

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

**THE RELATIONSHIP BETWEEN UNIVERSITY STUDENTS' WILLINGNESS  
TO COMMUNICATE IN L2 AND AFFECTIVE ATTITUDES TOWARDS  
ENGLISH LESSONS**

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**MASTER'S THESIS**

**MERSİN / SEPTEMBER 2021**

**APPROVAL****REPUBLIC OF TURKEY****ÇAĞ UNIVERSITY****DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES**

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**DEDICATION**



*to my husband, Bilal  
and my beloved daughter, Şirin...*

**ETHICS DECLARATION**

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I hereby declare that;

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17 / 09 / 2021

Sedef KÖYLÜOĞLU

## ACKNOWLEDGEMENTS

I would like to thank my thesis supervisor, Prof. Dr. Jülide İNÖZÜ, for her help and support in all the stages of my thesis.

I am deeply grateful to my beloved parents, Funda SEZER and Emin SEZER, for their emotional support during the process of writing this thesis. My special thanks go to my dear sister, Bengisu SEZER, for giving me inspiration.

Finally, my sincere thanks go to my daughter, Şirin, for her endless love and my husband, Bilal KÖYLÜOĞLU, for his deep understanding, love, and support.



**ABSTRACT****THE RELATIONSHIP BETWEEN UNIVERSITY STUDENTS' WILLINGNESS  
TO COMMUNICATE IN L2 AND AFFECTIVE ATTITUDES TOWARDS  
ENGLISH LESSONS****Sedef KÖYLÜOĞLU****Master's Thesis, Department of English Language Education****Supervisor: Prof. Dr. Jülide İNÖZÜ****September 2021, 100 pages**

This research was carried out to provide a deeper insight into the relationship between EFL learners' willingness to communicate (WTC) in English and affective attitudes towards English lessons, and into the effect of other factors such as gender, length of learning English, using L2 in daily life, and English level of the participants. The study, which employed a quantitative research method, was conducted with 258 preparatory school students from eight universities in Turkey. Data collection instruments consisted of two questionnaires and an additional part for the demographic information of the participants. The quantitative data were analyzed using the SPSS program. Levels of WTC in L2 and affective attitudes were determined and analyzed within the scope of participants' demographic backgrounds. The findings indicated that there was a positive relationship between WTC inside the classroom and affective attitudes.

*Keywords: affective attitudes, willingness to communicate*

**ÖZ****ÜNİVERSİTE ÖĞRENCİLERİNİN İKİNCİ DİLDE İLETİŞİM KURMA  
İSTEKLİLİĞİ VE İNGİLİZCE DERSLERİNE YÖNELİK DUYUŞSAL  
TUTUMLARI ARASINDAKİ İLİŞKİ****Sedef KÖYLÜOĞLU****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Prof. Dr. Jülide İNÖZÜ****Eylül 2021, 100 sayfa**

Bu araştırma İngilizceyi yabancı dil olarak öğrenen öğrencilerin iletişim kurma isteklilikleri ile İngilizce derslerine yönelik duyuşsal tutumları arasındaki ilişkiye ve cinsiyet, İngilizce öğrenme süresi, günlük hayatta ikinci yabancı dil kullanımı ve katılımcıların İngilizce düzeyi gibi diğer faktörlerin etkisine daha derin bir bakış açısı sağlamak için yürütülmüştür. Nicel araştırma yönteminin kullanıldığı çalışma, Türkiye'deki sekiz üniversiteden 258 hazırlık sınıfı öğrencisi ile gerçekleştirilmiştir. Veri toplama araçları iki anket ve katılımcıların demografik bilgilerinin yer aldığı ek bir bölümden oluşmaktadır. Nicel veriler SPSS programı kullanılarak analiz edilmiştir. İkinci dil iletişim kurma istekliliği ve duyuşsal tutum seviyeleri, katılımcıların demografik bilgileri kapsamında belirlenmiş ve analiz edilmiştir. Bulgular, sınıf içi iletişim kurma istekliliği ile duyuşsal tutumlar arasında pozitif bir ilişki olduğunu göstermiştir.

*Anahtar kelimeler: duyuşsal tutumlar, iletişim kurma istekliliği*

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## ABBREVIATIONS

<b>EFL</b>	: English as a Foreign Language
<b>L1</b>	: First Language
<b>L2</b>	: Second Language
<b>WTC</b>	: Willingness to Communicate
<b>SPSS</b>	: Statistical Package for Social Sciences



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## 1. INTRODUCTION

### **Introduction**

This research seeks to explore the relationship between WTC in a second language and affective attitudes of EFL learners towards English lessons. In addition, it is aimed to examine whether there is a significant difference between these two concepts and gender, the length of studying English, the use of L2 in daily life, and English level variables. In this introductory chapter, first, the background of the study will be briefly overviewed. Then the statement of the problem and purpose of the study along with the research questions will be explained. The section will move on with the significance of the study. Finally, a review of the literature will be presented in detail.

### **Background of the Study**

Globalization, which can be identified as the unification of various nations at a common ground (Baygöl, 2020), has enabled people from different countries to cross national boundaries and become closer in the economic, sociological, ideological, and cultural sense. Scientific developments, trends in technology, trade policies, and financial innovations have brought about an increase in socio-cultural relations. Trade relations with foreign partners have increased, societies have become multicultural as a result of migrations, virtual technologies have brought all the people around the world together and cultural borders have disappeared. As borders disappeared, opportunities to interact with people with different languages and cultural backgrounds have increased. That is to say, individuals have started to move beyond their own culture and language, and become a part of the global community. At this point, to share further common ground with people all over the world and to be a "world citizen", the most basic requirement is intercultural communication. Therefore, in the context of Turkey, improving student communication in English has become the primary objective of the education system, both because English is a lingua franca and because it is taught as a foreign language in Turkey.

Willingness to communicate, which refers to the learners' readiness and desire to engage in a communicative situation, is one of the strong antecedents of using English. The occurrence of WTC studies was based on the query on why some individuals are more eager to participate in communication with others (Yashima, 2019). The concept

of WTC, which was considered as a personality trait (McCroskey & Baer, 1985), has its origins from L1 studies. On the other hand, the construct of L2 WTC was based on two dimensions (MacIntyre et al., 1998): the trait level, which refers to the general disposition of the language learners, and the state level, which depends upon the situations. For many years, a large and growing body of literature has investigated WTC and the connection between the linguistic, psychological, and contextual variables (Eyerici, 2020). Likewise, investigating WTC in the field of English language teaching is of increasing interest within the Turkish context.

Despite the goal of improving the communication skills of EFL students, Turkey is a country where English is predominantly used in the classroom setting. Therefore, students' exposure to English is only limited to classrooms. Cocca and Cocca (2019) argued that because of internationalization and global changes, it is necessary to study the importance of affective variables in EFL classes in non-English speaking countries. The growing trend towards not only academic achievement but also communicative skills paves the way for the investigation of underlying effects and variables. As Şener (2014) stated, WTC enables EFL learners to learn the target language and to have communicative interaction in L2. Since the only setting where Turkish students use their second language is the classroom environment, the variables such as attitudes, emotions, motivation, anxiety or willingness and their relations maintain their importance in the literature. In this regard, the current study seeks for the link between learners' willingness to use a second language and affective attitudes to provide a deeper understanding of EFL students' communication behavior.

### **Statement of the Problem**

According to the Ministry of Education, Foreign Language Education and Teaching Regulation (2009), the purpose of foreign language teaching is to hone the listening, reading, speaking, writing, and comprehension skills of students. In addition, it is aimed to enable students to communicate in the target language and develop a positive attitude towards foreign language teaching. Notwithstanding, one of the main obstacles of EFL learners in Turkey is that they cannot acquire speaking skills despite taking English lessons for years during their education process. In recent years, owing to the understanding of English language teaching has evolved from grammar-based into communication-based teaching, the analysis of the factors that affect the communication

skills of EFL students has gained more prominence. Bukhari et al. (2015) suggested that all language learners are likely to reply to a question in the first place, yet most of them are incapable of initiating or maintaining communication. WTC has long been seen as a crucial aspect of the language learning and communication process to have a key function in the achievement of learners' communicative competence (Shirvan et al., 2019). A great deal of previous research into WTC has been found to be related to a great variety of variables such as anxiety (Baker & MacIntyre, 2000; Hashimoto, 2002; Khajavy et al., 2017), motivation (Yashima, 2002; Bektaş-Çetinkaya, 2005; Lu & Hsu, 2008; Denies et al., 2015), personality (MacIntyre & Charos, 1996; Bektaş, 2007; Cao, 2011), communication apprehension (Matsuoka, 2006; Yousef et al., 2013; Öz et al., 2015), classroom environment (Baker & MacIntyre, 2000; Cao, 2014; Başöz & Erten, 2019) and communicative competence (Sun, 2008; Jung, 2011; Ghonsooly et al., 2012). Considering the existing body of literature, it has been determined that the relationship between student attitudes and desire to contact with others in a foreign language is rarely discussed. Based on this need, the current study was set out to contribute to the gap in the literature by exploring the EFL students' level of willingness to communicate, affective attitudes of the students towards English lessons, and in what direction these two concepts are related to each other.

### **Purpose of the Study**

The present research intends to reveal the willingness to communicate level in the second language of university preparatory school students and its relation with the students' affective attitudes towards English lessons. Another aim of this investigation is to examine students' WTC and affective attitudes depending on gender differences, the length of studying English, whether they use the L2 in their daily life, and the English course level in preparatory school.

The research sought to answer three main research questions and one sub-question containing different variables for the first and second main questions.

1. What is the Turkish students' level of willingness to communicate in English?
  - a. Does the willingness to communicate level of students differ according to gender, the length of studying English, the use of L2 in daily life, and the English course level in preparatory school?

2. What are the affective attitudes of Turkish students towards English lessons?
  - a. Do the affective attitudes of students differ according to gender, the length of studying English, the use of L2 in daily life, and the English course level in preparatory school?
3. What is the relationship between affective attitudes and willingness to communicate levels of Turkish students?

### **Significance of the Study**

The significance of being able to communicate in different languages is an undeniable phenomenon when considering the advancing and ever-changing conditions of today's world. As Asmalı (2016) stated, knowing the structures and rules is not enough to be competent in a language, the most important thing is to be able to communicate effectively and fluently in that language. "Communication is more than a means of facilitating language learning, it is an important goal in itself." (MacIntyre & Charos, 1996). In modern language pedagogy, willingness to communicate has become an important concept to develop meaningful communication skills of second language (L2) learners. In contrast to various WTC researches conducted in other countries, there have not been enough studies on this subject in Turkey (Şener, 2014). Hence, this study aims to contribute to this growing area by investigating EFL learners' willingness to communicate in L2 and associating it with learners' affective attitudes toward the English language.

### **Literature Review**

Why do we learn a second language? A considerable amount of literature has been proposed for many years as a possible response; undoubtedly, one of them is to interact with people from different cultures, establish clear communication, and express feelings and ideas precisely. People need to communicate to express their feelings, discuss their opinions, share their beliefs, or exchange information. Therefore, one of the focal points of EFL classes is to make learners competent in communication using an L2. According to Peng and Woodrow (2010), communicative interaction and communicative competence have a crucial role in modern L2 pedagogy. L2 interaction is influenced by some affective variables such as self-confidence, speaking anxiety, motivation, and grit (Lee & Hsieh, 2019). Yashima (2002) argued that willingness to communicate is also



one of the affective dimensions of L2 communication. MacIntyre et al. (1998) defined willingness to communicate in a second language as "...a readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (p. 547). According to Öz et al. (2015), willingness to communicate in a second language is a multi-dimensional concept, which involves affective, social-psychological, linguistic, and communicative factors; besides, it can be a predictor of EFL learners' communicative behavior. Considering the significant role of WTC in foreign language teaching, this study aims to contribute to the existing knowledge of WTC, which is the affective dimension of L2 communication and an expression of being ready to communicate, and its relation with affective attitudes of learners towards the English lesson.

### **Willingness to Communicate**

The concept of willingness to communicate has its origins in the study of Burgoon (1976) with the term "unwillingness to communicate". Burgoon stated that silent or introverted people or with speech disorders and communication apprehension consider communication negative, do not place importance on interacting with others, feel insecure and inadequate, and therefore avoid communication. Similar to Burgoon, the subsequent studies on "Predisposition toward Verbal Behavior" (Mortensen et al., 1977) and "Shyness" (McCroskey & Richmond, 1982) evaluated the communication predisposition of individuals as a personality variable (Zarrinabadi & Tanbakooei, 2016).

Criticizing the inadequacy of behavioral measures of communication rather than obtaining general results for unwillingness to communicate, and focusing on the findings about regularity in communication, the further step was taken by McCroskey and Baer (1985). They suggested that even if communication behaviors vary according to situational and temporal factors, individuals tend to exhibit regular behaviors in communication contexts and the regular communicative acts of individuals indicate "willingness to communicate" which is a personal trait.

McCroskey and Richmond (1990) suggested a cognitive view in which the choice of initiating communication or not, which is volitional, depends on the individuals' personality. Dealing with WTC as a personal trait, they specified variables defined as antecedents of WTC including introversion, self-esteem, communication competence, and cultural diversity. Since introverts are socially weaker, they have less

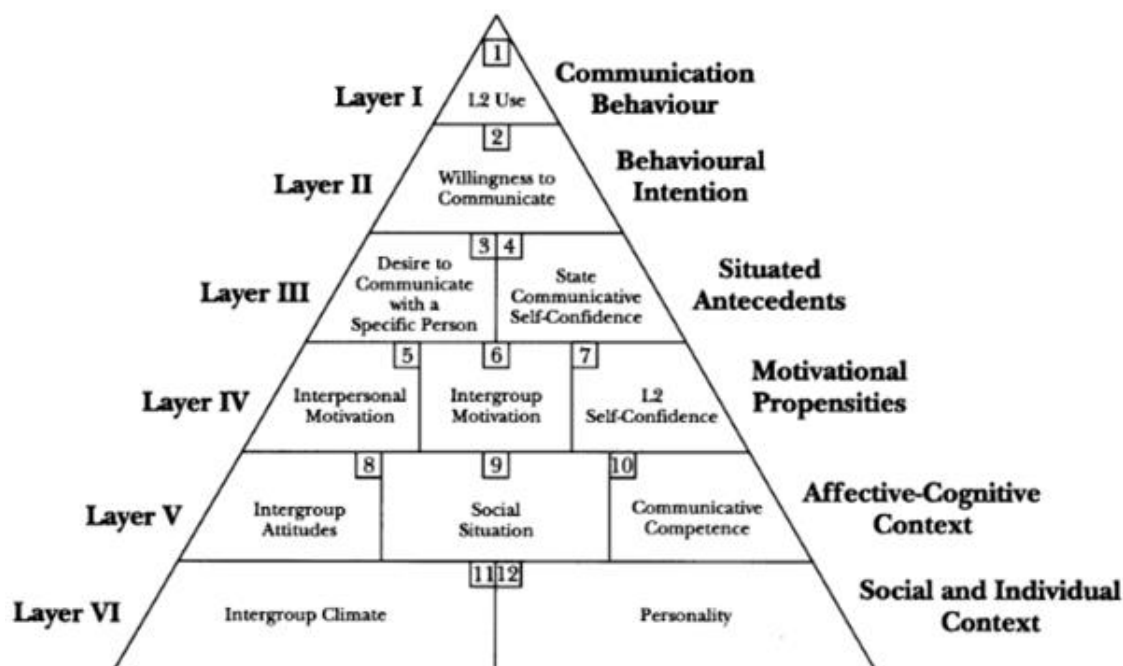
communication experience; moreover, communication is worthless to them. They avoid initiating a conversation in social groups. Consequently, the level of WTC of introverts is lower than that of extroverts. Individuals with low self-esteem adopt a negative viewpoint for interaction and are less willing to communicate because they believe that they do not have any valuable contribution. The relation between communication competence and WTC was examined in terms of people's perceptions. People who are competent in communication skills may perceive themselves as inadequate or people whose communication skills are weak may perceive themselves as successful and be more willing to interact. If communication apprehension that is “the best single predictor of the person’s WTC” (McCroskey & Richmond, 1990) is low, WTC level is high. Culturally divergent people have difficulties in establishing communication with people from another culture they live in so that they are less willing to communicate.

MacIntyre and Charos (1996) provided a seminal study that comprises a correlation between L2 communication and motivation for language learning, anxiety, perceived competence, and willingness to communicate in L2. The importance and originality of this study are that it examines the willingness to communicate in a second language for the first time in its history. According to the study, foreign language learners' perceived competence, WTC, and communication rate are low if the learners hardly find opportunities to communicate using their L2 (Baker & MacIntyre, 2000). MacIntyre and Charos (1996) stated that the more the students are motivated in learning, the more they use their second language.

Once WTC had been examined as personality-based by McCroskey and Richmond (1990), a broader perspective was adopted by MacIntyre et al. (1998) who dealt with WTC as not only a trait-like but also a situational variable. Unlike the studies of McCroskey and Richmond (1990), the scope of WTC was widened to writing and comprehension in addition to speaking (MacIntyre et al., 1998).

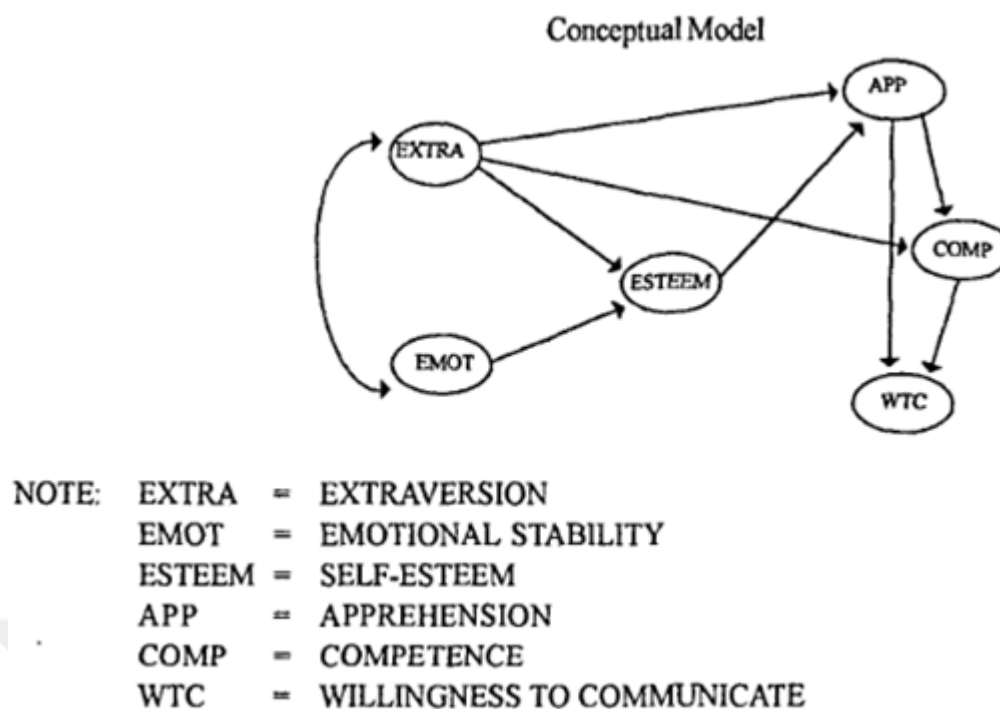
Arguing that L2 WTC is much more complex and vaguer than L1 WTC (Dewaele & Dewaele, 2018), MacIntyre et al. (1998) developed a heuristic model (see Figure 1) illustrated as a six-layered pyramid that displays twelve interrelated variables influencing WTC. Broadly, the variables were divided into two structures as situation-specific influences related to the particular moment and enduring influences on the process of communication. Specifically, the model has six categories referred to as layers that consist of communication behavior, behavioral intention, situated antecedents, motivational propensities, affective-cognitive context, and social and

individual context. The variables at the top layers of the pyramid have more power on WTC whereas the variables at the bottom layers have a weaker effect on WTC (Kurt, 2019). At the top of the pyramid, L2 use is presented in Layer 1 as the final step of communication behavior. It is essential to spark language learners' interest in discovering communication opportunities in which they can be involved so that it is possible to lead them to use L2. Layer II represents the learner's attitude, intention, and attempt to involve in communication. Layer III exhibits two variables including desire to communicate with a specific person and state communicative self-confidence. They represent that affiliation and control motives increase language learners' desire to interact with a particular person using L2, and self-confident learners with low anxiety trust their skills to communicate effectively. Layer IV contains three variables including interpersonal motivation, intergroup motivation, and self-confidence. This layer represents that motivation for control or affiliation has a crucial role in both interpersonal communication and intergroup relations, which contributes to L2 self-confidence of individuals. Intergroup attitudes, social situation, and communicative competence form Layer V. It represents that enjoyment and satisfaction of having progress in a language classroom results in a positive attitude towards L2 usage and L2 community as well. In addition, five interrelated factors that influence social situations are identified as the determinants of WTC including the participant, setting, purpose, topic, and the channel of communication. The last variable stated under this layer is the communicative competence of the learners that is considerably associated with WTC level. Lastly, Layer VI including intergroup climate and personality represents that positive interaction within the intergroup climate provides a positive attitude and motivation. Additionally, being eager to involve in an L2 community and developing motivation to learn L2 depends on the personality patterns of individuals. To sum up, the model was designed to exhibit different variables influencing the L2 WTC of the learners such as their attitudes, motivation, self-confidence or personality. As MacIntyre et al. (1998) described that the model is not completed rather it needs to be developed in the context of different variables. The pyramidal construct identified and reasoned its components; however, it did not treat the interrelation of the variables in much detail (Dörnyei, 2005).



**Figure 1.** *Heuristic Model of Variables Influencing WTC (MacIntyre, Dörnyei, Clément, and Noels, 1998).*

A conceptual model (see Figure 2) was developed to investigate WTC at two integrative levels: the trait and the state level (MacIntyre et al., 1999). While the trait level in which WTC is dealt with as a personal trait includes affective variables based on communication, the state level in which WTC is regarded as situational includes variables at a specific time and situation. In this study, the state perspective examines state WTC in terms of communication apprehension, perceived competence, and willingness. On the other hand, the trait perspective focuses on the link between psychological processes and increasing WTC. Factors related to personality traits are presented at this level including extraversion, emotional stability, self-esteem, communication apprehension, and perceived communication competence. While the left part of the model represents more general elements, the right part represents elements that are more specific.



**Figure 2.** *Conceptual Model (MacIntyre, Babin, and Clément, 1999).*

According to the model, extroverts have more chance to socialize and interact with others, so that their self-esteem level and perceived communication competence is higher. Besides, their communication apprehension is low. Similar to extroverts, individuals with high emotional stability have higher self-esteem. The relation between self-esteem and WTC depends on communication apprehension. Individuals with low self-esteem are apt to communication apprehension, which reduces WTC. Conversely, people with high self-esteem have lower apprehension and are more willing to communicate. Lastly, people with low communication apprehension feel more competent and are more willing to communicate. Trait-like and situational WTC are complementary so that any change in a variable affects the former or the latter variable as well.

Kang (2005) carried out a detailed study on situational WTC in a second language learning context. Developing a construct of situational WTC, she argued that L2 WTC occurs from the interrelation of psychological conditions of excitement, responsibility, and security and situational variables such as topic, interlocutors, and conversational context. Since situational variables may change during communication, WTC is determined by the fluctuation between the variables and three psychological antecedents. According to Kang (2005) “Given that language development can occur

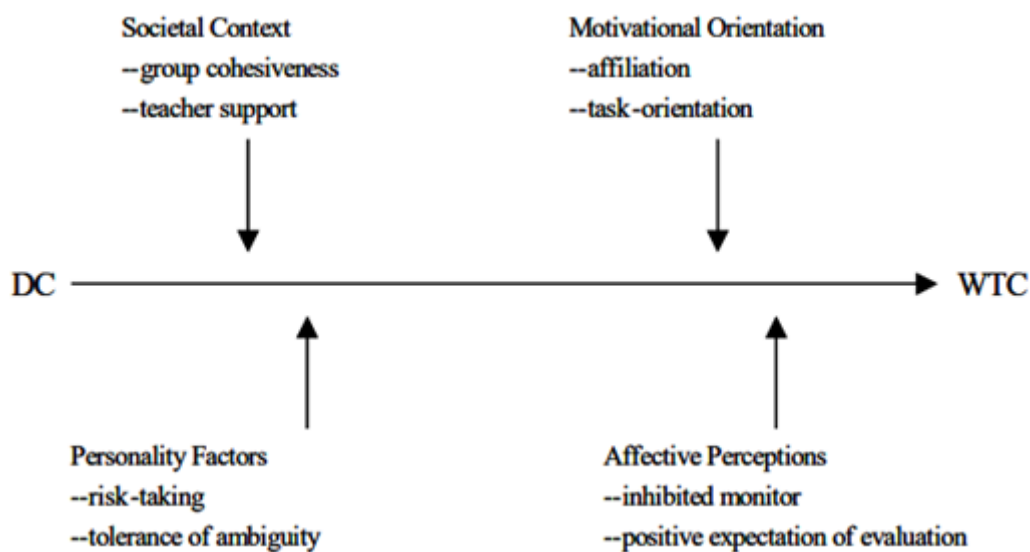
through interaction, it can be assumed that more interaction leads to more language development and learning” (p. 278).

Clément et al. (2003) developed a model combining MacIntyre et al.’s (1998) WTC model and Clément’s (1980) social context model, besides, added normative influences, unlike the other studies. The model reveals contextual and linguistic effects in L2 communication such as differences in L2 contact, L2 confidence, L2 WTC, identity, and frequency of L2 use. The study was conducted among a minority group (Francophone) and a majority group (Anglophone) of students. The obtained data displays that the increase in WTC depends on how the individuals perceive normative pressure for L2 use. Furthermore, it was asserted that the frequency and quality of the contact are predicted by L2 confidence, which is related to the ethnic identity of the participants and their WTC in an L2. Ethnolinguistic vitality has a crucial effect on L2 use. For instance, if the group members’ ethnolinguistic vitality is low (as Francophones) and normative pressure to use L2 is high, the possibility of L2 interaction is high. That is to say, the communication opportunity in an L2 of Francophones is higher than Anglophones. As mentioned in Baker and MacIntyre (2000) and MacIntyre et al. (2003), this study indicates that as the language learners’ opportunity of L2 contact grows, both their WTC and self-confidence in using an L2 increase (Zerey, 2017). The results show that WTC is a variable that changes based on contexts, individuals, and social factors (Azmand & Zamanian, 2014).

A modified WTC model of MacIntyre et al. (1998) was applied to the Chinese context for the purpose of expanding the model by reconstructing some structural relations and reinterpreting some of the variables (Wen & Clément, 2003). The cultural influences of Confucianism on the educational system were taken into consideration to find out Chinese students’ predisposition to be unwilling to communicate. Wen and Clément (2003) claimed that the WTC model was designed with a Western point of view, thus, cultural influences could differ on students’ WTC. The focal point of their study is mainly on the relationship between desire to communicate and WTC in L2 (Şener, 2014).

Different definitions were suggested between desire and willingness, so as to examine the relation of two variables in Layer II (WTC) and Layer III (desire to communicate) of MacIntyre et al.’s WTC model (see Figure 1). “Desire refers to a deliberate choice or preference, while willingness emphasizes the readiness to act” (Wen & Clément, 2003). The research submitted four variables in the model (see Figure

3) to clarify the developmental process from the desire to learn to the willingness to communicate.



**Figure 3.** Variables Moderating the Relation Between DC and WTC in the Chinese EFL Classroom (Wen and Clément, 2003).

The variables in the Chinese model were identified as societal context, motivational orientation, personality factors, and affective perceptions. In terms of societal context, two factors were emphasized. One of them is group cohesiveness that involves a supportive classroom climate to reduce anxiety and increase WTC. The other factor is teacher support that indicates the significance of students' perception of their teachers. If the students feel physically and emotionally close to their teacher and establish an intimate relationship, they feel more motivated and willing to communicate. Two aspects were included in the personality factors in Wen and Clément's conceptualization. First, the risk-taker students are more willing to use new information, to lose face, and to try L2 production. Second, more tolerance of ambiguity ensures the students more WTC and less anxiety. Motivational orientation consists of two subcategories including affiliation, which has a positive influence on interpersonal classroom interactions, and task-orientation, which refers to the students' ability and self-worth in coping with a communicative task. The final variable of the relationship is affective perceptions that were stated with two factors: inhibited monitor and positive expectation of evaluation. The former refers to Krashen's (1982) monitor model that implies learners' aptness to self-correct (Edwards, 2006). An inhibited monitor provides

reduced self-consciousness and anxiety, so that language learners do not abstain from making mistakes and feel more competent in using L2. The latter addresses that the judgment of the significant others heavily influences Chinese students in both to be unwilling or willing to communicate in L2. Positive judgments, constructive feedback, and evaluation lead them to improve a high sense of self-efficacy and to interact with others using their L2. The above-mentioned variables represent the smooth transition from desire to willingness to communicate (Edwards, 2006) in a Chinese context. Although the theoretical study concerns with communicative, linguistic, and socio-psychological dimensions of WTC, empirical research is needed.

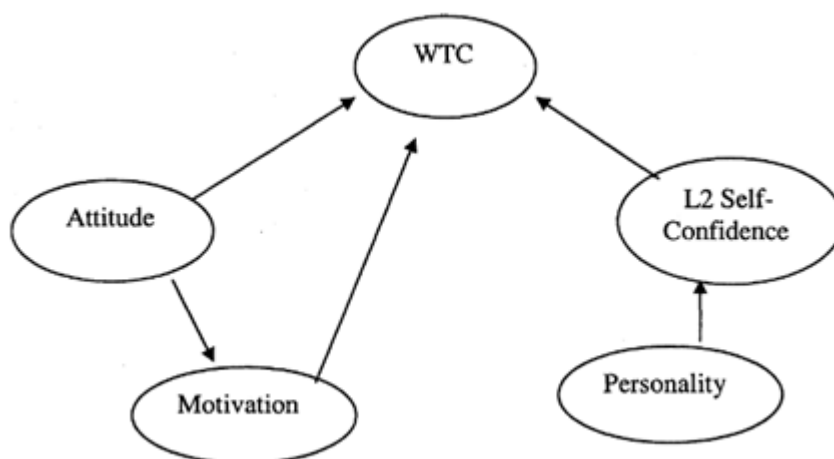
Willingness to communicate in L2 is the tendency of an individual to communicate through reading, writing and/or listening using the foreign language and the openness to express oneself using the target language in social interaction with other individuals or groups. Many factors may affect WTC such as the participants' feelings, previous communication experiences, their relationships, the outcomes of communication either positive or negative, and the communication topic (Barraclough et al., 1988; MacIntyre et al., 1998). Erol (2019) stated that many variables influence L2 communication and some affective and cognitive factors play a crucial role in willingness to communicate level of EFL students. Studies of WTC has shown that it is a trait-like and/or situational concept that is influenced by numerous variables such as introversion, self-esteem, communication competence, communication apprehension, cultural diversity (McCroskey & Richmond, 1990), attitudes, motivation, perceived competence, anxiety (MacIntyre & Charos, 1996), internal posture, self-confidence (Yashima et al., 2004), sex, age (MacIntyre et al., 2003), emotional intelligence (Alavinia & Alikhani, 2014), immersion and nonimmersion experience (Baker & MacIntyre, 2000; MacIntyre et al., 2003) classroom environment (Khajavy et al., 2014), enjoyment (Khajavy et al., 2017), perceived communication competence and communication anxiety (Baker & MacIntyre, 2000). Cao (2011) conducted a fruitful investigation that WTC is determined by emotions either positive such as enjoyment and satisfaction, or negative such as anxiety, boredom, frustration, embarrassment, and anger. Another source on emotions and WTC has propounded that a high level of enjoyment in language classes enhances learners' WTC and decreases their degree of anxiety (Khajavy et al., 2017). Focusing on the property of affective domain of second language learning, the scope of this current study is to find out a relationship between emotional attitudes and WTC in L2 use and analyzing the influencing variables in this framework.



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

The first study in the Turkish context was set out by Bektaş-Çetinkaya in 2005. The primary aim of this paper was to reveal Turkish college students' willingness to communicate in English and the affecting variables. The study in which a mixed-method approach was applied was conducted with 356 students who registered for the preparatory courses at a state university in Turkey. The results obtained from qualitative and quantitative data displayed that the students were somewhat willing for L2 communication. What stands about their tendencies was that the students were willing to communicate in English with L2 interlocutors, not with the L1 speakers since such communication is not meaningful to them. When the relationship between WTC and other variables was examined, it was determined that as the students' positive attitudes towards the international community increased, they become more willing to communicate in L2. Furthermore, high perceived communication competence was found to enhance students' willingness to communicate. Apart from these findings, it was stated that L2 motivation and personality had an indirect relation with L2 WTC through perceived communication competence and linguistic self-confidence.

Bektaş (2007) proposed a structural model (see Figure 4) that hinges on the WTC model of MacIntyre et al. (1998). The linguistic, socio-psychological, and communicative variables and their relation to Turkish students' WTC determined the scope of the study. The model was rearranged during the studies and a new path was added between motivation and L2 self-confidence. Since motivation does not influence WTC directly, the path between the two variables was removed. Self-confidence was the mediator variable for motivation and personality to relate to WTC. Personality was related to both self-confidence and attitude towards the international community; hence, a new path between personality and attitude was added as well. Firstly, the data gathered from the questionnaire displays that students with positive attitudes have a higher degree of WTC. Secondly, if students' attitudes are positive, their motivation increases, and highly motivated students feel more competent in L2 use. Thirdly, positive attitudes and linguistic self-confidence ensure a high level of WTC.



**Figure 4.** *Structural Model of WTC (Bektaş, 2007).*

To provide new insights into the Big Five personality traits and L2 WTC of Turkish EFL learners, Öz (2014) conducted a quantitative research with the participation of 168 university students. The analysis of data indicated that there was a significant positive correlation between L2 WTC and extraversion, agreeableness, and conscientiousness. In addition, openness to experience had a positive influence on students' willingness. However, no causal relationship was found between WTC and neuroticism. In sum, it can be concluded that the basic five personality traits have an important role in improving students' willingness to communicate in English.

Another quantitative study focused on WTC and its antecedents: to wit the self-perceived communication competence and the communication apprehension (Asmalı et al., 2015). Two groups of participants consisting of 130 students in total, took part in the study. Since the aim of the research was to compare learners in the Turkish and Romanian contexts, half of the participants were Turkish and the other half were Romanian students. The results of this study indicated that despite the high levels of WTC of Romanian learners, Turkish students had quite low levels of WTC. In terms of students' competence, Turkish students perceived themselves as less competent in comparison with Romanian students. Surprisingly, Turkish students' communication apprehension levels were low as Romanian students', despite their low levels of WTC and self-perceived communication competence.

Öz et al. (2015) investigated EFL learners' WTC and its relation to the communicative and affective variables using the structural equation model. One hundred thirty-four students studying teacher education programs were included in the

study. There was no significant path from motivation to WTC; likewise, no direct path was found from integrativeness and the ideal L2 self to motivation and L2 WTC. Notwithstanding, a positive significant relationship was found between self-perceived communication competence and WTC. Among other factors, self-perceived communication competence was identified as the strongest one that directly affects learners' WTC in English.

The link between motivation and L2 WTC has been studied widely for many years by the researchers (MacIntyre et al., 1998; Hashimoto, 2002; MacIntyre et al., 2002; Peng, 2007; Knell & Chi, 2012; MacIntyre & Blackie, 2012; Joe et al., 2017; Yashima, 2019). In the context of Turkey, a research was conducted on how ideal L2 self, academic self-concept, and intercultural communicative competence affect willingness to communicate in English as predictor factors (Kanat-Mutluoğlu, 2016). One hundred seventy-three university students participated in this quantitative study. As the influence of three motivational units on L2 WTC was examined, it was deduced that the ideal L2 self was the best predictor of learners' WTC. This result implies that the students who are conscious of their ideal L2 self become more participatory in L2 communication.

Another study based on motivational variables among WTC studies examined the ideal L2 self and its relation with L2 WTC inside the classroom (Bursalı & Öz, 2017). A quantitative research design was utilized and the data was gathered from 56 EFL learners. The results of this study indicated that there was a strong positive correlation between the students' ideal L2 self and WTC inside the classroom.

Altın (2017) investigated Turkish EFL students' L2 WTC and analyzed its relationship with some variables such as motivation, ideal L2 self, communication confidence, learner beliefs, classroom environment, and vocabulary knowledge. The study was carried out using a mixed-method research design with the participation of 746 university preparatory school students. According to the results, both the willingness to communicate and the speaking anxiety level of the learners were moderate. Their perceived communication competence level was found slightly over moderate. Furthermore, the results revealed that motivation to learn English, ideal L2 self, and learner beliefs were the mediators of the relationship between the classroom environment and both WTC and communication confidence. Another variable, communication confidence was determined as the mediator of the relationship between learner beliefs and WTC, and ideal self with WTC. It was also established that motivation had a significant influence on L2 WTC. However, no significant correlation

was found between the vocabulary knowledge of the learners and their willingness to use L2.

In a recent study, the relationship between L2 WTC and L2 motivational self system (L2 MSS) was analyzed (Öz & Bursalı, 2018). As Dörnyei (2005) propounded, L2 MSS involves three components: ideal L2 self, ought-to L2 self, and L2 learning experience. However, this study only focuses on the ideal L2 self and ought-to L2 self. To gather data, a quantitative research design was employed and two sets of questionnaires were completed by 105 preparatory school students at a private university. Findings indicated that the relationship between L2 WTC and the ideal L2 self was found statistically significant. In other words, the increase in learners' ideal L2 self fosters their WTC. On the contrary, the role of ought to L2 self in L2 WTC was not statistically significant. Considering previous studies on ought-to L2 self, this result was associated with the participants' age group and societal differences.

Another study on the willingness to communicate inside and outside the classroom and their predictors was mainly focused on the relationship between L2 WTC and the vision/imagery capacity of language learners (Ekin, 2018). A quantitative research design was adopted to explore the learners' level of WTC inside and outside the classroom and the related predictors, their levels of vision and levels of L2 motivation as well as the interrelation of underlying variables. Two hundred twenty-nine preparatory school students participated in the study. The WTC scales resulted in a high level of WTC outside the classroom in comparison with WTC inside the classroom. In addition to this, the high level of WTC outside the classroom in comparison with WTC inside the classroom was explained with the classroom environment factors such as the topic, task type, teacher, and classroom interactions. Similar to the WTC results, it was found that the participants' language learning vision, which is significant in predicting WTC outside the classroom, and imagery capacity were high. The finding on the predictors of WTC presented that WTC outside the classroom, ideal L2 self, language learning experience, and international traveling are the predictors of WTC inside the classroom. On the other hand, WTC inside the classroom, international traveling, and vision emerged as the predictors of WTC outside the classroom.

Kartal and Balçıkanlı (2018) carried on a mixed-method study to analyze the changes in WTC and communication anxiety using a virtual world. A group of freshmen from the English Language Teaching department participated in a virtual world game and completed ten real-life tasks. The experiment was found effective in increasing WTC

levels and decreasing anxiety levels of EFL learners. As reported by the learners, interacting in a virtual environment prevented them from feeling anxious. Due to the absence of giggles or humiliating behavior, the learners did not experience social pressure as in the classroom environment and feel more secure in the virtual world settings. Students became more willing to communicate as they were not judged by their peers or teachers and as they considered the way of communication in a virtual world natural.

Another research was conducted to analyze the promoting and debilitating effects of teachers on Turkish EFL learners' WTC (İlter, 2018). The examined factors related to teachers' attitudes and teaching styles are teachers' social support, the decision on the speaking topic and activity, error correction, wait time, and avoiding learners' first language. The collected data implies that teachers' social support was found as the most effective factor among others. If the teachers support learners to feel secure, relaxed and motivated in the class, also modify their speech to be more clear for the learners' level, manage to be patient while the learners have difficulty or observe learners' feelings or conditions, the students know that they are accepted as they are and become more willing to speak. Teachers' decision on the speaking topic was also found highly influential. Students are more eager to participate when the topic is related to their lives or experiences. On the other hand, abstract topics cause a barrier to communication and decrease WTC. The way teachers correct errors may be both promoting or debilitating on learners' WTC. Immediate error correction embarrasses learners and reduces WTC while delayed correction, which promotes their willingness level, enables learners to think on what they produced in L2, reconstruct their utterances, and feel more confident as well. When the teacher waits for the learners' responses, they have an opportunity to organize their thoughts and choose the best way to express themselves. This results in a high level of WTC. Another effective factor in willingness is the teachers' decision on the activity. Depending on the students' preferences, pair and group discussions or whole-class discussions could be useful. Teachers' viewpoints on learners' first language have a motivational impact on WTC. If teachers avoid using learners' native language and expose them to their second language, learners will be more motivated and willing to use the target language. In summary, the research provided important insight into how teachers' behaviors, manners, and choices affect EFL learners' WTC.

A recent study by Altiner (2018) attempted to analyze Turkish university EFL learners' willingness to communicate in English. A quantitative research design was

employed to find out the WTC level of the learners and the factors, which influence their WTC. Seven hundred eleven preparatory school students, 99% of whom were Turkish students and 1% of different nationalities, participated in the study. According to the gathered data, it was concluded that Turkish university students' WTC level was moderate. The study compares L2 WTC levels in terms of gender and proficiency level of students as well. The results showed that female students had higher WTC than males, and students with higher language proficiency levels were more willing than the students with lower proficiency levels.

To analyze the factors that affect the participants' perceptions of their in-class WTC in English, a qualitative research was conducted with 32 EFL learners (Başöz & Erten, 2019). The obtained data via semi-structured interviews revealed that various factors such as teacher, past communication experience, L2 anxiety, or classroom atmosphere have an impact on the Turkish EFL learners' in-class WTC. Four sub-factors stood out among the affective factor: L2 motivation, L2 anxiety, fear of making mistakes, and fear of being ridiculed. According to the study, while the students' fear of making mistakes, fear of being ridiculed, high level of L2 anxiety, and amotivation for learning a second language result in avoidance of speaking English, increased motivation ensures willingness to speak in class.

Considering the deficiency and need for communication skills in the Turkish context, Eyerci (2020) conducted a study to examine Turkish EFL learners' willingness to communicate level in an autonomy-supportive classroom setting. Participants were 211 university students who were enrolled in the Department of English Language and Literature. A mixed-methods research design combining two questionnaires, a semi-structured interview, and classroom observation was selected. The quantitative data showed that learner autonomy is a predictor of actual behavioral L2 WTC. In addition, the lower the students' autonomy level, the higher the difference between their self-reported L2 WTC and behavioral WTC. Similarly, the qualitative data supported the previous set and exhibited the predictor role of learner autonomy. Some linguistic, contextual, and individual factors were found important as the underlying factors of students' WTC. In brief, the relationship between Turkish EFL learners' L2 WTC and learner autonomy was moderate but significant in many aspects.

Mutluoğlu (2020) conducted a multi-phase study, which aimed at determining WTC levels of EFL students in different universities, revealing their perceptions of L2 WTC and examining the variables underlying L2 WTC and their interrelations as well.

Another focus of the study is to contribute to a deeper understanding of the dynamic nature of L2 WTC, which is an integration of both enduring and state variables. Following a mixed-method research design, the quantitative part of the study was conducted with 933 Turkish students from two universities. The participants were asked to complete an open-ended questionnaire. On the other hand, qualitative data were obtained from the learners through a semi-structured interview. The results of the study indicate that Turkish EFL learners' L2 WTC level inside and outside the classroom is moderate, besides, learners' WTC level inside the classroom is higher than outside the classroom. No significant correlation was found in the study between the learners' gender, duration of English lessons, or the medium of instruction. On the other hand, the findings demonstrated a consistent association between the level of L2 WTC inside the classroom and the learners' language competency and achievement level and the reason why they enrolled in the language preparatory program. According to these data, it was revealed that learners with low level of language competency perceived themselves less willing than the other students with high levels of competency. In addition, more successful students were found more willing to communicate inside the classroom. However, it was found that the students who attended the preparatory school compulsorily had a higher level of L2 WTC inside the classroom than the students who enrolled in the programs consequence of their personal preferences. The data obtained from the observations and interviews showed that if EFL learners have enough time to be prepared to establish communication in the classroom, they become more willing for interaction. Many other factors were exhibited in the study that enhances Turkish EFL learners' L2 WTC such as a secure and stress-free classroom atmosphere, teacher's support, positive role of peers, highly proficient interlocutors, interesting tasks, familiarity with the topic, positive mood of learners and positive language learning experiences.

### **Affective Attitudes**

Emotions and attitudes are highly influential factors in terms of students' tendency to adapt to the learning process with ease, cope with the difficulties they encounter, and be willing to learn. However, the influence of affective factors on second language teaching has been ignored for centuries (Habrat, 2013). Due to the influence of numerous variables in the emotional aspect of human behavior, it is hard to fully define the affective domain in scientific words (Brown, 2006). The affective domain that

Habrat (2013) emphasized to have received increasing attention over the last few decades is the emotional part of behavior. As the key element in learning and teaching English, affective factors comprise some variables such as anxiety, motivation, attitude, mood, self-confidence, and emotion (Ni, 2012). According to Feng and Chen (2009), learning is an emotional phenomenon. Attitudes and emotions represent an interrelated construct that triggers learning motivation and willingness. Attitudes are defined as the clusters of positive or negative evaluations and actions of individuals toward each object, situation, or idea around them (Nolen-Hoeksema et al., 2009). “Learners’ attitude can be defined as a collection of feelings regarding language use and its status in the society” (Ahmed, 2015, p. 6). Since attitudes may be an initiator of or an obstacle for language learning (Aydın, 2007), the attitudes of language learners have a pivotal role in learning L2 (Feiz, 2016). Furthermore, Kormos et al. (2011) asserted that attitudes are the emotional antecedents of the language learning process. Correspondingly, Ahmed (2015) claimed that learners’ emotions may lead them to maintain the language learning process either positively or negatively. Students’ attitudes and emotions towards foreign language are intertwined with the development of both the affective domain and academic learning outcomes. A positive emotional attitude is a fundamental property of success in second language learning (Xiaohuan, 2019).

Social psychology generally approaches attitudes in three dimensions: cognitive, affective, and behavioral (Nolen-Hoeksema et al., 2009). According to Wenden (as cited in Karahan, 2007), the cognitive component of attitudes includes people’s beliefs or perceptions, the affective component represents satisfaction or dissatisfaction and the behavioral component involves displaying particular learning behaviors.

Abidin et al. (2012) conducted a study to demonstrate Libyan EFL learners’ attitudes towards English language learning. They mentioned that not only mental abilities are the indicators of success in L2, but attitudes as well. Attitudes were discussed within the scope of behavioral, cognitive, and emotional aspects. The behavioral aspect includes language learners’ behaviors and reactions. The cognitive aspect represents learners’ knowledge and understanding through the language learning process. The emotional aspect involves learners’ likes and dislikes, and their feelings. The findings of the study underlined that most of the students exhibit negative attitudes and they are less willing to speak in L2 and participate in English lessons. Abidin et al. (2012) mentioned that attitudes are one of the most crucial affective factors in foreign language achievement



and suggested constructing English lessons and curriculum in accordance with the affective requirements of the learners.

Eshghinejad (2016) examined EFL students' attitudes toward learning English in terms of emotion, cognition, and behavior. The findings concluded that although all the students had a positive attitude in three aspects, female students' positive attitude scores in terms of cognition and emotion were higher than male students. Besides, the importance of attitudes in foreign language classes was emphasized considering its incentive and disincentive effect on language learning.

Another research focused on cognitive, emotional, and behavioral aspects of attitudes was conducted in the Pakistan context (Soomro et al., 2018). It was noted that there was no significant difference between the attitudes of male and female students toward L2 learning. The significance of being successful in foreign language lessons for both students, teachers, and policymakers was remarked and was directly related to students' positive attitudes.

On one hand, negative affective factors represent some barriers such as anxiety, fear, and depression (Zhao, 2015). Tella et al. (as cited in Eshghinejad, 2016) supported this view by stating the negative attitudes are the most affective and psychological factor that cause unsatisfactory learning outcomes in English. On the other hand, Zhao (2015) stated, positive emotions including motivation and attitude facilitate learning. Favorable attitudes ensure a positive language learning experience (Gardner, 1985).

Dewaele et al. (2017) examined positive and negative emotional attitudes within the scope of foreign language enjoyment and foreign language classroom anxiety. Language enjoyment was defined as feeling satisfied or pleased while using the second language (Piechurska-Kuciel, 2017). On the contrary, MacIntyre (1999) identified language classroom anxiety as feeling negative emotions or worry in the second language learning process. The analysis manifests that learner-internal variables have a stronger effect on enjoyment and anxiety in comparison with learner-external variables. Furthermore, having positive attitudes provides higher enjoyment and lower anxiety in the classroom environment.

Although most of the studies have focused on MacIntyre et al.'s (1998) WTC model (see Figure 1) and its social and affective contexts on Layer V and VI, the existing literature on attitudes toward the second language and culture prominently ignores their relationship with WTC.

Dewaele and Dewaele (2018) carried out a study on the predictors of WTC. The two main aims of the study are to reveal the learner-internal variables such as sociobiographical, emotional, and macro intergroup variables and the learner-external variables, namely the teacher-centered factors. Another focus is the influence of learner emotions, which is the affective component of attitudes (Yilmazer, 2019) on WTC. This study fills a gap in the literature on the connection between WTC and three emotional variables including private and social foreign language enjoyment and foreign language classroom anxiety. 189 secondary school pupils from two schools in London got involved in the study and responded to a 5-point Likert type scale including four parts on emotional variables and WTC. The findings of the study show that foreign language classroom anxiety reduces WTC level of L2 learners, whereas foreign language enjoyment boosts WTC. Moreover, learners' attitudes toward the teacher have a stronger impact on enjoyment rather than anxiety (Dewaele, 2019).

Despite the common view on the positive effect of abroad experience on learners' attitudes and L2 willingness, in the study of İnal et al. (2005), no significant difference was found between the learners with or without abroad experience. The results suggested that female students displayed more positive attitudes than male students did. Furthermore, it was observed that students with negative attitudes exhibited low success in foreign language lessons.

In a study investigating Turkish university students' attitudes toward the English language, Gömleksiz (2010) focuses on attitudes in terms of gender, grade, and department variables. A 5-point Likert attitude scale (Gömleksiz, 2003) with four categories as interest, self-confidence, usefulness, and teacher was used to obtain data. The results revealed that female students have more positive attitudes in interest towards learning English, the usefulness of learning English, and the teacher. However, no difference was found between the two genders in terms of self-confidence. The grade level was analyzed in two groups and was found that sophomores were more willing to learn English than freshmen. The results also exhibited that the attitudes of learners varied by their field of study (Genc & Aydin, 2017). In summary, it was deduced that there were remarkable differences in terms of positive and negative attitudes of the students considering gender, class, and department variables.

## 2. METHODOLOGY

### **Introduction**

This chapter is concerned with the methodology part of the current study and provides comprehensive information on the participants, data collection procedures, instruments, research design, and data analysis. Two measurement tools were used in the current study in which the main aim is to examine the relationship between university students' L2 WTC levels and their affective attitudes towards English lessons. The scales used, the research design adopted, and the methods for evaluating the data obtained are explained in this section.

### **Participants**

The study was conducted with the participation of 258 students attending the School of Foreign Languages of eight universities in Turkey. The main reason for the study to be carried out with different universities is to reach as many students with different backgrounds as possible and increase the diversity of data. Another reason is to avoid the negative effects of the COVID-19 pandemic on the number of participants. Consequently, 258 preparatory school students from Foreign Language Schools of eight universities in six different provinces of Turkey participated in the study.

Students enrolled in the Department of English Language Teaching or English Language and Literature were not included in this study since their attitudes towards English lessons or their tendency to communicate in English are likely to be higher than students enrolled in other programs. Additionally, Schools of Foreign Languages have different programs besides English, such as Arabic, Chinese, or Spanish, however, only students taking English courses were included in the study. Although the survey of the study was sent to all preparatory students studying at the School of Foreign Languages of 8 universities, data were collected only from those who participated in this study voluntarily because participation was provided on a voluntary basis. As a result, due to the participants were selected assuming that the most suitable group for the study, the purposive sampling method was chosen from the non-random sampling procedures.

**Table 1**  
*Demographic Background of the Participants*

	N	%
<b>Gender</b>		
Male	120	46,5
Female	138	53,5
<b>Length of Learning English</b>		
Less than a year	98	38,0
1-5 years	51	19,8
5-10 years	78	30,2
10+ years	31	12,0
<b>Daily L2 Use</b>		
Yes	118	45,7
No	140	54,3
<b>English Level</b>		
A1	26	10,1
A2	35	13,5
B1	107	41,5
B2	80	31,0
C1	6	2,3
C2	4	1,6

As Table 1 displays, among the total of 258 participants, 53,5% of the students are female (n=138) and 46,5% of them are male (n=120). 38% of the students have been learning English for less than a year, 19,8% of them are between the range of 1-5 years, 30,2% of them are between 5-10 years, and 12% have been learning English for more than 10 years. 118 of the students communicate with other people or groups by using L2 face-to-face or on digital platforms while 140 of them do not use L2 in their daily life. The participants were asked at what level they study English in the School of Foreign Languages. 26 students study English at A1 level, 35 students at A2 level, 107 students at B1 level, 80 students at B2 level, 6 students at C1 level, and 4 students at C2 level.

Since distance education continues in universities due to the COVID-19 pandemic in Turkey, the questionnaires were delivered to the students by their colleges via digital

platforms such as e-mail providers, WhatsApp, and online education programs. In order to participate in the web-based survey, the participants first filled out an online consent form (see Appendix B & C) in which they were informed that any personal information will remain anonymous and approved to participate in the survey voluntarily. Then they completed the three-stage survey including demographic questions, willingness to communicate inside the classroom scale, and attitude scale on affective domain in English course.

### **Data Collection Procedures**

This investigation utilized quantitative data from the university preparatory school students to explore EFL learners' level of willingness to communicate in L2 and affective attitudes towards English lessons. First of all, the permission of the ethics committee to conduct this research was granted from the Social Sciences Institute of Çığ University in January, 2021 (see Appendix A). Following this, the permissions to carry out the survey were approved by the applied universities. To deliver the online survey link, the responsible instructors of each university were contacted and informed in detail. The instructors directed the survey link through the internet via e-mails, students' WhatsApp groups, and the online education programs of universities, and provided the necessary information about the survey.

At the beginning of the survey, the participants were informed with a consent form that the participation was voluntary, the collected data would be kept confidential and any information would be kept anonymous. It was also indicated that they were free to withdraw from the research at any time. The first phase of the three-stage survey was based on the demographic information of the participants such as their gender, daily usage of L2, or English level. The second phase contained willingness to communicate scale and the last phase focused on students' affective attitudes. Finally, the responses given by the students were stored on Google Forms, which was used as an online survey tool. Considering the negative consequences of the COVID-19 pandemic, the participants provided a significant contribution to the research by filling out the online survey.

## **Instruments**

The present study employed quantitative instruments for measuring EFL learners' eagerness for communication using a second language and affective attitudes in English classes. The survey used in the study to gather data from the participants consists of three sections. The first section was prepared regarding the demographic information of the participants. In this part of the survey, participants were asked about their gender, how long they have been learning English, the use of L2 in daily life, and the English course level in preparatory school. The next section of the survey was concerned with the willingness to communicate scale which was used to measure the students' tendency to use L2 in the classroom. The third section was designed to measure students' affective attitudes towards English lessons. Considering the English level of the students, the survey was carried out in Turkish, the native language of the participants.

The first questionnaire is "Willingness to Communicate Inside the Classroom" which was developed by MacIntyre et al. (2001). The scale contains four main parts including "inside the classroom, outside the classroom, orientations for language learning and social support". Since this research discusses the case of willingness level of the students to use L2 in a classroom environment, only the "inside the classroom" part was taken. The adapted version and Turkish version (see Appendix D & E) of the scale that were designed for a Turkish EFL context (Başöz, 2018) was used in this study. The scale was ranging from "almost never willing" to "almost always willing" and was designed as a 5-point Likert-type style. The questionnaire has 27 items and its design is based on four skill areas for a second language including speaking (given with items 1 to 8), reading (given with items 9 to 14), writing (given with items 15 to 22), and comprehension (given with items 23 to 27). In the article by MacIntyre et al. (2001), the reliability level was calculated separately for each section. Moreover, the Cronbach alpha level of each section was analyzed according to its own factors. The Cronbach alpha results of the willingness to communicate inside the classroom scale were identified for speaking skills as .81, for reading skills as .83, for writing skills as .88, and for comprehension skills as .88, so that the scale was accepted as reliable. The adapted version of the scale that was designed for the Turkish EFL context (Başöz, 2018) was used in this research. As Başöz (2018) stated, the calculations pointed out the reliability of the scale ( $\alpha=.93$ ).

The second questionnaire is the “Attitude Scale on Affective Domain in English Classes” (see Appendix F) which was obtained from the study of Gömleksiz (2003). Although the attitude scale is unidimensional, it was divided into four sub-categories as interest in learning English, self-confidence for learning English, usefulness of learning English, and the teacher. The scale was ranging from “strongly disagree” to “strongly agree” and was designed as a 5-point Likert style. This questionnaire consists of 56 items, 38 of which are positive, and 18 are negative statements. The Cronbach alpha reliability level of the scale was found .95 so that the questionnaire is considered to be suitable for use in this study. Moreover, the reliability coefficients of both scales used in this study were found to be .95, which indicates strong reliability. Permissions to use both scales were obtained from the researchers via e-mail.

### **Research Design**

This study examines the relationship between university students' tendency to take part in communicative actions using their L2 and affective attitudes related to English lesson components. Within this scope, the research seeks to investigate the effects of underlying variables such as learners' gender, English learning experiences, daily L2 use, and English level.

The quantitative research design was adapted to this study since it is used to measure the data that can be observed and expressed numerically, to make generalizations, and to imply relationships. The obtained data in a study can be generalized by employing the quantitative research method. Thus, a deductive understanding can be adopted by conducting the research with a sample group that represents the target population (Patten & Newhart, 2017). This study is focused on the relationship between affective attitudes and willingness to communicate levels of the students. Namely, it is based mainly on the investigation of the characteristics and current status of the participants. As Ponto (2015) indicated that survey research enables the researchers to work with a large group of participants and to gather and measure data with different instruments. Therefore, the survey-based research design was chosen to analyze the existing situation and to use a variety of statistics.

## **Data Analysis**

The survey of the research was organized on Google Forms and the responses of the participants were stored on the same online tool. In the data analysis process, the responses were first transferred to Microsoft Excel. After reverse coding the negative statements in the scales, the data were processed with the Statistical Package for Social Sciences (SPSS) program. Descriptive, inferential, and correlation analyses were used to answer the research questions of the study.

The first step was to do descriptive statistics in response to the first and second research questions. In order to do the calculations, the items were grouped in accordance with the dimensions of both questionnaires. The demographic part was coded as well. Next, the means and standard deviations for the first questionnaire items were demonstrated, so that the WTC of the learners were analyzed. The same procedure was followed for the affective attitudes questionnaire. The subscale analysis of both questionnaires was performed through descriptive analysis.

Inferential analysis was conducted to find answers to the sub-questions of the first and second research questions. An independent t-test was used to find out the relationship of both students' WTC in L2 and affective attitudes towards English lessons with the gender variable. Next, the relationship of WTC and attitudes with the length of learning English, and English course level were tested via one-way ANOVA. In addition, an independent t-test was used to examine their relationships with the variable, L2 use in daily life. More detailed analysis was also applied using Post Hoc tests to determine the specific differences. As the final step, Pearson correlation analysis was carried out in order to provide an answer to the third research question.



### 3. RESULTS

#### 3.1. Introduction

This chapter analyses the gathered data and responds to each of the research questions. The research seeks to address three key questions:

1. What is the Turkish students' level of willingness to communicate in English?
2. What are the affective attitudes of Turkish students towards English lessons?
3. What is the relationship between affective attitudes and willingness to communicate levels of Turkish students?

Moreover, the underlying variables related to WTC and affective attitudes will be addressed through a sub-question: Does the willingness to communicate level and the affective attitudes of students differ according to gender, the length of studying English, the use of L2 in daily life, and the English course level in preparatory school?

The obtained outcomes were examined to seek answers to the questions presented by the research to the discussion. The preliminary step of this process was to make an application to get permission from the administrations for carrying out two questionnaires. Then, the surveys were conducted with EFL students studying English in preparatory schools at different universities. The data collected in Google Forms was first transferred to Microsoft Excel and then to SPSS. The collected data were analyzed using descriptive, inferential, and correlation statistics and interpreted in detail. Finally, all information including statistical findings and tables were documented with the implications. In this section, the results of data analysis were examined and displayed with tables one by one in accordance with the research questions of the thesis.

#### 3.2. Results of WTC Inside the Classroom Scale

The main purpose of this study is to find out the WTC levels of the Turkish students in a foreign language and for this purpose descriptive analyses were used. Willingness to communicate inside the classroom scale used in the study includes four skill areas (speaking, reading, writing and comprehension) to determine students' willingness to speak, to read, to write, and to comprehend in the classroom. At the beginning of the scale, students were asked to indicate how willing they would be in each classroom

situation by choosing an option from 1 (=almost never willing) to 5 (=almost always willing). According to this coding, 1 represents low WTC and 5 represents high WTC. The table below presents the descriptive results and mean scores of WTC scale.

**Table 2**

*Descriptive Results of WTC*

	N	Mean	SD
Speaking	258	3,34	0,92
Reading	258	3,59	1,06
Writing	258	3,18	1,04
Comprehension	258	3,68	1,04
Overall WTC	258	3,41	0,90

N=258

Participants' level of willingness to communicate in English is analyzed within the framework of the first research question. Since the analyses of this scale are given in more detail in the following tables, a general evaluation was made below to examine WTC. In table 2, WTC subscale mean scores are presented. According to Table 2, WTC in Speaking scores are (m=3,34, sd=0,92), WTC in Reading scores are (m=3,59, sd=1,06), WTC in Writing mean scores are (m=3,18, sd=1,04) and WTC in Comprehension mean scores are (m=3,68, sd=1,04). Results indicated that participants' WTC in Comprehension and WTC in Reading levels are higher compared to other areas. This shows that students were found to be more willing in comprehension and reading tasks. Moreover, results showed that participants had a moderate level of WTC in English. The following tables present students' willingness to communicate in four skill areas.

**Table 3***Descriptive Results of WTC Speaking Subscale*

Items		No Willing	Sometimes Willing	Neutral	Usually Willing	Always Willing	M	SD
1. Speak in a group about your summer vacation.	<i>F</i>	26	62	62	73	35	3,11	1,21
	<i>%</i>	10,1	24,0	24,0	28,3	13,6		
2. Speak to your teacher about your homework assignment.	<i>F</i>	25	55	63	79	36	3,18	1,20
	<i>%</i>	9,7	21,3	24,4	30,6	14,0		
3. Have a conversation with a stranger if he/she talks to you first.	<i>F</i>	14	45	38	86	75	3,63	1,22
	<i>%</i>	5,4	17,4	14,7	33,3	29,1		
4. Ask for instructions/clarification when you are confused about a task you must complete.	<i>F</i>	13	38	43	92	72	3,67	1,18
	<i>%</i>	5,0	14,7	16,7	35,7	27,9		
5. Talk to a friend while waiting in line.	<i>F</i>	19	37	70	71	61	3,46	1,21
	<i>%</i>	7,4	14,3	27,1	27,5	23,6		
6. Be an actor in a play	<i>F</i>	70	52	48	30	58	2,82	1,51
	<i>%</i>	27,1	20,2	18,6	11,6	22,5		
7. Describe the rules of your favorite game.	<i>F</i>	28	43	47	75	65	3,41	1,32
	<i>%</i>	10,9	16,7	18,2	29,1	25,2		
8. Play a game in English, for example Monopoly.	<i>F</i>	27	38	47	79	67	3,47	1,30
	<i>%</i>	10,5	14,7	18,2	30,6	26,0		

N=258

The first table on WTC in four skills is related to Speaking skill and its results are given in Table 3. According to the table, Item 4 had the highest mean score compared to other items in the subscale. While Item 3, Item 8, and Item 5 had higher mean scores, Item 6 had the lowest mean score compared to others. This result showed that students were more willing to communicate verbally with their friends or teachers in the classroom environment, but they were less willing to be a part of a theater play. In other words, students were more eager to communicate verbally in informal settings where

they felt safe. When the context or genre changed and a formal setting was created, they became less willing for verbal communication. Moreover, results illustrated that every item in the Speaking subscale had a 3.00 or higher mean score except for Item 6 and indicated that participants had moderate WTC in Speaking. The following table shows the descriptive analysis of WTC in Reading.

**Table 4**  
*Descriptive Statistics of WTC Reading Subscale*

Items		No Willing	Sometimes Willing	Neutral	Usually Willing	Always Willing	M	SD
9. Read an English novel	<i>f</i>	25	32	57	71	73	3,52	1,29
	<i>%</i>	9,7	12,4	22,1	27,5	28,3		
10. Read an English article in a paper	<i>f</i>	23	39	53	70	73	3,51	1,29
	<i>%</i>	8,9	15,1	20,5	27,1	28,3		
11. Read letters from a pen pal written in native English	<i>f</i>	19	25	41	85	8	3,77	1,23
	<i>%</i>	7,4	9,7	15,9	32,9	34,1		
12. Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions	<i>f</i>	17	31	35	75	100	3,81	1,25
	<i>%</i>	6,6	12,0	13,6	29,1	38,8		
13. Read an advertisement in the paper to find good merchandise, e.g. a book, you can buy	<i>f</i>	26	40	61	67	64	3,40	1,29
	<i>%</i>	10,1	15,5	23,6	26,0	24,8		
14. Read reviews in English for popular movies	<i>f</i>	28	39	41	76	74	3,50	1,34
	<i>%</i>	10,9	15,1	15,9	29,5	28,7		

N=258

The results of WTC in Reading, another of the four skills of willingness to communicate, are given in the table above. According to the table, Item 12 had the highest mean score compared to other items in the subscale. Moreover, Item 11, Item 9, and Item 10 had higher mean scores compared to others. Apart from that, Item 13 had

the lowest mean score compared to others. According to the table, the level of WTC in Reading was higher when the context satisfied students' personal interests such as reading a novel or reading a letter from a pen pal written in English. In addition, their willingness to read a text in which simple words and constructions were used was at the highest level. On the other hand, they were less willing to read topics that did not interest them such as reading an advertisement. Thus, results displayed that every item in the Reading subscale had a 3.00 or higher mean score and indicated that participants had moderate WTC in Reading. Another component of four skills related to WTC is given below.

**Table 5***Descriptive Statistics of WTC Writing Subscale*

Items		No Willing	Sometimes Willing	Neutral	Usually Willing	Always Willing	M	SD
15. Write an invitation to invite your schoolmates to a weekend party	<i>f</i>	34	44	73	47	60	3,21	1,33
	<i>%</i>	13,2	17,1	28,3	18,2	23,3		
16. Write down the instructions for your favorite hobby	<i>f</i>	34	46	58	59	61	3,26	1,35
	<i>%</i>	13,2	17,8	22,5	22,9	23,6		
17. Write a report on your favorite animal and its habits	<i>f</i>	44	34	79	55	46	3,10	1,32
	<i>%</i>	17,1	13,2	30,6	21,3	17,8		
18. Write a story	<i>f</i>	54	43	69	39	53	2,98	1,41
	<i>%</i>	20,9	16,7	26,7	15,1	20,5		
19. Write a letter to a friend	<i>f</i>	34	43	56	65	60	3,29	1,34
	<i>%</i>	13,2	16,7	21,7	25,2	23,3		
20. Write a newspaper article	<i>f</i>	56	43	80	36	43	2,87	1,35
	<i>%</i>	21,7	16,7	31,0	14,0	16,7		
21. Write the answers to a "fun" quiz from a magazine	<i>f</i>	31	33	59	66	69	3,42	1,33
	<i>%</i>	12,0	12,8	22,9	25,6	26,7		
22. Write down a list of things you must do tomorrow	<i>f</i>	39	39	51	60	69	3,31	1,40
	<i>%</i>	15,1	15,1	19,8	23,3	26,7		

N=258

In table 5, items related to students' WTC in Writing and the results of the descriptive analysis are given. As shown in the table above, Item 21 had the highest mean score compared to other items in the subscale. Besides, Item 20 had the lowest mean score compared to others. An important issue that emerged from the data was the participants' responses to Item 21 (=write the answers to a “fun” quiz from a magazine). It illustrated that "fun" was a key initiator for their willingness to participate in writing activities. In addition, being involved in formal writing activities such as writing a newspaper article lowered students' WTC in Writing. Results illustrated that every item in the Writing subscale had a 3.00 or higher mean score except for Item 20 and 18. Thus, results indicated that participants had moderate WTC in Writing. Table 6 below indicates students' WTC in Comprehension scores and the related scale items.

**Table 6***Descriptive Statistics of WTC Comprehension Subscale*

Items		No Willing	Sometimes Willing	Neutral	Usually Willing	Always Willing	M	SD
23. Listen to instructions in English and complete a task	<i>f</i>	19	29	53	87	70	3,62	1,20
	<i>%</i>	7,4	11,2	20,5	33,7	27,1		
24. Bake a cake if instructions were in English	<i>f</i>	29	25	52	74	78	3,57	1,31
	<i>%</i>	11,2	9,7	20,2	28,7	30,2		
25. Fill out an application form in English	<i>f</i>	28	26	57	74	73	3,53	1,29
	<i>%</i>	10,9	10,1	22,1	28,7	28,3		
26. Take directions from an English speaker	<i>f</i>	26	29	45	84	74	3,59	1,29
	<i>%</i>	10,1	11,2	17,4	32,6	28,7		
27. Understand an English movie	<i>f</i>	15	19	28	57	139	4,11	1,21
	<i>%</i>	5,8	7,4	10,9	22,1	53,9		

N=258

The final skill area that the willingness to communicate includes is Comprehension. The results on the WTC levels of the students in this area are given in Table 6. Looking at Table 6 it is apparent that Item 27 had the highest mean score compared to other items in the subscale. Furthermore, Item 23 and Item 26 had higher mean scores

compared to others. However, Item 25 had the lowest mean score compared to others. The findings on WTC in Comprehension displayed that while fun activities such as understanding a movie enhanced students' willingness, a task with a formal context such as filling out an application form decreased it. Thus, results showed that every item in the Comprehension subscale had a 3.00 or higher mean score except for Item 27 and indicated that participants had moderate WTC in Comprehension.

### 3.3. Results of Attitude Scale on Affective Domain in English Classes

The other main goal of the current study is to determine the Turkish students' affective attitudes towards English lessons. In order to accomplish this aim, descriptive analyses were conducted. The affective attitude scale used in the study includes four categories as Interest, Self-Confidence, Usefulness, and Teacher. The first category represents the students' interest in learning English, the second category represents students' self-confidence for learning English, the third category represents usefulness of learning English, and the last category represents attitudes towards the English teacher. At the beginning of the scale, students were asked to choose the best option from 1 (=totally agree) to 5 (=totally disagree) that expresses their feelings and thoughts. Since this coding is in the opposite direction of the WTC scale, the interpretations made in line with the mean scores are in the opposite direction. The table below presents the descriptive results and mean scores of affective attitudes scale.

**Table 7**

*Descriptive Results of Affective Attitudes towards English Lessons Scale*

	N	Mean	SD
Attitude_Interest	258	2,14	0,64
Attitude_Self-confidence	258	2,44	0,70
Attitude_Usefulness	258	2,06	0,49
Attitude_Teacher	258	2,12	0,73
Overall Attitude	258	2,22	0,56

N=258

Table 7 addresses the second research question related to students' affective attitudes towards English lessons. In table 7, affective attitude subscale scores are given. According to the table, Usefulness mean scores are ( $m=2,06$ ,  $sd=0,49$ ), Teacher mean scores are ( $m=2,12$ ,  $sd=0,73$ ), Interest mean scores are ( $m=2,14$ ,  $sd=0,64$ ), and Self-confidence mean scores are ( $m=2,44$ ,  $sd=0,70$ ). Results indicated that participants' Usefulness attitude and Teacher attitude were more positive compared to other areas. This illustrated that Turkish EFL students believe usefulness of learning English and developed positive attitudes towards their English teacher. Moreover, overall results showed that participants developed positive affective attitudes towards English lessons. The following tables display the students' affective attitudes into four groups: interest, self-confidence, usefulness, and teacher.





**Table 8***Descriptive Statistics of Interest Subscale*

Items		Totally	Agree	Agree	Slightly	Agree	Disagree	Totally	Disagree	M	SD
1. I wouldn't take the course, if the English course was not compulsory.	<i>f</i>	99	71	46	15	27	2,22	1,30			
	<i>%</i>	38,4	27,5	17,8	5,8	10,5					
5. I consider English an important lesson.	<i>f</i>	147	81	20	4	6	1,61	0,88			
	<i>%</i>	57,0	31,4	7,8	1,6	2,3					
7. I do not enjoy taking the English course.	<i>f</i>	81	87	55	20	15	2,23	1,15			
	<i>%</i>	31,4	33,7	21,3	7,8	5,8					
12. I like studying English.	<i>f</i>	67	91	75	15	10	2,26	1,03			
	<i>%</i>	26,0	35,3	29,1	5,8	3,9					
17. Understanding a foreign language contributes to a better understanding of the world.	<i>f</i>	164	69	17	4	4	1,51	0,81			
	<i>%</i>	26,7	26,7	6,6	1,6	1,6					
18. English is a boring course.	<i>f</i>	89	89	44	24	12	2,15	1,14			
	<i>%</i>	34,5	34,5	17,1	9,3	4,7					
21. I would like to work in an English-speaking country for a while.	<i>f</i>	188	46	16	4	4	1,41	0,81			
	<i>%</i>	72,9	17,8	6,2	1,6	1,6					
24. I really want to learn English.	<i>f</i>	157	66	28	3	4	1,57	0,85			
	<i>%</i>	60,9	25,6	10,9	1,2	1,6					
26. I like the English course.	<i>f</i>	104	82	55	11	6	1,97	1,00			
	<i>%</i>	40,3	31,8	21,3	4,3	2,3					
28. I am sure I will learn English.	<i>f</i>	108	76	62	6	6	1,94	0,98			
	<i>%</i>	41,9	29,5	24,0	2,3	2,3					
29. It is worth making an effort to learn a new language.	<i>f</i>	173	62	19	3	1	1,44	0,72			
	<i>%</i>	67,1	24,0	7,4	1,2	0,4					
32. I enjoy participating in group work related to English.	<i>f</i>	95	54	74	21	14	2,24	1,19			
	<i>%</i>	36,8	20,9	28,7	8,1	5,4					
37. The English-related books in	<i>f</i>	64	52	88	28	26	2,61	1,25			

the library attract my attention.	%	24,8	20,2	34,1	10,9	10,1		
39. Progressing in English is not important for my future.	<i>f</i>	161	45	16	10	26	1,82	1,31
	%	62,4	17,4	6,2	3,9	10,1		
42. I like studying English in my spare time.	<i>f</i>	81	66	75	25	11	2,30	1,14
	%	31,4	25,6	29,1	9,7	4,3		
43. I want to be an English teacher.	<i>f</i>	21	16	25	59	137	4,07	1,27
	%	8,1	6,2	9,7	22,9	53,1		
48. English is an important and necessary course.	<i>f</i>	172	56	23	4	3	1,49	0,81
	%	66,7	21,7	8,9	1,6	1,2		
50. I enjoy being in environments where discussions about English take place.	<i>f</i>	87	61	79	19	12	2,26	1,14
	%	33,7	23,6	30,6	7,4	4,7		
51. I can motivate myself while studying English.	<i>f</i>	74	78	76	18	12	2,29	1,10
	%	28,7	30,2	29,5	7,0	4,7		
52. I cannot concentrate on English courses.	<i>f</i>	55	77	71	38	17	2,55	1,17
	%	21,3	29,8	27,5	14,7	6,6		
54. English is easy for me.	<i>f</i>	28	45	88	58	39	3,14	1,19
	%	10,9	17,4	34,1	22,5	15,1		

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N=258

The first subscale table of affective attitudes, which is divided into four sub-headings, is related to Interest and its results are given in Table 8. According to Table 8, Item 21 had the lowest mean score compared to other items in the subscale. Considering the reverse coding of the scale options, the lowest mean score represents the most positive attitude. Moreover, Item 29 and Item 48 had lower mean scores compared to others. Besides, Item 43 had the highest mean score. Most of the participants stated that they would like to work in an English-speaking country for a while. Responses of the participants showed that they understood the importance of learning English and developed positive attitudes towards English. On the contrary, students had negative attitudes about being an English teacher in their professional life and thought that English was difficult for them. Although the participants have responded positively to the statements and stated their interest in English, their answers to items 43 and 54 showed that they find English difficult and they do not have an interest in being an English teacher. The following table shows the descriptive analysis of affective attitudes in the Self-Confidence category.

**Table 9***Descriptive Results of Self-Confidence Subscale*

Items		Totally Agree	Agree	Slightly Agree	Disagree	Totally Disagree	M	SD
2. Each new subject I learn in English increases my self-confidence.	<i>f</i>	106	90	46	14	2	1,90	0,93
	<i>%</i>	41,1	34,9	17,8	5,4	0,8		
4. I know I can do well in English.	<i>f</i>	93	98	55	8	4	1,96	0,92
	<i>%</i>	36,0	38,0	21,3	3,1	1,6		
6. I don't hesitate to speak English in class.	<i>f</i>	41	60	88	41	28	2,83	1,20
	<i>%</i>	15,9	23,3	34,1	15,9	10,9		
10. I feel confident when solving questions about English.	<i>f</i>	126	96	27	6	3	1,70	0,84
	<i>%</i>	48,8	37,2	10,5	2,3	1,2		
11. I am not good at English.	<i>f</i>	53	90	67	28	20	2,50	1,16
	<i>%</i>	20,5	34,9	26,0	10,9	7,8		
13. I do not give up because of the mistakes I made during the conversation.	<i>f</i>	74	89	67	21	7	2,22	1,04
	<i>%</i>	28,7	34,5	26,0	8,1	2,7		
14. As the topics progress, I lose my self-confidence.	<i>f</i>	51	57	88	37	25	2,72	1,21
	<i>%</i>	19,8	22,1	34,1	14,3	9,7		
22. I get anxious when the teacher asks questions in class.	<i>f</i>	19	26	65	65	83	3,65	1,23
	<i>%</i>	7,4	10,1	25,2	25,2	32,2		
23. The mistakes I make during the conversation affect me negatively.	<i>f</i>	40	67	76	36	39	2,87	1,27
	<i>%</i>	15,5	26,0	29,5	14,0	15,1		
33. I enjoy doing the exercises given during the lesson by myself.	<i>f</i>	83	91	64	14	6	2,10	0,99
	<i>%</i>	32,2	35,3	24,8	5,4	2,3		
34. I think I will succeed in more difficult subjects in English.	<i>f</i>	73	68	73	31	13	2,39	1,16
	<i>%</i>	28,3	26,4	28,3	12,0	5,0		
35. I can get good grades in	<i>f</i>	91	102	56	6	3	1,95	0,88

English.	%	35,3	39,5	21,7	2,3	1,2		
36. I can do more advanced practices in English.	<i>f</i>	73	68	85	25	7	2,32	1,07
	%	28,3	26,4	32,9	9,7	2,7		
38. I believe I can speak English properly.	<i>f</i>	88	88	66	13	3	2,05	0,95
	%	34,1	34,1	25,6	5,0	1,2		
41. I succeed in most of the things I deal with, but not in English.	<i>f</i>	60	78	56	45	49	2,55	1,23
	%	23,3	30,2	21,7	17,4	7,4		
45. I am not the type to learn English well.	<i>f</i>	129	58	39	15	17	1,97	1,22
	%	50,0	22,5	15,1	5,8	6,6		
46. I hesitate to speak English in class since I am afraid of making mistakes.	<i>f</i>	61	58	60	32	47	2,79	1,41
	%	23,6	22,5	23,3	12,4	18,2		
53. I feel fear and excitement before the English exam.	<i>f</i>	24	40	56	62	76	3,49	1,31
	%	9,3	15,5	21,7	24,0	29,5		

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N=258

The results of attitudes in the Self-confidence category and its descriptive analysis are shown in Table 9. According to the table, Item 10 had the lowest mean score compared to other items in the subscale. In addition, Item 2 and Item 35 had lower mean scores compared to other items. Besides, item 22 had the highest mean score compared to others. This finding indicated that the achievements of the students in the English course, such as being able to learn a new subject or getting a good grade in the exam, increased their self-confidence even more. Although the participants generally felt confident, they expressed that they feel both excited and anxious before exams or oral questions in class. This result is in accordance with the opinion of the participants as they expressed in the previous part. Their answers in that part showed that the participants find English difficult. This may explain the aroused anxiety before any type of assessment. Thus, results indicated that participants had positive scores in the Self-confidence subscale. Another category of affective attitude scale is given below.

**Table 10***Descriptive Results of Usefulness Subscale*

Items		Totally Agree	Agree	Slightly Agree	Disagree	Totally Disagree	M	SD
3. Learning English will help me make my living.	<i>f</i>	180	59	12	6	1	1,41	0,72
	<i>%</i>	69,8	22,9	4,7	2,3	0,4		
19. I would like English to be taught in the third and fourth grades as well.	<i>f</i>	79	53	61	25	40	2,59	1,41
	<i>%</i>	30,6	20,5	23,6	9,7	15,5		
20. I will need English in my future studies.	<i>f</i>	191	45	13	5	4	1,40	0,80
	<i>%</i>	74,0	17,4	5,0	1,9	1,6		
27. English will not matter to me in my life.	<i>f</i>	166	43	16	9	24	1,77	1,28
	<i>%</i>	64,3	16,7	6,2	3,5	9,3		
30. It is worth making an effort for English.	<i>f</i>	3	3	25	57	170	4,50	0,81
	<i>%</i>	1,2	1,2	9,7	22,1	69		
31. Learning a foreign language is important for a college student.	<i>f</i>	195	42	16	4	1	1,35	0,70
	<i>%</i>	75,6	16,3	6,2	1,6	0,4		
40. As an adult, I will use English in many areas.	<i>f</i>	156	66	28	5	3	1,58	0,85
	<i>%</i>	60,5	25,6	10,9	1,9	1,2		
44. I think dealing with English is a waste of time.	<i>f</i>	172	55	18	7	6	1,53	0,91
	<i>%</i>	66,7	21,3	7,0	2,7	2,3		
49. Taking the English course is a waste of time for me.	<i>f</i>	169	47	26	9	7	1,60	0,99
	<i>%</i>	65,5	18,2	10,1	3,5	2,7		
55. It takes me a lot of time to learn English compared to what I have to do.	<i>f</i>	39	60	80	48	31	2,89	1,22
	<i>%</i>	15,1	23,3	31,0	18,6	12,0		

N=258

Table 10 provides descriptive statistics results of items related to Usefulness. According to the responses to item 31, participants agree that learning a foreign language is important for a college student. Moreover, participants believe that learning

and knowing English will be useful for their future lives and studies. Despite, most of them did not agree with the idea that English is worth the effort. The results revealed that the students were aware of the importance of knowing a foreign language for their lives, but most of them did not want to make an effort to learn English. Based on the mean scores of the items, participants had high attitudes in the Usefulness subscale. Table 11 below indicates students' scores on their affective attitudes towards teachers and the related scale items.

**Table 11**

*Descriptive Results of Teacher Subscale*

Items		Totally Disagree	Disagree	Slightly Disagree	Agree	Totally Agree	M	SD
8. My teacher thinks that I can be successful in English.	<i>f</i>	56	92	91	16	3	2,29	0,92
	<i>%</i>	21,7	35,7	35,3	6,2	1,2		
9. I would like to speak English with my English teacher.	<i>f</i>	82	94	56	17	9	2,14	1,05
	<i>%</i>	31,8	36,4	21,7	6,6	3,5		
15. My English teacher makes me feel that I'm getting better at English.	<i>f</i>	64	82	75	25	15	2,38	1,10
	<i>%</i>	24,8	31,8	29,1	9,7	4,7		
16. My teacher encourages me to study English more.	<i>f</i>	73	87	64	22	12	2,28	1,10
	<i>%</i>	28,3	33,7	24,8	8,5	4,7		
25. My teacher wants me to learn all the English subjects I can.	<i>f</i>	94	84	56	13	11	2,08	1,08
	<i>%</i>	36,4	32,6	21,7	5,0	4,3		
47. I think my English teacher is sympathetic.	<i>f</i>	138	67	38	7	8	1,76	1,01
	<i>%</i>	53,5	26,0	14,7	2,7	3,1		
56. My teacher enables me to be active in the lesson.	<i>f</i>	107	86	50	8	7	1,92	0,99
	<i>%</i>	41,5	33,3	19,4	3,1	2,7		

N=258

The final category that the affective attitudes include is the Teacher. The results on the attitude levels of the students in this area are given in Table 11. As can be seen from

the table above, most of the participants agreed that their English teacher is sympathetic (=item 47). According to the responses to item 56 and 25, they stated that their teachers wanted them to learn English and be active in the lesson. The findings of the analysis illustrated that most of the students thought that their English teachers were sympathetic, and they had positive feelings towards their teachers. In addition, they believed that their teacher encourages them to learn English and to be active through the lessons. In addition, most of the participants agreed that their English teacher makes them feel that they are getting better at English (=item15). The mean scores in the table above illustrated that participants had high attitudes in the Teacher subscale.

### 3.4. Results of Demographic Differences and WTC

The role of demographic differences of the participants on WTC in L2 was analyzed through inferential statistics. In order to reveal the demographic profile of the participants, questions about gender differences, length of learning English, daily L2 use, and English level were asked in the first phase of the survey. The analysis results of the obtained data were given in this section. The first table below presents the relationship between the gender variable and WTC.

**Table 12**

*Results of Gender and WTC*

	Gender	N	Mean	SD	t	p-value
Speaking	Female	138	3,39	0,84	0,88	0,38
	Male	120	3,29	1,00		
Reading	Female	138	3,74	1,04	2,60	<b>0,01*</b>
	Male	120	3,40	1,05		
Writing	Female	138	3,32	0,98	2,30	<b>0,02*</b>
	Male	120	3,02	1,09		
Comprehension	Female	138	3,78	1,02	1,62	0,11
	Male	120	3,57	1,06		
Overall WTC	Female	138	3,52	0,84	2,08	<b>0,04*</b>
	Male	120	3,29	0,96		

Note.  $p < 0,05$

First, to find out the effect of gender differences on WTC, an independent sample t-test was run. Table 12 shows that there was a significant difference between WTC subscales and participants' gender except for Speaking and Comprehension. Results indicated that females are more competent than males in WTC in Reading ( $t = 2.60$ ,  $p = 0.01$ ,  $p < 0.05$ ), WTC in Writing ( $t = 2.30$ ,  $p = 0.02$ ,  $p < 0.05$ ), and Overall WTC ( $t = 2.08$ ,  $p = 0.04$ ,  $p < 0.05$ ). The analysis demonstrated that female university students were more prone for non-verbal communication. The result of the analysis regarding the relationship between participants' WTC and the length of learning English is given below.

**Table 13**

*Results of Length of Learning English and WTC*

		N	Mean	SD	f	p-value
Speaking	Less than a year	98	3,34	0,90	1,27	0,29
	1-5 year	51	3,15	1,04		
	5-10 year	78	3,38	0,84		
	10+	31	3,54	0,94		
Reading	Less than a year	98	3,44	1,08	2,37	0,07
	1-5 year	51	3,52	1,13		
	5-10 year	78	3,63	0,99		
	10+	31	4,00	0,89		
Writing	Less than a year	98	3,08	0,97	1,38	0,25
	1-5 year	51	3,07	1,09		
	5-10 year	78	3,26	1,01		
	10+	31	3,45	1,16		
Comprehension	Less than a year	98	3,60	1,10	2,60	0,05
	1-5 year	51	3,47	1,11		
	5-10 year	78	3,76	0,92		
	10+	31	4,08	0,85		
Overall WTC	Less than a year	98	3,33	0,90	2,01	0,11
	1-5 year	51	3,27	1,03		
	5-10 year	78	3,47	0,83		
	10+	31	3,72	0,77		

Note.  $p < 0,05$



Besides t-test results, one-way ANOVA was performed to determine whether participants' WTC differs according to the length of learning English. Participants' length of learning English were examined in terms of overall WTC, and WTC in Speaking, Reading, Writing and Comprehension. Results shown in Table 13 indicated that no statistically significant relationship was found between WTC scores of the students and length of studying English. The table below displays the influence of participants' daily L2 use on the level of WTC.

**Table 14**

*Results of Use of L2 in Daily Life and WTC*

	Communication	N	Mean	SD	t	p-value
Speaking	Yes	118	3,50	0,95	2,58	<b>0,01</b>
	No	140	3,20	0,87		
Reading	Yes	118	3,63	1,13	0,76	0,44
	No	140	3,53	0,98		
Writing	Yes	118	3,26	1,13	1,24	0,21
	No	140	3,10	0,95		
Comprehension	Yes	118	3,75	1,10	1,04	0,29
	No	140	3,62	0,97		
WTC	Yes	118	3,51	0,98	1,62	0,10
	No	140	3,32	0,81		

Note.  $p < 0,05$

To determine the effect of daily L2 use on WTC, an independent t-test was employed. According to the analysis, there was a significant difference between WTC subscales and participants' use of L2 in daily life. Results indicated that those who use L2 in daily life have higher WTC in Speaking compared to other participants ( $t = 2.58$ ,  $p = 0.01$ ,  $p < 0.05$ ). Depending on the results, it was revealed that people who communicate with other individuals or groups by using their foreign language in daily life face-to-face or on digital platforms were more willing for verbal communication. However, there were no significant differences between WTC in Reading, Writing, Comprehension, and Overall WTC regarding participants' use of L2 in daily life. The following table shows the effect of students' level of English in preparatory school on their WTC in L2.

**Table 15***Results of English Level and WTC*

	Level	N	Mean	SD	f	p-value
Speaking	A1	26	3,12	0,94	1,02	0,41
	A2	35	3,23	0,75		
	B1	107	3,40	0,90		
	B2	80	3,31	1,01		
	C1	6	3,77	0,65		
	C2	4	3,87	0,59		
	Reading	A1	26	3,07		
A2		35	3,31	0,95		
B1		107	3,79	0,99		
B2		80	3,50	1,16		
C1		6	4,16	0,55		
C2		4	4,20	0,97		
Writing		A1	26	2,79	1,04	2,00
	A2	35	2,95	0,77		
	B1	107	3,35	1,02		
	B2	80	3,13	1,14		
	C1	6	3,33	0,54		
	C2	4	3,78	1,20		
	Comprehension	A1	26	3,31	1,01	
A2		35	3,46	1,10		
B1		107	3,80	0,98		
B2		80	3,69	1,08		
C1		6	4,13	0,53		
C2		4	3,95	1,14		
WTC		A1	26	3,05	0,84	2,25
	A2	35	3,21	0,71		
	B1	107	3,55	0,87		
	B2	80	3,37	1,00		
	C1	6	3,79	0,46		
	C2	4	3,93	0,92		

Note.  $p < 0,05$

A one-way ANOVA was performed to determine whether participants' WTC differs depending on their English level in the preparatory school. As it is shown in Table 15, there was a significant difference between participants' WTC in Reading and their English levels. In order to determine the significance of the difference, a post hoc test was carried out. According to the post hoc analysis, A1 and B1 students had higher WTC in Reading compared to other participants. This result indicated that these students were more willing for receptive communication tasks. On the other hand, there was no statistically significant difference between other subscales of WTC and English level in the preparatory school.

### 3.5. Results of Demographic Differences and Affective Attitudes

The impact of demographic differences of the participants on their affective attitudes towards English lessons was analyzed through inferential statistics, as in the WTC section above. In line with the demographic questions, the results of the analyses were illustrated in the tables in this section. The first table below displays the relationship between the gender variable and affective attitudes.

**Table 16**

*Results of Gender and Attitude*

	Gender	N	Mean	SD	t	p-value
Interest	Female	138	2,24	0,65	2,34	<b>0,02*</b>
	Male	120	2,05	0,61		
Self-confidence	Female	138	2,46	0,68	0,51	0,61
	Male	120	2,42	0,70		
Usefulness	Female	138	2,17	0,51	3,66	<b>0,000*</b>
	Male	120	1,95	0,45		
Teacher	Female	138	2,17	0,77	1,11	0,27
	Male	120	2,07	0,69		
Overall Attitude	Female	138	2,29	0,56	1,97	0,05
	Male	120	2,15	0,54		

Note.  $p < 0,05$

For the first analysis, an independent t-test was used to determine whether affective attitudes differ according to gender. Table 16 shows that there was a significant difference between Affective Attitudes subscales and participants' gender except for Self-confidence and Teacher. Results indicated that females' attitudes are more positive than males' attitudes in Interest ( $t = 2.34$ ,  $p = 0.02$ ,  $p < 0.05$ ) and Usefulness ( $t = 3.66$ ,  $p = 0.000$ ,  $p < 0.05$ ). Findings indicated that female students were more interested in learning English and believe in usefulness of the English language in comparison with the male students. However, no significant difference was found between the gender variable and the overall Attitudes and other subscales. The next table illustrates the relationship between participants' affective attitudes and the length of learning English.

**Table 17***Results of Length of Learning English and Attitude*

	Length	N	Mean	SD	f	p-value
Interest	Less than a year	98	2,31	0,66	3,63	<b>0,01*</b>
	1-5 year	51	2,03	0,54		
	5-10 year	78	2,05	0,59		
	10+	31	2,04	0,72		
Self-confidence	Less than a year	98	2,06	0,70	2,87	<b>0,04*</b>
	1-5 year	51	2,36	0,64		
	5-10 year	78	2,31	0,65		
	10+	31	2,38	0,78		
Usefulness	Less than a year	98	2,19	0,53	4,92	<b>0,002*</b>
	1-5 year	51	2,06	0,52		
	5-10 year	78	1,93	0,35		
	10+	31	1,95	0,49		
Teacher	Less than a year	98	2,22	0,79	1,13	0,34
	1-5 year	51	2,06	0,66		
	5-10 year	78	2,04	0,69		
	10+	31	2,06	0,71		
Overall Affective	Less than a year	98	3,3375	0,58	4,03	<b>0,008*</b>
	1-5 year	51	3,2716	0,49		
	5-10 year	78	3,4739	0,51		
	10+	31	3,7216	0,59		

Note.  $p < 0,05$

A one-way ANOVA was performed to determine whether participants' affective attitudes differ according to the length of English learning. Results shown in Table 17 indicate that there was a significant difference between participants' attitudes and participants' length of English learning except for the Teacher subscale ( $p=0,34$ ). In order to determine the significance of the difference, a post hoc test was carried out. The post hoc findings showed that those learning between less than a year and 5-10 years have more Interest, Self-confidence, Usefulness, and overall affective level than other participants. It was found out that as the students feel more positive towards English lessons, their interests in learning English also increase. This results in more self-confidence. These students also develop an awareness of the value of learning a foreign language. The result of the analysis regarding the relationship between participants' affective attitudes and daily use of English is given below.

**Table 18***Results of Use of L2 in Daily Life and Attitude*

	Communication	N	Mean	SD	t	p-value
Interest	Yes	118	2,30	0,64	4,44	<b>0,001*</b>
	No	140	1,95	0,58		
Self-confidence	Yes	118	2,64	0,68	5,37	<b>0,001*</b>
	No	140	2,20	0,63		
Usefulness	Yes	118	2,13	0,53	2,81	<b>0,005*</b>
	No	140	1,96	0,42		
Teacher	Yes	118	2,24	0,77	3,17	<b>0,002*</b>
	No	140	1,96	0,65		
Attitude	Yes	118	2,37	0,56	5,08	<b>0,000*</b>
	No	140	2,03	0,49		

Note.  $p < 0,05$

The table above illustrates the results of the independent t-test which was conducted to find out whether affective attitudes differ according to participants' use of L2 in daily life. Table 18 displays that there was a significant difference between affective attitudes subscales and participants' use of L2 in daily life. Results indicated that those who uses L2 to communicate in their daily lives have more positive attitudes towards English lessons compared to those who do not use L2 in their daily lives in Interest ( $t = 4,44$ ,  $p = 0.001$ ,  $p < 0.05$ ), Self-confidence ( $t = 5,37$ ,  $p = 0.001$ ,  $p < 0.05$ ), Usefulness ( $t = 2,81$ ,  $p =$

0.005,  $p < 0.05$ ), Teacher ( $t = 3,17$ ,  $p = 0.002$ ,  $p < 0.05$ ) and Overall Attitude ( $t = 5,08$ ,  $p = 0.00$ ,  $p < 0.05$ ). This finding shows that people who use English for communicative purposes in their daily lives face-to-face or via the Internet have more positive attitudes than others. The last analysis related to participants' backgrounds was presented below.

**Table 19**

*Results of English Level and Attitude*

	Level	N	Mean	SD	f	p-value
Interest	A1	26	2,24	0,69	1,85	0,10
	A2	35	2,35	0,70		
	B1	107	2,05	0,53		
	B2	80	0,18	0,68		
	C1	6	1,76	0,72		
	C2	4	2,10	1,01		
Self-confidence	A1	26	2,50	0,73	3,20	<b>0,008*</b>
	A2	35	2,59	0,72		
	B1	107	2,37	0,61		
	B2	80	2,53	0,74		
	C1	6	1,87	0,49		
	C2	4	1,52	0,53		
Usefulness	A1	26	2,13	0,47	1,43	0,21
	A2	35	2,19	0,54		
	B1	107	1,98	0,42		
	B2	80	2,09	0,55		
	C1	6	1,95	0,41		
	C2	4	1,90	0,58		
Teacher	A1	26	2,15	0,95	0,22	0,96
	A2	35	2,13	0,74		
	B1	107	2,09	0,70		
	B2	80	2,15	0,67		
	C1	6	1,88	0,46		
	C2	4	2,10	1,25		
Overall Attitude	A1	26	2,29	0,60	2,06	0,07
	A2	35	2,37	0,59		
	B1	107	2,14	0,48		
	B2	80	2,27	0,58		
	C1	6	1,84	0,51		
	C2	4	1,88	0,73		

Note.  $p < 0,05$

The impact of participants' English level in preparatory school on their affective attitudes was analyzed through a one-way ANOVA test. Table 19 indicates that there was a significant difference between participants' attitudes and participants' English level. In order to determine the significance of the difference, a post hoc test was carried out. The post hoc findings revealed that participants whose English level is A2, B2, and C2 have more Self-confidence in learning English in comparison with the other participants. According to the results, it was displayed that as the students' knowledge levels increase, their self-confidence also increases. Furthermore, the results presented that there is no statistically significant difference between Interest, Usefulness, Teacher, and overall Attitude scores.

### 3.6. The Relationship Between Willingness to Communicate in L2 and Affective Attitudes Towards English Lessons

The current study intended to ascertain the relationship between university students' L2 WTC and their affective attitudes towards English lessons. With respect to the third research question focusing on this relationship, the results of the correlation analysis were given in the table below.

**Table 20**

*Correlation Results for Subscales*

		WTC	Attitude
WTC	Pearson Correlation	1	,457**
	Sig. (2-tailed)		,000
	N	258	258
Attitude	Pearson Correlation	,457**	1
	Sig. (2-tailed)	,000	
	N	258	258

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

In order to answer the third research question, Pearson  $r$  correlation was used to determine whether there is a relationship between WTC in L2 and affective attitudes. According to Table 20, Pearson correlation analysis indicated that there was a statistically meaningful relationship between the WTC and affective attitudes. Cohen (1992) indicates that the impact of correlation coefficient has different levels such as small correlation, ( $.10 \leq r < .30$ ), medium correlation, ( $.30 \leq r < .50$ ), and strong correlation ( $.50 \leq r < 1.00$ ). A statistically positive medium relationship exists between WTC and Attitude ( $r = .45$ ,  $p < .01$ ). Results illustrate that an increase in the positive affective attitudes of the participants will increase their willingness to participate in communication activities in L2 contexts.





## 4. DISCUSSION

### Introduction

This study set out with the aim of revealing the relation of willingness to communicate in English with affective attitudes towards English lessons. Therefore, this chapter intends to discuss the results of the quantitative data depending on the research questions to make an overall conclusion. To begin with, the first research question, which was related to the participants' level of WTC in L2, was discussed. Moreover, the first sub-question was examined in terms of the demographic information of the learners. The next phase of this chapter is to discuss the second research question related to the affective attitudes of the participants towards English lessons. The outcomes of the data were examined including the second sub-question. The final discussion, focusing on the third research question was hold based on the relationship between affective attitudes and WTC in L2.

### Discussion of the First Research Question

In this section, the results of descriptive statistics, one-way ANOVA, and independent t-tests related to the first research question and its sub-question were examined and discussed. First, the main question was addressed, and evaluations were made regarding it. Afterwards, the sub-questions were discussed within the framework of the analyses made.

**RQ1:** What is the Turkish students' level of willingness to communicate in English?

- a. Does the willingness to communicate level of students differ according to gender, the length of studying English, the use of L2 in daily life, and the English course level in preparatory school?

With respect to the first research question, it was revealed that Turkish EFL university students have a moderate level of WTC inside the classroom. This result is in accordance with the previous studies based on students' WTC (Öz et al., 2015; Altınır, 2018; Mutluoğlu, 2020). Since the willingness to communicate inside the classroom scale has four dimensions, statistical analyses were conducted for each part. The results exhibited that learners are moderately willing for speaking, reading, writing, and

comprehension aspects. MacIntyre et al. (2001) stated for the four basic skills of English that reading and comprehension are input tasks while speaking and writing are output tasks. According to the WTC results of this current research, the students' willingness in output tasks are slightly lower than the input tasks. The students are more willing to communicate in comprehension and reading tasks. In Turkey, students are often exposed to teacher-based and grammar-oriented courses, so that their input-related skills are more prominent. Since the lack of interest of language teachers in developing oral skills and the learners' self-perception of failure in verbal communication, speaking is the most compelling skill for Turkish adult learners (Gençoğlu, 2011). It is probably the impact of the traditional point-of-view on language teaching methods that students' willingness to communicate in Reading and Comprehension skills are relatively higher than in Speaking and Writing skills. This research demonstrated that students' WTC in speaking differs according to the context, such as formal or informal. Classroom settings where the students feel safe and relaxed, increase their verbal WTC. They are also more willing to engage in reading tasks that appeal to their personal interests. It can be concluded that, if the students are intrinsically motivated towards reading, they become more willing to communicate. In addition, "fun" is a key for students to engage in communication activities. It is possible to see the same result in the Writing subscale of WTC. The lack of teacher's negative feedback or learners' fear of judgement and the use of familiar and interesting topics in writing tasks increase learners' eagerness to participate in communication activities. In a similar vein, students have more WTC in comprehension if the context is less formal. As regards the sub-question, the first variable examined was gender. According to the results, female students are more willing to participate in communication activities than males. There was a statistically significant difference mainly in the reading and writing dimensions. Female learners' WTC scores are higher, and this result supported the findings of Temiz (2021) and Altiner (2018). According to Temiz (2021), this may be due to female learners' in-class behaviors are more mastery-focused in comparison with males. Female learners focus more on communication, performance and success in classroom activities than male learners. When it comes to the length of learning English, no meaningful difference was found between the length of time studying English and overall WTC scores as well as the other dimensions of WTC. That is, the participants' WTC inside the classroom was not affected by the duration of English learning. This may be due to the differences in language learning experiences and language backgrounds of the participants. For

instance, negative experiences in language classes such as being ridiculed by classmates or being judged by teachers are likely to result in unwillingness for communication. Moreover, some students may have learned English in foreign language intensive schools, while others may have learned English in limited class hours or never taken this course due to lack of English teachers. Hence, the extent of their foreign language exposure may also have affected this situation. When the relationship between the use of English in daily life and WTC in L2 was examined, no meaningful relationship was found in Overall WTC and its Reading, Writing, and Comprehension sub-dimensions. The fact that people had the opportunity to communicate with others in a foreign language face-to-face or to participate in communication activities using English on the internet had no effect on their willingness to communicate in English. On the contrary, it was found out that a statistically significant relationship existed in the Speaking dimension. Depending on this outcome, using a foreign language face-to-face or in digital contexts (e.g., social media or online speaking applications) in daily life promotes the desire for verbal communication. The English language level of the participants was evaluated in 6 groups. These consisted of A1 (Beginner), A2 (Elementary), B1 (Pre-intermediate), B2 (Intermediate), C1 (Upper-Intermediate), and C2 (Advanced) levels. With regard to the participants' English level, it was found that in Reading category A1 and B1 students' WTC level is higher. Since reading is an important input at the beginning of the language learning process, it seems possible that beginner learners of all levels (i.e., A and B levels) are more willing to communicate in reading tasks. Furthermore, this result also accords with some of earlier studies, which showed that students with low competency in English have higher WTC levels while students with high competency have lower levels of WTC (Alemi et al., 2011). Although the results demonstrated a significant difference between students' English level and L2 WTC in reading, no significant difference was found among other groups and overall WTC.

### **Discussion of the Second Research Question**

This section examines the second research question and its sub-question, which involves the possible underlying variables of affective attitudes. Descriptive analysis, independent t-test, and one-way ANOVA were conducted to measure and assess the obtained data. Furthermore, to find out the students' affective attitudes towards English

lessons and the factors that have a role in their attitudes, findings were examined and discussed under this topic.

**RQ2:** What are the affective attitudes of Turkish students towards English lessons?

- a. Do the affective attitudes of students differ according to gender, the length of studying English, the use of L2 in daily life, and the English course level in preparatory school?

Concerning the second research question, the present study has demonstrated that Turkish EFL university students have a high level of affective attitudes towards English lessons. Kızılkaya & Kızılkaya (2017) conducted a research that involves 316 first-year students and employed the “Attitude Scale on Affective Domain in English Classes” scale (Gömleksiz, 2003), which was used in this research as well. According to the results, the students' attitudes were not very positive. However, it was revealed that students' affective attitudes in terms of Usefulness and Teacher subscales are at a higher level than other factors. This result shows parallelism with the current research findings in terms of high Usefulness and Teacher factors. In addition to the students' high level of positive affective attitudes in this study, these two factors were higher than the others. That is to say, the students' belief in usefulness of learning English and positive attitudes towards English teachers are higher in comparison with their interest in learning English and self-confidence for learning English. This may indicate that students understand the importance of knowing the English language, and also the benefits of knowing a foreign language that will provide them lots of opportunities in all their lives, especially for their future career, and the significance of using a common language as a global citizen. Likewise, the fact that students have developed more positive attitudes towards their teachers can be interpreted as there are no emotional barriers between English teachers and EFL students, teachers are willing to teach, and they can establish positive bonds with their students.

Students participating in this study want to work in an English-speaking country, and they consider English as an important and necessary subject that is worth striving for. On the other hand, they think that learning English is not easy for them. Although students understand the importance of English, they believe that learning English is difficult to overcome. The affective attitude subscale results show that students become self-confident when they learn a new English topic and solve English questions. In

addition, they get excited and feel scared before the exams and when the teacher asks a question. During the English lessons, students feel fear of making mistakes and fear of failure. Moreover, being wrong in front of their friends and judged in the class may cause them to avoid engaging in communication activities. The current study found that EFL students in Turkey are aware of the importance of learning English and the necessity of knowing a foreign language for their lives. Moreover, they think that their teachers react to them with sympathy and adopt a supportive attitude towards them. However, they believe that their teachers do not think they can achieve success in English. This may be due to the students' fear of failure and low self-confidence in learning English. So, it can be concluded that to increase positive attitudes of students towards the lesson, teachers should encourage students to feel that they can manage to learn English. Furthermore, creating a safe, supportive, low-anxiety classroom environment may be useful to foster positive affective attitudes.

Another finding of this study relates to the factors affecting the participants' attitudes towards learning English. The first variable evaluated in this regard was gender. It was found that compared to male students, female students' levels of interest towards learning English and the perceptions about usefulness of learning English were more positive. According to the current study, female learners are more interested in learning English and using a foreign language and aware of the importance of knowledge of English. The reason for this may be that female students who participated in this particular study have more enthusiasm for learning a foreign language and are more aware of the necessity of learning English. In the literature on attitudes of EFL learners, some studies found that women's attitudes towards English were more positive, as in the current study (Aydoslu, 2005; Abidin et al., 2012; Çördük, 2019). Some researchers interpreted this case as female students being more prone and willing to learn a language than male students. On the other hand, in some studies, the attitudes of male students were found to be more positive (Genç & Kaya, 2011; Yıldız, 2018). Despite these two different results, there are also studies propounding that the gender variable does not influence affective attitudes of the students (Çakıcı, 2007; Memduhoğlu & Kozikoğlu, 2015; Özaslan, 2017; Kızılkaya & Kızılkaya, 2017). These conflicting results shows that the gender variable is inconclusive and do not have a distinctive influence on affective attitudes. As regards the length of learning English, it was found that students who have been learning English less than a year and those who have been learning between 5-10 years have more positive attitudes towards English lessons.

These students have more interest in learning English, are more self-confident, and are aware of the usefulness of learning English. This result shows that students who are new to learning a foreign language naturally adopt a positive attitude towards the English lesson. As the language learning process progresses, students' positive attitudes may change in a negative way as they have difficulty. However, when enough time has passed and both their competence and self-confidence increase (5-10 years), they may start to develop a positive attitude again. So, it can be concluded that as the length of learning English increases, students' positive attitudes towards English lessons increases as well.

The results of this study ascertain that the individuals who use English in their daily lives face-to-face or on digital platforms have more positive attitudes towards English lessons in comparison with the others who do not use L2 in their daily lives. Communicating in a foreign language arouses learners' interest in English. The students who interact with others using English have a high interest in learning English. Students' interest in the English courses is one of the main factors for increasing their curiosity about the subjects, motivating themselves to learn, and being successful. Moreover, using English in daily life enhances students' self-confidence by developing language practice so that students become more confident in communicating with others. Those students are also aware of the importance of English as a global language and its possible benefits for their future life. Therefore, it can be concluded that face-to-face interaction or digital communication using a foreign language outside the classroom may positively affect classroom attitudes and may provide achievement in the target language.

When considering the English proficiency levels, it was found that the students' foreign language level does not affect their attitudes. However, A2, B2, and C2 students were more self-confident in learning English. According to some studies, as the level of academic achievement increases, the attitude also increases in a positive way (Genç & Kaya, 2011). It can be concluded that students with a higher level in their proficiency group develop more self-confidence. In other words, A2-level students are more confident than A1-level students, B2-level students are more confident than B1-level students, and C2-level students are more confident than C1-level students. Being at a higher competency point in terms of English level may contribute to the increase in students' self-confidence.

### **Discussion of the Third Research Question**

In this section, the results of Pearson  $r$  correlation analysis related to the third research question were examined and discussed. Thus, the main focus of this research has been answered and the study has reached its conclusion.

**RQ3:** What is the relationship between affective attitudes and willingness to communicate levels of Turkish students?

The findings of this study indicated that there was a positive correlation between L2 WTC and affective attitudes towards English lessons. As students' affective attitudes towards English lessons increase positively, as they build a strong relationship with their foreign language teachers, understand the importance of learning English, and develop self-confidence, their willingness to communicate increases, they become more apt to language learning and more eager to use a foreign language. This result is in keeping with previous studies on WTC. Makiabadi et al. (2019) examined L2 WTC in terms of willingness to speak (WTS), willingness to read (WTR), willingness to write (WTR), and willingness to listen (WTL). Besides, the relation of WTC types with the emotioncy types, namely, emotional, cognitive, and sociocultural was discussed. The findings showed that there was a positive correlation between the types of WTC and emotioncy. Léger and Storch (2009) carried out a study with 32 third-year university students using self-assessment questionnaires. According to the study, it was determined that the increase in students' self-confidence also increased their desire to use L2 inside the classroom. In a similar vein, Ghonsooly et al. (2012) reported in their study which was conducted with 158 university students that the increase in the students' self-confidence and positive attitude for the international community resulted in high L2 WTC. The association between attitudes and WTC was also demonstrated in another study related to emotions and classroom environment, and willingness to communicate (Khajavy et al., 2017). The results illustrated that foreign language enjoyment and a joyful classroom environment enhances students' WTC in L2. On the other hand, foreign language anxiety and an anxious classroom environment reduce the level of L2 WTC.

## **Implications of the Study**

The ultimate goal of the language teachers is to enable students to use L2, therefore, the willingness to communicate and its effect on L2 use have been investigated by researchers for many years. Within this framework, the influence of many variables was examined and the factors affecting WTC were revealed. In this study, the relation of willingness to communicate in a foreign language with students' affective attitudes was investigated. In this context, this study has some implications for language teachers and researchers. According to the results of the study, university EFL students have moderate WTC in L2. Willingness to communicate is a concept that includes not only speaking but also skills such as reading, writing, and listening. Therefore, WTC has been examined in four dimensions as speaking, reading, writing, and comprehension. The results showed that to promote L2 use in classroom activities, it should be considered that WTC in output tasks (i.e., speaking and writing) are as important as WTC in input tasks (i.e., reading and comprehension). It was also revealed that female students have higher WTC in comparison with male students. Beyond any doubt, language teachers should lead both female and male students to develop more WTC in the classroom. Creating a safe classroom environment, lowering anxiety, arousing interest in subjects, trying different teaching methods, or guiding them to develop self-confidence may be useful for enhancing WTC.

In conclusion, it was found that positive affective attitudes towards English lessons foster willingness to communicate. Students who are aware of the importance of learning English, self-confident in learning English, and who have positive feelings towards English and a high level of interest in learning English become more willing to participate in communication activities and have a tendency to use the foreign language. Consequently, students should be explained why they need to learn English and the benefits of knowing a foreign language. In addition, establishing a comfortable, joyful, and secure L2 learning environment increases learners' WTC and makes them more apt to use L2 (Temiz, 2021). Teachers can guide their learners to be aware of other cultures, broaden the students' interest in the courses, create a pleasant teaching environment, so that learners may develop positive attitudes towards the language teacher and the foreign language itself.



### **Suggestions for Further Research**

First, one focus of this study is the students' affective attitudes. However, other dimensions of attitudes, such as behavioral or cognitive aspects are beyond the scope of this research. A further study with more focus on other dimensions of attitudes is therefore recommended. Second, this study employed a quantitative research method. Future studies on the current topic are suggested to adopt a qualitative method to gain a deeper understanding of students' perceptions and emotions about their willingness or unwillingness, and attitudes, as well. Third, students' willingness to communicate was examined only in the classroom context. To develop a full picture of students' L2 willingness, additional studies may be needed on both willingness inside and outside the classroom.

### **Limitations of the Study**

There are some limitations to be noted in this research. First, it is beyond the scope of this study to examine the students' perceptions and language experiences as it was carried out using a quantitative research method. By involving qualitative methods such as interviews or observations, the trustworthiness of the study may be increased. Second, the generalizability of the findings is limited to eight universities and 258 students that were included in the study. The investigation on WTC and attitudes needs to be extended to other universities to gather data from the students with different backgrounds and characteristics, and from different locations of Turkey. Within the scope of this study, WTC was examined only in the context of "inside the classroom". This limitation means that study findings need to be interpreted cautiously. The lack of information on students' level of WTC outside the classroom and its relationship with WTC inside the classroom should be considered.

### **Conclusion**

The willingness to communicate is an important communicative aspect of language teaching and a predictive factor of language competence. Therefore, factors influencing WTC have been studied since the 1980s. To provide a deeper understanding of WTC, the relationship between WTC inside the classroom and affective attitudes of the students towards English lessons was examined in this study. The influence of underlying variables of WTC and attitudes was examined as well. The included

variables were gender, length of learning English, use of L2 in daily life, and English level in preparatory school. The study was carried out with 258 preparatory school students from different universities in Turkey. To obtain quantitative data, two scales were used, and a demographic part was added. While the first questionnaire measured willingness to communicate inside the classroom, the second questionnaire measured attitude scale on affective domain in English classes. In the analysis process, descriptive, inferential, and correlation statistics were employed.

The study demonstrated that university preparatory school students have a moderate level of WTC inside the classroom and positive attitudes towards English lessons. In addition, the demographic differences of the students were examined within the framework of WTC and attitudes. According to the study, female students were more willing to communicate inside the classroom and had more positive affective attitudes in terms of Interest and Usefulness. This result indicated that their interest in foreign language learning and awareness of learning English are higher in comparison with male students. While no significant difference was found between the length of learning English and WTC, it was determined that the increase in the length of learning English and in student competencies enhanced the students' self-confidence so that they developed positive attitudes towards the English lesson. The use of L2 in daily life of the students participating in the study increased their verbal willingness to communicate and enabled them to develop more positive attitudes towards the English language, English lesson, and English teacher. While the students' English levels increased their nonverbal willingness to communicate, it had an impact on their attitudes in terms of self-confidence.

Finally, the main goal of the current study was to determine the relationship between students' WTC inside the classroom and affective attitudes towards English lessons. As a result, it was revealed that positive affective attitudes increase the willingness to communicate. As the students build a positive emotional link with their teacher, develop self-confidence for learning English, become more attached with each other in a joyful classroom environment, they become more willing to learn and use English.

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## APPENDICES

## Appendix A: Ethic Committee Approval of Çağ University

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Sedef KÖYLÜOĞLU
ÖĞRENCİ NO	20198003
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez Dönemi
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLIK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	The Relationship Between University Students' Affective Attitudes Towards English Lessons and Willingness to Communicate in L2.
TEZİN AMACI	The present research intends to reveal the willingness to communicate level in the second language of university preparatory school students and its relation with the students' affective attitudes towards English lessons. Another aim of this study is to examine students' willingness to communicate and affective attitudes depending on gender differences, the type of high school -private or public- they graduated from, and their abroad experiences.
TEZİN TÜRKÇE ÖZETİ	Bu araştırma, üniversite hazırlık sınıfı öğrencilerinin ikinci dilde iletişim kurma istekliliği düzeylerini ve öğrencilerin İngilizce derslerine yönelik duyuşsal tutumları ile ilişkisini ortaya çıkarmayı amaçlamaktadır. Bu araştırmanın bir diğer amacı, öğrencilerin cinsiyet farklılıklarına, mezun oldukları lise türüne - özel ya da devlet- ve yurtdışı deneyimlerine bağlı olarak iletişim kurma istekliliklerini ve duyuşsal tutumlarını incelemektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Devlet ve Vakıf Üniversiteleri
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÖRLÜĞÜ - İLİ - İLÇESİ)	Kırşehir Ahi Evran Üniversitesi - Merkez, Kırşehir Ankara Sosyal Bilimler Üniversitesi - Altındağ, Ankara Orta Doğu Teknik Üniversitesi, Çankaya, Ankara Hacettepe Üniversitesi - Sıhhiye, Ankara Başkent Üniversitesi - Etimesgut, Ankara Erciyes Üniversitesi - Talas, Kayseri Aksaray Üniversitesi - Merkez, Aksaray İstanbul Medeniyet Üniversitesi - Kadıköy, İstanbul Çağ Üniversitesi - Tarsus, Mersin Gazi Üniversitesi - Yenimahalle, Ankara Ufuk Üniversitesi - Gölbaşı, Ankara

YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Çalışma üniversitelerin Yabancı Diller Yükseokulu bünyesinde İngilizce hazırlık sınıfı okuyan öğrencilerle, online anket uygulaması yoluyla gerçekleştirilecektir. Araştırmaya İngilizce Öğretmenliği, İngiliz Dili Edebiyatı, Amerikan Dili Edebiyatı ve İngilizce Mütercim-Tercümanlık bölümü öğrencileri dahil edilmeyecektir.			
UYGULANACAK OLAN ÇALIŞMAYA AIT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Bu çalışmada İngilizce Dersi Duyuşsal Alana İlişkin Tutum Ölçeği (Attitude Scale on Affective Domain in English Course) ve İkinci Dilde İletişim Kurma İstekliliği Ölçeği (Willingness to Communicate in the Second Language Scale) kullanılarak anketler online olarak uygulanacaktır			
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AIT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) İngilizce Dersi Duyuşsal Alana İlişkin Tutum Anketi (2 sayfa). 2) İkinci Dilde İletişim Kurma İstekliliği Anketi. (1 sayfa).			
ÖĞRENCİNİN ADI - SOYADI: Sedef KÖYLÜOĞLU	ÖĞRENCİNİN İMZASI: TARİH: 14 / 01 / 2021			
<b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>				
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.				
2. Anılan konu eğitim faaliyet alanı içerisine girmektedir.				
<b>1.TEZ DANIŞMANININ ONAYI</b>	<b>2.TEZ DANIŞMANININ ONAYI (VARSA)</b>	<b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI</b>	<b>A.B.D. BAŞKANININ ONAYI</b>	
Adı - Soyadı: Jülide İNÖZÜ	Adı - Soyadı: .....	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHINKARAKAS	
Unvanı : Prof. Dr.	Unvanı: .....	Unvanı: Doç. Dr.	Unvanı: Prof. Dr.	
İmzası : Evrak onayı e-posta ile alınmıştır ... / ..... / 20....	İmzası: .....	İmzası : Evrak onayı e-posta ile alınmıştır ..... / ..... / 20.....	İmzası : Evrak onayı e-posta ile alınmıştır ... / ..... / 20....	
<b>ETİK KURULU ASIL ÜYELERİNE AIT BİLGİLER</b>				
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN (Y.)	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA (Y.)	Adı - Soyadı: Mustafa Tevfik ODMAN
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
İmzası : Evrak onayı e-posta ile alınmıştır ..... / ..... / 20.....	İmzası : Evrak onayı e-posta ile alınmıştır Dr. Sami DOĞRU	İmzası : Evrak onayı e-posta ile alınmıştır ... / ..... / 20.....	İmzası : Evrak onayı e-posta ile alınmıştır Arş. Gör. Özge ÇETİNER	İmzası : Evrak onayı e-posta ile alınmıştır ... / ..... / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
<b>OY BİRLİĞİ İLE</b>		Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 14 / 01 / 2021 - 27 / 02 / 2021 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi tarafımızca uygundur.		
<b>OY ÇOKLUĞU İLE</b>				

**Appendix B: English Version Of Consent Form**

Dear Participant,

The statements in the questionnaires below are formulated to learn about your affective attitudes toward English lessons and willingness to communicate level. It should take approximately 10 minutes to complete. There are no right or wrong answers for the statements. Your answers will have a valuable contribution to the study. Please also make sure that the answers you give in the questionnaires will remain anonymous and confidential. You can withdraw at any time without giving reasons and without negative consequences. Thank you for your cooperation.

Sedef KÖYLÜOĞLU

Çağ University – English Language Teaching (M.A.)

I agree to attend this web-based online survey by clicking the button below.

## Appendix C: Turkish Version Of Consent Form

Sayın Katılımcı,

Aşağıdaki anketlerde yer alan ifadeler, İngilizce dersine yönelik duyuşsal tutumlarınız ve iletişim kurma istekliliğiniz hakkında bilgi edinmek için formüle edilmiştir. Anketin tamamlanması yaklaşık 10 dakika sürmektedir. İfadeler için doğru veya yanlış bir cevap yoktur. Cevaplarınız bu araştırmaya değerli bir katkı sağlayacaktır. Lütfen anketlerde verdiğiniz cevapların anonim ve gizli kalacağından emin olunuz. İstedığınız zaman sebep göstermeden ve olumsuz bir sonuç olmaksızın anketi bırakabilirsiniz. İşbirliğiniz için teşekkürler.

Sedef KÖYLÜOĞLU

Çağ Üniversitesi – İngiliz Dili Eğitimi (Y. L.)

Aşağıdaki butona tıklayarak bu web tabanlı online ankete katılmayı kabul ediyorum.



## Appendix D: English Version Of Willingness To Communicate Scale

Please indicate the frequency of time you choose to speak in English in each classroom situation.

(1) Almost never willing (2) Sometimes willing (3) Willing half of the time (4) Usually willing

(5) Almost always willing

1. Speak in a group about your summer vacation.	1	2	3	4	5
2. Speak to your teacher about your homework assignment.	1	2	3	4	5
3. Have a conversation with a stranger if he/she talks to you first.	1	2	3	4	5
4. Ask for instructions/clarification when you are confused about a task you must complete.	1	2	3	4	5
5. Talk to a friend while waiting in line.	1	2	3	4	5
6. Be an actor in a play.	1	2	3	4	5
7. Describe the rules of your favorite game.	1	2	3	4	5
8. Play a game in English, for example Monopoly.	1	2	3	4	5
9. Read an English novel.	1	2	3	4	5
10. Read an English article in a paper.	1	2	3	4	5
11. Read letters from a pen pal written in native English.	1	2	3	4	5
12. Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions.	1	2	3	4	5
13. Read an advertisement in the paper to find good merchandise, e.g. a book, you can buy.	1	2	3	4	5
14. Read reviews in English for popular movies.	1	2	3	4	5
15. Write an invitation to invite your schoolmates to a weekend party.	1	2	3	4	5
16. Write down the instructions for your favorite hobby.	1	2	3	4	5
17. Write a report on your favorite animal and its habits.	1	2	3	4	5
18. Write a story.	1	2	3	4	5
19. Write a letter to a friend.	1	2	3	4	5
20. Write a newspaper article.	1	2	3	4	5
21. Write the answers to a "fun" quiz from a magazine.	1	2	3	4	5
22. Write down a list of things you must do tomorrow.	1	2	3	4	5
23. Listen to instructions in English and complete a task.	1	2	3	4	5
24. Bake a cake if instructions were in English.	1	2	3	4	5
25. Fill out an application form in English.	1	2	3	4	5
26. Take directions from an English speaker.	1	2	3	4	5
27. Understand an English movie.	1	2	3	4	5

## Appendix E: Turkish Version Of Willingness To Communicate Scale

Lütfen her bir sınıf durumunda İngilizce konuşmayı tercih etme sıklığınızı belirtiniz.

(1) Neredeyse hiçbir zaman istekli değilim (2) Bazen istekliyim

(3) Ne istekliyim ne isteksizim (4) Genellikle istekliyim (5) Neredeyse her zaman istekliyim

1. Bir grup içinde yaz tatiliniz hakkında konuşmak.	1	2	3	4	5
2. Öğretmeninizle ev ödeviniz hakkında konuşmak	1	2	3	4	5
3. İlk olarak o sizinle konuşursa bir yabancıyla sohbet etmek.	1	2	3	4	5
4. Tamamlamanız gereken bir görevle ilgili kafanız karıştığında yönerge/açıklama istemek.	1	2	3	4	5
5. Sırada beklerken bir arkadaşla konuşmak.	1	2	3	4	5
6. Bir tiyatro oyununda oyuncu olmak.	1	2	3	4	5
7. En sevdiğiniz oyunun kurallarını anlatmak.	1	2	3	4	5
8. Monopoly gibi İngilizce bir oyun oynamak.	1	2	3	4	5
9. İngilizce roman okumak.	1	2	3	4	5
10. Bir gazetede İngilizce bir makale okumak.	1	2	3	4	5
11. Bir mektup arkadaşınızdan gelen İngilizce yazılmış mektupları okumak.	1	2	3	4	5
12. Yazarın bilerek basit sözcük ve yapıları kullanarak size yazdığı kişisel mektup veya notları okumak.	1	2	3	4	5
13. Kitap gibi, satın alabileceğiniz kaliteli bir eşya bulabilmek için gazetede bir reklamı okumak.	1	2	3	4	5
14. Popüler filmlerin İngilizce inceleme yazılarını okumak.	1	2	3	4	5
15. Okul arkadaşlarınızı bir hafta sonu partisine çağırarak için davetiye yazmak.	1	2	3	4	5
16. En sevdiğiniz hobiniz için yönergeler yazmak.	1	2	3	4	5
17. En sevdiğiniz hayvan ve alışkanlıkları hakkında bir yazı yazmak.	1	2	3	4	5
18. Bir öykü yazmak.	1	2	3	4	5
19. Bir arkadaşına mektup yazmak.	1	2	3	4	5
20. Bir gazete makalesi yazmak.	1	2	3	4	5
21. Bir dergideki "eğlence" testine cevaplar yazmak.	1	2	3	4	5
22. arın yapmanız gereken şeylerin listesini yazmak.	1	2	3	4	5
23. İngilizce yönergeleri dinlemek ve bir görevi tamamlamak.	1	2	3	4	5
24. Tarifi İngilizce olan bir keki pişirmek	1	2	3	4	5
25. İngilizce bir başvuru formu doldurmak.	1	2	3	4	5
26. İngilizce konuşan birinden yol tarifi almak.	1	2	3	4	5
27. İngilizce bir filmi anlamak.	1	2	3	4	5

## Appendix F: Attitude Scale On Affective Domain In English Classes

Sayın katılımcı,

Aşağıdaki İngilizce dersi ile ilgili olarak bir görüş ve yargı bildiren cümleleri okuyunuz.

Lütfen duygu ve düşüncelerinizi en iyi ifade eden seçeneği işaretleyiniz. Araştırmaya olan katkılarınızdan dolayı teşekkürlerimi sunarım.

**(1) Tamamen Katılıyorum (2) Katılıyorum (3) Kısmen Katılıyorum (4) Katılmıyorum**

**(5) Hiç Katılmıyorum**

1. İngilizce dersi zorunlu olmasa dersi almam.	1	2	3	4	5
2. İngilizcede öğrendiğim her yeni konu kendime güveni artırıyor.	1	2	3	4	5
3. İngilizceyi öğrenme hayatımı kazanmada bana yardım edecektir.	1	2	3	4	5
4. İngilizceyi iyi yapabileceğimi biliyorum.	1	2	3	4	5
5. İngilizceyi önemli bir ders olarak görüyorum.	1	2	3	4	5
6. Sınıfta İngilizce konuşmaktan çekinmem.	1	2	3	4	5
7. İngilizce dersine girmekten zevk almam.	1	2	3	4	5
8. Öğretmenim benim İngilizcede başarılı olabileceğimi düşünmektedir.	1	2	3	4	5
9. İngilizce öğretmenimle İngilizce konuşmak isterim.	1	2	3	4	5
10. İngilizce ile ilgili soruları çözdüğümde kendime güven duyuyorum.	1	2	3	4	5
11. İngilizce dersinde iyi değilim.	1	2	3	4	5
12. İngilizce dersine çalışmak hoşuma gider.	1	2	3	4	5
13. Konuşma esnasında yaptığım hatalardan pes etmem.	1	2	3	4	5
14. Konular ilerledikçe kendime güveni kaybediyorum.	1	2	3	4	5
15. İngilizce öğretmenim İngilizcede daha iyiye gittiğimi hissettirmektedir.	1	2	3	4	5
16. Öğretmenim daha çok İngilizce çalışmam için beni cesaretlendirmektedir.	1	2	3	4	5
17. Yabancı bir dili anlama insanın dünyayı daha iyi anlamasına katkıda bulunur.	1	2	3	4	5
18. İngilizce dersi sıkıcı bir derstir.	1	2	3	4	5
19. İngilizcenin üçüncü ve dördüncü sınıflarda da okutulmasını isterim.	1	2	3	4	5
20. Gelecekteki çalışmalarında İngilizceye ihtiyaç duyacağım.	1	2	3	4	5
21. İngilizcenin konuşulduğu bir ülkede bir süre çalışmak isterim.	1	2	3	4	5
22. Öğretmen sınıfta soru sorunca heyecanlanırım.	1	2	3	4	5
23. Konuşma esnasında yaptığım hatalar beni olumsuz yönde etkiler.	1	2	3	4	5
24. İngilizce öğrenmeyi çok istiyorum.	1	2	3	4	5

25. Öğretmenim yapabileceğim bütün İngilizce konularını öğrenmemi istiyor.	1	2	3	4	5
26. İngilizce dersini seviyorum.	1	2	3	4	5
27. İngilizce hayatımdaki işlerde benim için önemli olmayacak.	1	2	3	4	5
28. İngilizceyi öğreneceğime eminim.	1	2	3	4	5
29. Yeni bir dil öğrenmek için çaba göstermeye değer.	1	2	3	4	5
30. İngilizce için çaba göstermeye değer.	1	2	3	4	5
31. Bir üniversite öğrencisi için yabancı bir dil öğrenmek önemlidir.	1	2	3	4	5
32. İngilizce ile ilgili grup çalışmalarında bulunmaktan zevk alırım.	1	2	3	4	5
33. Ders esnasında verilen alıştırmaları tek başıma zevkle yaparım.	1	2	3	4	5
34. Daha zor İngilizceyi başaracağımı sanıyorum.	1	2	3	4	5
35. İngilizce dersinden iyi notlar alabilirim.	1	2	3	4	5
36. İngilizcede daha ileri düzeydeki çalışmaları yapabilirim.	1	2	3	4	5
37. Kütüphanede bulunan İngilizce ile ilgili kitaplar ilgimi çeker.	1	2	3	4	5
38. İngilizceyi düzgün konuşabileceğime inanıyorum.	1	2	3	4	5
39. İngilizcede ilerlemek geleceğim için önemli değildir.	1	2	3	4	5
40. Bir yetişkin olarak İngilizceyi birçok yerde kullanacağım.	1	2	3	4	5
41. Uğraştığım çoğu konuyu başarıyorum ama İngilizceyi başaramıyorum.	1	2	3	4	5
42. Boş zamanlarımda İngilizce ile ilgilenmek hoşuma gider.	1	2	3	4	5
43. İngilizce öğretmeni olmak isterim.	1	2	3	4	5
44. İngilizce ile uğraşmanın zaman kaybı olduğunu düşünüyorum.	1	2	3	4	5
45. İngilizceyi iyi öğrenebilecek bir tip değilim.	1	2	3	4	5
46. Hata yapmaktan korktuğum için sınıfta İngilizce konuşmaktan çekinirim.	1	2	3	4	5
47. İngilizce öğretmenimin sempatik olduğunu düşünüyorum.	1	2	3	4	5
48. İngilizce önemli ve gerekli bir derstir.	1	2	3	4	5
49. İngilizce dersini almak benim için bir zaman kaybıdır.	1	2	3	4	5
50. İngilizce ile ilgili tartışmaların yapıldığı ortamlarda bulunmaktan zevk alırım.	1	2	3	4	5
51. İngilizce çalışırken kendi kendimi motive edebiliyorum.	1	2	3	4	5
52. İngilizce dersinde kendimi derse veremiyorum.	1	2	3	4	5
53. İngilizce sınavından önce korku ve heyecan duyarım.	1	2	3	4	5
54. İngilizce bana kolay gelir.	1	2	3	4	5
55. Yapmam gereken işlerle karşılaştığımda İngilizce öğrenme çok zamanımı alır.	1	2	3	4	5
56. Öğretmenim benim derste aktif olmamı sağlamaktadır.	1	2	3	4	5

## Appendix G: Official Permission Documents Of Universities

### Permission from Rectorate of Çağ University for the Questionnaire



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Ek-1

Sayı : E-23867972-044-2100002297  
Konu : Sedef KÖYLÜOĞLU'na Ait Tez  
Anket İzni Hakkında

25.03.2021

#### DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198003 numaralı **Sedef KÖYLÜOĞLU**, isimli öğrencimizin "**The Relationship Between University Students' Affective Attitudes Towards English Lessons and Willingness to Communicate in L2**" konulu tez çalışması Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi **Prof. Dr. Jülide İNÖZÜ** danışmanlığında halen yürütülmektedir. Adı geçen öğrenci tez çalışmasında **Üniversiteniz Yabancı Diller Yüksek Okulu bünyesinde İngilizce hazırlık sınıfında halen okuyan öğrencileri** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını <https://forms.gle/rQaU6CdnjWi7gQXi8> online erişim linki üzerinden yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin kurumsal mail adreslerinden onaylar online olarak alınmış olup, gerekli iznin verilmesini arz ederim.

Prof. Dr. Ünal AY  
Rektör

Ek : 3 sayfa tez etik kurul izin formu, 5 sayfa Form ve Ölçekler, 3 sayfa tez etik kurul izin onay e-postaları.

Dağıtım:  
Gereği:  
Gazi Üniversitesi Rektörlüğüne  
Hacettepe Üniversitesi Rektörlüğüne  
İstanbul Medeniyet Üniversitesi Rektörlüğüne  
Orta Doğu Teknik Üniversitesi Rektörlüğüne

E-Posta: [uyucankol@cag.edu.tr](mailto:uyucankol@cag.edu.tr)



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Yabancı Diller Yüksekokulu Müdürlüğü



Sayı : E-25133499-044-00000310250  
Konu : Sedef KÖYLÜOĞLU Anket İzni

22.3.2021

### REKTÖRLÜK MAKAMINA ÖĞRENCİ İŞLERİ DAİRE BAŞKANLIĞINA

İlgi : 21.01.2021 tarihli ve E-67873788-044-00000294057 sayılı yazı.

Çağ Üniversitesi, İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı 20198003 numaralı öğrencisi Sedef KÖYLÜOĞLU'nun "The Relationship Between University Students' Affective Attitudes Towards English Lessons and Willingness to Communicate in L2" konulu tezine ilişkin anket çalışmasını Yüksekokulumuz İngilizce Hazırlık Sınıfında eğitim gören öğrencilere uygulaması Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Fazıl YOZGAT  
Yüksekokul Müdürü

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Belge Doğrulama Kodu: A1E85258-B9D8-45C2-A772-9DD6DDED4AA Belge Doğrulama Adresi: <https://www.turkiye.gov.tr/kaeu-ebys>  
Adres: Kırşehir Ahi Evran Üniversitesi Yabancı Diller Yüksekokulu Başbaşı Yerleşkesi 40100 KIRŞEHİR Bilgi için: Mikail YENİÇERİ  
Faks No: (0386) 280 4853 Unvan: Bilgisayar İşletmeni  
e-Posta: [iletisim@ahievran.edu.tr](mailto:iletisim@ahievran.edu.tr) İnternet Adresi: [www.ahievran.edu.tr](http://www.ahievran.edu.tr) (0386) 280 2905  
Kep Adresi: [ahievranuniversitesi@hs01.kep.tr](mailto:ahievranuniversitesi@hs01.kep.tr)



## Official Permission from Social Sciences University of Ankara



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Basın Yayın ve Halkla İlişkiler Müdürlüğü

Sayı : E-30275491-044-6088  
Konu : Sedef KÖYLÜOĞLU'na Ait Tez Anket  
İzni Hakkında

18.03.2021

### ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 18.01.2021 tarihli ve E-23867972-044-2100000275 sayılı yazınız

İlgi sayılı yazınız Üniversitemizde değerlendirilmiş olup, söz konusu çalışmaya yönelik izin talebiniz uygun bulunmuştur.

İlgili araştırmaya yönelik online anket linki, Üniversitemizdeki öğrencilerle kurum içi e-duyuru olarak e-posta yoluyla paylaşılmıştır.  
Bilgilerinize arz ederim.

Prof. Dr. Bülent KENT  
Rektör a.  
Rektör Yardımcısı

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Belge Doğrulama Kodu :BENNOCVT1 Fia Kodu :25212  
İhikâmet Meydanı No:2 Ulus/Ankara  
Telefon No: +90 312 596 44 44 - 45 Faks No:0312 596 83 00  
e-Posta: bilgi@asbu.edu.tr İnternet Adresi: www.asbu.edu.tr  
Kep Adresi: asbu@b01.kep.tr

Belge Takip Adresi : <http://bybhsckend.asbu.edu.tr/es/Vision/Sorgula/Belgedogrulama.aspx?V=BENNOCVT1>

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Uzman Öğretim Görevlisi



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Konu : Sedef Köylüoğlu'na Ait Anket İzni Hk.

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İlgi : 14/01/2021 tarih ve 2100000275 sayılı yazı, Çağ Üniversitesi Rektörlüğü

İlgi yazınızla talep edilen; Üniversitemiz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Sedef Köylüoğlu'nun, Üniversitemiz İngilizce hazırlık sınıfı öğrencilerine anketini online uygulamasında bir sakınca bulunmamaktadır. Araştırmacının anket linkini eldbu@baskent.edu.tr veya eng@baskent.edu.tr adresine iletmesi durumunda öğrencilerimiz ile paylaşılacaktır. Bilgilerinizi saygılarımla arz ederim.

Prof. Dr. M. Abdülkadir VAROĞLU  
Rektör Yardımcısı

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Başkent Üniversitesi Başlıca Kampüsü Fatih Sultan Mahallesi Eskişehir Yolu 18. Km 06790  
Etilmesgazi/ANKARA Bilgi için: Gamze SONBAY  
Telefon No:0 312 246 67 40 Faks No:0 312 246 66 05 Koordinatör  
e-Posta:adk@baskent.edu.tr İnternet Adresi: www.baskent.edu.tr Telefon No: 246 66 66 / 2078  
Kep Adresi:baskentuniversitesi@hs02.kep.tr





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Yabancı Diller Yüksekokulu

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Konu : Tez Anket İzni

19.01.2021

### REKTÖRLÜK MAKAMINA

Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü Yüksek Lisans öğrencisi Sedef KÖYLÜOĞLU'nun uygulamak istediği anket uygulaması uygun görülmüş olup Müdür Yardımcısı Betül ÇOKBİLEN nezaretinde yürütülecektir.

Saygılarımla arz ederim.

Öğr. Gör. Hamdi  
ÖNAL  
Yabancı Diller Yüksek  
Okulu Müdürü

E-Posta: gokcunaydogan@cag.edu.tr

Evaluatör  
Verilen



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Öğrenci İşleri Daire Başkanlığı

Sayı : E-14065294-044-40531  
Konu : Sedef KÖYLÜOĞLU'na Ait Tez  
Anket İzni Hakkında

22.03.2021

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Sosyal Bilimler Enstitüsü)  
Adana-Mersin Karayolu Üzeri PK:33800 Yenice-Tarsus/MERSİN

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Sedef KÖYLÜOĞLU'nun Üniversiteniz Fen-Edebiyat Fakültesi öğretim üyesi Prof.Dr. Jülide İNÖZÜ'nün danışmanlığında yürütmüş olduğu " The Relationship Between University' Students' Affective Attitudes Towards Englis Lessons and Wilingness to Communicate in L2" konulu tez çalışması kapsamında Üniversitemiz Yabancı Diller Yüksekokulu bünyesinde ingilizce hazırlık sınıfı öğrencilerine anket çalışmasını uygulaması uygun görülmüştür.

Bilgilerinize arz ederim.

**Prof.Dr. Recai KILIÇ**  
Rektör a.  
Rektör Yardımcısı

Ek:14/01/2021 tarihli ve 2100000275 sayılı yazınız.

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Adres: Köşk Mahallesi Katalpa Bulvarı Sokak No:1 38030 Melikgazi KAYSERİ  
Telefon: +90 352 437 49 47 Faks: +90 352 437 20 23  
e-Posta: ogrenci@erciyes.edu.tr Web: http://ogru.erciyes.edu.tr  
Kep Adresi: erciyesuni@h01.kep.tr

Bilgi için: Bekir Yılmaz  
Uzvan: Bilgisayar İşletmeni



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T.C.  
UFUK ÜNİVERSİTESİ

Sayı : E-14853754-044-11094  
Konu : Sedef KÖYLÜOĞLU'nun Anket İzni Hk.

27.01.2021

### DAĞITIM YERLERİNE

İlgi : Çağ Üniversitesi Rektörlüğünün 14.01.2021 tarihli ve 23867972-044-2100000275 yazı.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans programı 201198003 numaralı öğrencisi Sedef KÖYLÜOĞLU'nun Prof.Dr.Jülide İNÖZÜ'nün danışmanlığında yürütülen **"The Relationship Between University Students affective Attitudes Towards English Lessons and Willingness to Communicate in L2 "** konulu tez çalışmasını online olarak Üniversitemiz Yabancı Diller Bölümü İngilizce Hazırlık Sınıfı öğrencilerine gönüllülük esasına uyulması koşuluyla yapılması uygun görülmüştür. Bilgilerinizi saygılarımla arz/rica ederim.

Prof. Dr. Tevfik TEZCANER  
Rektör

Ek: Anket Yazısı ve Ekleri (13 Sayfa)

#### DAĞITIM:

Gereği: Çağ Üniversitesi Rektörlüğü Sosyal Bilimler Enstitüsü Müdürlüğüne  
Bilgi: Yabancı Diller Bölüm Başkanlığına (Ek konuldu)

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Telefon	:	Fax	:
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Öğrenci İşleri Daire Başkanlığı

Sayı : E-45333631-300-00000593762  
Konu : Anket İzni

16.03.2021

### ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi: a) Üniversitemiz Sosyal Bilimler Enstitüsünün 14.01.2021 tarih ve 2100000275 sayılı yazısı.  
b) Yabancı Diller Yüksekokulu Müdürlüğü'nün 16.03.2021 tarih ve 593359 sayılı yazısı.

Üniversitemiz Sosyal Bilimler Enstitüsü öğrencisi Sedef KÖYLÜOĞLU'nun İngilizce Hazırlık sınıfında okuyan öğrencilere uygulamak istediği anketin uygun görüldüğüne dair Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğü'nün ilgi (b)'de kayıtlı yazısı yazımız ekinde gönderilmektedir.

Bilgilerinizi ve gereğini arz ederim.

**Prof. Dr. Ayhan ÖZÇİFÇİ**  
Rektör a.  
Rektör Yardımcısı

Ek: İlgili Yazı Örneği (b)

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Telefon No: 03822883127 Faks No: 03822883139  
e-Posta: eminsatin@aksaray.edu.tr İnternet Adresi: https://www.aksaray.edu.tr/  
KRP Adresi: aksarayuniversitesi@ta01.kcp.tr

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Ayrıntılı bilgi için: Mehmet Emin SATIN  
Bilgisayar İşletmeni  
Telefon No: 03822883127

