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**INVESTIGATING THE RELATIONSHIP BETWEEN STUDENTS'
WILLINGNESS TO COMMUNICATE AND SELF-EFFICACY LEVELS IN AN
EFL CONTEXT**

THESIS BY
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MASTER'S THESIS

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To the memory of my beloved mother

who always believed in me…

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ABSTRACT

INVESTIGATING THE RELATIONSHIP BETWEEN STUDENTS' WILLINGNESS TO COMMUNICATE AND SELF-EFFICACY LEVELS IN AN EFL CONTEXT

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The present quantitative study aims to examine how university preparatory school students' willingness to communicate in English levels in the classroom and their perceptions of self-efficacy for English are related within Turkish context. It also focused on different participant characteristics such as gender, university department, university type, years of studying English, taking English courses, and experience abroad. It was conducted with 252 students studying at one foundation and one state university. Data were collected and analyzed using the scales Willingness to Communicate in English and Self-Efficacy for English. The results were achieved through descriptive statistics, independent sample t-tests, one-way ANOVA, and Pearson correlation analysis. The findings revealed a positive correlation between participants' willingness to communicate in English within the classroom and self-efficacy perception of English. Furthermore, participants' willingness to communicate and self-efficacy views for their reading and listening skills were found to be stronger than their writing and speaking skills.

Key Words: willingness to communicate, self-efficacy

ÖZ

ÖĞRENCİLERİN İLETİŞİM KURMA İSTEKLİLİKLERİ İLE ÖZYETERLİK DÜZEYLERİ ARASINDAKİ İLİŞKİNİN YABANCI DİL OLARAK İNGİLİZCE BAĞLAMINDA İNCELENMESİ

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Bu nicel çalışmanın amacı, İngilizce hazırlık bölümü öğrencilerinin sınıf içi iletişim kurma isteklilikleri ve İngilizce öz-yeterlik algılarının birbirleriyle olan ilişkilerini incelemektir. Çalışmada ayrıca cinsiyet, üniversite bölümü, üniversite türü, İngilizce öğrenme süresi, İngilizce kursu alma ve yurt dışı deneyimi gibi farklı katılımcı özelliklerine de odaklanılmaktadır. Çalışma evrenini, biri vakıf ve biri devlet üniversitesinde okuyan öğrenciler oluşturmaktadır. Araştırma verileri, İngilizce için Öz-Yeterlik ve İngilizce İletişim İstekliliği ölçekleri kullanılarak toplanmış ve analiz edilmiştir. Sonuçlar, tanımlayıcı istatistikler, bağımsız örneklem t testleri, tek yönlü ANOVA ve Pearson korelasyon analizleri ile elde edilmiştir. Bulgular, katılımcıların sınıf içinde İngilizce iletişim kurma istekliliği ile İngilizce öz-yeterlik algısı arasında pozitif bir ilişki olduğunu ortaya koymuştur. Ayrıca, katılımcıların okuma ve dinleme becerilerine yönelik isteklilik düzeyleri ve yeterlik algılarının yazma ve konuşma becerilerine yönelik algı ve isteklilik düzeylerinden daha güçlü olduğu bulunmuştur.

Anahtar Kelimeler: iletişim istekliliği, öz-yeterlik

TABLE OF CONTENTS

ABBREVIATIONS

EFL   **:** English as a Foreign Language
ELT   **:** English Language Teaching
L1   **:** First Language
L2   **:** Second Language
SE   **:** Self-Efficacy
SLA   **:** Second Language Acquisition
SPCC   **:** Self-Perceived Communicative Competence
SPSS   **:** Statistical Package for Social Sciences
WTC   **:** Willingness to Communicate
ANOVA   **:** Analysis of Variance

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

1. INTRODUCTION

This research aims to investigate the relationship between Turkish EFL learners' willingness to communicate in English in the classroom and their self-efficacy perceptions for English. It also sought to understand if there was a difference between these concepts with regard to some variables such as participants' gender, university types (state or foundation), departments, years of studying English and experience abroad. This introductory chapter provides detailed information on the background of the study, statement of the problem, purpose of the study and significance of the study. Lastly, it presents a review of literature regarding the scope of the research.

Background of the Study

Over the last decades, the world has witnessed many political, ideological, sociological and cultural changes and developments. As a result of wars, migrations, advances in technology and science, and international trade becoming more common, national borders have lost their traditional importance for individuals to survive and prosper. The fact that the world has become such a global place has affected almost every aspect of human existence. Now people are becoming a part of a global community, interacting with each other from all over the world and involving in global communication. As a result of all these, English has found a place for itself as a world language.

This has led to developments in the perspective towards language learning and teaching. Contemporary approaches to SLA have placed great importance to meaningful interaction among language learners with the notion that language learning and communication are interrelated with each other. It has gained a general acceptance that engaging in interactions in English language can be essential for acquiring it (Skehan, 1989). In this sense, promoting learners' communicative competence through interactive learning environments has become a necessity for positive learning outcomes. Therefore, the main objective of second or foreign language (L2) pedagogy has evolved and focused on encouraging students to be active both in and out of the classroom (Riasati & Noordin, 2011; Dörnyei, 2005). However, Dörnyei (2005) emphasized that even proficient learners may tend to avoid communicating in the second language.

To gain a better grasp of the reasons that may influence learners' readiness in communicative situations, SLA research has concentrated its attention on learners' propensity to participate in communication in L2 in recent years (Peng & Woodrow, 2010; Yu et al., 2011; Piechurska-Kuciel, 2015; Yashima, 2019; MacIntyre, 2020). The concept was introduced as 'readiness to enter into discourse at a specific time with a specific person or persons, using an L2' (MacIntyre et al., 1998, p. 547). It was developed based on the concept of WTC in the first language (L1 WTC) that was revealed as a personality trait (McCroskey & Baer, 1985). WTC in a second language (L2 WTC) is based on both personality traits and situational traits (MacIntyre et al., 1998) because it is a more complex phenomenon in which psychological, linguistic and situational variables are interrelated (Eyerci, 2020). When someone is speaking in L2, their beliefs, experiences, ideas, and feelings differ from those of L1 WTC, which helps us to understand the core aspects of L2 WTC. For this reason, L2 WTC is thought to be a significant facilitator in the description, explanation, and prediction of learners' second language communication tendencies in both in and out of the classroom environments. It is considered as a complex individual variable that includes psychological, linguistic, as well as communicative aspects (MacIntyre et al., 1998).

Several factors have been proposed to influence L2 WTC, either positively or negatively. It has been extensively studied to determine whether and how factors such as language aptitude (Gardner et al., 1997), language anxiety, self-confidence, motivation (MacIntyre, 1995; Hashimoto, 2002; Kang, 2005; Baker & MacIntyre, 2000), self-perceived communication competence (Richmond et al., 1989; Yashima, 2002; Donovan & MacIntyre, 2004), and communication apprehension (McCroskey & Richmond, 1987) may potentially underlie the construct and L2 acquisition process. There are also studies concentrating on the crucial role that learners' thoughts and beliefs play in learning L2 (Zimmerman, 2000; Mercer, 2008; Raoofi et al., 2012; Kim et al., 2015; Goetze & Driver, 2022). According to the research (MacIntyre, 1994; MacIntyre & Charos, 1996), learner beliefs on their competences is also a very strong antecedent of communication behavior. Self-efficacy (SE), an expression of a person's trust in her or his abilities to carry out the necessary steps to accomplish a specific outcome, is one of these competency beliefs (Bandura, 1997). According to Bandura (1997), rather than actual skills, students' perceptions of their proficiency levels may be a more accurate predictor of performance, and it seems to have a considerable impact on influencing pupils' performance in academic settings (Schunk, 1991). It is also

linked to both learning and motivation in students, according to a substantial body of study (Schunk, 1991, 1995; Pajares, 1996; Zimmerman, 2000). Considering the importance of self-efficacy, the current study seeks for a clear understanding of how self-efficacy is related with the communication behavior of EFL learners.

Statement of the Problem

It is surely beyond doubt that identifying the elements that influence an L2 acquisition process is important when designing SLA programs to achieve desired outcomes. In Turkey, it is still widely believed that memorizing vocabulary and grammar rules is the main condition for acquiring a second language. Thus, the focus is generally on practicing these skills so that they become internalized and used in communication, much like how rules are taught or memorized in science courses. Though it has long been proven to be wrong and ineffective, this approach has managed to survive in foreign language instruction. As a result, English courses are seen as an academic obstacle to overcome rather than an opportunity to learn how to use the language for communicative intent. Thus, EFL learners particularly complain about their inability to communicate in English despite the fact that they have taken numerous English classes throughout their educational life (Solak & Bayar, 2015)

McCroskey and Richmond (1987) assert that "the perception of one's own skill level may be more important than actual skill level" (p.141). It means that the degree to which learners are ready to communicate is probably influenced by how they view their abilities. That is, when someone with low communication competence believes they have the communication skills necessary to effectively initiate and navigate a communicative interaction, their WTC will still be likely to stay high. Therefore, understanding learners' SE beliefs as one of the significant motivators for their communication behavior may offer a deeper perspective about L2 learning. Nevertheless, it is interesting to note that the study of self-efficacy in language learning settings is relatively new. Thus, more research is warranted to shed light on how learners' perceptions of self-efficacy and their willingness to communicate levels are inextricably linked together particularly in Turkish language-learning settings. In light of this research gap, the current study seeks to understand the Turkish EFL students' levels of willingness to communicate and self-efficacy, and how they are related to each other in relation to four language skills.

Purpose of the Study

The present study aims to uncover the university preparatory class students' in-class L2 WTC levels in English and their self-efficacy views for English. It also seeks to understand their scores in terms of variables such as participants' gender, type of university (state or foundation), department, years of studying English, taking English courses, and experience abroad. The second purpose of the study is to understand the strength of the relationship between learners' L2 WTC in English in the classroom and their SE levels. In light of these objectives, we seek to address the following research questions:

1. What is the Turkish preparatory school students' level of willingness to communicate in English?
2. Is there a significant difference between students' level of willingness to communicate in English and their demographic characteristics such as gender, university department, university type, years of studying English, taking English course out of school and experience abroad?
3. What is the Turkish preparatory school students' perceptions of self-efficacy for English?
4. Is there a significant difference between students' self-efficacy perceptions for English and their demographic characteristics such as gender, university department, university type, years of studying English, taking English course out of school and experience abroad?
5. What is the relationship between Turkish preparatory school students' levels of willingness to communicate in English and their perceptions of self-efficacy for English?

Significance of the Study

Language learning requires a social practice in which learners engage in meaningful interactions with others using the target language. Therefore, learners' desire to engage in communicative situations is thought to have a crucial role in L2 development and proficiency (Öz et al., 2015). A great number of studies investigating the potential factors contributing to WTC both in and outside the class have been conducted (MacIntyre, 1994; MacIntyre et al., 1998; Clement et al., 2003; Kang, 2005; Cao & Philp, 2006; Bukhari et al., 2015). However, much is still unclear about the discrepancy

between speaking a language fluently and wanting to do so (Dörnyei, 2005). Bandura (1977) proposed the term self-efficacy as one of the predictors of learner motivation, affect, and behavior throughout the L2 learning process. Since then, the self-efficacy construct has garnered significant attention in educational research, demonstrating its ability to forecast students' academic performance across various subjects and academic levels (Urdan & Pajares, 2006). According to Bandura (1994), learners' beliefs about their capabilities have an influence on their learning process and learners with higher self-efficacy levels perform better in challenging tasks, control their efforts and strategies, and achieve better outcomes. In fact, students' perceptions of their competence may be even more effective on their performance than their actual skills (Bandura, 1997; Zimmerman, 1995).

From communicative perspective, learners' perceptions of their own capabilities to achieve tasks can significantly influence their decision to engage in those tasks or not. In this regard, examining how learners' perceptions of their skills for speaking-related behaviors in the target language has attracted substantial attention within the field of both L1 and L2 communication. In their recent study, Saka and Merç (2021) discovered that self-efficacy and anxiety are negatively correlated with each other, leading to higher WTC levels among learners. Therefore, it may be concluded that L2 learners who experience less communication-related anxiety have better self-efficacy beliefs, which ultimately help them perform well in L2 communication. This argument is supported by many other studies which emphasize the crucial role of self-efficacy beliefs in affecting EFL learners' tendency to use L2 (Mills et al., 2006; Zhong, 2013; Mills, 2014; Wang et al., 2023).

There is still a gap that requires further research, especially with a greater comprehension of the subject in Turkish context. In this sense, identifying the self-efficacy perceptions of Turkish EFL learners is thought to greatly advance the field of literature. It is also believed that examining the connections between learner WTC and self-efficacy levels for English as well as demographic factors such as gender, type of university (state or foundation), years of studying English, and experience abroad within the context of Turkish EFL learners is needed. Based on this notion, it is thought that the current study will provide a multidimensional viewpoint on the L2 communication problems of especially preparatory students who are subject to intensive English in Turkey.

Literature Review

Undoubtedly, knowing a language requires being proficient in the intended language in a way that allows the speaker to understand, communicate, and interact with others. It also involves understanding the cultural and social contexts such as appropriate language use, norms and conventions in which the language is used. However, communicating in L2 does not simply depend on becoming competent in different aspects of the language. L2 interaction is also impacted by several affective aspects, such as self-esteem, motivation, language anxiety, and grit (Lee & Hsieh, 2019). According to Yashima (2002), one of the affective aspects of L2 interaction is the willingness to communicate. Similarly, in his study, Kang (2005) suggested WTC as a crucial element of L2 development in light of the increasing attention on meaningful communication as a crucial component of L2 learning and education. WTC was developed by MacIntyre et al. (1998) and referred as 'readiness to enter into discourse at a specific time with a specific person or persons, using an L2' (p.547) from the L1 WTC construct initially created by McCroskey and Baer (1985).

Numerous studies (McCroskey & Richmond, 1990; MacIntyre, et al., 1998; Clement et al., 2003; Kang, 2005; Yu et al., 2011; MacIntyre, 2020) have been conducted up to this point on the subject of the readiness to communicate, a characteristic that is believed to explain people's inclination to engage in conversation. The significance of WTC is owing to the important role that contact plays in the formation of language. This is highlighted from a range of viewpoints, including sociocultural (Vygotsky & Cole, 1978), linguistic (Swain, 1995), and learner perspectives (Stoller, 1995). It is a generally held belief that communication with others is necessary for learning a language, and that the processes of language learning and communication are inextricably linked (Skehan, 1991). This being the case, it can be argued that increased interaction will presumably result in more language learning and development. In light of this premise, we may claim that L2 WTC may contribute to second language development and should be emphasized in modern L2 pedagogy.

Willingness to Communicate

In the late 1980s, researchers began to study WTC as a unique concept and investigated how it was related to other factors that affected individual differences, including proficiency, motivation, anxiety, and personality traits. 'Willingness to communicate' (WTC) is used to describe the desire to initiate conversation when the

chance arises (McCroskey & Baer, 1985; McCroskey & McCroskey, 1986). It is also defined as "an individual's propensity to initiate communication with others" (McCroskey, 1997, p. 77) For a couple of decades, WTC has been thought to predict and explain how likely it is for learners to engage in conversation by many SLA researchers (McCroskey & Richmond, 1990; MacIntyre, 1994; MacIntyre, et al., 1998; Clement et al., 2003; Jung, 2011). According to McCroskey and Richmond (1987), high levels of willingness of a language learner result in greater amount and frequency of communication, leading to positive communication outcomes. Low willingness levels, on the other hand, result in low amount and frequency of communication, leading to negative outcomes. Therefore, it is among the variables that contribute to language development.

The primary intention of the WTC studies was to conduct research into the various approaches that students take when communicating in their first or native language. An individual's WTC is characterized by a personality trait that remains unchanged regardless of the communicative setting in their major language (MacIntyre et al., 2003). Early research on personality traits like shyness (McCroskey & Richmond, 1982), reticence (Phillips, 1968), and communication anxiety (McCroskey, 1970) that affect the process of interpersonal communication led to the development of this model. When Burgoon (1976) wanted to understand the distinctions in how people connect with one another when speaking their L1, he came up with the concept of WTC. In his study, he first proposed the idea of communicating openly, which he referred to as WTC. He also coined the word "unwillingness to communicate" (UnWTC). According to Burgoon, people who are shy or introverted, struggle with their speech, or have communication apprehension have a negative view of communication, place a low value on social connection, feel uneasy and inadequate, and avoid communication as a result of these feelings. In the subsequent examination, McCroskey and Baer (1985) referred to the structure as the WTC architecture. In the study that McCroskey and his colleagues conducted on the participants' level of preparedness to talk in L1, they took a methodical and in-depth approach (Zakahi & McCroskey, 1989; McCroskey & Richmond, 1990). When referring to WTC as a personal quality, they identified antecedents for WTC that included personal characteristics.

There has been discussion about whether the WTC concept is a personality trait or a situation-dependent attribute since its introduction to the literature. Presented as a personality trait, WTC was defined by McCroskey and Richmond (1990) as changes in

speaking behavior and as the desire to start a conversation when the chance arises. According to this perspective, one's readiness to communicate was seen as a constant quality akin to personality that was unlikely to vary depending on the circumstances or the recipients. The propensity to speak might be influenced by situational factors, they admitted, but people typically showed persistent tendencies under different circumstances. With the same notion, McCroskey and Richmond (1987) further contributed to the definition by considering WTC as a stable trait and they asserted that even if the situation changed, a person's inclination toward WTC would remain constant and similar. Similarly, Mortensen et al. (1977) and McCroskey and Richmond (1982) defined a person's inclination for communication in their first language (L1) as a stable trait that is unlikely to change within different contexts. Although they took the potential situational changes into the consideration, participants displayed similar dispositions towards various communicative situations. Thus, L1 WTC remained as a construct that reflects the characteristic of language learners for a while in the SLA literature.

Based on previous study, MacIntyre (1994) suggested that a variety of circumstances could affect a person's propensity to communicate. These variables included the number of individuals participating in the conversation, its formality, how well the speaker and listeners know one another, the conversation's subject, and more. The language that is used for communication, he argued, is the most important aspect since it has the greatest ability to have an impact on the other factors. He employed causal modeling in his research to examine the connections between communication readiness and a number of variables, including alienation, introversion, anomie, self-esteem, anxiety, and self-perceived communicative competence (SPCC). The study's goal was to create a WTC prediction model. The research revealed a strong link between SPCC, communication anxiety, and WTC. The degree of WTC was correlated with communication apprehension and SPCC factors, i.e., people are more likely to show a stronger desire to communicate while their SPCC is high and their communication apprehension is low (see Figure 1). Additionally, it was unearthed that anomie, self-esteem, and introversion all had an indirect influence on communication anxiety and SPCC, which, as a result, had an indirect influence on communication desire. The WTC model may be used to observe fluctuations under various conditions, according to MacIntyre (1994). This study had a significant impact on WTC research since it examined the connections between the many variables thought to influence WTC.
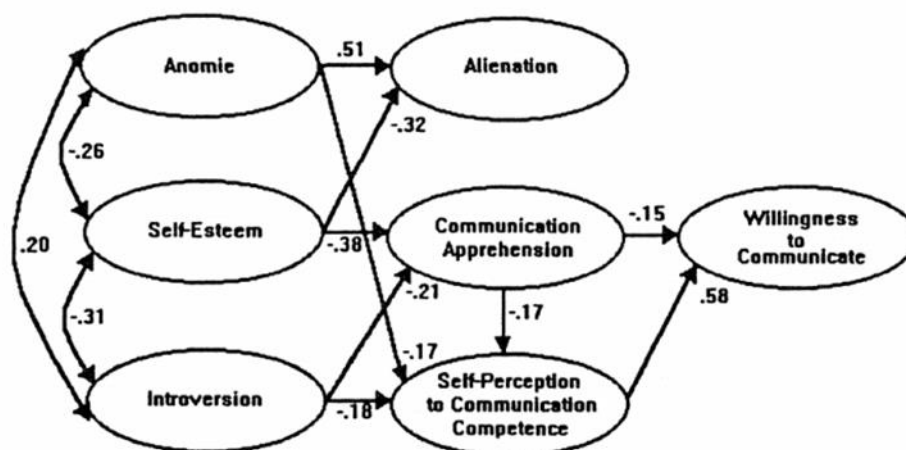
Figure 1. MacIntyre's Model of WTC (1994)

The WTC concept has drawn the attention of academics in the SLA since it may be applied in contexts of both of these types of language acquisition, both of which include communication in L2 as their final goal. According to research done by MacIntyre et al. in 1998, it is simpler to understand the core components of L2 WTC when a person is speaking in their L2 since their thoughts, beliefs, experiences, and emotions are distinct from those of L1 WTC. With this premise in mind, MacIntyre and Charos (1996) carried out an important study that explored the correlation between L2 communication, affective factors and willingness to speak in the L2 for the first time in the history of SLA. This work was published in the journal Second Language Acquisition. The findings demonstrated that when EFL students were provided with little opportunities to utilize their L2, their perceptions of their own level of proficiency, willingness to talk, and frequency of communication were all reduced. According to Baker and MacIntyre (2000), this demonstrates that learners who have less opportunities to use L2 for communication have lower levels of perceived competence, willingness to communicate, and total communication. This is the case because learners who have fewer opportunities to communicate in their L2 have reduced levels of perceived competence. In addition, research by MacIntyre and Charos (1996) found that students' frequency of use of their second language increased in proportion to the amount of motivation they had to learn it.

Following the studies regarding WTC in L1 as a characteristic, the idea emerged that communication in a second language can only be understood in a complex system where factors are interrelated (Brown, 1973). Based on this notion, MacIntyre et al.,

(1998) introduced a heuristic model of L2 WTC, indicating that WTC may be viewed as a situation-dependent variable as well, instead of a solely personality trait. In their attempt to expand the WTC concept developed by McCroskey and Baer (1985), MacIntyre et al. (1998) adopted a broader perspective that considered WTC in L2 as both a trait-like and situational variable. In their study, they defined WTC as "readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (p. 547). Furthermore, they mentioned WTC as the "probability of engaging in communication when free to choose to do so" (p. 546). With these definitions, they emphasized the situation-based influences on L2 WTC and L2 use by highlighting the particularity of time and persons within specific interactions. Recognizing the complexity and ambiguity of L2 WTC compared to L1 WTC (Dewaele & Dewaele, 2018), they expanded the scope of L2 WTC to include listening, writing and comprehension in addition to speaking. To introduce this complex nature of L2 WTC factors, they developed a heuristic model, represented as a pyramid with six layers (see Figure 2), aiming to depict twelve interconnected variables that influence WTC. The Heuristic Pyramid Model of L2 WTC illustrates six layers with twelve interrelated factors that affect WTC in different, interrelated ways. The decision to use a pyramid shape was made in order to demonstrate the immediate impact of some variables and the more indirect consequences of others. To illustrate, the foundational elements of the pyramid, located at the bottom, encompass the broadest variables such as intergroup climate and personality. On the other hand, the variables positioned higher in the pyramid are considered to be closer in proximity and thus believed to have a more direct influence on L2 production.
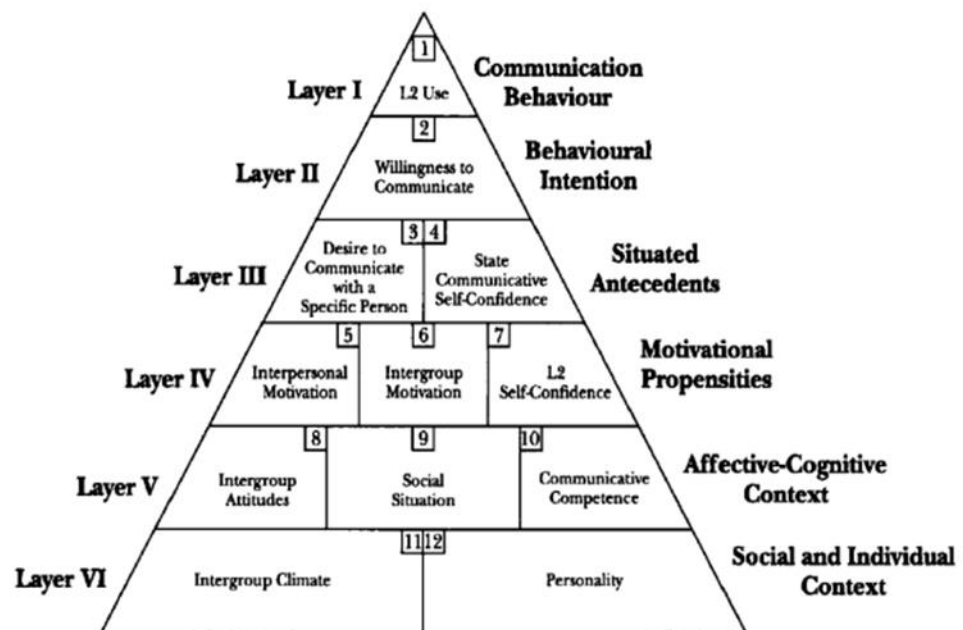
Figure 2. The Heuristic Model of WTC (MacIntyre et al., 1998).

The model is composed of six layers, which are arranged bottom to top. The pyramid's upper three tiers focus on situational factors like the desire to chat with a certain person or the willingness to communicate with others. The bottom three layers, which are more stable and long-term elements, represent persistent affects such as attitudes and personality traits, as well as the climate between groups. WTC is based on L2 usage and serves as an immediate predictor of how people will behave in conversation. L2 communication is represented at the top of the model as usage of the second language. Positioned at the top, layer 1 highlights L2 use as the ultimate stage of communication behavior. As he points out, the complex interplay of various factors contributes to the manifestation of authentic communication. Communication behavior here includes various activities such as active participation in classroom discussions, reading newspapers and watching television in the second language, or using L2 in professional settings. He argues that it is crucial to ignite language learners' curiosity in finding an opportunity to communicate in L2. Layer 2 focuses on the learner's posture and effort to engage in communication that all refer to their behavioral intention. To illustrate, when students raise their hands to respond to a question in the classroom, it means that they possess WTC as an instance of nonverbal communication. To do so,

they need to develop self-confidence depending on their low levels of anxiety with an adequate level of communicative competence resulting from positive learning experiences, which are the variables placed at the preceding layers. Layer 3 introduces two predictors of WTC: the eagerness to interact with a certain person and the presence of communication self-confidence. First of all, this inclination arises from the amalgamation of interpersonal and intergroup motivations, as explored in Layer 4. These motives are required for learner affiliation and control, yet they are not expected to be perpetually available. Affiliation is needed because we engage in communication with individuals in our vicinity with a specific objective in mind, such as seeking their help, cooperation, or services (MacIntyre, 1998). As he asserts, when individuals feel sufficiently at ease in the second language to effectively achieve their objectives, control as a motivation for interpersonal communication can lead to the utilization of L2. Another most immediate precursor of WTC in Layer 3, state communicative self-confidence indicates a more situational sense of confidence which depends on the characteristics of prior L2 experience. In other words, it is a temporary feeling of confidence that arises in a particular situation. It is more transient compared to trait-like self-confidence. Similarly, state perceived competence and anxiety can vary under different conditions and affect WTC. Increased anxiety decreases self-confidence and, subsequently, WTC. Anxiety may stem from unpleasant past experiences, changes in the number of listeners, or tension within the group, among other factors. Additionally, learners who possess self-confidence and low anxiety tend to trust their communicative capabilities. Intergroup motivation interpersonal motivation and self-confidence make up Layer 4's three variables. Attitudes and the intergroup climate play significant roles in this motivation. Notably, interacting with people who use an additional language have a profound impact on L2 learning and use. Mentioned in this layer, L2 self-confidence differs from state self-confidence. It refers to an individual's overall perception of their competencies to use L2 for communicative interaction. It includes self-evaluation of L2 skills and the level of language anxiety experienced during L2 communication. Therefore, how learners perceive their L2 abilities and the level of anxiety they feel while using the L2 determine their WTC. Control and affiliation motives are considerably influential when choosing with whom someone will speak. Layer 5, the affective and cognitive context, encompasses more remote variables. It emphasizes that being satisfied in the classroom leads to positive perceptions of L2 usage and community.

According to MacIntyre and his colleagues (1998), the model introduced in this context is an ongoing endeavor, more like an initial stage rather than a final product. It carries references both in practice and theory. With a theoretical standpoint, willingness to communicate is viewed as encompassing more than just perceived communication competence. Instead, it incorporates a range of variables widely recognized as influential factors in second language learning and communication. In this regard, their suggestion is that an appropriate aim of L2 learning is to enhance WTC among L2 learners as the most influential factor affecting L2 use. By encouraging the desire to engage in communication, language instruction can effectively accomplish its social and political objective of facilitating cultural interaction and unity among nations. This model highlights how important being inclusive in the language acquisition process is and demonstrates that students who are readily prone to communicate in L2 pursue more opportunities to do so. As emphasized by MacIntyre et al. (1998), improving students' eagerness to communicate in L2 should be the priority of a classroom instruction because it potentially motivates them to engage in interactive situations which arise outside the classroom. It is also suggested that L2 instruction can only be effective if it prioritizes increasing WTC levels of second language learners.

In a later study, MacIntyre et al. (2001) developed a well-known scale that survey WTC in the context of second language. To do this, they measured WTC levels across various language modes such as speaking, writing, reading, and comprehension in terms of the following variables: job prospect, travel opportunities, friendship, individual experiences, and academic achievement. The findings of the study suggested that social support from friends had a stronger impact on in-class WTC than outside WTC.

In a subsequent study conducted in Canada, Clement et al. (2003) reached the findings that support the model presented by MacIntyre et al. (1998). They explored the influences of individual and contextual factors on L2 use. In their research, they involved university students with Anglophone and Francophone background. The results showed that the minority group, Francophone students, had greater levels of L2 WTC and displayed more confidence, L2 use and inclination to interact when compared to Anglophone students. The greater opportunities for L2 interaction in their daily lives were believed to have contributed to these outcomes. The study shows that learners' confidence and willingness to interact, has an impact on the frequency and quality of contact in a second language. When deciding which L2 to utilize, ethnolinguistic

vitality is found to be a key factor. Groups with low vitality but high normative pressure to adopt the L2 have more communication chances. Learners' readiness to communicate and self-confidence in using the L2 rise as opportunities for L2 contact increase. The results underline how social, individual, and contextual factors all have an impact on people's propensity to interact.

In another large-scale study, Peng and Woodrow (2010) delved into the factors WTC, motivation, learners' beliefs, classroom atmosphere and communication confidence within Chinese EFL context. The study was the first in SLA research to explore classroom dynamics and learner beliefs in relation to WTC in L2. They reported that the most important predictor affecting the WTC in the classroom was communication confidence. Surprisingly, enthusiastic students who were inspired to learn English were not necessarily eager to communicate in their L2. The results imply that a stimulating and interactive learning environment has the capacity to foster learner WTC. Likewise, Cao (2011) concluded that situational WTC in EFL classes was influenced by the interaction between conditions in the classroom and the unique traits of each learner. In the study, individual characteristics included aspects such as personality traits, emotions, and perceived opportunities to talk, while classroom conditions include factors like tasks, teachers, classmates, and group size. The findings suggested that there were interconnected individual, linguistic, and environmental factors at play, and that the interaction between these factors, as well as their combined and mediating effects, contributed to the situational WTC development in L2 classes.

In a different investigation by Cao and Philp (2006), the interconnectedness between WTC as a trait and situational WTC was examined. In a broad sense, WTC in a characteristic level was found to guide a person to scenarios where communication is likely to occur, but in a particular setting, like classroom interactions, state WTC can control whether communication takes place. State WTC is thus shown when a learner seizes a chance that is deemed proper for communication under a specific circumstance. Furthermore, in a qualitative study carried out by Kang (2015), the interaction between certain psychological and situational variables was shown to give rise to situational WTC in the L2 context.

From a relatively different perspective, Wen and Clement (2003) delved into 'indigenous cultural influences' on learners' in-class L2 WTC levels in their study they conducted within the Chinese context. With a cultural focus on the topic, their findings revealed that the elements that originated from Chinese cultural heritage such as other-

directed self, submissive learning attitude and face concerns played a vital role in Chinese learners' WTC, affecting their learning behaviors and beliefs. This culture-specific analysis suggested that the linguistic, communicative, social, cultural, and psychological factors are integrated and interrelated with each other while predicting L2 use.

In the context of the Japan, Yashima's (2002) research looked at the relationship between L2 learning and variables of communication in terms of WTC. The study involved 389 Japanese EFL students, and data from 297 students were analyzed. The WTC scale was applied in an EFL context to examine students' dispositions toward the international community. The concept of "international posture" was defined as learners' "overall attitude toward the international community" in the study, and this attitude has an impact on how well they learn English (p.57). The study found that international posture and L2 communicative competence were the factors directly influencing L2 WTC. Additionally, the attitude toward the international community showed a significant impact on learner WTC and their motivation. Therefore, it was recommended that English classes should increase EFL students' interest in various cultures, activities, and topics to enhance their willingness to communicate. Reducing anxiety and building communication confidence were also identified as important goals.

According to Hu's (2003) study, students who had favorable experiences in communicative classrooms could form positive attitudes toward speaking English when they routinely experience pleasurable educational settings. This could reduce anxiety levels about learners' linguistic limits or receiving unfavorable remarks from other people. Besides, positive learner beliefs and motivation are seen to be closely related to each other (Graham, 2006). According to Peng and Woodrow (2010), when learners are encouraged through positive learning and interaction, they are more likely to feel motivated.

The WTC construct has also found itself a place in SLA research conducted within the Turkish EFL context. In a study published in 2005, Bektaş Çetinkaya proposed a WTC model (see Figure 3) for the Turkish EFL learners and investigated if this model might explain how Turkish EFL students' communicative, linguistic, socio-psychological characteristics and WTC are related to each other. Surveys and interviews were used to gather data. Accordingly, the participants' attitudes about the global community and foreigners were found favorable, which led to a stronger

readiness to communicate. The participants showed slight extroversion and low levels of anxiety. It was observed that students exhibited moderate readiness to learn English and showed a certain level of willingness to communicate, particularly with friends. Moreover, there was a connection between students' personality characteristics and their ability to communicate in an indirect way. Additionally, their personality traits were discovered to be correlated with their attitude towards the international community. However, there was no meaningful correlation between students' perceived competence and their inclination to speak, contrary to what was anticipated to be a strong negative correlation. The research recommended that students are more inclined to speaking in English when they believe their English competence is good.
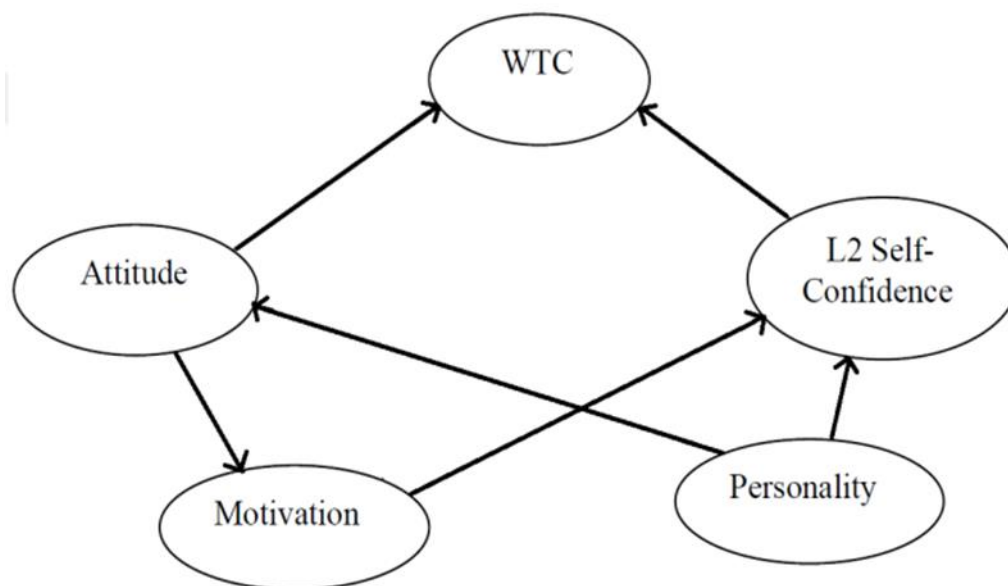
Figure 3. *Structural model of WTC within Turkish Context (Bektaş Çetinkaya, 2005)*

However, Bektaş (2007) introduced a modified model (see Figure 4) during the phase of the study. A new connection between self-confidence and motivation was added to the model, and the direct effect of motivation on WTC was eliminated. The modified model indicate that motivation, personality, and WTC are all mediated by self-confidence. A new pathway between attitude and personality was also drawn as a result of the discovery that personality is linked to both self-confidence and attitudes toward the global community. The results of the questionnaire showed that students with positive views had enhanced WTC levels. Positive attitudes also improved motivation, and highly driven students felt more proficient in utilizing the L2. Lastly, a

high degree of WTC was largely determined by positive attitudes and linguistic self-confidence.
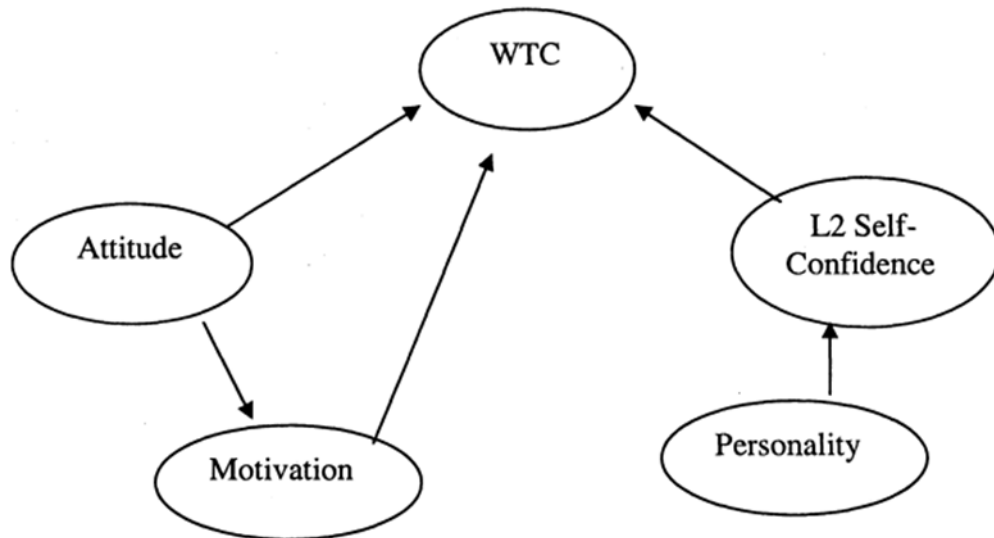
Figure 4. *Modified Model of WTC (Bektaş, 2007)*

In a quantitative study aiming to examine the WTC of EFL teaching program students at a state university in Turkey, Öz (2014) investigated the potential connections between L2 WTC, integrativeness, motivation, attitudes toward the learning situation, instrumental orientation, and ideal L2 self as predictor variables as well as communication factors like self-perceived communication competence (SPCC) and perceived communication apprehension (PRCA). The study findings indicated that SPCC had the biggest and direct positive impact on participants' WTC levels. It was also evidenced that affective factors showed an indirect impact on learner WTC within Turkish context. On the other hand, no clear connection was discovered between instrumental orientation, attitudes toward learning situations, and L2 WTC. These factors did, however, have a direct relationship with PRCA, motivation, and SPCC, which in turn had an indirect impact on WTC. The findings were consistent with a previous study by Yu (2008) and accordingly showed that integrativeness, instrumental orientation, and attitudes towards language learning environments had an indirect effect on L2 WTC. It was also understood that instrumental orientation was a more efficacious motivating factor than attitudes in learning situations. Hence, it seems advisable to scrutinize the correlation between motivation and L2 WTC through a

comprehensive and unconventional lens. Additionally, offering avenues for communication to L2 learners whenever possible can enhance their linguistic and communicative proficiencies and augment their L2 WTC levels.

The propensity of Turkish EFL university students to involve in L2 communication was also scrutinized in a recent study carried out by Altıner (2018). In the research, quantitative research approach was adopted to identify the WTC levels of the learners and the factors influencing their WTC. 711 students in total took part in the study, 99% of which were Turkish students, while 1% represented various nationalities. The collected data showed that participants had a medium level of WTC. In addition, the study analyzed the change in L2 WTC levels on the basis of participants' gender and language proficiency levels. The findings revealed that female students had better WTC levels compared to males, likewise proficient students showed more desire to communicate. Also, contrary to previous studies (Yashima, 2002; Peng & Woodrow, 2010, Öz, 2014), motivation and L2 WTC were found to be positively correlated.

A qualitative research study carried out by Başöz and Erten (2019) examined the influences on Turkish EFL learners' their WTC levels in the classroom. 32 EFL learners took part in the study and they were contacted with semi-structured interviews. The findings demonstrated that among the variables affecting their in-class WTC were the past communication experiences, teacher, L2 anxiety, and classroom atmosphere.

In his recent in-depth research, Mutluoğlu (2020) sought to determine the critical elements influencing L2 WTC levels of the EFL learners studying at different universities in Turkey. Data were obtained as a result of open-ended questionnaires and semi-structured interviews which were applied to 933 participants. As a result of the comprehensive analysis, it was revealed that Turkish university students had moderate L2 WTC levels. Furthermore, in classroom settings, the study's participants showed higher levels of L2 WTC as opposed to non-classroom settings. Nonetheless, the study did not reveal any noteworthy correlation between WTC and variables such as gender, length of English classes, or language of instruction. Conversely, a correlation exists between the level of L2 WTC exhibited by students in the classroom and their language proficiency, academic performance, and motivation to participate in language preparatory programs.

Self-Efficacy

Self-efficacy, a notion that Bandura initially proposed (1977), is defined as individuals' evaluations or judgments regarding their abilities to effectively adjust and carry out a specific course of action in order to achieve success on particular tasks. In simplest terms, it refers to individuals' beliefs about whether or not individuals possess the abilities required to complete specific activities (Chao et al., 2019). It not only predicts one's thoughts and emotions but also helps explain their actions as it affects individuals' behavior by their beliefs about their capabilities, and these beliefs can often provide a more accurate prediction of their actions than their past performance outcomes (Pajares, 1997). Therefore, it is assumed to contribute to individuals' decision-making, the level of effort they put forth, and their perseverance when facing challenges (Pajares and Miller, 1994).

In their study, Brown and Lent (2006) investigated the students' self-efficacy perceptions and found that SE had an effect on the decisions that they made about the college majors and career pathways that they pursued. These impressions were also closely connected with crucial driving elements such as seeking academic help, anxiety, value, optimism, and an orientation toward accomplishing goals. Students who had a high level of academic self-efficacy were able to display superior time management skills, more effective problem-solving abilities, and a higher level of perseverance (Usher & Pajares, 2008). This was in comparison to their relatively more skilled peers who had a low level of academic self-efficacy. In addition, they put in a greater amount of effort, often analyzed their own growth, and utilized tactics that enhance self-control, all of which contributed to improved academic success in school (Schunk & Pajares, 2005).

In his study, Bandura (1977) considered self-efficacy as a behavioral determinant and developed a framework (see Figure 5) to explain the psychological procedure through which self-efficacy beliefs were built and reinforced. Within this conceptual framework, individuals' expectations of personal mastery played a significant role in influencing both the initiation and persistence of coping behavior. Self-efficacy belief displayed in the figure was the personal conviction that one had the capability to successfully perform the required actions that would lead to those outcomes. An outcome belief, on the other hand, was an individual's perception of the anticipated outcomes that may have resulted from a particular behavior. These two types of expectations were distinct because individuals could believe that a particular path of

action would produce desired outcomes, but if they harbored significant doubts about their ability to execute the necessary activities, this information did not have a substantial impact on their behavior (Bandura, 1977).

The level of conviction individuals hold regarding their own effectiveness is a determining factor in whether they will even attempt to cope with specific situations. As alleged by Bandura (1977), perceived self-efficacy has a significant impact on the selection of behavioral settings at the initial stage. When individuals believe that certain situations surpass their coping abilities, they tend to fear and avoid those threatening situations. Conversely, when they perceive themselves as capable of handling intimidating situations, they actively engage in activities and exhibit confident behavior.
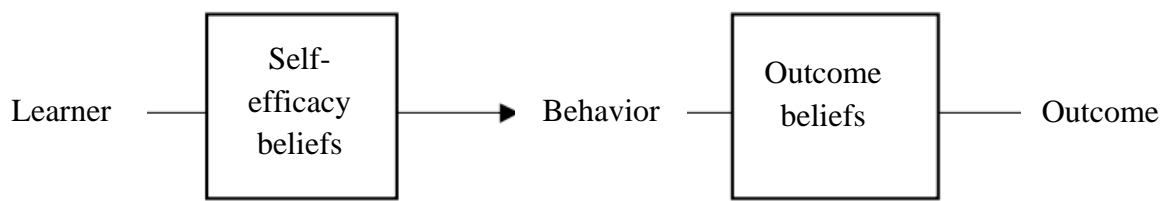
Figure 5. Self-efficacy and achievement relationship (Bandura, 1977)

Self-efficacy construct has been thoroughly researched in a variety of settings, including diverse target languages, competency levels, language skills, and classroom participants such as students and teachers (Goetze & Driver, 2022). Numerous research has consistently shown the benefits of self-efficacy for EFL learners' achievement, learning strategies, and attitudes regarding L2 learning (Bandura, 1997; Pajares, 1997; Ghonsooly & Elahi, 2010; Mizumoto, 2013; Yashima et al., 2018; Bai et al., 2019). They emphasized the beneficial benefits of self-efficacy on the outcomes of L2 learners, such as their achievement of L2, use of effective learning strategies, and formation of good attitudes toward L2 learning. There exists encouraging evidence indicating favorable outcomes with respect to self-efficacy across diverse domains of second language acquisition. The advantages include enhanced L2 performance, proficient utilization of learning strategies, and the cultivation of affirmative dispositions towards L2 acquisition.

In a comprehensive investigation of motivation study, Graham and Weiner (1996) revealed that self-efficacy beliefs were consistently a strong predictor of academic achievement in different academic fields and outstripped other motivational factors. These beliefs had a significant impact on academic performance in a variety of ways. Students who believed in their abilities in academic tasks demonstrated less anxiety and more perseverance in the face of challenges, exerted more effort, used more flexible learning strategies, and had higher levels of intrinsic concern for their academic goals. On the other hand, students with low self-efficacy generally preferred less challenging tasks, put in the least effort, used less strategy, and experienced increased anxiety when faced with obstacles.

Magogwe and Oliver (2007) performed a study with Botswanian students and revealed that as their self-efficacy beliefs increased, they also exhibited an increase in the utilization of language learning strategies and an improvement in their command of the language. Similarly, Teng et al. (2021) observed similar positive correlations between self-efficacy beliefs, language learning strategies, and English proficiency among 590 Chinese undergraduate students. The findings of the study indicated that self-efficacy beliefs have a significant predictive impact on English learning performance. More specifically, metacognitive strategies and language learning motivation were identified as mediators in the relationship between self-efficacy beliefs and English learning achievement. They concluded that self-efficacy beliefs influence English learning achievement through the utilization of metacognitive strategies and the motivation to learn the language.

In another study, Mills et al. (2006) explored the relationship between self-efficacy and L2 proficiency in reading and listening. It was found that higher self-efficacy beliefs in French reading were in relation with higher proficiency scores in reading. The study also revealed that reading anxiety did not have a significant relationship with reading proficiency when French reading self-efficacy beliefs were taken into account. This is also supported by Bandura's (1997) argument that self-efficacy perceptions are more favorable predictors of performance than feelings of anxiety. The findings also suggest that individuals experience FL reading anxiety when they feel incapable of handling challenging texts or have lower self-efficacy in their reading abilities. Moreover, students with higher FL reading self-efficacy were reported to experience less FL anxiety and achieve higher levels of FL reading proficiency, regardless of

gender. Similarly, Çubukçu (2008) discovered that learners with poor self-efficacy experience more anxiety than those with strong self-efficacy.

SE studies have also found a place in SLA research conducted within the Turkish context. In their study, Genç et al. (2016) examined the relationship between language learning and self-efficacy perceptions among Turkish EFL undergraduate students. The participants consisted of 210 Turkish EFL students majoring in English. They were surveyed regarding their beliefs and self-efficacy in English language learning. The results from quantitative data indicated that students' beliefs about language learning are influenced by their self-efficacy for English. The study suggests that students' self-efficacy should be improved to develop positive perceptions about second language acquisition so as to contribute to their motivation as well.

In their study, Çakır and Alıcı (2009) investigated several internal and external factors including personal interest, positive learning experiences, observations of peers' achievements, knowledge in the subject, positive feedback from others, etc. to see if they had an impact on learners' beliefs about their self-efficacy. The results indicated that positive learning experiences and social persuasion were significant predictors of Turkish EFL learners' self-efficacy beliefs. In another study conducted with 20 Turkish undergraduate students, Egel (2009) revealed an interesting finding that the self-efficacy and proficiency of teachers influenced the learners' own self-efficacy in the English language.

The Relationship Between Willingness to Communicate in English and Self-Efficacy for English

The concepts willingness to communicate and self-efficacy have been surveyed in many studies from the past to the present. According to Ajzen's (2005) study, self-efficacy is important for controlling planned behavior and also affects one's willingness to communicate in the target language. When students feel that their skills are lacking, they may become less willing to participate and have more concerns about doing so. This can indirectly impact their performance in the classroom as a chain reaction.

Because the learners' SE beliefs are particular to certain tasks and impact their skills development, it is worth exploring the potential connection between learners' efficacy beliefs and their desire for communication in L2. In her study, Zhong (2013) examined the WTC of Chinese EFL students and utilized semi-structured interviews and classroom observations. This study sought to understand what increased their verbal

participation and found that willingness to communicate was directly linked to self-efficacy along with the number of elements. This multi-method study also indicated that students' self-efficacy beliefs influenced their WTC, which, as a result, played a role in their command of L2. Accordingly, as the perceived self-efficacy increased, desire to communicate in the target language also increased within classroom tasks.

Similarly, Pattapong (2015) highlighted the significance of self-efficacy specific to the Thai context and explored its impact on participants' WTC in English. The key finding highlighted by the researcher was the influence of self-efficacy on students' WTC in English. In another study conducted by Karimi and Abaszadeh (2017), motivation was found to be mediating between English speaking self-efficacy and autonomy-supportive teaching as to affect learner WTC.

Considering the facilitating impact of learners' self-efficacy perceptions between their communication behavior and their willingness to do so, Saka and Merç (2021) examined the relationship between Turkish EFL students' WTC, self-efficacy beliefs, and linguistic self-confidence. The collected qualitative and quantitative data indicated that the participants had a moderate level of WTC, perceived themselves as somewhat confident in English, experienced low levels of communication anxiety, and showed a moderate perception of L2 self-efficacy. Other affective factors, such as perceived communication competence, SE and WTC were found to have a negative correlation with communication anxiety. Overall, the study suggested that students' communication tendency was influenced by their beliefs about their skills and competences. Moreover, as shown in many of the earlier studies, lower levels of communication anxiety were revealed to be related to higher levels of WTC as well as other positive affective variables.

Furthermore, Fan's (2022) study is one of the most recent studies that investigated the association between willingness to communicate and self-efficacy in learning environments employing flipped learning approach-based internet resources. The study stressed that both the student's desire to speak and self-efficacy in this learning environment were raised, and it was argued that such an increase was achievable based on the extensive literature that such a positive link provided. Likewise, a very recent study conducted by Wang et al. (2023) to understand the mediating role of self-efficacy between L2 WTC and self-regulation (SR) discovered that SE mediates the strong link between learners' WTC and SR among EFL learners. The findings implied that a rise in self-regulation can somewhat raise learners' WTC, by affecting self-efficacy in a

positive way. The study has important implications for L2 instruction and curriculum development as it highlights the significant role of self-efficacy to improve EFL learners' motivation to communicate in an either direct or indirect way.

2. METHODOLOGY

2.1. Research Design

The present study utilized a quantitative research method, which follows a deductive approach involving the quantification of data collection and analysis, as described by Bryman (2012). Quantitative research in the social sciences typically involves gathering data through questionnaires and presenting the results in tables, thereby emphasizing statistical analysis. According to Williams (2007), it uncovers objectivity in the acquired data, which gives it significance. Survey research method was selected as it has the advantage of collecting information from a large and diverse sample of the population, allowing for a thorough comprehension of the characteristics and demographics of the participants (McIntyre, 1999). A demographic form and two different scales were utilized to gather data, which made it easier to investigate group variances and explore links between variables through statistical analyses, as is frequently the case in comparative and correlational investigations. Descriptive and inferential analyses were performed to investigate the sociodemographic characteristics of the participants and the potential differences in self-efficacy and WTC levels based on these variables. Additionally, the relationship between WTC and self-efficacy levels, with a focus on determining the extent and strength of this relationship were analyzed using correlational analysis method.

2.2. Participants and Setting

The research was implemented in the schools of foreign languages at Çağ University and Tarsus University in Mersin in the 2022-2023 academic year. They both offer intensive English programs for their preparatory students to learn the fundamentals of the relevant foreign language, to improve their vocabulary, to convey their message in writing and orally, and to gain language skills to communicate for personal, academic or professional purposes. Preparatory classes include students who will maintain their education in faculties such as law, economics and administrative sciences, engineering, and science and literature. Selection of both a public and a foundation university enabled a comparison between state and foundation school students in relation to their L2 WTC and SE levels. The students in the preparatory programs of the universities were chosen as the sample because their proficiency levels within intensive English program was believed to provide more convenient data for the objective of the research.

The study included 252 English preparatory school students at two different universities in Mersin, Turkey. One state and one foundation university were selected to represent the population. Simple random sampling was used to select the sample. The surveys were submitted to all students at the School of Foreign Languages of both universities online and each student in the research population had equal chance to participate in the study. Data were gathered from the participants who agreed to take part in the study on a voluntary basis. The questionnaires were submitted to participants online via e-mail and WhatsApp programs by the lecturers of each class. After they completed a consent form (see Appendix B) which ensured the confidentiality of all the personal information given during the research process, voluntary students participated in the web-based survey which included three parts: demographic information, willingness to communicate in English and self-efficacy for English. The information related to participant background is presented in Table 1.

Table 1.

Demographic Background of the Participants

	N	**%**
Gender		
Female	142	56.3
Male	110	43.7
Department		
Faculty of Law	46	18.3
Faculty of Economics and Administrative Sciences	53	21.0
Faculty of Engineering	114	45.2
Faculty of Science-Literature	39	15.5
University Types		
State	122	48.4
Foundation	130	51.6
Years of studying English		
5 years or less	78	31.0
6-9 years	82	32.5
10 years and more	92	36.5
Taking English Courses		
Yes	76	30.2
No	176	69.8
Experience abroad		
Yes	34	13.5
No	218	86.5

N= 252

Accordingly, 56.3% of the participants (n= 252) were female (n=142) and 43.7% were male (n=110). Students from the foundation university (n=130) made up more than half of the study's participants (51.6%). The highest number of participants was engineering faculty students (n= 114) with 45.2%. 31% of the participants (n=78) reported studying English for 5 years or less, 32.5% (n=82) for 6 to 9 years, and 36.5% (n=92) for 10 years or more. While the majority of the participants (69.8%, n=176) stated that they did not take an English course, 30.2% (n=76) stated that they took an English course. Finally, a significant majority of the participants (86,5%, n= 218) reported that they had never been abroad.

2.3. Data Collection Procedures

The process of collecting data started with the approval of ethics committee which was obtained to carry out the research from the Social Sciences Institute of Çağ University in November, 2022 (see Appendix A). After that, permissions necessary to apply the survey were received from two universities (see Appendix F and Appendix G) subject to study. In addition, the permissions to use the questionnaires used in the research were obtained via e-mail (see Appendix H and Appendix I). Following the approval, the heads of foreign languages departments of the universities were fully informed about the survey and the process, and the questionnaires were shared with them. They directed the instructors to distribute the survey link online to preparatory school students by means of WhatsApp groups and e-mails.

A consent form was distributed to the participants at the beginning of the survey, emphasizing that the participation was voluntary. It was made clear that any individual details would remain anonymous and that all data would be treated in strict confidence and that they could withdraw from the study whenever they wanted. Three phases made up the survey. Gathering demographic data was the main goal of the first phase. The willingness to communicate in English scale was used in the second phase, and self-efficacy for English scale was the focus of the third and final phase. The data collection process took approximately 15 days in total.

2.4. Instruments

Quantitative data was obtained through a survey including three stages: demographic information form (see Appendix C), the Willingness to Communicate in English Scale (see Appendix D) and Self-Efficacy for English Scale (see Appendix E). To achieve

data regarding the demographic variables, a demographic information part consisting of personal questions was used. Information related to participants' gender, department, university type (foundation or state), years of studying English, taking English courses, and experience abroad was determined through this part. Following it, the Willingness to Communicate in English Scale was applied to measure participants' inclination to engage in communication in English language. The last section of the survey included the Self-Efficacy for English Scale, which was used to reveal participants' self-efficacy beliefs toward English with regard to four language skills: reading, writing, listening and speaking. The scale was originally developed in the Turkish context with 34 items by Yanar and Bümen (2012).

After gathering data, confirmatory factor analysis was applied to both WTC and SE Scales by preserving the four-factor structure of the scales. Based on the factor analysis scores, it was inferred that the four-factor structure explained 55.48% of the total variance of WTC and 61.72% of the total variance of SE Scale. It suggested that the scales were compatible with the established models. In the literature, it is stated that factor loadings between 0.30 and 0.59 indicate a moderate correlation between the items and the factor (Büyüköztürk, 2002). Thus, the structures of the scales were maintained and implemented precisely following the administration of the validity and reliability assessment in the Turkish context.

The Willingness to Communicate in English Scale was created by MacIntyre et al. (2001) for French immersion context. In different studies, the 27-item WTC scale was proved reliable (MacIntyre et al., 2001; Peng, 2007). It was modified to the Turkish EFL context by Erol (2019) and translated into Turkish language to avoid any limitations resulting from language. The translation was conducted by two English teachers, an expert in the field, and the researcher (Erol, 2019). The translations were reviewed until the agreement is reached. The scale was found reliable and valid after exploratory and confirmatory factor analyses were carried out by the researcher (α = .92). The scale consists of four subdimensions with 27 items in total: eight speaking items, six reading items, eight writing items, and five listening items. Each subdimension measures how learners are willing to communicate with regard to these four skills. The questionnaire uses a five-point Likert scale. Study participants respond to items choosing from 1= almost never willing to 5= always willing. The reliability of the original scale was measured by MacIntyre et al. (2001) for each of the subscales individually. The scale was considered reliable with Cronbach's alpha values found to

be .81 for speaking, .83 for reading, .88 for writing, and .88 for listening subscale of the WTC scale. The scale was later adapted to Turkish EFL setting by Başöz and Erten (2019) and found reliable (α=.93). The WTC scale was likewise deemed reliable in the current investigation (α=.93).

The Self-Efficacy Scale for English Scale was developed by Yanar and Bümen (2012) in a study they conducted with Turkish high school students. The original scale was found reliable (α =.97). It was later validated and adapted to the Turkish university context by Üstünlüoğlu et al. (2018) with high reliability (α = .961). In the current study, the validity and reliability of the scale was detected as .96. The 34-item questionnaire consists of four subdimensions: reading efficacy (eight items), writing efficacy (ten items), listening efficacy (ten items), and speaking efficacy (six items). Participants responded to the items ranging from 1= not at all true of me to 5= completely true of me. The questionnaires were applied in the Turkish language to avoid any limitations that may arise from the language.

2.5. Data Analysis

Data analysis was implemented using a variety of statistical techniques. Descriptive, inferential and correlational analyses were performed to address the research questions. First, participant demographics were analyzed using descriptive statistics. Frequencies and mean scores regarding sociodemographic variables were calculated. Before determining whether there was a meaningful difference between the sociodemographic variables and the scores of the scale sub-dimensions, normality analysis was carried out by performing Kolmogorov-Smirnov and Shapiro Wilk tests on the data obtained. Accordingly, independent sample t-tests and one-way ANOVA analysis were performed to reveal the difference in participants' WTC and Self-Efficacy levels with regard to demographic variables. Furthermore, Post Hoc tests were applied to understand which group caused a statistical difference occurred between more than two groups.

Participant demographics with regard to their SE and WTC levels were investigated using inferential analysis. They were displayed with their mean scores and standard deviations through descriptive statistics. At the last stage of the analysis, Pearson correlation was carried out in response to fifth research question which investigates the relationship between students' WTC in L2 and SE regarding English.

3. RESULTS

Results of the Normality Tests

To ascertain if the data displayed a normal distribution, normality tests were performed. When deciding which types of tests to perform, skewness and kurtosis values should be looked at (Blanca et al., 2013). In the study, Kolmogorov-Smirnov and Shapiro-Wilk tests were performed to decide which analyses would be performed within the scope of the research and whether the data fit the normal distribution. Accordingly, parametric tests should be used if Skewness and Kurtosis values are between -1.5 and +1.5 (Tabachnick et al., 2013). The results of the analyses performed for both scales are indicated in Table 2.

Table 2.

Results of normality tests

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Overall WTC	.048	252	.200[*]	.990	252	.081
Overall SE	.050	252	.200[*]	.990	252	.089

[*]. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Skewness and Kurtosis values were analyzed for normality test. In this respect, it was determined that the kurtosis and skewness values of both overall WTC scale (Skewness= -.265; Kurtosis= .036) and overall SE scale (Skewness= .129; Kurtosis= -.347) were between -1.5 and +1.5 and complied with the normal distribution. For this reason, it was decided to use parametric tests in the analyses to be made. As seen in Table 2 showing the result of the analyses performed for both scales, Kolmogorov-Smirnov test values ($p<0.05$) were found to be significant.

Results for Research Question 1

One of the objectives of the study was to discover participant students' L2 WTC levels within the classroom. The results of the descriptive analysis with mean (M) scores and standard deviations (SD) regarding WTC scale are presented in the Table 3.

Table 3.

Descriptive Results of Willingness to Communicate in English Scale

	N	Mean	SD
Speaking	252	3.38	.79
Reading	252	3.73	.88
Writing	252	3.10	.90
Listening	252	3.67	.91
Overall WTC	252	3.43	.74

Table 3 shows that the students had a moderate level of overall WTC in English (M= 3.43, SD= 0.74) and a moderate level of WTC with regard to speaking (M= 3.38, SD= 0.79, reading (M= 3.73, SD= 0.88), writing (M=3.10, SD= 0.90) and listening (M= 3.67, SD= 0.91) skills. Besides, students' levels of WTC in reading (M= 3.73, SD= 0.88) and listening (M= 3.67, SD= 0.91) were rather higher than their WTC levels in speaking (M= 3.38, SD= 0.79) and WTC in writing (M=3.10, SD= 0.90). The findings suggested that students exhibited greater willingness towards tasks that involved receptive skills, such as listening and reading, as opposed to tasks that required productive skills such as speaking and writing, within the classroom setting.

Table 4.

Descriptive Results of WTC Speaking Subscale

Items		Almost never willing	Sometimes willing	Willing half of the time	Usually willing	Always willing	M	SD
1. Speak in a group about your summer vacation	F	15	39	60	92	46	3.46	1.13
	%	6	15.5	23.8	36.5	18.3		
2. Speak to your teacher about your homework assignment.	F	25	32	78	72	45	3.32	1.19
	%	9.9	12.7	31.0	28.6	17.9		
3. Have a conversation with a stranger if he/she talks to you first	F	8	18	54	74	98	3.94	1.08
	%	3.2	7.1	21.4	29.4	38.9		

4. Ask for instructions/ clarification when you are confused about a task you must complete	F	7	28	57	70	90	3.83	1.20
	%	2.8	11.1	22.6	27.8	35.7		
5. Talk to a friend while waiting in line	F	31	58	86	32	45	3.01	1.25
	%	12.3	23.0	34.1	12.7	17.9		
6. Be an actor in a play	F	68	41	58	46	39	2.79	1.41
	%	27.0	16.3	23.0	18.3	15.5		
7. Describe the rules of your favorite game	F	28	49	69	55	51	3.21	1.27
	%	11.1	19.4	27.4	21.8	20.2		
8. Play a game in English, for example Monopoly	F	18	34	64	70	66	3.52	1.21
	%	7.1	13.5	25.4	27.8	26.2		

N= 252

Table 4 shows the frequency, percentage, mean and standard deviation values of a total of eight expressions in the WTC speaking subscale. Accordingly, the third item exhibited the highest mean score (M= 3.94, SD= 1.08) while the sixth item had the lowest mean score (M= 2.79, SD= 1.41) in comparison to the remaining items within the subscale. More than 62% of the participants stated that they were usually or always willing to talk when a stranger wanted to talk to them (item 3). However, about 43% of the participants stated that they were almost never and sometimes willing to be an actor in a play (item 6). In addition, more than 40% of the participants stated that they were usually and/or always willing to specify the rules of their favorite game (item 7) (M= 3.21, SD= 1.27). The findings indicated that the students had greater inclination towards engaging in conversations with their instructors and peers, while displaying a comparatively lower level of willingness in scenarios that demand heightened performance, such as assuming the role of an actor in a theatrical production. Descriptive analysis of the WTC in Reading subscale is given in Table 5.

Table 5.

Descriptive Results of WTC Reading Subscale

Items		Almost never willing	Sometimes willing	Willing half of the time	Usually willing	Almost always willing	M	SD
9. Read an English novel	*F*	23	33	65	66	65	3.46	1.25
	%	9.1	13.1	25.8	26.2	25.8		
10. Read an English article in a paper	*F*	13	34	42	82	81	3.73	1.19
	%	5.2	13.5	16.7	32.5	32.1		
11. Read letters from a pen pal written in native English	*F*	9	23	43	65	112	3.98	1.14
	%	3.6	9.1	17.1	25.8	44.4		
12. Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions	*F*	12	27	51	79	83	3.77	1.15
	%	4.8	10.7	20.2	31.3	32.9		
13. Read an advertisement in the paper to find good merchandise, e.g., a book you can buy	*F*	10	35	60	71	76	3.67	1.16
	%	4.0	13.9	23.8	28.2	30.2		
14. Read reviews in English for popular movies	*F*	15	23	58	66	90	3.77	1.20
	%	6.0	9.1	23.0	26.2	35.7		

N= 252

In Table 5, the frequency, percentage, mean and standard deviation values of the 6 expressions belonging to the WTC Reading subscale are given. According to the participant responses, the statement with the highest mean score was item 11 (M=3.98, SD= 1.14) and the statement with the lowest mean score was item 9 (M= 3.46, SD= 1.25). More than 60% of the participants expressed that they were usually/almost always willing to "*Read reviews in English for popular movies*". This suggests that students exhibited a propensity to read literary works, articles, letters, and personal notes, that were composed of straightforward sentence structures. Nonetheless, they had a reduced level of interest towards reading materials such as novels written in English.

Table 6.

Descriptive Results of WTC Writing Subscale

Items		Almost never willing	Sometimes willing	Willing half of the time	Usually willing	Almost always willing	M	SD
15. Write an invitation to invite your schoolmates to a weekend party	F	42	54	66	40	50	3.01	1.35
	%	16.7	21.4	26.2	15.9	19.8		
16. Write down the instructions for your favorite hobby	F	12	26	70	73	71	3.65	1.13
	%	4.8	10.3	27.8	29.0	28.2		
17. Write a report on your favorite animal and its habits	F	33	31	65	47	76	3.40	1.37
	%	13.1	12.3	25.8	18.7	30.2		
18. Write a story	F	41	55	63	51	42	2.99	1.32
	%	16.3	21.8	25.0	20.2	16.7		
19. Write a letter to a friend.	F	41	44	68	50	49	3.09	1.34
	%	16.3	17.5	27.0	19.8	19.4		
20. Write a newspaper article.	F	58	74	63	39	18	2.54	1.20
	%	23.0	29.4	25.0	15.5	7.1		
21. Write the answers to a "fun" quiz from a magazine.	F	37	36	66	56	57	3.24	1.34
	%	14.7	14.3	26.2	22.2	22.6		
22. Write down a list of things you must do tomorrow.	F	57	40	73	40	42	2.88	1.37
	%	22.6	15.9	29.0	15.9	16.7		

N= 252

The items regarding the WTC in Writing subscale and the descriptive analysis results are displayed in Table 6. Accordingly, the highest mean score was for item 16 (M= 3.65, SD=1.13) while the item 20 had the lowest mean score (M= 2.54, SD=1.20). Students also reported lower willingness in writing down a list of things they must do

and writing a story. Approximately two-thirds of the participants (64.3%) stated that they were not very willing to write an invitation to their schoolmates (item 15). A majority of the participants (52.4%) reported not being willing to write a newspaper article. All these suggest that writing tasks based on students' personal interests and such as writing about their hobby, favorite animal and a fun quiz from a magazine encouraged them to write more enthusiastically while formal and/or challenging writing tasks such as writing a newspaper or a story lowered their willingness to write.

Table 7.

Descriptive Results of WTC Listening Subscale

Items		Almost never willing	Sometimes willing	Willing half of the time	Usually willing	Almost always willing	M	SD
23. Listen to instructions in English and complete a task.	F	13	46	77	68	48	3.37	1.13
	%	5.2	18.3	30.6	27.0	19		
24. Bake a cake if instructions were in English.	F	26	34	46	69	77	3.54	1.32
	%	10.3	13.5	18.3	27.4	30.6		
25. Fill out an application form in English.	F	22	27	85	61	57	3.41	1.19
	%	8.7	10.7	33.7	24.2	22.6		
26. Take directions from an English speaker.	F	15	25	65	72	75	3.66	1.17
	%	6.0	9.9	25.8	28.6	29.8		
27. Understand an English movie.	F	5	13	29	47	158	4.35	1.00
	%	2.0	5.2	11.5	18.7	62.7		

N= 252

In Table 7, participant responses are given for a total of five statements in the WTC listening subscale. While the item with the highest mean score is understanding an English movie (item 27) (M= 4.35, SD= 1.00), the item with the lowest mean score is item 23 (M= 3.37, SD= 1.13). More than 80% stated that they were willing to understand an English language film. Considering the results regarding the WTC

listening subscale, it may be understood that engaging listening activities such as understanding an English movie and taking directions from an English speaker increased their willingness while formal and instructive activities such as listening to instructions to complete a task and filling out an application form caused a decrease in their WTC levels.

Results for Research Question 2

In this section, the findings about the participants' WTC levels with regard to their demographic characteristics such as university department, gender, university type (state or foundation), years of studying English, taking English course and experience abroad are given in detail. The differences between socio-demographic variables in terms of WTC scale and its subscales were analyzed with t-test for binary groups and one-way ANOVA tests for more than two groups since the data fit the normal distribution. The relationship between participants' gender and WTC levels are presented in Table 8.

Table 8.

Results of WTC Regarding Participants' Gender

	Gender	N	Mean	SD	T	P
WTC speaking	Female	142	3.36	.78	-.58	.562
	Male	110	3.42	.80		
WTC reading	Female	142	3.89	.77	3.20	.002
	Male	110	3.52	.98		
WTC writing	Female	142	3.26	.87	3.25	.001
	Male	110	2.90	.89		
WTC listening	Female	142	3.81	.83	2.89	.003
	Male	110	3.48	.97		
Overall WTC	Female	142	3.53	.71	2.50	.013
	Male	110	3.30	.76		

Note. p< 0.05

The results presented in Table 8 show that female participants scored higher (M= 3.53, SD= .71) than male participants (M=3.30, SD= .76) in terms of overall WTC levels. T-test analysis revealed a statistically significant difference between the genders of the participants and their overall WTC in English (p=.013).

Moreover, there was a statistically significant difference between the participants' WTC to read in English (p=0.02), write in English (p=0.01), and listen in English

(p=0.03) in relation to their genders (p<0.05). However, WTC speaking levels did not indicate any meaningful difference (p=.56) between genders.

Table 9.

Results of WTC Regarding Participants' University Departments

	Department	N	M	SD	F	P
WTC speaking	Faculty of Law	46	3.27	.735	1.031	.379
	Faculty of Economics and Administrative Sciences (EAS)	53	3.37	.747		
	Faculty of Engineering	114	3.37	.915		
	Faculty of Science and Literature	39	3.57	.849		
WTC reading	Faculty of Law	46	3.64	.590	2.906	.035
	Faculty of Economics and Administrative Sciences (EAS)	53	3.82	.748		
	Faculty of Engineering	114	3.61	.881		
	Faculty of Science and Literature	39	4.06	.662		
WTC writing	Faculty of Law	46	3.11	.715	3.268	.022
	Faculty of Economics and Administrative Sciences (EAS)	53	3.11	.673		
	Faculty of Engineering	114	2.96	.809		
	Faculty of Science and Literature	39	3.48	.633		
WTC listening	Faculty of Law	46	3.70	.759	4.846	.003
	Faculty of Economics and Administrative Sciences (EAS)	53	3.86	.683		
	Faculty of Engineering	114	3.45	.866		
	Faculty of Science and Literature	39	3.99	.567		
Overall WTC	Faculty of Law	46	3.39	.740	3.208	.024
	Faculty of Economics and Administrative Sciences (EAS)	53	3.48	.624		
	Faculty of Engineering	114	3.32	.802		
	Faculty of Science and Literature	39	3.73	.661		

Note. p<0.05

As seen in Table 9, participants' overall WTC levels indicated a statistically significant difference in terms of their departments (p= .024). Similarly, a meaningful difference was found between students' department and willingness in reading (p=.035), writing (p= .022) and listening (p =0.003) (p<0.05). However, no meaningful difference was found between the departments and their willingness to speak English (p=.379)

To determine which department caused the difference in question, post hoc tests were performed. In order to decide which post hoc test to apply, it was taken into account whether the variances were homogeneously distributed. In the homogeneity of variances analysis, the conclusion was that the intergroup variances were not homogeneously distributed for the WTC listening subscale (p=.045). Thus, it was decided to perform the Games-Howell test as a Post Hoc test type, which ignores the assumptions that the group variances are unequal and that the observed number in the groups are equal (Games, 1971). According to the results of the Games-Howell test, it was determined that the difference between the groups in terms of WTC listening was due to the students studying in the EAS department.

For the variances that were homogeneously distributed for the mean scores of WTC reading (p=.076) and WTC writing (p=.969) and overall WTC, it was decided to perform the Tukey test. Based on the analysis, the difference between the groups in terms of WTC reading (p= .032) and writing (p= .011) subscales and overall WTC (p=.015) resulted from the difference between the students of the Faculty of Engineering and the Faculty of Arts and Sciences.

Table 10.

Results of WTC Regarding Participants' University Types

	University	N	Mean	SD	t	p
WTC speaking	Foundation	122	3.40	.774	.362	.718
	State	130	3.37	.813		
WTC reading	Foundation	122	3.83	.846	1.748	.082
	State	130	3.64	.918		
WTC writing	Foundation	122	3.27	.897	2.935	.004
	State	130	2.94	.878		
WTC listening	Foundation	122	3.84	.832	3.023	.003
	State	130	3.50	.958		
Overall WTC	Foundation	122	3.54	.717	2.303	.022
	State	130	3.33	.758		

Note. p<0.05

To explore any significant differences in WTC scores between state and foundation universities, independent samples t-test was performed. The results of the analysis are presented in Table 10. Accordingly, a statistically significant difference was revealed between the mean scores of the university types and the WTC writing and listening subscales and the overall WTC (p<0.05). The mean scores of foundation university students for each subscale were higher than the mean scores of state university students. This could be due to the background of foundation university students, as well as the fact that the various exchange programs and program contents offered by the university to students had positive effects on students' communication tendencies.

Table 11.

Results of WTC Regarding Participants' Years of Studying English

	Years of Study English	N	Mean	SD	F	P
WTC speaking	5 years or less	78	3.30	.817		
	6-9 years	82	3.49	.736	1.153	.317
	10 years and above	92	3.36	.820		
WTC reading	5 years or less	78	3.70	.891		
	6-9 years	82	3.80	.961	.406	.667
	10 years and above	92	3.69	.820		
WTC writing	5 years or less	78	3.06	.930		
	6-9 years	82	3.19	.891	.617	.540
	10 years and above	92	3.06	.887		
WTC listening	5 years or less	78	3.60	.930		
	6-9 years	82	3.70	.882	.281	.755
	10 years and above	92	3.69	.934		
Overall WTC	5 years or less	78	3.37	.752		
	6-9 years	82	3.51	.738	.746	.475
	10 years and above	92	3.40	.745		

Note. p<0.05

Table 11 shows the scores related to overall WTC and its subscales in terms of the years of studying English variable. One-way ANOVA was used to analyze whether there was a difference between participants' length of studying English and overall WTC and its subscales. Accordingly, no statistically significant difference was found between the years of studying English among the participants and the overall WTC and

WTC subscales (p<0.05). In addition, those who had been learning English for 6-9 years had slightly higher levels of WTC in total and in four language skills.

Table 12.

Results of WTC Regarding Participants' Status of Taking English Course

	Taking English Course	N	Mean	SD	t	P
WTC speaking	Yes	76	3.40	.701	.198	.843
	No	176	3.38	.832		
WTC reading	Yes	76	3.89	.780	1.893	.060
	No	176	3.66	.924		
WTC writing	Yes	76	3.25	.906	1.692	.092
	No	176	3.04	.893		
WTC listening	Yes	76	3.72	.987	.590	.556
	No	176	3.64	.882		
Overall WTC	Yes	76	3.52	.720	1.301	.195
	No	176	3.39	.754		

Note. p<0.05

Table 12 presents the independent samples t-test results that examined whether there was a difference between the status of the participants taking English courses outside the school and their WTC total mean scores and sub-scales. Accordingly, no statistically significant difference was found between the overall WTC and its sub-scales according to the participants' status of taking English courses (p<0.05). In addition, the mean scores of the participants who took an English course for the entire subscale were higher.

Table 13.

Results of WTC Regarding Participants' Experience Abroad

	Experience Abroad	N	Mean	SD	t	P
WTC speaking	Yes	34	3.44	.86	.489	.626
	No	218	3.37	.78		
WTC reading	Yes	34	3.85	1.0	.867	.387
	No	218	3.71	.86		
WTC writing	Yes	34	3.29	1.0	1.294	.197
	No	218	3.07	.88		
WTC listening	Yes	34	3.63	1.1	-.255	.799
	No	218	3.67	.88		
Overall WTC	Yes	34	3.52	.88	.788	.431
	No	218	3.41	.72		

Note. p<0.05

To see if participants' WTC levels differ according to their previous experience abroad, independent samples t-test was performed. The results of the analysis are exhibited in Table 13. No statistically significant difference was found between the participants' experience abroad and their mean scores of willingness to communicate in English (p<0.05).

Descriptive Results for Research Question 3

In line with the objective of the present study, students' self-efficacy perceptions for English were examined through the third research question. Participant beliefs regarding their English language efficacy were measured in four different skills: speaking, reading, writing and listening. The mean and standard deviation (SD) values for Overall SE and SE subscales are given in Table 14.

Table 14.

Descriptive Results of Self-Efficacy for English Scale

	N	Mean	SD
SE Speaking	252	3.15	.86
SE Reading	252	3.42	.80
SE Writing	252	3.05	.75
SE Listening	252	3.44	.78
Overall SE	252	3.27	.70

Accordingly, participant students expressed a moderate level of self-efficacy for English (M= 3.27, SD= .703). They also showed a moderate level of SE for speaking (M= 3.15, SD= .86), reading (M= 3.42, SD= .80), writing (M= 3.05, SD= .75) and listening (M= 3.44, SD= .78). Specifically, they perceived themselves most efficacious in listening tasks, and least efficacious in writing tasks. The analysis implied that students expressed being more competent in tasks that require receptive (listening and reading) skills than those that require productive (speaking and writing) skills.

Table 15.

Descriptive Results of SE Reading Subscale

Items		Not at all true of me	Slightly true of me	Moderately true of me	Very true of me	Completely true of me	M	SD
1. I can understand when I read a text in English.	F	3	27	94	86	42	3.54	.93
	%	1,2	10.7	37.3	34.1	16.7		
2. I can understand important points when I read academic texts in English.	F	16	73	92	50	21	2.95	1.03
	%	6.3	29.0	36.5	19.8	8.3		
3. I can visualize what I read.	F	4	21	79	69	79	3.79	1.03
	%	1.6	8.3	31.3	27.4	31.3		
4. I can find the theme or main idea of the English text I read.	F	10	32	74	88	48	3.52	1.06
	%	4	12.7	29.4	34.9	19.0		
5. I can answer questions about an English text.	F	4	42	89	72	45	3.44	1.01
	%	1.6	16.7	35.3	28.6	17.9		
6. I can guess words I don't know the meaning of in an English text I read.	F	7	38	96	67	44	3.41	1.03
	%	2.8	15.1	38.1	26.6	17.5		
7. I can easily find the information I am looking for in an English text.	F	13	52	83	83	21	3.19	1.02
	%	5.2	20.6	32.9	32.9	8.3		
8. I believe that I will be successful in the reading sections of English exams.	F	13	24	89	65	61	3.51	1.11
	%	5.2	9.5	35.3	25.8	24.2		

N=252

Descriptive findings of a total of eight statements in the SE Reading subscale are given in Table 15. They provide crucial information regarding the participants' beliefs about their comprehension of different types of English texts from various levels (item

1). Accordingly, almost all of the participants (98.8%) stated that they could understand an English text at varying levels. This shows that they have positive beliefs about their comprehension levels when reading English. 38.7% of the participants stated that they visualized what they read in their minds (item 3). However, more than 20% of the participants stated that they had difficulty in finding the information they were looking for in an English text (item 7). While the statement with the highest mean score was item 3 (M=3.79, SD= 1.03), the statement with the lowest mean score was item 2 (M= 2.95, SD= 1.03). This may suggest an increased engagement with the reading texts but difficulties in understanding academic texts. In general, the majority of students reported being somehow confident in their ability to comprehend English texts, comprehend key points, and answer questions. However, there is room for development in areas such as comprehension of academic texts, identification of themes or central ideas, guessing unknown words, and finding specific information in a text.

Table 16.

Descriptive Results *of SE Writing Subscale*

Items		Not at all true of me	Slightly true of me	Moderately true of me	Very true of me	Completely true of me	M	SD
9. I can write a good paragraph or essay.	F	50	56	102	28	16	2.62	1.11
	%	19.8	22.2	40.5	11.1	6.3		
10. I can use grammatical rules correctly when writing a paragraph or essay in English.	F	42	51	110	40	9	2.69	1.04
	%	16.7	20.2	43.7	15.9	3.6		
11. I can use punctuation correctly when writing an English text.	F	16	53	83	59	41	3.22	1.14
	%	6.3	21.0	32.9	23.4	16.3		
12. I can express my thoughts fully and clearly when writing an English text.	F	26	80	86	37	23	2.81	1.10
	%	10.3	31.7	34.1	14.7	9.1		

13. When I can't write something in English, I make an effort to solve the problem instead of giving up.	F	21	33	65	76	57	3.46	1.21
	%	8.3	13.1	25.8	30.2	22.6		
14. I can highlight important points when writing in English.	F	23	44	107	46	32	3.08	1.10
	%	9.1	17.5	42.5	18.3	12.7		
15. I can rewrite an English text with my own sentences.	F	33	53	90	54	22	2.92	1.13
	%	13.1	21.0	35.7	21.4	8.7		
16. In everyday life, I can express myself in writing in English.	F	14	61	76	52	49	3.24	1.18
	%	5.6	24.2	30.2	20.6	19.4		
17. I can recognize my mistakes after writing anything in English.	F	11	61	93	61	26	3.12	1.03
	%	4.4	24.2	36.9	24.2	10.3		
18. I need help doing the activities given about writing in English.	F	5	44	106	56	41	3.33	1.01
	%	2.0	17.5	42.1	22.2	16.3		

N=252

Through SE Writing subscale, students' perceptions of their English writing skills were examined in terms of various tasks. Table 16 displays the participant response frequency, percentage, mean and standard deviation scores of a total of ten expressions in writing subscale. The table demonstrates that students' perceptions of their English writing skills are moderate in a variety of task types. Accordingly, the expression with the lowest mean score was item 9 (M= 2.62, SD= 1.11), while the expression with the highest mean score was item 13 (M= 3.46, SD= 1.21). Approximately 43% of the participants stated that their skills to follow the grammar rules precisely when writing a paragraph or composition in English was at a moderate level (item 10). Besides, the majority reported that they need help in writing tasks at varying levels (item 18). The results suggest that, while students felt relatively competent in terms of using punctuation, recognizing their mistakes, expressing themselves in daily life and struggling to perform better in writing tasks; they felt less competent in skills such as

writing a good paragraph or essay, using grammatical rules correctly, expressing their thoughts clearly and rewriting a text in English. It implies that students needed assistance or guidance in developing their writing skills especially within formal settings.

Table 17.

Descriptive Results of SE Listening Subscale

Items		Not at all true of me	Slightly true of me	Moderately true of me	Very true of me	Completely true of me	M	SD
19. I can understand spoken English.	F	0	17	89	82	64	3.77	.90
	%	0	6.7	35.3	32.5	25.4		
20. I can understand the main idea of the English speech I listen to.	F	11	24	110	73	34	3.39	.98
	%	4.4	9.5	43.7	29.0	13.5		
21. I can understand the emotional stresses in a sentence I'm listening to.	F	12	23	93	79	45	3.48	1.04
	%	4.8	9.1	36.9	31.3	17.9		
22. I can guess the meaning of words I don't know when I listen to an English speech.	F	13	42	101	63	33	3.24	1.04
	%	5.2	16.7	40.1	25.0	13.1		
23. I can answer questions about what I heard after hearing an English speech.	F	11	44	101	70	26	3.22	.99
	%	4.4	17.5	40.1	27.8	10.3		
24. I can understand what I listen to when I watch English television channels/movies.	F	15	29	105	67	36	3.32	1.04
	%	6.0	11.5	41.7	26.6	14.3		

25. When I listen to a speech, I can distinguish between the formal language and the daily language	F	19	50	55	66	62		
	%	7.5	19.8	21.8	26.2	24.6	3.40	1.26
26. I can accurately write what I hear while listening to a reading text in English.	F	11	32	109	70	30		
	%	4.4	12.7	43.3	27.8	11.9	3.30	.98
27. I can understand a short conversation in English between two people.	F	5	20	69	87	71		
	%	2.0	7.9	27.4	34.5	28.2	3.79	1.00
28. I believe that I will be successful in the listening sections of English exams.	F	5	41	76	79	50		
	%	2.4	16.3	30.2	31.3	19.8	3.50	1.05

N= 252

Table 17 presents students' perceptions of self-efficacy in relation to their English listening skills. A total of 10 statements belonging to the listening subscale are given together with participant responses in terms of descriptive findings. Accordingly, the expression with the highest mean score was item 27 (M= 3.79, SD= 1.00), while the expression with the lowest mean score was item 23 *(*M= 3.22, SD= 0.99*)*. Notably, all of the participants stated that they could understand spoken English (item 19) at varying levels, and nearly half of the participants stated that they could understand the emotional stresses in a sentence they listened to (item 21). Participants felt relatively better in skills such as understanding spoken English, understanding the main idea, understanding emotional stress, and guessing the meaning of unfamiliar words. This indicated that they felt generally successful in their ability to understand spoken English. However, there appeared to be more potential for improvement in some skills, such as distinguishing between formal and everyday language and writing.

Table 18.

Descriptive Results of SE Speaking Subscale

Items		Not at all true of me	Slightly true of me	Moderately true of me	Very true of me	Completely true of me	M	SD
29. I can meet my daily needs by using English (Imagine you are abroad, finding places and directions, shopping, etc.)	F	2	40	87	66	57	3.54	1.03
	%	0.8	15.9	34.5	26.2	22.6		
30. I can express myself in English in an interview (University entrance, job application, etc.)	F	30	71	90	38	23	2.81	1.11
	%	11.9	28.2	35.7	15.1	9.1		
31. Depending on the purpose and situation, I can speak English in a formal or informal way.	F	19	58	108	37	30	3.00	1.07
	%	7.5	23.0	42.9	14.7	11.9		
32. I can answer questions in English.	F	3	37	112	54	46	3.41	.98
	%	1.2	14.7	44.4	21.4	18.3		
33. I can express my thoughts in another way when the person does not understand me.	F	14	56	90	48	44	3.21	1.13
	%	5.6	22.2	35.7	19	17.5		
34. I can speak English in a way that a native English speaker can understand.	F	27	70	83	37	35	2.93	1.18
	%	10.7	27.8	32.9	14.7	13.9		

N=252

Students' perceptions of their efficacy in English speaking skills are exhibited in Table 18. It shows the descriptive findings of a total of 6 statements to the speaking subscale. Accordingly, the highest mean score was item 29 (M= 3.54, SD= 1.03), the lowest mean score was item 30 (M= 2.81, SD= 1.11). Approximately 85% of the participants stated that they could answer the questions asked in English at various degrees. However, around 10% of the participants stated that they could not speak English in a way that a native English speaker could understand (item 34) (M=2.93, SD=1.18). In general, students had a better perception of their skills in meeting their daily needs, answering questions, and expressing their thoughts in another way in English. However, there was a weaker perception of self-expression in interviews and being understood by a native English speaker. It could be understood that formal or demanding situations such as interviews and conversations with a native speaker caused a decreased in students' perceptions of their own speaking efficacy.

Results for Research Question 4

In this section, the differences between socio-demographic variables in terms of overall SE and SE subscales were analyzed with t-test and One-Way ANOVA tests.

Table 19.

Results of SE Regarding Participants' Gender

	Gender	N	Mean	SD	*T*	P
SE speaking	Female	142	3.19	.835	.849	.397
	Male	110	3.10	.893		
SE reading	Female	142	3.56	.724	3.181	.002
	Male	110	3.24	.869		
SE writing	Female	142	3.14	-.671	2.246	.026
	Male	110	2.93	.835		
SE listening	Female	142	3.57	.672	2.889	.004
	Male	110	3.27	.890		
Overall SE	Female	142	3.38	.610	2.666	.008
	Male	110	3.13	.788		

Note. p<0.05

To understand if there was a difference between overall SE and SE subscales according to the genders of the participants, independent sample t-test was applied. As seen in Table 19, a meaningful difference was found between the female (M=3.38) and male participants (M=3.13) with regard to their overall SE perceptions (p=.008). There was no statistically significant difference between the male (M= 3.10) and female (M= 3.19) participants and their SE for speaking (p=.397). However, a statistically significant difference was found between SE reading (p= 0.002), SE writing (p= 0.02) and SE listening (p= .004) (p< 0.05). It is seen that female participants (M= 3.38) displayed a higher level of SE than male ones (M= 3.13) in total English skills (t = 2.666, p = .008). In terms of writing skills, female students (M= 3.14) also had a higher mean value than male students (M= 2.93) (t = 2.246, p = .026). Similarly, female students had a higher mean value (M= 3.57) in listening skill than male students (M= 3.27) (t = 2.889, p =.004). Overall, these findings suggested that female participants had better perceptions in terms of overall English and three language skills (reading, listening and writing) than male students.

Table 20.

Results of SE Regarding Participants' Department

	Department	N	M	SD	F	P
SE speaking	Faculty of Law	46	3.01	.735	4.892	.003
	Faculty of Economics and Administrative Sciences (EAS)	53	3.06	.747		
	Faculty of Engineering	114	3.09	.915		
	Faculty of Science and Literature	39	3.62	.849		
SE reading	Faculty of Law	46	3.43	.590	7.427	.000
	Faculty of Economics and Administrative Sciences (EAS)	53	3.35	.748		
	Faculty of Engineering	114	3.28	.881		
	Faculty of Science and Literature	39	3.95	.662		
SE writing	Faculty of Law	46	3.11	.715	3.991	.008
	Faculty of Economics and Administrative Sciences (EAS)	53	3.06	.673		
	Faculty of Engineering	114	2.91	.809		
	Faculty of Science and Literature	39	3.37	.633		
SE listening	Faculty of Law	46	3.48	.759	4.667	.003
	Faculty of Economics and Administrative Sciences (EAS)	53	3.46	.683		
	Faculty of Engineering	114	3.28	.866		
	Faculty of Science and Literature	39	3.81	.567		
Overall SE	Faculty of Law	46	3.01	.735	4.892	.003
	Faculty of Economics and Administrative Sciences (EAS)	53	3.06	.747		
	Faculty of Engineering	114	3.09	.915		
	Faculty of Science and Literature	39	3.62	.849		

Note. $p < 0.05$

In Table 20, the findings of the one-way ANOVA test analysis are indicated to explain whether there was a difference between the departments of the participants and their overall SE and SE subscales mean scores. According to the analysis, a statistically significant difference was found between the departments and the overall SE and SE subscales (p<0.05).

Post Hoc tests were performed to determine which part caused the difference in question. In addition, in the analysis conducted to determine the homogeneity of the variance between the groups, it was determined that the variances were distributed homogeneously (p<0.05) for all SE subscales and overall SE except for the listening subscale (p=.019). Games-Howell test was performed for the SE listening subscale due to the non-homogeneous distribution of variances. According to the test results, it was determined that the difference resulted from the difference between the students from the Faculty of Arts and Sciences and Faculty of Engineering.

According to the homogeneity of variance test, the overall SE (p=.074), SE reading (p=.051), SE writing (p=.115) and SE speaking (p=.103) analysis showed homogeneity. Thus, Tukey test was performed as a Post Hoc test to determine which group caused the difference. Hence, it was determined that the difference for the overall SE, SE reading and speaking resulted from the students at the Faculty of Arts and Sciences. For the English writing self-efficacy sub-scale, this difference resulted from the difference between the Faculty of Arts and Sciences and the Faculty of Engineering.

Table 21.

Results of SE Regarding Participants' University Types

	University	N	Mean	SD	*T*	P
SE speaking	Foundation	122	3.26	.822	1.95	.052
	State	130	3.05	.885		
SE reading	Foundation	122	3.60	-.715	3.52	.001
	State	130	3.25	.848		
SE writing	Foundation	122	3.22	.701	3.47	.001
	State	130	2.89	.770		
SE listening	Foundation	122	3.62	.690	3.63	.000
	State	130	3.27	.836		
Overall SE	Foundation	122	3.43	.621	3.67	.000
	State	130	3.12	.742		

Note. p<0.05

In the study, the differences in participants' SE perceptions for English and four language skills between state university students and foundation university students were examined. Table 21 shows the results of the analysis performed using the independent sample t-test. Accordingly, a statistically significant difference was found between overall SE (p=.000), SE reading (p=.001), SE writing (p=.001), and SE listening (p=.000) of the participants from two different universities (p<0.05). However, there was no statistically significant difference between the SE speaking mean scores of the participants and their university types (p=.052).

Foundation university students exhibited higher mean scores than public university students in terms of both overall SE and SE subscales. In general, these results show that foundation university students felt slightly more efficacious for English than state university students.

Table 22.

Results of SE Regarding Participants' Years of Studying English

	Years of Studying English	N	Mean	SD	F	P
SE speaking	5 years or less	78	2.82	.08		
	6-9 years	82	3.23	.09	9.31	.000
	10 years and above	92	3.36	-.09		
SE reading	5 years or less	78	3.11	.09		
	6-9 years	82	3.42	.08	12.31	.000
	10 years and above	92	3.69	.07		
SE writing	5 years or less	78	2.85	.09		
	6-9 years	82	3.05	.07	5.12	.007
	10 years and above	92	3.22	.07		
SE listening	5 years or less	78	3.11	-.09		
	6-9 years	82	3.52	.08	11.49	.000
	10 years and above	92	3.65	.07		
Overall SE	5 years or less	78	2.82	.77		
	6-9 years	82	3.23	.82	9.31	.000
	10 years and above	92	3.36	.89		

Note. p<0.05

Table 22 illustrates whether there was a statistically significant difference between participants' length of studying English and their overall SE and SE subscale mean scores. One-way ANOVA test was used to reveal these findings. According to one-way ANOVA results, a statistically significant difference was found between the years spent learning English and overall SE and its subscales (p<0.05).

Additionally, Post Hoc tests were performed to determine which group caused the difference in question. In the analysis conducted to determine the homogeneity of the variances between the groups, it was determined that the variances were distributed homogeneously for overall SE (p= .855) and each sub-scale (reading, p= .511; writing, p=.212; listening, p=.394; speaking, p=.107) (p<0.05). Hence, it was decided to perform the Tukey test as a Post Hoc test. Results revealed that the difference between the participants' length of studying English and the overall SE, SE reading and SE listening and SE speaking resulted from the participants studying English for 5 years or less. On the other hand, the difference between participants' self-efficacy in writing and their years of studying English resulted from the groups 5 years and below and 10 years and above.

The results shown in Table 22 imply that individuals who had been studying English for a longer period of time achieved higher mean scores in overall English and four basic skills. Those who had studied in English for 5 years or less generally expressed less satisfactory SE beliefs for English, while those who have studied English for 10 years or more had better SE perceptions. In general, it can be understood from the analysis that the length of English learning is an important factor in SE perceptions for English.

Table 23.

Results of SE Regarding Participants' Taking English Course

	Taking English Course	N	Mean	SD	*T*	P
SE speaking	Yes	76	3.53	.79	4.83	.000
	No	176	2.99	.83		
SE reading	Yes	76	3.77	.79	4.75	.000
	No	176	3.27	.76		
SE writing	Yes	76	3.25	.73	2.86	.005
	No	176	2.96	.74		
SE listening	Yes	76	3.69	.65	3.34	.000
	No	176	3.33	.81		
Overall SE	Yes	76	3.55	.61	4.34	.000
	No	176	3.15	.70		

Note. p<0.05

Another demographic characteristic of the participants, taking English course, was examined by independent sample t-test to see if it caused any difference in terms of the overall SE and SE subscales. As revealed in Table 23, a statistically significant difference was found between participants' status of taking English course and their overall SE and SE subscales (p<0.05). Accordingly, it is seen that the students who attended an English course had relatively higher mean scores in both overall SE and each of the subscales.

Table 24.

Results of SE Regarding Participants' Experience Abroad

	Experience Abroad	N	M	SD	*T*	P
SE speaking	Yes	34	3.59	.818	3.28	.001
	No	218	3.08	.848		
SE reading	Yes	34	3.81	.708	3.08	.002
	No	218	3.36	.803		
SE writing	Yes	34	3.39	.753	2.89	.004
	No	218	3.00	.741		
SE listening	Yes	34	3.79	.710	2.78	.006
	No	218	3.39	.786		
Overall SE	Yes	34	3.64	.658	3.38	.001
	No	218	3.21	.693		

Note. p<0.05

The difference between the participants' previous experience abroad and the overall SE and SE subscales was examined with the independent sample t-test. Table 24 shows that there was a statistically significant difference between the mean overall SE and SE subscales scores of the participants who had been abroad before (p<0.05). In terms of overall SE, students with experience abroad scored higher (M=3.64, SD= .693) than those without experience abroad (M=3.21, SD= .693). It can also be inferred that students who have an experience abroad have higher mean scores in speaking (M=3.59, SD= .818), reading (M= 3.81, SD= .803), writing (M= 3.39, SD= .753) and listening (M= 3.79, SD= .710) skills. These findings indicate that international experience may contribute positively to the SE perceptions of language learners for their language skills.

Results for Research Question 5

The fifth research question addresses the relationship between students' willingness to communicate in English and their perceptions of self-efficacy for English. The investigation was performed using Pearson correlation analysis as the obtained data fit the normal distribution. The indicated values were used as a guide in the study conducted by Evans (1996). Accordingly, the correlation values were defined as weak between .20-.39, moderate between .40-.59, strong between .60-.79 and very strong between .80-1 (Tabachnick et al., 2013). The results of the correlational analyses are given in Table 25 and Table 26.

Table 25.

Correlation Results for Overall WTC and Overall SE

Variables	Mean	SD	WTC	SE
WTC	3.43	.745	1	.466**
SE	3.27	.703	.466**	1

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

As seen in Table 25, the relationship between the participants' overall WTC (M=3.43, SD= .745) and overall SE (M= 3.27, SD= .703) scores was measured by Pearson Correlation. A moderate, positive and statistically significant relationship was found between these variables (*r*=.466, *p*< .001). This finding suggests that as the participants' perceptions of self-efficacy for English increased, their willingness to communicate in English also increased. The results regarding the subscales of both WTC and SE scales are exhibited in detail in Table 26.

Table 26

Correlation Results for WTC Subscale and SE Subscale

	WTC speaking	WTC speaking	WTC speaking	WTC speaking	WTC speaking	WTC speaking	WTC speaking	WTC speaking
WTC Speaking	1							
Reading WTC	.619**	1						
Writing WTC	.652**	.696**	1					
Listening	.572**	.700**	.627**	1				
SE Reading	.342**	.411**	.417**	.489**	1			
SE Writing	.313**	.323**	.360**	.329**	.692**	1		
SE Listening	.277**	.347**	.343**	.482**	.767**	.677**	1	
SE Speaking	.323**	.314**	.309**	.310**	.701**	.633**	.779**	1

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

The correlation analysis revealed a statistically meaningful correlation between each of the WTC and SE subscales. As presented in Table 26, WTC speaking and WTC reading were found to have a strong, positive and statistically significant relationship (r= .619). Likewise, a strong, positive and significant correlation was found between WTC Speaking and WTC writing (r=.652). WTC reading and WTC writing also had a strong, positive and statistically significant relationship (r= .696). There were also strong, positive and statistically significant correlations between WTC reading and WTC listening (r= .700); WTC writing and WTC listening (r= .627). However, a positive, statistically significant correlation between WTC speaking and WTC listening was at a moderate level (r= .572).

SE subscales indicated a strong, positive and statistically significant relationship among each other. Specifically, this strong, positive and meaningful relationship was observed between SE Speaking and SE Listening (*r*= .779); SE Speaking and SE Reading (*r*= .701); SE Speaking and SE Writing (*r*= .633); SE reading and SE writing (*r*= .692); SE Reading and SE Listening (*r*= .767); and finally, SE Writing and SE Listening (*r*= .677).

A correlation analysis was also performed to reveal the relationship between the subscales of WTC and SE scales. As a result of the analysis, WTC speaking and all four SE subscales were found to have a weak, positive and statistically significant difference (SE speaking, *r*= .323; SE listening, r=.277; SE writing, r=.313; SE reading, r=.342).

Another weak, positive and statistically significant correlation was found between WTC Reading and SE Speaking (*r*= .314); SE Listening (*r*= .347); and SE Writing (*r*= .323). On the other hand, a moderate, positive and statistically significant difference was identified between WTC Reading and SE Reading (*r*= .411).

WTC Writing was also found to have statistically significant correlations between other SE subscales. Accordingly, a weak, positive and significant relationship between WTC Writing and SE Speaking (*r*= .309); SE Listening (*r*= .343); and SE Writing (*r*= .360). However, a moderate, positive and statistically significant relationship was discovered between WTC Writing and SE Reading (*r*= .417).

In terms of WTC Listening and SE subscales, statistically significant relationships were found. These findings include a weak, positive and statistically significant correlation between WTC Listening and SE Speaking ($r= .310$) and SE Writing ($r= .329$). There were also moderate, positive and statistically significant correlations between WTC Listening and SE Listening ($r= .482$) and SE Reading ($r= .489$).

4. DISCUSSION

Introduction

In this chapter, the findings of the quantitative data obtained within the research are discussed and an overall conclusion is reached. First, the findings of the current study are discussed in detail in relation to each research question and comparisons are made with the findings previously revealed in the existing literature. Then, the potential implications of the findings on theoretical perspectives, practical applications and methodologies are provided in a broader context to highlight the significance and impact of the findings of the research or analysis. Finally, research limitations and suggestions for future research are presented in this chapter.

Discussion of the Research Question 1

Addressing the first research question, the analysis revealed that Turkish preparatory school students were somewhat willing to communicate in L2 within the classroom. It implies that students had interest and motivation in English interaction in general, but they failed to reach the desired level. This finding was in line with a substantial number of existing studies conducted within Turkish context (Bektaş Çetinkaya, 2005; Merç, 2008; Öz et al., 2015; Altıner, 2018; Mutluoğlu, 2020; Saka & Merç, 2021). These similar findings shows that the problem is prevalent in Turkey. It may be due to some of the difficulties that students face in their language learning process, or because they see English only as a course requirement. The lack of interesting and authentic activities that will provoke students' desire for language engagement may also be one of the potential reasons. Although there is an effort to integrate tasks that require listening and speaking skills in the curriculum, these tasks are often the first to be sacrificed for the sake of managing the lessons. Therefore, in order for students to have the desired willingness to levels, it is necessary to make sure that teachers and curriculum designers grasp the importance of this issue, as well. In this regard, future studies that will enable us to understand the perspectives of teachers as well as students on the subject may provide a greater insight into the issue.

The analysis also revealed that EFL students were moderately willing in four language skill areas. MacIntyre et al. (2001) states that for the four basic skills of English, reading and comprehension are input tasks while speaking and writing are output tasks. In the current study, participants exhibited greater willingness towards

input tasks that require receptive skills and less willingness towards output tasks that require productive skills within the classroom setting. Moreover, they had the highest WTC levels in reading sub-dimension. WTC levels in listening, speaking and writing skills followed reading skill respectively. Students' WTC in writing levels had the lowest score. These findings provide important clues about language policy implemented in the classrooms. First of all, students' in-class performance evaluation in Turkey mostly depends on the written examinations that focus on vocabulary and grammar knowledge of the students. Although preparatory schools subject to our study adopt a holistic assessment approach that measures L2 development of students in all aspects with portfolios and spoken performance, students' past assessment and evaluation experiences may have caused this problem to reach the present day. Thus, it is critical to have a policy that is consistent within itself and meets the demands of the students from the early years of language learning. Language teachers' competence in speaking and writing is also an important consideration because, especially within Turkish EFL context, classroom is the only resource that students rely on to improve their language. Teachers with sufficient proficiency in speaking and writing can reinforce their students by nurturing their language self-confidence, competence and motivation. Otherwise, learners may fail to perform better in productive tasks that require L2 use both orally and in writing. In a similar study conducted by Köylüoğlu (2021) with 258 university students studying at eight different universities in Turkey to determine the WTC levels of university students in English as a second language and their attitudes towards English lessons, WTC listening was ranked second as the subscale with the highest mean score. The reading subscale and the speaking subscale come third. In parallel with the findings in our research, the sub-dimension with the lowest mean score was determined as writing in her study. The overall WTC levels of the Turkish EFL university students were found similar. In a similar study conducted by Erol (2019) on preparatory school students studying at a state university, the highest WTC sub-dimension was found to be reading, while the lowest WTC sub-dimension was writing (Erol, 2019). These findings are consistent with the results of our study.

Discussion of the Research Question 2

In terms of gender, the current study revealed that female students had slightly higher WTC levels than male students in terms of both overall English and each of the four skills. Besides, a statistically significant difference was found between genders and

their WTC in reading, listening and writing skills. There could be many reasons underlying the fact that female students were more inclined to communicate in L2 than male students. One of them is the gender stereotypes that affect female and male students' attitude towards communication in different ways. These stereotypes suggest that women are more likely to be expressive in nature, whereas men are less communicative and more practical. Therefore, the present finding may have resulted from the participants' tendency to act in accordance with gender norms. Temiz (2021) also suggests that female learners focus more on mastery in their in-class behaviors than male learners as they place a greater emphasis on performance and achievement in classroom activities than male students. Although these findings offer a general perspective; individual, social and cultural factors should also be taken into consideration. When the research findings on the relationship between gender and WTC are examined in the literature, it can be concluded that women's WTC scores are higher than men's WTC scores (Smith, 1997; Temiz, 2021; Altıner, 2018). These results are partially supported by the research findings concluded by Köylüoğlu (2021). In the study in question, there was no difference between the gender of the participants and the speaking and listening dimensions, but a statistically significant difference was found between the reading and writing dimensions (Köylüoğlu, 2021).

When the university departments of the participants were examined, a meaningful difference for both overall WTC and its subdimensions was discovered. Accordingly, the difference resulted from the Faculty of Engineering and the Faculty of Economics and Administrative Science. This may be due to program requirements, the varying number of English classes each department requires, future professional needs perceived by the students and their attitudes towards international communication depending on their career goals. In their study, Hişmanoğlu and Özüdoğru (2017) found that the total WTC in English score for students majoring in the arts was higher than that of engineering students. This suggests that the differences in willingness levels between departments may differ according to different contexts.

In terms of state and foundation universities, a statistically significant difference was found between the university types and their mean scores regarding WTC sub-dimensions. Accordingly, there was a statistically significant difference between the mean scores of the university types and the WTC writing and listening subscales and the overall WTC. In addition, students at foundation university displayed relatively higher willingness towards English than state university students. This may have

resulted from the socioeconomic background of the students who preferred to study at a foundation university. It can be assumed that students with higher socioeconomic status were more advantageous in accessing language resources and having a more language-oriented educational background. It may also be due to the fact that foundation universities offer more opportunities for their students to establish international connections through interactive projects and resources. However, a more detailed comparison of both types of universities in terms of the opportunities offered and the language policy implemented is needed to understand the subject better.

In terms of the duration of studying English language, no statistically significant difference was found in WTC scores. The findings are in line with the research findings obtained by Köylüoğlu (2021). It may be understood that the level of L2 WTC can vary regardless of the amount of time spent learning English. Participants' reluctance to communicate may be influenced by their language-learning experiences, negative classroom experiences, and duration and quality of English exposure. It may also be inferred from this finding that the quality of language education the students receive may have failed to enhance students' communicational willingness and their beliefs about language levels.

In the study, students did not show any meaningful difference in terms of their willingness levels and their status of taking English courses. In a similar study conducted with 202 EFL university students in Turkey, Erol (2019) reached a similar finding. However, those who took English courses scored better willingness levels than those who did not. Thus, we may assume that students who participate in English courses tend to have a more positive attitude and eagerness towards learning it. This indicates that English courses may contribute positively to students' motivations for language learning as they provide more opportunities to practice the language, improve self-confidence and encourage more participation in the process. Finally, no meaningful difference was found between students who had an experience abroad and those who did not. This finding is in line with the study conducted by Uyanık (2018). She proposed that this resulted from the frequency of the participants who had experience abroad was not considerable to affect the result. It may also be attributed to the content, duration and type of overseas experience.

Discussion of the Research Question 3

The findings of the present study demonstrated that participants felt moderately efficacious for English. They also reported being somewhat efficacious in four language skills. Their SE perceptions for reading and listening skills were found to be higher than in speaking and writing. In his comprehensive study which involved 569 high school students, Taşdemir (2018) revealed that students possessed a relatively low level of self-efficacy. On the other hand, Yanar and Bümen (2012) carried out a study that discovered a moderate level of SE among high school students in Turkey. It was also found that individuals felt more efficacious in reading and speaking than in listening and writing. Low or moderate level of self-efficacy perceptions may result from several factors such as students' past learning experiences, anxiety, learning strategies, and language education policy. An individual factor, anxiety can cause a decrease in learner competence (Piniel, 2013). Simply put, it is associated with negative emotions experienced when learning or using a second language (MacIntyre, 2007). It can lead to a decrease in the student's perception of his or her capabilities by causing negative learning experiences. Besides, insufficient proficiency in vocabulary, structure and pronunciation leads to a sense of inefficacy for L2 among students (Taşdemir, 2018). The reason why participants felt less competent in productive skills may be that these tasks were not designed and implemented to improve their output skills. In this sense, a holistic approach to language teaching that gives equal importance to all four basic skills should be adopted by both instructors and curriculum designers. Creating a supportive learning environment in which learner development is monitored is also vital to support language development. Besides, meaningful learning activities and interactions that promote a sense of achievement for each of the skills are essential elements of the language classrooms.

Discussion of the Research Question 4

In the current study, gender made a meaningful difference among the participants' perceived efficacy for English. Female students were found to have higher efficacy scores in overall English than male ones. It may be due to the greater social exaltation of women's language and communication skills within the society when compared to men. In society, women are perceived as better communicators; thus, female participants in the study could develop more favorable beliefs in themselves about language use. Similarly, in a study conducted by Şener and Erol (2017), a statistically

significant difference was found between participant gender and their self-efficacy beliefs.

Moreover, a statistically significant difference was found between the departments of the research participants and both the overall SE and SE subscales. It was unveiled that students at the Faculty of Science and Literature had better SE perceptions for English. This may be caused by the students studying at the departments such as linguistics, literature and communication in the faculties of science and literature. These students may have been more interested in developing L2 skills and more conscious of communicative needs. All of these may have increased their motivation to learn English and made them feel more competent in English. These findings support the research findings of Yüzer (2022). In this study, a statistically significant difference was also found between the university types (state and foundation) and their perceived efficacy in reading, writing and listening. Participants studying at a foundation university had slightly more favorable SE perceptions of English than state university students. However, no meaningful difference was reported for their speaking self-efficacy. This may be partly due to the language policy adopted by the private and/or foundation schools which expose students intensive English throughout their education. Other potential reasons may be listed as sources and opportunities, learning environment and background of the foundation university students. The study also revealed that students who had studied English for 5 years or less had less satisfactory SE beliefs for English, but those who had studied English for 10 years or more had better SE perceptions. Hence, it would not be wrong to assume that gaining more practice and experience in L2 may contribute to learners' perceptions of language efficacy by improving their language proficiency.

Finally, students' experience abroad made a meaningful difference in terms of their perceived efficacy for overall English. It is not surprising to reveal that participants who reported having been abroad before had more favorable SE beliefs for English. This is because experiencing an intercultural interaction provide individuals with more language practice and cultural exposure. Undoubtedly, the exposure to language in real life contributes to language development, leading to an increase in motivation and positive beliefs in one's language ability.

Discussion of the Research Question 5

The final question addressed throughout the study was asked to find out any meaningful correlation between overall L2 WTC and SE perceptions of the student participants. Besides, the relationship between the sub-dimensions of both scales was also investigated to reveal further information. Accordingly, there was a moderate, positive and statistically significant relationship between students' desire for L2 communication and beliefs in their own abilities. Similar conclusions were reached in a number of studies (Yough, 2011; Zhong, 2013; Taşdemir, 2018, Erol, 2019). In light of this relationship, we may assume that high levels of self-efficacy contributed to learners' tendency to engage in social interactions using L2. To explain further, students who believed in their own abilities tended to be more driven, more secure in their own abilities, and more willing to try new things (Bandura, 1982). They also had great hopes for their ability to communicate effectively in English.

In the current study, participants' L2 WTC levels and SE beliefs were found similar to each other in terms of their mean scores. A meaningful relationship was also found for each subskill regarding WTC and SE scales. We might infer from these findings that language skills cannot be considered separately and that the development of one skill can be related to the development of other skills at the same time. Therefore, teaching the language with a holistic approach will enable students to achieve the desired results by ensuring their competence in these skills. To sum, it is reasonable to assume that students' belief in their abilities and confidence in their English proficiency will provoke their desire to use it in interactive situations. This will create a domino effect by resulting in more language use and adding to their language development.

Implications of the Study

The findings of the current study reveal how second language learners' propensity to communicate in English and their perceived English self-efficacy are significantly related with each other. The results of the study showed that students who were the subject of the study were moderately willing to engage in communicative situations. It was also understood that students were more willing especially in comprehension and reading tasks. In this regard, this research provides some implications for language educators, SLA researchers, and curriculum designers. First of all, language education should be reviewed and improved so as to answer the demands of the language learners. Specifically, a student-oriented and communication-based language policy should be

designed by curriculum designers and implemented by language instructors instead of a teacher-oriented and rote-based language education system. Examinations should be enacted in a way that allows students to demonstrate their active participation and performance, to measure versatile language skills, to measure individualized and feedback-based developmental processes. Student effort should be encouraged with productive tasks, which will contribute to their language development as a whole. In other words, a holistic language education policy including the improvement of all skills will promote achievement in each language skill which are crucial for L2 development.

As proposed by Dörnyei (2005), one of the first and foremost targets of language instruction should be to provide students with encouraging communicative activities. Designing involving activities can be an effective method for encouraging students to communicate in L2. In the classroom, organizing meaningful interactive activities such as group projects, role plays, and discussions will allow students to use and exercise their language skills. Such activities will contribute to their output skills. Emphasizing on communication in the real world can improve students' willingness to speak. By presenting students with speaking and writing activities based on authentic issues, language teachers can raise their students' awareness of how the acquired language is utilized in practice. This can increase students' motivation for language acquisition and boosts their confidence. In a welcoming, enjoyable, and safe setting for L2 learning, learners' WTC and their propensity to utilize L2 will prosper (Temiz, 2021). In addition, in most parts of Turkey, students find little or no chance to interact in English in outside the classroom. Lessons should be designed to provide more interaction opportunities that include authentic communication among students as well as teachers to close this gap. The study also demonstrated that students' WTC levels varied depending on the situations or persons with whom they communicate. For instance, students reported being highly eager to talk to a foreigner. To give room for such a desire, activities in which students can interact with speakers of English should be included in the language learning programs. These can be listed as extra-curricular activities such as student exchange programs, speaking clubs and projects in which students can interact with their peers from other countries. All these will contribute to L2 learners' willingness levels inside the classroom.

The meaningful correlation found between learner WTC and SE perceptions suggested an important consideration: to increase students' willingness in communicative classroom situations, their perceptions of self-efficacy should be enhanced. This can be accomplished, according to Usher and Pajares (2006), by putting more of an emphasis on the development of students' skills rather than on their own self-improvement, by praising those things that deserve praise, promoting positive perspectives towards learning, maximizing successful experiences, and supporting learners in establishing more proximal learning goals as opposed to more distant ones. Language instruction should use an integrated approach in which language skills are interconnected, bearing in mind that the development of one skill can affect the development of others. Hence, speaking, reading, listening, and writing skills should be taught and evaluated together. Language skill relationships should be emphasized by presenting students with interactive activities in which they can use all four abilities simultaneously.

All in all, it can be suggested that language classes should be designed to increase students' eagerness in communicative tasks by promoting positive beliefs in their language efficacy. This could be achieved by using interesting materials, applying interactive and participatory methods, adjusting the activities so as to fit learner abilities and interests, having an appreciating and rewarding attitude towards learner achievement and most importantly, making connections with the real world to help students understand their goal in learning English. Students' willingness to communicate may increase with a student-centered and fluency-based approach in classroom environments where students feel comfortable and when a wide variety of materials of different types that appeal to their interests are used. Besides, evaluating student performance not only for input skills but also for output skills also contributes to L2 learning experience among EFL students. This way, students will feel more confident and motivated to engage in a range of learning situations that cover all aspects of language learning.

Suggestions for Further Research

In line with the present findings, we may suggest that similar studies can be carried out at the primary and secondary education level to evaluate the effect of university preparatory education in terms of WTC and SE. This type of study can help us understand how students' WTC and SE levels are affected and can be improved during

this early education period. They can also provide a comparison between learners from different educational levels. Moreover, different variables related to learner WTC and SE can be investigated and identified in future studies. Identifying the concepts that are effective for raising students' WTC and SE levels and how they can be supported in the classroom can provide more efficient language teaching.

For SLA researchers, it may be valuable to examine all postgraduate theses on WTC and SE in Turkey and to conduct a meta-analysis. In this way, it may be possible to bring together the results of existing studies and reveal an overall picture. A study which involves qualitative method to evaluate students' WTC and SE levels can provide more in-depth perspective towards the subject. This is especially crucial to make a comparison between learners reported WTC levels and their observed WTC behavior in the classroom. Finally, it is recommended that longitudinal research should be conducted to reveal the complex and dynamic nature of the variables subject to our study. This will allow for an understanding of how WTC and SE variables may change depending on the situations in which many other real time factors are jointly interrelated (MacIntyre, 2020).

Limitations of the Study

There are certain limitations to consider within the present research. First of all, this study was conducted with participants from two universities in Mersin province and used only quantitative research methods. It can be suggested that a more comprehensive study that represents Turkey in general, including the qualitative methods such as interviews and observations will provide a more detailed insight. This way, reliability of the study could be improved with participants from different backgrounds. Secondly, this study may help us to understand the effects of WTC inside the classroom. However, the extent to which students are willing to converse in English outside of the classroom can be another factor that might be incorporated into additional research. Finally, this study was merely based on SE and WTC relationship. The effect of other individual, cultural, social or political factors on communication behavior can be taken into consideration in future studies.

Conclusion

Among the many aspects that promoted L2 communication, SLA research has focused its attention on language learners' communication tendencies in the last several decades. To offer a more in-depth perspective, the current quantitative study investigated students' in-class willingness to communicate levels as well as their self-efficacy perceptions for English. The study further examined the relationship between these variables. According to the findings, Turkish preparatory school students subject to the research had a moderate WTC level and a moderate level of SE perceptions for English. Specifically, they showed greater WTC levels and SE perceptions towards the input tasks that require listening and reading skills than the output tasks that require speaking and writing skills. In terms of gender, female students had more willingness to engage in communicative interactions in English and felt slightly more efficacious in overall English than male students. Besides, department and university types caused a meaningful difference between overall L2 WTC levels and SE perceptions. Accordingly, students at the faculty of EAS scored higher in terms of WTC while foundation university students had more favorable SE beliefs in their English. In terms of other demographic variables, no meaningful relationship was found between the years of studying English, taking English course, experience abroad and WTC levels. However, there was a statistically significant difference between participants' length of studying English and their overall SE. Students who had studied English for 10 years or more and those who attended an English course scored relatively higher in both their self-efficacy perceptions. Moreover, students with experience abroad had higher SE scores than those without any international experiences. This implied that international experience may contribute positively to the SE perceptions of language learners for their language skills. Finally, it was uncovered that students' WTC levels in the classroom was positively related to their sense of being efficacious in English at a moderate level.

In light of the study findings, it was revealed that Turkish EFL students need more assistance in performance skills (speaking and writing) so as to develop a greater inclination towards communicative activities and to improve their confidence in their abilities to do so. Adoption of the latest methods to support students' language development as part of language education policy will advance students' current potential and provide more desirable results in language learning.

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APPENDICES

Appendix A. Ethic Committee Approval of Çağ University

T.C
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Ezgi Toygar
ÖĞRENCİ NO	2020008020
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2022-2023 GÜZ DÖNEMİ KAYDINI YENİLEDİM.

ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Öğrencilerin İletişim Kurma İsteklilikleri ile Özyeterlik Düzeyleri Arasındaki İlişkinin Yabancı Dil Olarak İngilizce Bağlamında İncelenmesi
TEZİN AMACI	Dil öğrenme süreçlerinin altında yatan bireysel farklılıklar arasında iletişim kurma isteğinin, yabancı dil gelişimi ve yeterliliğinde önemli bir rolü olduğu düşünülmektedir (Öz ve ark., 2015). Ancak öğrenenler, ne kadar yetkin olurlarsa olsunlar, iletişim gerektiren sınıf etkinliklerine katılmaktan kaçınabilmektedirler (Dörnyei, 2010). Bu doğrultuda tez çalışmasının amacı, Mersin ilindeki üniversitelerin İngilizce hazırlık bölümlerinde okuyan öğrencilerin İngilizce konuşma, yazma, dinleme ve okuma becerilerine yönelik özyeterlik düzeyleri ile bu düzeylerin İngilizce iletişim kurma isteklilikleri ile arasındaki ilişkinin belirlenmesidir.
TEZİN TÜRKÇE ÖZETİ	İkinci dil ediniminde konuşmanın rolü, son yıllarda oldukça önem kazanmış bir konudur. Ancak, hedef dilde anlamlı bir iletişim kurma ve sürdürmenin Türkiye'de yabancı dil olarak İngilizce eğitimi gören öğrenciler için bir sorun olarak öne çıktığı düşünülmektedir. Bununla ilgili olarak çalışma, öğrencilerin sınıf içi iletişim kurma isteklilerini ölçerek, dört temel dil becerisine (dinleme, okuma, konuşma ve yazmaya) yönelik öz-yeterlik algıları ile arasındaki ilişkiyi ortaya koymayı amaçlamaktadır. Nicel araştırma yöntemleriyle yapılacak olan çalışma, Mersin ilinde bulunan vakıf ve devlet üniversitelerinin İngilizce hazırlık bölümü öğrencileri ile yürütülecektir. Katılımcılara, kullanım izinleri alınmış olan ve her

	ikisi de dinleme, okuma, yazma ve konuşma alt boyutlarından oluşan İngilizce ile İlgili Öz-Yeterlik ve İngilizce İletişim Kurma İsteklilliği ölçekleri uygulanacaktır. 34 ifadeden oluşan 5'li Likert tipindeki İngilizce ile İlgili Öz-Yeterlik Ölçeği, Yanar ve Bümen (2012) tarafından geliştirilmiş ve Üstünlüoğlu ve ark. (2018) tarafından Türkiye'de yabancı dil olarak İngilizce öğrenen üniverse öğrencilerine uyarlanmıştır. 27 ifadeden oluşan 5'li Likert tipindeki İngilizce İletişim İstekliliği ölçeği ise MacIntyre ve ark. (2001) tarafından geliştirilmiş olup, Erol (2019) tarafından güvenirlik ve geçerlilik analizleri yapılarak Türkçe'ye uyarlanmıştır. Araştırmada ayrıca vakıf/devlet üniversitesinde okuma, yurtdışı deneyimi, hangi liseden mezun olunduğu gibi değişkenler de incelenecektir. Araştırmada toplanan veriler SPSS 23.0 programıyla analiz edilecektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Çağ Üniversitesi ve Tarsus Üniversitesi

İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ -İLİ - İLÇESİ)	Çağ Üniversitesi – Yabancı Diller Yüksekokulu / Yenice, Mersin Tarsus Üniversitesi- Yabancı Diller Yüksekokulu / Tarsus, Mersin
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	Mersin ilinde bulunan Çağ Üniversitesi ve Tarsus Üniversitesi'nin Yabancı Diller Bölümlerinde İngilizce Hazırlık okuyan öğrencilerden oluşan gönüllü katılımcılara İngilizce ile İlgili Özyeterlik Ölçeği ve İngilizce İletişim Kurma İstekliliği Ölçeği uygulanarak çalışma gerçekleştirilecektir.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	İngilizce İletişim Kurma İstekliliği Ölçeği (Erol, 2019) İngilizce ile İlgili Özyeterlik Ölçeği (Üstünlüoğlu, 2018)
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Gönüllülük Esasına Göre Tez Anket Uygulaması için Onam Formu (1 sayfa) 2) Anket Kullanım İzinleri (1 sayfa) 3) Lisansüstü Tez Önerisi (17 sayfa) 4) Lisansüstü Tez Önerisi Genişletilmiş Türkçe Özeti (3 sayfa) 5) İngilizce Konuşma İstekliliği Ölçeği (2 sayfa) 6) İngilizce ile İlgili Özyeterlik Ölçeği (2 sayfa) 7) Anketlerden hemen önce katılımcılar tarafından doldurulacak olan kişisel bilgi formu (1 sayfa)

ÖĞRENCİNİN ADI - SOYADI: Ezgi Toygar	**ÖĞRENCİNİN İMZASI:** **TARİH:** 01/11/2022	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu...faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI
Adı - Soyadı: Senem Zaimoğlu	Adı - Soyadı: ……………….…...	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Murat KOÇ
Unvanı: Dr. Öğr. Üyesi	Unvanı: …………..…	Unvanı: Prof. Dr.	Unvanı: Doç.Dr.
İmzası: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	İmzası: ……………….	İmzası: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	İmzası: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.
… / ….. / 20....	…. / .... / 20....	.... / .... / 20……	…. / .... / 20...

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.
…… / ….. / 20....	…… / ….. / 20.....	… / ….. / 20.....	….. / ….. / 20.....	… / ….. / 20.....	…… / ….. / 20.....	…… / ….. / 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	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi

OY BİRLİĞİ İLE	✖	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 01/11/2022- 01/01/2023 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi tarafımızca uygundur.
OY ÇOKLUĞU İLE	◯	

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.

Appendix B. Participant Consent Form

<div align="center">

ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

</div>

Bu formun amacı araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda **"Öğrencilerin İletişim Kurma İsteklilikleri ile Özyeterlik Düzeyleri Arasındaki İlişkinin Yabancı Dil Olarak İngilizce Bağlamında İncelenmesi"** başlıklı araştırma "Ezgi Toygar" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz.** Bu formu onaylamanız**, araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmanın amacını, nedenini, yürütüleceği yer ile ilgili bilgileri okudum ve gönüllü olarak üzerime düşen sorumlulukları anladım. Araştırma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu araştırma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğinizle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyor musunuz?

☐ Çalışmaya katılmayı kabul ediyorum.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Üniversitelerin İngilizce hazırlık bölümlerinde okuyan öğrencilerin İngilizce konuşma, yazma, dinleme ve okuma becerilerine yönelik özyeterlik düzeyleri ile bu düzeylerin İngilizce iletişim kurma isteklilikleri ile arasındaki ilişkinin incelenmesi

Araştırmanın Nedeni: Yabancı dil olarak İngilizce eğitimi gören öğrencilerin İngilizce iletişim kurma isteklilikleri ile özyeterlik algıları arasındaki ilişkiye bir bakış sunma

Araştırmanın Yürütüleceği Yer: Çalışma üniversitelerin hazırlık birimi öğrencileriyle online olarak yürütülecektir.

Katılımcının:

Adı-Soyadı:

Araştırmacının
Adı-Soyadı: Ezgi TOYGAR

Appendix C: Participant Information Form

Kişisel Bilgiler

Bu bölüm sizi genel olarak tanımamıza yardımcı olacak 8 sorudan oluşmaktadır. Her soruyu dikkatle okuduktan sonra seçenekler arasında size en uygun olanın yanındaki kutucuğa X koyarak işaretleyiniz veya ayrılan boşluğa cevabınızı yazınız.

1. Cinsiyetiniz: ☐ Kadın ☐ Erkek

2. Yaşınız: _____

3. Bölümünüz: _____

4. Hangi üniversitede öğrenim görmektesiniz?

☐ Çağ Üniversitesi   ☐Tarsus Üniversitesi

5. Kaç yıldır İngilizce öğrenmektesiniz? _____

6. Daha önce okul dışında İngilizce kursuna katıldınız mı? ☐Evet ☐ Hayır

7. Hiç yurt dışında bulundunuz mu? ☐Evet ☐ Hayır

Appendix D: Willingness to Communicate in English Scale

İngilizce İletişim Kurma İstekliliği Ölçeği

Değerli katılımcılar, bu bölümdeki ölçek yabancı dil sınıflarında İngilizce olarak iletişim kurmaya yönelik istekliliğinizi yansıtabilecek ifadelerden oluşmaktadır. Maddeler içerisinde İngilizce iletişim kurabileceğiniz durumlar belirtilmektedir. Sizlerin belirtilen etkinlikleri yapıp yapmadığınız değil, yapmaya ne kadar istekli olduğunuz ölçülecektir. Gönüllü katılımınız ve samimi yanıtlarınız için şimdiden teşekkür ederiz.

Aşağıda, İngilizce iletişim kurma ile ilgili durumlarda belirtilen eylemleri gerçekleştirmeye ne sıklıkta isteklisiniz? Not: Sağ tarafta cevabınızı yansıtabilecek seçenekler ve onları temsil eden rakamlar bulunmaktadır. Maddelerin yanındaki kutucuklar içinde bulunan rakamlardan düşüncelerinizi en iyi yansıtanı yuvarlak içine alınız. **MADDELER**	Neredeyse hiç istekli değilim.	Bazen istekliyim.	Yarı yarıya istekliyim.	Genellikle istekliyim.	Her zaman istekliyim.
Sınıf içinde İngilizce Konuşma					
1. Bir grup (3-4 öğrenci) içerisinde yaz tatilin hakkında konuşmak	1	2	3	4	5
2. Öğretmenin ile ev ödevin hakkında konuşmak	1	2	3	4	5
3. Bir yabancı (öğretmen, öğrenci vb.) seninle konuşmak istediğinde onunla konuşmak	1	2	3	4	5
4. Bir ödev/görev hakkında kafan karıştığında öğretmenden bilgi ve açıklama istemek	1	2	3	4	5
5. Sırada beklerken arkadaşınla İngilizce konuşmak (etkinlik aralarında, öğretmeni beklerken vb.)	1	2	3	4	5
6. Bir rol oyununda (piyes, canlandırma vb.) oyuncu olmak	1	2	3	4	5
7. Sevdiğin bir oyunun kurallarını açıklamak	1	2	3	4	5
8. İngilizce bir oyun (Monopoly, Kelime anlatma vb.) oynamak	1	2	3	4	5
Sınıf içinde İngilizce okuma (sessiz, kendine okuma)					
9. Kısa bir hikâye okumak	1	2	3	4	5
10. Kolay İngilizce paragraflar, metinler ya da makaleler okumak	1	2	3	4	5
11. Yabancı arkadaşından gelen İngilizce bir not/mektubu okumak	1	2	3	4	5
12. Yazarın kolay kelimeler ve gramer yapıları kullanarak sana yazdığı kişisel mektup veya notları okumak	1	2	3	4	5
13. İngilizce bir ilanı okumak ve satın alabileceğin iyi bir ürünü bulmak	1	2	3	4	5
14. Sevilen filmlerin incelemelerini veya özetlerini okumak	1	2	3	4	5
Sınıf içinde İngilizce yazma					
15. Eski bir eşyayı (bisiklet vb.) satmak için ilan hazırlamak	1	2	3	4	5
16. En sevdiğin hobi ile ilgili açıklamalar yazmak	1	2	3	4	5

17.	En sevdiğin hayvanı ve özelliklerini anlatan bir metin yazmak	1	2	3	4	5
18.	İngilizce kısa hikâye yazmak	1	2	3	4	5
19.	Arkadaşına mektup yazmak	1	2	3	4	5
20.	Kısa bir haber metni yazmak	1	2	3	4	5
21.	Bir dergide veya kitapta bulunan bulmaca/bilgi sorularına cevaplar yazmak	1	2	3	4	5
22.	Bir sonraki gün yapman gereken ödevlerin listesini hazırlamak	1	2	3	4	5
	Sınıf içinde İngilizce dinleme					
23.	İngilizce talimatları dinlemek ve bir görevi yerine getirmek	1	2	3	4	5
24.	İngilizce anlatılan yemek tarifini anlamaya çalışmak	1	2	3	4	5
25.	Anlatılanları dinlemek ve bir formu doldurmak	1	2	3	4	5
26.	İngilizce konuşan birinin anlattığı yer yön tariflerini anlamak	1	2	3	4	5
27.	İngilizce bir film izlerken duyduklarını anlamaya çalışmak	1	2	3	4	5

Appendix E: Self-efficacy for English Scale

İngilizce ile İlgili Özyeterlik Ölçeği

Not: Değerli katılımcılar, Lütfen aşağıda belirtilen 34 ifadeyi dikkatli bir şekilde okuyup düşüncelerinizi yansıtabilecek 5 seçenekten size en uygun olanı belirtiniz. Her bir rakam bulunduğu sütundaki seçeneği temsil eder. Maddelerin yanındaki rakamlardan bir tanesini yuvarlak içine alarak seçiminizi gerçekleştirebilirsiniz.		Bana hiç uymuyor.	Çok az uyuyor.	Biraz uyuyor.	Oldukça uyuyor.	Bana tamamen uyuyor.
	İNGİLİZCE OKUMA					
1.	İngilizce bir metin okuduğumda anlayabilirim.	1	2	3	4	5
2.	İngilizce akademik metinler okuduğumda önemli noktaları anlayabilirim.	1	2	3	4	5
3.	Okuduklarımı zihnimde canlandırabilirim.	1	2	3	4	5
4.	Okuduğum İngilizce metnin temasını ya da ana fikrini bulabilirim.	1	2	3	4	5
5.	İngilizce bir metinle ilgili soruları cevaplayabilirim.	1	2	3	4	5
6.	Okuduğum İngilizce bir metinde anlamını bilmediğim sözcükleri tahmin edebilirim.	1	2	3	4	5
7.	İngilizce bir metinde aradığım bilgiyi kolaylıkla bulabilirim.	1	2	3	4	5
8.	İngilizce sınavlarının okuma bölümlerinde başarılı olacağıma inanıyorum.	1	2	3	4	5
	İNGİLİZCE YAZMA					
9.	İyi bir paragraf ya da kompozisyon yazabilirim.	1	2	3	4	5
10.	İngilizce bir paragraf ya da kompozisyon yazarken dilbilgisi kurallarını doğru kullanabilirim.	1	2	3	4	5
11.	İngilizce bir metin yazarken noktalama işaretlerini doğru kullanabilirim.	1	2	3	4	5
12.	İngilizce bir metin yazarken düşüncelerimi tam ve açık olarak ifade edebilirim.	1	2	3	4	5
13.	Bir şeyi İngilizce yazamadığımda, pes etmek yerine sorunu çözmek için çaba sarf ederim.	1	2	3	4	5
14.	İngilizce yazarken önemli noktaları vurgulayabilirim.	1	2	3	4	5
15.	İngilizce bir metni kendi cümlelerimle yeniden yazabilirim.					
16.	Günlük yaşamda kendimi İngilizce yazılı olarak ifade edebilirim. (Özgeçmiş, başvuru formu, şikâyet mektubu vb.)					
17.	İngilizce herhangi bir şey yazdıktan sonra hatalarımın farkına varabilirim.					
18.	İngilizce yazma ile ilgili verilen etkinlikleri yaparken yardıma ihtiyaç duyarım.					
	İNGİLİZCE DİNLEME					
19.	İngilizce konuşulanları anlayabilirim.	1	2	3	4	5

20.	Dinlediğim İngilizce konuşmanın ana fikrini çıkarabilirim.	1	2	3	4	5
21.	Dinlediğim bir cümledeki duygusal vurguları anlayabilirim.	1	2	3	4	5
22.	İngilizce bir konuşma dinlediğimde bilmediğim sözcüklerin anlamını tahmin edebilirim.	1	2	3	4	5
23.	İngilizce bir konuşma duyduktan sonra duyduklarımla ilgili soruları cevaplayabilirim.	1	2	3	4	5
24.	İngilizce televizyon kanallarını/filmleri izlediğimde dinlediklerimi anlayabilirim.	1	2	3	4	5
25.	Bir konuşma dinlediğimde resmi dil ile günlük konuşma dilini ayırt edebilirim.	1	2	3	4	5
26.	İngilizce bir okuma parçasını dinlerken duyduklarımı doğru olarak yazabilirim.	1	2	3	4	5
27.	İki kişi arasında geçen kısa bir İngilizce konuşmayı anlayabilirim.	1	2	3	4	5
28.	İngilizce sınavlarının dinleme bölümlerinde başarılı olacağıma inanıyorum.	1	2	3	4	5
	İNGİLİZCE KONUŞMA					
29.	Günlük yaşamda gerekli ihtiyaçlarımı İngilizceyi kullanarak karşılayabilirim. (Yurt dışında olduğunuzu düşünün, yer-yön bulma, alış-veriş vb.)	1	2	3	4	5
30.	Bir mülakatta kendimi İngilizce olarak ifade edebilirim. (Üniversiteye giriş, iş başvurusu vb.)	1	2	3	4	5
31.	Amaca ve duruma göre resmi ya da resmi olmayan bir şekilde İngilizce konuşabilirim.	1	2	3	4	5
32.	İngilizce sorulan sorulara cevap verebilirim.	1	2	3	4	5
33.	Karşımdaki beni anlamadığında düşüncelerimi başka şekilde ifade edebilirim.	1	2	3	4	5
34.	Ana dili İngilizce olan bir kişinin anlayabileceği şekilde İngilizce konuşabilirim.	1	2	3	4	5

Appendix F: Çağ University Ethics Permission Request Form from the Institute of Social Sciences

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2200008535   10.11.2022
Konu : Bilimsel Araştırma ve Yayın Etiği
          Kurulu Kararı Alınması Hk.

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazı.

İlgi tarihli yazı kapsamında Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü programlarda tez aşamasında kayıtlı olan Gizem Nur YARDIMCI ile Ezgi TOYGAR isimli öğrencilerin tez etik kurul evrakları "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek :
1 - Ezgi TOYGAR'ın Etik Kurul Dosyası.
2 - Gizem Nur YARDIMCI'nın Etik Kurul Dosyası.

Appendix G: Çağ University Ethics Committee Permission Letter

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2200008826   21.11.2022
Konu : Bilimsel Araştırma ve Yayın Etiği
       Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 10.11.2022 tarih ve E-23867972- 050.01.04-2200008535 sayılı yazınız.
       b) 02.11.2022 tarih ve E-23867972- 050.01.04-2200008274 sayılı yazınız.
       c) 02.11.2022 tarih ve E-23867972- 050.01.04-2200008256 sayılı yazınız.

İlgi yazılarda söz konusu edilen **Hacı Mustafa ARSLANHAN, Ayşegül KURTULGAN, Gizem Nur YARDIMCI** ve **Ezgi TOYGAR** isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix H: Official Permission from Rectorate of Çağ University for the Questionnaire

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2200008871   23.11.2022
Konu : Ezgi TOYGAR'ın Tez Anket İzni
           Hk.

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Ezgi TOYGAR** isimli öğrencimizin, **"Öğrencilerin İletişim Kurma İstekleri ile Özyeterlik Düzeyleri Arasındaki İlişkinin İngilizce Bağlamında İncelenmesi"** konulu tez çalışması Üniversitemiz Öğretim Üyelerinden **Dr. Öğr. Üyesi Senem Zaimoğlu'**nun tez danışmanlığında yürütülmektedir. Adı geçen öğrenci tez çalışmasında **Üniversitemiz bünyesinde Yabancı Diller Yüksekokulunda halen İngilizce hazırlık okuyan öğrencileri** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 adet adı geçen öğrenciye ait tez anket izin istek evrakları dosyası.

Dağıtım:
Gereği: Bilgi:
Yabancı Diller Yüksekokulu Müdürlüğüne   Rektörlük Makamına

Appendix I: Survey Use Permission from Çağ University

T.C.
ÇAĞ ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu

Sayı : E-23932836-044-2200008952   25.11.2022
Konu : Ezgi TOYGAR'ın Tez Anket İzni
        Hk.

DAĞITIM YERLERİNE

İlgi : 23.11.2022 tarihli ve E-23867972-044-2200008871 sayılı belge.

Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü Yüksek Lisans öğrencisi Ezgi TOYGAR'ın uygulamak istediği anket uygulaması uygun görülmüş olup Yabancı Diller Yüksekokulu Müdür Yardımcısı Mehmet Serkan BALTA'nın nezaretinde yürütülecektir.

Bilgilerinize rica ederim.

Prof. Dr. Jülide İNÖZÜ
Yabancı Diller Yüksek Okulu Müdürü

Dağıtım:
Gereği: Bilgi:
Sosyal Bilimler Enstitüsü Müdürlüğüne   Rektörlük Makamına

Appendix J: Survey Use Permission Request from the Çağ University Rectorate to Tarsus University

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2200008873   23.11.2022
Konu : Ezgi TOYGAR'ın Tez Anket İzni
        Hk.

TARSUS ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Ezgi TOYGAR** isimli öğrencimizin, **"Öğrencilerin İletişim Kurma İstekleri ile Özyeterlik Düzeyleri Arasındaki İlişkinin İngilizce Bağlamında İncelenmesi"** konulu tez çalışması Üniversitemiz Öğretim Üyelerinden **Dr. Öğr. Üyesi Senem Zaimoğlu'**nun tez danışmanlığında yürütülmektedir. Adı geçen öğrenci tez çalışmasında **Üniversiteniz bünyesinde Yabancı Diller Yüksekokulunda halen İngilizce hazırlık okuyan öğrencileri** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek :
1 - 4 sayfa tez etik, anket izin istek formu.
2 - 1 sayfa Tez Etik, Anket izin istek formuna ait Tez Danışmanı Onayı.
3 - 1 sayfa gönüllülük onam formu.
4 - 2 sayfa İngilizce ile İlgili öz yeterlik Ölçeği.
5 - 2 sayfa İngilizce İletişim Kurma İstekliliği Ölçeği.
6 - 1 sayfa Kişisel Bilgi Formu.
7 - 2 sayfa Anket Kullanım İzin mailleri.
8 - 18 sayfa tez önerisi.
9 - 3 sayfa tez önerisi özeti.
10 - 1 sayfa tez etik izin istek yazısı.
11 - 1 sayfa tez etik izin yazısı.

Appendix K: Survey Use Permission Letter from Tarsus University

T.C.
TARSUS ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik

Sayı : E-66676008-044-1234   05.12.2022
Konu : Ezgi TOYGAR'ın Tez Anket İzni Hk.

Sayın EZGİ TOYGAR

İlgi : 30.11.2022 tarihli yazı.

"Öğrencilerin İletişim Kurma İstekleri ile Özyeterlik Düzeyleri Arasındaki İlişkinin İngilizce Bağlamında İncelenmesi" konulu tez çalışmanız kapsamında Üniversitemiz bünyesinde Yabancı Diller Yüksekokulunda halen İngilizce hazırlık okuyan öğrencilere anket uygulaması yapma talebinize ilişkin ilgi dilekçeniz incelenmiş olup talebiniz uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.