REPUBLIC OF TURKEY ÇAĞ UNIVERSITY INSTITUTE OF SOCIAL SCIENCES DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

THE RELATIONSHIP BETWEEN STUDENTS' CLASSROOM PERCEPTIONS, WILLINGNESS TO COMMUNICATE AND SELF-EFFICACY BELIEFS

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DEDICATION

To My Beloved Mother F. Gülümser KURT

ETHICS DECLARATION

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Thesis Title: Investigating The Relationship Between University Students' Classroom Environment Perceptions, Their Willingness To Communicate and Self-Efficacy Beliefs In English

I hereby declare that;

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I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive, I prepared this thesis within the framework of academic and ethics rules, I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles, I cited all sources to which I made reference in my thesis, The work of art in this thesis is original,

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12/06/2019 Fidan Serap KURT

ABSTRACT

THE RELATIONSHIP BETWEEN STUDENTS' CLASSROOM PERCEPTIONS, WILLINGNESS TO COMMUNICATE AND SELF-EFFICACY BELIEFS

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Master Thesis, Department of English Language Education Supervisor: Prof. Dr. Jülide İNÖZÜ June 2019, 105 pages

This research was conducted to investigate the relationship between university students' perceptions of the classroom environment, their willingness to communicate (WTC), and their self-efficacy beliefs in English in EFL context. The data of the research were gathered from English Preparatory Programme students studying at Firat University School of Foreign Languages. Three questionnaires measuring the students' classroom environment perceptions, their willingness to communicate (WTC) in English and their English self-efficacy beliefs were used to collect the relevant data. Descriptive and correlational research designs were used to analyse the data. The results of the study have revealed that the students have a positive overall perception of their classroom environment, they are willing to communicate in English and they have a positive perception of their self-efficacy beliefs and find themselves quite efficient in English language. The correlational analysis have demonstrated in terms of the main aspects of the present study (classroom environment perceptions, WTC and selfefficacy beliefs) that there is significant and moderately positive correlation between the students' English self-efficacy beliefs and their level of willingness to communicate in English. On sub dimensional level, student cohesiveness aspect of the classroom environment, which is concerned with friendship among students, has been found very weakly and negatively correlated with participants' willingness to communicate. In addition, individualization aspect of the classroom environment, which refers to learner centeredness, has been found weakly and positively correlated with participants' selfefficacy beliefs.

Key Words: Classroom environment, willingness to communicate (WTC), English self-efficacy

ÖZET

ÖĞRENCİLERİN SINIF ALGILARI, İLETIŞİM İSTEKLİLİKLERİ VE ÖZ YETERLİLİKLERİ ARASINDAKI İLİŞKİ

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Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı Tez Danışmanı: Prof. Dr. Jülide İNÖZÜ Haziran 2019, 105 sayfa

Bu çalışma, yabancı dil olarak İngilizce öğrenen üniversite öğrencilerinin sınıf ortamı algılarının İngilizce iletişim isteklilikleri ve İngilizce öz yeterlilikleri olan ilişkisini incelemek amacıyla yürütülmüştür. Çalışmadaki veriler Fırat Üniversitesi Yabancı Diller Yüksekokulu, Zorunlu İngilizce Hazırlık Programı öğrencilerinden elde edilmiştir. İlgili verilerin toplanmasında, öğrencilerin sınıf ortamı algılarını, İngilizce iletişime istekliliklerini ve İngilizce öz yeterlilik inançlarını ölçen üç farklı anket kullanılmıştır. Veri analizinde betimsel ve korelasyon analiz yöntemleri kullanılmıştır. Sonuçlar, öğrencilerin genel olarak sınıf ortamı ile ilgili pozitif bir algıya sahip olduğunu, İngilizce iletişime istekli olduklarını, İngilizce öz yeterlilik inançları konusunda pozitif bir algıya sahip olduklarını ve kendilerini İngilizce konusunda oldukça yeterli bulduklarını ortaya koymuştur. Çalışmanın üç temel konusu (sınıf ortamı algısı, iletişime isteklilik ve öz yeterlilik inancı) açısından, korelasyon analizleri, öğrencilerin İngilizce öz yeterlilik inançları ve İngilizce iletişime isteklilikleri arasında önemli ve orta derecede ilişki olduğunu göstermiştir. Alt boyutsal düzeyde ise, öğrenciler arasındaki arkadaşlık ilişkisinin (student cohesiveness), öğrencilerin iletişim isteklilikleriyle çok zayıf negatif yönlü ilişkili olduğu bulunmuştur. Ek olarak, öğrencilerin sınıfta söz hakkının olması (individualization) ile onların öz yeterlilik inançları arasında ilişki olduğu bulunmuştur.

Anahtar Kelimeler: Sınıf ortamı, iletişime isteklilik, İngilizce öz yeterlilik

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ABBREVIATIONS

- **CUCEI** : College and University Classroom Environment Inventory
- WTC : Willingness to Communicate
- **QESE** : Questionnaire of English Self-efficacy
- **EFL** : English as a Foreign Language
- L1 : First Language
- L2 : Second Language
- FL : Foreign Language



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CHAPTER I

1. INTRODUCTION

This research aims to investigate university students' perceptions of the classroom environment, their willingness to communicate (WTC), and their self-efficacy beliefs in English as a Foreign Language (EFL) context. The research also aims to find out whether there is a significant correlation between these three factors. The data of the research were gathered from English Preparatory Programme students studying at Fırat University School of Foreign Languages. Three questionnaires measuring the students' classroom environment perceptions, their willingness to communicate (WTC) in English and their English self-efficacy beliefs were used to collect the relevant data. Descriptive and correlational research designs were used to analyse the data.

1.1. Background of the study

Language development has been viewed in quite different ways so far. First language acquisition, second language learning and foreign language learning have been phenomena that are discussed, analysed, and several times conflicted for many years. It is because of the complexity of the language learning process which is affected by several factors. These factors might be related to characteristics of individuals such as intelligence, aptitude, motivation, learning style, attitudes, anxiety, willingness to communicate, beliefs, and age, and some external factors such as teachers, L2 curriculum, first language, early start, social and cultural environment both inside and outside the classroom (Lightbown and Spada, 2013). Among these factors, classroom environment is one of the subjects undergoing intense study. The importance of physical, psychological and psychosocial aspects of learning environments have been revealed in the area of research (Insel, and Moos, 1974). Psychological and psychosocial aspects of the classroom environment could be very influential on learners and accordingly, on their learning process. According to Moos and Walberg (1979), as cited by Fraser and Tragust, (1986), significant attention has been paid all over the world in the conceptualization, measurement, and investigation of perceptions of psychosocial characteristics of the learning environment. Relating to EFL context, several researches on the subject of the language learners' perception of the classroom

environment have been carried out in literature (Aldridge, Fraser, and Huang, 1999; Fraser, 1998; Haertel, Walberg, and Haertel, 1981; Jannati, and Marzban, 2015; LeClair, Doll, Osborn, and Jones, 2009; Öksüz-Zerey, 2017; Wang, Haertel, and Walberg, 1990). To illustrate, Fraser and Goh (2003), found that positive classroom environment "promotes and motivates student interest in learning, hence leading to better cognitive and affective outcomes". In addition, Wu (2003) carried out a research with young learners and found that a predictable learning environment, with necessary instructional support, was an effective way to enhance young learners' self-perceptions of L2 competence.

Willingness to communicate (WTC) is another concept which is widely studied as one of the individual differences in language acquisition. MacIntyre (2007) explains the notion of willingness as the opportunity of speaking when free to do so. In other words, WTC in L2 was explained as being constantly ready and willing to communicate in a second language whenever an opportunity arises (MacIntyre and Doucette, 2010). The scholars in communication and psychology have previously discussed WTC concept, and its variables were listed as introversion, self-esteem, communication competence, communication apprehension, and cultural diversity (McCroskey and Richmond, 1990). It was also reported that WTC has direct influence in the use of the target language. (MacIntyre, Baker, Clément, and Conrod, 2001). Mahdi (2014) stated that Willingness to Communicate (WTC) contains and assembles psychological, linguistic and communicative formations to define second language (L2) communication.

Besides classroom learning environment and L2 WTC, learners' self-efficacy beliefs is an effective variable that makes a notable contribution to individual differences studies because all learners have beliefs about their own abilities and capabilities and learners' perception about themselves is also a common research subject. Bandura (1986) explains learner's self-efficacy beliefs as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p.391) and believes that the term 'self-efficacy' is a key element in Social Cognitive Theory. According to Social Cognitive Theory, one's system of self-beliefs which includes their thoughts, ideas, and feelings affects their behaviours (Bandura, 1986). This concept suggests that there is reciprocity among personal, behavioural, and environmental influences in human functioning. This mutual interplay suggests that human behaviour is collectively influenced by personal agency, self-beliefs, and external environmental factor (Mills, 2014). Pajares (1996) suggests that people have tendency to perform tasks in which they feel competent and confident and avoid those in which they do not. In line with these statements, self-efficacy beliefs of learners and their being willing to communicate in a classroom environment are interrelated and affect each other.

To illustrate the relationship between all these three variables, the researcher presents some studies below. Peng, and Woodrow (2010) have resulted in their research that classroom environment predicts Willingness to Communicate (WTC), communication confidence, learner beliefs, and motivation. In addition, Cao (2011) drew the conclusion from his research that prevalent factors contributing on learners WTC from the perception of the learners can be categorized into three dimensions as environmental (topic, task, interlocutor, teacher and group size), individual (selfconfidence, personality, emotion and perceived opportunity to communicate) and linguistic dimensions. In another research of Cao (2014), it was also found that WTC behaviour of the learners was not designated by a single individual, environmental, or linguistic variable; rather, it was affected by the interrelationship between these three dimensions. Joe, Hiver, and Al-Hoorie (2017) proposed a model of the impact of the classroom social climate on learners' WTC and self-determined motivation in their research. Öksüz-Zerey (2017) has found that there is a strong relationship between WTC and classroom environmental factors and if students perceive their classrooms positively, their WTC in English is higher in EFL context in Turkey. Besides the relationship between learning environment and WTC, there are some studies that found relation between learning environment and self-efficacy beliefs of learners, and between self-efficacy beliefs and WTC of learners. For instance; Lorsbach and Jinks (1999) propose that there is an essential connection between students' self-efficacy beliefs and learning environments improvement and accordingly, student achievement. In addition, in EFL context in Turkey, Taşdemir (2018) has found a moderate but significant positive correlation between L2 self-efficacy and WTC level of participants.

In conclusion, since classroom environment, willingness to communicate and self-efficacy belief are effective variables on language learning process and furthermore, they are interrelated subjects, these three fields should be analysed collectively.

1.2. Statement of the Problem

Several researches were conducted on three of the research fields, classroom environment, WTC and self-efficacy, in the literature. Nevertheless, even though these three fields are interrelated, almost all of the researches that were carried out dealt with them separately. To illustrate, Cheng (2014) found that students' self-efficacy of learning was moderately sensitive to classroom environment. Taşdemir (2018) has found a significant and moderate correlation between participants' WTC and their selfefficacy in English. Örük (2018) has found in her dissertation that the personalization aspect of classroom environment was weakly but positively associated with participants' English self-efficacy.

The effects of various factors such as classroom atmosphere and individual differences such as attitudes, anxiety, willingness to communicate, beliefs, motivation, learner strategies, are well defined in literature (Dörnyei and Skehan, 2003). However, they are mostly investigated separately. Considering the dynamic nature of language learning, such issues should be researched collectively. In other words, in the light of Social Cognitive Theory, associations among the aspects of the classroom environment, willingness to communicate, and self-efficacy beliefs, which are environmental, behavioural, and personal factors respectively, should be searched in EFL context collectively.

1.3. Purpose of the Study and Research Questions

This research aims specifically to investigate university students' perceptions of the classroom environment, their willingness to communicate (WTC), and their selfefficacy beliefs in English as a Foreign Language (EFL) context. The research also aims to find out whether there is a significant correlation between these three factors. Accordingly, the research addresses the following four research questions:

- 1) What perceptions do the university students have of their classroom environment?
- 2) What is the university students' level of Willingness to Communicate (WTC) in English?
- 3) What perceptions do the university students have of their English self-efficacy?

4) Does a relationship exist between the university students' perception of their classroom environment, their WTC and self-efficacy beliefs?

1.4. Significance of the Study

Considering the existing gap in literature and limited number of studies in Turkey that examine classroom environment, willingness to communicate, and selfefficacy, it is expected that this research is going to contribute to the literature by identifying the relationship between classroom perceptions of Turkish university students, their willingness to communicate (WTC) in a foreign language (English) and their self-efficacy beliefs. This study will also contribute to the field of English Language Teaching. In addition, having the knowledge of what perceptions university students have about their classroom environment and their English self-efficacy, and to what extent students are willing to communicate in second language will help educators diagnose some problems, propose solutions to them, and plan the teaching process. Considering learners' perceived English self-efficacy beliefs and WTC in the EFL classroom environment according to the result of this study, the educators might be able to arrange their teaching methods, approaches, techniques, and materials.

1.5. Limitations of the Study

The study is limited to the English preparatory school students studying at the School of Foreign Languages of Firat University in 2018-2019 academic year and the data were collected from one specific group of students. Therefore, the results of the case study cannot be generalized to all Turkish language learners at universities. Regarding it, another study wider in scope to involve students from other universities in Turkey could be conducted to have a better understanding of the factors. Another limitation of this study is that only quantitative data collection tools were used to collect the data. In order to attain more comprehensive understanding of participants' perceptions of their classroom environment, self-efficacy beliefs and willingness to communicate in English, a mix method approach could be used by including qualitative data collection tools.

1.6. Assumptions

It is assumed that:

- 1. Constructs such as a willingness to communicate, classroom environment perceptions, English self-efficacy can be measured.
- 2. All of the participants cooperate and complete the questionnaire.
- 3. The participants tell the truth when they answer the questionnaires.
- 4. English self-efficacy, and willingness to communicate in English would correlate significantly with students' perception of the classroom environment.
- 5. Students' perception of the classroom environment is related to English selfefficacy and WTC.

CHAPTER II

2. REVIEW OF THE LITERATURE

2.1. Introduction

This chapter provides review of literature and theoretical framework related with the classroom learning environment, willingness to communicate, and self-efficacy belief. The first section

2.2. Classroom Learning Environment

There has been a huge effort to define and evaluate the environment and to comprehend how it is created by people and how it effects people. In the classroom context, Fraser (1986) defines the term "environment" as the "shared perceptions of the students and the teachers in that environment" (p. 23). Classroom learning environment involves both tangible and intangible elements. In other words, it has not only physical structure but also psychological and psychosocial characteristics that effect learners and their learning process. In contrast with the belief that school success or learning outcomes could only be measured by assessment of academic achievement, Fraser (1986) drew attention to students' and teachers' perceptions of significant psychosocial characteristics of the learning environments.

The history of learning environments is originated from the social sciences. Lewin (1936) introduces the formula, B=f(P,E). This formula suggests that both the person (P) and the environment (E) are powerful determinants of human behaviour (B). Lewin also coined the terms *beta* press and *alpha* press in this context. *Beta* press is a description of the environment as perceived by people themselves in an environment and *alpha* press is a description of the environment as observed by a detached observer. Afterwards, Murray (1938) contributed *needs-press* model to Lewin's theory. Murray explains the term needs as an individual's motivation to achieve goals, and the term press as how the environment either helps or hinders a person to achieve their goals. Following Murray's contribution, Stern, Stein, and Bloom (1956) broaden the research, and added the term *private beta press*, which means individual perception of all the student, and the term *consensual beta press*, which means the perception of all the students in that environment as a group.

In 1960, Getzels and Thelen suggested the model of the class as a social system. In their model, it was suggested that personality needs, role expectations, and classroom climate have an effect on each other and predict group behaviour in a school classroom. Later, in 1970, Stern suggested "a theory of person-environment congruence in which complimentary combinations of personal needs and environmental press enhance student outcomes" (Fraser, 1986, p. 6).

Walberg's (1981) multi-factor psychological model states that the classroom psychosocial environment has a crucial effect in learning process. He suggests in his model that among the influential variables in process of learning such as the age, ability and motivation of student, quality and quantity of instruction and psychosocial environments (home, classroom, peer group and mass media), the most influential one is classroom learning environment on the subject of student's achievement and attitude outcomes (Wahyudi and Treagust, 2006).

To be used in Harvard Project Physics, Learning Environment Inventory (LEI) was developed in 1960s by Walberg (Fraser, 1998). Similarly, Moos developed the Classroom Environment Scale (CES), one of his social climate scales. These pioneering works of Moos and Walberg have led to the development of further research into conceptualization, evaluation and investigation of the classroom learning environment. In addition, Moos (1987) has suggested that human environments consist of three dimensions: "Relationship" which identifies the characteristics of the relationships among the individuals in the environment, "Personal Development" which concerns with the tendencies in learners' growth, and "System Maintenance and System Change" which involves innovativeness, clarity and order of the environment (Walker and Fraser, 2005). In addition, Moos' and his colleagues' concern about the characteristics of social settings and measurement of them, and their influence on personal resources and coping styles of the individuals result in developing the integrative personenvironment framework (See Figure 1) (Walsh, 1987). The integrative personenvironment model assume that "the interaction of personal and contextual factors influence cognitive appraisal, coping responses, well-being, and adaptation of individuals" (Örük, 2018).

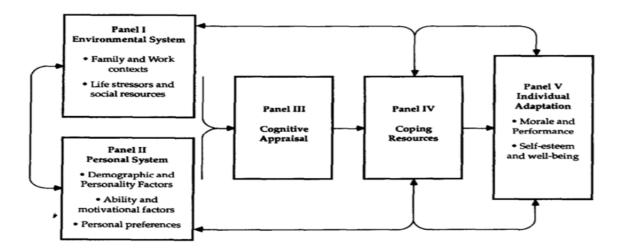


Figure 1. The integrative person-environment model (Moos, 1987, p. 232)

Following Walberg and Moos' studies in the USA on perceptions of the classroom environment, further research into the conceptualization, evaluation and exploration of the classroom learning environment has been conducted (Fraser, 2012). After the pioneering study of Theo Wubbels and his colleagues on teacher and student interaction using Questionnaire on Teacher Interaction (QTI), many research have been conducted starting from the Netherlands, in many different countries such as Netherlands, Brunei Darussalam, Singapore, and Indonesia (Fraser, 2012, p.79). Later, many more scales and instruments have been developed within the scope of classroom learning environment. Fraser and his colleagues (2012) classified the scales and instruments investigating the classroom environment regarding Moos' dimensions Table 1.

Table 1.

Inventories and Scales of Classroom Learning Environment

			Scales classified according to Moos' Scheme		
Instrument	I	Item per	Relationship Dimension	Personal Development	System Maintenance
instrument		Scale	The method ship Dimension	Dimension	and Change Dimension
			Cohesiveness		Diversity
		7	Friction	Speed Difficulty Competitiveness	Formality
Learning Environment Inventory	Sacandam		Favoritism		Material environment
(LEI)	Secondary		Cliqueness		Goal direction
			Satisfaction		Disorganization
			Apathy		Democracy
	Secondary	10	Involvement		Order and organization
Classroom Environment Scale				Task orientation	Rule clarity
(CES)				Competition	Teacher control
					Innovation
	Secondary	10	Affiliation		
Individualized Classroom			Teacher support	Independence	
Environment Questionnaire			Personalization	Investigation	Differentiation
(ICEQ)			Participation		
			Personalization		
College and University Classroom	Higher Education	_	Involvement		Innovation
Inventory (CUCEI)		7	Student Cohesiveness	Task orientation	Individualization
			Satisfaction		

Table 1. (Continued)

Table 1. (Continued)								
Instrument	Level	Item per Scale	Scales classified according to Moos' Scheme					
			Relationship Dimension	Personal Development Dimension	System Maintenance and Change Dimension			
My Class Inventory (MCI)	Elementary	6-9	Cohesiveness Friction Satisfaction	Difficulty Competitiveness				
Science Laboratory Environment Inventory (SLEI)	Upper Secondary /Higher Education	7	Student cohesiveness	Open-endedness Integration	Rule Clarity Material environment			
Questionnaire on Teacher Interaction (QTI)	Secondary/ Primary	8-10	Leadership Helpful/Friendly Understanding Student responsibility and freedom Uncertain Dissatisfied Admonishing Strict					
Constructivist Learning Environment Survey (CLES)	Secondary	7	Personal relevance Uncertainty	Critical voice Shared control	Student negotiation			
What Is Happening In this Class? (WIHIC)	Secondary	8	Student cohesiveness Teacher support Involvement	Investigation Task orientation Cooperation	Equity			

Table 1 (Continued)

Table 1 (Continued)								
Instrument	Level	Item per Scale	Scales cl Relationship Dimension	assified according to Moos Personal Development Dimension	' Scheme System Maintenance and Change Dimension			
Technology-Rich Outcomes- Focused Learning Environment Inventory (TROFLEI)	Secondary	10	Student cohesiveness Teacher support Involvement Young adult ethos	Investigation Task orientation Cooperation	Equity Differentiation Computer usage			
Constructivist-Oriented Learning Environment Survey (COLES)	Secondary	11	Student cohesiveness Teacher support Involvement Young adult ethos Personal relevance	Task orientation Cooperation	Equity Differentiation Formative assessment Assessment criteria			

Fraser, 2012

2.2.1. Learning Environment Studies in EFL

When the relevant literature is reviewed, it is seen that the focus of classroom learning environment studies were science and mathematics at the level of middle and high school and higher education. However, there are only a few studies conducted on the subject of English Language in the realm of classroom environment research (Lim and Fraser, 2018). The studies investigating English classroom environment have been mostly focus on the difference between classroom perception of male and female students, actual and ideal classroom perceptions of teachers and students, the relationship between classroom environment and achievement, and associations between classroom environment and motivation. (Lim and Fraser, 2018). In their research, Lim and Fraser (2018) reviewed and summarized the research on English classroom environment with their number of samples, their countries, findings and instrumentations.

Several studies conducted in the relevant literature focused on the correlation between classroom environment and student achievement and found that these two variables are highly related (Ebrahimi and Rahimi, 2013; Gedamu and Siyawick, 2015; Harris, 2013; Jannati and Marzban, 2015; Liu and Fraser, 2013; Peng and Woodrow, 2010; Sun, 2009; Wei, Den Brok and Zhou, 2009). To illustrate, Baek and Choi (2002) investigated the relationship between students' classroom perception and their academic achievement in Korea. They collected data using Classroom Environment Scale (CES) from 1,012 students at high school level and found a significant correlation between classroom environment and achievement. Similarly, Liu and Fraser (2013) have also found correlation between English classroom environment and students' academic achievement in their research in China. In addition, in their research on the relationship between perceived EFL classroom climate and English language achievement, Gedamu and Siyawik, (2015) have found positive and significant correlation.

With respect to the studies investigating teacher and student interaction and classroom perceptions of the students, some research have been conducted in different countries such as; Safa and Doosti (2017) in Iran; Maulana et al. (2011) in Indonesia; and Wei et al. (2009) China. In their study, Safa and Doosti (2017) found that being tolerant and authoritative were the major English teachers' style according to students' perceptions. Moreover, they found significant difference between students' actual and ideal perceptions. Similarly, the results of the study of Wei, den Brok and Zhou (2009)

were in line with Safa and Doosti. Wei et al. (2009) concluded that teachers were found tolerant and authoritative by the students in China, and there were differences between students' actual and preferred classroom environment. Furthermore, Maulana, Opdenakker, den Brok and Bosker (2011) conducted a research comparing perceptions of teachers and students in classroom environment in Indonesia. They concluded that teachers perceive themselves more favourably than their students. Additionally, students were more motivated when they perceive their teacher's behaviour cooperative.

2.3. Willingness to Communicate

The ultimate aim of the second language (L2) learners is mostly to become competent in the L2, which means being constantly ready and willing to communicate in a second language whenever an opportunity arises (MacIntyre and Doucette, 2010) MacIntyre (2007) explains the notion of willingness as the opportunity of speaking when free to do so. Willingness to Communicate (WTC) contains and combines psychological, linguistic and communicative formations to define second language (L2) communication (Mahdi, 2014). However, willingness to communicate is not only about L2 but also about the first language (L1). The notion of "*willingness to communicate*" was originally developed by McCroskey (1985) with reference to L1 communication because of individual differences in communication competence.

2.3.1. Willingness to Communicate in the Native Language

The notion of "willingness to communicate" (WTC) grounds on Burgoon's (1976) concept of "unwillingness to communicate". Later, McCroskey and Baer (1985) coined the term, willingness to communicate for the first time with reference to L1 communication because of individual differences in communication competence. (Bukhari, Cheng, and Khan, 2015). It was defined as the probability of starting a talk when an opportunity arise (Clément, Baker, and MacIntyre, 2003).

McCroskey and Baer (1985) defined the willingness to communicate as a "personality-based, trait-like predisposition" presuming that it is the individuals' eagerness or avoidance for a talk in different communication circumstances with different people. McCroskey and Richmond (1990) view the WTC as a personality trait and describe it as "variability in talking behavior" and they support that although WTC of an individual is affected by the circumstances in the communication settings, people

still demonstrate similar WTC tendencies in different conditions. Following this view, WTC as a personality trait was studied in different communication context such as interpersonal conversations or public speaking and different receivers such as friends or strangers (Özaslan, 2017). In addition, they referred the self-esteem, communication competence, communication apprehension, and cultural diversity as antecedents of WTC (McCroskey and Richmond, 1990). After MacIntyre's (1994) path model assuming that WTC stems from communication anxiety and perceived communication competence (See Figure 2), he administered this model to communication in L2, but in a more detailed expression (Yashima, 2002).

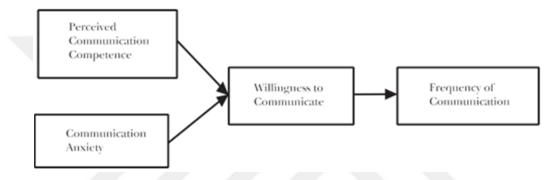


Figure 2. L1 Willingness to Communicate Model, MacIntyre (1994)

MacIntyre and Charos (1996) administered the WTC model to L2 setting and indicated that both personality and social context were influential on WTC in L2 (See Figure 3) (Bukhari, Cheng, and Khan, 2015).

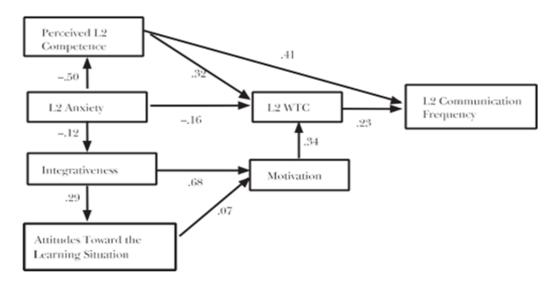


Figure 3. L2 Willingness to Communicate Model, MacIntyre and Charos (1996)

2.3.2. Willingness to Communicate in Second/Foreign Language

Willingness to communicate in second language has been studied both as a trait level, showing the tendency of the individual to enter into a conversation when the offered a choice or as a state characteristic, regarding the fugitive effects in a particular context (Mystkowska-Wiertelak and Pawlak, 2016). After reliving the fact that L2 use is relatively related to intergroup issues, on the subject of social and political implications, MacIntyre, Dörnyei, Clément and Noels (1998) described WTC "as a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (MacIntyre et al., 1998, p. 547). Following it, they developed the 'heuristic model' to show WTC is not confined to a "personality-based and a trait-like predisposition" (MacIntyre et al., 1998, p. 547), however, it is more "situational variable with both transient and enduring influences" (MacIntyre et al., 1998, p. 546).

The heuristic model presents the potential variables which affects WTC in the L2 in a pyramidal form consisting of six layers (see Figure 4) (MacIntyre, Dörnyei, Clément, and Noels, 1998).

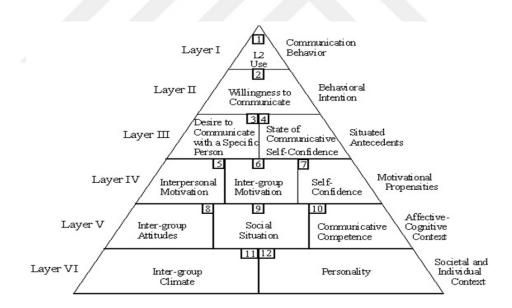


Figure 4. The Heuristic Model of Variables Influencing WTC (MacIntyre, Dörnyei, Clément, and Noels, 1998).

In the pyramid, the first three layers (I, II, III) represent situation-specific effects on WTC at a specific time, and the other three layers (IV, V, VI) represent stable and enduring effects on WTC. At the top of the pyramid, L2 use, the ultimate aim of language teaching, is placed. Before using L2, willingness to communicate comes in the pyramid and it is explained as a behavioural intention. In the third layer of the pyramid, situated antecedents, which are desire to communicate with specific person and state of communicative self-confidence, are placed as situational factors. In the fourth layer, which includes motivational propensities, interpersonal motivation, intergroup motivation and self-confidence are located. Inter group attitudes, social situation and communicative competence in affective-cognitive context follows it as the fifth layer. At the bottom layer of the pyramid, personality and intergroup climate appears as enduring factors. It is assumed that the bottom layers have distant influence on WTC while the top layers have immediate influence on WTC.

In the following years, the importance and popularity of the concept of willingness to communicate lead many researchers to conduct studies on this subject. For instance, Yashima (2002) concluded from her research in Japanese EFL context that the students who have L2 communication confidence are apt to have high L2 WTC. In addition, in the same study it has been found that international posture influences motivation, and accordingly it has an effect on proficiency and L2 communication confidence. In addition, Clement, Baker, and MacIntyre (2003) found that L2 confidence was related to WTC and identity, and both of them predict the frequency of L2 use. Moreover, Kang (2005) stated that one of the reasons for students' being less willing to communicate is the feeling of insecurity. Furthermore, MacIntyre (2007) explains that the avoidance of speaking in L2 is related with speaking anxiety and language learning motivation and their observable effect can be changeable in short term and long term periods.

Mystkowska-Wiertelak and Pawlak (2016) designed a data collection tool for measuring WTC in English as a second language in-class and out-of-class, and additionally, many individual and contextual variables to obtain more reliable results.

2.4. Social Cognitive Theory and Self-Efficacy Belief

Social Cognitive Theory of Bandura (1986) suggests human behaviour is affected by the individual's thoughts, beliefs and feelings. In other words, this theory regards human functioning as mutual interplay or *triadic reciprocality*, between behaviours, environmental factors, cognitions and personal factors (See Figure 5). According to this theory, thoughts, feelings, and actions of an individual can be controlled by the individual's own self-beliefs system.

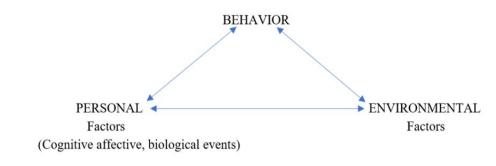


Figure 5. Triadic reciprocality (Bandura, 1986)

Self-efficacy perception is one of the most prominent constructs of Social Cognitive Theory. The term refers to 'beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments' (Bandura, 1997, p. 3). Self-efficacy is the individual's own beliefs in his/her capability to fulfil an assigned task or to complete an activity. Schunk (1986) revealed after some research that self-efficacy is a significant concept for interpreting or understanding individuals' learning and behaviours on the subject of achievement. In addition Schunk (1991) found that self-efficacy beliefs might better predict achievement than skills, knowledge or prior achievements. Similarly, Graham and Weiner (1996) reveals that self-efficacy belief is one of the individual differences that affect academic achievement (Mills 2014).

2.4.1. Four Sources of Self-efficacy

Bandura (1997) suggested four principal sources of self-efficacy, mastery experiences, vicarious experiences, verbal persuasion and, physiological and affective indicators. These sources of information affect self-efficacy beliefs' of individuals by lowering or increasing their self-perception about fulfilling a given task.

Mastery experiences are accepted as the fundamental sources of self-efficacy beliefs. In other words, individuals' own experiences are the most effective way to build self-efficacy. As a result of one's achievement his/her self-efficacy belief increases. On the other hand, failures decrease the level of self-efficacy.

The other source of self-efficacy is vicarious experiences which are the experiences that individuals have while observing the peers. Achievements or failures of the other comparable peers are also an effective source for the individual's self-

efficacy beliefs. When the individual observe the success of the peer at the same age, capability, and level in a challenging task, this can lead the individual to have a sense that he/she can manage to accomplish the same or similar tasks. Whereas, observing the failure of a peer might influence the self-efficacy belief of the individual negatively.

The third source of self-efficacy is verbal persuasions. Verbal statements from the environment or other people' judgement about the individual's capability to achieve a task may affect the individual's perceived ability. Verbal persuasion should be realistic and the one who utters his/her judgement to persuade the individual should trusted and important by the individual, for instance, experts, parents, teachers, or peers. Verbal persuasions, such as teachers' feedback or encouraging the student to fulfil a task, are important sources for increasing self-efficacy and motivating the student. Conversely, a negative verbal statements or negative persuasion can decrease the level of self-efficacy belief.

Last source of self-efficacy is physiological and affective or emotional states that an individual have while completing the task. When people confront a challenging task, the affective arousal bring about a poor performance (Bandura 1982). Because of the negative emotions such as anxiety, stress or fatigue, people feel themselves vulnerable which would result with a decrease in their self-efficacy. On the other hand, positive feelings can increase efficacy beliefs of individuals and contribute to the future achievements (Mills, 2014).

2.4.2. Self-efficacy and Learning Environment

2.4.2.1. Academic Self-efficacy

The relationship between achievement and self-efficacy beliefs within the educational context has received great attention from educational researchers (Bong and Skaalvik, 2003). Many research have been conducted to demonstrate the relationship among foreign language learning, academic motivation and achievement (Graham and Weiner, 1996; Hsieh and Kang, 2010; Schunk, 1991; Schunk and Pajares, 2001). Academic self-efficacy refers to individuals' judgements that they can successfully conduct given academic tasks at assigned levels (Schunk, 1991). Pajares and Schunk (2001) concluded that students who have high self-efficacy to carry out academic tasks are apt to show low levels of anxiety, and make more effort and show more persistence when confronted with challenging academic tasks. On the other hand, students having

low level of perceived self-efficacy tend to show high level of anxiety, give up easily, or make less effort when confronted challenging academic tasks.

2.4.2.2. Self-efficacy and Classroom Learning Environment

All learners in a classroom have different characteristics and traits, in other words, they are all diverse in personality, in strategy or in their purpose (Dörnei, 2005). Learners involve in classroom activities with different aptitudes and former experiences, which influence their perception of self-efficacy for learning (Schunk, 1985). In spite of the fact that learning environments are personal, the actions and behaviours of the others in the same social setting and the characteristics of the learning culture shape the individual constructions (Lorsbach and Jinks, 1999). As a result, the features of a learning environment are based on what occurs in a certain time, who is involved in and physical characteristics of the environment. When Moos' classification of classroom environment is inquired on the subject of self-efficacy. All three of the dimensions include the notion of self-efficacy (Lorsbach and Jinks, 1999).

As for the Relationship Dimension, which identifies the extent of the relationships among the people in the environment, self-efficacy is formed mostly through social-comparative appraisals (Lorsbach and Jinks, 1999). Namely, students' perceptions of self-efficacy are influenced by achievements or failures of the other comparable peers. Regarding the Personal Development Dimension, which is concerned with the tendencies in learners' growth, self-efficacy is mainly about the individual's "personal appraisal of ability and growth" (Lorsbach and Jinks, 1999, p. 161). Within the concept of System Maintenance and System Change Dimension, which involves innovativeness, clarity and order of the environment, Lorsbach and Jinks (1999) state that "self-efficacy is dependent upon components of the classroom environment that are determined by how such things as goals, incentives, and expectations are created and maintained (p. 161). Additionally, the students' self-efficacy perceptions are also affected by the clarity and order of the environment (Schunk, 1985). As Lorsbach and Jinks (1999) state learners' self-efficacy beliefs are strongly interconnected with the learning environment perceptions.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter provides information about the methodology used in this research and includes the research design, context and participants of the study, data collection tools, data collection procedure and ethical issues, and data analysis.

3.2. Research Design

This quantitative study includes both descriptive and correlational research methods as the purpose of the present study is to understand and describe university students' perceptions of the classroom environment, their willingness to communicate (WTC), and their self-efficacy beliefs in English as a Foreign Language (EFL) context and also to find out whether there is a significant correlation between these three factors. The data was collected by questionnaires.

3.3. Context and Participants of the Study

The study was conducted at School of Foreign Languages of Firat University, Elazığ, Turkey. Firat University School of Foreign Languages provides English preparatory education for the students of English Language Teaching Department (ELT), English Language and Literature Department (ELL), Mechanical Engineering Department and Software Engineering International Joint Degree Program. The School had 13 classes with 225 students registered into the automation system and 26 instructors in 2018-2019 academic year. The School uses modular system. The modular system consists of four 8-week modules in an academic year. Students are assessed through a quiz (8%), a midterm exam (25%), a final exam (30%), an oral exam (10%), portfolio tasks (10%), a classroom performance grade (10%), and an online assessment (7%) during each module. After 8 week of instruction and examination, if the grade point average (GPA) of the students is 60 or higher, they get promoted to the next grade level, if it is under 60, they repeat the same level. All students starts at the same level, A1. The only difference between Engineering Department Students and ELT, ELL Department students is using different source books. A specific sampling method was not used for the reason that the purpose was to find out the population's perception. Therefore, all of the questionnaires were given in all 13 classes.

3.4. Data Collection Tools

The 49-item College and University Classroom Environment Inventory developed by Treagust and Fraser (1986) was used to answer the first research question of the present study. To answer the second research question, students' WTC in English was measured through the 12-item Willingness To Communicate scale developed by McCroskey (1992). Lastly, the 32-item Questionnaire of English Self-efficacy (QESE) was used to find what beliefs the university students' have of their English self-efficacy, which is the third research question of the study.

3.4.1. College and University Classroom Environment Inventory (CUCEI)

College and University Classroom Environment Inventory (CUCEI) (See Appendix 2) which was taken from Fraser and Treagust (1986) was used for data collecting to understand students' perception about their classroom environment. The original questionnaire consist of seven subscales with 49 items totally. The subscales are listed as "Personalization, Involvement, Student cohesiveness, Satisfaction, Task orientation, Innovation, and Individualization" (Fraser & Treagust, 1986, p. 6). Each subscale includes 7 items including a number of reversed, in other words negatively worded, items to assess a different aspect of the classroom environment. Fraser and Treagust (1986) notified hat "Items are arranged in a cyclic order. Therefore, the first, second, third, fourth, fifth, sixth and seventh item in each block, respectively, measures Personalization, Involvement, Student cohesiveness, Satisfaction, Task orientation, Innovation, and Individualization" (p. 7). The questionnaire is formed on a four-point Likert scale, positively worded "items are scored 5, 4, 2, and 1, respectively, for the responses strongly agree, agree, disagree and strongly disagree. Reverse (negatively worded) items are scored in a reverse manner, which means these items are scored 5, 4, 2, and 1, respectively, for the responses strongly disagree, disagree, agree and strongly agree. Omitted or invalidly answered items are scored as 3" (Fraser & Treagust, 1986, p. 7). The Table 2 shows the descriptions of each scale, sample items, and item numbers related to each category.

Table 2.

Definitions of CUCEI Subscales and Related Item Numbers

Scale Name	Scale Description	Sample Item	Scale Item Numbers
Personalization	Emphasis on opportunities for individual students to interact with the instructor and on concern for students' personal welfare	The instructor goes out of his/her way to help students. (+)	1-8-15-22 29-36-43
Involvement	Extent to which students participate actively and attentively in class discussions and activities	Theinstructordominatesclassdiscussions. (-)	2-9-16-23 30-37-44
Student Cohesiveness	Extent to which students know, help and are friendly toward each other	Students in this class get to know each other well. (+)	3-10-17-24 31-38-45
Satisfaction	Extent of enjoyment of classes	Classes are boring. (-)	4-11-18-25 32-39-46
Task Orientation	Extent to which class activities are clear and well organized	Students know exactly what has to be done in our class. (+)	
Innovation	Extent to which the instructor plans new, unusual class activities, teaching techniques, and assignments	New and different ways of teaching are seldom used in this class. (-)	
Individualization	Extent to which students are allowed to make decisions and are treated differentially according to ability, interest, of rate of working	Students are allowed to choose activities and how they will work. (+)	

Adapted from Fraser & Treagust (1986).

Cronbach's alpha coefficient for each scale was calculated by Fraser & Treagust (1986) for validation of the CUCEI. Cronbach's alpha values for the scales were in a range from .70 to .90. This demonstrates that questionnaire has an internal consistency and reliability. Since the original scale is in English language, a Turkish translated version of the scale has been used (See Appendix 3). Örük (2018) has translated the scale to use in her dissertation As cited from her dissertation "Results of the reliability analysis which was run by calculation of Cronbach's Alpha coefficient for the scale indicated that the Turkish version of CUCEI was reliable with an r value of .87" (Örük, 2018).

3.4.2. WTC Scale for English

Willingness to Communicate scale was developed by McCroskey (1992) (See Appendix 4). The Cronbach Alpha of this scale is 0.90. It has 12 items. This scale measures the participants' willingness to communicate in four types of communication contexts; group discussions, meetings, interpersonal conversations and public speaking with three types of receivers; stranger, acquaintance and friend. The scale asks the participants to express their level of willingness in a range from 0 (never) to 100 (always) (McCroskey, 1992).

Çetinkaya (2005) has translated the scale into Turkish by using a backtranslation method to use in her dissertation. According the data given in the dissertation, the Cronbach Alpha of her adapted version is 0.94. (See Appendix 5).

WTC scale scoring will be as follows:

- Group Discussions: Add scores for items 5, 1, and 12; then divide by 3.
- Meetings: Add scores for items 6, 8, and 4; then divide by 3.
- Interpersonal Conversations: Add score for items 9, 7, and 11; then divide by 3.
- Public Speaking: Add score for items 2, 3, and 10; then divide by 3.
- Stranger: Add score for items 2, 5, 11, and 4; then divide by 4.
- Acquaintance: Add score for items 9, 8, 1, and 10; then divide by 4.
- Friend: Add score for items 6, 7, 3, and 12; then divide by 4.
- Total Score for WTC: Add score for stranger, acquaintance, and friend; then divide by 3.

Table 3.

	•	
Group discussion	>89 High WTC,	<57 Low WTC
Meetings	>80 High WTC,	<39 Low WTC
Interpersonal conversations	>94 High WTC,	<64 Low WTC
Public Speaking	>78 High WTC,	<33 Low WTC
Stranger	>63 High WTC,	<18 Low WTC
Acquaintance	>92 High WTC,	<57 Low WTC
Friend	>99 High WTC,	<71 Low WTC
Total WTC	>82 Higher Overall WTC	<52 Low Overall WTC

Norms for WTC Scores by McCroskey & Richmond (2013)

3.4.3. Questionnaire of English Self-efficacy (QESE)

Questionnaire of English Self-efficacy scale (QESE) was developed by Wang in 2004. (Wang, Kim, Bai, and Hu, 2014). An adapted version by Wang, Hu, Zhang, Chang, and Xu, (2012) has been used for the present study (See Appendix 6). The scale has been used to measure the participants' perceptions of self-efficacy beliefs in English classes. The questionnaire consists of 32 items asking to make judgments about their capabilities to accomplish certain tasks in English language. The scale measures self-efficacy belief of students in four skills which are listening, speaking, reading and writing by a 7-point rating scale from 1 (I cannot do it at all) to 7 (I can do it very well). Self-efficacy for listening is measured by items 1, 3, 9, 10, 15, 22, 24, and 27; Self-efficacy for speaking is measured by items 4, 6, 8, 17, 19, 20, 23, and 30; Self-efficacy for writing is measured by items 5, 7, 11, 13, 14, 18, 28, and 31). Wang et al., (2013) reported as the internal consistency coefficient of the questionnaire is .96 for the total of the scale while coefficients for each subscale was calculated as .88 for listening and reading self-efficacy, .89 for writing self-efficacy and .92 for speaking self-efficacy.

The Turkish version of the questionnaire (See Appendix 7) has been used in the present study. The Turkish version was adapted by Açıkel (2011) to be used in her dissertation. It is stated in the dissertation that to provide the reliability of the Turkish translation of the questionnaire back translation method has been utilized. Moreover, it has been piloted with 191 preparatory school students for validity and reliability check. According to the reports in the dissertation, the Cronbach's alpha coefficient of the

Turkish version of the questionnaire has been found .94 for the scale. When the Cronbach's alpha coefficient of the subscales has been computed, it has been found ".88 for listening and speaking efficacy scales, .68 for reading efficacy scale and .89 for writing scale" (p.45). The Turkish version of the questionnaire has been found reliable according to the results (Açıkel, 2011).

3.5. Data Collection Procedure and Ethical Issues

Considering ethical issues, prior to the application and data collection process, Research Ethics Committee Approval (See Appendix 1) from the registered institution and permission to conduct questionnaires from Çağ University (See Appendix 8) and approval letter from the administration of Fırat University, School of Foreign Languages (See Appendix 9) have been taken. Therewithal, consents of the instructors were taken verbally since the questionnaires administered during the class hours. After the consent of the administration and instructors were taken, they both were informed about the time when the scale was planned to be given.

Before the scales were given to the students, their consent was taken verbally and it was also stated on the CUCEI questionnaire that attendance was voluntary and on the condition that students answered the questionnaire it would be assumed as a consent. Students were informed that the questionnaires would be analysed anonymously and their responses would be kept in confidence. They were also asked to read the information about the scope of the study given on the scale sheets.

Since the schedule of the school was heavy, questionnaires were applied in two separate parts in different weeks. Firstly, WTC scale and QESE were administrated on the date of a writing task. As writing tasks are a part of their GPA, and not attending the class will result in a decrease in their GPA, only a few students were missing on the day of administration. Lastly, CUCEI was applied on the date of last writing task in the module. The questionnaires were given 13 classes in separate files. Because number coding was crucial for the researcher to keep track of which questionnaires were filled in by whom and to make sure that all three questionnaires were responded by each student, the researcher informed the class teachers to designate a number for each student in their class. These specific numbers were then asked to be written at all three questionnaires. After applying all three questionnaires, the researcher checked 3 files for each classes and ensured that the same student took part in all 3 questionnaires by checking the codes on them. If there was a missing code in any of the questionnaires, the other two questionnaires were found and eliminated. Therefore, 14 students' questionnaires were eliminated. Totally, 165 students took part in all three questionnaires.

3.6. Data Analysis

The Statistical Package for Social Sciences (SPSS) has been used to conduct the descriptive and inferential analysis of data obtained from related the questionnaires. In order to answer the first, second and third research questions, frequencies and the percentages from the descriptive statistics have been utilized. In order to answer the fourth research question, which aims to investigate the relationship between students' classroom perceptions, Willingness to Communicate in English and their English self-efficacy beliefs, inferential statistics have been run to examine the data. In the context of inferential statistics, Pearson r correlation analyses have been conducted.

3.6.1. Descriptive Statistics

Descriptive statistics have been used to reveal the perceptions of participants about their classroom environment, self-efficacy beliefs, and level of their WTC. Norms for WTC Scores have been calculated by McCroskey and Richmond (2013). Table 3 illustrates the score intervals to label whether willingness to communicate levels of the students are high or low. In line with this, sum scores of the College and University Classroom Environment Inventory (CUCEI) and Questionnaire of English Self-efficacy (QESE) have been calculated considering frequency distributions since "one of the most common procedures for organizing a set of data is to place the scores". Frequency distribution allows the researcher to see whether the scores are high or low in general, and it also produces an organized picture of the data (Gravetter, and Wallnau, 2016, p. 35). These sum scores have been grouped into intervals with a formula of dividing the range of maximum and minimum scores by the number of intervals. This formula was used to identify the interval width (Gravetter and Wallnau, 2016) to define the group categories for scores.

3.6.2. Inferential Statistics

Vergura, et al., (2009) states that inferential statistics are used to infer about the perceptions of all population from a sample data. Accordingly, in order to answer the fourth research question, which aims to investigate the relationship between students' classroom perceptions, WTC in English and their English self-efficacy beliefs, correlation analyses have been conducted by the calculation of Pearson correlation coefficient.

Correlation Analysis is a statistical method used to determine whether there is a linear relationship between two numerical measurements and, if there is any relationship, it is used to identify the direction and intensity of this relationship. Correlation coefficients values range between +1 and -1. Positive values indicate positive correlation and negative values indicate negative correlation. Evans (1996) suggested the guide below for absolute value of r (correlation) to interpret the values. According to the given information, if the correlation coefficient value is between .00 and .19, it is accepted as a 'very weak' correlation. If the value ranges between .20 and .39, it is accepted as there is a 'weak' correlation. When the value is between .40 and .59, it is accepted as 'moderate'. A value between .60 and .79 is accepted as a 'very strong' correlation.

CHAPTER IV

4. RESULTS AND FINDINGS

4.1. Introduction

This chapter presents the findings obtained from the descriptive and inferential analysis results. Frequency analysis of sum scores and subscale scores are conducted for CUCEI, WTC, and QESE.

4.2. The Descriptive Analysis Results

4.2.1. The Descriptive Analysis Results of CUCEI

The data obtained from the CUCEI have been analysed into two categories as the results of the sum scores and subscales for finding an answer to the first research question: *What perceptions do the university students have of their classroom environment*? Interval widths have been calculated according to an equal range of minimum and maximum sum scores which can be obtained from CUCEI. Afterwards, these widths have been labelled as *Highly Negative, Negative, Positive, and Highly Positive.* For the present study, the frequency distribution of the scores has been calculated to demonstrate the general picture whether the students have a positive or negative perception about their classroom environment.

Secondly, to see the different aspects of the classroom environment, frequency, percentage, mean and standard deviation values have been calculated for the subscales of CUCEI: Personalization, Involvement, Student cohesiveness, Satisfaction, Task orientation, Innovation and Individualization.

4.2.1.1. The Descriptive Analysis Results of CUCEI Sum Scores

Table 4.

Score Category	Score Interval	Ν	F	%
Highly Negative	49-98	165	0	0
Negative	99-147	165	59	35.8
Positive	148-196	165	105	63.6
Highly Positive	197-245	165	1	0.6

Sum Score Distribution of CUCEI

As it is revealed in the Table 4, none of the students has a highly negative perception about their classroom environment. On one hand, 59 students (35.8 %) have a negative perception about their classroom environment. On the other hand, 105 students (63.6 %) have a positive perception about their classroom and only one of the students has a highly positive perception about his/her classroom environment. In general, most of the students have a positive perception of their classroom environment according to the analysis result.

4.2.1.2. The Descriptive Analysis Results of CUCEI Subscales

The College and University Classroom Environment Inventory inquires about seven subscales: Personalization, Involvement, Student cohesiveness, Satisfaction, Task orientation, Innovation and Individualization. To have a better understanding of the perceptions of the students about their classroom frequency, percentage, mean and standard deviation values of these subscales have been calculated separately.

Personalization subscale deals with the perceptions of students about their interaction with the instructor and puts emphasize on concern for students' personal welfare. Mean scores for each item with minimum and maximum scores and standard deviation can be found in Table 5. 84.2 percent of the students strongly agreed and agreed with the item 1 (M=4.10, SD=1.07), which shows that they think the instructor considers students' feelings. Similarly, 81.3 percent of the students think that the instructor spare time for them as they strongly agreed and agreed with the item 8 (M=3.84, SD=1.08). Moreover, most of the students think that their instructor help and support them as they strongly agreed and agreed with the item 15 (64.8%, M=3.45, SD=1.24) and item 22 (83.1%, M=4.02, SD=1.04). In addition, the answers given to the negatively worded items 29 (75.7%, M=3.75, SD=1.11) 36 (85.5%, M=4.08, SD=1.04) 43 (89.1%, M=4.35, SD=0.95) were mostly 'strongly disagree' and 'disagree'. Therefore, this also demonstrates that the students think the instructor is friendly and interested in the students' problems. When the Table 5 is analysed, it can be seen that, students in general have a positive perception about their instructor and they think that the instructor is a supporter and concerned with their problems and feelings in the classroom.

Table 5.

Descriptive statistics for personalization subscale

			Stro	ngly					Stro	ongly		
ITEMS	Ν	N*	Disa	gree	Dis	agree	Ag	gree	Ag	gree	SD	Mean
			F	%	F	%	F	%	F	%	-	
1. The instructor considers students' feelings	165	0	3	1.8	23	13.9	67	40.6	72	43.6	1.07	4.10
8. The instructor talks individually with students.	165	0	6	3.6	25	15.2	91	55.2	43	26.1	1.08	3.84
15. The instructor goes out of his/her way to help students.	164	1	8	4.8	49	29.7	74	44.8	33	20	1.24	3.45
22. The instructor helps each student who is having trouble with the work.	164	1	2	1.2	25	15.2	76	46.1	61	37	1.04	4.02
29. The instructor seldom moves around the classroom to talk with students. (R)	162	3	41	24.8	84	50.9	33	20	4	2.4	1.11	3.75
36. The instructor isn't interested in students' problems. (R)	163	2	65	39.4	76	46.1	17	10.3	5	3	1.04	4.08
43. The instructor is unfriendly and inconsiderate towards students. (R)	160	5	93	56.4	54	32.7	9	5.5	4	2.4	0.95	4.35

Note. N* demonstrates the number of the students who did not comment on the items.

Involvement subscale deals with what extend students participate actively and attentively in class discussions and activities. Table 6 shows the descriptive analysis results of the involvement subscale. The answers given to item 2 (58.2%, M=3.19, SD=1.19) indicates that students think the instructor listens rather than talk in the classroom. In addition, students pay attention to what they do and what others are saying in classes, as it is indicated by agreeing with the items 9 (83.6%, M=3.89, SD=0.93), 23 (78.2%, M=3.73, SD=1.05). By disagreeing with the item 30 (66.7%, M=3.46, SD=1.18), students indicated that they present their work to class and it has been shown by agreeing with the item 37 (86.7%, M=4.04, SD=0.95) that, they think there are also opportunities for them to utter their opinions. Similarly, the answers given to the item 16 (66%, M=3.36, SD=1.21), show that students believe that their eyes are not on the clock during the class. However, only negatively worded item 44 (63.6%, M=2.64, SD=1.17) is mostly agreed by the students, and this demonstrates that students think that the instructor dominates class discussions. When the answers given to the items related with involvement subscale are considered, it can be concluded that students actively attend the discussions, they have the opportunity to talk about their ideas and they are careful about what to say and what others say in the classroom. Nevertheless, the students believe that the instructor is dominant and directs the class discussions.

Table 6.

Descriptive statistics for involvement subscale

			Stron	gly					Stron	gly		
ITEMS	N	N*	Disag	ree	Disag	gree	Agree	e	Agree	e	SD	Mean
			F	%	F	%	F	%	F	%		
2. The instructor talks rather tha listens. (R)	ⁱⁿ 165	0	15	9.1	81	49.1	59	35.8	10	6.1	1.19	3.19
 Students put effort into what they d in classes. 	lo 164	1	1	0.6	25	15.2	102	61.8	36	21.8	0.93	3.89
16. Students "clock watch" in this class(R)	s. 163	2	19	11.5	90	54.5	40	24.2	14	8.5	1.21	3.36
23. Students in this class pay attention t what others are saying.	164	1	4	2.4	31	18.8	97	58.8	32	19.4	1.05	3.73
30. Students seldom present their wor to the class. (R)	^{·k} 163	2	27	16.4	83	50.3	46	27.9	7	4.2	1.18	3.46
37. There are opportunities for student to express opinions in this class.	ts 163	2	3	1.8	17	10.3	91	55.2	52	31.5	0.95	4.04
44. The instructor dominates clas discussions. (R)	ss 161	4	10	6.1	46	27.9	86	52.1	19	11.5	1.17	2.64

Note. N* demonstrates the number of the students who did not comment on the items.

Student cohesiveness subscale tends to figure out the relationship among students and how friendly and helpful they are toward each other. Table 7 shows the descriptive analysis results of the student cohesiveness subscale. According to the findings, students believe that they know one another well, as they strongly disagreed and disagreed with item 3 (64.9 %, M=3.38, SD=1.22) and strongly agreed and agreed with item 38 (66.6 %, M=3.53, SD=1.22). They also believe that they know the members of class by their first names and it does not take much time as they strongly agreed and agreed with the item 10 (87.9%, M=4.30, SD= 1.01) and strongly disagreed and disagreed with the item 31 (81.2%, M=3.95, SD= 1.15). Moreover, they believe they have time to get to know one another as they strongly disagreed and disagreed with the item 24 (74.6%, M=3.72, SD= 1.17) and they tend to get to know each other as they strongly disagreed and disagreed with the item 45 (71.5%, M=3.64, SD= 1.14). Furthermore, a high percentage of the students strongly agreed and agreed with item 17 (91.6%, M=4.18, SD= 0.85). This shows that friendships can be built in their classroom. Overall, students perceive their class as somewhere they can know one another well, and make friendship with sincere relationships.

Table 7.Descriptive statistics for student cohesiveness subscale

			Stron	gly					Stron	gly		
TEMS	N	N*	Disag	gree	Disag	gree	Agre	e	Agre	e	SD	Mean
			F	%	F	%	F	%	F	%		
The class is made up of individual who don't know each other well. (R)	^s 165	0	25	15.2	82	49.7	48	29.1	10	6.1	1.22	3.38
0. Each student knows the other member of the class by their first names.	s 164	1	3	1.8	16	9.7	52	31.5	93	56.4	1.01	4.30
7. Friendships are made among student in this class.	s 163	2	3	1.8	9	5.5	92	55.8	59	35.8	0.85	4.18
 Students don't have much chance to ge to know each other in this class. (R) 	et 164	1	43	26.1	80	48.5	35	21.2	6	3.6	1.17	3.72
1. It takes a long time to get to know everybody by his/her first name in thi class. (R)		2	61	37	73	44.2	21	12.7	8	4.8	1.15	3.95
8. Students in this class get to know each other well.	h 162	3	7	4.2	45	27.3	73	44.2	37	22.4	1.22	3.53
 Students in this class aren't ver- interested in getting to know othe students. (R) 		3	37	22.4	81	49.1	40	24.2	4	2.4	1.14	3.64

Note. N* demonstrates the number of the students who did not comment on the items.

Satisfaction subscale aims to reveal that how happy and satisfied students are with the classes. Table 8 shows the descriptive analysis results of the satisfaction subscale. The students are satisfied with what is done in the class as they strongly disagreed and disagreed with the item 11 (84.8%, M=0.91, SD= 0.95) and they also feel satisfied after classes as they strongly agreed and agreed with the item 18 (66.7%, M=3.40, SD=1.15). Similarly, they do not think that the classes are waste of time, or boring as they strongly disagreed and disagreed with the item 25 (80.6%, M=3.99, SD= 1.22), and item 32 (69.7%, M=3.52, SD= 1.20) respectively. However, even if most of the students find the classes interesting as they strongly agreed and agreed with the item 46 (66.7%, M=3.40, SD= 1.21), they are not eager to come to classes as they strongly disagreed and disagreed with item 4 (58.8%, M=2.73, SD= 1.22). Even almost half of the students enjoys coming to the classes with 48.5 %, more than half of them (with three-student difference) strongly disagreed and disagreed with the item 39 (50.3 %, M=2.96, SD=1.22), which is 'Students enjoy going to this class'. Overall findings reveal that students have a contradictory perception about the classes they have. Even though they find the classes satisfying and interesting and also they indicate that the classes are not boring, they do not come to school eagerly.

Table 8.

Descriptive statistics for satisfaction subscale

			Stron	gly					Stron	gly		
ΓEMS	N	N*	Disag	gree	Disag	gree	Agree	e	Agree	e	SD	Mean
			F	%	F	%	F	%	F	%		
. The students look forward coming to classes.	to 163	2	22	13.3	75	45.5	57	34.5	9	5.5	1.22	2.73
1. Students are dissatisfied with w is done in the class. (R)	hat 164	1	38	23	102	61.8	21	12.7	3	1.8	0.95	3.91
8. After the class, the students have sense of satisfaction.	e a 163	2	9	5.5	44	26.7	91	55.2	19	11.5	1.15	3.40
5. Classes are a waste of time. (R)	165	0	72	43.6	61	37	23	13.9	9	5.5	1.22	3.99
2. Classes are boring. (R)	163	2	30	18.2	85	51.5	38	23	10	6.1	1.20	3.52
9. Students enjoy going to this class.	163	2	15	9.1	68	41.2	67	40.6	13	7.9	1,22	2.96
6. Classes are interesting.	162	3	9	5.5	48	29.1	78	47.3	27	16.4	1.21	3.40

Note. N* demonstrates the number of the students who did not comment on the items.

Task orientation subscale aims to understand the perception of the students about what extend class activities are clear and how well they are organized. Table 9 shows the descriptive analysis results of the task orientation subscale. The scale shows that most of the students think that they know exactly what to do during the class and as an assignment since the activities are well-organized clearly explained as 67.8 %, 76.4% and 73.3% of them strongly agreed and agreed respectively with items 5 (M= 3.05, SD=1.07), 33 (M= 3.70, SD=1.00) and 47 ((M=3.65, SD=1.10). Similarly, 87.9 % of them strongly agreed and agreed with the item 12 (M= 3.90, SD=0.84), showing that they observe a certain amount of work is done during the class. Additionally by strongly disagreeing and disagreeing with the items 19 (80%, M= 3.72, SD=1.02) and 26 (87.3, M= 4.13, SD=0.99), students indicated that they are focused on the subject and have an organized class. In addition, 86 % of them think that classes start on time as they strongly disagreed and agreed with the item 40 (M= 4.03, SD=1.00). When the answers given to the items related with task orientation subscale are considered, it can be concluded that students think activities and tasks in the classroom are well-organized and carefully planned, and they can stay focussed on the subject as it is stuck to the plan.

Table 9.

Descriptive statistics for task orientation subscale

			Stron	gly					Stron	gly		
ITEMS	N	N*	Disag	gree	Disag	gree	Agree	e	Agree	e	SD	Mean
			F	%	F	%	F	%	F	%		
. Students know exactly what has to b done in our class.	e 160	5	2	1.2	46	27.9	90	54.5	22	13.3	1.07	3.50
 Getting a certain amount of wor done is important in this class. 	k 164	1	3	1.8	16	9.7	118	71.5	27	16.4	0.84	3.90
9. The group often get sidetracke instead of sticking to the point. (R)	d 162	3	26	15.8	106	64.2	22	13.3	8	4.8	1.03	3.72
6. This is a disorganized class. (R)	162	3	66	40	78	47.3	13	7.9	5	3	0.99	4.13
 Class assignments are clear s everyone knows what to do. 	o 161	4	2	1.2	33	20	99	60	27	16.4	1	3.70
0. This class seldom starts on time. (R)	163	2	54	32.7	88	53.3	16	9.7	5	3	1	4.03
 Activities in this class are clearly an carefully planned. 	d 162	3	4	2.4	37	22.4	89	53.9	32	19.4	1.10	3.65

Note. N* demonstrates the number of the students who did not comment on the items.

Innovation subscale deals with how the instructor is innovative in the class regarding the subjects of planning, different class activities, teaching techniques, and assignments. Table 10 shows the descriptive analysis results of the innovation subscale. The number of the students who agreed and disagreed with the item 6 (39.4 %, M=3.20, SD=1.24) is equal, and this equality changes with the number of the students (15.2 %) who strongly disagreed with the same item. It shows that most of the students think that new ideas are tried in the class. Similarly, the students strongly agreed and agreed with the items 20 (65.4 %, M=3.49, SD=1.21), and 27 (67.9 %, M=3.44, SD=1.20), and this shows that most of them think both the activities and the approaches used in the classroom are innovative and various. However, even if the number of the students who strongly agreed and agreed (46.7 %), and strongly disagreed and disagreed (53.3%) with the item 13 (M=2.92, SD=1.21) is slightly different, most of the students think that new and different ways of teaching are rarely used in this class. Moreover, they do not think that 'the instructor often thinks of unusual class activities' as they strongly disagreed and disagreed with positively worded item 41 (72.7 %, M=2.44, SD=1.12). In addition, they think that the class activities are the same type in every class as they strongly disagreed and agreed with the item 48 (55.8 %, M=2.69, SD=1.25). By strongly agreeing and agreeing with the item 34 (72.7 %, M=2.24, SD=1.22), they observe that 'the seating in this class is arranged in the same way each week'. Overall findings reveal that students have another contradictory perception. Even though they find the ideas, activities and approaches tried in the classroom new and innovative, they think the activities are usual and same type in every class and different teaching methods are rarely used in their class.

Table 10.

Descriptive statistics for innovation subscale

			Strong	gly					Stron	gly		
ITEMS	N	N*	Disag	ree	Disag	gree	Agre	e	Agree	e	SD	Mean
			F	%	F	%	F	%	F	%		
5. New ideas are seldom tried out in this class. (R)	163	2	25	15.2	65	39.4	65	39.4	8	4.8	1.24	3.20
3. New and different ways of teaching are seldom used in this class. (R)	165	0	12	7.3	65	39.4	74	44.8	14	8.5	1.21	2.92
0. The instructor thinks up innovative activities for students to do.	164	1	5	3	51	30.9	73	44.2	35	21.2	1.21	3.49
 Teaching approaches in this class are characterized by innovation and variety. 		0	10	6.1	43	26.1	87	52.7	25	15.2	1.20	3.44
4. The seating in this class is arranged in the same way each week. (R)	162	3	6	3.6	36	21.8	67	40.6	53	32.1	1.22	2.24
1. The instructor often thinks of unusual class activities.	162	3	23	13.9	97	58.8	33	20	9	5.5	1.12	2.44
8. Students seem to do the same type of activities every class. (R)	163	2	4	2.4	67	40.6	59	35.8	33	20	1.25	2.69

Note. N* demonstrates the number of the students who did not comment on the items.

Individualization subscale tries to find out students' perception of teacher autonomy and 'extend to which students are allowed to make decisions and are treated differentially according to ability, interest, rate of working'. Table 11 shows the descriptive analysis results of the individualization subscale. The results demonstrate that students believe that their ideas about how to spent the class time and about choosing and how to work on activities are welcomed and as 63.6 % of them strongly agreed and agreed with the item 21 (M=3.33, SD=1.25) and 57.6 % of them strongly agreed and agreed with the item 28 (M=3.15, SD=1.26). Similarly, most of the students think that instructor and the approaches used in the class allow them to study at their own rate of speed as they strongly agreed and agreed with the item 14 (69.1%, M=3.44, SD=1.11) and item 35 (61.2%, M=3.28, SD=1.17). However, 66.7 % of the students strongly agreed and agreed with the item 7 (M=2.30, SD=1.25), which states that 'all students in the class are expected to do the same work in the same way and in the same time'. In addition, they believe that there is not much opportunity for them to work on their field of interest as they strongly agreed and agreed with the item 42 (58.8%, M=2.70, SD=1.30). Finally, a great deal of them thinks that teacher autonomy is dominant in their class, the decision maker in the class is the instructor as 74.6 % of them strongly agreed and agreed with the item 49 (%, M=2.34, SD=1.11). In general, it can be concluded from the answers given to the items related to the individualization subscale that the students have a contradictory perceptions about the teacher autonomy in the classroom. On one hand, the students believe that the instructor allows them to study at their own pace. On the other hand, they claim that they are expected to accomplish the given tasks in the same time. Similarly, even though they think that they can remark their ideas about how to spend class time and to choose activities, they claim the instructor is the one who decides what to do in the classroom.

Table 11.

Descriptive statistics for individualization subscale

ITEMS	N	N*	Stron Disag		Disa	gree	Agre	e	Stror Agre	•••	SD	Mean
			F	%	F	%	F	%	F	%		
7. All students in the class are expected to do same work, in the same way and in the same time. (R)		0	9	5.5	46	27.9	75	45.5	35	21.2	1.25	2.50
14. Students are generally allowed to work at their own pace.	k 165	0	7	4.2	44	26.7	97	58.8	17	10.3	1.11	3.44
21. Students have a say in how class tim is spent.	e 164	1	14	8.5	45	27.3	82	49.7	23	13.9	1.25	3.33
28. Students are allowed to choos activities and how they will work.	e 164	1	18	10.9	50	30.3	80	48.5	16	9.7	1.26	3.15
35. Teaching approaches allow students to proceed at their own pace.	° 161	4	10	6.1	50	30.3	85	51.5	16	9.7	1.17	3.28
42. There is little opportunity for a studen to pursue his/her particular interest in this class. (R)		3	14	8.5	51	30.9	67	40.6	30	18.2	1.30	2.70
49. It is the instructor who decides what will be done in our class. (R)	163 ut	2	6	3.6	34	20.6	92	55.8	31	18.8	2.34	1.11

Note. N* demonstrates the number of the students who did not comment on the items.

To sum up, when it is revised broadly, the students have a positive perception about their instructor and believe that the instructor is supportive and concerned with their problems and feelings in the classroom. In addition, students perceive their classroom as somewhere they can have sincere relationships and they have the opportunity to talk about their ideas and to attend the discussions. Nevertheless, the students have a slightly negative perception about the teacher authority in the classroom. They believe that the instructor is dominant and directs the class discussions. Similarly, even if the results of the survey reveals that they have the opportunities to remark their ideas about how to spend class time, they also claim that the instructor is the one who decides what to do in the classroom. Another conflictive statement the students have is that they do not feel enthusiastic to come to school although they find the classes satisfying and interesting. Moreover, even though they find the ideas and approaches tried in the classroom new and innovative, they think that the activities are ordinary and different teaching methods are hardly ever used in their class.

4.2.2 The Descriptive Analysis of the Results of WTC Scale

The results obtained from WTC Scale have been analysed using descriptive statistics to find an answer to second research question: *What is the university students' level of Willingness to Communicate (WTC) in English?* Firstly, mean, standard deviation, minimum and maximum scores have been calculated for each item and total of WTC scale to have a general idea about WTC levels of the students. Secondly, WTC level of students have been measured in four types of communication contexts (group discussions, meetings, interpersonal conversations and public speaking) with three types of interlocutor (stranger, acquaintance and friend) regarding the measurement value width indicated by McCroskey & Richmond (2013). Thirdly, minimum and maximum scores together with the mean and standard deviation have been calculated regarding four communication contexts and three interlocutor types separately.

4.2.2.1. Descriptive Analysis Results of WTC Scale Sum scores

WTC Scale consists of 12 items asking students to indicate their willingness levels in given situations by writing percentage between 0 and 100. Table 12 indicates the mean and standard deviation scores along with minimum and maximum scores.

Table 12.

Descriptive Analysis results of WTC scale items

Willingness to Communicate	Ν	Mean	SD	Min	Max
1-Have a small-group conversation in English	165	71.28	24.03	10	100
with acquaintances					
2- Give a presentation in English to a group of	165	42.58	25.73	0	100
strangers					
3- Give a presentation in English to a group of	165	59.62	25.74	0	100
friends					
4- Talk in English in a large meeting among	165	43.63	28.90	0	100
strangers					
5- Have a small-group conversation in English	165	48.90	27.61	0	100
with strangers					
6- Talk in English in a large meeting among	165	59.30	26.04	0	100
friends					
7- Talk in English to friends	165	81.03	20.59	0	100
8- Talk in English in a large meeting with	165	62.43	25.77	0	100
acquaintances					
9- Talk in English to acquaintances	165	77.51	23.53	0	100
10- Give a presentation in English to a group of	165	59.28	26.19	0	100
acquaintances					
11- Talk in English to a stranger	165	54.63	28.27	0	100
12- Talk in English to a small group of friends	165	69.06	26.59	0	100
TOTAL		60.77	20.20	6.67	

According to McCroskey & Richmond (2013), if the overall WTC score is lower than 52, willingness to communicate level of the participant is interpreted as low; if the score is higher than 82, it is interpreted that the participant has a high level of willingness to communicate. As the mean score of the students' overall WTC in English is indicated as 60.77 (SD= 20.20) in the Table12 it demonstrates that students' overall level of WTC is medium. Accordingly, they are not highly but moderately willing to communicate in English. The Table 12 points out that students are willing.

As it is shown in Table 12 willingness to communicate in English is the highest for item 7: *"Talk in English to friends"* (M=81.03, SD=20.59). Following closely with item 7,

students are more willing to have a talk with acquaintances in English, item 9 (M=77.51, SD=23.53). Following the items 7 and 9, students are most willing to 'have a small-group conversation in English with acquaintances' (item 1, M=71.28, SD=24.03), 'talk in English to a small group of friends' (item12, M=69.06, SD= 26.59) and 'talk in English in a large meeting with acquaintances' (item 8, M=62.43, SD 25.77). On the other hand, students are least willing to communicate in English (item 2) when they present a talk before a group of strangers (M=42.58, SD=25.73). Students have also been found to be less motivated (item 4) to communicate when they talk in a large meeting of strangers (M= 43.63, SD=28.90). As a result, the participants are more motivated to talk to friends and acquaintances than strangers. Besides, willingness to communicate has been found to be higher in small groups than large groups.

4.2.2.2. WTC Levels Regarding the Communication Context and Interlocutor Types

WTC Scale aims to determine the participants' willingness to communicate in English in four different communication contexts (Group Discussion, Meetings, Interpersonal conversations, and Public Speaking) and with three different interlocutor types (Stranger, Acquaintance, and Friend). Norms for assessing the scores as high or low by McCroskey & Richmond (2013) are given in Table 13:

Table 13.

WTC Score Intervals	WTC	Score	Interval	s
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Group Discussion	>89 High WTC,	<57 Low WTC
Meetings	>80 High WTC,	<39 Low WTC
Interpersonal	>94 High WTC,	<64 Low WTC
conversations		
Public Speaking	>78 High WTC,	<33 Low WTC
Stranger	>63 High WTC,	<18 Low WTC
Acquaintance	>92 High WTC,	<57 Low WTC
Friend	>99 High WTC,	<71 Low WTC
Total WTC	>82 Higher Overall WTC	<52 Low Overall WTC

Table 14.

Level Distribution of WTC Regarding the Communication Context and Interlocutor Types

Willingness to Communicate		Low		Medi	um	High	
	N	F	%	F	%	F	%
Group Discussions	160	53	32.1	87	52.7	20	12.1
Meetings	163	35	21.2	104	63	24	14.5
Interpersonal Conversations	161	41	24,6	98	59.4	22	13.3
Public Speaking	164	28	17	111	67.3	25	15.2
Stranger	162	21	12.7	100	60.6	41	24.8
Acquaintance	160	38	23	106	64.2	16	9.7
Friend	164	87	52.7	71	43	6	3.6
TOTAL	159	47	28.5	92	55.8	20	12.1

The Table 14 shows that most of the students have medium (55.8%) and high (12.1%) level of willingness to communicate in English with stranger, acquaintance, and friend in group discussion, meetings, interpersonal conversations, and public speaking. Only 28.5 % of them have low level of willingness to communicate in English with the same interlocutors and contexts. Willingness to communicate level of more than half of the students was medium (52.7%) and high (12.1%) for group discussions giving no importance to the type of the interlocutor. Approximately one third of the students have low level of willingness in group discussions. Students' level of willingness to communicate in meetings is also mostly medium (63%) and high (14.5%) regardless of the interlocutors' familiarity (friend, acquaintance or stranger. Only a small percentage of the students has low (21.2%) level of willingness in meetings. The percentage is also high for interpersonal conversations: 59.4% and 13.3% of the students respectively have medium level and high level willingness to communicate in English among friends, acquaintances or strangers. Almost one fourth of them have low (24.6%) level of willingness to communicate in interpersonal conversations with friends, acquaintances or strangers. Having the highest percentage with 67.3%, students have demonstrated medium level of willingness in giving a presentation (public speaking) to their friends, acquaintances and strangers, and 15.2% of them have high willingness in public speaking with the same interlocutor types.

Only a small percentage of the students has low (17%) level of willingness in the same communication context and interlocutor.

When the students' level of willingness was analysed for the types of interlocutor as friends, acquaintances and strangers, with a huge percent (85.2%), the students have demonstrated medium and high level of willingness to communicate with strangers in group discussions, meetings, public speaking or interpersonal conversations. The remaining percentage (12.7 %) has low level of willingness to communicate in English with strangers in the same types of communication context. Similarly, for acquaintance type of interlocutor, students have mostly demonstrated medium (64.2%) and high (9.7%) level of willingness, but with fewer percentage, demonstrated low (23%) level of willingness in English in four communication contexts. However, the percent of the students is higher for the students who have low (52.7%) level of willingness to communicate in English with friends in different contexts than who has medium (43%) and high (3.6%) level of willingness with friends in the same contexts.

Table 15.

Ν	Max	Min	Mean	SD
165	100	1.67	71.05	19.99
165	100	6	63.08	22.09
165	100	0	55.12	23.60
165	100	0	53.82	22.79
			60.76	22.12
	165 165 165	165 100 165 100 165 100 165 100	165 100 1.67 165 100 6 165 100 0	165 100 1.67 71.05 165 100 6 63.08 165 100 0 55.12 165 100 0 53.82

Descriptive Statistics for Four Communication Contexts

As Table 15 indicates students are quite willing to communicate in English in interpersonal conversations (M=71.05, SD=19.99). Students' Willingness to Communicate in English in group discussions (M=63.08, SD=22.09) follows closely. Students have an average willingness to communicate in English in meetings (M=55.12, SD=23.60) and in public speaking (M=53.82, SD=22.79). According to the Table 15, it can be interpreted that as the number of people in a communication context increases, the level of willingness to communicate decreases.

Descriptive Statistics for Three Interlocutor Types **Interlocutor Type** Ν Max Min Mean SD 0 Stranger 165 100 47.43 24.49 Acquaintance 165 100 2.5 67.62 20.63 Friend 100 0 67.25 21.63 165 TOTAL 60.76 22,25

As Table 16 indicates students are quite willing to communicate in English with acquaintance (M=67.62, SD=20.63). Students' willingness to communicate in English with friends (M=67.25, SD=21.63) is almost equal to their willingness to communicate with acquaintance. However, the students are less willing to communicate with strangers (M=47.43, SD 24.49) compared to acquaintance and friends.

4.2.3. Descriptive Analysis Results of QESE

Table 16.

The data obtained from the QESE have been analysed into two categories as the results of the sum scores and subscales for finding an answer to the third research question: *What perceptions do the university students have of their English self-efficacy*? Interval widths have been calculated according to an equal range of minimum and maximum sum scores which can be obtained from QESE. Afterwards, these widths have been labelled as *very low, low, relatively low, relatively high, high and very high* in 6 categories. For the present study the frequency distribution of the scores and their percentages have been calculated to see whether students have a high or low perception about their English self-efficacy beliefs.

Secondly, mean, standard deviation, minimum and maximum mean scores have been calculated for the subscales of QESE: listening, speaking, reading and writing efficacy to see the students' perception of their Basic English skills.

4.2.3.1. Descriptive Analysis Results of QESE Sum Scores

Questionnaire of English self-efficacy scale (QESE) consists of 32 items asking students to make judgments about their capabilities to accomplish certain tasks in English language. The scale measures self-efficacy beliefs of students in four skills which are listening, speaking, reading and writing by a 7-point rating scale scoring as 7, 6, 5, 4, 3, 2, 1 respectively for I can do it well, I can do it, Basically I can do it, Maybe I can do it, Maybe I can't do it, I can't do it and I can't do it all. Therefore, minimum and maximum sum scores which can be obtained from QESE are 32 and 224. When the minimum score has been subtracted from the highest score 192 has been found and divided by 6 to obtain an interval width. Afterwards, these widths have been categorized and labelled as very low, low, relatively low, relatively high, high and very high. Higher scores mean that the students have higher self-efficacy beliefs as the option "I can do it well" scored as 7, the highest score that can be given to an item and lower scores mean that the students have lower self-efficacy beliefs as the option "I can't do it all" scored as 1, the lowest score that can be given to an item. Table 17 demonstrates the sum score distributions.

Table 17.

Very High

Sum score distribution	is of QESE			
Score Category	Score Interval	N	F	%
Very Low	32-64	158	0	0
Low	65-96	158	2	1.2
Relatively Low	97-128	158	18	10.9
Relatively High	129-160	158	39	23.6
High	161-192	158	71	43

193-224

The number of students who participated in questionnaire is 165, yet a very few of the students (7) did not respond to some of the items. Accordingly, their results have been calculated as missing by the SPSS program.

158

28

17

According to the results, none of the students feels herself or himself very/really insufficient in English. Only 2 (1.2%) of the students feel themselves insufficient in English. Similarly, 18 students which corresponds to 10.9 % of total number, perceive themselves as inefficient in English as they are in the category of 'relatively low'. However, most of the students (83.6%) are in the categories of relatively high, high and very high. The number of the students whose self-efficacy beliefs are high enough to accomplish certain tasks in English is 39 students (23.6%). The highest number of students is in the category of 'high' with 71 (43%) students. They have a positive perception of their self-efficacy beliefs and they feel that they are efficient in English language. In addition, 17 % of them (28 students) believe that they are highly efficient in English language.

4.2.3.2. Descriptive Analysis Results of QESE Subscales

Mean, standard deviation, minimum and maximum scores of the QESE subscales have been calculated to have a better understanding of students' perception of QESE subscales: listening, speaking, reading and writing self- efficacy. Table 18 demonstrates the analysis results.

Table 18.

Subscale Scores of QESE

Scale	N	Mean	SD	Minimum	Maximum
Listening Efficacy subscale	158	4.98	0.93	2	7
Speaking Efficacy subscale	158	5.35	0.99	2.38	7
Reading Efficacy subscale	158	5.23	0.99	1.63	7
Writing Efficacy subscale	158	5.09	1.02	1	7

The results reveal that students perceive themselves as the most efficient in speaking (M=5.35, SD= 0.99) among other Basic English skills. After the speaking efficacy, their efficacy belief about reading is the second highest score (M=5.23, SD= 0.99) in the table. Following the reading efficacy, students believe that they are capable of writing in English (M=5.09, SD= 1.02). The only mean score under 5 is listening efficacy mean score. This shows that students feel themselves the least efficient in listening (M=4.98, SD=0.93). Overall, mean scores spread out about the score of 5 (slightly under 5 and slightly above 5) which refers to *Basically I can do it*. It can be understood from the results that students have positive English efficacy beliefs in all four skills.

4.3. Correlation Analyses Results

As part of fourth research question: *Does a relationship exist between the university students' perception of their classroom environment, their WTC and selfefficacy beliefs?*, this section presents the results of correlation analysis. Evans's (1996) guide for absolute value of r has been used to interpret the correlation analysis tables.

4.3.1. The relationship between CUCEI, WTC and QESE

Table 19.

		CUCEI Total	QESE Total	WTC Total
CUCEI	Pearson Correlation	1	.074	.062
Total	р		.356	.432
	Ν	165	158	165
WTC	Pearson Correlation	.062	.440**	1
Total	р	.432	.000	
	Ν	165	158	165
QESE	Pearson Correlation	.074	1	.440**
Total	р	.356		.000
	Ν	158	158	158

Correlation Analysis between CUCEI, WTC and QESE

Note. ******p<.01

The relationship between the total scores of CUCEI, WTC and QESE has been investigated using Pearson r correlation. When the mean scores of the three scales have been analysed using Pearson correlation, and it has been seen that there is no statistically significant correlation between the sum scores of CUCEI and QESE (r=.074 p>.05). Similarly, there is also no statistically significant correlation between the sum scores of CUCEI and WTC (r=.062 p>.05). However, it has been found that there is a statistically significant and moderately positive correlation between the sum scores of QESE and WTC (r=.440, p<.01).

Since the only significant correlation has been found between Questionnaire of English Self-Efficacy and Willingness to Communicate Scale, correlation analysis has also been conducted for subscales of QESE and subscales of WTC to see the correlation between these scales in detail. Table 20 demonstrates the level of correlation between QESE subscales; Reading, Listening, Writing, and Speaking and WTC subscales; Group Discussions, Meetings, Interpersonal Conversations, Public Speaking, Stranger, Acquaintance, and Friend.

Table 20.

Correlation Analysis b	between WTC Subscales an	d QESE Subscales

			~		
	Read	ing	Listening	Writing	Speaking
Group	R	.327**	.441**	.358*	.395**
Discussions	р	.000	.000	.000	.000
Meeting	R	.317**	.358**	.329**	.376**
	р	.000	.000	.000	.000
Interpersonal	R	.316**	.382**	.369**	.368**
Conversation	р	.000	.000	.000	.000
Public	R	.369**	.412**	.375**	.391**
Speaking	р	.000	.000	.000	.000
Stranger	R	.297**	.416**	.356**	.386**
	р	.000	.000	.000	.000
Acquaintance	R	.343**	.369**	.346**	.381**
	р	.000	.000	.000	.000
Friend	R	.357**	.402**	.366**	.378**
	р	.000	.000	.000	.000

Note. **p<.01

When the Table 20 examined, the data demonstrates that there is a statistically significant and weakly positive correlation between reading skill and subscales of WTC: group discussions (r= .327, p<.01), meetings (r= .317, p<.01), interpersonal conversations (r= .316, p<.01), public speaking (r= .369, p<.01), stranger (r= .297, p<.01), acquaintance (r= .343, p<.01) and friend (r= .357, p<.01). The data also demonstrates that while there is a statistically significant but weakly positive correlation between listening skill and three subscales of WTC: meetings (r= .358, p<.01), interpersonal conversations (r= .382, p<.01), and acquaintance (r= .369, p<.01), there is a statistically significant and moderately positive correlation between the same skill (listening) and four of the subscales of WTC: group discussions (r= .441, p<.01), public

speaking (r= .412, p<.01), stranger (r= .416, p<.01), and friend (r= .402, p<.01). As it can be seen from the Table 20, writing skill has a statistically significant but weakly positive correlation with all subscales of WTC: group discussions (r=.358, p<.01), meetings (r=.329, p<.01), interpersonal conversations (r=.369, p<.01), public speaking (r=.375, p<.01), stranger (r=.356, p<.01), acquaintance (r=.346, p<.01) and friend (r=.346, p<.01).366, p<.01). Very similarly, speaking skill has a statistically significant but weakly positive correlation with all subscales of WTC: group discussions (r= .395, p<.01), meetings (r= .376, p<.01), interpersonal conversations (r= .368, p<.01), public speaking (r=.391, p<.01), stranger (r=.386, p<.01), acquaintance (r=.381, p<.01) and friend (r= .378, p<.01). It can be concluded that as the students' self-efficacy in listening skill increases, their willingness to communicate in group discussions and public speaking also increases. In addition, as their self-efficacy in listening skill increases, their willingness to communicate with strangers and friends also increases. Similarly, as the students perceive themselves more efficient in speaking, their tendency or willingness to communicate increases in four communication contexts (group discussions, meetings, interpersonal conversations, and public speaking) with three type of interlocutor (stranger, acquaintance, and friend).

In addition, even if there is no statistically significant correlation between the sum scores of CUCEI and sum scores of WTC, and likewise CUCEI and QESE, correlation analysis has been conducted for subscales of CUCEI and total WTC scores, and subscales of CUCEI and total QESE scores to see whether there is a correlation between any of the subscales of CUCEI and the other two questionnaires: WTC and QESE. Table 21 and Table 22 demonstrate the related correlation analyses.

Table 21.

Subcales	Ν	r	р
Personalization	165	.06	.40
Involvement	165	.01	.89
Student Cohesiveness	165	16	.03*
Satisfaction	165	.08	.27
Task orientation	165	.10	.17
Innovation	165	.03	.66
Individualization	165	.07	.36

Correlation Analysis between CUCEI Subscales and WTC total

Note. *p<.05

As the Table 21 demonstrates that correlations of willingness to communicate with classroom environment scores are not significant except for one of the classroom environment subscales. There is only a statistically significant and very weakly negative correlation between the student cohesiveness subscale of CUCEI and sum scores of WTC (r= -.16, p<.05). There is no statistically significant correlation between WTC and the other six classroom environment subscales; personalization (r=.06, p=.40), involvement (r=.01, p=.89), satisfaction (r=.08, p=.27), task orientation (r=.10, p=.17), innovation (r=.03, p=.66), individualization (r=.07, p=.36).

Table 22.

Correlation Analysis between CUCEI Subscales and QESE total

165		
165	.001	.98
165	.01	.83
165	.03	.64
165	.06	.42
165	.06	.40
165	.08	.30
165	.22	.005**
	165 165 165 165	165.03165.06165.06165.08

Note. **p<.01

As the Table 22 demonstrates that correlations of self-efficacy beliefs with classroom environment subscale scores are not statistically significant except for one of the classroom environment subscales. There is a statistically significant and weakly positive correlation between the individualization subscale of CUCEI and sum scores of QESE (r=.22, p<.01). There is no statistically significant correlation between QESE and the other six classroom environment subscales; personalization (r=.001, p=.98), involvement (r=.01, p=.83), student cohesiveness (r=.03, p=.64), satisfaction (r=.06, p=.42), task orientation (r=.06, p=.40), innovation (r=.08, p=.30).

CHAPTER V

5. CONCLUSION

5.1. Introduction

In this research, it is aimed to investigate university students' perceptions of the classroom environment, their willingness to communicate (WTC) level, and their self-efficacy beliefs in English as a Foreign Language (EFL) context. Additionally, it is also aimed to find out whether there is a significant correlation between these three factors. The relevant data have been gathered using quantitative research method. The researcher has analysed the data through descriptive and correlational research designs. This chapter provides conclusion and discussion of the findings in the present study, implications of the study, and suggestions for further studies.

5.2. Conclusion and Discussion

The first research question which is 'What perceptions do the university students have of their classroom environment?' seeks to find out the students' actual perceptions of their classroom environment. Under the three dimensions of the classroom environment, which are relationship dimension, personal development dimension, and system maintenance and change dimension (Moos, 1987), students' perceptions about seven aspects of classroom environment, namely, personalization (teacher support) involvement (active participation), student cohesiveness (relationship among students), satisfaction (student contentedness), task orientation (organization and clarity of tasks), innovation (novelty in the classroom), and individualization (student directedness) have been investigated through CUCEI scale.

The descriptive analyses in the present study have revealed that the students have a positive overall perception of their classroom environment. Haertel, Walberg and Haertel (1981) revealed students' perceptions of classroom environment is a crucial factor in determining certain aspects of student outcomes such as motivation, achievement, and student satisfaction. As it is also indicated in the literature that positive classroom environment "promotes and motivates student interest in learning, hence leading to better cognitive and affective outcomes" (Fraser & Goh, 2003, p. 465), the participants are expected to be motivated and interested in learning English.

As for the dimensions personalization, satisfaction, cohesiveness, and organization, the analyses in the present study reveal that the students have a positive perception about the classes they have, relationship among classmates (student cohesiveness) and organization in the classroom. They also have stated their satisfaction with their teacher. They have indicated that they believe the instructor is supportive and concerned with their problems and feelings in the classroom. Haertel et al. (1981) found that students achieve better in the classrooms where they have greater cohesiveness, satisfaction, and goal direction and less disorganisation (Kim, Fisher, and Fraser, 2000). In line with this finding, it can be concluded that the students in the present study are likely to have a convenient environment to achieve better, which could be counted as one of the objectives of educational settings.

Regarding the involvement dimension, the participants have stated that they believe their classroom is a place where they have opportunity to remark their ideas and to attend the discussions actively. Moreover, they also have signified their satisfaction with their classroom regarding the activities and tasks in the classroom, expressing them as well-organized and carefully planned. According to Wang, Haertel, and Walberg (1993), quality of the learning environment is associated mostly with teachers' support of students, teacher involvement, and classroom management and organization. Moreover, since the effectiveness of the learning environment can be determined by investigating student perceptions (Fraser, 1998), by analysing the students' perceptions of their learning environment, teachers are able to see the weaknesses in their classroom, and they can improve their classroom environments.

Another dimension of the classroom is individualization which inquiries into the extent of student directedness. Within the scope of individualization sub dimension, the results of this study has shown that the students have a slightly negative perception about the teacher authority in the classroom. They believe that the instructor is dominant and directs the class discussions. Similarly, they also claim that the instructor is the one who decides what to do in the classroom. Therefore, the students do not feel enthusiastic to come to school. Furthermore, they think that the activities are ordinary and different teaching methods are hardly ever used in their class. The negative perception of the students can be resulted from having intensive schedules in the preparatory program and the tendency of most of the teachers to cover all of the pages in the course book rather than using constructivists approaches which the learners are actively involved in.

The second research question, which is 'What is the university students' level of Willingness to Communicate (WTC) in English?' aims to explore communication tendencies of tertiary EFL students (N=165) studying at Firat University School of Foreign Languages with three different interlocutor types in four communication contexts. Participants' willingness to communicate has been measured through 12 items WTC scale developed by McCroskey (1992). After obtaining the data through WTC scale, descriptive analyses have been conducted. The participants' overall level of WTC has been found medium (M=60.77). Accordingly, it has been found out that the participants are moderately willing to communicate in English. The findings regarding total WTC score are in line with Sener (2014). Additionally, in parallel with her findings, the participants in this study are more motivated to talk to friends and acquaintances than strangers, and their willingness to communicate has been found to be higher in small groups than large groups. The reason why the participants are more willing to communicate in English in small groups can be stemmed from the experiences they have in their classroom. For instance, as a small group interaction, they practice giving presentation to their classmates in English. On the other hand, the reason why the participants are less willing to communicate in English in large groups can be their insufficient language competence or their inexperience in speaking English among large groups of people.

That reveals the fact that L2 WTC is influenced by the characteristics of the interlocutor. It supports the view that familiarity with the interlocutor has an important role on individuals' L2 WTC (Shahbaz, Khan, Khan, and Mustafa, 2016). The importance of familiarity with the interlocutor is covered under the scope of 'situated antecedents' in the heuristic model of WTC MacIntyre et al (1998). Pawlak (2015) found out the familiarity with the interlocutor as one of the influencing factors to the WTC of the participants. In a number of studies, interlocutor familiarity has also been accepted as a very important factor that affects the individual's L2 WTC (Cao, 2011; Kang, 2005; Léger and Storch, 2009; Lee, 2018).

The third research question, which is 'What perceptions do the university students have of their English self-efficacy?' tends to find out the participants' judgements about their own capabilities to accomplish certain tasks in basic English skills; listening, speaking, reading and writing. It has been measured through 32 item QESE developed by Wang (2004). After analysing the data, the results have showed that most of the participants have a positive perception of their self-efficacy beliefs and

find themselves quite efficient in English language. Schunk (1989) specifies that people who consider themselves capable and efficient to carry out a task are more willing and they persist longer than people who have a low level of self-efficacy for accomplishing a task, which indicates persistency and motivation of the participants towards accomplishing a task.

Some of the recent studies conducted in EFL context in Turkey categorize selfefficacy beliefs for basic English skills into two groups as self-efficacy for productive skills namely speaking and writing, and self-efficacy for receptive skills namely, reading and listening (Açıkel, 2011; Ay, 2010; Demir, 2018; Kanadlı and Bağçeci 2015; Taşdemir, 2018). The results of the presents study reveal that students perceive themselves as most efficient in speaking (M=5.35), and in reading (M=5.23), one of the receptive skills, followed by writing (productive skill) (M=5.09) and listening (receptive skill) (M=4.98). The findings regarding the participants' perceptions of their selfefficacy are very similar to the study of Örük (2018). In her study, the participants perceive themselves most efficient in speaking (productive skill) and in reading (receptive skill), and respectively in listening and in writing. Similarly, Açıkel (2011) has found that participants judge themselves more capable in productive skills (speaking and writing) than in receptive skills (reading and listening). Örük (2018) associates having a high speaking efficacy to the teacher factor. Regarding the results of the present study concerning English speaking efficacy, one of the reasons of having high speaking efficacy can also be the supportive teachers since the results of CUCEI, one of the data collection tools of the present study, has revealed that the students have a positive perception about their instructor and believe that the instructor is supportive and concerned with their problems and feelings in the classroom. In the literature, Mills (2014) suggests that "teachers, in particular, can enhance students' self-efficacy with credible feedback and guidance that encourages and motivates students" (p. 8). Thus, teacher support may have had a substantial contribution to self-efficacy. Apart from teacher factor, another reason for high speaking efficacy can be the participants' familiarity with the speaking tasks and familiarity with the peers. The students are familiar with the tasks inquired in the questionnaire about introducing themselves, their teachers and school, asking questions to the teacher, giving directions for home or school, and tell stories in English. Furthermore, the students in the present study are familiar and friends with the other students in the classroom because the questionnaire has been conducted at the end of the first academic term. Until that time, the

participants have practiced the inquired tasks, have gained successful performance experiences, and have observed the achievements of the comparable peers in the classroom environment. As a result students' self-efficacy raised with the main source of efficacy beliefs, mastery experience (Bandura, 1982, 1994). Moreover, Zimmerman (2000) reports "Self-efficacy measures offer predictive advantages when a task is familiar and can be specified precisely" (p.85). Similarly, Moreno and Kilpatrick (2018) found out that practice and self-efficacy in FL classroom are correlated and peer familiarity has an important impact on their self-efficacy beliefs. Bandura (2000) reports "familiarity with task demands" as a sub dimension of *Persuasory Efficacy Information* that affects the construction of self-efficacy beliefs (p.186).

The fourth research question, which is 'Does a relationship exist between the university students' perception of their classroom environment, their WTC and selfefficacy beliefs?' aims to find out whether there is a relationship between classroom environment, willingness to communicate and self-efficacy. Social Cognitive Theory (1986) suggests that there is a mutual interaction between personal, behavioural and environmental factors in human performance. To illustrate the correlation between fourth research question variables, self-efficacy belief can be interpreted as the personal factor; willingness to communicate can be interpreted as the behavioural factor; and the aspects of the classroom atmosphere can be interpreted as the environmental factor. In line with this classification, the present study aims to reveal the relationship between learners' perceptions of classroom environment, their willingness to communicate in English and their English self-efficacy beliefs. Unfortunately, it the correlation analysis of the study indicates no significant correlation between the personalization, involvement, satisfaction, task orientation, innovation, and individualization (six out of seven sub dimensions) aspects of the classroom environment and willingness to communicate. There was only very weak and negative correlation between the student cohesiveness aspect of the classroom environment and participants' willingness to communicate. Likewise, no significant correlation between the personalization, involvement, student cohesiveness, satisfaction, task orientation, and innovation, (six out of seven sub dimensions) aspects of the classroom environment and the participants' self-efficacy beliefs. There was only a weak and positive correlation between individualization aspect of the classroom environment and the participants' self-efficacy beliefs.

In terms of the main aspects of the present study, a significant and moderately positive correlation (r=.440, p<.01) has been found between the students' English selfefficacy beliefs and their level of willingness to communicate in English. The correlational analysis have demonstrated that as English self-efficacy beliefs of the students in reading, listening, writing, and speaking increase, their willingness to communicate in four different communication contexts (group discussions, meetings, interpersonal conversations, public speaking) and with three different interlocutor types (stranger, acquaintance, and friend) also increase. The findings of the present study are very similar to Taşdemir (2018). In his research with high school students, the researcher has also found positive correlation between the self-efficacy beliefs and willingness to communicate levels of the participants. It can be concluded that the more students feel efficient in English, the more they are willing to communicate in English with different interlocutors and in different communication contexts. When the correlations between self-efficacy and willingness to communicate has been computed, the results have indicated that as the students' self-efficacy in listening skill increases, their willingness to communicate in group discussions and public speaking, and with strangers and friends also increase. Suggestion by Fang-Peng and Don (2010) on making students accustomed to listening to increase their motivation to speak in English (as cited by Mede and Karaırmak, 2017) supports the findings of the present study. Accordingly, when students feel themselves sufficient in listening they are more likely to communicate in English outside their safe zone that they are familiar with.

The relationship between self-efficacy and willingness to communicate could be connected with anxiety. The literature suggest "the concepts of anxiety and self-evaluation are closely linked and highly correlated in the L2 context" (as cited in MacIntyre, Dörnyei, Clément, and Noels (1998). Mills, Pajares, and Herron (2006) state that according to social cognitive theory, when a student has a weakened sense of efficacy in a particular academic subject, his/her anxiety increases about the demands of that academic subject. Moreover, Pappamihiel (2002) explains that "anxiety is a complex concept, dependent upon not only one's feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations" (p. 330). Therefore, having a higher sense of listening efficacy could potentially lower the anxiety and students become more willing to communicate in group discussions and public speaking, or with strangers.

Apart from the three main aspects (classroom environment, WTC, and selfefficacy) of the present study which is subject to correlational analysis, when the correlation is investigated on sub dimensional level, only two correlations have been found as mentioned before. Firstly, student cohesiveness aspect of the classroom environment has been found to be negatively and very weakly correlated with participants' willingness to communicate. Even if the correlation is very weak, it is important to demonstrate that students feel less willing to communicate when they are not strangers to each other. The reason for being less willing to communicate when the students know each other and are friends to each other can be stemmed from the possibility of being criticized when they make mistakes or hearing negative judgements from their friends. The students can be too critical or offensive to each other by getting strength from or making use of their friendship. Cao and Philp (2006) have reported the familiarity with interlocutors as a factor that positively affects learners' WTC behaviour in classroom. On the contrary, the correlation analysis in the present study has revealed that the participants are less willing to communicate when they know each other.

Secondly, individualization aspect of the classroom environment is also weakly correlated with participants' self-efficacy beliefs. Although the correlation is weak, it is significant in that students' self-efficacy rises when teachers and students share the autonomy in the classroom, when students are allowed to make decisions about activity selection, how to spend class time and how to work at their own interest and pace. Lorsbach, and Jinks (1999) state that "it is apparent that growth in student autonomy is at the intersection of learning environment and self-efficacy research and could hold some promise for transforming student perceptions of classroom learning environments" (p. 164). Similarly, Tılfarlıoğlu and Çiftçi (2011) have found significant positive relationship between self-efficacy and learner autonomy further indicating that self-efficacy and learner autonomy affect academic success in a positive way. Hence, promoting a learner centred environment by sharing power in the classroom may lead to an increase in students' self-efficacy.

5.3. Implications of the Study

The results of the present study have revealed that there is a significant relationship between the students' willingness to communicate in English and their English self-efficacy beliefs. Considering that willingness to communicate in FL and FL self-efficacy belief are correlated with foreign language achievement (Hsieh, and Schallert 2008; Linnebrick and Pintrich, 2003; Mahmoodi, and Moazam, 2014; Raoofi, Tan, and Chan, 2012), a close attention is needed to promote these aspects in EFL setting.

In this study, it has also been revealed that there is a very weak and negative correlation between the student cohesiveness aspect of the classroom environment and participants' willingness to communicate, and also weak and positive correlation between individualization aspect of the classroom environment and participants' self-efficacy beliefs. It is noteworthy to demonstrate that students feel less willing to communicate when they know each other. Possible reasons for being less willing to communicate can be the criticism of the peers when the student makes mistakes or being offensive to each other. Accordingly, English language teachers should create respectful atmosphere in their classroom. The other aspect of the students is individualization. As mentioned before, Lorsbach, and Jinks (1999) states that the common point of learning environment and self-efficacy research is increasing student autonomy.

The relationship between self-efficacy and learner autonomy also bears some implication for L2 learning and teaching. Dörnyei and Csizer, (1998) (as cited by Bahous, Bacha, and Nabhani, 2011, p. 2), suggested ten commandments to motivate language learners. Some of them are as following: "teachers should present tasks properly to the learners, have good teacher-student relationships, work on increasing learners' self-confidence, ensure that language classes are interesting to the students, promote learners' autonomy as much as possible, and personalize the learning process". Besides, Bahous, Bacha, and Nabhani (2011) concluded in their research that English teachers at university programs may involve students in selecting some of the materials for the class, and allow them to be in control of their learning partially or totally, and create opportunities for students to take part in choosing the content, methods and evaluation that both enhance their learning and achieve program objectives. In addition, classrooms should have a democratic atmosphere in which student-centered and interactive activities are utilized, and the teacher provides a process of learning where students are encouraged to be responsible and autonomous (Gray, 1997).

In the light of the results of this study, foreign language teachers should reflect on their teaching methods, approaches, and practice, and they should give importance to learner autonomy, the relationship between teacher-student and student-student and atmosphere in the classroom. When such a classroom environment is provided, student's basic needs to be a member of a group and to be encouraged, to have individual power and responsibility, and to show their capability via intriguing tasks are met (Opdenakker, and Minnaert, 2011).

5.4. Suggestions for Further Studies

In this study, the data have been obtained from one specific group of students at a state university in an academic year. Hence, to generalize the results to all Turkish language learners at universities, further studies involving students from other universities in Turkey are needed. Another suggestion for further studies can be utilizing qualitative data collection tools as well, since the present study utilized only quantitative data collection tools. Additionally, Observation or longitudinal study can be employed to investigate the relationship between classroom environment, willingness to communicate and self-efficacy belief collectively.

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7. APPENDICES

Appendix 1: Ethics Committee Approval

		T.C ÜNIVERSITESI
	SOSYAL B	ILIMLER ENSTITÜSÜ
		KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU
.C. NOSU	0GRI 19040192668	ENCI BILGILERI
DI VE SOYADI	FIDAN SERAP KURT	
GRENCÍ NO	20178018	
EL. NO.' LARI	553 987 7111	
- MAİL ADRESLERİ	fskurt@firat.edu.tr - fidanserapkurt@gmail.com	
NA BILIM DALI	INGILIZ DILİ EĞITIMI	
ROGRAM ADI	INGILIZ DILI EĞITIMI YÜKSEK LISANS	
ILIM DALININ ADI	INGILIZ DILI EĞITIMI	
ANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ	
TEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİR AYDININ YAPILIP-YAPILMADIĞI	2018 / 2019 - GC 2 DÖNEMİ KAYDINI YENİLEDİM.	
	ADACTIONA/ANI/ETICA	JSMA TALEBI İLE İLGİLİ BİLGİLER
	ARAŞTIRMAJANKETIÇAL	JŞMA TALEBI ILE ILGILI BILGILER
EZIN KONUSU	Investigating The Relationship Between University Students' Classro	om Environment Perceptions, Their Willingness To Communicate And Self-Efficacy Beliefs In English
EZÎN AMACI	This research aims to investigate university students' perceptions of Foreign Language (EFL) context. The research also aims to find out	the classroom environment, their willingness to communicate (WTC), and their self-efficacy beliefs in English as a whether there is a significant correlation between these three factors.
ezîn tûrkçe özetî	araştırma yöntemleri kullanılarak elde edilecektir. Veriler, öğrencileri toplanacaktır. Öğrencilerin sınıf ortamı algılanım, İngilizce iletisime t	tam: algilannın İngilizce iletişim istekiliği ve İngilizce öz yeterlilikleri ile olan ilişkişini incelemeyi ve bu üç faktor arasıs oğ'da bir devlet üniversitesi olan Fırat Üniversitesi. Yabancı Diller Yüksekokulunda yürütilecek çalışmada veriler nice sınıf ortamı algılarını, İngilizce iletişim istekiliklerini ve İngilizce öz yeterlik inançlarını ölçen üç fakta anket aracılığı e derece istekil olduklarını ve İngilizce öz yeterlik inançılarını bilinmesi eğitmicilerin bazı sourlana saptamısanı av el, davranışsal ve çevresel faktörleri birbiriyle ilişiki içinde ele almasından dolayı literatüre de katıx sağlamış olacaktır.
RAŞTIRMA YAPILACAK OLAN EKTÖRLER / KURUMLARIN ADLARI	FIRAT ÜNİVERSİTESİ YABANCI DİLLER YÜKSEK OKULU	
ÍN ALINACAK OLAN KURUMA AÌT BÌLGILER LURUMUN ADI - ŞUBESÌ / MÙDÙRLŪĞŬ - ILÌ LÇESİ)	FIRAT ÜNİVERSİTESİ YABANCI DİLLER YÜKSEK OKULU MÜDÜR	LÜĞÜ - MERKEZ / ELAZIĞ
UPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK TENEN KURUMUN HANGİ İLÇELERİNE' HANGİ IYUMUNAY HANGİ BÖLÜMÜNDEY ANINAY HANGİ KONULARDAY MANGİ GRUBAY MLERE'NE UYGULANACAĞI GİBİ AYRINTILI GİLER	FIRAT ÜNIVERSİTESİ YABANCI DİLLER YÜKSEK OKULU MÜDÜR	LÜĞÜ, HAZIRLIK SINIFI ÖĞRENCILERI
'GULANACAK OLAN ÇALIŞMAYA AİT IKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ INGİ ANKETLERİN - ÖLÇELERİN	College and University Classroom Environment (CUCEI). Willingness	to Communicate (WTC), Questionnaire of English Self-efficacy (QESE)
rgulanacaĝi		
YGULANACAĞİ KLER (ANKETLER, ÖLÇEKLER, FORMLAR GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE 6Ç ADETISAYFA OLDUKLARINA AİT BİLGİLER E AYRINTILI YAZILACAKTIR]	1) College and University Classroom Environment (CUCEI). Ingili 2) Willingness to Communicate (VVTC). Ingilizcesi 1 sayla, Türkçe 3) Questionnaire of English Self-effcacy (QESE). Ingilizcesi 3 say 4)	ei 1 savfa
GULANACAGI GIRI QVAACAARN ISIMLERI'TLE BIRLIKTE G. ADETSAYTA DUKLARINA AIT BILGILER I AYRINTILI YAZILACAKTIRI	 Willingness to Communicate (WTC), Ingilizcesi 1 sayfa, Türkçe Questionnaire of English Self-efficacy (QESE), Ingilizcesi 3 say 	ei 1 savfa
GULANACAGI KLER (ANKETLER, ÖLÇEKLER, FORMLAR GİRİ EVRAKLARIN İSİMLERİYLE BİRLİKTE ÇA DETRSAYFA OLDUKLARINA AİT BİLGİLER E AYRINTILI YAZILACAKTIR]	2) Willingness to Communicate (WTC), Inglitzcesi 1 say/s, Turkçe 3) Questionnie of English Self-efficacy (QESE), Inglitzcesi 3 say 4) ADI: FİDAN SERAP KURT	oğrencinin imzası:
GULANKAAI LER (ANKETLER, ÖLÇEKLER, FORMLAR — Öİİ EVRAKLAR İSİMLERİYLE BİRLİKTE ÇADETSAYTA OLDUKLARINA AİT BİLDİLER AYRINTLI YAZLACAKTIRİ ÖĞRENCİNİN ADI - SOYA	2) Willingness to Communicate (WTC), Ingliacesi 1 say/s, Turkçe 3) Questionnie of English Self-efficacy (QESE), Ingliacesi 3 say 4) ADI: FİDAN SERAP KURT TEZI ARAŞTIRMAVANIKETIÇALIŞMA 1	si i sayta. Ta Türkçesi i sayta. F. A. De
Ler (Anket Ler, ölçekler, formlar cill evanket Ler, ölçekler, formlar cill evankarı bilmitlevi e ülkükre ç Adetravir A OLDKLARINA AT BİLÖLER AYRINTLI YAZILACAKTIR ÖĞRENCİNİN ADI - SOYA Seçilen konu Bilim ve İş Dünyasına kat	2) Willingness to Communicate (WTC), Inglizcesi 1 saya, Tunço 3) Questionatio of English Self-efficacy (QESE), İnglizcesi 3 say 4) ADI: FİDAN SERAP KURT TEZI ARAŞTIRMAVANKETIÇALIŞMA 1 Kı sağlayabilecektir.	oğrencinin imzası:
GULANKAGI LER (ANKETLER, ÖLÇEKLER, FORMLAR – Gİİ EVRAKAN'I İMLERİ'LE BİRLİKTE GÖRENCİNİN AD I DÜİLER AYRIYTLI VALLAKTIR ÖĞRENCİNİN AD I - SOYJ Seçilen konu Bilim ve İş Dünyasına kat Antian konu	2) Willingness to Communicate (WTC), Ingliacesi 1 sayla, Tünççe 3) Questionnii of English Self-efficacy (QESE), İngliacesi 3 sayla 4) ADI: FİDAN SERAP KURT TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA 1 ki sağlayabilecektir. faaliy	oğrencinin imzası: Tarih: 5 / 12 / 2018 ALEBİ İLE İLGİLİ DEĞERLENDIRME SONUCU et alanı içerisine armektedir. SOSYAL BİLİMLER ENSTITÜSÜ
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(1) Sayfa Willingness to Communicate (WTC)
 Anket / Olçeği
 (3) Sayfa Questionnaire of English Self-efficacy (QESE)
 Anketi / Olçeği
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Appendix 2: College and University Classroom Environment Inventory (CUCEI) (English)

Directions:

The purpose of this questionnaire is to find out your opinions about the class you are attending right now.

This form of the questionnaire assesses your opinions about what this class is actually like. Indicate your opinion about each questionnaire statement by circling:

- SA if you STRONGLY AGREE
- A if you AGREE
- D if you DISAGREE
- SD if you STRONGLY DISAGREE

1	The instructor considers students' feelings.	SA	Α	D	SD
<u>2</u>	The instructor talks rather than listens.	SA	А	D	SD
<u>3</u>	The class is made up of individuals who don't know each other well.	SA	А	D	SD
4	The students look forward to coming to classes.	SA	А	D	SD
5	Students know exactly what has to be done in our class.		А	D	SD
<u>6</u>	New ideas are seldom tried out in this class.	SA	А	D	SD
<u>7</u>	All students in the class are expected to do the same work, in the same way and in the same time.	SA	Α	D	SD

8	The instructor talks individually with students.	SA	А	D	SD
9	Students put effort into what they do in classes.	SA	А	D	SD
10	Each student knows other members of the class by their first names.	SA	А	D	SD
<u>11</u>	Students are dissatisfied with what is done in the class.	SA	А	D	SD
12	Getting a certain amount of work done is important in this class.		А	D	SD
<u>13</u>	New and different ways of teaching are seldom used in this class.		А	D	SD
14	Students are generally allowed to work at their own pace.	SA	А	D	SD

15	The instructor goes out of his/her way to help students.	SA	А	D	SD
<u>16</u>	Students "clockwatch" in this class.		А	D	SD
17	Friendships are made among students in this class.		А	D	SD

18	After the class, the students have a sense of satisfaction.	SA	А	D	SD
<u>19</u>	The group often gets sidetracked instead of sticking to the point.	SA	А	D	SD
20	The instructor thinks up innovative activities for students to do.	SA	А	D	SD
21	Students have a say in how class time is spent.	SA	А	D	SD
	•		•	•	
22	The instructor helps each student who is having trouble with the work.	SA	А	D	SD
23	Students in this class pay attention to what others are saying.	SA	А	D	SD
<u>24</u>	Students don't have much chance to get to know each other in this class.	SA	А	D	SD
<u>25</u>	Classes are waste of time.	SA	Α	D	SD
<u>26</u>	This is a disorganized class.	SA	А	D	SD
27	Teaching approaches in this class are characterized by innovation and variety.	SA	А	D	SD
28	Students are allowed to choose activities and how they will work.	SA	А	D	SD
<u>29</u>	The instructor seldom moves around the classroom to talk with students.	SA	А	D	SD
<u>30</u>	Students seldom present their work to the class.	SA	Α	D	SD
<u>31</u>	It takes a long time to get to know everybody by his/her first name in this class.	SA	А	D	SD
32	Classes are boring.	SA	А	D	SD
33	Class assignments are clear so everyone knows what to do.	SA	А	D	SD
<u>34</u>	The seating in this class is arranged in the same way each week.	SA	А	D	SD
35	Teaching approaches allow students to proceed at their own pace.	SA	А	D	SD

<u>36</u>	The instructor isn't interested in students' problems.	SA	А	D	SD
37	There are opportunities for students to express opinions in this class.	SA	А	D	SD
38	Students in this class get to know each other well.	SA	А	D	SD
39	Students enjoy going to this class.	SA	А	D	SD
<u>40</u>	This class seldom starts on time.	SA	А	D	SD
41	The instructor often thinks of unusual class activities.	SA	А	D	SD
<u>42</u>	There is little opportunity for students to pursue his/her particular interest in this class.	SA	А	D	SD

<u>43</u>	The instructor is unfriendly and inconsiderate towards students.	SA	А	D	SD
<u>44</u>	The instructor dominates class discussions.	SA	А	D	SD
<u>45</u>	Students in this class aren't very interested in getting to know other students.	SA	А	D	SD
46	Classes are interesting.	SA	А	D	SD
47	Activities in this class are clearly and carefully planned.	SA	А	D	SD
<u>48</u>	Students seem to do the same type of activities every class.	SA	А	D	SD
<u>49</u>	It is the instructor who decides what will be done in our class.	SA	А	D	SD

Appendix 3: College and University Classroom Environment Inventory (CUCEI) (Turkish)

Değerli Öğrenci,

Bu ölçek sınıf ortamı ile ilgili düşüncelerinizi belirlemek amacıyla hazırlanmıştır. Ankete katılım isteğe bağlıdır. Verdiğiniz bilgiler sadece araştırma amaçlı kullanılacaktır ve kimseyle paylaşılmayacaktır. Soruların doğru veya yanlış cevabı bulunmamaktadır. Bu nedenle lütfen aşağıda verilen tüm ifadeleri dikkatle okuyarak karşılarında bulunan **"Kesinlikle Katılıyorum"**, **"Katılıyorum", "Katılmıyorum" ve "Kesinlikle Katılmıyorum"** seçeneklerinden sizin için en uygun olanı işaretleyiniz.

<u>Anketi cevaplamanız halinde verdiğiniz bilgilerin çalışma için kullanılmasına onay</u> <u>vermiş olduğunuz varsayılacaktır.</u>

				-	
		Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1	Öğretmen öğrencilerin duygularını önemser.				
<u>2</u>	Öğretmen dinlemekten çok konuşan taraftır.				
<u>3</u>	Sınıf birbirini iyi tanımayan kişilerden oluşmaktadır.				
4	Öğrenciler derslere gelmeyi dört gözle bekler.				
5	Öğrenciler derste ne yapılması gerektiğini tam anlamıyla bilir.				
<u>6</u>	Sınıfta yeni fikirler nadiren denenir.				
<u>7</u>	Sınıftaki tüm öğrencilerin aynı işi, aynı şekilde ve aynı zamanda yapmaları beklenir.				
8	Öğretmen öğrencilerle birebir konuşur.				
9	Öğrenciler derslerde yaptıkları işlere çaba harcarlar.				
10	Sınıftaki her bir öğrenci diğer öğrencilerin adını bilir.				
<u>11</u>	Öğrenciler sınıfta yapılanlardan memnun değildir.				
12	Derslerde belirli sayıda çalışmanın yapılmış olması önemlidir.				
<u>13</u>	Sınıfta yeni ve farklı öğretim yöntemleri nadiren kullanılır.				

		ikle	vorum	vorum	Katılmıyorum	Kesinlikle Katılmıyorum
		Kesinlikle	Katılıy	Katılıyorum	Katılm	Kesinlikle Katılmıyo
14	Öğrencilerin kendi hızlarında çalışmalarına genellikle izin verilir.					
15	Öğretmen öğrencilerine yardımcı olabilmek adına kendi kalıplarının dışına çıkar.					
<u>16</u>	Öğrencilerin gözü ders boyunca saattedir.					
17	Sınıfta öğrenciler arasında arkadaşlıklar kurulur.					
18	Dersten sonra öğrenciler tatmin duygusu yaşar.					
<u>19</u>	Grup genellikle konuya bağlı kalmaz, konudan sapar.					
20	Öğretmen öğrencileri için yenilikçi etkinlikler üretir.					
21	Öğrencilerin dersteki vaktin nasıl geçirileceği konusunda söz hakkı vardır.					
22	Öğretmen çalışma ile ilgili sıkıntı yaşayan her öğrenciye yardımcı olur.					
23	Öğrenciler diğer öğrencilerin söylediklerini dikkate alır.					
<u>24</u>	Sınıftaki öğrencilerin birbirlerini iyi tanımaları için fazla şansları yoktur.					
25	Dersler zaman kaybıdır.					
<u>26</u>	Bu ders/sınıf düzensiz, karmakarışıktır.					
27	Derste kullanılan öğretim yaklaşımları yenilikçi ve çeşitlidir.					
28	Öğrencilerin etkinlikleri ve çalışma yöntemlerini seçmelerine izin verilir.					
<u>29</u>	Öğretmen öğrencilerle konuşmak için sınıfta nadiren dolaşır.					
<u>30</u>	Öğrenciler çalışmalarını sınıfa nadiren sunar.					
<u>31</u>	Sınıfta herkesin birbirinin adını öğrenmesi uzun zaman alır.					
<u>32</u>	Dersler sıkıcıdır.					
33	Verilen ödevler açık ve nettir dolayısıyla herkes ne yapacağını bilir.					
34	Sınıftaki oturum düzeni her hafta aynıdır.	<u> </u>				
35	Öğretim yöntemleri öğrencilerin kendi hızlarında ilerlemesine izin verir.					

		Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
<u>36</u>	Öğretmen öğrencilerin sorunları ile ilgilenmez.				
37	Bu sınıfta öğrencilerin düşüncelerini ifade etmeleri için imkân sunulur.				
38	Sınıftaki öğrenciler birbirlerini iyi tanır.				
39	Öğrenciler derse gelmekten keyif alır.				
<u>40</u>	Dersler nadiren zamanında başlar.				
41	Öğretmen sık sık alışılmadık sınıf etkinlikleri düşünür.				
<u>42</u>	Derste öğrencilerin kendilerine özgü ilgi alanları ile uğraşmaları için çok az imkân vardır.				
<u>43</u>	Öğretmen dostça tavırlara sahip değildir ve öğrencilere karşı anlayışsızdır.	$\langle \langle \rangle$			
44	Sınıf tartışmalarına öğretmen yön verir.				
<u>45</u>	Bu sınıftaki öğrenciler birbirlerini tanımakla pek ilgilenmezler.				
46	Dersler ilgi çekicidir.				
47	Dersteki etkinlikler açık ve dikkatli bir şekilde planlanmıştır.				
<u>48</u>	Öğrenciler her derste aynı tür etkinlikleri yapıyor gibi görünmektedir.				
<u>49</u>	Derste ne yapılacağına öğretmen karar verir.				

Appendix 4: Willingness to Communicate Survey (WTC) (English)

There are 12 situations below in which a person might or might not feel anxiety. Please indicate that degree of anxiety you would feel in the given situations by writing a percentage between 0-100%.

0% 50%			100%					
I never feel anxiety		Ι	always	feel				
anxiety								

- 1. Have a small-group conversation in English with acquaintances.
- 2. Give a presentation in English to a group of strangers.
- _____3. Give a presentation in English to a group of friends.
- 4. Talk in English a large meeting among strangers.
- _____ 5. Have a small-group conversation in English with strangers.
- 6. Talk in English in a large meeting among friends.
- _____7. Talk in English to friends.
 - 8. Talk in English in a large meeting with acquaintances.
- _____9. Talk in English to acquaintances.
- _____ 10. Give a presentation in English to a group of acquaintances..
- _____11. Talk in English to a stranger.
- _____ 12. Talk in English to a small group of friends.

Appendix 5: İletişime Gönüllülük / İsteklilik Ölçeği (WTC) (Türkçe)

Sevgili Öğrenciler,

Aşağıdaki anketlerden elde edilecek bilgiler yüksek lisans tezimde kullanılacaktır ve tüm soruların sizi en iyi yansıtacak biçimde cevaplandırılması önemlidir. Lütfen anketlerde yer alan maddeleri dikkatlice okuyup, sizin düşüncenizi en iyi ifade eden kutucuğu işaretleyiniz. Katılımınız için teşekkür ederim.

Öğretim Görevlisi

Fidan Serap KURT

Aşağıda her bireyin İLETİŞİM KURMAYI İSTEYEBİLECEĞİ YA DA İSTEMEYECEĞİ 12 durum verilmiştir. Verilen her bir durumda İngilizce iletişim kurmaya ne derece istekli olduğunuzu 0 ile 100 arasında durumunuza uygun herhangi bir sayı seçerek her ifadenin başındaki boşluğa yazarak belirtiniz.

% 0-----% 50------% 50İngilizce konuşmamİngilizce konuşurum(iletişim kurmam)(iletişim kurarım)

- 1-Tanıdığım kişilerle küçük bir grup içinde İngilizce konuşmak
- _____2-Bir grup tanımadığım kişiye İngilizce sunum yapmak
- _____ 3-Bir grup arkadaşıma İngilizce sunum yapmak
- 4-Kalabalık bir toplulukta tanımadığım kişiler arasında İngilizce konuşmak
- 5-Tanımadığım kişilerle küçük bir grup içerisinde İngilizce konuşmak
- _____6-Kalabalık bir toplulukta arkadaşlarım arasında İngilizce konuşmak
- _____7- Bir arkadaşımla İngilizce konuşmak
- 8-Kalabalık bir toplulukta tanıdığım kişilerle İngilizce konuşmak
- _____9-Tanıdığım birisiyle İngilizce konuşmak
- _____ 10-Bir grup tanıdığım kişiye İngilizce sunum yapmak
- 11-Tanımadığım birisiyle İngilizce konuşmak
- _____ 12-Bir grup arkadaşımla İngilizce konuşmak

Appendix 6: Questionnaire of English Self-Efficacy (QESE) (English)

Notes: Please read the following questions carefully and make an accurate evaluation of your current command of English no matter whether you are doing it or not. These questions are designed to measure your judgement of your capabilities, so there are no right or wrong answers.

Please use the following scales to answer these questions accordingly. Please choose the number accurately presenting your capabilities.

1	2	3	4	5	6	7
I cannot	I cannot	Maybe I	Maybe I	I basically	I can do it	I can do it
do it all	do it	cannot do	can do it	can do it		well
_		it		_		

1	Can you understand stories told in English?	1	2	3	4	5	6	7
2	Can you finish your homework of English reading	1	2	3	4	5	6	7
	independently?							
3	Can you understand American English TV programs?	1	2	3	4	5	6	7
4	Can you introduce your school in English?	1	2	3	4	5	6	7
5	Can you write diaries in English?	1	2	3	4	5	6	7
6	Can you give directions from your classroom to your home in English?	1	2	3	4	5	6	7
7	Can you write English compositions assigned by your teachers?	1	2	3	4	5	6	7
8	Can you tell a story in English?	1	2	3	4	5	6	7
9	Can you understand radio programs in English speaking countries?	1	2	3	4	5	6	7
10	Can you understand English TV programs made in China?	1	2	3	4	5	6	7
11	Can you leave a message to your classmates in English?	1	2	3	4	5	6	7
12	When you read English articles, can you guess the meaning of unknown words?	1	2	3	4	5	6	7
13	Can you make new sentences with the words just learned?	1	2	3	4	5	6	7
14	Can you write e-mail messages in English?	1	2	3	4	5	6	7
15	If your teacher gives you a tape-recorded English	1	2	3	4	5	6	7
	dialogue about school life, can you understand it?							
16	Can you understand the English news on the internet?	1	2	3	4	5	6	7
17	Can you ask questions to your teacher in English?	1	2	3	4	5	6	7
18	Can you make sentences with English phrases?	1	2	3	4	5	6	7

19	Can you introduce English teacher in English?	1	2	3	4	5	6	7
20	Can you discuss in English with your classmates some	1	2	3	4	5	6	7
	topics in which all you are interested?							
21	Can you read English short novels?	1	2	3	4	5	6	7
22	Can you understand English movies without Chinese	1	2	3	4	5	6	7
	subtitles?							
23	Can you answer your teachers' questions in English?	1	2	3	4	5	6	7
24	Can you understand English songs?	1	2	3	4	5	6	7
25	Can you read English newspapers?	1	2	3	4	5	6	7
26	Can you find the meaning of new words by using	1	2	3	4	5	6	7
	English-English dictionaries?							
27	Can you understand numbers spoken in English?	1	2	3	4	5	6	7
28	If you have access to internet, can you release news on	1	2	3	4	5	6	7
	the internet?							
29	Can you understand English articles about Chinese	1	2	3	4	5	6	7
	culture?							
30	Can you introduce yourself in English?	1	2	3	4	5	6	7
31	Can you write an article abut your English teacher in	1	2	3	4	5	6	7
	English?							
32	Can you understand new lessons in your English	1	2	3	4	5	6	7
	book?							
							•	

Appendix 7: Questionnaire of English Self-Efficacy (QESE) (Türkçe)

İngilizce Öz Yeterlik Anketi

Değerli Öğrenci,

Bu ölçek İngilizce yeterliliğiniz ile ilgili düşüncelerinizi belirlemek amacıyla hazırlanmıştır. Ankete katılım isteğe bağlıdır. Verdiğiniz bilgiler sadece araştırma amaçlı kullanılacaktır ve kimseyle paylaşılmayacaktır. Soruların doğru veya yanlış cevabı bulunmamaktadır. Bu nedenle lütfen aşağıda verilen tüm ifadeleri dikkatle okuyarak kendinizi **"Kesinlikle Yapamam (1)" dan, "Kesinlikle Yapabilirim (7)" e** uzanan yedili değerlendirme ölçeğinde size en uygun olan tek bir derecelendirmeyi işaretleyerek değerlendiriniz.

<u>Anketi cevaplamanız halinde verdiğiniz bilgilerin çalışma için kullanılmasına onay</u> <u>vermiş olduğunuz varsayılacaktır.</u>

		likle nam	nam	nam	Belki Yapabilirim	ilirim	ilirim	likle ilirim
		Kesinlikle Yapamam	Yapamam	Belki Yapamam	Belki Yapab	Biraz Yapabilirim	Yapabilirim	Kesinlikle Yapabilirim
1	İngilizce anlatılan hikayeleri anlayabilir misiniz?	1	2	3	4	5	6	7
2	Kendi başınıza İngilizce okuma ödevini bitirebilir misiniz?	1	2	3	4	5	6	7
3	İngilizce TV programlarını anlayabilir misiniz?	1	2	3	4	5	6	7
4	Okulunuzu İngilizce tanıtabilir misiniz?	1	2	3	4	5	6	7
5	İngilizce günlük tutabilir misiniz?	1	2	3	4	5	6	7
6	Okulunuzdan evinize giden yolu İngilizce tarif edebilir misiniz?	1	2	3	4	5	6	7
7	Öğretmeniniz tarafından verilen İngilizce kompozisyon yazma ödevlerini yapabilir misiniz?	1	2	3	4	5	6	7
8	İngilizce hikâye anlatabilir misiniz?	1	2	3	4	5	6	7
9	İngilizce konuşulan ülkelerde yayınlanan radyo programlarını anlayabilir misiniz?	1	2	3	4	5	6	7

		Kesinlikle Yapamam	Yapamam	Belki Yapamam	Belki Yapabilirim	Biraz Yapabilirim	Yapabilirim	Kesinlikle Yapabilirim
10	Türkiye'deyapılanİngilizcetelevizyonprogramlarınıanlayabilir misiniz?	1	2	3	4	5	6	7
11	Sınıf arkadaşınıza İngilizce mesaj bırakabilir misiniz?	1	2	3	4	5	6	7
12	İngilizce makale okuduğunuzda, bilmediğiniz kelimelerin anlamlarını tahmin edebilir misiniz?	1	2	3	4	5	6	7
13	Yeni öğrendiğiniz kelimeleri kullanarak cümle yazabilir misiniz?	1	2	3	4	5	6	7
14	İngilizce e-posta yazabilir misiniz?	1	2	3	4	5	6	7
15	Öğretmeniniz okul yaşamıyla ilgili İngilizce kaydedilmiş bir konuşma kaydı verirse anlayabilir misiniz?	1	2	3	4	5	6	7
16	İnternetteki İngilizce haberleri okuduğunuzda anlayabilir misiniz?	1	2	3	4	5	6	7
17	Öğretmeninize İngilizce soru sorabilir misiniz?	1	2	3	4	5	6	7
18	İngilizce deyimler kullanarak cümle yazabilir misiniz?	1	2	3	4	5	6	7
19	İngilizce öğretmeninizi İngilizce tanıtabilir misiniz?	1	2	3	4	5	6	7
20	Hepinizin ilgilendiği konularda sınıf arkadaşlarınızla İngilizce tartışabilir misiniz?	1	2	3	4	5	6	7
21	İngilizce kısa roman okuyabilir misiniz?	1	2	3	4	5	6	7
22	İngilizce filmleri Türkçe altyazısız anlayabilir misiniz?	1	2	3	4	5	6	7
23	Öğretmenlerinizin sorularını İngilizce cevaplandırabilir misiniz?	1	2	3	4	5	6	7
24	İngilizce şarkıları anlayabilir misiniz?	1	2	3	4	5	6	7

		Kesinlikle Yapamam	Yapamam	Belki Yapamam	Belki Yapabilirim	Biraz Yapabilirim	Yapabilirim	Kesinlikle Yapabilirim
25	İngilizce gazeteleri okuyabilir misiniz?	1	2	3	4	5	6	7
26	İngilizceden İngilizceye olan bir sözlük kullanarak bilmediğiniz bir kelimenin anlamını bulabilir misiniz?	1	2	3	4	5	6	7
27	İngilizce rakamları söylendiğinde anlayabilir misiniz?	1	2	3	4	5	6	7
28	İnternette İngilizce haber yayınlayabilir misiniz?	1	2	3	4	5	6	7
29	Türk kültürü hakkında yazılmış İngilizce makaleleri anlayabilir misiniz?	1	2	3	4	5	6	7
30	Kendinizi İngilizce tanıtabilir misiniz?	1	2	3	4	5	6	7
31	İngilizce öğretmeniniz hakkında İngilizce bir kompozisyon yazabilir misiniz?	1	2	3	4	5	6	7
32	İngilizce kitabınızdaki yeni konuları okuduğunuzda anlayabilir misiniz?	1	2	3	4	5	6	7

Appendix 8: Permission to Conduct the Questionnaires

Appendix 9: Approval Letter from Firat University

Evrak Tarih ve Sayısı: 26/12/2018-302024





FIRAT ÜNİVERSİTESİ REKTÖRLÜĞÜ Yabancı Diller Yüksekokulu Müdürlüğü

T.C.

Sayı :39345886/044/ Konu :Anket Çalışması (Fidan Serap KURT)

Sayın: Öğr.Gör. Fidan Serap KURT

24/12/2018 tarihli dilekçenizde bahsi geçen, Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans hazırlık programı kapsamında Yüksekokulumuzda hazırlık sınıfi öğrencilerine anket uyguluma talebiniz uygun görülmüştür.

Bilgilerinizi rica ederim.

e-imzalıdır. Prof. Dr. İhsan DAĞTEKİN Yüksekokul Müdürü

EKLER : 1- Ek 2- Dilekçe ve Ekleri

 First Üniversitesi Rektörlöğö 23119 ELAZIÓ/TÜRKİYE
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 Elektronik eğhttp://www.first.edu.tr

 Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.
 Addesi gereğince güvenli elektronik imza ile imzalanmıştır.

Appendix 10: Request Letter for Permission

24.12.2018

FIRAT ÜNİVERSİTESİ

YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

ELAZIĞ

Çağ Üniversitesi, İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı kapsamında "Investigating the Relationship Between University Students' Classroom Environment Perceptions, Their Willingness to Communicate, and Self-efficacy Beliefs in English" konulu tez çalışmam için Yabancı Diller Yüksekokulu'ndaki hazırlık sınıfı öğrencilerine 3 adet anket uygulamak için izninizi talep ediyorum. İlgili anket bilgileri aşağıda yazmaktadır.

Gereğini saygılarımla arz ederim.

Öğretim Görevlisi

8. CURRICULUM VITAE

Fidan Serap KURT

PERSONAL INFORMATION

Date & Place of Birth:	January 01,1992, Afyonkarahisar, Turkey
Marital status:	Single
EDUCATION	
2017 - 2019	Çağ Universiy – Institude of Social Sciences, Mersin
	English Language Teaching (Master's Degree)
2010 - 2014	Istanbul University – Faculty of Letters, Istanbul
	Translation and Interpretation Studies in English
	Language, (Bachelor's Degree)
2006 - 2010	Çay İ.M.K.B Anatolian High School
	Secondary Education
EXPERIENCE	
November 2014 – Still	School of Foreign Languages, Fırat University, Elazığ
	Instructor / Head of Department