13	WTC/UWTC	4	deleted
14	Self-confidence	4	8
15	Problems	4	5
16	Participant	4	4
17	WTC online	5	5
18	Culture	5	4
	Total number of items	**83**	**86**

Moreover, necessary modifications in terms of wording, style, and context issues were made. Therefore, the number of each construct could not remain the same as changes were

made and items were added based on the second and third experts' recommendations and based on the pilot studies. Thus, the final version of the questionnaire before piloting it in a think-aloud session involved 16 constructs with 86 items. The relevant changes on the numbers of the items can be seen in *Table 12*.

Once I got the last draft of the questionnaire, I translated it to Turkish in order to conduct it in the Turkish EFL teacher trainees' mother tongue. In the following step, it was translated back into English by a Turkish-English bilingual senior. The original and translated versions were compared by the researcher and a senior researcher, too. The reason for the translation was to increase "the quality of the obtained data" since the participants would feel more comfortable to complete it in their mother tongue (Dörnyei & Taguchi, 2010, p. 49). In addition, the back translation allowed the researcher to see that the meaning of the item was conveyed appropriately and nothing was lost in the translations. At the end of the back-translation process, the first pilot questionnaire (PQ1) was designed.

Regarding the structure of the questionnaire, the first part of the questionnaire involved an introductory paragraph about the current research and the anonymity of the participants' responses and a few background questions relevant to participant's age, gender, major, working year, native language, studying year of English and whether they had been abroad or not (see Appendix C for the first draft of the PQ 1).

The second part of the questionnaire started with a sample item showing how to fill in the questionnaire for those who would fill a questionnaire in for the first time. Following this sample item, all the main items, which were coloured in different colours, were mixed in the main body of the questionnaire. It was decided to measure all these items with a 5-point Likert Scale (1=strongly disagree; 5=strongly agree). At the end of the questionnaire a sentence thanking the participants for their contributions to the current questionnaire was also included. It is worth noting that when formatting the questionnaire in terms of the main parts, length, layout, and item sequence, Dörnyei's (2007) steps were considered. All this process took place

from March to June 2018. Finally, when the first draft of PQ1 was ready, the items of the questionnaire were printed for the think-aloud study.

6.3 The think-aloud study

The think-aloud sessions of this quantitative study were conducted to see how the participants would comprehend and interpret the items of the questionnaire and to what extent it would contribute to the aim of this inquiry. Therefore, two Turkish EFL teacher trainees majoring in English language teaching in their final year at a state university in a large Turkish city were chosen for the initial piloting with the help of the researcher's colleague, who worked at one of the universities in which the main quantitative study was conducted.

6.3.1 Participants

The participants of this investigation, who were selected by the convenience sampling method (Dörnyei, 2007), had similar characteristics to the main target sample. The two participants were assured of the anonymity of their responses. Therefore, they were given the pseudonyms Sara and Attila during the evaluation of the findings of the PQ1.

Table 13

Characteristics of the Participants in the Think-aloud study

Participant	Gender	Age	Major	Mother Tongue	Experience abroad
Sara	Female	23	EFL teaching	Turkish	No
Attila	Male	24	EFL teaching	Turkish	Yes, in Poland

As indicated by the students seen in *Table 13*, the two participants were last year (4th year) Turkish native speakers who had been studying EFL for approximately 12-13 years. While Sara had never been abroad, Attila had been abroad for one week.

6.3.2 Procedures

Concerning the first pilot study, the think-aloud sessions of the quantitative inquiry were conducted with participants on the 4th and 5th of July in 2018 by using a "one-to-one administration" method (Dörnyei & Taguchi, 2010, p. 67). At the beginning of the piloting, the students were informed about the process, aims and structure of the think-aloud session. In order not to disturb the students' concentration during their engagement with the questionnaire, their speeches were recorded with their permission. Meanwhile, Sara and Attila verbalised their thoughts in Turkish and their sessions took 44 and 35 minutes, respectively. At the end, both of them were thanked for their contributions.

6.3.3 Findings and changes the PQ1

After gathering data from the two think-aloud sessions, problematic issues and shortcomings regarding the structure, item translation, wording and content were determined by listening to them a few times. As a result, the answers of the participants relevant to these parts were transcribed and translated to English. In the next step, the results of these think-aloud sessions were discussed with a senior researcher. In this respect, some changes and additions were made in the questionnaire after comparing the students' responses with the qualitative data obtained in Study 1. These points will be presented in detail according to the constructs of the questionnaire.

First of all, some items of the Feelings and WTC construct revealed context-based problems since there was no a specific context given in the item structure. For instance: item 3 indicated more general pleasure while using the English language. However, when one of the participants read the item (I find pleasure in communicating in English), he asked a question about context as seen in the relevant answer:

> Where? The place in which I communicate in English is important for me. I am not willing to communicate in English in every context. I strongly agree with this item but

sometimes it can be a problem for me since I live in Turkey. So, is it in class or outside the class? (Attila, item 3)

As a result of this comment, the Feelings and WTC construct was revised and three items were decided on to distinguish two different contexts indicating in class and outside the class aspects (see Appendix D which is the list version of the questionnaire in terms of the constructs). Therefore, three new items including outside aspects were created in this construct in contrast to in class context in items 3, 35, and 51. In addition, item 66 of the Feelings and WTC construct (I usually feel strange while communicating in English) gave rise to the question regarding the interlocutor as illustrated below:

With whom? With Turkish people, yes, I feel strange. So, I can give 4 to this question. (Attila, item 66)

In terms of the qualitative findings, the participants did not mention a specific interlocutor in their feelings-related comments. Therefore, it was preferred to add the word "generally" in the item as a solution to this problem.

The second construct, Interlocutor and WTC had two points to be sorted out in terms of the interlocutor issue. First of all, the "people" expression in item 20 (I am willing to communicate in English with people I know) was perceived as unclear. The students asked whether these people were Turkish or foreigners as indicated in the sample quotations:

What is your intention by "people I know"? Are they Turkish people or do you mean in general? For example: I am willing to communicate with foreign people I know. But I am not willing to communicate with Turkish people I know. (Sara, item 20)

If the people I know are foreigners yes, I am willing to communicate in English. So, I will agree with this statement. We normally do not speak English with Turkish people. (Attila, item 20)

After checking the findings of qualitative study, it was realised that it appeared in the classroom. Therefore, the item was modified as "I am willing to communicate in English with Turkish people I know." Meanwhile, item 52 reflected similar results, too (I am willing to communicate in English with my friends.). However, item 52 was duplicated by adding

"Turkish" and "foreign" since both of them were mentioned in the qualitative data findings.

Sample quotations of PQ1 are as following:

> Are my friends Turkish or foreigners? If they are Turkish, I am not eager very much. But if they are foreigners, I am willing to communicate in English. (Sara, item 52)

> Are these friends foreigners or Turkish? (Attila, item 20)

As for the Teacher as an interlocutor and WTC scale (items 68 and 79), some modifications were considered necessary since the interlocutor issue appeared again. Both participants asked whether I meant their Turkish or foreigner teachers in item 68 (Item 68 - I am willing to communicate in English with my teachers in class.)

> It is up to which teacher I am communicating with. Are they foreigners or Turkish? For instance: I do like communicating with Amanda who is native speaker. (Attila, item 68)

> It depends on who the teacher is and my feelings towards this teacher. So, I will say neither agree nor disagree. (Sara, item 68)

Finally, item 68 and 79 were distinguished in terms of in class and outside the class aspects. Therefore, two additional items were written on this issue that indicated Turkish EFL teachers and foreign teachers including in and outside the class aspects separately.

Moreover, item 55 of the Anxiety and WTC scale underwent a small modification due to the expression "others". (Item 55- I am unwilling to use English because I feel tense talking in front of others (an audience)). The students wanted to know who the others were. Therefore, I preferred to give a small explanation for this expression in general in a parenthesis as seen in the modified version. The relevant evaluations of the participants can be seen below:

> Since I do not know who the others are, I will tell neither agree nor disagree with this item. (Sara, item 55)
> It is up to who the others are. Is it a general or a specific person who I know or don't know? (Attila, item 55)

A further problem was relevant to the Topic and WTC scale in that item 41 and 57 did not include separated contexts as in class and outside the class. (Item 41- Whatever topic it is, I do my best to take part in the discussion in English.) (Item 57- I like communicating in English

about issues of everyday life.) When Attila asked the questions seen below, the researcher

revised the other questions, too.

> Where? Is it in class? If yes, I am willing to communicate in class. Because I do not
> have any possibility outside the class." (for item 41)
> Where? Is it abroad? If yes, I will strongly agree with this item. (for item 57)

> Thus, item 41 and 57 were adjusted as:

> Whatever topic it is in class, I do my best to take part in the discussion in English.
> (item 41)

> I like communicating in English about issues of everyday life in class. (item 57**)**

> Whatever topic it is, I do my best to take part in the discussion in English outside the
> class. (new item)

> I like communicating in English about issues of everyday life outside the class.
> (new item)

Another issue was related to the wording and translation of item 10 of the Context and

WTC scale. The "context" expression of item 10 was translated into Turkish as "içerik" that

caused some confusion as seen in the following samples:

> What do you mean by "içerik"? (Attila, item 10)

> I was stuck around the word "içerik" (context). What does it mean? In my opinion, there
> is a problem in this item. What about saying it as "in an environment in which Turkish
> language is spoken"? I know it can be understood in English as context but this
> translated word cannot be understood very well. (Sara, item 10)

> In the light of the students' statements, the word context was replaced with environment.

Then the new item was translated again in terms of this modification.

A further vital observation regarding the Self-confidence and WTC construct was about

the precise meaning of the "outside the class" context. Attila asked whether the case in item 28

meant that it was outside the class abroad or outside the class in Turkey. (Item 28- I am willing

to communicate in English outside the class because while using it I feel confident.) His answer

for the question was the following:

> What do you mean by outside the class? Is it in Turkey, in a conference or abroad? I am
> going to give different answers to these. If I am outside the class in Turkey, I am not

willing to communicate in English. If I am abroad, I will be eager to use English. (Attila, item 28)

As a result of Attila's comment, the item was modified as "outside the class in Turkey". In addition, since item 82 was the reverse version of item 28 (Item 82- I am not willing to communicate in English outside the class because while using English I do not feel confident.), the "in Turkey" expression was also inserted into this item. Furthermore, a new item was created to measure the students' WTC abroad, too, since they always mentioned their eagerness to communicate in English abroad. (I am willing to communicate in English abroad because while using English I feel confident. (new item)

In addition to the Self-confidence and WTC construct, Sara explained her thoughts about items 85 and 86 as:

I am not willing to give presentations in front of the classroom because I don't feel confident. (Item 85)

I am willing to give presentations in front of the classroom because I feel confident. (Item 86)

I may not be willing to give presentation. But this is not relevant to my self-confidence. Because since I will be prepared in advance for the presentation, I will have a self-confidence. But I may not have an eagerness to present. (Sara, item 85)

Here again my self-confidence does not affect my eagerness to give presentation. I do not become willing to give presentation in front of class because I feel confident. Or in contrast, I don't become unwilling to give presentation because I don't trust myself. (Sara, item, 86)

Therefore, in terms of the senior researcher's suggestions, I deleted one of the items and the second part of it after "because". Thus, the new item was:

I am not willing to give presentations in front of the classroom. (new version of the item 85)

A further issue relevant to translation occurred in item 73 of the ELF and WTC scale (I am willing to use English to keep in touch with other non-native speakers.). The expression "keep in touch" had been translated as "iletişimi kaybetmemek" which made it difficult for the

participants to understand the meaning of the question very well due to the negative form of the verb in Turkish. Therefore, this verb was adjusted to a positive form as "iletişimi sürdürmek". Sara's suggestion can be seen in her quotation:

> What about writing this verb in Turkish as "iletişimi sürdürmek" rather than "iletişimi kaybetmemek"? Because I could not understand it very well when I read it as the first time since this verb made the meaning more confusing. (Sara, item 73)

6.3.4 Conclusion

The think-aloud study was implemented to pilot the newly developed questionnaire with two last grade EFL teacher trainees who were similar to the sample. With the help of PQ1, it was observed to what extent the interpretations of the teacher trainees fit with the aim of the study and whether they could perceive the meanings of the items in the same way the researcher proposed. In the light of the results of PQ1, four problematic issues were defined in eight constructs. These problems were relevant to context, interlocutor, translation issues and re-modification of the items. Therefore, required adjustments will be summarised under four headings as seen in following:

1. Context issues revealed in

   - Feelings and WTC scale (items 3, 35 and 51),

   - Topic and WTC scale (items 41 and 57), and

   - Self-confidence and WTC scale (items 28 and 82).

As a solution for this issue in related constructs, the "in class" expression was inserted into items 3, 35, 51, 41, and 57 and another five identical items were written with "outside the class" contexts **(**see Appendix D List of items**).** In addition, although items 28 and 82 of self-confidence and WTC scale included outside the class aspects, they did not indicate whether the case was about outside the class in Turkey or abroad. This is because these items involved the "in Turkey" expression and another new item was written with the context of abroad.

2. Interlocutor issue appeared in

   - Feelings and WTC scale (item 66),

- Interlocutor and WTC scale (items 20 and 52),

- Teacher as an Interlocutor and WTC scale (items 68 and 69), and

- Anxiety and WTC scale (item 55),

Regarding the interlocutor issue in related items, since there was no discrimination regarding the interlocutor in the statements of the students of the qualitative data, item 66 included the word "generally" as a solution. In terms of qualitative findings, while the word "Turkish" was added to item 20, item 52 of the Interlocutor and WTC scale was complemented by the words "Turkish" and "foreign". Furthermore, items 68 and 69 involved "Turkish" teacher and the same items were rewritten to include "foreign" teachers. Last but not least, item 55 of the Anxiety and WTC scale was supported by the word "audience" in a parenthesis.

3. The translation issue regarding

- Context and WTC scale (item 10) and

- ELF and WTC scale (item 73)

In this respect, while "context" in item 10 was replaced with "environment", "keep in touch" in item 73 was retranslated to a different Turkish verb.

4. Re-modification of the items of the Self-confidence and WTC scale (items 85 and 86):

Since the participants thought their eagerness and reluctance to do presentations in English were not dependent on their self-confidence, items 85 and 86 were rewritten in one item without the second part of the sentence that started with "because".

In summary, in terms of the two participants' answers, three items for the Feelings and WTC scale, one item for the Interlocutor and WTC scale, two items for the Teacher as an Interlocutor and WTC scale, and two items for the Topic and WTC scale, and one item for the Self-confidence and WTC scale were added, one of the two items of the Self-confidence and WTC scale was deleted, and some other modifications relevant to translation and wording issues were also made. The second pilot questionnaire (PQ2) was designed in terms of these changes. Altogether, it was constructed with 94 items as seen in *Table 14*.

Table 14

The Scales and Item Numbers of PQ2

Number	Scales	Item	Total number
1	Motivation related to WTC	1, 17, 33, 49, 65, 77, 83n	7
2	Self-perceived proficiency in English enhancing WTC	2, 18, 34, 50n	4
3	Feelings and WTC	3, 19, 35, 51n, 66n, 85, 90, 94n	8
4	Interlocutor and WTC	4, 20, 36, 52, 67, 78, 84, 88	8
5	Teacher as interlocutor and WTC	5, 21, 37, 53, 68, 79, 89, 93	8
6	Self-efficacy in WTC	6, 22, 38, 54, 69n, 80	6
7	Anxiety and WTC	7, 23, 39, 55	4
8	Compulsory communication and WTC	8n, 24, 40, 56n, 70n	5
9	Topic and WTC	9, 25, 41, 57, 71, 91, 86	7
10	Context and WTC	10, 26, 42, 58, 72, 81	6
11	ELF and WTC	11, 27, 43, 59, 73	5
12	Self-confidence and WTC	12, 28, 44, 60, 74n, 82n, 87n, 92	8
13	Problems in teaching and WTC	13, 29n, 45, 61, 75	5
14	Participant's personality and WTC	14n, 30, 46n, 62	4
15	WTC online	15, 31, 47, 63, 76	5
16	Culture and WTC	16, 32, 48, 64	4
	Total numbers of items in PQ2		**94**

Note. n indicates the reversed items and PQ means pilot questionnaire.

Finally, it should be noted that since the aims of the researcher were to triangulate the results of the qualitative study and to develop a Turkish context-specific WTC instrument based on Turkish EFL teacher trainees' real-life experiences, all the items of each scale were created from the participants' statements rather than adapting from the literature. Otherwise, it would not have been justified that this instrument was exactly based on the Turkish context. However, it can be extended by adapting items or validated scales from the literature in further research.

6.4 The pilot study

In terms of the feedback obtained from the initial piloting, "a near-final version of the questionnaire" was developed for the final piloting, which is defined as the "dress rehearsal" stage (Dörnyei & Taguchi, 2010, p. 55). In this respect, the final piloting phase is crucial in order to "fine-tune and finalise the questionnaire" (Dörnyei & Taguchi, 2010, p. 56). The main aims for the final piloting were to find out (1) to what extent the 16 constructs' items could be understood by the participants, (2) how these 94 items of 16 constructs would work in actual practice, (3) whether each construct would reflect reliable results or not and (3) any further problems relevant to the newly developed questionnaire. In order to elicit the answers to these questions, a final piloting was implemented with 40 undergraduate students from the same sample group at a university in another large city in Turkey.

6.4.1 Participants

Participants for the second step of the piloting process were selected by convenience and snowball sampling methods (Dörnyei, 2007; Dörnyei & Taguchi, 2010) with the help of the researcher's colleague, who has been working at the university. 40 Turkish EFL teacher trainees majoring in ELT in their final year at a state university in another large city in Turkey contributed to the final piloting session. However, three of the participants were eliminated since they were Turkmen who had difficulty understanding the questionnaire and were not native speakers of Turkish. Therefore, altogether 37 final year (4th year) university students, whose current major was EFL teaching, voluntarily participated in the inquiry.

With respect to the second pilot study data analysis, the students ranged in age from 20 to 32 years old and the average age was 22.36 years (SD=2.33). In addition, 2.70% of the data on the age of students is missing. As to the gender distribution, 32 (86.48%) of the participants were female while only 5 (13.51%) of them were male. Regarding very limited number of the

male participants, it should be noted here that it is a natural consequence of the EFL teaching program, which is mostly preferred by females as a profession in Turkey.

Moreover, while 35 of the participants had studied English for approximately 12 years (M=11.60; SD=2.41), 2 of them did not indicate their years of learning English. As to the mother tongue of the undergraduates, while 97.30% (N=36) of them were native Turkish speakers, only 1 (2.70%) participant was a Turkish-English bilingual. The data also revealed that so far, 37.80% (N=14) of the participants had been abroad while more than half of them (N=23; 62.20%) had never been out of the country. In addition, only 2 of these 14 students had been only in English-speaking countries, 10 of them had been only in non-English-speaking countries (mostly European countries), and 2 of them had been both in English and non-English-speaking countries. Overall, the range of the time participants spent abroad varied from one week to five years. There were 3 students who stayed in a foreign country for more than two years.

6.4.2 Procedures

First of all, in order to collect quantitative data, necessary permission was requested from all the universities' rectorate councils for administrating the second pilot study and the final study. After completing necessary adjustments in the questionnaire based on the results of the think-aloud study, the last version of PQ2 was printed and all pages were stapled by the researcher in order not to cause a clutter and posted to Turkey for the data collection. Meanwhile, "group administration" and "online administration" were decided in order to collect the data of the final pilot (Dörnyei & Taguchi, 2010, p. 68-69). The data collection of PQ2 took place at the beginning of the autumn semester of the 2018-2019 academic year with the help of the researcher's colleague at the university, who was one of the participants' lecturers. He mentioned this PQ2 to his last grade students in the EFL teaching department and asked for voluntary contributions. 40 students wanted to participate in this final pilot study. In

the group administration phase, seventeen of the undergraduates wanted to fill in the questionnaire in 20-30 minutes during their lesson held by the colleague. The rest of the students preferred to fill an online questionnaire outside of their lesson hours at this state university. Therefore, an online version of PQ2 was created via Google Form. This online version was accessible for one week for those who would like to voluntarily participate. Meanwhile, my colleague gave my contact information in advance to all the participants in case they wanted to consult me. Thus, the students were encouraged to ask their questions to the researcher and her colleague during the whole data collection process. They were also informed that the participants would meet with the researcher when she came to Turkey. Finally, when the researcher went to Turkey for the final study, she visited her colleague and his students to thank them for their contributions by giving small gifts.

PQ2 data were analysed by using the IBM SPSS Statistics programme version 21. First of all, there were no missing values in the PQ2 data. However, before analysing the quantitative data, all the constructs were created including positively and negatively worded items in the data file. In this respect, all negative items were reversed by adding the letter "n" in their name. As a result, these negative n-coded items were used instead of the first versions in the creating the constructs before doing statistical analysis as seen *Table 14* above.

Meanwhile, according to experts, "reliability and validity are two key concepts in measurement theory, referring to the psychometric properties of the measurement techniques and the data obtained by them" (Dörnyei & Taguchi, 2010, p. 93). In other words, reliability and validity are the most important prerequisites for the psychometric instrument development process. Therefore, it is important to note that in order to test the validity of the newly developed questionnaire, which is defined as "the extent to which a psychometric instrument measures what it has been designed to measure", first of all, the second and the third senior researchers' opinions were considered as mentioned above (Dörnyei & Taguchi, 2010, p. 93). In addition, as the second phase, after finalising the first version of the questionnaire, it was piloted with

two participants similar to the target sample by using the think-aloud study. Moreover, the reliability of "a psychometric instrument refers to the extent to which scores on the instrument are free from errors of measurement" (Dörnyei & Taguchi, 2010, p. 93). Internal consistency is one of the ways to provide the reliability of an instrument that "refers to the homogeneity of the items making up the various multi-item scales within the questionnaire" (Dörnyei & Taguchi, 2010, p. 93). According to Dörnyei and his colleague, "multi-item scales" and "internal consistency" that is measured by the Cronbach's Alpha coefficient are two vital necessities to provide "internal consistency reliability" of the scales (Dörnyei & Taguchi, 2010, p. 94). In this respect, "even with short scales of 3-4 items we should aim at reliability coefficients in excess of 0.70" (Dörnyei & Taguchi, 2010, p. 95). In terms of these prerequisites, necessary modifications were made during the PQ2 data analysis, which will be elaborated below.

6.4.3 Results and Discussion

The aim of the PQ2 including 94 items (see Appendix E for PQ2) with a total of 16 constructs was to check the reliability of the scales. In terms of the reliability analysis in the second pilot research seen in *Table15* below, while some constructs were divided into two categories, some items were eliminated in order to strengthen the Cronbach's Alpha values of the relevant constructs.

In this respect, a total of 11 items (item 83n of motivation related to WTC, i50n of Self-perceived proficiency in English enhancing WTC, i5 of Teacher as an interlocutor and WTC, i69n of Self-efficacy and WTC, i24 and i40 of Compulsory Communication and WTC, i71n of Topic and WTC, i43 and i59 of ELF and WTC, i29n of Personality and WTC, and i30 of Personality and WTC scales) were eliminated in order to enhance the internal consistency of the relevant scales.

Table 15

Reliability Analysis Results of PQ2

No	Name of the Scales	Numbers of items in PQ2	Cronbach's Alpha values at the first trial	Deleted items or separated constructs
1	Motivation	7	.47	i83n
2	Perceived proficiency	4	-.66	i50n
3	Feelings	8	-.11	Separated as negative and positive feelings
4	Interlocutor	8	.82	-
5	Teacher	8	.65	i5
6	Self-efficacy	6	.54	i69n
7	Anxiety	4	.84	-
8	Compulsory_com.	5	.03	i24 and i40
9	Topic	7	.65	i71
10	Context	6	-.08	Deleted construct
11	ELF	5	.47	i43 and i59
12	Self-confidence	8	-.10	Separated as willing and unwilling_confident
13	Problems_in_teaching	5	.86	i29n
14	Personality	4	.27	i30
15	WTC_online	5	.81	-
16	Culture	4	.80	-
	Total number of items	94		

Motivation related to WTC = Motivation
Self-perceived proficiency in English enhancing WTC = Perceived proficiency
Feelings and WTC = Feelings
Interlocutor and WTC = Interlocutor
Teacher as an interlocutor and WTC = Teacher
Self-efficacy and WTC = Self_efficacy
Anxiety and WTC = Anxiety
Compulsory Communication and WTC = Compulsory_com.
Topic and WTC = Topic
ELF and WTC = ELF
Self-confidence and WTC = Self-confidence

Problems in Teaching English and WTC = Problems_in_teaching
Personality and WTC = Personality
WTC online = WTC_online
Culture and WTC = Culture

Furthermore, each of the Feelings and WTC and Self-confidence and WTC constructs were distinguished into two separated aspects respectively as Positive feelings and WTC / Negative feelings and WTC and Willing and Confident / Unwilling and Confident. The reason for this separation was that these constructs included positive and negative aspects separately in the qualitative findings. Thus, they both comprised positive and negative reversed items together in the quantitative study. Furthermore, these two constructs worked better and had a higher level of internal consistency after separating each of their negative and positive aspects into two constructs. In addition, the Context and WTC scale was eliminated from the final questionnaire (FQ) since its Cronbach's Alpha value was -.08 in PQ2. After deleting one construct and 11 items in the relevant scales, 77 of 94 items remained in FQ with the strengthened Cronbach's Alpha values as seen in *Table 16* below:

Table 16

The Characteristics of PQ2 After Modifications

No	Name of the Scales	Total numbers of items	Item numbers	Final α values of PQ2 scales
1	Motivation	6	1, 17, 33, 49, 65, 77	.82
2	Perceived Proficiency	3	2, 18, 34	.84
3	Positive Feelings	5	3, 19, 35, 85, 90	.86
4	Negative Feelings	3	51n, 66n, 94n	.72
5	Interlocutor	8	4, 20, 36, 52, 67, 78, 84, 88	.82
6	Teacher	7	21, 37, 53, 68, 79, 89, 93	.73
7	Self_efficacy	5	6, 22, 38, 54, 80	.70
8	Anxiety	4	7, 23, 39, 55	.84
9	Compulsory_com.	3	8n, 56n, 70n	.65

10	Topic	6	9, 25, 41, 57, 91, 86	.81
11	ELF	3	11, 27, 73	.64
12	Willing_confident	5	12, 28, 44, 60, 92	.85
13	Unwilling_confident	3	74n, 82n, 87n	.80
14	Problems_in_teaching	4	13, 45, 61, 75	.87
15	Personality	3	14n, 46n, 62	.74
16	WTC_online	5	15, 31, 47, 63, 76	.81
17	Culture	4	16, 32, 48, 64	.80
	Total number of items	**77**		

Motivation related to WTC = Motivation
Self-perceived proficiency in English enhancing WTC = Perceived proficiency
Positive feelings and WTC = Positive_feelings
Negative feelings and WTC = Negative_feelings
Interlocutor and WTC = Interlocutor
Teacher as an interlocutor and WTC = Teacher
Self-efficacy and WTC = Self_efficacy
Anxiety and WTC = Anxiety
Compulsory Communication and WTC = Compulsory_com.
Topic and WTC = Topic
ELF and WTC = ELF
Willing and Confident = Willing_confident
Unwilling and Confident = Unwilling_confident
Problems in Teaching English and WTC = Problems_in_teaching
Personality and WTC = Personality
WTC online = WTC_online
Culture and WTC = Culture

In the light of necessary changes, the final version of the questionnaire, which can be seen in Appendix F, included 77 items based on the 17 constructs with a 5-point Likert Scale (1=strongly disagree; 5=strongly agree). As seen in *Table 10* above, while minimum Cronbach Alpha values belong to ELF (α = .64) and Compulsory Communication scales (α = .65), the rest of the values are higher than 0.70.

6.4.4 Conclusion

In summary, the main goals of PQ2 were to investigate the reliability levels of each scale, to what extent they would be understood by the participants in actual practice, and

whether any problems would occur or not. In other words, it was to understand whether this newly designed questionnaire would work or not.

In the light of these aims, problematic constructs and items were eliminated from the questionnaire. Thus, each scale's internal consistency values were checked and enhanced by deleting some problematic items which would disrupt the structure of the questionnaire. In addition, some small changes were also implemented in terms of a wording issue in the background information section of Part I. As a result, the FQ was designed to collect the main quantitative data. In this respect, it should be noted here that the descriptions of the modifications that each scale was exposed to, their subcategories, and reliability issues will be presented in depth in the main study's instrument section (see 6.5.1.3 Instrument) in order to avoid the repetition of some points here.

6.5 The main quantitative study

With respect to the current qualitative research results, motivation, self-perceived proficiency in English of the participants, feelings, interlocutor, teacher as an interlocutor, self-efficacy, attitudes, anxiety, compulsory communication, topic, context, ELF, self-confidence, problems, participants, online WTC, and culture are the most common determinants of WTC in English for Turkish EFL teacher trainees. The primary aim of Chapter 5 was to answer the question about the kind of determinants that affect Turkish EFL teacher trainees' WTC and UWTC in English as a foreign language in Turkey. Moreover, the qualitative research design of this dissertation study was based on the students' real experiences instead of predictive indications on given situations.

The following section of this dissertation provides a detailed evaluation of each scale used to collect quantitative data and relevant statistical results of the RQs. In the light of these aims, first of all, RQs, relevant hypothesis, the participants, instruments and the data collection

procedure will be discussed in the method section. In the second, results, discussion and conclusion sections will be presented.

6.5.1 Method

6.5.1.1 Research Questions. This quantitative main study was implemented to explore 211 undergraduate Turkish EFL teacher trainees' willingness to communicate in English, its relevance to its antecedents, and how these emerged variables affect the level of the students' WTC. Therefore, this quantitative inquiry tried to investigate the answers to the following research questions given in *Table 17*:

Table 17

Research Questions of Study 2

Research questions	Method of analysis
RQ1: What are the psychometric properties of the newly designed questionnaire?	Factor analysis Correlation analysis
RQ2: How do these constructs that emerged in the qualitative study *(motivation, self-perceived proficiency in English, negative and positive feelings, interlocutor, teacher as an interlocutor, self-efficacy, anxiety, compulsory communication, topic, ELF, self-confidence, lack of self-confidence, problems in teaching, participants, online WTC, and culture)* characterise Turkish EFL teacher trainees' WTC?	Descriptive statistics (Mean values of each construct)
RQ3: To what extent do these WTC variables relate to each other?	Correlation analysis

	Descriptive statistics (Mean values of each item in self-reported communication frequency construct)
RQ4: What are the characteristics of Turkish EFL teacher trainees' self-reported communication frequency in English inside and outside the classroom and with foreigners and Turkish people in the light of the constructs (*motivation, self-perceived proficiency in English, positive feelings, interlocutor, teacher as an interlocutor, self-efficacy, topic, self-confidence, WTC online, culture, negative feelings, anxiety, lack of self-confidence, and problems*) emerged in the qualitative study?	Correlation analysis of 14 tested variables with self-reported frequency of English communication construct
RQ5: How do these emerged variables explain variance in Turkish EFL teacher trainees' self-reported communication frequency in English a) in class? b) outside the class? c) with Turkish people? d) with foreigners?	Regression analysis of the variables with self-reported frequency of English communication and each item of it

6.5.1.2 Participants. First of all, it is worth noting that the non-probability samples of the main study were selected by the convenience sampling method (Dörnyei, 2007; Dörnyei & Taguchi, 2010) with the help of university authorities and the researcher's colleagues, who have been working at the three universities. In the last phase, 211 EFL teacher trainees in their final year of study at three state universities in three large Turkish cities voluntarily contributed and gave consent for data collection for the present final quantitative study. The sample from the population in this study consisted of last year (4th) native Turkish EFL teacher trainees at three universities in three different cities in Turkey.

The size of the sample can be considered as adequate since it is 7.4 % of the total population. However, the type of the non-probability sample cannot be assumed to be completely representative of the target population rather a compromise (Dörnyei, 2007), made up of last grade EFL teacher trainees in Turkey in the 2018-2019 academic year at the state and foundation universities.

Furthermore, the descriptive statistics gave us more detailed information about the participants of the final study as seen in *Table 18* below:

Table 18

Descriptive Statistics of the Participants' Characteristics

Turkish EFL teacher trainees' characteristics	N	Mean	Min	Max	SD
Age	211	22.3	20	37	2.7
Years of studying English	211	12.3	4	20	2.3

With respect to the descriptive analysis of the final inquiry, 205 of the students (97.15%) were monolingual Turkish, five of them were Turkish/Kurdish (2.36%), and one of them (.47%) was a Turkish/Azerbaijani bilingual. The age of the students ranged from 20 to 37 and the average age was 22.32 (SD=2.78). Considering their gender distribution, while 23.22% of them were male (N=49), the rest 76.78% were female (N=162).

Furthermore, all participants majoring in English language-teaching had been studying English for a number of years, on average 12 years (M=12.33; SD=2.31). The descriptive results also showed that, so far, out of the 211, 83 of the participants (39.33%) had been abroad where they could communicate in English, while the rest (N=128; 60.67%) had never been in a foreign country. As to the details about having been abroad, 12 of those spent their time in English-speaking countries, 67 learners were in non-English-speaking countries, and four participants had been in both English and non-English-speaking countries. Overall, while 27 of these students spent less than one month abroad, another 49 learners were abroad between 1-5

months (N=42) and 6-12 months, respectively (N=7). Furthermore, three out of 83 participants stayed abroad between 13-24 months. Finally, the longest time spent abroad was more than two years for only four participants.

6.5.1.3 Instrument. The present final study employed a quantitative research method using a questionnaire, which was created by the researcher based on the qualitative research results presented in Chapter 5. The instrument comprised 5-point Likert Scale (1=strongly disagree; 5=strongly agree) items. An additional self-reported communication frequency variable consisting of 4 items in question format rather than a statement with a 5-point Likert scale (1= not at all, 2=not often, 3=on average, 4=quite often, 5=very often) was also added in order to measure students' perceived English language use in and outside class, with foreigners and Turkish people (see Appendix F). The developmental process of the questionnaire instrument was described above at the beginning of this chapter. In addition, final research was conducted with some students via online applications, which will be explained below. Therefore, an online version of the FQ was also created in Google Drive.

The final version of the questionnaire consisted of two main parts. The first part included some explanations about the questionnaire's goals and asked about the background of the participants. In this part, some biographical questions were asked, such as participants' age, gender, current major, current year of study, mother tongue, their years of studying English and whether they had been abroad or not, where, and for how long. At the beginning of Part II, an example about how to fill the questionnaire in was given for the students who had never filled in this kind of questionnaire. Then the main body of the questionnaire followed with 81 items for 18 constructs that involved 1) motivation related to WTC, 2) self-perceived proficiency in English enhancing WTC 3) positive feelings and WTC 4) negative feelings and WTC 5) interlocutor and WTC 6) teacher as an interlocutor and WTC 7) self-efficacy in WTC, 8) anxiety and WTC 9) compulsory communication and WTC, 10) topic and WTC, 11) context and WTC 12) ELF and WTC, 12) willing and confident, 13) unwilling and WTC, 14) problems

in teaching English and WTC, 15) participant's personality and WTC, 16) WTC online, 17) culture and WTC, and 18) self-reported frequency of using English. A detailed description of each construct and their Alpha values in the final study and some comparisons with the PQ2 will be described below (see Appendix G for the final version of the all questionnaire items). Before giving details about each construct and their aspects, it must be noted here that the constructs were ordered below based on the most frequent occurrences in the qualitative data. In this respect, the motivation variable was most frequently mentioned by the participants in the qualitative data findings.

Motivation related to WTC Scale (Motivation α = .78). As mentioned in PQ2 above, the first version of the motivation construct consisted of 7 items referring to the motivation to use/learn/improve English, motivated learning behaviour, milieu, ideal L2 self, and demotivation aspects. After piloting the instrument, item 83n (e.g., "I am not motivated to use English because of my previous negative experiences") relevant to the demotivation aspect, which was defined as the "decrease in motivation linked to UWTC" due to the interlocutor's or the language teacher's "negative attitudes towards the learner" (Yildiz & Piniel, 2018, p. 80) was eliminated in order to increase the alpha value of the construct in PQ2. Motivation related to the WTC Scale included 6 items covering motivation to use/learn/improve English, motivated learning behaviour, milieu, and ideal L2-self aspects. This scale had a .78 alpha value in the final study although it reflected a higher value in PQ2 (α= .82)

Self-perceived proficiency in English enhancing WTC Scale (Perceived proficiency α = .85). The term self-perceived proficiency in this scale was defined as "the participants' perceptions about their linguistic and communicative abilities in English" in the pilot study (Yildiz & Piniel, 2018, p. 83). In other words, it is the participants' belief about their perceived proficiency relevant to their target language abilities that causes their WTC when they perceive their language skills to be good enough or UWTC due to their lack of language skills (e.g., item

18 "I am eager to communicate in English because I think my English language ability is good enough"). Although this construct included 4 items in the second pilot survey, item 50n (e.g., "I have some difficulties while trying to express myself in English, so I would rather not speak.") was deleted in order to increase the reliability. In terms of subgroups of the constructs, this item was relevant to difficulties with linguistic aspects while the rest was about perceived proficiency in English. Finally, this three-itemed scale revealed a .85 α value in the main study while it was lower (α= .84) in PQ2.

Positive Feelings and WTC Scale (Positive_feelings α = .84). The participants' positive feelings refer to their emotions related to pleasure, joy, happiness and being appreciated that were assumed to have an impact on their WTC in English. None of the items of the Feelings construct was deleted, however, the scale was divided into two separated constructs as Positive and Negative feelings. In this respect, Positive Feelings and WTC scale included 5 items in the main study and reflected a high α value (α= .84) whereas it was .86 in PQ2.

Negative Feelings and WTC Scale (Negative_feelings α = .80). As the second aspect of the Feelings construct, Negative feelings carried a meaning that showed the negative emotions of the participants relevant to sadness, disappointment, being upset, unhappiness and unpleasantness. After the division of the Feelings construct into two parts, Negative Feelings and WTC scale constituted 3 items. This scale revealed a .80 alpha value while it was lower in PQ2 (α= .72).

Interlocutor and WTC Scale (Interlocutor α = .78). Based on the qualitative results, the Interlocutor and WTC Scale included 8 items regarding the type and characteristics of the interlocutor and interlocutor's proficiency, which were the most frequently mentioned themes in the students' narratives. While one of the items was about the interlocutor's proficiency, the rest were related to the interlocutor's type and characteristics aspect. In this study, the interlocutor can be defined as any kind of person or group (except their teachers) who the

participants were willing or unwilling to communicate with or make a speech in front of. In this respect, this scale was one of the most reliable with its good alpha values in PQ2 and FQ as .82 and .78, respectively. Therefore, it was not necessary to make any changes or deletions at the end of PQ2.

Teacher as an Interlocutor and WTC Scale (Teacher α = .79). This scale was created in the same way as the others in term of the results of the students' narratives. Since the narratives revealed specific influences of the teacher and different sub-themes from the interlocutor component, it was categorised as a separate construct in the results and in the questionnaire as well. In this respect, the Teacher as an Interlocutor and WTC scale consisted of the items based on the type of the teacher (Turkish or foreign), attitudes and teaching strategy of the teacher aspect. However, item 5 (e.g., item 5 "My willingness to communicate in English in class depends on my teachers' attitudes towards me.") had to be deleted at the end of the PQ2 analysis. Finally, this scale reached a .79 alpha value at the end of the FQ analysis while it was .73 in PQ2.

Self-efficacy in WTC (Self-efficacy α = .72). The Self-efficacy in WTC scale was based on three subcategories that were self-efficacy beliefs, mastery and vicarious experiences of the students. While it was constructed with five items including all these aspects in FQ, only one item (e.g., item i69n "It discourages me to use English if I see that my peers have difficulty in communicating in English.") relevant to vicarious experiences had to be eliminated since it reduced internal consistency of the scale due to the alpha issue (α= .70) in PQ2 analysis. Thus, the scale reached a .72 Cronbach's Alpha value in FQ analysis.

Anxiety and WTC (Anxiety α = .90). Anxiety was defined as "any kind of negative, unpleasant emotion linked to the participants' nervousness, frustration, worry or embarrassment related to target language use" in one of the preliminary studies (Yildiz & Piniel, 2018, p. 85). It is worth noting that it was one of the most reliable scales in this study that had .84 and .90

alpha values in PQ2 and FQ, respectively. None of the items were removed from the scale in either study.

Compulsory Communication and WTC (Compulsory_com. α = .62). This scale covered obligatory cases for the participants in which they had to communicate in the English language. Although it encompassed five items based on the students' accounts in PQ2, two of them (e.g., item 24 "I feel more willing to communicate when communicating in English is compulsory." and Item 40 "I am willing to use English because it is compulsory for my job.") had to be withdrawn due to the reliability issue. Thus, the alpha value of this scale was increased to .64 in PQ2. As the next step, although this value was not perfect, the researcher let it remain in the FQ to see how it would work with a higher number of participants. According to Dörnyei and Taguchi (2010), scales with 3-4 items should reach 0.70. Since this scale could not show this kind of high reliability at the end of the FQ, and was even lower than PQ2 (α= .62), it was decided to exclude this construct from further statistical analysis.

Topic and WTC (Topic α = .77). The Topic and WTC scale contained seven items that were about the students' WTC in the case of interesting and diverse topics or issues of everyday life in PQ2. However, item 71 ("Whether I am willing to communicate in English depends on the topic.") was excluded since it reduced the reliability of the scale. Thus, while the α value was .64 in PQ2 analysis after deleting one item, FQ analysis results with six items reported a higher value (α= .77).

ELF and WTC (ELF α = .66). With respect to the qualitative analysis, ELF was elicited as another construct that referred to cases in which English was used as a common communication tool to solve problems, help foreigners or keep in touch with non-Turkish speakers. In this respect, although five items were created in terms of the emerging themes from the students' accounts, two of them (Item 43: "I am willing to use English if it is the only way to communicate with others." and item 59: "The more I use English with non-native speakers,

the more I am willing to communicate in English.") were omitted to enhance the internal consistency of the ELF and WTC scale. As a result, the ELF construct presented a .66 alpha value in the final study while it was .64 in the PQ2 after the deletions.

Willing and Confident (Willing_confident α = .83). The Self-confidence and WTC scale, which was about the student's confidence in using English, consisted of eight items in the PQ2 that revealed a -.10 α value. Therefore, it was preferred to divide this construct into Willing and Confident and Unwilling and Confident. After distinguishing the items in two constructs, which reflected self-confidence and lack of self-confidence aspects, the alpha values were increased. In this respect, the Willing and Confident scale was composed of five items that were consistent with each other in the PQ2 (α= .85) and FQ (α= .83) results.

Unwilling and Confident (Unwilling_confident α = .77). The Unwilling and Confident scale was the second part of the Self-confidence theme that included three items about the participants' reluctance to use the target language. With respect to the data analysis results, while the scale had alpha at a .80 value in PQ2, it was .77 in the main study. According to Dörnyei and Taguchi's explanations (2010), it can be considered consistent enough for scales with 3 to 4 items despite its lower value in FQ.

Problems in Teaching English and WTC (Problems_in_teaching α = .85). The Problems in Teaching English and WTC scale was structured based on the issues due to a linguistic, grammar-focused and exam-oriented foreign language education system while the participants were learning EFL in Turkey. Although five items were constituted in the light of students' narratives, one of them was eliminated to increase the reliability of the scale in PQ2 (e.g., item 29n "I am not willing to communicate in English because I believe I lost my self-confidence while learning it in Turkey."). As a result, it was increased to .87 and the final study reflected a similar result (α= .85).

Personality and WTC (Personality α = .60). The Personality variable included three aspects (Participant's personality, age and mood) in the qualitative findings results. However, most of the themes were about the participants' personalities while only a few were based on age and mood aspects. This is because four items were written based on the most frequently mentioned subgroup in terms of a participant's personal characteristics, shyness and closed personality. With respect to the PQ2 analysis, item 30 ("Because of my open personality I am willing to use English actively.") of this scale was deleted for the sake of internal consistency. Thus, while the scale's reliability became α= .74 in PQ2, unfortunately, it could not reach the expected value, which was at least .70 in the final study analysis (α= .60). Therefore, this construct was also ignored in further statistical analysis.

WTC Online (WTC_Online α = .91). The items of this scale were produced by considering the effects of social media, online games, media, and communication programmes on their WTC in the four skills that were based on the qualitative results. While five items of the scale have shown an internal consistency of .81 in PQ2 results, this value was higher in this main study (α= .91). Thus, it proved to be one of the most reliable among the scales; no items had to be deleted.

Culture and WTC (Culture α = .84). The reason for the formation of this scale was the students' interest in learning about others and their cultures and their desire to speak. Four items were written in the light of the findings at these points. No items had to be disregarded because they have shown a high level of internal consistency in both PQ2 (α= .80) and FQ (α= .84).

Perceived Frequency of using English. Last but not least, it was decided to include four questions at the end of the FQ in order to measure the students' perceived frequency of using English. They were coded in the data file with a letter "f" instead of an "i". Moreover, unlike the other measures explained above, this construct contained the items in question rather than statement form as follows:

F1- How often do you use English in class?

F2- How often do you use English outside class?

F3- How often do you use English with foreigners?

F4- How often do you use English with Turkish people?

Therefore, Perceived Frequency of using English did not serve the same purpose as the other 17 constructs that were based on the students' statements. They could be rather considered one by one since each question's purpose had a different aspect. In other words, since it would not be possible to comment on the statistical results of these questions in one construct in contrast to other scales, self-reported communication frequency questions would be decided by individual analysis. Therefore, it was not necessary to measure their internal consistency since they did not form a scale.

6.5.1.4 Summary. In conclusion, although I had 17 scales in PQ2 and an additional four-item self-reported communication frequency construct in FQ, based on the final research reliability analysis results, compulsory communication, ELF, and personality scales were excluded from further advanced analyses since their reliability scores were lower than .70. Meanwhile, it should be noted here that all the items of the constructs were mixed again while preparing the FQ. The name of the constructs with their subcategories, new item numbers and the α values of each construct can be seen in the *Table 19* belo

Table 19

Summary of the Reliability Analysis of FQ

No	Name of the Constructs	Subcategories	Items	Number of items	α values
1	Motivation	• Motivation to use/learn/improve English • Motivated learner behaviour • The ideal L2 self • The milieu	1, 16, 31, 46, 57, 65	6	.78
2	Perceived proficiency	• Perceived proficiency in English • Difficulty with grammar	2, 17, 32	3	.85
3	Positive_feelings		3, 18, 33, 47, 58	5	.84
4	Negative_feelings		66, 71, 75	3	.80
5	Interlocutor	• Type (Turkish, foreigners etc.) and characteristics of the interlocutor	4, 19, 34, 48, 59, 67, 72, 76	8	.78
6	Teacher	• Type of teacher (Foreigner or Turkish EFL teacher)	5, 20, 35, 49, 60, 68, 73	7	.79
7	Self_efficacy	• Self-efficacy • Vicarious experiences	6, 21, 36, 50, 61	5	.72
8	Anxiety		7, 22, 37, 51	4	.90
9	Compulsory_com.		8, 23, 38	3	.62
10	Topic		9, 24, 39, 52, 62, 69	6	.77
11	ELF		10, 25, 40	3	.66
12	Willing_confident		11, 26, 41, 53, 63	5	.83
13	Unwilling_confident		70, 74, 77	3	.77

14	Problems_in_teaching		12, 27, 42, 54	4	.85
15	Personality	• Participant's personality • Participant's mood	13n, 28n, 43	3	.60
16	WTC_online		14, 29, 44, 55, 64	5	.91
17	Culture		15, 30, 45, 56	4	.84
18	Perceived frequency		f1, f2, f3, f4	4	-
	Total number of the items			**81**	

Motivation related to WTC = Motivation
Self-perceived proficiency in English enhancing WTC = Perceived proficiency
Positive feelings and WTC = Positive_feelings
Negative feelings and WTC = Negative_feelings
Interlocutor and WTC = Interlocutor
Teacher as an interlocutor = Teacher
Self-efficacy and WTC = Self_efficacy
Anxiety and WTC = Anxiety
Compulsory Communication and WTC = Compulsory_com.
Topic and WTC = Topic
ELF and WTC = ELF
Willing and Confident = Willing_confident
Unwilling and Confident = Unwilling_confident
Problems in Teaching English and WTC = Problems_in_teaching
Personality and WTC = Personality
WTC online = WTC_online
Culture and WTC = Culture
Self-reported communication frequency in English = Perceived frequency

6.5.1.5 Data collection procedure. The FQ was implemented towards the end of the autumn term of the 2018-2019 academic year with 211 participants, who were from the same target sample at three state universities in three Turkish cities. The researcher, with the help of her colleagues, administered the questionnaire to 160 students face-to-face in one city over a period of one week during their lesson hours. However, 51 students from the other two universities filled in the online questionnaire, which was created in Google Forms due to the researcher's limited time in Turkey. The researcher made contact with these students, who participated in this study by filling out the online version of the questionnaire, via the help of the universities' rectors.

First of all, my colleagues introduced the researcher face to face to their students in each class who were volunteering for the study. Following that, the researcher offered special Hungarian chocolates to the colleagues and students before starting the questionnaires. In the next step, 160 students were informed about the procedure of questionnaire, its aims, and how to fill it in. Thus, the participants had a chance to ask their questions.

As to the online implementation, first of all, the researcher contacted lecturers of another two universities through university rectors. In the following step, their lecturers informed all EFL teacher trainees about the questionnaire and its details. My contact information was also given to students from two universities who wanted to contribute to this inquiry in case they needed to ask something about it. Then, the rectors of the universities sent them the link to the online questionnaire via their official system and they requested all students to complete it within 10 days. Since it was voluntary, the researcher waited until the allotted time and then submission of the online inquiry was closed. 51 participants out of around 150 from two universities voluntarily submitted their answers via Google Forms. Thus, a total of 211 EFL teacher trainees contributed to the final quantitative study.

6.5.1.6 Data Analysis. To start with, final quantitative research data were analysed by using the IBM SPSS programme version 21. Regarding the data recording in the system, the researcher needed to do missing value analysis for the final data in order to see how many items had missing values. As a result, it was revealed that items 11, 12, 26, 27, 32, 33, 52, 60, 66, 70, 74 were not answered by 12 participants of the final survey. After checking their significance value in the EM estimated statistics table, the analysis displayed that it was bigger than .05 (p= .72), which meant that they were random. As the second phase, the average values were nominated for these missing values by using a series mean method. After completing all missing values, these variables were computed for the final data by using the item numbers which were given by the program as i11_1, i12_1, (etc.) instead of i11, i12 and so on. Thus, I got my final data which had no missing values. The data was ready for further advanced statistics.

As the second step, it had to be verified whether the quantitative data was normally distributed or not in order to decide whether to use parametric or nonparametric tests in my data analysis to answer RQs, the results of which will be presented in a later section. Therefore, a new variable was computed on the data file under the name *factor* to calculate the average value of all questionnaire items except the items relevant to compulsory_com, ELF, and personality constructs due to the fact that these were eliminated at the beginning of the analysis procedure because of their low alpha values.

In this respect, there were some additional tests to confirm the normality of data. According to Hayran and Hayran (2011), there are five steps to determine the normality of the distribution and three of them should be provided. Regarding this normality of the distribution, histogram graphic, coefficient of variation that is obtained by dividing the standard deviation value by the mean value, Skewness and Kurtosis values and their standard deviations, Detrended Normal of Q-Q plot graphs, and normality tests of normality should be checked. To start with the histogram graph which can be seen in *Figure 4*, it provided the first step since it showed a symmetric distribution as seen below.

Figure 4

Histogram of the Quantitative Data
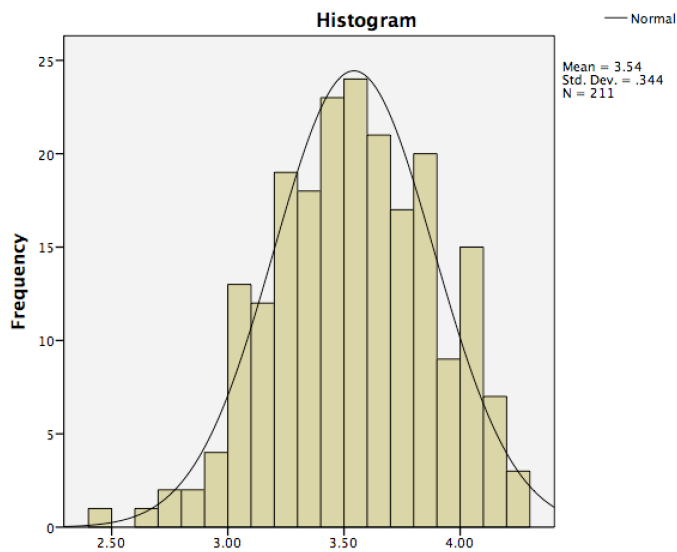
As the second step, when the researcher divided the standard deviation value (SD= .344) with the mean value (M=3.54), the result was 0.097 that was lower than 30%, which was the maximum limit given by the researchers (Hayran & Hayran, 2011). As the third phase, I tested two opinions proposed by different researchers. According to Hayran and his colleague (2011), if the standard errors (SE) of Skewness (SE=.167) and SE of Kurtosis (SE=.333) tests are higher than their own values (Skewness=-.188; Kurtosis=-.238) when multiplied by two, this can be assumed as another step to provide normality. Additionally, George and Mallery (2016) state that "[a] Kurtosis value between +/- 1.0 is considered excellent for most psychometric purposes, but a value between +/- 2.0 is in many cases also acceptable, depending on the particular application" which is the same for Skewness as well (George & Mallery, 2016, p. 114-115). In the light of these views, the values confirmed the normality of the data. Furthermore, as the next providing phase of Hayran and his associate (2011), the detrended normal Q-Q plot graph reflected a random distribution, as seen in *Figure 5*:

Figure 5

Detrended Normal Q-Q Plot
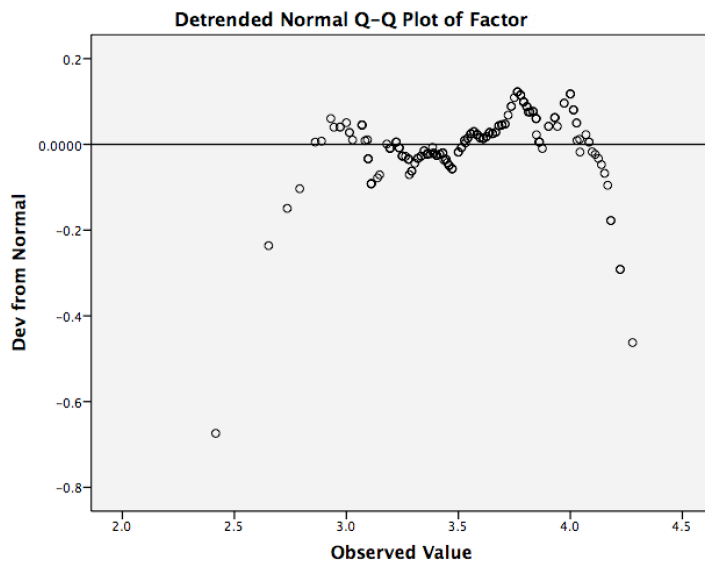
Last but not least, in terms of the Hayran and Hayran's (2011) normality determining steps, the Shapiro-Wilk test result was considered since I had more participants than 70. In this respect, the results of this test should have represented a non-significant result in order to support the presence of a normal distribution (Hayran & Hayran, 2011). Thus, the value was bigger than 0.05 (p= .247) that meant that the data distribution showed normality.

6.5.2 Results

As mentioned earlier, five RQs were created to investigate the characteristics of Turkish EFL teacher trainees' WTC in English and their L2 WTC antecedents. In this section, the answers of the RQs will be presented in order.

6.5.2.1 RQ1: What are the psychometric properties of the newly designed questionnaire?. As to the first phase of this mixed-method study, the qualitative research results had revealed WTC and UWTC variables; some of them overlapped with each other in two categories while some belonged to just one category as seen in *Table 8* (Section 5.3.2 Results II). In this respect, while three of the variables (compulsory_com., ELF, and

personality) had to be eliminated due to their low Cronbach's Alpha values, 14 constructs were used in the principal component analysis. In order to find out whether these revealed variables load onto one factor as expected or not, which is called the latent variable, the data was subjected to principal component analysis, which is a data reduction technique. In other words, the aim of running a PCA is to explore whether the underlying dimensions of this instrument measure Turkish EFL teacher trainees' WTC. Considering 14 tested determinants, it was assumed that positive (motivation, self-perceived proficiency in English, positive feelings, interlocutor, teacher, self-efficacy, topic, willing_confident, WTC_online, and culture) and negative (negative feelings, anxiety, unwilling_confident, and problems_in_teaching) variables of this questionnaire measured one latent variable called WTC whose level is increased and decreased by these determinants in two ways. In this respect, since the factor itself is called a latent variable, which cannot be measured directly and it is revealed only looking at several observable variables, PCA is seen as the proper way to reach my aim. Therefore, what a principal component means exactly should be defined initially. "The principal components for a set of vectors are a set of linear combinations of the vectors, chosen so that this captures the most information in a smaller subset of vectors" (Perez, 2017, p. 15).

Before running PCA, there had to be a preliminary interpretation of the data, to determine whether it was proper to run EFA or not. According to Yong and Pearce (2013), first of all, Correlation matrix should be checked to see patterned relationships between the variables. If there are variables with correlation coefficients lower than +/-.30, these should be excluded from PCA since they cannot prove an adequate level of the patterned relationship. Additionally, in order not to have a problem with multicollinearity, these correlations should not be higher than +/-.90, too for the EFA type of factor analysis (FA). Regarding the presence of multicollinearity, the Determinant score should not be above the "rule of thumb of .00001" (Yong & Pearce, 2013, p. 88). However, "[i]n PCA form of the EFA, "multicollinearity is not a problem because there is no need to invert a matrix". However, "[f]or most forms of FA and

for estimation of factor scores in any form of FA, singularity or extreme multicollinearity is a problem" (Tabachnick & Fidell, 2014, p. 667) since "it becomes impossible to determine the unique contribution to a factor of the variables that are highly correlated (as was the case for multiple regression)" (Field et al., 2012, p. 771).

In this respect, since my aim was "to extract maximum variance from the data set with each component" and to reduce "large number of variables down to a smaller number of components", unrotated PCA with principal components extraction method was seen "as the initial step" to summarise this empirical data set (Tabachnick & Fidell, 2014, p. 688). Therefore, as Field et al. (2012) indicate, "[m]ulticollinearity does not cause a problem for principal component analysis" of the current inquiry (p. 771).

Finally, while the Bartlett's Test of Sphericity gives the significant level of the patterned relationships, which should be $p < .05$, the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy within a cut-off of above .50 indicates how strong the partial correlations among the variables are, which is the proof to produce distinct and reliable factor/s at the end (Yong & Pearce, 2013). In other words, Tabachnick and Fidell (2014) state this:

> Kaiser's measure of sampling adequacy is a ratio of the sum of squared correlations to the sum of squared correlations plus the sum of squared partial correlations. The value approaches 1 if partial correlations are small. Values of .6 and above are required for good FA. (p. 667-668)

According to Kaiser's (1974) recommendation, factorial simplicity level below .50 is assumed as unacceptable, in the 50s, 60s, 70s, 80s, and 90s as miserable, mediocre, middling, meritorious, and marvellous, respectively.

Based on the preliminary necessities of PCA, first of all, considering the variables that do not correlate or correlate very highly with any other variables, the WTC_online variable was eliminated due to its weak correlation, which was less than +/-.30 with negative_feelings (r=-.256), anxiety (r=-.229), and unwilling_confident (r=-.257) variables. Secondly, after

eliminating WTC_online variables, with respect to the new PCA outcomes of the present study, Bartlett's Test of Sphericity confirmed that my example had patterned relationship amongst the variables and it was highly significant, $X^2 = (df= 78; N= 211) = 2388.227$, p<0.0001. In addition, considering Kaiser's (1974) classification, the KMO Measure of Sampling adequacy showed a degree of common variance "marvellous" (KMO=.936) (p. 37). Therefore, it can be said that PCA was appropriate since the sampling size was higher than .60 within a significant Bartlett's test result.

In this respect, 13 variables relating to Turkish EFL teacher trainees' WTC in EFL were factor analysed using principal component analysis. First of all, the communalities outcome was considered to see the extraction values of each variable. As Ellis (2017) explains:

> The communality of a manifest variable is equal to the squared correlation multiple of that variable on the common factors. This indicates the percentage of the variance of the manifest variable that is explained by the common factors. If the factors are uncorrelated, this is equal to the sum of the squared loadings of the manifest variable. (p. 30)

In the light of this explanation, the communalities result in *Table 20* below showed that all variables loaded onto information and there was no determinant that had less than 25 %. The extraction scores of the variables ranged between .544 and .839, of which the lowest and highest scores belonged to culture and unwilling_confident variables, respectively.

Regarding Component Matrix results in the *Table 20*, factor loadings (can be said to be component loadings for the PCA) were generally seen to have highest values in the first component. Therefore, it means that the variables had a closest relationship with the first component. With respect to the results of the factor loading, which is the "correlation between a specific observed variable and a specific factor", (Beaumont, 2012 p. 8) for Component 1 named as WTC in English, the Willing_confident variable had the highest loading and it

correlated with the latent variable of WTC (r= .902). The communality score of the Willing_confident variable displaying 81.5 % variance is explained by WTC.

Table 20

Principal Components Analysis Results

Name of variables	Factor Loadings	Communalities	
	Component 1 (WTC)	Initial	Extraction
Motivation	.839	1.00	.724
Perceived Proficiency	.770	1.00	.623
Positive_feelings	.883	1.00	.827
Interlocutor	.824	1.00	.824
Teacher	.747	1.00	.715
Self_efficacy	.744	1.00	.636
Topic	.809	1.00	.741
Willing_confident	.902	1.00	.815
Culture	.703	1.00	.544
Negative_feelings	-.761	1.00	.810
Anxiety	-.738	1.00	.819
Unwilling_confident	-.785	1.00	.839
Problems_in_teaching	-.713	1.00	.626
Eigenvalue	8.080		
% of Total Variance	62.153		
Total Variance	73.401%		

Moreover, the lowest loading belonged to the Culture variable and its correlation with the latent variable of WTC was .703. Regarding the explained variance of Culture variable, as mentioned above, it seemed the lowest one amongst the variables: r= .544. In terms of other determinants' correlations with latent variables, motivation, self-perceived proficiency in English, positive_feelings, interlocutor, teacher, self-efficacy, topic, willing_confident, and

culture had positive strong correlations while negative feelings, anxiety, unwilling_confident, and problems_in_teaching revealed negative strong correlations with the latent variable. To sum up, factor loadings revealed a single bipolar factor that had both positive (motivation, self-perceived proficiency in English, positive_feelings, interlocutor, teacher, self_efficacy, topic, willing_confident, and culture) and negative (negative_feelings, anxiety, unwilling_confident, and problems_in_teaching) underlying dimensions.

Furthermore, in order to decide how many factors (components) to extract, Total Variance Explained results also had to be investigated. Considering initial eigenvalues, which "equals the sum of the squared loadings on that factor" (Ellis, 2017, p. 30), the results revealed two factors whose eigenvalues were higher than 1 (see Appendix H for the whole of the results). Comparing these two factors' initial eigenvalues, while the second component revealed only 1.462, the first factor had an 8.080 eigenvalue score. Furthermore, while the first factor showed the highest percentage of variance (62.15 %) explained, factor 2 was extracted with 11.24 % of variance.

Figure 6

Scree Plot
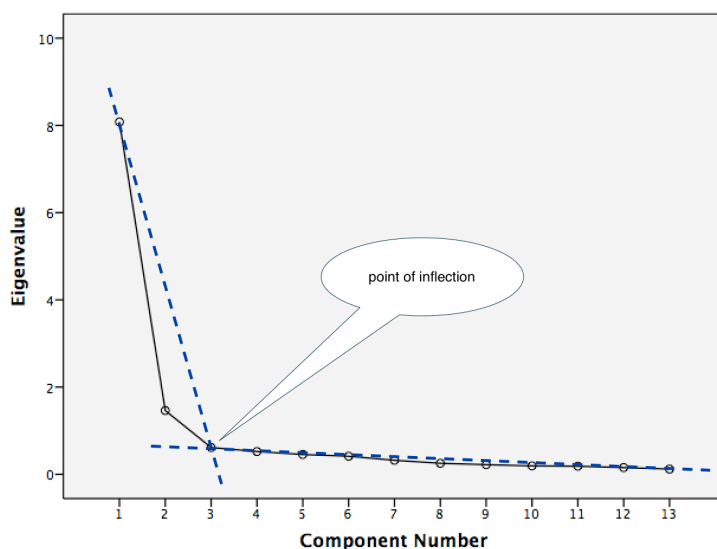
These variations between the factors can also be seen in the Scree Plot (see *Figure 6*), which "is simply the number of factors plotted against variance accounted for" (Dancey &

Reidy, 2011, p. 471). Graphing the eigenvalues in scree plot displayed that there were two factors with quite high eigenvalues, and the others remained with relatively low eigenvalues. The graph indicated the point of inflexion on the curve that began to tail off from the first factor until the second factor very sharply. Then, from the second to the third factor there was another descent in the curve.

When drawing the scree plot graph, straight blue dashed lines were used to summarise the vertical and horizontal parts of the plot, the point of inflection indicated the exact place where these two lines met, which was on the third factor. Cattell (1966) states that the point of inflexion of the curve should be considered as the cut-off point of selecting factors. Therefore, when the curve was cut-off at the third factor, this data extracted two factors. However, looking only at the scree plot was not enough to decide how many factors to extract. Therefore, based on Kaiser's (1960) recommendation, eigenvalues of the factors should be greater than 1. Although these criteria showed the presence of the two factors, I came to a decision to extract only one factor since I should have taken every detail into consideration to come up with the results of the factor number. In this respect, Büyüköztürk (2016) summarises the criteria under three main points. Considering the researcher's summative criteria, since a) the factor loadings before factor rotation of factor 1 is higher than the loadings of factor 2, b) the first factor's variance score (62.15%) is more remarkable compared to the second component's variance (11.24%), and c) the eigenvalue of factor 1 (8.080) is more than three times the eigenvalue of the second factor (1.462), I came up with the result of one factor extraction and named it as WTC in English.

6.5.2.2 RQ 2: How do these constructs that emerged in the qualitative study (motivation, self-perceived proficiency in English, negative and positive feelings, interlocutor, teacher as an interlocutor, self-efficacy, anxiety, compulsory communication, topic, ELF, self-confidence, lack of self-confidence, problems in teaching,

participants, WTC_ online, and culture) characterise Turkish EFL teacher trainees'
WTC?. As mentioned earlier, descriptive analysis results of both PQ2 and FQ would be
evaluated to answer the second RQ below since I did not want to repeat the results by explaining
both of them separately. With respect to the descriptive statistics of each factor in both inquiries
seen in the *Table 21*, mean scores should be interpreted to find out characteristics of Turkish
EFL teacher trainees' WTC in terms of above-mentioned variables as following:

The results of the m*otivation* variable showed that most of the Turkish EFL teacher
trainees were motivated to use and improve their English language when they had an
opportunity as an EFL teacher trainee ($M_{pilot(p)}$=4.12; SD_p= .60; $M_{final(f)}$=4.09; SD_f= .58). With
respect to *self-perceived proficiency in English enhancing WTC* construct, by being motivated
and since they considered themselves proficient language users, they were willing to use
English (M_p=4.17; SD_p= .58; M_f=3.84; SD_f= .70). In addition to the results of these two
constructs, the *positive feelings and WTC* variable pointed out that in terms of the students'
feelings while using English, most of them had positive feelings towards communicating in
English (M_p=3.93; SD_p= .72; M_f=3.78; SD_f= .75). However, there were some students who had
unpleasant feelings relevant to using English, too (M_p=2.16; SD_p= .82; M_f=2.26; SD_f= .89)
based on analysis of the *negative feelings and WTC* determinant.

Regarding *interlocutor and WTC* as one of the interlocutor-relevant constructs, most of
the students were willing or not willing to communicate in English based on the interlocutors'
characteristics and who the interlocutors were (M_p=3.87; SD_p= .65; M_f=3.66; SD_f= .63). As
another variable *teacher as an interlocutor and WTC*, teachers and their attitudes, and teaching
methods were also important issues with regard to the students' willingness to communicate or
not in and outside the classroom (M_p=3.94; SD_p= .55; M_f=3.73; SD_f= .65).

Furthermore, considering the participants' self-efficacy beliefs, their mastery and
vicarious experiences of the *self-efficacy and WTC* variable, they were mostly willing to
communicate in English (M_p=4.09; SD_p= .51; M_f=3.97; SD_f= .62). What is more, based on their

indications, they were mostly not anxious while using English (M_p=2.22; SD_p= .83; M_f=2.36; SD_f=1.02).

Table 21

Descriptive Statistics of the Pilot and Final Studies

Number	Variables	Pilot Study			Final Study		
		N	Mean	SD	N	Mean	SD
1	Motivation	37	4.12	.60	211	4.04	.58
2	Perceived Proficiency	37	4.17	.58	211	3.84	.70
3	Positive_feelings	37	3.93	.72	211	3.78	.75
4	Negative_feelings	37	2.16	.82	211	2.26	.89
5	Interlocutor	37	3.87	.65	211	3.66	.63
6	Teacher	37	3.94	.55	211	3.73	.65
7	Self_efficacy	37	4.09	.51	211	3.97	.62
8	Anxiety	37	2.22	.83	211	2.36	1.02
9	Compulsory_com.	37	2.89	.89	211	-	-
10	Topic	37	3.91	.70	211	3.78	.65
11	ELF	37	4.31	.52	211	-	-
12	Willing_confident	37	3.85	.73	211	3.69	.75
13	Unwilling_confiden	37	2.47	.93	211	2.38	.95
14	Problems_in_teaching	37	2.68	.99	211	2.82	.96
15	Personality	37	2.72	.84	211	-	-
16	WTC_online	37	4.18	.63	211	3.88	.92
17	Culture	37	4.58	.42	211	4.32	.62
Latent variable WTC					211	3.54	.33

With respect to *compulsory communication and WTC*, the pilot study results showed that when communicating in English was compulsory for the participants, most of the students

were willing to communicate in English (M_p=2.89; SD_p= .89). The structure of compulsory communication cases was not an issue with regard to an increase or decrease in the students' willingness to communicate in English. Meanwhile, this factor was eliminated in the final research analysis due to its low alpha value (Cronbach's Alpha= .62).

Regarding the *topic and WTC* factor, most of the participants tried their best to get involved in an English language communication if the topic was interesting, if they had an idea, if it was about daily life issues or even whatever topic it was (M_p=3.91; SD_p= .70; M_f=3.78; SD_f= .65). Meanwhile, the *ELF and WTC* variable presented that the participants of the pilot study were eager to use English as a Lingua Franca in order to communicate with other foreigners when it was needed (M_p=4.31; SD_p= .52). However, this variable was not considered for further analysis of the final research because of its low alpha value (Cronbach's Alpha= .66).

Apart from above-mentioned variables, *willing and confident / unwilling and not confident* constructs indicated that most of the students were confident in using English ($M_{p\text{-selfconf}}$=3.85; $SD_{p\text{-selfconf}}$= .73; $M_{p\text{-lackofselfconf}}$=2.47; $SD_{p\text{-lackofselfconf}}$= .93; $M_{f\text{-selfconf}}$ =3.69; $SD_{f\text{-selfconf}}$ = .75; $M_{f\text{-lackofselfconf}}$ =2.38; $SD_{f\text{-lackofselfconf}}$ = .95). It is surprising to say that in terms of *problems in teaching English in Turkey and WTC* factor, most of the Turkish EFL trainees thought that although there were some problems in English teaching in Turkey, these did not determine their WTC level (M_p= 2.68; SD_p= .99; M_f=2.82; SD_f= .96).

In addition, *participant's personality and WTC* reflected that most of Turkish participants were not reluctant to communicate in English due to their personality, such as being shy or having a closed personality (M_p=2.72; SD_p= .84). This determinant was also eliminated due to its low alpha value (Cronbach's Alpha= .60) in the final research results.

In the light of the *WTC online* factor, Turkish EFL teacher trainees of the current study were willing to communicate in English in online situations (M_p=4.18; SD_p= .63; M_f=3.88; SD_f= .92). Finally, regarding *culture and WTC* construct results, they were eager to

communicate in English since they wanted to learn more about other cultures by communicating with foreigners (M_p=4.58; SD_p= .42; M_f=4.32; SD_f= .62).

Last but not least, after the PCA was done, the latent variable of WTC was created. In this respect, its average depicts a high level of WTC among Turkish EFL teacher trainees who participated in the study (M_{WTC}=3.54; SD= .33).

In summary, with respect to both studies' descriptive statistics, the "culture" variable had the highest mean value (M_p=4.58; SD_p= .42; M_f=4.32; SD_f= .62) while the lowest one belonged to the "negative feelings" factor (M_p=2.16; SD_p= .82; M_f=2.26; SD_f= .89). Therefore, it can be claimed that they seemed more eager to know about others and their cultures by communicating with foreigners when they had the chance. In addition, they mostly had positive feelings while communicating in English since they mostly liked it as EFL teacher trainees. Therefore, the "negative feelings" factor might have the lowest mean values.

6.5.2.3 RQ 3: To what extent do these WTC variables relate to each other?. To find out whether there are relationships amongst tested variables or not, a correlation coefficient test should be run. After determining the normality of the data in an earlier section, as Büyüköztürk (2016) purposes, Pearson's 2-tailed correlation coefficient test was applied to investigate the relationships between variables in terms of RQ3. With respect to *Table 22* below, all correlations between the all variables were statistically significant at the 0.01 level. In addition, while there were positive strong correlations between motivation, self-perceived proficiency in English, positive_feelings, interlocutor, teacher, self_efficacy, topic, willing_confident, WTC_online and culture determinants with each other, they were negatively correlated with negative_feelings, anxiety, unwilling_confidence, and problems_in_teaching variables.

Furthermore, if the parametric correlation results are investigated in more detail, the strongest correlations of each variable with others can be seen as following: motivation with positive_feelings (r_{mot*p_feel} =0.721), perceived proficiency with willing_confident ($r_{profi*w\_conf}$=0.728), positive_feelings with interlocutor ($r_{p\_feel*interloc}$=0.832; $r_{interloc*p\_feel}$=0.832),

teacher with interlocutor ($r_{teacher*interloc}$=0.729), self_efficacy with motivation ($r_{self\_eff*mot}$=0.680), topic with positive_feelings ($r_{topic*p\_feel}$=0.794), willing_confident with positive_feelings ($r_{W\_conf*p\_feel}$=0.811), WTC_online with culture ($r_{WTC\_on*culture}$=0.579), culture with motivation ($r_{culture*mot}$=0.676), negative_feelings with Unwilling_confident ($r_{N\_feel*UW\_conf}$=0.796), anxiety with Unwilling_confident and vice versa ($r_{anxiety*UW\_conf}$=0.809; $r_{UW\_conf*\ anxiety}$=0.809), and problems_in_teaching with negative_feelings and Unwilling_confident ($r_{problems*n\_feel}$=0.642; $r_{problems*UW\_conf}$=0.642).

Table 22

Pearson's Correlation Coefficient Test Results of WTC Variables

	Mot	P.profi	P_feel	Interloc	teacher	Self_eff	topic	W_conf	WTC_on.	Culture	N_feel	anxiety	UW_conf	problems
Mot	1													
P.profi	.642	1												
P_feel	.721	.585	1											
Interloc	.706	.534	.832	1										
teacher	.600	.468	.699	.729	1									
Self_eff	.680	.521	.659	.630	.683	1								
topic	.625	.523	.794	.788	.677	.610	1							
W_conf	.718	.728	.811	.715	.645	.595	.718	1						
WTC_on	.426	.413	.403	.430	.330	.324	.374	.443	1					
culture	.676	.508	.608	.614	.497	.484	.558	.612	.579	1				
N_feel	-.554	-.585	-.586	-.473	-.369	-.418	-.510	-.671	-.256	-.441	1			
anxiety	-.508	-.587	-.543	-.424	-.377	-.431	-.467	-.674	-.229	-.377	.772	1		
UW_conf	-.570	-.638	-.576	-.461	-.467	-.468	-.483	-.716	-.257	-.437	.796	.809	1	
problems	-.562	-.564	-.561	-.472	-.410	-.432	-.472	-.576	-.313	-.396	.642	.621	.642	1

Note. All correlations are significant at the 0.01 level (2-tailed).

If the weak correlations are examined, the WTC_online variable was the only one which was weakly correlated with 13 out of 14 variables whose r values were lower than 0.50 except

for its stronger correlation with culture ($r_{WTC\_onl*culture}=0.579$). Finally, as seen from the *Table 22*, it can be said that while WTC_online and anxiety were correlated with each other at the weakest level, the strongest correlation was between positive_feelings and interlocutor variables ($r_{p\_feel*interloc}=0.832$). This means that how positively the participant will feel in the communication process is related to the interlocutors and their characteristics. In addition, the teacher trainees are eager to use online channels to communicate with others and these online communications are solely their own decision without any obligations. Therefore, their anxiety level while communicating online might be lower since they are interested in learning about other cultures through online media.

6.5.2.4 RQ4: What are the characteristics of Turkish EFL teacher trainees' self-reported communication frequency in English inside and outside the classroom and with foreigners and Turkish people in the light of the constructs (motivation, self-perceived proficiency in English, positive feelings, interlocutor, teacher as an interlocutor, self-efficacy, topic, self-confidence, WTC online, culture, negative feelings, anxiety, lack of self-confidence, and problems) that emerged in the qualitative study?. First of all, descriptive statistics of each of the perceived frequency items and Pearson's Correlation Coefficient among the variables and perceived frequency measured on a 5-Likert scale were analysed in order to answer this RQ. With respect to the descriptive statistics results seen in *Table 22* below, Turkish EFL teacher trainees of this study often used English inside the classroom (M=3.56; SD= .74). However, the results indicated that they did not communicate in English outside the classroom (M=3.03: SD= .84) as much as inside the classroom.

Two other items measured the perceived communication frequencies of the students with two types of interlocutors, with foreigners and Turkish people. With respect to the results, while Turkish EFL prospective teachers used English with foreigners more often (M=3.21; SD=1.11), they communicated in the target language with Turkish people at an average level (M=2.57; SD= .84).

Table 23

Descriptive Statistics of the Self-reported Communication Frequency construct

	Final Study			
Item	**Self-reported Frequency**	**N**	**Mean**	**SD**
f1	Inside the classroom	211	3.56	.74
f2	Outside the classroom	211	3.03	.84
f3	With foreigners	211	3.21	1.11
f4	With Turkish people	211	2.57	.84

Secondly, a correlation analysis was run to reveal the relationships among the emerged variables (motivation, self-perceived proficiency in English, positive feelings, interlocutor, teacher as an interlocutor, self-efficacy, topic, self-confidence, WTC online, culture, negative feelings, anxiety, lack of self-confidence, and problems), the general perceived frequency of English communication, self-reported frequency inside/outside the classroom and with foreigners/Turkish people. With respect to the parametric correlations between general self-reported frequency and WTC variables seen in *Table 24*, the results were statistically significant for all variables ($p<0.001$).

In this respect, the general self-reported frequency variable had positive strong relationships respectively with the interlocutor ($r_{fi}=0.586$), positive feelings ($r_{fp\_f}=0.579$), topic ($r_{ftop}=0.552$), willing_confident ($r_{fw\_conf}=0.538$), self-perceived proficiency ($r_{fprofi}=0.513$), motivation ($r_{fmot}=0.507$), and teacher as an interlocutor ($r_{fteacher}=0.418$) and a negative strong relationship with unwilling_confident ($r_{fuw\_conf}=-0.425$). While the frequency variable was correlated at the strongest level with the interlocutor component, the weakest correlation was with the WTC_online determinant ($r_{fwtc\_online}=0.339$). These mean that Turkish prospective teachers' perceived communication frequency in English can be boosted if the interlocutor is the one with whom they prefer to communicate. In addition, their general self-reported

frequency in English will not change in a high degree based on their desire to communicate online.

Table 24

Pearson's Correlation Coefficient Test Results of the Self-reported Communication Frequency Variable

	Mot	P.proficiency	P_feel	Interlocutor	teacher	Self_eff	topic	W_conf	WTC_on	culture	N_feel	anxiety	UW_conf	problems
P.frequency	.507**	.513**	.579**	**.586****	.418**	.369**	.552**	.538**	**.339****	.389**	-.395**	-.378**	-.425**	-.369**
Inside the classroom	.381**	.316**	**.461****	.424**	.404**	.376**	.414**	.402**	**.168***	.328**	.279**	-.302**	-.345**	-.311**
Outside the classroom	.369**	.397**	**.433****	.411**	.218**	**.195****	.392**	.403**	.236**	.280**	-.331**	-.273**	-.302**	-.229**
With foreigners	.392**	**.507****	.393**	.367**	.356**	**.250****	.352**	.453**	.394**	.341**	-.338**	-.410**	-.431**	-.373**
With Turkish people	.105	-.001	**.159***	**.263****	.051	.109	**.223****	.053	-.018	.000	-.011	.090	.062	.029

*Note.*** . Correlations is significant at the 0.01 level (2-tailed)
      *. Correlations is significant at the 0.05 level (2-tailed)

Motivation related to WTC = Mot
Self-perceived proficiency in English enhancing WTC = P.proficiency
Positive feelings and WTC = P_feel
Interlocutor and WTC = Interlocutor
Teacher as an interlocutor = Teacher
Self-efficacy and WTC = Self_eff
Topic and WTC = Topic
Willing and Confident = Willing_conf
WTC online = WTC_on
Culture and WTC = Culture
Negative feelings and WTC = Negative_feelings
Anxiety and WTC = Anxiety
Unwilling and Confident = Unwilling_confident
Problems in Teaching English and WTC = Problems_in_teaching
Self-reported communication frequency in English = p.frequency
Self-reported communication frequency in English inside the classroom = inside the classroom
Self-reported communication frequency in English outside the classroom = outside the classroom
Self-reported communication frequency in English with foreigners = with foreigners
Self-reported communication frequency in English with Turkish people = with Turkish people

With respect to the correlations between tested variables and Turkish EFL teacher trainees' self-reported English communication frequency inside and outside the classroom, the

positive feelings variable had the strongest significant correlations with both perceived frequencies ($r_{\text{inside the classroom*p\_feel}}=0.461$; $r_{\text{outside the classroom*p\_feel}}=0.433$). In addition, while perceived classroom frequency was correlated at the weakest level with the WTC online variable ($r_{\text{inside the classroom*WTC\_on}}=0.168$), self-reported English frequency outside the classroom had the weakest correlation with self-efficacy beliefs ($r_{\text{outside the classroom*self\_eff}}=0.195$). Thus, it can be said that if Turkish EFL prospective students of this study feel positive in their communication encounters, their language communication frequency will increase. However, their perceived English frequency inside and outside the classroom will not differentiate very much related to their desire to communicate online and their self-efficacy beliefs, respectively.

Regarding the surprising results of correlations analysis of the participants' self-reported English communication frequency with foreigners, perceived language frequency of English with foreigners was significantly correlated with their self-perceived proficiency at the strongest level ($r_{\text{with foreigners*p.proficiency}}=0.507$) and with self-efficacy beliefs at the weakest ($r_{\text{with foreigners*self\_eff}}=0.250$). These results indicate that Turkish participants will use the target language more frequently with foreigners if they feel more competent. However, their beliefs in their language capability will not cause big changes in their perceived language communication frequency with the same type of interlocutors.

Last but not least, the results surprisingly revealed that Turkish prospective teachers' self-reported communication frequency in English with Turkish people was significantly correlated with only three variables at very weak levels which were positive feelings ($r_{\text{with Turkish people*p\_feel}}=0.159$), interlocutor ($r_{\text{with Turkish people*interlocutor}}=0.263$) and topic ($r_{\text{with Turkish people*topic}}=0.223$). In terms of these outcomes, it can be stated that Turkish EFL students' perceived language using frequency with Turkish people will be raised very little based on their positive feelings in communication behaviours, who the interlocutor is and interlocutors' proficiency, and communication topics.

6.5.2.6 RQ5: How do these emerged variables explain variance in Turkish EFL teacher trainees' self-reported communication frequency in English inside the classroom, outside the classroom, with Turkish people and with foreigners?. In order to find out to what extent motivation, self-perceived proficiency in English, positive_feelings, interlocutor, teacher, self_efficacy, topic, willing_confident, WTC_online, culture, negative_feelings, anxiety, unwilling_confident, and problems_in_teaching explain variance in Turkish EFL teacher trainees' perceived communication frequency in English, five different multivariate linear regression analyses were conducted by using the stepwise method. With respect to the results in *Table 25*, the result surprisingly revealed that general perceived communication frequency in English was explained by only interlocutor ($\beta_{interlocutor}$= .436, t=6.857, p< .0001) and self-perceived proficiency ($\beta_{p.proficiency}$= .281, t=4.419, p< .0001) variables in general (R^2=0.399; p< .0001).

With respect to the detailed regressions of each self-reported frequency item with 14 variables, only the positive_feelings variable (R^2=0.212; p< .0001) explained the perceived English frequency of Turkish teacher trainees' communication inside the classroom as the dependent variable. As the independent variable positive_feelings showed a strong significant direct impact on perceived language using frequency inside the classroom (β= .461, t=7.506, p< .0001). In other words, when they have positive feelings, such as pleasure, satisfaction, and ease in using the target language as a result of their communication or during their communications in English, they will be more likely to use English more often.

In terms of the perceived target language using frequency of teacher trainees outside the classroom, the regression analysis revealed three direct affective factors at significant levels, which were positive_feelings, perceived proficiency and self_efficacy from 14 tested variables (R^2=0.245; p< .008). With respect to the results, while positive_feelings had the strongest impact on frequency of target language use outside the classroom (β= .425, t=4.904, p< .0001), perceived proficiency and self_efficacy variables reflected weaker effects than positive

feelings, respectively ($\beta_{p.proficiency}$= .263, t=3.448, p= .001; $\beta_{self-efficacy}$=-.222, t=-2.698, p= .008). In this respect, Turkish EFL prospective teachers indicated that they use English more often when they feel positive outside the classroom similar to the self-reported frequency of target language use inside the classroom. In addition, if they believe and feel that they are proficient and capable enough to communicate in the target language, their perceived frequency of target language use outside the classroom will be increased.

Table 25

Regression Tests Results of the Self-reported Communication Frequency Variable

		R square	Sig. F Change	Beta	t	Sig.
Self-reported frequency	Interlocutor	.399	.000	.436	6.857	.000
	Perceived proficiency			.281	4.419	.000
Inside the classroom	Positive_feelings	.212	.000	.461	7.506	.000
Outside the classroom	Positive_feelings	.245	.008	.425	4.904	.000
	Perceived proficiency			.263	3.448	.001
	Self-efficacy			-.222	-2.698	.008
With Turkish people	Interlocutor	.197	.024	.520	4.413	.000
	Anxiety			.229	3.191	.002
	Teacher			-.298	-3.152	.002
	Culture			-.222	-2.744	.007
	Topic			.246	2.279	.024
With foreigners	Perceived proficiency	.319	.014	.312	4.118	.000
	WTC_online			.225	3.572	.000
	Anxiety			-.175	-2.473	.014

Note. Self-reported frequency is the self-reported communication frequency in English and perceived proficiency is the self-perceived proficiency in English.

With respect to the fourth multi-linear regression analysis, Turkish EFL students' self-reported English using frequency with Turkish people is significantly impacted by five of 14 factors that are interlocutor, anxiety, teacher as an interlocutor, culture, and topic (R^2=0.197; p=0.024). While the interlocutor variable explains 52% of variance in Turkish EFL teacher trainees' self-reported communication frequency in English ($\beta_{interlocutor}$= .520, t=4.413, p< .0001), anxiety, teacher as an interlocutor, culture and topic variables' explanation variances differs by 22-29%. In other words, with respect to *Table 19*, the strongest predictor of Turkish EFL teacher trainees' perceived communication frequency with Turkish people is interlocutor while the weakest one is the culture variable. These mean that prospective Turkish EFL teachers communicate more in English based on the interlocutor's characteristics and target language proficiency.

Last but not least, perceived frequency of target language use with foreigners is significantly affected by perceived proficiency, WTC_online, and anxiety (R^2=0.319; p=0.014). In this respect, while perceived proficiency explains the biggest part of variance ($\beta_{p.proficencyr}$= .312, t=4.118, p<.0001) in Turkish teacher trainees' self-reported communication frequency with foreigners, WTC_online and anxiety variables explain less variance, respectively (β_{WTC_online}= .225, t=3.572, p<.0001; $\beta_{anxiety}$= -.175, t=2.473, p= .014). With respect to the result, it can be said that if Turkish students of this study believe that they are proficient enough to communicate in English, when they are eager to use English in online communications and if they do not feel anxious, these three cases will contribute to increase the frequency of their target language use.

In summary, interlocutor and perceived proficiency seemed to be precursors of the self-reported frequency of English language use in general. The results also showed that while positive feelings determined the perceived frequency of Turkish teacher trainees' target language use in the classroom, perceived proficiency and self-efficacy were additional precursors to positive feelings for the self-reported frequency of English language use outside

the classroom. Moreover, interlocutor, anxiety, teacher, culture, and topic seemed to affect the frequency of English use with Turkish people while these frequency variables were perceived proficiency, WTC_online, and anxiety when the case was speaking with foreigners.

6.5.3 Discussion

This part will give a general evaluation of the findings, their similarities to and differences from previous studies in terms of the above-mentioned research questions. Since the relationships of the emerged variables with the pyramid model of WTC (used as my framework) were discussed in detail in the previous chapter, they will not be repeated here. In this section, I will provide a detailed discussion of the findings in light of the RQs, and consider their importance with respect to previous studies.

First of all, 13 tested variables' relationship with WTC and Turkish EFL learners' characteristics in terms of each variable will be discussed. The next part will be about the relationships among these variables. Finally, self-reported communication frequency of Turkish learners will be evaluated in terms of emerged variables in current and previous studies.

6.5.3.1 Finding 1: The Newly Designed Questionnaire. The main motivations of this research were to explore the determinants of Turkish EFL teacher trainees' WTC in English and then, to develop a new context-specific instrument in light of these components in a way similar to very limited previous studies (Mystkowska-Wiertela &Pawlak, 2016; Tavakoli & Davoudi, 2017). Therefore, while developing the new instrument, it was important for these constructs that emerged in the qualitative study to load onto one latent variable which was called WTC in English. In order to be able to reveal latent variable determinants, PCA was the proper way to test them. As a result, 13 constructs, which were motivation, self-perceived proficiency, positive feelings, interlocutor, teacher, self-efficacy, topic, willing_confident, culture, negative feelings, anxiety, unwilling_confident, and problems_in_teaching reflected very close

relationships with the first component which was the latent variable WTC. In other words, it can be said that the variance of Turkish EFL teacher trainees' WTC in English can be explained with these 13 variables, of which *motivation, self-perceived proficiency, positive_feelings, interlocutor, teacher, self_efficacy, topic, willing_confident,* and *culture* are positive aspects and *negative_feelings, anxiety, unwilling_ confident,* and *problems_in_teaching* are negative aspects of this variance. Thus, all these variables were included in the structure of this new instrument. However, when the WTC instrument is reviewed, it can be seen that it has four communication contexts and three types of interlocutor in its structure (McCroskey & Richmond, 1985). In other words, it is a context-interlocutor based instrument. These differences can be due to the fact that the previous WTC instrument was developed to measure L1 WTC at the beginning and then adapted to WTC in L2 and EFL contexts. However, the new WTC instrument was developed in terms of Turkish EFL teacher trainees' real-life experiences which constituted 17 constructs and self-reported frequency of English communication in the final version of the instrument (see 6.5.1.3 Instrument section).

After giving a general evaluation of the instrument in comparison with the previous literature, it can be said that these above-mentioned findings are mostly in line with previous studies although it was not possible to link some of them to the literature. To start with self-confidence related variables of this study, while the willing_confident variable of self-confidence had the highest loading value for the latent variable WTC, the explained variance of unwilling_confident was also quite high. In this respect, these are similar to previous studies where self-perceived communication competence was found as the key and the strongest direct precursor of WTC in the target language in most of the previous studies similar to the present dissertation research (Aliakbari et al., 2016; Alishah, 2015; Bektaş-Çetinkaya, 2005; Kim, 2004; Nagy, 2007; Öz et al., 2015; Peng & Woodrow, 2010; Şener, 2014a, 2014b). Moreover, as mentioned in the qualitative data analysis, the self-confidence variable of the current study was a parallel variable with the state communicative self-confidence determinant of the

pyramid model, which includes state perceived self-competence and state anxiety aspects. With respect to these results, it can be said that Turkish EFL teacher trainees are more eager to communicate if they feel to have capacity to communicate in English. In contrast, their perceived lack of confidence can increase their reluctance to communicate in Englsih However, there were some exceptions in the first study in which the participants indicated their WTC in English despite their perceived lack of self-confidence. Although some participants lacked self-confidence, they stated their high level of eagerness to communicate in the target language. Therefore, these two studies' findings can be assumed to be good examples to show how mixed-method studies are supplementary to each other.

Motivation was another important component of the latent variable that reflected similarities in the literature. According to previous research findings, motivation seemed to have direct (Asmalı, 2016; Başöz, 2018; Peng, 2007a) and indirect (Bektaş-Çetinkaya, 2005; MacIntyre & Clément, 1996; MacIntyre et al., 2002; Yashima, 2002) effects on L2 WTC. In addition, motivation is one of the important variables, which appeared in both studies of this research, for making learners use the target language more. It is worth noting that the motivation variable included students' motivation to use/learn/improve English, motivated learner behaviour, ideal L2 self, and the milieu aspects in my study. Therefore, it will not be wrong to say that besides the language learner's motivation for language learning/using, their future vision, learner behaviour and people around them also contribute to the level of their motivation and so, to their WTC. However, in order to indicate what kind of impact motivation variables have on WTC in the EFL context in Turkey, a further step of this research is needed, namely, to do a path analysis.

Apart from self-confidence and motivation determinants, the self-perceived proficiency variable of this study consisting of perceived proficiency in English and difficulties with linguistics and vocabulary aspects was another one argued in the literature. Meanwhile, the pyramid models' L2 proficiency was named as communicative competence in Layer V which

assumed more enduring determinants of L2 WTC. In addition, while some indicated no relationship between WTC and language proficiency (Nagy, 2007), others did not agree and argued for a link between proficiency and WTC (Aliakbari et al., 2016; Alemi & Pashmforoosh, 2014). Although my quantitative findings reflected a strong relationship of self-perceived proficiency with WTC, the qualitative findings showed very interesting results that revealed some students' WTC despite their awareness of their insufficient English. Thus, these two different outcomes of the present studies are consistent with both types of findings of previous studies.

In addition, the determinants anxiety and feelings, covering positive and negative feelings constructs were changing-structured variables in Study 1 while they displayed strong relationships with the latent variable WTC in Study 2. In this respect, there are some similarities and differences between the present research findings and previous literature. For instance, when the literature is reviewed, it can be seen that there are many studies that include anxiety as a tested variable (Aliakbari et al., 2016; Alemi & Pashmforoosh, 2011; Bektaş-Çetinkaya, 2005; Ghonsooly et al., 2012; Hashimoto, 2002; MacIntyre, 2007; MacIntye & Charos, 1996; MacIntyre & Doucette, 2010; Nagy, 2007; Peng, 2013), similar to present studies. However, studies considering the feelings variable are very limited and they mainly consider anxiety and enjoyment and not other emotions (Cao, 2011; Khanjavy, MacIntyre & Barabadi, 2017). In this regard, this dissertation can be distinguished from previous work on WTC as it includes not only anxiety but also positive and negative feelings as separate constructs. Communication apprehension/anxiety was stated as the strongest precursor of immersion school students' WTC rather than non-immersion (Baker & MacIntyre, 2000; MacIntyre et al., 2003). Moreover, it was stated that language learners will remain silent when they have high level of anxiety or they will be less eager to communicate in English (Başöz, 2018). Although Study 2 supported these findings in the Turkish EFL context with strong relationships of these three mentioned variables with WTC, Study 1 revealed that EFL teacher trainees could be willing to

communicate in English despite their high-level anxiety or after changing their negative feeling to positive.

The findings of this inquiry based on the interlocutor and teacher as an interlocutor variables are other vital points that should be evaluated in detail. There is limited special attention given in the literature to the effects of teachers, their techniques and teachers' attitudes on WTC in the target language rather than the general interlocutor variable (Başöz, 2018; Cao, 2009; İlter, 2018; Kang, 2005; Peng, 2007; Zarrinabadi, 2014). In addition, McCroskey and his colleague's (McCroskey & Richmond, 1985) instrument measures students' WTC in terms of three receivers which are strangers, acquaintances, and friends. However, these are not enough in an EFL context where most of the foreign language communication occurs in the classroom and with the teacher. The teacher is the most important factor who provides most of the communication environment during the language teaching process for students who cannot find natural communication possibilities in the target language. Therefore, in order to pay special attention to the teachers' influence on the students' active participation during the language learning process, interlocutor and teacher as an interlocutor variables were separated in this inquiry. Based on the results, the teacher as an interlocutor variable should be included as a separate receiver in an instrument measuring WTC. The results presented here show that Turkish prospective teachers' WTC changes in terms of the negative attitudes of the interlocutor and the teacher, the interlocutor's proficiency level, teaching strategies and the teaching methods of the teachers. This clearly indicates the important role of the teacher when it comes to language learners' WTC.

Tavakoli and Davoudi (2017) also tried to develop a new WTC scale by indicating three different interlocutor types separately, namely, teachers and the class, classmates and friends, and strangers. They found that the teachers and the class variable were the strongest predictors of WTC in the Iranian EFL context while the others were weaker predictors. As a result, this current quantitative analysis confirmed the qualitative findings by both reflecting strong

relations with the latent variable of WTC which are in line with the above-mentioned studies. In other words, teachers' attitudes, teaching strategies, interlocutors' proficiency levels, types (who is the interlocutor or what is their gender) and attitudes towards EFL teacher trainees have links to the students' eagerness to contribute to the communication process positively and negatively.

To the best of my knowledge, the influences of learner beliefs were not handled in various aspects in L2 research due to the fact that it has a wide structure and have not been assumed as an ID variable by some researchers (Dörnyei, 2005). Peng and Woodrow (2010) state that "although learner beliefs have not been explicitly or sufficiently addressed in L2 WTC research they have actually been investigated under other terms" (p. 841). Therefore, I agree with their statement and wanted to address these terms explicitly as a result of the theme coding in the present quantitative findings in light of Bandura's (1986) self-efficacy structure including learners' self-efficacy beliefs. With respect to the results, self-efficacy seemed to have a high level of explained variance by WTC in the statistical results. In other words, it is worth noting that students' beliefs about their capabilities, based on their own and friends' positive and negative language learning and communication experiences, have a strong relationship with their WTC in English. Although the same categorisation cannot be found in the literature explicitly, these findings are in line with previous studies that treat it as past communication experiences of the learners (Başöz & Erten, 2019), the other student component of external factor category (Aydın, 2017), learning experiences (Khajavy & Ghonsooly, 2017), and learner beliefs (Peng & Woodrow, 2010; Peng, 2012). With respect to the pyramid model, learners' "overall belief in being able to communicate in the L2 in an adaptive and efficient manner" was named as L2 self-confidence under the motivational propensities title (MacIntyre et al., 1998, p. 551). In terms of the learners' beliefs in their language abilities, the current study can be assumed to have a link to the framework study, the pyramid model.

Furthermore, topic is one of the most common components in the literature despite being mostly revealed by qualitative studies rather than being used in statistical research. Therefore, while Study 1 depicted similar results to previous inquiries (Aydın, 2017; Başöz, 2018; Cao & Philp, 2006; Kang, 2005; Nagy, 2007; Pawlak & Mystkowska-Wiertela, 2015), the factor analysis of the quantitative study confirmed the relationship between the topic variable and prospective Turkish teachers' WTC in English. In this respect, it can be stated that familiarity, difficulty, interestingness of the topics and students' readiness to talk about a given topic can be influential on their WTC in the target language.

Besides the above-mentioned variables, the culture variable and its strong relationship with the latent variable WTC can be assumed to have similarities to the intercultural posture term of Yashima (2002, 2012) in the Japanese EFL context. However, international posture has a wider structure than my culture variable, which only encompasses students' statements relevant to immersing in and knowing more about another culture via English. In other words, intercultural posture covers attitudes and tendencies of participants to approach and communicate with others, while the culture determinant of the current study is mostly about the participants' interest and desire to learn more about others. Thus, it seems that the participants of this study are eager to make use of the circumstances when they have an opportunity to communicate with an English speaker or some of them are willing to find opportunities to learn about other cultures through online sources by communicating with others via online channels. It is interesting to note that Mystkowska-Wiertelak and Pietrzykowska (2011), however, found that WTC and international posture are not closely related to each other. Finally, it is believed that the relationship of culture with WTC should be investigated more by using a variety of research methods to obtain more insightful results.

Last but not least, problems in teaching English in Turkey was promoted as a Turkish-context-specific component. It reflected how a grammar-based and exam-oriented education system can decrease or increase the learners' WTC in the target language. This result is

congruent with previous studies which reported qualitative findings related to WTC and an insufficient real-life communication environment (Nagy, 2007), and WTC and limited or lack of communication opportunities with foreigners (Başöz, 2018; MacIntyre & Charos, 1996; Nagy, 2007). Interestingly, in Study 1, results indicated that teacher trainees are eager to use the target language despite their awareness of problems with the English teaching process in Turkey. Culture and problems_in_teaching components reflected strong relationships with the latent variable WTC even though their values were weaker than others in the factor analysis results of this study. To sum up, with respect to the quantitative results, it can be said that the more they are interested in learning about other cultures, the more learners are willing to use the relevant target language to learn about its culture. In addition, the more problems they experience in learning English or limited opportunities to communicate in English the less they will be willing to use it.

In conclusion, this mixed-method study confirmed the 13 components' links with WTC which emerged in the qualitative results. Factor analysis indicated the close relationships of 13 tested variables with WTC by explaining variances with quite high values. This finding can be a starting point to widen WTC instruments' structure in the future, as it has been indicated to possess a very complex structure (MacIntyre et al, 2011).

6.5.3.2 Finding 2: The Variables' Relationships with Each Other. With respect to the general correlation coefficient results, it is not possible to discuss all the variables' correlations with each other and find correspondences to them from previous studies. Therefore, I will describe a general conclusion about correlation coefficients by evaluating some of them in terms of the literature. In this regard, it is worth highlighting the fact that all of the following variables, motivation, self-perceived proficiency, positive feelings, interlocutor, teacher, self-efficacy, topic, willing_confident, WTC_online, culture, negative feelings, anxiety, unwilling_confident, and problems_in_teaching, are significantly correlated with each other

except WTC_online. The relationships of this variable are the weakest ones except for its strong correlation with culture. In addition, the culture variable displayed a strong link with motivation, too. One explanation for this interesting result can be that the students' motivation to use online media was to learn more about different cultures and so, to find more opportunities to communicate in English via online communication. Therefore, the desire to communicate online can be seen as a tool for their aims. However, to the best of my knowledge, there has not been previous research that measured relationships between online willingness to communicate and culture. Therefore, this can be a further research idea. However, previous studies indicate how students were motivated to find out about others or to communicate in an intercultural context (Alem et al., 2013; Kanat-Mutluoğlu, 2016; Yashima, 2002).

The motivation variable reflected the strongest relationship with the positive feeling construct. This strongest relationship of the motivation factor with positive feelings can mean that motivated learners feel more positive during the communication process or when they feel positive as a result of their communication experiences, they can be more motivated to use the target language in other situations. In a similar way, when the interlocutor is encouraging towards the participants so that they like to communicate, they again feel more pleasure in communication. However, Study 1 also revealed that although the students had positive feelings at the beginning of their communication experiences, their motivation to use English was disturbed due to the interlocutor who insisted on communicating in Turkish rather than English. This caused their UWTC in English.

With respect to the motivation variable's relationship with feelings, it is very meaningful to learn that the words motive and emotion come from the same Latin root, "motere" which means "to move" (Goleman, 2004a, as cited in Nagy, 2007, p. 19). In this respect, Nagy (2007) explains this relationship as "our feelings drive our motivation and our motivation in turn affects our perceptions and influences our actions" (p. 19). According to Dörnyei and Ushioda (2011), "Motivation is responsible for" the reasons for a person "to decide

to do something", the length of the activity that person is willing to do and how hard the person is going "to pursue it" (p. 4). In light of these explanations, it can be stated that if Turkish students' positive feelings are increased during their language learning process, they might be more motivated and as a result the decision to use English or the length of their WTC in English can be extended, too. Since all the variables have relationships with each other, here self-efficacy beliefs of the students seem to have a link to their motivation to communicate in English. In this respect, their decision is more likely to be tied to their beliefs based on their language capabilities. In other words, it may not be wrong to say that if Turkish prospective teachers believe in their language and communication abilities, this can increase their motivation to take part in communication activities.

As to the strongest relationship of positive feelings with the interlocutor, teacher as an interlocutor and self-confidence with positive feelings (negative feelings with lack of confidence), my outcomes support previous findings by indicating that who the interlocutor is, the number the interlocutors and behaviour or fluency are the reasons for the participant's feelings of security in communicating in the target language (Kang, 2005). The type of interlocutor, or teacher as an interlocutor such as foreign or local, can make the participant feel at ease in using the language (Nagy, 2007; Zarrinabadi, 2014). Furthermore, it is worth noting here that the strongest correlation of self-perceived proficiency with willing_confident means that the more proficient the participants perceive themselves, the more confident they will feel in using English. This finding is parallel with the pyramid model that displays L2 proficiency (communicative competence in the model and perceived competence in the literature) in Layer V as a prerequisite of L2 self-confidence in Layer IV (MacIntyre et al., 1998) and other studies that indicate the importance of PC for WTC in the L2/EFL context (Alemi et al., 2013; Aliakbari et al., 2016; Khajavy et al., 2014; Nagy, 2007; Şener, 2014a, 2014b). In summary, if Turkish teacher trainees believe that they have a good level of language proficiency, they can perceive

themselves as more confident in communicating in English. As a result of their communication, they may experience more positive emotions.

Besides the above-mentioned variables, topic presented the strongest relationship with positive feelings. In this respect, Kang (2005) demonstrates that if the students talk about familiar, interesting or personally relevant topics, they will enjoy communicating more. Similar results were revealed for the Turkish learners in this study. In conclusion, the more familiar, interesting, well-known and personally relevant the topics they can talk about the more they will be willing to communicate.

Furthermore, relationships between anxiety and lack of confidence can be found in many studies (Hashimoto, 2002; Kim, 2004; MacIntyre, 2000; MacIntyre et al., 2002; Yashima, 2002; Yashima et al., 2004). However, Bektaş-Çetinkaya (2005) could not find any correlations between these two. This current study presented the strongest relationship of anxiety with the lack of self-confidence variable and vice versa. This can mean that the more anxious the learners are the more they perceive themselves as unconfident or the more they feel lack of confidence the more anxious they can be. In this respect, these two constructs are very similar and some anxiety measuring instruments (Horwitz et al., 1991) actually include items for both.

Last but not least, with respect to the quantitative findings, Turkish student teachers' problems, such as lack of communication opportunities, and an exam- and grammar-based language teaching curriculum are related to their unpleasant emotions in communication circumstances. It may be due to the fact that they feel a lack of confidence while practising the target language. However, there were exceptions in Study 1 in which some students were eager to communicate despite their acceptance of the problems in the education system. Although Study 1 results are distinguished from others, the finding of Study 2 is in line with some previous studies (Alishah, 2015; Başöz, 2018).

6.5.3.3 Finding 3: General Characteristics of Turkish EFL Teacher Trainees. With respect to the general characteristics of Turkish candidate teachers, their confidence in communicating in English was higher than average, similar to the findings of others (Bektaş-Çetinkaya, 2005; Nagy, 2007; Şener, 2014a, 2014b) while it was not in line with some who found a low level of communicative confidence among Turkish EFL learners (Alishah, 2015; Öz et al., 2015). The reason for the participants' high-level of self-confidence can be due to the fact that they were prospective EFL teacher trainees who were in their last year and supposed to have good level of English language ability since they would soon be teachers in the field.

Moreover, Turkish learners expressed themselves as being proficient users of English, highly motivated, having more positive feelings than negative ones while or after using the target language, and less anxious during their target language communication process. As a result, the mean score of latent variable WTC demonstrated a high level. These outcomes are congruent with some previous research (Bektaş-Çetinkaya, 2005; Demir et al., 2015; Şener, 2014a, 2014b). However, Alishah (2015) described Turkish learners as less motivated, lacking self-confidence, more anxious and less talkative. Asmalı et al. (2017) found that Turkish students were less eager to communicate than Romanians. Nagy (2007) stated that Hungarian learners were anxious at an average level despite their high WTC and self-perceived competence. These can be due to different research contexts, more limited communication possibilities and differences in majors, which was EFL in the present study.

According to the self-reported frequency levels of Turkish EFL student teachers, they reported using English less frequently outside the classroom while they used it more frequently inside the classroom. Moreover, they preferred to communicate in English with foreigners more frequently rather than Turkish people. The reasons for these results can be due to the fact that Turkish students may not find a proper interlocutor to communicate with in English outside the classroom in daily life. However, they can have more opportunities to communicate in school during their education than in a public context. Therefore, they may use the target language

more often in the classroom than outside. A similar result was revealed in Study 1 under the problems in the teaching English theme. Turkish teacher candidates indicated limited speaking options as one of the reasons for their UWTC. With respect to the pyramid model, L2 use comes at the top after the WTC determinants (MacIntyre et al., 1998). It means that unless the learners are eager to use the language, L2 use cannot occur and thus, the level of the communication frequency will be low.

Interestingly, the students in the qualitative study stated that when speaking was obligatory, such as in the case of solving a problem, giving presentations in the classroom, they had to use it in contexts that were not of their choice. Although the compulsory communication variable was excluded from the factor analysis due to this construct's low alpha value, further research could be conducted to investigate its role in learners' WTC.

Another thought-provoking result was that Turkish EFL teacher trainees spoke in English with foreigners more often than with Turkish people. On the one hand, this corroborates the findings of the previous studies, and Study 1 that indicated language learners tend to use the target language mostly with foreigners (Başöz, 2018; Nagy, 2007). On the other hand, it contradicts the previous research findings and Study 1 since students felt more comfortable or secure communicating in English with people they knew (Kang, 2005). In addition, if they used English more frequently in the classroom, how they managed to talk to foreigners more frequently than Turkish people was another possible contradiction in the findings. In this respect, although it was not possible to compare the statistical results directly, while some studies and Study 1 supported the above-mentioned notion of self-reported communication frequency, others and different comments of some students in Study1 could be contradictory. Therefore, these findings need further research to obtain a clearer picture.

With respect to the relationships of self-reported frequency with emerged variables, there were strong associations among perceived frequency with motivation, self-perceived proficiency in English, positive feelings, interlocutor, self-efficacy, topic, self-confidence,

while the relationships of teacher as an interlocutor, WTC online, culture, negative feelings, anxiety, lack of self-confidence, and problems with self-reported frequency were weaker. More specifically, Turkish teacher trainees' perceived communication frequency inside and outside the classroom were related to their positive feelings at the strongest level. In addition, perceived proficiency and interlocutor had the strongest relationships with perceived frequency with foreigners and Turkish interlocutors, respectively. These findings mean that how frequently Turkish EFL teacher trainees will use the English language inside, outside, with foreigners and Turkish people are related to their positive feelings in their inside and outside communication engagements and to what extent they perceive themselves proficient users of the language and who the interlocutor is. Although it is not possible to find each variable's correlations in the literature, some of them are in line with previous studies, such as the correlations of anxiety, frequency, and PCC in MacIntyre et al. (2002), motivation and frequency of L2 in Hashimoto (2000) and MacIntyre and Charos (1996), motivation, PC, anxiety in Hashimoto (2002), international posture and frequency in Yashima et al. (2004) and PCC, CA and motivation in Nagy (2007). Thus, it can be indicated that the more motivated, proficient, self-confident, self-efficacious, positive and culturally interested the teacher trainees feel, the more interesting the topics, and the more supportive, gentle, and positive the attitudes of the interlocutor and teachers are, the less anxious, and negative the students will feel and so they will use the target language more frequently.

6.5.3.4 Finding 4: Self-reported Communication Frequency in English and Its Antecedents. Apart from the above-mentioned WTC variables, the researcher's last motive was to explore the impacts of these variables on the self-reported frequency in English. The perceived frequency variable reflected significant relationships with all tested emerged variables seen in the previous paragraph. First of all, only the interlocutor and self-perceived proficiency components appeared to have an impact on the teacher candidate's general self-reported target language using frequency. While positive feelings, perceived proficiency and

self-efficacy were precursors of perceived frequency outside the classroom, positive feelings was the only determinant of inside the classroom frequency. These mean that when Turkish EFL teachers are using English, the type, attitudes and proficiency of interlocutors and self-perceived language proficiency of teacher candidates determine how frequently they use the target language in general. In addition, if they feel pleasure and enjoyment while using the language inside the classroom, they are more likely to use English more frequently. As for the outside of classroom context, if they experience positive emotions during the communication process, if they perceive themselves proficient and capable of using the language, these will boost their perceived language use frequency.

As to perceived frequency in terms of interlocutor aspects, the frequency of Turkish language learners' use of English with Turkish people in the current study depends on the interlocutor and teachers as an interlocutor, participants' anxiety, cultural interest and communication topics. In other words, it can be said that if the interlocutors and teachers are encouraging and supportive, if the participants feel a low level of anxiety, and a high level of cultural interest during communication with desirable, interesting and known topics, the amount of their language use will be increased. Finally, the regression results revealed that if the participants perceive themselves proficient enough and less anxious, they will use the target language more frequently with foreigners via online media. In the light of the literature, it is again not possible to find the impact of all these variables on target language frequency in previous studies. Nevertheless, there are some examples that show the direct effects of CA and motivation (Nagy, 2007), international posture (Yashima et al., 2004), motivation (Hashimoto, 2002; MacIntyre & Charos, 1996), context and motivation (MacIntyre & Charos, 1996) on self-perceived frequency and indirect influences of CC (Yashima et al., 2004), PC and anxiety (Hashimoto, 2002; MacIntyre & Charos, 1996) through WTC, integrativeness and attitudes through motivation (MacIntyre & Charos, 1996).

6.5.3.5 Summary. First of all, it is worth highlighting that these findings cannot be generalised to the whole population. Instead, they can be seen as examples from the population. Secondly, the results can conclude that motivation, self-perceived proficiency in English, positive feelings, interlocutor, teacher, self-efficacy, topic, willing_confident, and culture constituted positive aspects and negative feelings, anxiety, unwilling_confident, and problems_in_teaching constituted negative aspects of the latent variable WTC in English for Turkish EFL teacher trainees in the newly designed instrument. In terms of participants' perceptions about these variables and WTC_online, the values were higher than average, and they seemed eager to use the target language above the average level. Thirdly, all emerged variables were correlated with each other and with self-reported frequency, except WTC_online.

In addition, while Turkish teacher candidates used the English language more frequently inside the classroom than outside the classroom, the frequency level of communicating with foreigners was higher than with Turkish people. Of course, this does not mean that they meet more with foreigners inside the classroom. It can be due to the fact that they can find more opportunities to communicate in English inside than outside the classroom since they are more likely to meet with their foreign teachers inside the classroom. Finally, the precursors were interlocutors and perceived proficiency for general perceived frequency, positive feelings for self-reported frequency inside the classroom, positive feelings, perceived proficiency, and self-efficacy for self-reported frequency outside the classroom, interlocutor, anxiety, teacher, culture, and topic for self-reported frequency with Turkish people, perceived proficiency, WTC_online, and anxiety for self-reported frequency with foreigners. These variable differences of self-reported communication frequency and its items can be due to the fact that each item-related communication situation can evoke a different context and interlocutor type in their mind. When they were asked about these imaged cases, they might have answered the

questions in terms of their ideas and perceptions rather than their actual communication frequencies in English.

Chapter 7: Conclusions and Future Directions

The final chapter of this dissertation outlines the major findings of the two inquiries that prompted me to investigate Turkish EFL teacher trainees' WTC in English and shows the main pedagogical implications. Next, the limitations of the present empirical studies and suggestions regarding the direction of further research are also mentioned.

7.1 Summary of the Studies

The main aims of the dissertation research were to reveal essential determinants of Turkish EFL teacher trainees' WTC in English based on their real language use experiences and then to create an instrument to test the effects of these components on their English WTC in the Turkish context. In the light of these goals, first of all, Turkish EFL teacher trainees' situational WTC in English was explored by a qualitative inquiry in depth which was based on their real-life experiences when they felt the most and the least willing to communicate. The results of the study showed that they were both eager and reluctant to communicate in English the most and least at university and, secondly, in high school. In terms of the place of their WTC and UWTC cases, Turkish EFL teacher trainees experienced the most willingness to communicate out of class in Turkey while they were the least willing to use the English language in class. In addition, they also stated that talking about daily life issues, lesson topics, different cultures, history, Turkey, themselves, and interlocutors were the most preferred topics. However, the results surprisingly revealed some similarities between WTC and UWTC topics. Turkish EFL teacher trainees did not opt for talking about lesson subjects, exam-related topics, daily life issues, themselves, their projects, working places and interlocutors. The reports also showed that while the participants were most eager to use English with foreigners, on the whole they did not want to communicate with Turkish EFL teachers. Regarding the WTC antecedents, motivation, learners' self-perceived proficiency in English, feelings, interlocutor, teacher as an interlocutor, self-efficacy beliefs, attitudes, self-confidence, and anxiety seemed to be the

primary main components. Compulsory communication cases, topic, context types, using ELF, problems with learning/using English in Turkey, participant's characteristics, online WTC situations, and culture were also revealed as other determinants.

In this respect, there are two points about the qualitative study findings relevant to the changing nature of the WTC construct that should be taken into consideration. First of all, there were some ambivalent precursors. The participant's self-perceived proficiency, Turkish interlocutor, interlocutors' higher level of proficiency, vicarious experiences, compulsory communication cases, and new communication context were the commonly mentioned determinants for both WTC and UWTC. Secondly, the changing nature of motivated learner behaviour, feelings, attitudes, anxiety, self-confidence determinants and L2 WTC based on some variables were other interesting results of the qualitative inquiry.

As to the second inquiry, the qualitative study's components were used to create an instrument to measure Turkish EFL teacher trainees' WTC. Therefore, 83 items relevant to 18 constructs were written based on students' statements. After getting other experts' suggestions, the first draft of the instrument comprised 86 items with 16 constructs. Attitudes and changing nature of WTC and UWTC were eliminated from the first draft due to the fact that they both had various aspects that it would not be possible to evaluate in statistical ways. The first pilot study gave the researcher the opportunity to modify and add some items in terms of the think-aloud sessions' results done with two students. This enhanced the number of items to 94. In the following step, the second pilot study analysis results led to the separation of feelings and self-confidence constructs into two separated structures as positive and negative feelings, willing and confident and unwilling and confident. Context was another deleted construct since it did not work. With respect to the pilot studies results, the final questionnaire covering 17 constructs included 77 statement items and four self-reported communication frequency questions.

In the light of the main quantitative data analysis, compulsory communication, ELF and personality constructs were excluded due to their low level of reliability while WTC_online

was removed from further analysis because of its very weak correlations with other components. With respect to the PCA results, 13 tested determinants were loaded onto one latent variable that had positive and negative aspects. Thus, it can be said that while motivation, self-perceived proficiency, positive feelings, interlocutor, teacher as an interlocutor, self-efficacy, topic, willing_confident, WTC_online and culture components represented the positive side, negative feelings, anxiety, unwilling_confident, and problems_in_teaching reflected the negative aspect of the latent variable which is WTC. Furthermore, the results showed that while the Willing_confident component had the strongest correlation with the latent variable, while culture reflected the weakest. Other correlated determinants with latent variables were positive_feelings, motivation, interlocutor, and topic respectively whose values were higher than .800.

Moreover, in terms of the descriptive results, Turkish EFL teacher trainees mostly perceived themselves as proficient users of English, were highly motivated to use/improve and learn it, had positive feelings towards the target language, believed in their own efficacy in communicating in English, felt highly confident while using it, were willing to communicate via online channels and were interested in learning about others and their cultures. Additionally, it can be stated from the quantitative data that all tested variables were significantly correlated with each other. The strongest correlation was found among interlocutor and positive_feelings whereas WTC_online and anxiety components were correlated at the weakest level. Furthermore, EFL teacher trainees more often used English inside than outside the classroom. In terms of the interlocutor type, they stated that as expected, they communicated in English with foreigners more frequently than with Turkish interlocutors. With respect to the variables' correlation with self-reported English frequency, interlocutor and WTC_online precursors reflected the strongest and weakest significant relations with perceived frequency, respectively. Finally, regarding the regression results of the study, positive feelings seemed to be the strongest precursors of perceived English frequency in and outside the classroom while

interlocutor and self-perceived proficiency impacted the self-reported frequency of the learners to communicate in English with Turkish people and foreigners, respectively. Finally, interlocutor and self-perceived proficiency factors were the main direct determinants of general self-reported English frequency of Turkish EFL teacher trainees.

7.2 Pedagogical Implications

MacIntyre et al. (1998) demonstrated that the language learners' WTC should be supported in order to achieve language instructions' educational, social and political goals of bringing learners together in intercultural encounters. In other words, it can be said that it is very important for teachers to make their students ready for real-life intercultural encounters. However, it is not an easy task to determine what affects the learners' WTC. A determinant can enhance the eagerness to communicate in some students while the same determinant can decrease the eagerness of others as also seen in previous literature (MacIntyre et al., 2011). Therefore, first of all, language instructors should acknowledge each student as a unique person and avoid using teaching methods that are monotonous and based on one dimension. In contrast, they should plan the process by promoting learners' motivation to use the foreign language, avoiding demotivational reasons and encouraging them to follow an achievable L2 self-vision.

In this respect, when the language learners' communication opportunities in daily life in the Turkish context are considered, it can be said that many students have a chance to use English mostly in the schools or at universities. Therefore, I believe that the role of the language teacher gains great importance. When the results of the current study were scrutinised, unfortunately, most of the teacher trainees mentioned Turkish EFL teachers as the interlocutors with whom they felt the least willing to communicate. Most of them also indicated outside the classroom in Turkey as the place in which they felt the most WTC in their narratives while they mostly mentioned in class as the place in which they felt the least WTC. If they most frequently mentioned in class as the place and Turkish EFL teachers as the interlocutor in their narratives,

this points out some problems in our education. Even though they want to communicate with foreigners out of the classroom context in Turkey, they may not find this chance all the time during their language learning process. Therefore, Turkish EFL teachers' positive attitudes toward their students, attempts to make students more motivated as a result of their learner behaviour, an encouraging and relaxed classroom atmosphere, providing opportunities for the students to interact with foreigners more via some projects, online sources or media or constructing natural communication opportunities by using different methods, games or interactive activities are the ones that came into my mind as increasing opportunities to boost their WTC in English.

More specifically, in order to overcome the lack of proficiency, linguistic or vocabulary-based barriers to communication in the target language, teachers should use different techniques and strategies with an encouraging attitude in a supportive, friendly and attractive educational environment. They may also provide their students with encounters with different types of interlocutors to enrich their real-life experience in terms of language use by using online media tools, video conferences with foreigners, drama, role-play and games during the teaching process. In addition, self-efficacy beliefs can be increased by presenting successful examples from their own real-life experiences and teaching methods and also by talking about how to use their negative and unsuccessful experiences as a step towards improving their skills. Group and pair work, projects and collaborations can be made use of, providing more interaction possibilities for learners with each other in and outside the classroom to contribute to the learners' self-confidence and to reduce the students' anxiety.

One of the claims was the need for a natural conversation environment in the findings of this dissertation. Therefore, teachers should take into consideration the need to establish natural conversation contexts for their students. In this respect, they may include more different cultural interests and characteristics to arouse their students' desire and attention.

Moreover, English language use can be compulsory in some cases in which the students should not feel this obligation in the teacher's lesson planning. For instance, the teachers can embed the compulsory aspect of language use into enjoyable and interesting educational tasks and games by offering well-known and interesting communication topics. Thus, the students may be obliged to use the language without being aware of it while enjoying the process.

Finally, it should be kept in mind that these explained variables of the present research seem to have relationships with each other and self-reported frequency of language use, too. Therefore, the WTC of the students should be considered as a body which is full of many influencing aspects and of a complex and changing nature. In order to raise the students' WTC and the amount of target language use, these determinants should be taken into consideration as a whole rather than just dealing with them separately.

7.3 Limitations of the Studies

Despite the careful design and valuable findings, partly anticipated limitations of the dissertation must be kept in mind while interpreting the results. The limitations that arose in the present empirical research were mainly based on the selection of the sample, gender distributions in the sample, the created measuring instrument, and data collection processes.

First of all, the results of current dissertation study cannot be considered as representative of the whole population due to the fact that the sample of the present research was not selected by using a random sampling method (Dörnyei, 2007; Dörnyei & Taguchi, 2010). Instead, my results should be regarded as an example from the population due to the selection of the sample via convenience and snowball methods despite the moderately large sample size. In addition, my results reflected the statements of last year Turkish EFL teacher trainees at universities who were supposed to be proficient prospective language teachers. Because of this, these findings can only be assumed to be inspirational outcomes for other language learner groups rather than general and definite affective factors.

Secondly, the gender distribution of the data hindered the comparison of the female and male participants' WTC and its antecedents due to the fact that the EFL teaching department was mostly preferred by female students in Turkey as it was mentioned in a previous chapter in Part I. Therefore, the results include a general perspective of EFL teacher trainees' WTC rather than emphasising gender-oriented results.

Furthermore, the first qualitative study was based on grounded theory rather than narrative inquiry, which includes the participants during the data analysis process and the participants' multiple conversations, too. However, the researcher collaborated with the participants only in the data collection process. If it was a narrative inquiry where the participants would be involved during the whole process from data collection to analysis, the results might have been different.

An additional limitation concerns the development of the instrument. Although the researcher had 17 constructs in the qualitative research results, unfortunately some of them had to be eliminated due to some reasons relevant to reliability and interpretability as mentioned earlier. Furthermore, the instrument included only the items in terms of students' statements in terms of the qualitative study. Therefore, although I tried to address the context issue, such as in/outside the class or in a new environment, it was not possible to apply these changes to each item since the instrument would be quite intensive and long.

Another potential problem was the application structure of the studies. The researcher had to conduct some parts of them either online or with the help of her colleagues at universities rather than face-to-face applications due to the distance between Hungary and Turkey and even between the Turkish cities. However, if there had not been a time restriction when the researcher was in Turkey, she could have implemented all the studies in each section by personally communicating with the participants.

7.4 Suggestions for Further Research

In light of the limitations of the dissertation, some suggestions for further empirical studies can be made. First of all, in order to generalise research results to the whole EFL teacher trainee population, a more extended quantitative study whose participants would be selected randomly by using online research methods can be designed in cooperation, for example, with the Turkish Higher Education Council. In this respect, I believe that more extended data based on voluntary participation and random selection can give us more specific results to generalise from based on the whole population. Similar research should also be conducted with lower education level students, such as secondary and high school students in collaboration, for example, with the Turkish Ministry of Education (MoNE). Thus, some new innovations in the foreign language curriculum can be possible in the light of the generalised results in order to break the taboo 'I know English and understand it but cannot speak it'.

Secondly, this new Turkish context-based WTC instrument can be enriched by the contributions of the literature review and some additional items, which were not revealed in the students' statements in their narratives. Since the aim of this quantitative research was to develop an instrument based on the qualitative findings and to test them, it was not possible to enlarge the scope. However, further research can provide an opportunity to develop a path model in the Turkish context after inserting additional items to the scales.

Besides these considerations, the expansion of the sample size would give the researcher a chance to make comparisons between genders. Moreover, further research can determine the differences between in class and outside the class precisely for each item separately.

An additional point regarding further research is related to the research method. After improving this new instrument, the results can be tested by using different types of research methods, such as implementing a dynamic approach, longitudinal or task-based research methods. Thus, researchers can have deeper insights into the fluctuations of the students' WTC in English. Furthermore, if further research can be carried out in the first and the in the last year

of Turkish EFL teacher trainees or learners, which needs a long-term research model, experts and researchers will have the benefit of observing how the learners' WTC and their antecedents will develop over time.

Last but not least, this new instrument can be adapted to explore language learners' WTC in Turkish as a foreign language. To the best of my knowledge, there are very few studies in this area. However, nowadays, the Turkish language is more popular as a foreign language, and it is taught abroad and in Turkey to both Turkish families' children and foreigners.

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Appendix A

Communicating in English – Pilot study 2

Dear Participant,

I would like to ask for your help with my PhD research in intercultural communication by filling in the required information in the section below. After responding to a few biographical questions, I would like to ask you to think of your experiences in connection with using English in different circumstances. This is not a test, so there are no right or wrong answers. The sincerity of your answers is fundamental for the quality of my research. The questionnaire is anonymous. I would like to ensure you that your responses will be treated with confidentiality and will not be disclosed to a third party.

Thank you for your cooperation!

I- BIOGRAPHICAL INFORMATION

Age   :……………………
Gender:……………………
Major :………………………………………….
Mother tongue:………………………….
Since when have you been studying English? (as a year)…………………….
Have you ever been abroad? Where? How long?..
What kind of courses have you taken relevant to individual differences?
1-………………………………………………….
2-………………………………………………….
3-………………………………………………….

II-

1- Write a paragraph of 250-300 words on an occasion when you felt **most willing** to communicate in English. Please include when, where, with whom, on what topic and why you felt **willing** to use English.

2- Write a paragraph of 250-300 words on an occasion when you felt **least willing** to communicate in English. Please include when, where, with whom, on what topic and why you felt **unwilling** to use English.

İngilizce İletişim – Pilot Çalışma 2

Sayın katılımcı,

Kültürlerarası iletişim üzerine olan PhD araştırmam ile ilgili, aşağıda yer alan gerekli bilgi kısmını doldurarak yardım etmenizi rica ediyorum. Birkaç biyografi sorusunu cevapladıktan sonra, değişik durumlarda İngilizceyi kullanmanızla ilgili olan tecrübelerinizi düşünmenizi istiyorum. Bu bir sınav değildir, bu yüzden 'doğru' ya da 'yanlış' cevap yoktur. Araştırmamın kalitesi açısından cevaplarınızın samimiyeti temel unsurdur. Anket gizlidir. Cevaplarınızın gizli kalacağına ve üçüncü bir kişiyle paylaşılmayacağına sizi temin etmek isterim.

İşbirliğiniz için teşekkür ederim.

I- BİYOGRAFİK BİLGİ

Yaş   :……………………………

Cinsiyet   :……………………………

Branş   :……………………………

Ana diliniz   :…………………………….

Ne zamandan beri İngilizce öğreniyor sunuz? (yıl olarak):…………………………..

Hiç yurt dışında bulundunuz mu? Nerede? Ne kadar sure?:……………………………

Bireysel farklılıklarla ilgili olarak ne çeşit dersler aldınız?

1-……………………………………………………….

2-……………………………………………………….

3-……………………………………………………….

II-

1- İngilizce iletişim kurmay **en çok istediğinizi** hissettiğiniz zamanki bir durum üzerine 250-300 kelimelik bir paragraf yazınız. Lütfen ne zaman, nerede, kiminle, ne konu üzerinde ve İngilizceyi kullanmaya niçin istekli hissettiğinizi belirtiniz.

2- İngilizce iletişim kurmay **en az istediğinizi** hissettiğiniz zamanki bir durum üzerine 250-300 kelimelik bir paragraf yazınız. Lütfen ne zaman, nerede, kiminle, ne konu üzerinde ve İngilizceyi kullanmaya niçin isteksiz hissettiğinizi belirtiniz.

Appendix B

Communicating in English – Final study

Dear Participant,
I would like to ask for your help with my PhD research in intercultural communication by filling in the required information in the section below. After responding to a few biographical questions, I would like to ask you to think of your experiences in connection with using English in different circumstances. This is not a test, so there are no right or wrong answers. The sincerity of your answers is fundamental for the quality of my research. The questionnaire is anonymous. I would like to ensure you that your responses will be treated with confidentiality and will not be disclosed to a third party.
Thank you for your cooperation!

I- BIOGRAPHICAL INFORMATION
Age   : ……….
Gender: ………..
Major : …………….
Mother tongue: ……………………..
Since when have you been studying English? (as a year): ……………
Have you ever been abroad? Where? How long? ………………………

II-
1- Write a paragraph of 250-300 words on an occasion when you felt **most willing** to communicate in English. Please include when, where, with whom, on what topic and why you felt **willing** to use English.

2- Write a paragraph of 250-300 words on an occasion when you felt **least willing** to communicate in English. Please include when, where, with whom, on what topic and why you felt **unwilling** to use English.

İngilizce İletişim – Final uygulama

Sayın katılımcı,

Kültürlerarası iletişim üzerine olan PhD araştırmam ile ilgili, aşağıda yer alan gerekli bilgi kısmını doldurarak yardım etmenizi rica ediyorum. Birkaç biyografi sorusunu cevapladıktan sonra, değişik durumlarda İngilizce'yi kullanmanızla ilgili olan tecrübelerinizi düşünmenizi istiyorum. Bu bir sınav değildir, bu yüzden 'doğru' ya da 'yanlış' cevap yoktur. Araştırmamın kalitesi açısından cevaplarınızın samimiyeti temel unsurdur. Anket gizlidir. Cevaplarınızın gizli kalacağına ve üçüncü bir kişiyle paylaşılmayacağına sizi temin etmek isterim.

İşbirliğiniz için teşekkür ederim.

I- BİBLİYOGRAFİK BİLGİ

Yaş	:……………………………

Cinsiyet	:……………………………

Branş	:……………………………

Ana diliniz	:…………………………….

Ne zamandan beri İngilizce öğreniyor sunuz? (yıl olarak):…………………………..

Hiç yurt dışında bulundunuz mu? Nerede? Ne kadar süre?:……………………………

II-

1- Geçmişte İngilizce iletişim kurmayı **en çok istediğinizi** hissettiğiniz zamanki bir durum üzerinde 250-300 kelimelik bir paragraf yazınız. Lütfen ne zaman, nerede, kiminle, ne konu üzerinde ve İngilizce'yi kullanmaya niçin istekli hissettiğinizi de yazınızın içinde belirtiniz.

2- Geçmişte İngilizce iletişim kurmayı **en az istediğinizi** hissettiğiniz zamanki bir durum üzerinde 250-300 kelimelik bir paragraf yazınız. Lütfen ne zaman, nerede, kiminle, ne konu üzerinde ve İngilizce'yi kullanmaya niçin isteksiz hissettiğinizi de yazınızın içinde belirtiniz.

Appendix C

Willingness to Communicate (WTC) in English – Pilot study-1

Dear Participant,
I would like to ask for your help with my PhD research in intercultural communication by filling this questionnaire. After responding to a few biographical questions below, please fill in the questionnaire on willingness to communicate in English. This is not a test, so there are no right or wrong answers. The sincerity of your answers is fundamental for the quality of my research. The questionnaire is anonymous. I would like to ensure you that your responses will be treated with confidentiality and will not be disclosed to a third party.
Thank you for your cooperation!

Part I
Age   : ……………………
Gender: …………………
Current Major : …………………………………………….
Current Year of study: ………………………………..
Mother tongue: …………………………………………………………
How many years did you study English? (Please, provide the year): ……………………year.
Have you ever been abroad? (Please circle one of them)   Yes   No
        Where?
        How long? (Please mention your longest stay abroad) ....

Part II-
Please indicate how much you agree or disagree with the following statements by putting an "X" in the box that best describes the extent to which you agree or disagree with the statement.

Example:

Statements	1- Strongly Disagree	2- Disagree	3- Neither agree nor disagree	4- Agree	5- Strongly Agree
1- The website is easy to navigate.				X	

This means that using website is mostly easy for you.

		1- Strongly Disagree	2- Disagree	3- Neither agree nor disagree	4- Agree	5- Strongly Agree
1	I'm willing to use English to improve my language skills as much as I can.					
2	My English proficiency is good enough to communicate with others.					
3	I find pleasure in communicating in English.					
4	I am willing to communicate in English with foreigners.					
5	My willingness to communicate in English in class depends on my teachers' attitudes towards me.					
6	I believe that I am able to express myself in English properly.					
7	I am afraid of making mistakes, so I'd rather not communicate in English.					
8	I am the least willing to communicate in English when I feel I have to.					
9	I am willing to use English if the topic is interesting.					
10	I am reluctant to communicate in English in a Turkish context.					
11	I am willing to use English to help foreigners.					
12	I am willing to communicate in English in class because while using it I feel confident.					
13	I am not willing to communicate in English because I believe language teaching in Turkey concentrates only on accuracy.					
14	I am not willing to use English because I am shy.					
15	I am eager to use English in online communication programs.					
16	I am willing to communicate in English in order to learn more about the different cultures.					
17	I try to find possibilities to communicate in order to improve my English language ability.					
18	I am eager to communicate in English because I think my English language ability is good enough.					
19	I feel happy while I am using English.					
20	I am willing to communicate in English with people I know.					

	Statements	1- Strongly Disagree	2- Disagree	3- Neither agree nor disagree	4- Agree	5- Strongly Agree
21	The more eager my teacher is to use English in class, the more eager I am to communicate in English.					
22	If my peers are willing to communicate in English, I am also eager to use English in class.					
23	I am unwilling to use English because I feel that people will mock me.					
24	I feel more willing to communicate when communicating in English is compulsory.					
25	I am eager to communicate in English if I have an idea about the topic.					
26	I am unwilling to communicate in English if it is a professional context.					
27	I am willing to use English to solve problems with foreigners.					
28	I am willing to communicate in English outside the class because while using it I feel confident.					
29	I am not willing to communicate because I believe I lost my self-confidence while learning English in Turkey.					
30	Because of my open personality, I am willing to use English actively.					
31	I am willing to communicate in English in online games.					
32	I see communicating in English as a chance to get to know about other cultures.					
33	The people around me encourage me to communicate in English.					
34	I am eager to communicate in English because I have a good level of proficiency.					
35	I generally enjoy expressing my ideas in English.					
36	I am willing to communicate in English with more proficient interlocutors than me.					
37	My willingness to communicate in English depends on my teachers' teaching methods in class.					
38	If my peers are willing to communicate in English, I am also eager to use English outside the class.					
39	I am not eager to communicate in English because I feel embarrassed in front of others.					
40	I am willing to use English because it is compulsory for my job.					

	Statements	1- Strongly Disagree	2- Disagree	3- Neither agree nor disagree	4- Agree	5- Strongly Agree
41	Whatever topic it is, I do my best to take part in discussion in English.					
42	I am willing to use English in informal contexts.					
43	I am willing to use English if it is the only way to communicate with others.					
44	I am willing to communicate in English in class because when I use it, I feel it develops my confidence.					
45	I am not willing to communicate in English because I feel my language training was not good.					
46	I am not willing to communicate in English because I have a closed personality.					
47	I am willing to communicate in English with foreigners online.					
48	When I meet foreigners, I like talking about our cultural differences.					
49	If I have a chance to use English, I take the opportunity.					
50	I have some difficulties while trying to express myself in English, so I rather not speak.					
51	I feel uncomfortable while communicating in English.					
52	I am willing to communicate in English with my friends.					
53	I am willing to communicate in English in class if I like my teacher.					
54	Seeing my peers successfully using English encourages me to communicate in English.					
55	I am unwilling to use English because I feel tense talking in front of others.					
56	I am reluctant to use English when it is a compulsory part of a language class task					
57	I like communicating in English about issues of everyday life.					
58	I am unwilling to communicate in English in a new environment.					
59	The more I use English with non-native speakers, the more I am willing to communicate in English.					
60	I am willing to communicate in English outside the class because when I use it, I feel it develops my confidence.					

	Statements	1- Strongly Disagree	2- Disagree	3- Neither agree nor disagree	4- Agree	5- Strongly Agree
61	I am not willing to communicate in English because I feel I don't have enough opportunities to use the language while learning English in Turkey.					
62	My willingness to use English depends on my mood.					
63	I am willing to use English with online media.					
64	I would like to experience other cultures abroad by communicating in English.					
65	I try to find opportunities to practice speaking English.					
66	I usually feel strange while communicating in English.					
67	I am willing to communicate in English with people I like.					
68	I am willing to communicate in English with my teacher in class.					
69	It discourages me to use English if I see that my peers have difficulty in communicating in English.					
70	In everyday situation, I am not willing to communicate in English if it is not necessary.					
71	Whether I am willing to communicate in English depends on the topic.					
72	I am comfortable using English outside the classroom.					
73	I am willing to use English to keep in touch with other non-native speakers.					
74	I am not willing to communicate in English in class because I do not feel confident.					
75	I am not willing to communicate in English because I believe that we do not have enough speaking activities in our language teaching programs in Turkey.					
76	I am willing to use English with online social media.					
77	I can image myself using English as an EFL teacher.					
78	I am willing to communicate in English with people I don't like but I have to communicate with.					
79	I am willing to communicate in English with my teacher outside the class.					

	Statements	1- Strongly Disagree	2- Disagree	3- Neither agree nor disagree	4- Agree	5- Strongly Agree
80	After I feel successful in using English, I want to communicate even more.					
81	I am more comfortable using English inside the classroom.					
82	I am not willing to communicate in English outside the class because I do not feel confident					
83	I am not motivated to use English because of my previous negative experiences.					
84	I am willing to communicate in English with people who are friendly.					
85	I am not willing to give presentations in English in front of the classroom because I don't feel confident.					
86	I am willing to give presentations in English in front of the classroom because I feel confident.					

İngilizce iletişim kurma isteği – Pilot çalışma-1

Sayın katılımcı,

Bu anketi doldurarak, kültürlerarası iletişim ile ilgili olan PhD araştırmam için yardım etmenizi rica ediyorum. Birkaç biyografik soruyu cevapladıktan sonra, lütfen İngilizce konuşma isteği üzerine olan anketi doldurunuz. Bu bir sınav değildir, bu yüzden 'doğru' ya da 'yanlış' cevap yoktur. Araştırmamın kalitesi açısından cevaplarınızın samimiyeti temel unsurdur. Anket gizlidir. Cevaplarınızın gizli kalacağına ve üçüncü bir kişiyle paylaşılmayacağına sizi temin etmek isterim.

İşbirliğiniz için teşekkürler.

Bölüm I

Yaş   :…………………….

Cinsiyet   :…………………….

Şu anki branşınız   :…………………………………………….

Su anki çalışma yılınız:……………………………..……...

Ana diliniz   :…………………………………………….

Kaç yıl İngilizce eğitimi aldınız? (Lütfen yıl belirtiniz): ……………………yıl.

Hiç yurtdışında bulundunuz mu? (Lütfen birini işaretleyiniz)   Evet   Hayir

      Nerede?

      Ne kadar süre? (Lütfen en uzun yurtdışı seyahatinizden bahsediniz) ....

Bölüm II-

Lütfen verilen duruma katılıp katılmama oranınızı en iyi tanımlayan kutuya X işareti koyarak, belirtilen ifadelere ne oranda katılıp katılmadığınızı gösteriniz.

Örnek:

Durumlar	1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de	4- Katılıyorum	5- Kesinlikle katılıyorum
1- Web sitesinin kullanımı kolay.				X	

Bu, sizin için web sitesinin kullanımının oldukça kolay olduğu anlamını taşır.

	Durumlar	1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de katılmıyorum	4- Katılıyorum	5- Kesinlikle katılıyorum
1	Elimden geldiğince dil becerilerimi geliştirmek için İngilizceyi kullanmaya istekliyim.					
2	İngilizce yeterliliğim diğerleri ile iletişim kurabilecek kadar iyi.					
3	İngilizce iletişim kurmaktan zevk alıyorum.					
4	Yabancılarla İngilizce iletişim kurmaya istekliyim.					
5	Sınıftaki İngilizce iletişim kurma isteğim öğretmenlerimin bana karşı olan tutumlarına bağlı.					
6	Kendimi düzgün bir şekilde İngilizce ifade edebildiğime inanıyorum.					
7	Hata yapmaktan korkuyorum, bu yüzden İngilizce iletişim kurmamayı tercih ediyorum.					
8	İngilizce iletişim kurmaya en az istekli olduğum zaman, bunun zorunda olduğumu hissettiğim zamandır.					
9	Eğer konu ilgi çekici ise, İngilizceyi kullanmaya istekliyimdir.					
10	Türkçe bir içerikte, İngilizce iletişim kurmaya isteksizimdir.					
11	Yabancılara yardım etmek için İngilizceyi kullanmaya istekliyimdir.					
12	Sınıfta İngilizce iletişim kurmaya istekliyim, çünkü kullanırken kendimden emin hissediyorum.					
13	İngilizce iletişim kurmaya isteksizim, çünkü Türkiye'deki dil öğretiminin sadece doğruluk üzerine odaklandığını düşünüyorum.					
14	Utangaç olduğum için İngilizceyi kullanmaya isteksizim.					
15	İngilizceyi online iletişim programlarında kullanmaya istekliyim.					
16	Değişik kültürler hakkında daha çok bilgi sahibi olmak icin İngilizce iletişim kurmaya istekliyim.					
17	İngilizce dil yeterliliğimi geliştirmek icin iletişim kuracağım imkanlar bulmaya çalışırım.					
18	İngilizce iletişim kurmaya istekliyim, çünkü İngilizce dil yeterliliğimin yeterince iyi olduğunu düşünüyorum.					

	Durumlar	1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de katılmıyorum	4- Katılıyorum	5- Kesinlikle katılıyorum
19	İngilizceyi kullanırken mutlu hissediyorum.					
20	Tanıdığım insanlarla İngilizce iletişim kurmaya istekliyim.					
21	Öğretmenim sınıfta İngilizceyi kullanmaya ne kadar hevesli olursa, ben de İngilizce iletişim kurmaya o kadar istekli olurum.					
22	Eğer akranlarım İngilizce iletişim kurmaya istekli olursa, ben de sınıfta İngilizceyi kullanmaya istekli olurum.					
23	İngilizceyi kullanmaya isteksizim çünkü insanların benimle dalga geçeceğini hissediyorum.					
24	İngilizce iletişim zorunlu olduğu zaman, konuşmaya daha fazla istekli olduğumu hissediyorum.					
25	Eğer konu hakkında bir fikrim varsa İngilizce iletişim kurmaya daha gayretliyim.					
26	Eğer profesyonel bir ortamsa, İngilizce iletişim kurmaya isteksizimdir.					
27	Yabancılarla problemleri çözmek için İngilizce iletişim kurmaya istekliyim.					
28	Sınıf dışında İngilizce iletişim kurmaya istekliyim çünkü İngilizce kullanırken kendime güveniyorum.					
29	İletişim kurmaya istekli değilim, çünkü Türkiye'de İngilizce öğrenirken özgüvenimi kaybettiğime inanıyorum.					
30	Açık görüşlü kişiliğimden dolayı İngilizceyi aktif olarak kullanmaya istekliyim.					
31	Online oyunlarda İngilizce iletişim kurmaya istekliyim.					
32	Diğer kültürler hakkında bilgi sahibi olmak için, İngilizce iletişim kurmayı bir şans olarak görüyorum.					
33	Çevremdeki insanlar beni İngilizce iletişim kurmam için cesaretlendirir.					
34	İngilizce iletişim kurmaya istekliyim, çünkü iyi bir düzeyde yeterliliğe sahibim.					
35	Genel olarak fikirlerimi İngilizce ifade etmekten hoşlanırım.					
36	Kendimden daha uzman muhataplarım ile İngilizce iletişim kurmaya istekliyim.					

	Durumlar	1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de katılmıyorum	4- Katılıyorum	5- Kesinlikle katılıyorum
37	İngilizce iletişim kurma isteğim, öğretmenlerimin sınıftaki öğretim metotlarına bağlı.					
38	Eğer akranlarım İngilizce iletişim kurmaya istekli iseler, ben de İngilizceyi sınıf dışında kullanmaya hevesli olurum.					
39	İngilizce iletişim kurmaya hevesli değilim, çünkü diğerlerinin önünde utanıyorum.					
40	İngilizceyi kullanmaya istekliyim, çünkü mesleğim için zorunlu.					
41	Konu ne olursa olsun, İngilizce yapılan tartışmalarda yer almak için elimden gelenin en iyisini yaparım.					
42	İngilizceyi resmi olmayan ortamlarda kullanmaya istekliyimdir.					
43	Eğer diğerleri ile iletişim kurmanın tek yolu buysa, İngilizceyi kullanmaya istekliyimdir.					
44	Sınıfta İngilizce iletişim kurmaya istekliyimdir, çünkü onu kullandığım zaman güvenimin geliştirdiğini hissediyorum.					
45	İngilizce iletişim kurmaya gönülsüzüm, çünkü dil eğitimimin iyi olmadığını hissediyorum.					
46	İngilizce iletişim kurmaya istekli değilim çünkü, içedönük bir kişiliğim var.					
47	Yabancılarla online iletişim kurmaya istekliyim.					
48	Yabancılarla bir araya geldiğimde kültürel farklılıklarımız hakkında konuşmaktan hoşlanırım.					
49	Eğer İngilizceyi kullanma şansım varsa bu fırsattan yararlanırım.					
50	Kendimi İngilizce ifade ederken bazı zorluklar çekiyorum, bu yüzden konuşmamayı tercih ediyorum.					
51	İngilizce iletişim kurarken kendimi rahatsız hissediyorum.					
52	Arkadaşlarım ile İngilizce iletişim kurmaya istekliyim.					
53	Eğer öğretmenimi seviyorsam, sınıfta İngilizce iletişim kurmaya istekliyim.					
54	Arkadaşlarımın başarılı bir şekilde İngilizceyi kullandıklarını görmek, beni İngilizce iletişim kurmam için cesaretlendirir.					
55	İngilizceyi kullanmaya isteksizim, çünkü başkalarının önünde konuşurken gergin hissediyorum.					

	Durumlar	1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de katılmıyorum	4- Katılıyorum	5- Kesinlikle katılıyorum
56	Dil dersinde zorunlu bir görev olduğu zaman İngilizceyi kullanmaya gönülsüzüm.					
57	Günlük yaşam konuları hakkında İngilizce iletişim kurmaktan hoşlanırım.					
58	Yeni bir çevrede İngilizce iletişim kurmaya isteksizim.					
59	Ana dili İngilizce olmayanlarla ne kadar çok İngilizceyi kullanırsam, o kadar çok İngilizce iletişim kurmaya istekli					
60	Sınıf dışında İngilizce iletişim kurmaya istekliyim, çünkü onu kullandığım zaman güvenimi geliştirdiğini hissediyorum.					
61	İngilizce iletişim kurmaya isteksizim, çünkü Türkiye'de İngilizce öğrenirken dili kullanmak için yeterli imkanların olmadığını hissediyorum.					
62	Benim İngilizceyi kullanma isteğim o anki ruh halime bağlı.					
63	İngilizceyi online ortamlarda medyada kullanmaya istekliyim.					
64	İngilizce iletişim kurarak başka kültürler hakkında tecrübe sahibi olmak isterim.					
65	İngilizce konuşma pratiği yapmak için imkanlar bulmaya çalışırım.					
66	İngilizce iletişim kurarken genellikle garip hissediyorum.					
67	Sevdiğim insanlar ile İngilizce iletişim kurmaya istekliyim.					
68	Öğretmenimle sınıfta İngilizce iletişim kurmaya istekliyim.					
69	Eğer akranlarımın İngilizce iletişim kurmakta zorlandıklarını görürsem, bu benim İngilizceyi kullanmadaki cesaretimi kırar.					
70	Günlük durumlarda, eğer gerekli değil ise İngilizce iletişim kurmaya istekli değilim.					
71	İngilizce iletişim kurmaya istekli olup olmamam konuya bağlı.					
72	Sınıf dışında İngilizceyi kullanırken rahatımdır.					
73	Ana dili İngilizce olmayan konuşmacılar ile iletişimi kaybetmemek için İngilizceyi kullanmaya istekliyim.					

	Durumlar	1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de katılmıyorum	4- Katılıyorum	5- Kesinlikle katılıyorum
74	Sınıfta İngilizce iletişim kurmaya istekli değilim, çünkü kendimden emin hissetmiyorum.					
75	İngilizce iletişim kurmaya istekli değilim, çünkü Türkiye'deki dil öğrenme programlarımızda yeterince konuşma aktivitelerinin olmadığına inanıyorum.					
76	İngilizceyi online sosyal medya ile kullanmaya istekliyim.					
77	Kendimi İngilizce yabancı dil öğretmeni olarak, İngilizceyi kullanırken hayal edebiliyorum.					
78	Sevmediğim fakat iletişim kurmak zorunda olduğum insanlarla İngilizce iletişim kurmaya istekliyim.					
79	Öğretmenimle sınıf dışında İngilizce iletişim kurmaya istekliyim.					
80	İngilizceyi kullanmada başarılı olduğumu hissettikten sonra, daha çok iletişim kurmak isterim.					
81	İngilizceyi sınıf içinde kullanırken daha rahatım.					
82	Sınıf dışında İngilizce iletişim kurmaya istekli değilim, çünkü kendime güven hissetmiyorum.					
83	Önceki olumsuz tecrübelerim yüzünden İngilizceyi kullanmaya motive değilim.					
84	Dost canlısı insanlarla İngilizce iletişim kurmaya istekliyim.					
85	Sınıf önünde İngilizce sunum yapmaya istekli değilim, çünkü kendime güvenmiyorum.					
86	Sınıf önünde İngilizce sunum yapmaya istekliyim, çünkü kendime güveniyorum.					

Appendix D

List Version of the Questionnaire After the Think-Aloud Session

1- Motivation related to WTC
i1……... 1- I'm willing to use English to improve my language skills as much as I can.
i17……. 2- I try to find possibilities to communicate in order to improve my English language ability.
i33……. 3- The people around me encourage me to communicate in English.
i49……. 4- If I have a chance to use English, I take the opportunity.
i65……. 5- I try to find opportunities to practice speaking English.
i77……. 6- I can imagine myself using English as an EFL teacher.
i83……. 7- I am not motivated to use English because of my previous negative experiences.

2- Self-Perceived Proficiency in English enhancing WTC
i2……. 1- My English proficiency is good enough to communicate with others.
i18……. 2- I am eager to communicate in English because I think my English language ability is good enough.
i34……. 3- I am eager to communicate in English because I have a good level of proficiency.
i50……. 4- I have some difficulties while trying to express myself in English, so I rather not speak.

3- Feelings and WTC
i3……. 1- I find pleasure in communicating in English in class.
i19….. 2- I feel happy while I am using English.
i35……3- I generally enjoy expressing my ideas in English in class.
i51……4- I feel uncomfortable while communicating in English in class.
i66…... 5- I usually feel strange while generally communicating in English.
i85……6- I find pleasure in communicating in English outside the class. (NEW ITEM)
i90……7- I generally enjoy expressing my ideas in English outside the class. (NEW ITEM)
i94….. 8- I feel uncomfortable while communicating in English outside the class. (NEW ITEM)

4- Interlocutor and WTC
i4…… 1- I am willing to communicate in English with foreigners.
i20….. 2- I am willing to communicate in English with Turkish people I know.
i36….. 3- I am willing to communicate in English with more proficient interlocutors than me.
i52….. 4- I am willing to communicate in English with my Turkish friends.
i67….. 5- I am willing to communicate in English with people I like
i78….. 6- I am willing to communicate in English with people I don't like but I have to communicate with.
i84….. 7- I am willing to communicate in English with people who are friendly.
i88….. 8- I am willing to communicate in English with my foreign friends. (NEW ITEM)

5- Teacher as an interlocutor and WTC

i5…… 1- My willingness to communicate in English in class depends on my teachers' attitudes towards me.

i21….. 2- The more eager my teacher is to use English in class, the more eager I am to communicate in English.

i37….. 3- My willingness to communicate in English depends on my teachers' teaching methods in class.

i53….. 4- I am willing to communicate in English in class if I like my teacher.

i68….. 5- I am willing to communicate in English with my Turkish EFL teachers in class.

i79….. 6- I am willing to communicate in English with my Turkish EFL teachers outside the class.

i89….. 7- I am willing to communicate in English with my foreign teachers in class. (NEW ITEM)

i93….. 8- I am willing to communicate in English with my foreign teachers outside the class. (NEW ITEM)

6- Self-efficacy in WTC

i6…… 1- I believe that I am able to express myself in English properly.

i22….. 2- If my peers are willing to communicate in English, I am also eager to use English in class.

i38….. 3- If my peers are willing to communicate in English, I am also eager to use English outside the class.

i54….. 4- Seeing my peers successfully using English encourages me to communicate in English.

i69….. 5- It discourages me to use English if I see that my peers have difficulty in communicating in English.

i80….. 6- After I feel successful in using English I want to communicate even more.

7- Anxiety and WTC

i7…… 1- I am afraid of making mistakes, so I'd rather not communicate in English.

i23….. 2- I am unwilling to use English because I feel that people will tease me.

i39….. 3- I am not eager to communicate in English because I feel embarrassed in front of others.

i55….. 4- I am unwilling to use English because I feel tense talking in front of others (an audience).

8- Compulsory Communication and WTC

i8…… 1- I am the least willing to communicate in English when I feel I have to.

i24….. 2- I feel more willing to communicate when communicating in English is compulsory.

i40….. 3- I am willing to use English because it is compulsory for my job.

i56….. 4- I am reluctant to use English when it is a compulsory part of a language class task

i70….. 5- In an everyday situation, I am not willing to communicate in English if it is not necessary.

9- Topic and WTC

i9…… 1- I am willing to use English if the topic is interesting.

i25….. 2- I am eager to communicate in English if I have an idea about the topic.

i41….. 3- What topic it is in class, I do my best to take part in the discussion in English.

i57….. 4- I like communicating in English about issues of everyday life in class.

i71….. 5- Whether I am willing to communicate in English depends on the topic.

i91….. 6- I like communicating in English about issues of everyday life outside the class. (NEW ITEM)

i86….. 7- Whatever topic it is, I do my best to take part in the discussion in English outside the class. (NEW ITEM)

10- Context and WTC

i10….. 1- I am reluctant to communicate in English in a Turkish environment.

i26….. 2- I am unwilling to communicate in English if it is a professional context.

i42….. 3- I am willing to use English in informal contexts.

i58….. 4- I am unwilling to communicate in English in a new environment.

i72….. 5- I am more comfortable using English outside the classroom.

i81….. 6- I am more comfortable using English inside the classroom.

11- ELF and WTC

i11….. 1- I am willing to use English to help foreigners.

i27….. 2- I am willing to use English to solve problems with foreigners.

i43….. 3- I am willing to use English if it is the only way to communicate with others.

i59….. 4- The more I use English with non-native speakers, the more I am willing to communicate in English.

i73….. 5- I am willing to use English to keep in touch with other non-native speakers.

12- Self-confidence and WTC

i12….. 1- I am willing to communicate in English in class because while using I feel confident.

i28….. 2- I am willing to communicate in English outside the class in Turkey because while using it I feel confident.

i44….. 3- I am willing to communicate in English in class because when I use it I feel it develops my confidence.

i60….. 4- I am willing to communicate in English outside the class because when I use it I feel it develops my confidence.

i74….. 5- I am not willing to communicate in English in class because I do not feel confident.

i82….. 6- I am not willing to communicate in English outside the class in Turkey because I do not feel confident

i87….. 7- I am not willing to give presentations in front of the classroom.

i92….. 8- I am willing to communicate in English abroad because while using it I feel confident. (NEW ITEM)

13- Problems in teaching and WTC

i13….. 1- I am not willing to communicate in English because I believe language teaching in Turkey concentrates only on accuracy. .

i29….. 2- I am not willing to communicate in English because I believe I lost my self-confidence while learning it in Turkey.

i45….. 3- I am not willing to communicate in English because I feel my language training was not good.

i61….. 4- I am not willing to communicate in English because I feel I don't have enough opportunities to use the language while learning English in Turkey.

i75….. 5- I am not willing to communicate in English because I believe that we do not have enough speaking activities in our language teaching programs in Turkey.

14- Participant's personality and WTC

i14….. 1- I am not willing to use English because I am shy.

i30….. 2- Because of my open personality I am willing to use English actively.

i46….. 3- I am not willing to communicate in English because I have a closed personality.

i62….. 4- My willingness to use English depends on my mood.

15- WTC online

i15….. 1- I am eager to use English in online communication programs.

i31….. 2- I am willing to communicate in English in online games.

i47….. 3- I am willing to communicate in English with foreigners online.

i63….. 4- I am willing to use English with online media.

i76….. 5- I am willing to use English with online social media

16- Culture and WTC

i16….. 1- I am willing to communicate in English in order to learn more about the different cultures.

i32….. 2- I see communicating in English as a chance to get to know about other cultures.

i48….. 3- When I meet foreigners I like talking about our cultural differences in English.

i64….. 4- I like to experience other cultures abroad by communicating in English.

Appendix E

İngilizce iletişim kurma isteği – Pilot çalışma-2

Sayın katılımcı,

Bu anketi doldurarak, kültürlerarası iletişim ile ilgili olan PhD araştırmam için yardım etmenizi rica ediyorum. Birkaç biyografik soruyu cevapladıktan sonra, lütfen İngilizce konuşma isteği üzerine olan anketi doldurunuz. Bu bir sınav değildir, bu yüzden 'doğru' ya da 'yanlış' cevap yoktur. Araştırmamın kalitesi açısından cevaplarınızın samimiyeti temel unsurdur. Anket gizlidir. Cevaplarınızın gizli kalacağına ve üçüncü bir kişiyle paylaşılmayacağına sizi temin etmek isterim.

İşbirliğiniz için teşekkürler.

Bölüm I

Yaş   : …………………

Cinsiyet   : …………………

Şu anki branşınız   : ………………………………………….

Su anki çalışma yılınız   :…………………………….……...

Ana diliniz   :………………………………………….

Kaç yıl İngilizce eğitimi aldınız? (Lütfen yıl belirtiniz): …………………yıl.

Hiç yurtdışında bulundunuz mu? (Lütfen birini işaretleyiniz)   Evet   Hayır

　　　Nerede?

　　　Ne kadar süre? (Lütfen en uzun yurtdışı seyahatinizi göz önünde bulundurunuz.) ....

Bölüm II-

Lütfen verilen duruma katılıp katılmama oranınızı en iyi tanımlayan kutuya X işareti koyarak, belirtilen ifadelere ne oranda katılıp katılmadığınızı gösteriniz.

Örnek:

Durumlar	1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de	4- Katılıyorum	5- Kesinlikle katılıyorum
1- Web sitesinin kullanımı kolay.				X	

Bu, sizin için web sitesinin kullanımının oldukça kolay olduğu anlamını taşır.

		1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de katılmıyorum	4- Katılıyorum	5- Kesinlikle katılıyorum
1	Elimden geldiğince dil becerilerimi geliştirmek için İngilizceyi kullanmaya istekliyim.					
2	İngilizce yeterliliğim diğerleri ile iletişim kurabilecek kadar iyi.					
3	Sınıfta İngilizce iletişim kurmaktan zevk alıyorum.					
4	Yabancılarla İngilizce iletişim kurmaya istekliyim.					
5	Sınıftaki İngilizce iletişim kurma isteğim öğretmenlerimin bana karşı olan tutumlarına bağlı.					
6	Kendimi düzgün bir şekilde İngilizce ifade edebildiğime inanıyorum.					
7	Hata yapmaktan korkuyorum, bu yüzden İngilizce iletişim kurmamayı tercih ediyorum.					
8	İngilizce iletişim kurmaya en az istekli olduğum zaman, bunun zorunda olduğumu hissettiğim zamandır.					
9	Eğer konu ilgi çekici ise, İngilizceyi kullanmaya istekliyimdir.					
10	Türk bir çevrede, İngilizce iletişim kurmaya isteksizimdir.					
11	Yabancılara yardım etmek için İngilizceyi kullanmaya istekliyimdir.					
12	Sınıfta İngilizce iletişim kurmaya istekliyim, çünkü İngilizceyi kullanırken kendimden emin hissediyorum.					
13	İngilizce iletişim kurmaya isteksizim, çünkü Türkiye'deki dil öğretiminin sadece doğruluk üzerine odaklandığını düşünüyorum.					
14	Utangaç olduğum için İngilizceyi kullanmaya isteksizim.					
15	İngilizceyi online iletişim programlarında kullanmaya istekliyim.					
16	Değişik kültürler hakkında daha çok bilgi sahibi olmak için İngilizce iletişim kurmaya istekliyim.					
17	İngilizce dil yeterliliğimi geliştirmek için iletişim kuracağım imkanlar bulmaya çalışırım.					
18	İngilizce iletişim kurmaya istekliyim, çünkü İngilizce dil yeterliliğimin yeterince iyi olduğunu düşünüyorum.					
19	İngilizceyi kullanırken mutlu hissediyorum.					

	Durumlar	1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de katılmıyorum	4- Katılıyorum	5- Kesinlikle katılıyorum
20	Tanıdığım Türk insanlarla İngilizce iletişim kurmaya istekliyim.					
21	Öğretmenim sınıfta İngilizceyi kullanmaya ne kadar arzulu olursa, ben de İngilizce iletişim kurmaya o kadar					
22	Eğer arkadaşlarım İngilizce iletişim kurmaya istekli olursa, ben de sınıfta İngilizceyi kullanmaya istekli olurum.					
23	İngilizceyi kullanmaya isteksizim çünkü insanların benimle dalga geçeceğini hissediyorum.					
24	İngilizce iletişim zorunlu olduğu zaman, konuşmaya daha fazla istekli olduğumu hissediyorum.					
25	Eğer konu hakkında bir fikrim varsa İngilizce iletişim kurmaya daha gayretliyim.					
26	Profesyonel bir ortamsa, İngilizce iletişim kurmaya isteksizimdir.					
27	Yabancılarla problemleri çözmek için İngilizce iletişim kurmaya hevesliyim.					
28	Türkiye'de sınıf dışında İngilizce iletişim kurmaya istekliyim çünkü İngilizceyi kullanırken kendime güveniyorum.					
29	İletişim kurmaya isteksizim, çünkü Türkiye'de İngilizce öğrenirken özgüvenimi kaybettiğime inanıyorum.					
30	Açık görüşlü kişiliğimden dolayı İngilizceyi aktif olarak kullanmaya istekliyim.					
31	Online oyunlarda İngilizce iletişim kurmaya istekliyim.					
32	Diğer kültürler hakkında bilgi sahibi olmak için, İngilizce iletişim kurmayı bir şans olarak görüyorum.					
33	Çevremdeki insanlar beni İngilizce iletişim kurmam için cesaretlendirir.					
34	İngilizce iletişim kurmaya istekliyim, çünkü iyi bir düzeyde yeterliliğe sahibim.					
35	Genel olarak sınıfta fikirlerimi İngilizce ifade etmekten hoşlanırım.					
36	Kendimden daha uzman muhataplarım ile İngilizce iletişim kurmaya istekliyim.					
37	İngilizce iletişim kurma isteğim, öğretmenlerimin sınıftaki öğretim metotlarına bağlı.					
38	Eğer akranlarım İngilizce iletişim kurmaya istekli iseler, ben de İngilizceyi sınıf dışında kullanmaya hevesli olurum.					
39	İngilizce iletişim kurmaya hevesli değilim, çünkü diğerlerinin önünde utanıyorum.					

	Durumlar	1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de katılmıyorum	4- Katılıyorum	5- Kesinlikle katılıyorum
40	İngilizceyi kullanmaya istekliyim, çünkü mesleğim için zorunlu.					
41	Sınıfta konu ne olursa olsun, İngilizce yapılan tartışmalarda yer almak için elimden gelenin en iyisini yaparım.					
42	İngilizceyi resmi olmayan ortamlarda kullanmaya istekliyimdir.					
43	Eğer diğerleri ile iletişim kurmanın tek yolu buysa, İngilizceyi kullanmaya istekliyimdir.					
44	Sınıfta İngilizce iletişim kurmaya istekliyimdir, çünkü onu kullandığım zaman güvenimin geliştirdiğini hissediyorum.					
45	İngilizce iletişim kurmaya gönülsüzüm, çünkü dil eğitimimin iyi olmadığını hissediyorum.					
46	İngilizce iletişim kurmaya isteksizim çünkü, içedönük bir kişiliğim var.					
47	Yabancılarla online iletişim kurmaya istekliyim.					
48	Yabancılarla bir araya geldiğimde kültürel farklılıklarımız hakkında İngilizce konuşmaktan hoşlanırım.					
49	Eğer İngilizceyi kullanma şansım varsa bu fırsattan yararlanırım.					
50	Kendimi İngilizce ifade ederken bazı zorluklar çekiyorum, bu yüzden konuşmamayı tercih ediyorum.					
51	Sınıfta İngilizce iletişim kurarken kendimi rahatsız hissediyorum.					
52	Türk arkadaşlarım ile İngilizce iletişim kurmaya istekliyim.					
53	Eğer öğretmenimi seviyorsam, sınıfta İngilizce iletişim kurmaya istekliyim.					
54	Arkadaşlarımın başarılı bir şekilde İngilizceyi kullandıklarını görmek, beni İngilizce iletişim kurmam için cesaretlendirir.					
55	İngilizceyi kullanmaya isteksizim, çünkü başkalarının önünde konuşurken gergin hissediyorum.					
56	Dil dersinde zorunlu bir görev olduğu zaman İngilizceyi kullanmaya gönülsüzüm.					
57	Sınıfta günlük yaşam konuları hakkında İngilizce iletişim kurmaktan hoşlanırım.					
58	Yeni bir çevrede İngilizce iletişim kurmaya isteksizim.					
59	Ana dili İngilizce olmayanlarla ne kadar çok konuşursam, o kadar çok İngilizce iletişim kurmaya istekli olurum.					

	Durumlar	1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de katılmıyorum	4- Katılıyorum	5- Kesinlikle katılıyorum
60	Sınıf dışında İngilizce iletişim kurmaya istekliyim, çünkü onu kullanınca güvenimi geliştirdiğini hissediyorum.					
61	İngilizce iletişim kurmaya isteksizim, çünkü Türkiye'de İngilizce öğrenirken dili kullanmak için yeterli imkanların olmadığını düşünüyorum.					
62	Benim İngilizceyi kullanma isteğim o anki ruh halime bağlı.					
63	İngilizceyi online ortamlarda kullanmaya istekliyim.					
64	İngilizce iletişim kurarak başka kültürler hakkında tecrübe sahibi olmak isterim.					
65	İngilizce konuşma pratiği yapmak için imkanlar bulmaya çalışırım.					
66	İngilizce iletişim kurarken genellikle garip hissediyorum.					
67	Sevdiğim insanlar ile İngilizce iletişim kurmaya istekliyim.					
68	Sınıfta Türk İngilizce yabancı dil öğretmenlerimle İngilizce iletişim kurmaya istekliyim.					
69	Eğer akranlarımın İngilizce iletişim kurmakta zorlandıklarını görürsem, bu benim İngilizceyi kullanmadaki cesaretimi kırar.					
70	Eğer gerekli değil ise, günlük durumlara İngilizce iletişim kurmaya isteksizim.					
71	İngilizce iletişim kurmaya istekli olup olmamam konuya bağlı.					
72	İngilizceyi sınıf dışında kullanırken daha rahatımdır.					
73	Ana dili İngilizce olmayan diğer konuşmacılar ile irtibat halinde olmak için İngilizceyi kullanmaya istekliyim.					
74	Sınıfta İngilizce iletişim kurmaya isteksizim, çünkü kendime güvenmiyorum.					
75	İngilizce iletişim kurmaya isteksizim, çünkü Türkiye'deki dil öğrenme programlarımızda yeterince konuşma aktivitelerinin olmadığına inanıyorum.					
76	İngilizceyi online sosyal medya ile kullanmaya istekliyim.					
77	Kendimi İngilizce yabancı dil öğretmeni olarak, İngilizceyi kullanırken hayal edebiliyorum.					
78	Sevmediğim fakat iletişim kurmak zorunda olduğum insanlarla İngilizce iletişim kurmaya istekliyim.					

	Durumlar	1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de katılmıyorum	4- Katılıyorum	5- Kesinlikle katılıyorum
79	Sınıf dışında Türk olan İngilizce yabancı dil öğretmenlerimle İngilizce iletişim kurmaya istekliyim.					
80	İngilizceyi kullanmada başarılı olduğumu hissettikten sonra, daha çok iletişim kurmak isterim.					
81	İngilizceyi sınıf içinde kullanırken daha rahatım.					
82	Türkiye'de sınıf dışında İngilizce iletişim kurmaya istekli değilim, çünkü kendime güvenmiyorum.					
83	Önceki olumsuz tecrübelerim yüzünden İngilizceyi kullanmaya motive değilim.					
84	Dost canlısı insanlarla İngilizce iletişim kurmaya istekliyim.					
85	Sınıf dışında İngilizce iletişim kurmaktan zevk alıyorum.					
86	Konu ne olursa olsun, sınıf dışında İngilizce yapılan tartışmalarda yer almak için elimden gelenin en iyisini yaparım.					
87	Sınıf önünde sunum yapmaya istekli değilim.					
88	Yabancı arkadaşlarım ile İngilizce iletişim kurmaya istekliyim.					
89	Sınıfta yabancı öğretmenlerimle İngilizce iletişim kurmaya istekliyim.					
90	Genel olarak sınıf dışında fikirlerimi İngilizce ifade etmekten hoşlanırım.					
91	Sınıf dışında günlük yaşam konuları hakkında İngilizce iletişim kurmaktan hoşlanırım.					
92	Yurtdışında İngilizce iletişim kurmaya istekliyim çünkü İngilizceyi kullanırken kendime güveniyorum.					
93	Sınıf dışında yabancı öğretmenlerimle İngilizce iletişim kurmaya istekliyim.					
94	Sınıf dışında İngilizce iletişim kurarken kendimi rahatsız hissediyorum.					

Appendix F

İngilizce iletişim kurma isteği – Final çalışma

Sayın katılımcı,
Bu anketi doldurarak, kültürlerarası iletişim ile ilgili olan PhD araştırmam için yardım etmenizi rica ediyorum. Birkaç biyografik soruyu cevapladıktan sonra, lütfen İngilizce konuşma isteği üzerine olan anketi doldurunuz. Bu bir sınav değildir, bu yüzden 'doğru' ya da 'yanlış' cevap yoktur. Araştırmamın kalitesi açısından cevaplarınızın samimiyeti temel unsurdur. Anket gizlidir. Cevaplarınızın gizli kalacağına ve üçüncü bir kişiyle paylaşılmayacağına sizi temin etmek isterim.
İşbirliğiniz için teşekkürler.

<u>**Bölüm I**</u>
Yaşınız : ……………………
Cinsiyetiniz : ……………………………………………
Şu anki branşınız : ……………………………………………
Şu anki sınıfınız : …………………………………..……...
Ana diliniz : ……………………………………………
Kaç yıl İngilizce eğitimi aldınız? (Lütfen yıl belirtiniz): …………………………… yıl.
Hiç yurtdışında bulundunuz mu? (Lütfen birini işaretleyiniz)
     Evet   Hayır
     Nerede? ....
     Ne kadar süre? (Lütfen en uzun yurtdışı seyahatinizi göz önünde bulundurunuz.) ....

<u>**Bölüm II-**</u>
A-) Lütfen, aşağıda verilen durumlara katılıp katılmama oranınızı en iyi tanımlayan ifadeyi, X işareti koyarak gösteriniz.
<u>**Örnek:**</u>

Durumlar	1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de katılmıyorum	4- Katılıyorum	5- Kesinlikle katılıyorum
1- Web sitesinin kullanımı kolay.				X	

<u>**Bu, sizin için web sitesinin kullanımının oldukça kolay olduğu anlamını taşır.**</u>

	Durumlar	1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de katılmıyorum	4- Katılıyorum	5- Kesinlikle katılıyorum
1	Elimden geldiğince dil becerilerimi geliştirmek için İngilizceyi kullanmaya istekliyim.					
2	İngilizce yeterliliğim diğerleri ile iletişim kurabilecek kadar iyi.					
3	Sınıfta İngilizce iletişim kurmaktan zevk alıyorum.					
4	Yabancılarla İngilizce iletişim kurmaya istekliyim.					
5	Öğretmenim sınıfta İngilizceyi kullanmaya ne kadar arzulu olursa, ben de İngilizce iletişim kurmaya o kadar istekli olurum.					
6	Kendimi düzgün bir şekilde İngilizce ifade edebildiğime inanıyorum.					
7	Hata yapmaktan korkuyorum, bu yüzden İngilizce iletişim kurmamayı tercih ediyorum.					
8	İngilizce iletişim kurmaya en az istekli olduğum zaman, bunun zorunda olduğumu hissettiğim zamandır.					
9	Eğer konu ilgi çekici ise, İngilizceyi kullanmaya istekliyimdir.					
10	Yabancılara yardım etmek için İngilizceyi kullanmaya istekliyimdir.					
11	Sınıfta İngilizce iletişim kurmaya istekliyim, çünkü İngilizceyi kullanırken kendime güveniyorum.					
12	İngilizce iletişim kurmaya isteksizim, çünkü Türkiye'deki dil öğretiminin sadece doğruluk üzerine odaklandığını düşünüyorum.					
13	Utangaç olduğum için İngilizceyi kullanmaya istekli değilim.					
14	İngilizceyi online iletişim programlarında kullanmaya istekliyim.					
15	Değişik kültürler hakkında daha çok bilgi sahibi olmak için İngilizce iletişim kurmaya istekliyim.					
16	İngilizce dil yeterliliğimi geliştirmek için iletişim kuracağım imkanlar bulmaya çalışırım.					
17	İngilizce iletişim kurmaya istekliyim, çünkü İngilizce dil yeterliliğimin yeterince iyi olduğunu düşünüyorum.					
18	İngilizceyi kullanırken mutlu hissediyorum.					
19	Tanıdığım Türk insanlarla İngilizce iletişim kurmaya istekliyim.					

	Durumlar	1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de katılmıyorum	4- Katılıyorum	5- Kesinlikle katılıyorum
20	İngilizce iletişim kurma isteğim, öğretmenlerimin sınıftaki öğretim metotlarına bağlı.					
21	Eğer arkadaşlarım İngilizce iletişim kurmaya istekli olursa, ben de sınıfta İngilizceyi kullanmaya istekli olurum.					
22	İngilizceyi kullanmaya isteksizim, çünkü diğerlerinin benimle dalga geçeceğini hissediyorum.					
23	Dil dersinde zorunlu bir görev olduğu zaman İngilizceyi kullanmaya gönülsüzüm.					
24	Eğer konu hakkında bir fikrim varsa, İngilizce iletişim kurmaya istekliyim.					
25	Yabancılarla problemleri çözmek için İngilizce iletişim kurmaya hevesliyim.					
26	Türkiye'de sınıf dışında İngilizce iletişim kurmaya istekliyim, çünkü İngilizceyi kullanırken kendime güveniyorum.					
27	İngilizce iletişim kurmaya isteksizim, çünkü dil eğitimimin iyi olmadığını hissediyorum.					
28	İngilizce iletişim kurmaya istekli değilim çünkü, içedönük bir kişiliğim var.					
29	Online oyunlarda İngilizce iletişim kurmaya istekliyim.					
30	Diğer kültürler hakkında bilgi sahibi olmak için İngilizce iletişim kurmayı bir şans olarak görüyorum.					
31	Çevremdeki insanlar beni İngilizce iletişim kurmam için cesaretlendirir.					
32	İngilizce iletişim kurmaya istekliyim, çünkü iyi bir düzeyde yeterliliğe sahibim.					
33	Genel olarak sınıfta fikirlerimi İngilizce ifade etmekten hoşlanırım.					
34	Kendimden daha uzman muhataplarım ile İngilizce iletişim kurmaya istekliyim.					
35	Eğer öğretmenimi seviyorsam, sınıfta İngilizce iletişim kurmaya istekliyim.					
36	Eğer akranlarım İngilizce iletişim kurmaya istekli iseler, ben de İngilizceyi sınıf dışında kullanmaya hevesli olurum.					
37	İngilizce iletişim kurmaya istekli değilim, çünkü diğerlerinin önünde utanıyorum.					
38	Eğer gerekli değil ise, günlük durumlarda İngilizce iletişim kurmaya istekli değilim.					
39	Her ne konu olursa olsun, sınıfta İngilizce yapılan tartışmalarda yer almak için elimden gelenin en iyisini yaparım.					

	Durumlar	1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de katılmıyorum	4- Katılıyorum	5- Kesinlikle katılıyorum
40	Ana dili İngilizce olmayan diğer konuşmacılar ile irtibat halinde olmak için İngilizceyi kullanmaya istekliyim.					
41	Sınıfta İngilizce iletişim kurmaya istekliyimdir, çünkü onu kullandığım zaman güvenimin geliştirdiğini hissediyorum.					
42	İngilizce iletişim kurmaya isteksizim, çünkü Türkiye'de İngilizce öğrenirken, dili kullanmak için yeterli imkanların olmadığını düşünüyorum.					
43	Benim İngilizceyi kullanma isteğim kişisel özelliklerime bağlı.					
44	Yabancılarla online iletişim kurmaya istekliyim.					
45	Yabancılarla bir araya geldiğimde, kültürel farklılıklarımız hakkında İngilizce konuşmaktan hoşlanırım.					
46	Eğer İngilizceyi kullanma şansım varsa bu fırsattan yararlanırım.					
47	Sınıf dışında İngilizce iletişim kurmaktan zevk alıyorum.					
48	Türk arkadaşlarım ile İngilizce iletişim kurmaya istekliyim.					
49	Sınıfta, Türk İngilizce yabancı dil öğretmenlerimle İngilizce iletişim kurmaya istekliyim.					
50	Arkadaşlarımın başarılı bir şekilde İngilizceyi kullandıklarını görmek, beni İngilizce iletişim kurmam için cesaretlendirir.					
51	İngilizceyi kullanmaya istekli değilim, çünkü başkalarının (dinleyicilerin) önünde konuşurken gergin hissediyorum.					
52	Sınıfta günlük yaşam konuları hakkında İngilizce iletişim kurmaktan hoşlanırım.					
53	Sınıf dışında İngilizce iletişim kurmaya istekliyim, çünkü onu kullanınca güvenimi geliştirdiğini hissediyorum.					
54	İngilizce iletişim kurmaya isteksizim, çünkü Türkiye'deki dil öğrenme programlarımızda, yeterince konuşma aktivitelerinin olmadığına inanıyorum.					
55	İngilizceyi online ortamlarda kullanmaya istekliyim.					
56	İngilizce iletişim kurarak başka kültürler hakkında tecrübe sahibi olmaktan hoşlanırım.					
57	İngilizce konuşma pratiği yapmak için imkanlar bulmaya çalışırım.					
58	Genel olarak sınıf dışında fikirlerimi İngilizce ifade etmekten hoşlanırım.					

	Durumlar	1- Hiç katılmıyorum	2- Katılmıyorum	3- Ne katılıyorum ne de katılmıyorum	4- Katılıyorum	5- Kesinlikle katılıyorum
59	Sevdiğim insanlar ile İngilizce iletişim kurmaya istekliyim.					
60	Sınıf dışında, Türk olan İngilizce yabancı dil öğretmenlerimle İngilizce iletişim kurmaya istekliyim.					
61	İngilizceyi kullanmada başarılı olduğumu hissettikten sonra, daha çok iletişim kurmak isterim.					
62	Sınıf dışında günlük yaşam konuları hakkında İngilizce iletişim kurmaktan hoşlanırım.					
63	Yurtdışında İngilizce iletişim kurmaya istekliyim, çünkü İngilizceyi kullanırken kendime güveniyorum.					
64	İngilizceyi online sosyal medya ile kullanmaya istekliyim.					
65	Kendimi İngilizce yabancı dil öğretmeni olarak, İngilizceyi kullanırken hayal edebiliyorum.					
66	Sınıfta İngilizce iletişim kurarken kendimi rahatsız hissediyorum.					
67	Sevmediğim fakat iletişim kurmak zorunda olduğum insanlarla İngilizce iletişim kurmaya istekliyim.					
68	Sınıfta, yabancı öğretmenlerimle İngilizce iletişim kurmaya istekliyim.					
69	Her ne konu olursa olsun, sınıf dışında İngilizce yapılan tartışmalarda yer almak için elimden gelenin en iyisini yaparım.					
70	Sınıfta İngilizce iletişim kurmaya istekli değilim, çünkü kendime güvenmiyorum.					
71	İngilizce iletişim kurarken genellikle garip hissediyorum.					
72	Dost canlısı insanlarla İngilizce iletişim kurmaya istekliyim.					
73	Sınıf dışında, yabancı öğretmenlerimle İngilizce iletişim kurmaya istekliyim.					
74	Türkiye'de sınıf dışında İngilizce iletişim kurmaya istekli değilim, çünkü kendime güvenmiyorum.					
75	Sınıf dışında İngilizce iletişim kurarken kendimi rahatsız hissediyorum.					
76	Yabancı arkadaşlarım ile İngilizce iletişim kurmaya istekliyim.					
77	Sınıf önünde İngilizce sunum yapmaya istekli değilim.					

B-) Lütfen aşağıda, İngilizceyi kullanma sıklığınıza ilgili verilen sorulara ilişkin cevabınızı en iyi tanımlayan ifadeyi, X işareti koyarak gösteriniz.

	Sorular	1- Hiçbir zaman	2- Nadiren	3- Bazen	4- Sık sık	5- Her zaman
1	Sınıfta İngilizceyi ne sıklıkta kullanıyorsunuz?					
2	Sınıf dışında İngilizceyi ne sıklıkta kullanıyorsunuz?					
3	Yabancılarla İngilizceyi ne sıklıkta kullanıyorsunuz?					
4	Türklerle İngilizceyi ne sıklıkta kullanıyorsunuz?					

Katılımınız ve katkılarınız için teşekkür ederim! ☺

Appendix G

List Version of the Final Questionnaire Items (Turkish and English)

1- Motivation related to WTC
i1…….. 1- I'm willing to use English to improve my language skills as much as I can.
i1…….. Elimden geldiğince dil becerilerimi geliştirmek için İngilizceyi kullanmaya istekliyim.

i16……. 2- I try to find possibilities to communicate in order to improve my English language ability.
i16……. İngilizce dil yeterliliğimi geliştirmek için iletişim kuracağım imkanlar bulmaya çalışırım.

i31……. 3- The people around me encourage me to communicate in English.
i31……. Çevremdeki insanlar beni İngilizce iletişim kurmam için cesaretlendirir.

i46……. 4- If I have a chance to use English, I take the opportunity.
i46……. Eğer İngilizceyi kullanma şansım varsa bu fırsattan yararlanırım.

i57……. 5- I try to find opportunities to practice speaking English.
i57……. İngilizce konuşma pratiği yapmak için imkanlar bulmaya çalışırım.

i65……. 6- I can imagine myself using English as an EFL teacher.
i65……. Kendimi İngilizce yabancı dil öğretmeni olarak, İngilizceyi kullanırken hayal edebiliyorum.

2- Self-Perceived Proficiency in English enhancing WTC
i2……. 1- My English proficiency is good enough to communicate with others.
i2……. İngilizce yeterliliğim diğerleri ile iletişim kurabilecek kadar iyi.

i17…… 2- I am eager to communicate in English because I think my English language ability is good enough.
i17…… İngilizce iletişim kurmaya istekliyim, çünkü İngilizce dil yeterliliğimin yeterince iyi olduğunu düşünüyorum.

i32……. 3- I am eager to communicate in English because I have a good level of proficiency.
i32……. İngilizce iletişim kurmaya istekliyim, çünkü iyi bir düzeyde yeterliliğe sahibim.

3- Feelings and WTC
Posivitive feelings
i3……. 1- I find pleasure in communicating in English in class.
i3……. Sınıfta İngilizce iletişim kurmaktan zevk alıyorum.

i18….. 2- I feel happy while I am using English.
i18….. İngilizceyi kullanırken mutlu hissediyorum.

i33…… 3- I generally enjoy expressing my ideas in English in class.
i33…… Genel olarak sınıfta fikirlerimi İngilizce ifade etmekten hoşlanırım.

i47…… 4- I find pleasure in communicating in English outside the class.

i47…… Sınıf dışında İngilizce iletişim kurmaktan zevk alıyorum.

i58…… 5- I generally enjoy expressing my ideas in English outside the class.
i58…… Genel olarak sınıf dışında fikirlerimi İngilizce ifade etmekten hoşlanırım.

Negative feelings
i66…… 6- I feel uncomfortable while communicating in English in class.
i66…… Sınıfta İngilizce iletişim kurarken kendimi rahatsız hissediyorum.

i71…... 7- I usually feel strange while generally communicating in English.
i71…... İngilizce iletişim kurarken genellikle garip hissediyorum.

i75…... 8- I feel uncomfortable while communicating in English outside the class.
i75…... Sınıf dışında İngilizce iletişim kurarken kendimi rahatsız hissediyorum.

4- Interlocutor and WTC
i4…… 1- I am willing to communicate in English with foreigners.
i4…… Yabancılarla İngilizce iletişim kurmaya istekliyim.

i19…... 2- I am willing to communicate in English with Turkish people I know.
i19…... Tanıdığım Türk insanlarla İngilizce iletişim kurmaya istekliyim.

i34…... 3- I am willing to communicate in English with more proficient interlocutors than me.
i34…... Kendimden daha uzman muhataplarım ile İngilizce iletişim kurmaya istekliyim.

i48…... 4- I am willing to communicate in English with my Turkish friends.
i48…... Türk arkadaşlarım ile İngilizce iletişim kurmaya istekliyim.

i59…... 5- I am willing to communicate in English with people I like
i59…... Sevdiğim insanlar ile İngilizce iletişim kurmaya istekliyim.

i67…... 6- I am willing to communicate in English with people I don't like but I have to communicate with.
i67…... Sevmediğim fakat iletişim kurmak zorunda olduğum insanlarla İngilizce iletişim kurmaya istekliyim.

i72…... 7- I am willing to communicate in English with people who are friendly.
i72…... Dost canlısı insanlarla İngilizce iletişim kurmaya istekliyim.

i76…... 8- I am willing to communicate in English with my foreign friends.
i76…... Yabancı arkadaşlarım ile İngilizce iletişim kurmaya istekliyim.

5- Teacher as an interlocutor and WTC
i5……. 1- The more eager my teacher is to use English in class, the more eager I am to communicate in English.
i5……. Öğretmenim sınıfta İngilizceyi kullanmaya ne kadar arzulu olursa, ben de İngilizce iletişim kurmaya o kadar istekli olurum.

i20…... 2- My willingness to communicate in English depends on my teachers' teaching methods in class.
i20…... İngilizce iletişim kurma isteğim, öğretmenlerimin sınıftaki öğretim metotlarına bağlı.

i35….. 3- I am willing to communicate in English in class if I like my teacher.
i35….. Eğer öğretmenimi seviyorsam, sınıfta İngilizce iletişim kurmaya istekliyim.

i49….. 4- I am willing to communicate in English with my Turkish EFL teachers in class.
i49….. Sınıfta Türk İngilizce yabancı dil öğretmenlerimle İngilizce iletişim kurmaya istekliyim.

i60….. 5- I am willing to communicate in English with my Turkish EFL teachers outside the class.
i60….. Sınıf dışında, Türk olan İngilizce yabancı dil öğretmenlerimle İngilizce iletişim kurmaya istekliyim.

i68….. 6- I am willing to communicate in English with my foreign teachers in class.
i68….. Sınıfta, yabancı öğretmenlerimle İngilizce iletişim kurmaya istekliyim.

i73….. 7- I am willing to communicate in English with my foreign teachers outside the class.
i73….. Sınıf dışında, yabancı öğretmenlerimle İngilizce iletişim kurmaya istekliyim.

6- Self-efficacy in WTC
i6…… 1- I believe that I am able to express myself in English properly.
i6…… Kendimi düzgün bir şekilde İngilizce ifade edebildiğime inanıyorum.

i21….. 2- If my peers are willing to communicate in English, I am also eager to use English in class.
i21….. Eğer arkadaşlarım İngilizce iletişim kurmaya istekli olursa, ben de sınıfta İngilizceyi kullanmaya istekli olurum.

i36….. 3- If my peers are willing to communicate in English, I am also eager to use English outside the class.
i36….. Eğer akranlarım İngilizce iletişim kurmaya istekli iseler, ben de İngilizceyi sınıf dışında kullanmaya hevesli olurum.

i50….. 4- Seeing my peers successfully using English encourages me to communicate in English.
i50….. Arkadaşlarımın başarılı bir şekilde İngilizceyi kullandıklarını görmek, beni İngilizce iletişim kurmam için cesaretlendirir.

i61….. 5- After I feel successful in using English I want to communicate even more.
i61….. İngilizceyi kullanmada başarılı olduğumu hissettikten sonra, daha çok iletişim kurmak isterim.

7- Anxiety and WTC
i7..… 1- I am afraid of making mistakes, so I'd rather not communicate in English.
i7….. Hata yapmaktan korkuyorum, bu yüzden İngilizce iletişim kurmamayı tercih ediyorum.

i22….. 2- I am unwilling to use English because I feel that others will tease me.
i22….. İngilizceyi kullanmaya isteksizim, çünkü diğerlerinin benimle dalga geçeceğini hissediyorum.

i37….. 3- I am not eager to communicate in English because I feel embarrassed in front of others.

i37….. İngilizce iletişim kurmaya istekli değilim, çünkü diğerlerinin önünde utanıyorum.

i51….. 4- I am unwilling to use English because I feel tense talking in front of others (an audience).
i51….. İngilizceyi kullanmaya istekli değilim, çünkü başkalarının (dinleyicilerin) önünde konuşurken gergin hissediyorum.

8- Compulsory Communication and WTC
i8…… 1- I am the least willing to communicate in English when I feel I have to.
i8…… İngilizce iletişim kurmaya en az istekli olduğum zaman, bunun zorunda olduğumu hissettiğim zamandır.

i23….. 2- I am reluctant to use English when it is a compulsory part of a language class task.
i23….. Dil dersinde zorunlu bir görev olduğu zaman İngilizceyi kullanmaya gönülsüzüm.

i38….. 3- In an everyday situation, I am not willing to communicate in English if it is not necessary.
i38….. Eğer gerekli değil ise, günlük durumlarda İngilizce iletişim kurmaya istekli değilim.

9- Topic and WTC
i9…… 1- I am willing to use English if the topic is interesting.
i9…… Eğer konu ilgi çekici ise, İngilizceyi kullanmaya istekliyimdir.

i24….. 2- I am eager to communicate in English if I have an idea about the topic.
i24….. Eğer konu hakkında bir fikrim varsa, İngilizce iletişim kurmaya istekliyim.

i39….. 3- Whatever topic it is in class, I do my best to take part in the discussion in English.
i39….. Her ne konu olursa olsun, sınıfta İngilizce yapılan tartışmalarda yer almak için elimden gelenin en iyisini yaparım.

i52….. 4- I like communicating in English about issues of everyday life in class.
i52….. Sınıfta günlük yaşam konuları hakkında İngilizce iletişim kurmaktan hoşlanırım.

i62….. 5 - I like communicating in English about issues of everyday life outside the class.
i62….. Sınıf dışında günlük yaşam konuları hakkında İngilizce iletişim kurmaktan hoşlanırım.

i69….. 6- Whatever topic it is, I do my best to take part in the discussion in English outside the class.
i69….. Her ne konu olursa olsun, sınıf dışında İngilizce yapılan tartışmalarda yer almak için elimden gelenin en iyisini yaparım.

10- ELF and WTC
i10….. 1- I am willing to use English to help foreigners.
i10….. Yabancılara yardım etmek için İngilizceyi kullanmaya istekliyimdir.

i25….. 2- I am willing to use English to solve problems with foreigners.
i25….. Yabancılarla problemleri çözmek için İngilizce iletişim kurmaya hevesliyim.

i40….. 3- I am willing to use English to keep in touch with other non-native speakers.
i40….. Ana dili İngilizce olmayan diğer konuşmacılar ile irtibat halinde olmak için İngilizceyi kullanmaya istekliyim.

11- Self-confidence and WTC
Willing and confident
i11….. 1- I am willing to communicate in English in class because while using I feel confident.

i11….. Sınıfta İngilizce iletişim kurmaya istekliyim, çünkü İngilizceyi kullanırken kendime güveniyorum.

i26….. 2- I am willing to communicate in English outside the class in Turkey because while using it I feel confident.

i26….. Türkiye'de sınıf dışında İngilizce iletişim kurmaya istekliyim, çünkü İngilizceyi kullanırken kendime güveniyorum.

i41….. 3- I am willing to communicate in English in class because when I use it I feel it develops my confidence.

i41….. Sınıfta İngilizce iletişim kurmaya istekliyimdir, çünkü onu kullandığım zaman güvenimin geliştirdiğini hissediyorum.

i53….. 4- I am willing to communicate in English outside the class because when I use it I feel it develops my confidence.

i53….. Sınıf dışında İngilizce iletişim kurmaya istekliyim, çünkü onu kullanınca güvenimi geliştirdiğini hissediyorum.

i63….. 5- I am willing to communicate in English abroad because while using it I feel confident.

i63….. Yurtdışında İngilizce iletişim kurmaya istekliyim, çünkü İngilizceyi kullanırken kendime güveniyorum.

Unwilling and not confident
i70….. 6- I am not willing to communicate in English in class because I do not feel confident.

i70….. Sınıfta İngilizce iletişim kurmaya istekli değilim, çünkü kendime güvenmiyorum.

i74….. 7- I am not willing to communicate in English outside the class in Turkey because I do not feel confident.

i74….. Türkiye'de sınıf dışında İngilizce iletişim kurmaya istekli değilim, çünkü kendime güvenmiyorum.

i77….. 8- I am not willing to give presentations in English in front of the classroom.

i77 Sınıf önünde sunum İngilizce yapmaya istekli değilim.

12- Problems in teaching and WTC
i12….. 1- I am not willing to communicate in English because I believe language teaching in Turkey concentrates only on accuracy.

i12….. İngilizce iletişim kurmaya isteksizim, çünkü Türkiye'deki dil öğretiminin sadece doğruluk üzerine odaklandığını düşünüyorum.

i27….. 2- I am not willing to communicate in English because I feel my language training was not good.

i27….. İngilizce iletişim kurmaya isteksizim, çünkü dil eğitimimin iyi olmadığını hissediyorum.

i42….. 3- I am not willing to communicate in English because I feel I don't have enough opportunities to use the language while learning English in Turkey.
i42….. İngilizce iletişim kurmaya isteksizim, çünkü Türkiye'de İngilizce öğrenirken, dili kullanmak için yeterli imkanların olmadığını düşünüyorum.

i54….. 4- I am not willing to communicate in English because I believe that we do not have enough speaking activities in our language teaching programs in Turkey.
i54….. İngilizce iletişim kurmaya isteksizim, çünkü Türkiye'deki dil öğrenme programlarımızda, yeterince konuşma aktivitelerinin olmadığına inanıyorum.

13- Participant's personality and WTC
i13n….. 1- I am not willing to use English because I am shy.
i13n….. Utangaç olduğum için İngilizceyi kullanmaya istekli değilim.

i28n….. 2- I am not willing to communicate in English because I have a closed personality.
i28n….. İngilizce iletişim kurmaya istekli değilim çünkü, içedönük bir kişiliğim var.

i43….. 3- My willingness to use English depends on my personal characteristics.
i43….. Benim İngilizceyi kullanma isteğim kişisel özelliklerime bağlı.

14- WTC online
i14….. 1- I am eager to use English in online communication programs.
i14….. İngilizceyi online iletişim programlarında kullanmaya istekliyim.

i29….. 2- I am willing to communicate in English in online games.
i29….. Online oyunlarda İngilizce iletişim kurmaya istekliyim.

i44….. 3- I am willing to communicate in English with foreigners online.
i44….. Yabancılarla online iletişim kurmaya istekliyim.

i55….. 4- I am willing to use English with online media.
i55….. İngilizceyi online ortamlarda kullanmaya istekliyim.

i64….. 5- I am willing to use English with online social media.
i64….. İngilizceyi online sosyal medya ile kullanmaya istekliyim.

15- Culture and WTC
i15….. 1- I am willing to communicate in English in order to learn more about the different cultures.
i15….. Değişik kültürler hakkında daha çok bilgi sahibi olmak için İngilizce iletişim kurmaya istekliyim.

i30….. 2- I see communicating in English as a chance to get to know about other cultures.
i30….. Diğer kültürler hakkında bilgi sahibi olmak için İngilizce iletişim kurmayı bir şans olarak görüyorum.

i45….. 3- When I meet foreigners I like talking about our cultural differences in English.
i45….. Yabancılarla bir araya geldiğimde, kültürel farklılıklarımız hakkında İngilizce konuşmaktan hoşlanırım.

i56….. 4- I like to experience other cultures abroad by communicating in English.
i56….. İngilizce iletişim kurarak başka kültürler hakkında tecrübe sahibi olmaktan hoşlanırım.

F1- How often do you use English in class?
Sınıfta İngilizceyi ne sıklıkta kullanıyorsunuz?

F2- How often do you use English outside class?
Sınıf dışında İngilizceyi ne sıklıkta kullanıyorsunuz?

F3- How often do you use English with foreigners?
Yabancılarla İngilizceyi ne sıklıkta kullanıyorsunuz?

F4- How often do you use English with Turkish people?
Türklerle İngilizceyi ne sıklıkta kullanıyorsunuz?

(1= not at all, 2=not often, 3=on average, 4=quite often, 5=very often)

Appendix H

**The Results of the Factor Analysis**

Communalities

	Initial	Extraction
motivation	1.000	.724
proficiency	1.000	.623
positive_feelings	1.000	.827
interlocutor	1.000	.824
teacher	1.000	.715
self_efficacy	1.000	.636
topic	1.000	.741
willing_confident	1.000	.815
culture	1.000	.544
negative_feelings	1.000	.810
anxiety	1.000	.819
Unwilling_confident	1.000	.839
problems_in_teaching	1.000	.626

Extraction Method: Principal Component
Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.080	62.153	62.153	8.080	62.153	62.153
2	1.462	11.248	73.401	1.462	11.248	73.401
3	.615	4.731	78.132			
4	.523	4.021	82.153			
5	.455	3.499	85.652			
6	.414	3.188	88.841			
7	.322	2.475	91.316			
8	.253	1.950	93.265			
9	.221	1.700	94.965			
10	.194	1.489	96.454			
11	.186	1.432	97.886			
12	.155	1.191	99.077			
13	.120	.923	100.000			

Extraction Method: Principal Component Analysis.

Scree Plot
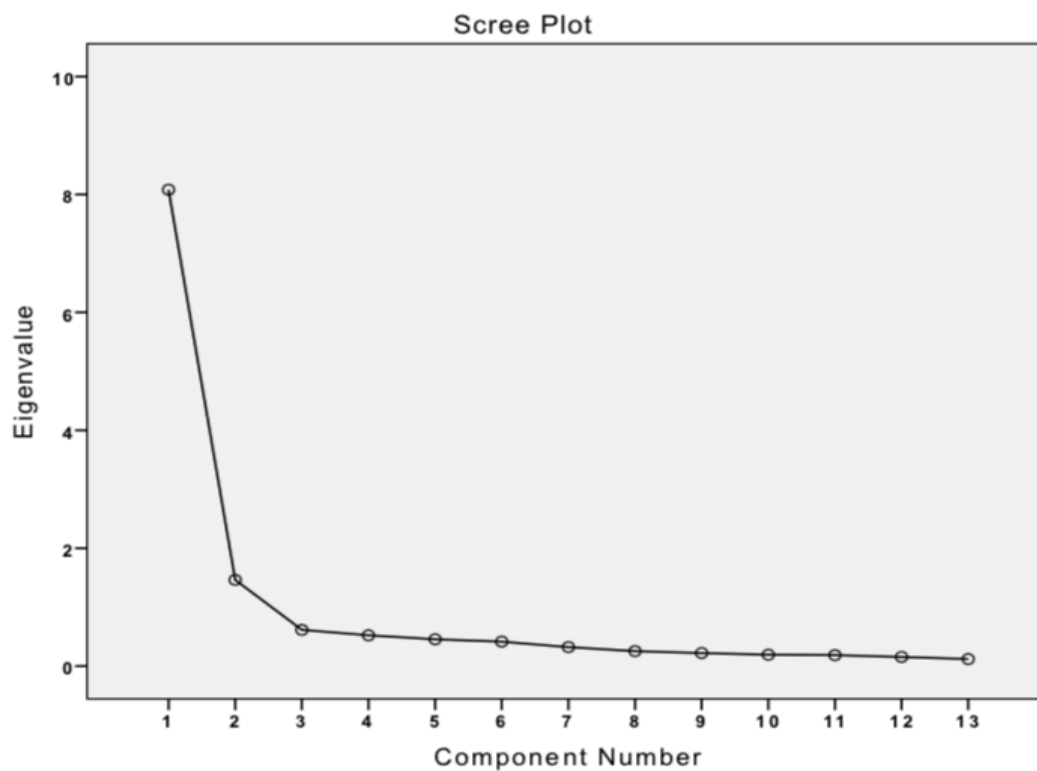
Component Matrix[a]

	Component	
	1	2
motivation	.839	.142
proficiency	.770	-.174
positive_feelings	.883	.215
interlocutor	.824	.381
teacher	.747	.397
self_efficacy	.744	.287
topic	.809	.295
willing_confident	.902	-.030
culture	.703	.223
negative_feelings	-.761	.480
anxiety	-.738	.523
Unwilling_confident	-.785	.472
problems_in_teaching	-.713	.342

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

A disszertáció magyar nyelvű összefoglalója

A disszertáció célja, hogy az angolt mint idegen nyelvet (English as a foreign language, EFL) tanító, török tanárjelöltek angol nyelvű kommunikációs hajlandóságának (willingness to communicate, WTC) összetevőit vizsgálja, feltárja azok eredetét, valamint egymáshoz való viszonyát, ezután egy olyan eszköz létrehozása, amellyel ezen komponensek, az angol nyelvű WTC-jükre kifejtett hatását lehet vizsgálni a török kontextusban. A tanulmány első része ismertette az elméleti hátteret, a török kontextusra vonatkozó információkat és a kutatás témájának inspiráló előtanulmányait. A második, empirikus orientációjú rész a török EFL-kontextus felméréseivel foglalkozik, egy vegyes módszertanú, a diákok narratív alapú kvalitatív és kvantitatív adataiból álló kutatás eredményeinek elemzésével.

Mindkét kutatás résztvevői török állami egyetemek angol tanszékeinek végzős török EFL-tanárjelöltjei voltak. Míg a kvalitatív kutatás a 2017/18-as tanév második felében 128, utolsó (4.) évfolyamos (19 év feletti) EFL-tanárjelölt részvételével zajlott, addig a kvantitatív kutatásban 211 (20 év feletti) hallgató vett részt a 2019/19-es tanév első félévében.

Az első tanulmányban használt eszközt egy korábbi tanulmányból adaptáltam (Nagy, 2007), míg a kvantitatív kutatáshoz használt eszköz a kvalitatív vizsgálatban részt vevő, török EFL-tanárjelöltek nyilatkozatai alapján került kidolgozásra. Első lépésként konstans összehasonlító módszert alkalmaztam a kvalitatív eredmények elemzéséhez. A második kutatás elemzése faktorelemzésből, leíró statisztikákból, valamint korrelációs és regressziós elemzésekből állt.

A disszertáció fő céljainak fényében, először is a török EFL-tanárjelöltek angol nyelvű szituációs WTC-jét vizsgáltam egy mélyreható kvalitatív kutatással, amely gyakorlati tapasztalataikon alapult, amikor a leginkább, illetve a legkevésbé éreztek hajlandóságot a kommunikációra. A kutatás eredményei azt mutatták, hogy leginkább és legkevésbé is az egyetemen, másodsorban pedig a középiskolában éreztek lelkesedést és vonakodtak az angol nyelven történő kommunikálástól. A WTC-s és a kommunikációs hajlandóság hiányos

(unwillingness to communicate, UWTC) helyzeteik helyszínének tekintetében a török EFL-tanárjelöltek azt tapasztalták, hogy Törökországban tanórán kívül érezték leginkább a kommunikációs hajlandóságot, tanórákon pedig a legkevésbé. Továbbá azt is állították, hogy a mindennapi élet, a tananyag, a különböző kultúrák, a történelem, Törökország, saját maguk és a beszélgetőpartnerük voltak a legkedveltebb témáik. Ugyanakkor, az eredmények meglepő módon rávilágítottak néhány hasonlóságra a WTC-s és az UWTC-s témák között. A török EFL-tanárjelöltek nem beszéltek szívesen a tananyagról, a vizsgákkal kapcsolatos témákról, a mindennapi életről, saját magukról, projektjeikről, munkahelyükről vagy beszélgetőpartnereikről. Az incidensekből az is kiderült, hogy bár a résztvevők leginkább külföldiekkel beszéltek volna angolul, általában véve mégsem szerettek volna török EFL-tanárokkal kommunikálni. Ami a WTC előzményeit illeti, a motiváció, a tanulók önértékelt angol nyelvismerete, az érzések, az interlokútor, a tanár mint interlokútor, az énhatékonysági meggyőződések, az attitűdök, az önbizalom és a szorongás tűntek az elsődleges, fő komponenseknek. A kötelező kommunikációs helyzetek, a téma, a kontextustípusok, az ELF használata, az angol nyelv törökországi tanulásával/használatával kapcsolatos problémák, a résztvevők tulajdonságai, az online WTC helyzetek és a kultúra szintén meghatározó tényezőkként jelentek meg.

Ebben a tekintetben a kvalitatív kutatás eredményeinek két olyan pontját kell figyelembe venni, melyek a WTC-konstrukció változó jellegével kapcsolatosak. Először is, volt néhány ambivalens előjel. A résztvevő önértékelt nyelvismerete, a török interlokútor, az interlokútor magasabb szintű nyelvismerete, a közvetett élmények, kötelező kommunikációs helyzetek és az új kommunikációs kontextus voltak a WTC és az UWTC esetében is általánosan említett meghatározó tényezők. Másodszor, a motivált tanulói viselkedés, az érzések, az attitűdök, a szorongás, az önbizalmat meghatározó tényezők és az L2 WTC egyes változók által befolyásolt változó jellege voltak a kvalitatív vizsgálat további érdekes eredményei.

A második vizsgálatot illetően a kvalitatív tanulmány komponenseit felhasználva létrehoztam egy eszközt a török EFL-tanárjelöltek WTC-jének mérése céljából. Ezért a hallgatók nyilatkozatai alapján 83, 18 konstruktumra vonatkozó elemet írtam fel. Más szakértőktől kapott javaslatok után az első tervezet 86 elemet tartalmazott, 16 konstruktummal. Az attitűdök, valamint a WTC és az UWTC változó jellege kikerült az első tervezetből, mivel mindkettőnek vannak aspektusai, melyek statisztikai úton nem mérhetőek. Az első kísérleti kutatás során lehetőségem nyílt néhány elem módosítására, illetve hozzáadására, egy két diákkal végzett, hangos gondolkodás alkalmával kapott eredmények alapján. Ezáltal az elemek száma 94-re nőtt. A következő lépésben a második kísérleti kutatás elemzési eredményei az érzések és az önbizalom-konstruktumok két különálló struktúrára, pozitív és negatív érzésekre, hajlandó és magabiztos, illetve nem hajlandó és magabiztos konstruktumokra való szétválasztáshoz vezettek. A kontextus konstruktuma is törlésre került, mivel nem működött. A kísérleti kutatások eredményeit figyelembe véve, a 17 konstruktumot lefedő, végleges kérdőív 77 állításelemet, és négy önbevallásos kommunikációs gyakoriságra vonatkozó kérdést tartalmazott.

A fő kvantitatív adatelemzés fényében a kötelező kommunikáció, az ELF és a személyiség konstruktumok alacsony megbízhatósági szintjük miatt nem kerültek bevonásra, míg a WTC_online-t a többi komponenssel való gyenge korrelációja miatt távolítottam el a további elemzés során. A feltáró faktorelemzés eredményeit figyelembe véve, 13 tesztelt meghatározó tényezőt töltöttem fel egy látens változóra, amely rendelkezett pozitív és negatív aspektusokkal. Így elmondható, hogy míg a motiváció, az önértkelt nyelvismeret, a pozitív érzések, az interlokútor, a tanár mint interlokútor, az énhatékonyság, a téma, a willing_confident (hajlandó - magabiztos), a WTC_online és a kulturális komponensek a pozitív oldalt képviselték, addig a negatív érzések, a szorongás, az unwilling_confident (nem hajlnadó - magabiztos) és a problems_in_teaching (tanítás során felmerülő problémák) a látens változó negatív aspektusát képviselték. Az eredményekből továbbá az is kiderült, hogy míg a

willing_confident komponens mutatta a legerősebb korrelációt a látens változóval, addig a kultúra a leggyengébbet. A látens változókkal korreláló, egyéb determinánsok a positive_feelings, motiváció, interlokútor és a téma voltak, melyek értékei meghaladták a .800-as értéket.

Továbbá, a leíró eredmények szerint, a török EFL-tanárjelöltek többnyire az angol nyelv magasszintű használóinak tekintették magukat, erős motivációt éreztek az angol nyelvtudásuk használatára/fejlesztésére és a nyelv tanulására, pozitív érzéseik voltak a célnyelvvel kapcsolatban, hittek saját hatékonyságukban az angol nyelvű kommunikáció terén, nagyfokú magabiztosságot éreztek annak használata közben, hajlandóak voltak online csatornákon keresztül kommunikálni, illetve érdeklődtek más emberek és kultúrájuk megismerése iránt. A kvantitatív adatelemzésből ezenfelül az is megállapítható, hogy valamennyi vizsgált változó jelentős mértékben korrelált egymással. A legerősebb korrelációt az interlokútor és a positive_feelings (pozitív érzések) között találtuk, míg a WTC_online és a szorongás komponensei között volt a leggyengébb korreláció. Továbbá, az EFL-tanárjelöltek gyakrabban használták az angol nyelvet az osztályteremben, mint azon kívül. Az interlokútor típusát illetően kijelentették, hogy a várakozásoknak megfelelően, gyakrabban kommunikáltak angolul külföldiekkel, mint török beszédpartnerekkel. A változók és az önbevallásos angol nyelvhasználati gyakoriság korrelációját illetően az interlokútor és a WTC_online prekurzorai mutatták a legerősebb és a leggyengébb szignifikáns kapcsolatot az észlelt gyakorisággal. Végül, a kutatás regressziós eredményeivel kapcsolatosan elmondható, hogy a pozitív érzések tűntek az észlelt angol nyelvhasználati gyakoriság legerősebb prekurzorainak az osztályteremben és azon kívül egyaránt, míg az interlokútor és az önértékelt nyelvismeret a hallgatók önbevallásos gyakoriságát befolyásolta más törökökkel, illetve a külföldiekkel szemben. Az általános önbevallásos gyakoriság tekintetében, az interlokútor és az önértékelt nyelvismereti tényezők tűntek a hallgatók önbevallásos angol nyelvű kommunikációs gyakoriságát közvetlenül meghatározó tényezőknek. Végül, a disszertáció tesz néhány

javaslatot a pedagógiai implikációkkal kapcsolatban, majd felvázol néhány ötletet a további kutatáshoz.