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**AN ENQUIRY INTO THE RELATIONSHIP BETWEEN THE
WILLINGNESS TO COMMUNICATE LEVELS OF
ACADEMICIANS AT FACULTIES OF EDUCATION AND THEIR
YDS (FOREIGN LANGUAGE EXAM) SCORES**

**Kenan ÇETİN
A Master's Thesis**

**Thesis Supervisor
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Burdur, 2019

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**EĞİTİM FAKÜLTESİ ÖĞRETİM ELEMANLARININ İNGİLİZCE
İLETİŞİM İSTEKLİLİK SEVİYELERİ VE YDS (YABANCI DİL
SINAVI) PUANLARI ARASINDAKİ İLİŞKİNİN İNCELENMESİ**

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**BURDUR MAKÜ EĞİTİM
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“Where there is a will, there is a way”

**An Enquiry into the Relationship between the Willingness to Communicate Levels of
Academicians at Faculties of Education and Their YDS (Foreign Language Exam)
Scores**

(A Master's Thesis)

Kenan ÇETİN

ABSTRACT

Willingness to communicate concept has caught the interest of many studies in the field of second language acquisition. Although studies which examine relationship between WTC and foreign language proficiency can be found in the literature, all of them were conducted with the participation of university students; therefore, this study aims to examine the WTC levels of the academicians working at Faculties of Education in Turkey, and the relationship between their willingness to communicate and proficiency as determined by YDS (Foreign Languages Examination). Another aim of this study is to obtain the views of the academicians towards their willingness to communicate in English and explore the factors affecting it. In order to pursue these aims, this study benefited from a mixed design which consisted of quantitative and qualitative data collection methods. The quantitative data was gathered by a questionnaire which included WTC scale and the qualitative data was gathered by semi-structured interviews. A total number of 450 (53.1% female and 46.9% male) academicians working at the faculties of education different parts of Turkey participated in the questionnaire which was administered online and from these participants eight (three female and five male) of them participated in the interviews. The quantitative results indicated that the academicians were moderately willing to communicate in English and they preferred communicating among friends, and the in small group discussion. Their willingness to communicate levels were also moderately correlated with their YDS scores ($r=.37$). The results of the interview showed similarity with the quantitative results in terms of willingness level and preference types. The factors affecting their willingness were language anxiety and foreign language proficiency (personal factors), interlocutor characteristics, formality of the situation, assistance of a peer, being assessed, and content of the talk (situational factors). The factors which affect their willingness showed similarity to the findings of previous studies in the literature. Moreover, aforementioned factors can be significant for future studies which aim to investigate what leads a person, more specifically academicians, to be more willing to communicate in English.

Key Words: Academician, Faculties of Education, Foreign Language Exam, Proficiency, Willingness to Communicate

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**Eğitim Fakültesi Öğretim Elemanlarının İngilizce İletişim İsteklilik Seviyeleri ve YDS
(Yabancı Dil Sınavı) Puanları Arasındaki İlişkinin Seviyelerinin İncelenmesi
(Yüksek Lisans Tezi)**

Kenan ÇETİN

ÖZ

İletişim istekliliği kavramı ikinci dil edinimi alanında birçok çalışmanın ilgi odağı olmuştur. Alan yazında iletişim istekliliği ile dil düzeyi arasındaki ilişkiyi inceleyen çalışmalar olmasına rağmen, bu çalışmalar sadece üniversite öğrencilerinin katılımı ile sağlanmıştır; bu sebeple, bu çalışma Eğitim Fakültelerinde çalışan akademisyenlerin İngilizce iletişim isteklilik düzeylerini ve bu düzeylerin YDS (Yabancı Dil Sınavı) tarafından belirlenmiş dil düzeylerini incelemeyi amaçlamıştır. Bu çalışmanın bir diğer amacı da akademisyenlerin İngilizce iletişim isteklilikleri ve istekliliklerini etkileyen faktörler hakkındaki görüşlerini almaktır. Bu amaçlar doğrultusunda, bu çalışma nicel ve nitel veri toplama yöntemlerini içeren karma araştırma deseninden yararlanmıştır. Nicel veriler İngilizce İletişim İstekliliği ölçeğini içeren anket aracılığıyla ve nitel veriler yarı-yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Toplamda, Türkiye’de Eğitim Fakültelerinde çalışan 450 (%53.1 kadın ve %46.9 erkek) akademisyen bu çalışmaya katılım sağlamış, ve bu akademisyenlerden sekizi (üç kadın ve beş erkek) görüşmelere katılmıştır. Nicel veriler sonucunda akademisyenlerin İngilizce iletişim istekliliklerinin orta düzeyde olduğu ve arkadaşları arasında, ve küçük gruplar içinde iletişimi tercih ettikleri saptanmıştır. İletişim isteklilikleri ve YDS puanları arasında orta düzey ($r=.37$) ilişki bulunmuştur. Görüşmeler sonucunda da isteklilik düzeyi ve tercihleri açısından nicel verilere yakın sonuçlar elde edilmiştir. Katılımcıların belirttikleri istekliliği etkileyen faktörler yabancı dil kaygısı, yabancı dil düzeyi (kişisel faktörler), konuşmacı özellikleri, durumun resmiyeti, akran desteği, değerlendirme, ve konuşmanın içeriğidir (durumsal faktörler). Katılımcıların iletişim istekliliklerini etkileyen faktörler ilgili alanyazındaki çalışmalardaki bulgularla benzerlik göstermiştir. Buna ek olarak, katılımcıların belirttikleri faktörler, insanları, özellikle akademisyenleri, İngilizce dilinde nelerin daha istekli hale getirdiğini daha detaylı incelemek açısından önemli sayılabilir.

Anahtar Kelimeler: Akademisyen, Eğitim Fakültesi, İletişim İstekliliği, Yabancı Dil Sınavı, Yeterlilik

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LIST OF ABBREVIATIONS

CoHE:	Council of Higher Education (Yükseköğretim Kurulu)
ID:	Individual Differences
L2:	Second or Foreign Language
SSPC:	Student Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi)
WTC:	Willingness to Communicate
YDS:	Yabancı Dil Sınavı (Foreign Language Examination)
YÖKDİL:	Yükseköğretim Kurumları Yabancı Dil Sınavı (Foreign Language Exam for Higher Education Institutions)

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CHAPTER I

INTRODUCTION

This chapter starts with an outline of the background to the study, describes the problem statement, aim of the study, significance of the study, lists the important terms included in the study, and finally describes the limitations of the study.

1.1. Background to the Study

To date, English remains to be an unmatched language in terms of growth; about a quarter of the world's population (1.5 billion) is fluent or competent in English and one of the main reasons as to why English is growing is that it is currently the most widely taught foreign language in schools (Crystal, 2012). In their study which describes the history of teaching English as a foreign language, Howatt and Smith (2014) claim that, from 1970, the basic common purpose of teaching English began to shift away from the acquisition of skills to the use of these skills *in the real world* during what they call *The Communicative Period* (1970-2000+). Language teachers, researchers and administrators are not the only actors included in these shifts in language teaching; learners are perhaps those who are affected in greater measures. Moreover, it can be stated that every learner is a representative of the effectiveness of the techniques, methods, approaches of their time. Further to this claim, MacIntyre, Dörnyei, Clément and Noels (1998) point out that even though the emphasis on grammar provided linguistic competence in the past, there was a lack of authentic use of the language. They also claim that “current emphasis on communicative competence may pose a similar problem, producing students who are technically capable of communicating, particularly inside the classroom, but who may not be amenable to doing so outside the classroom” (MacIntyre et al., 1998, p. 558). Their suggestion towards this situation implies that a suitable goal of second or foreign language learning should be to increase willingness to communicate in the target language.

It has been long observed that when presented with the opportunity, some people choose to speak up and some remain silent (MacIntyre et al., 1998; McCroskey &

Richmond, 1987; McCroskey & Richmond, 1990). To examine this condition, there emerged an interest in *Willingness to Communicate* (WTC hereafter), which was conceptualized by McCroskey and Richmond (1987) as an instrument to measure a person's personality-based, trait-like predisposition to engage in communication in different type of contexts such as public speaking, talking in meetings, and interpersonal conversations with regard to different type of receivers such as friends, strangers and acquaintances. The introduction of WTC in L2 was included in a paper published by MacIntyre, Dörnyei, Clément and Noels (1998), and they claim that a suitable goal of L2 learning is to increase WTC and proposed many situation-specific and enduring variables affecting it.

1.2. The Statement of the Problem

McCroskey and Richmond (1990a) argue that individuals demonstrate tendencies of engaging in communication among different situations and these tendencies are related to personality orientations and culture. Their research puts forward data from different countries and the results of the comparison suggest that there are substantial differences among countries. They also suggest that there is a need to gather data from different countries and cultures to draw more accurate conclusions. Çetinkaya (2005) also states that despite the considerable number of studies in the literature of WTC in L2, most of them were conducted in Canada and have been carried out with Anglophone students learning French as a second/foreign language. McCroskey and Richmond (1990b) also draw the conclusion in their study that there is a need for a comparable knowledge with regard to other cultures than American culture and put forward the importance of filling the cultural void in the literature, pointing towards intercultural research on WTC. They further claim that language learning could bring the cultures closer and nations with the help of bringing *willingness to communicate* forward.

1.3. The Purpose of the Study

Many studies can be found in the literature on WTC; yet, its relation to foreign language proficiency was examined in limited number of studies. For instance, Biria and Jouybar (2016) examined the relationship between WTC and Oxford Placement

test score as foreign language proficiency and IELTS speaking rubric as oral fluency of Iranian EFL learners. Rostami, Kashanian and Gholami (2016) examined the relationship between students' TOEFL score as proficiency and WTC in Iranian context. Alemi, Daftarifard and Pashmforoosh (2011) investigated the WTC of Iranian students and its relationship with foreign language proficiency and anxiety. Although these studies were conducted on WTC and foreign language proficiency, they are only limited to Iranian context with the use of TOEFL, IELTS or reading comprehension test scores. In addition, a recent study conducted in Turkey by Altınar (2018) found out that students who had higher proficiency also had higher WTC. All of these studies were conducted with the participation of EFL students at universities or institutes. The participation of academicians is absent in the literature related to WTC. An examination of academicians' willingness to communicate in English or its relationship with foreign language proficiency determined by YDS exam does not exist in the related literature.

Therefore, this study aims to fill the gap in the related literature and examine the willingness to communicate levels of the academicians working at the faculties of education in Turkey and the relationship between their willingness to communicate and foreign language proficiency as determined by YDS exam (Foreign Languages Examination). Another objective of the study is to obtain the views of the academicians towards their WTC in English and explore factors affecting it.

In line with these aims, the research questions which were addressed in this study are as follows:

1. Is there a statistically significant correlation between the willingness to communicate in English levels and foreign language proficiency (YDS scores) of the academicians working at Faculties of Education in Turkey?
2. What are the academicians' views towards their willingness to communicate in English and the factors affecting their willingness?

1.4. The Significance of the Study

In the most general sense, this study contributes to the field of understanding of communication in L2 and the factors affecting it, more specifically the area of related to willingness to communicate. This study also contributes to the literature by examining the relationship between WTC in English and foreign language proficiency in Turkish setting with the participation of academicians. This study also carries significance of being the first study to investigate academicians' WTC in English. As MacIntyre, Clement, Dörnyei & Noels (1998) point out, a "professor might find it easy to use the L2 with his or her peers in a casual conversation but become blocked in a more formal context"; therefore, examining academicians' willingness to communicate levels in English carries importance in the related literature (p. 553).

While the quantitative results in this study aim to provide support in finding out the relationship between WTC in English and foreign language proficiency (as determined by YDS scores), the qualitative aspect of this study aims to provide support in determining what makes academicians working at faculties of education in Turkey more willing or less willing to communicate in English and contribute to the literature by exploring any additional possible factors affecting their willingness to communicate.

1.5. Assumptions

This study assumes that the participants of this study represent the majority of academicians working at the Faculties of Education in Turkey. This study also assumes that the questionnaire participants reflected their true knowledge and thoughts while filling out the questionnaire. Moreover, it is also assumed that the interview participants reflected their true knowledge, views, and thoughts, and answered the interview questions objectively and voluntarily.

1.6. Limitations

Although this study provides empirical contribution to the literature, there are some limitations to be noted. One of the limitations is that this study only sought to examine the relationship between foreign language proficiency and WTC in English. Moreover, the relationship between these variables does not indicate a cause and effect

relationship. Another limitation is that the quantitative aspect of this study made use of the WTC scale which measures the “stable trait of an individual” (McCroskey, 1992, p. 20). Therefore, the quantitative findings of this study are only limited to the participants’ personal traits. Furthermore, the quantitative findings of this study are only limited to academicians working at the Faculties of Education and it may not be appropriate to generalize the findings to all academicians in Turkey.

Another limitation of this study can be stated as the relatively small number of cases included in the qualitative aspect due to time constraints. Moreover, another limitation is that this study only aimed to explore the factors affecting the academicians’ WTC in English.

1.7. Definition of Key Concepts

Willingness to Communicate (WTC) is defined as “readiness to enter into discourse at a particular time with a specific person or persons using an L2” (MacIntyre, Clement, Dörnyei, & Noels, 1998, p. 547). In this study, WTC levels were collected through Çetinkaya’s (2005) Turkish translation of the scale prepared by McCroskey (1992) with regard to communication context (public speaking, talking in meetings, group discussions, and interpersonal conversations) and receiver types (stranger, acquaintance, and friend).

Foreign Languages Exam (As referred in this study; YDS) is defined by Student Selection and Placement Center (ÖSYM) in Turkey as “Foreign Language Examination conducted to determine the language proficiency of civil servants” (SSPC, 2017). Although its initial aim was defined as testing civil servants’ foreign language proficiency, the exam is available for public use. The exam is accepted as a foreign language proficiency determiner by the universities in Turkey for students who would like to apply to post-graduate programs or academic vacancies.

CHAPTER II

LITERATURE REVIEW

“I saw a thing, actually a study that said: speaking in front of a crowd is considered the number one fear of the average person. I found that amazing. Number two, was death. Death is number two? This means, to the average person, if you have to be at a funeral, you would rather be in the casket than doing the eulogy.”

-Jerry Seinfeld (excerpt from his 1998 stand-up show ‘I’m Telling You for the Last Time’)

This chapter presents the theoretical framework of the study and a review of the related literature. This chapter starts with the importance of speaking in L2 communication. The history of willingness to communicate and the studies conducted on the concept are also introduced in this chapter. Lastly, this chapter also includes sections about the higher education setting in Turkey and the foreign language proficiency tests.

2.1. The Place of Speaking in L2 Communication

Speaking is a means of verbal communication that humans use to express and convey information, emotion and thought and as a productive skill. Therefore, it plays an important role in second and foreign language (L2 hereafter) communication. Of all the four skills (reading, writing, listening, speaking), Ur (1996) considers speaking to be the most important one. Particularly for English, speaking skill carries a vital importance as the time we live in requires adequate level of speaking English, especially for those who aim at advancing further in their field. It is an undeniable fact that verbal communication is a vital goal of every language learner. MacIntyre and Charos (1996) also point out the fact that a foreign or second language is primarily learned for communication without regard to the purposes of learning the language.

The variability of the human behavior is a vital factor to be taken into consideration in the study field of second or foreign languages. From this point of view, it can be stated that in addition to general theories and universalistic aspect of L2 acquisition, the study of individual differences (ID hereafter) carries importance as well. Not all speakers of a foreign language engage in communication at the same level; there are many variables affecting their use of L1 and L2. When it comes to speaking a foreign or second language, individual differences, which in definition “are characteristics or

traits in respect of which individuals may be shown to differ from each other” play an important part (Dörnyei, 2005, p. 1). The history of the ID-related studies dates back to the first listing of differential characteristics in 1936 and the ever-growing research on the topic which started to build up since 1950s, and in fact, the place of these individual differences can be traced back to inception of second language acquisition as a field of study (Dörnyei, 2005; Ellis & Shintani, 2014). Dörnyei (2005) lists the main IDs as *personality, language aptitude, motivation, learning styles, and language learning strategies* and over time, as he states, these differences were featured in research related to L2 studies. Skehan (1991) describes the foundation of ID research as investigating the characteristic features of learners which vary and to what extent these features are related to success in language learning. Skehan also characterizes ID research with four consequences, or in other words, advantages:

- (a) “encourages quantification of the strength of relationship between any particular ID and language achievement”
- (b) “reveals “interesting points of contact between different single IDs”
- (c) “encourages the development of more formal models that relate IDs to one another and to language acquisition”
- (d) “connects with the complexity of language learning and also its multi-causal nature” (Skehan, 1991, p. 290-291)

In addition to the aforementioned main individual differences, Dörnyei lists some variables such as anxiety, creativity, and finally, *willingness to communicate*. Brown (2007) also argues that “how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition” and includes WTC under these affective factors in second language acquisition (p. 154). Similarly, in the context of L2, Dörnyei states that one of the individual differences that has “a lot of potential” is WTC (p. 197). Moreover, Ellis and Shintani (2014) point out that WTC “constitutes a factor believed to lead to individual differences in language learning” (p. 346). The definition of WTC and its history are presented in the next section.

2.2. Willingness to Communicate

As asserted in a substantial body of research, when presented with the opportunity, some people choose to speak up and some remain silent (Dörnyei, 2003; 2005, MacIntyre et al., 1998; McCroskey & Richmond, 1987; 1990). This condition indicates that there is a layer of affective factors between the competence of a person and the actual practice of this competence (Dörnyei, 2005). From this point of view, considering the aforementioned significance of the verbal communication in L2, it can be concluded that an individual must be willing to communicate in order to learn or improve their language skills. In addition to this statement, McCroskey and Richmond (1987) also emphasize that people differ from each other in the degree to how willing to communicate they are and that some talk very little and some talk constantly. They also underscore that this difference in talking is due to the personality-based predisposition they called *Willingness to Communicate*.

The basis of Willingness to Communicate was the communication construct which was initially referred as ‘unwillingness to communicate’ by Burgoon (1976), who defined this construct as “chronic tendency to avoid and/or devalue oral communication” (p. 60). The unwillingness-to-communicate construct aimed to identify and explore the communication behaviors and outcomes by predicting the predispositions towards communication. The concept of WTC evolved from unwillingness-to-communicate, and it was initially examined in L1 (mother tongue) (McCroskey & Baer, 1985; McCroskey & Richmond, 1987; MacIntyre, 1994; MacIntyre, Babin, & Clément, 1999).

McCroskey and Richmond (1987) define WTC as “a personality-based predisposition toward the initiation of communication” (p. 73). Many other definitions of WTC can also be found in the literature. In order to emphasize the situational variation of WTC, MacIntyre et al. (1998) define it as a “readiness to enter into discourse at a particular time with a specific person or persons, using a L2” (p. 547). MacIntyre, Baker, Clément, and Donovan (2003) also make a similar definition; “an underlying continuum representing the predisposition toward or away from communicating, given the choice” (p. 139). On defining WTC, Dörnyei’s (2005) take is also a comprehensive summary and he emphasizes the factors to be associated with WTC as *organic*:

WTC is a composite ID variable that draws together a host of learner variables that have been well established as influences on second language acquisition and use, resulting in a construct in which psychological and linguistic factors are integrated in an organic manner (Dörnyei, 2005, p. 210).

Ellis and Shintani (2014) emphasize the importance of WTC by stating; “it is viewed as a final-order variable, determined by other factors, and the immediate antecedent of communication behaviour.” (p. 287). Baghaei and Dourakhshan (2012) also claim that the “higher WTC a speaker has the more likely he is to succeed in second language (L2) acquisition” (p.55).

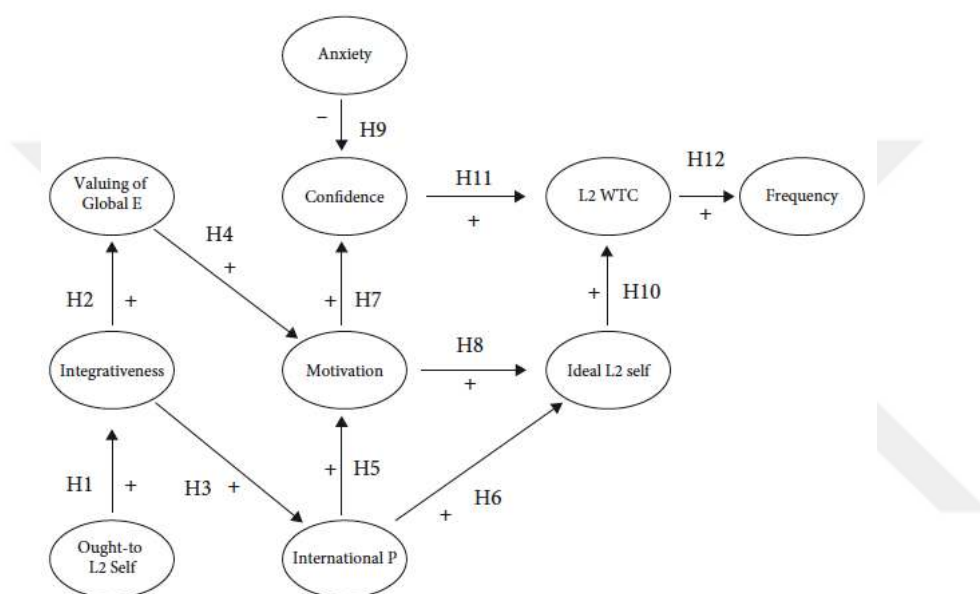


Figure 1. Hypothesized WTC Model (Munezane, 2013, p. 187)

As seen in Figure 1, motivation is also closely associated with WTC in L2. With respect to second language or foreign language, motivation is distinguished in two types. *Integrative motivation* refers to learners’ interest in the target language and its culture, and *instrumental motivation* is about the benefits that learning a language brings (Ellis, 2008). Morreale (2007) argue that motivation is demonstrated by an individual’s willingness to communicate. Related to this, Molberg (2010) puts forward that learners with higher integrative motivation have higher levels of oral interaction and those with instrumental motivation tend to avoid interaction. Many studies indicate a relationship between motivation and WTC; however, a distinction between WTC and motivation is that L2 WTC directly predicts L2 use and language learning motivation or motivational variables such as *ideal L2 self* indirectly predict L2 use (Öz, 2017; Munezane, 2013; Munezane, 2016). Moreover, L2 WTC is the final variable before language use frequency (Figure 1).

2.3. Empirical Studies Conducted on Willingness to Communicate

Even though WTC is a relatively recent area, a considerable number of empirical studies exist in the literature. One of the earliest studies regarding WTC in L2 was conducted by MacIntyre and Charos (1996) with the participation of 92 adult Anglophone students in Ottawa. Their study included self-report measures of the Big-Five personality traits (frequency of communication, willingness to communicate, perceived competence, attitudes, motivation, and the amount of French at work and home) and the finding of their study showed that the frequency of communication in L2 was related to a willingness to communicate in L2, motivation for language learning, the opportunity for contact, and perception of competence. Although the study included WTC in L2, it examined the Anglophone students learning French. Different from the previously mentioned study, MacIntyre, Dörnyei, Clement, and Noels (1998) aimed to adapt WTC in English as L2 and they argued that there were *situational variables* and *enduring influences* affecting a person's WTC in English. In line with this statement, Ellis (2008) also argues that "the precise pattern of factors influencing WTC is not fixed but situation-dependent" (p. 697). MacIntyre et al. (1998) created a model and presented the influences in a pyramid figure (Figure 2) and argued that the influences including in the model affected the willingness to communicate in L2.

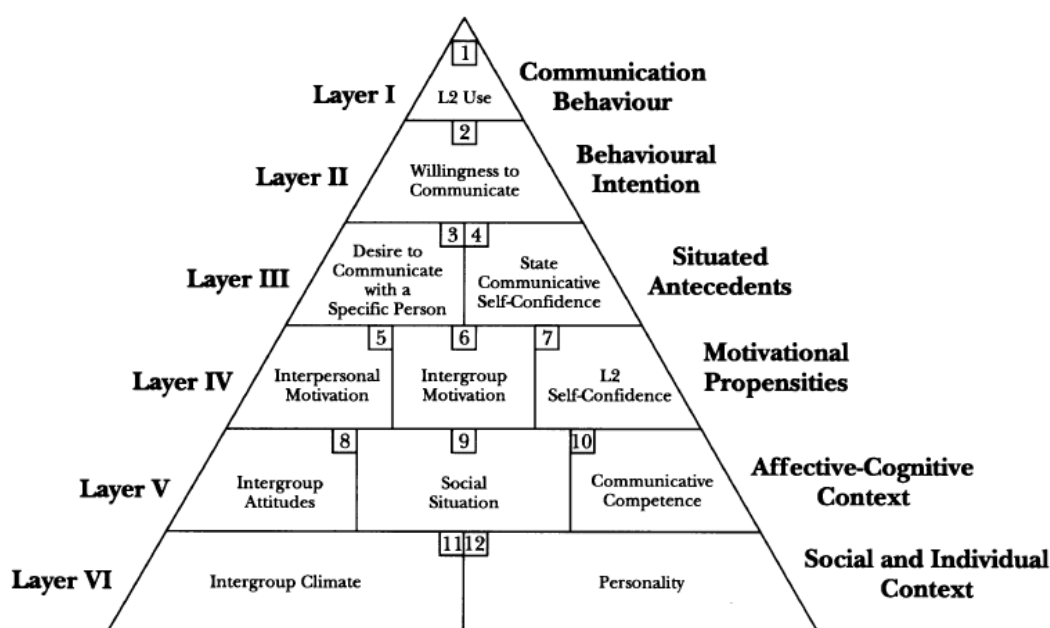


Figure 2. Heuristic model of variables influencing WTC (MacIntyre, Dörnyei, Clément, & Noels, 1998, p.547)

The model seen in Figure 2 had a significant effect on the literature and led to the popularization of the interest in WTC in English as a second or foreign language. Their hypothesized model imposed that while situational factors (Layer I-III) located on the top of the pyramid scheme influenced WTC at a high level, the personal influences (Layer IV-VI) located at the bottom had a more remote influence regarding a person's WTC. The first layer involves actual L2 use and is regarded as "the results of a complex system of interrelated variables" (MacIntyre et al., 1998, p. 547). MacIntyre et al. (1998) advocate for the importance of creating communication opportunities for L2 learning and teaching. The second layer includes willingness to communicate as a person's intention to engage in and produce L2 for communication, when given the opportunity. The third layer consists of two variables: desire to communicate with a specific person and self-confidence. These variables are affected by the motivation types situated at the second layer. State communicative self-confidence differs from self-confidence in that it is a temporary feeling of confidence occurring in a situation. While fourth and sixth layers deal with individual differences, the fifth layer includes intergroup climate in addition to personality.

Many studies examined variables affecting WTC while taking this model into consideration (Çetinkaya, 2005; Ghonsooly, 2012; Hashimoto, 2002; Yashima, 2002; Yu, 2009). Using MacIntyre et al. (1998)'s WTC model and Gardner (1988)'s socio-educational model, Yashima (2002) investigated variables underlying the WTC in a Japanese English as a foreign language context. The results of the study indicated that the international posture of the participants had an effect on motivation which also affected English proficiency. Moreover, motivation also affected L2 communication self-confidence which contributed to a person's WTC in L2. In Japanese context, Hashimoto (2002) investigated the variables affecting students' WTC in English as a second language with WTC model and socio-educational model as a basis. Hashimoto found out that perceived competence and second language anxiety directly affected WTC. In Turkish context, Çetinkaya (2005) examined the WTC levels of university students and relations among social-psychological, linguistic and communication variables affecting their willingness in line with MacIntyre et al.'s WTC model. She found out that there was a direct relationship between willingness to communicate of the students and their attitude toward the international community, perceived linguistic self-confidence, and being an introvert or an extrovert. In Iranian context, Ghonsooly (2012) also examined the variables underlying WTC while taking into consideration

the WTC and socio-educational model. Similar to what Çetinkaya concluded, Ghonsooly found out that L2 self-confidence and attitudes toward international community were predictors of WTC for university students. Finally, in Chinese context, Yu (2009) examined the relationship between various variables affecting WTC and found out statistically significant correlation between communication apprehension, self-perceived communication competence, and willingness to communicate.

In addition to Çetinkaya's (2005) study, many recent studies which were conducted in Turkish setting in the literature related to WTC; for instance, Öz, Demirezen, and Pourfeiz (2014) examined WTC levels of 134 prospective English teachers and found out that 21.6% had high WTC, 61.2% had moderate WTC, and 17.2% had low WTC. Moreover, they also found out that communication apprehension and self-perceived communication competence were strong predictors of WTC. Asmalı (2016) examined the WTC levels of 251 freshman students and created a structural equation model which indicated that students' WTC was directly related to their confidence in communication in English, motivation to learn the language, and attitude towards international community. Şener (2014) administered a questionnaire and interviews in order to find out the WTC levels, linguistic self-confidence, motivation, attitudes toward international community, and personality of 274 tertiary level students and she found out that students had, on average, moderate to high WTC, and their self-confidence was a predictor of their WTC levels. Asmalı, Bilgi, and Duban (2015) investigated the WTC levels, self-perceived communication competence and the communication apprehension of both Turkish and Romanian university students. They found out that Romanian students had higher WTC (6.52 out of 10) than Turkish students (3.55 out of 10). Moreover, the Turkish students preferred communicating in small groups, and did not prefer to communicate in meetings, and they were also most willing among friends (3.62). Furthermore, there was a positive correlation between WTC and self-perceived communicative competence. With the participation of 173 Turkish university students, Kanat-Mutluoğlu (2016) investigated the effects of some aspects of motivation such as ideal L2 self, academic self-concept and levels of intercultural communicative competence on WTC in L2 and the findings indicated that there was a positive relationship between *ideal L2 self* motivation type (representation of the qualities that the individual would like to have) and WTC in L2. Similarly, Orhon (2017) also examined the effects of 158 Turkish university students' motivation

in learning English, attitude towards learning English and ideal L2 self on WTC in L2. She concluded that students had moderate willingness (56.57 out of 100) and their willingness levels were also correlated with ideal L2 self. Bursalı and Öz (2017) were also interested in the relationship between ideal L2 self and WTC. With the participation of 56 prospective English teachers, their study found out that 32.1% of the students had high, 30.4% of the students had moderate, and 37.5% of the students had low WTC in L2, and their WTC levels were positively correlated with ideal L2 self. Hişmanoğlu and Özüdoğru (2017) took into consideration variables such as age, gender, major and having direct contact with English speaking people and they revealed that 328 students majoring in English at a state university had moderate WTC (55.30 out of 100). Moreover, they found out that while having a direct contact with English speaking people and their major had an effect on their WTC, age and gender did not. Lastly, Bergil (2016) investigated the WTC levels of 73 Turkish preparatory class students at a state university and she found out that the students had moderate WTC, they had low willingness among strangers, and they mostly preferred group discussions.

Kang (2005) made observations with the participation of 4 Korean ESL learners for eight weeks in a longitudinal study and found out that situational WTC was affected by some psychological conditions such as excitement, responsibility, and security and these conditions were co-constructed by topic, interlocutors, and conversational context. Kang (2005) also lists some factors such as foreign language proficiency, nationality, familiarity, support, the topic as factors affecting WTC. Cao (2011) conducted a qualitative study with the participation of six language learners in New Zealand and determined that many factors such as environmental dimension, topic, task type, interlocutor, teacher, class interactional pattern, individual dimension, perceived opportunity to communicate, personality, self-confidence, emotion, linguistic dimension, foreign language proficiency, and reliance on L1 affect WTC. Riasati (2012) also conducted a qualitative study with the participation of seven Iranian language learners and found out that learning anxiety, learning motivation, perceived speaking ability, task type, topic, teacher, classroom atmosphere, and grading and correctness of speech were factors affecting WTC.

Several studies have also investigated the relationship between language anxiety and WTC. For example, Baran-Łucarz (2014) investigated the relationship between pronunciation anxiety and WTC and found out a negative relationship between the two

variables. Lastly, Zhang, Beckmann and Beckmann (2018) made a systematic review on the situational antecedents of WTC. They included 35 studies in their review and organized a multi-layered framework. Their review presents the findings in three layers; “situation cues (i.e., teacher, class, peers, activity, and topic), situation characteristics (i.e., support, cooperation, and objectives), and the underlying dimensions of situation characteristics (i.e., negativity, positivity, and duty)” (Zhang et al., 2018, p. 234).

2.3.1. WTC and foreign language proficiency. Foreign language proficiency was included in many studies that took into consideration the concept of WTC. While the previous section discussed the history of WTC and the factors affecting it, this subsection presents the place of L2 proficiency with regard to WTC concept and makes an outline of the empirical studies which included foreign language proficiency and WTC.

MacIntyre et al. (1998) state that, in a broad sense, “a correlation between WTC and communicative behaviour” can be expected (p. 548). Moreover, they also argue that L2 proficiency (also referred as communicative competence in their study) has a significant effect on a person’s WTC. Dörnyei (2003) emphasizes the relationship between WTC and language proficiency by asserting that with regard to WTC in L2, the proficiency level of a person is a “powerful modifying variable” (p. 12). Using structural equation modelling, Hashimoto (2002) also found out that WTC influences the frequency of the use of L2 and concluded that the frequency of L2 use is the cause of higher proficiency. Matsuoka and Evans (2005) report in their study that their structural equation model indicated that the international posture of the students affects their motivation and their motivation affects their proficiency in English and self-confidence which, in return, affects their WTC level in L2.

There are a few studies in the literature which take into account the place of foreign language proficiency while examining WTC. With the participation of 60 Iranian EFL students whose ages varied from 18 to 27, Biria and Jouybar (2016) investigated the relationship between WTC, foreign language proficiency and oral fluency. While foreign language proficiency was measured by Oxford Placement Test, the oral fluency was measured by IELTS speaking rubric. The results of the study put forward a significantly positive correlation between WTC level of the students and their

English language proficiency as well as a positive correlation at high level between WTC and oral fluency. In Turkish context, a recent study conducted by Altınar (2018) examined the WTC levels of 711 Turkish students between the ages 17-22 at a state university and found out that they had moderate level of WTC in English. One of the findings of their study indicated that students who had higher proficiency levels had more willingness to communicate in English compared to low-proficient students. Different from previously mentioned studies, Alemi et al. (2011) investigated the relationship between 49 Iranian freshman university students' language proficiency (TOEFL scores), language anxiety, and WTC inside and outside of classroom. The results of the study showed that lower proficient students had low WTC and higher proficient students had higher WTC inside classroom. However, another result of the study put forward that higher proficient students were less communicative than lower proficient students outside classroom. With the participation of 60 Iranian learners aged from 15 to 22, Rostami et al. (2016) examined the relationship between WTC levels and TOEFL proficiency scores. The results of the study indicated a significant correlation between WTC levels of the students and their proficiency scores.

All aforementioned studies present supporting evidence towards the relationship between WTC and foreign language proficiency. In detail, the studies which were mentioned in this sub-section found moderate to high correlations between WTC levels and foreign language proficiency scores; meaning that as the proficiency level rises the willing to communicate in English also rises. Three of these studies were conducted with participation Iranian students (Alemi et al., 2016; Biria & Jouybar, 2016; Rostami et al., 2016) and they found moderate to high correlation between WTC levels and foreign language proficiency. One of the studies was conducted with participation of Turkish students (Altınar, 2018) and found out statistically significant differences between participant groups categorized by proficiency levels, and the study found out that the groups which had higher proficiency scores higher WTC levels. In all of these studies, the foreign language proficiency scores of the participants were determined by either placement tests or TOEFL language test, and the participants were studying at university or language institutes. Moreover, since these studies took into consideration the WTC levels and proficiency scores of students, classroom observations were a factor in evaluating the WTC levels of the students. Different from the aforementioned studies, this study deals with academicians and aims to examine the relationship between their WTC levels and foreign language proficiency. In the

related literature, a study which involves participation of academicians or use of YDS exam as a foreign language proficiency determiner while examining the relationship between WTC levels and foreign language proficiency does not exist.

2.4. Higher Education in Turkey

As stated by Özmen, Özer, and Saatçioğlu (2005) academicians are individuals who carry values from the fields of education and research, belonging to the class which can be described as knowledge workers. The knowledge worker is defined as a person who “takes information about a problem and performs some kind of transformation or manipulation that enriches this by using their expertise to analyze, interpret or design a response” (Elliman & Hayman, 1999, p. 163).

Since this study is conducted with the participation of academicians working at the faculties of education in Turkey, higher education system in Turkey carries importance. The higher education system in Turkey is managed by the Council of Higher Education (CoHE hereafter). The CoHE is “an autonomous institution which is responsible for the planning, coordination and governance of higher education system in Turkey in accordance with the Turkish Constitution and the Higher Education Laws” (CoHE, 2000, p. 7). As stated by CoHE (2000), the higher education institutions are “universities, institutes of high technology, post-secondary vocational schools” and these institutions are composed of “faculties, graduate schools, post-secondary schools, conservatories, post-secondary vocational schools, and research and application centers” (p. 1). CoHE (2000) defines a faculty as “an institution of higher education conducting high-level education, scholarly research and publication” (p. 2).

Until 2017 the titles of academicians in Turkey were categorized as “teaching staff members (professor, associate professor, and assistant professor), instructors, lecturer, research assistant, specialist, translator, and educational planners” (CoHE, 2000, p. 2-3). A new legislation was published in the official gazette on 6th of March 2018 and included changes to the wording of these titles; however, since this study was conducted with the participation of only the teaching staff members, instructors, and research assistants, these changes to the wordings did not affect the present study.

As stated by CoHE (2017a), there are 184 universities (112 state universities and 67 private universities) in Turkey including the five higher vocational schools. Moreover, there are 95 faculties of education in the academic year of 2016-2017 (CoHE, 2017b).

2.4.1. Tests of English Proficiency in Turkish Higher Education. Foreign language knowledge is a necessary in Turkey, especially in Higher Education. An academician is required to have foreign language knowledge, and the reason for this requirement emerges from the importance of foreign languages, especially English, in academic life. The Council of Higher Education (YÖK) also designates a prerequisite of foreign language, which is a certain minimum score of Foreign Languages Examination (YDS) for academicians. As of 2018, for the most academic titles, the minimum YDS score is 55, and for the language instructors and other titles in departments related to foreign language this score is 80. Universities also have the right to set their own score requirements while taking these minimum scores in consideration. Until 2018, academicians who applied to a position with an assistant professor title also had to take an exam of foreign language translation given by universities; however, as of October 2018, this requirement is to be decided by the relevant university. The foreign language proficiency exams accepted in Turkey are; YDS (Foreign Languages Examination), its electronic version; e-YDS, YÖKDİL, and TOEFL.

2.4.1.1. YDS (*Foreign languages examination*). YDS (Foreign Languages Examination) is administered twice a year by ÖSYM (Student Selection and Placement Center) in accordance with the Regulations on Procedures and Principles about Foreign Language Placement in Turkey published in the official gazette numbered 28518 on 4th of January 2013 in the 2nd item of delegated legislation numbered 375. The exam aims to determine the foreign language proficiency of civil employees who would like to receive language allowance (CoHE, 2000). Until 2013, YDS was held in three separate variations; social sciences, science & math, and medical sciences and the exam was held under different names in the past; KPDS and ÜDS respectively. However, as of 2013, all the variations are gathered in one form as referred as YDS.

YDS exam is mostly taken by university students who would like to apply for post-graduate programs and individuals who would like to apply for vacancies in academic staff at universities. The exam also has an electronical version which is available every month with the name e-YDS which is held every month in Ankara.

Table 1.

2017-YDS Spring Results Statistics

Tests Administered	Mean Scores	Number of Questions	Number of Test-Takers
Arabic	35.90	80	5,454
Armenian	24.67	-	12
Bulgarian	59.57	80	208
Chinese	33.37	-	47
Danish	60.75	-	4
Dutch	23.83	-	35
English	35.97	80	161,230
French	45.59	80	1,487
Georgian	47.59	-	35
German	37.37	80	4,498
Greek	45.23	80	91
Hungarian	48.17	-	6
Italian	44.20	80	150
Japanese	40.35	-	17
Korean	48.76	-	29
Persian	38.70	80	832
Polish	29.00	-	5
Portuguese	42.60	-	10
Romanian	69.08	-	12
Russian	42.55	80	1,028
Serbian	45.74	-	46
Spanish	38.94	80	398
Ukrainian	26.90	-	5
Total			175,639

SSPC (2017). *2017-YDS Spring Results Statistics*

In Table 1, it can be seen that in spring (4th of April 2017), 91.80% (161,230 of 175,639) of the test-takers took the exam in English language.

Table 2.

2017-YDS Fall Results Statistics

Tests Administered	Mean Scores	Number of Questions	Number of Test-Takers
Arabic	37.12	80	2,783
English	39.45	80	66,182
French	51.42	80	764
German	46.44	80	1,060
Russian	47.21	80	627
Total			71,416

SSPC (2017). *2017-YDS Fall Results Statistics*

In Table 2, it can be seen that in fall, 92.70% (66,182 of 71,416) of the test-takers took the exam in English language. English is the most preferred language in YDS, and in terms of achievement, English language took the 17th place out of 23 languages in spring exam with the mean score of 35.97 and the 4th place out of 5 languages in fall exam with the mean score of 39.45.

Table 3.

Question Types and Their Distribution in YDS

Type of Question	Number of Questions
Vocabulary	6
Grammar	10
Cloze test	10
Sentence Completion	10
Translation (Target language-Turkish)	3
Translation (Turkish-Target language)	3
Paragraph Reading	20
Conversation	5
Restatement	4
Suitable Expression	4
Finding Irrelevant Sentence in a Paragraph	5
Total	80

As seen in Table 3, YDS exam tests reading skill, grammar and vocabulary and test-takers get a score from 0 to 100 by answering 80 questions. In its nature, the exam only offers multiple-choice item questions. Multiple-choice item questions are preferred in high-stake exams due to their advantages in terms of time and money (Güler, 2017). Moreover, Semerci (2004) found out that 53.1% of the learners and 82.4% of the academicians at a state university in Turkey are in favor of the use of multiple-choice items in supplementing the lessons. Akın (2016) claims that the use of multiple-choice items is suitable for YDS since the target group of the test is populous (see Table 1 and Table 2). Akın also states that the questions in the test are not distributed among the academic fields of the test-takers. Moreover, since the test only measures reading, vocabulary, and grammar,

As determined by Karakütük, Tunç, Özdem and Bülbül (2008), most (75.6%; 1,534 individuals) of the academic members in faculties of education have high proficiency in English; however, a considerable amount of academicians have difficulties with foreign languages. In another study conducted at Nevşehir University, Yavuzer and Göver (2012) reported that majority (62%) of the academicians scored higher than 65

points on YDS and some of them (38%) scored lower. The reason they marked 65 points and lower as low is that until 2018, academicians were required to obtain 65 or higher proficiency score, and as of 2018 this regulation has changed. In the same study, one of the views of the academicians was that “most people who score high from proficiency exams cannot read, write, comprehend or speak the language.” (p. 151). Moreover, Kılıçkaya (2010) also puts forward that even some academicians who publish articles in English cannot score higher than 65 on foreign language tests in Turkey.

2.4.1.1.1. Validity of YDS. Even though YDS is accepted as a foreign language proficiency determiner at a national level in higher education in Turkey, the content of the exam has shortcomings. The exam only has 80 multiple-choice items aiming at assessing the test-takers’ reading skills and vocabulary. Although there are some dialogue and sentence completion items, the exam does not assess the test-takers’ proficiency in a communicative manner. Toksöz and Kılıçkaya (2017) reviewed the studies conducted on YDS, ÜDS and KPDS exams and they found out that the high-stake foreign language proficiency exams mainly concentrate on reading and ignore writing, listening and speaking.

2.4.1.2. YÖKDİL (Higher education institutions foreign language examination). With the protocol signed on 1st of February 2017 between Anadolu University, Ankara University and the Council of the Higher Education, the Higher Education Institutions Foreign Language Examination (YÖKDİL hereafter) was agreed to be administered starting with the year of 2017. At the meeting of the Board of Higher Education Council dated April 19, 2017, YÖKDİL Exam scores were decided to be used as equivalent in the equivalence procedures according to the provisions of the Regulations for Recognition and Equivalence of Foreign Higher Education Diplomas (CoHE, 2017b).

According to CoHE (2017b), the YÖKDİL exam aims to test the applicant’s foreign language proficiency in the related field (science, social sciences and medicine). The usage of YÖKDİL is the same as YDS with the exception of monthly language allowance pay.

Table 4.

A Comparison of Distribution of YDS and YÖKDİL Questions

Type of Question	YDS	YÖKDİL
	Number of Questions	Number of Questions
Tenses, Passive voice, Modals, If clauses	3	4
Vocabulary	4	5
Phrasal verbs	2	1
Prepositions	2	1
Noun clause & Relative clause	-	2
Conjunctions and Clauses	5	7
Cloze test	10	10
Sentence completion	10	11
English-Turkish translation	3	6
Turkish-English translation	3	6
Finding out irrelevant sentences in a paragraph	5	6
Paragraph completion	4	6
Paragraph reading	20	15
Dialogues	5	-
Restatement	4	-
Total	80	80

As seen in Table 4, although the use of the exam is almost identical to YDS, the content of YÖKDİL is not exactly the same. Dialogues and restatement questions are only included in YDS and the other question types of the two exams are the same; the only difference is the number of the questions.

2.4.1.3. TOEFL. The TOEFL iBT test measures one's ability to use and understand English at the university level and it evaluates how well one combines their reading, listening, speaking and writing skills to perform academic tasks. On their web page, they state that test is "an important part of your journey to study abroad" which indicates that the main purpose of the test is to provide foreign for those who would like to study abroad (TOEFL, 2017a). TOEFL test scores are accepted in more than 10,000 institutions in more than 130 countries, including Turkey (TOEFL, 2017b). Currently, 98 institutions in Turkey accept TOEFL score as an English proficiency level determiner (TOEFL, 2017b).

TOEFL, (2017c) claims that the test-takers are required to perform the following tasks during the exam:

- Read, listen and then speak in response to a question
- Listen and then speak in response to a question
- Read, listen and then write in response to a question (TOEFL, 2017c, para. 3)

Table 5.

TOEFL iBT Test Sections

Section	Time Limit	Questions	Tasks
Reading	60–80 minutes	36–56 questions	Read 3 or 4 passages from academic texts and answer questions.
Listening	60–90 minutes	34–51 questions	Listen to lectures, classroom discussions and conversations, then answer questions.
Break	10 minutes	—	—
Speaking	20 minutes	6 tasks	Express an opinion on a familiar topic; speak based on reading and listening tasks.
Writing	50 minutes	2 tasks	Write essay responses based on reading and listening tasks; support an opinion in writing.

TOEFL (2017c). *Content*

As seen in Table 5, different from YDS and YÖKDİL, TOEFL tests “measure all 4 skills students need to communicate: reading, listening, speaking and writing. Students may read a passage, listen to a lecture, assimilate what they have learned and then speak or write just as they do in a classroom.” (TOEFL, 2017d).

CHAPTER III

METHODOLOGY

In this chapter, overall design of the study is described, the research questions and the hypotheses are presented, population and sampling of the study, as well as the sampling process are presented in detail. The quantitative and qualitative data collection tools used in the study are also given in detail; subsequently, the data collection procedures, and finally how the quantitative and qualitative data were analyzed were also included in this chapter.

3.1. Research Design

The main objective of this study is to find out if there is a relationship between the WTC levels of the academicians and their YDS scores. Another aim of this study was to gather the views of the academicians towards their WTC and what affects their willingness. Furthermore, the opinions, views, and suggestions of the academicians on the research topic are also included the study.

In line with these aims, the present study benefited from sequential explanatory design as a mixed research method which involves using more than one method of gathering data. Creswell (2003) describes explanatory sequential design as “two-phase project in which the researcher collects quantitative data in the first phase, analyzes the results, and then uses the results to plan (or build on to) the second, qualitative phase” (p. 274). In this study, the quantitative results were collected first, and then a qualitative research plan was made in order to build up on the findings. Ivankova (2006) argues for the use of sequential explanatory design as a mixed research method, by stating that the qualitative data and their analysis refine and explain those statistical results by exploring participants’ views in more depth. Oliver-Hoyo and Allen (2005) also suggest the use of different methods of data collection to acquire more integrated assessment and validity of the results in educational research. The sequential explanatory design guided the current study by analyzing quantitative data gathered from the questionnaire and exploring the views of the participants in qualitative data collected from interviews. The main reason to make use of the explanatory sequential

design in this study is that bringing together qualitative and quantitative approaches enhances the integrity and validity of the findings and provides a more comprehensive understanding (Ivankova, 2006; Oliver-Hoyo, Allen, 2005). In this study, the statistical analysis and interpretation of the WTC scale results provided quantitative data while the semi-structured interviews provided qualitative data. The use of research methods associated with both quantitative and qualitative research have their own strengths and weaknesses and combining them allowed the researcher to offset both the strengths and weaknesses and make use of the strengths of both methods.

For the quantitative data collection, this study also made use of the principles of correlational research design which aims to “investigate the possibility of relationships between two variables” (Fraenkel, Wallen & Hyun, 2012, p. 328). Correlational studies describe the relationship between two or more variables and specify the degree of the relationship (Fraenkel, Wallen & Hyun, 2012). In the quantitative aspect of this study, the relationship of two variables (WTC and foreign language proficiency) was examined; therefore, the correlational design was found to be the most suitable one for the purpose of the study. Moreover, the questionnaire was administered online through *Google Forms* and the participants were invited via e-mail. Using online surveys are beneficial in terms of practicality convenience as Sue and Ritter (2017) point out several advantages, some of which are “providing speed, audience, economy, added content options, expanded question types, the ability to ask sensitive questions, and anonymity” (p. 12). They also point out the disadvantages, some of which are limited populations, abandonment of the survey, and dependence on software. According to Internet World Stats (2017), the internet usage rate in Turkey is 56,000,000 (69.6%) out of 80,417,526 which can be considered high and promising in terms of conducting online surveys.

3.2. Research Questions

This study aimed to answer the following research questions:

1. Is there a statistically significant correlation between the willingness to communicate in English levels and foreign language proficiency (YDS scores) of the academicians working at Faculties of Education in Turkey?
2. What are the academicians' views towards their willingness to communicate in English and the factors affecting their willingness?

3.3. Participants

This section presents information about the population and sampling of the study, and the characteristics of the participants.

3.3.1. The population and sampling. The quantitative aspect of this study made use of saturation sampling technique as an online survey method by Sue and Ritter (2007) which is defined as “an attempt to conduct a population census” (p. 27). By using this technique, different from traditional surveying techniques, the sampling of the population is a stronger attempt to make a census. They advocate their statement by claiming that; “the factors that usually render population censuses impossible—expense, timeliness, large population sizes, and inaccessibility—can largely be overcome, and the distribution of the questionnaires and the analysis of data can be conducted quickly” (p. 27).

Moreover, this technique eliminates the coverage error in the case that everyone is invited. However, the nonresponse error and some respondents choosing not to participate are concerns to be taken into consideration, and the researchers may take actions to increase the participation rate if need be. In online surveys the steps to be followed are: “*determining the population, generating the sampling frame, and drawing the sample*” (p. 25-26). The steps are stated in the following sections respectively.

As defined by Büyüköztürk, Çakmak, Akgün, Karadeniz, and Demirel (2014), population is a large group constituted from living or non-living entities which help obtain the needed data in order to answer the questions of a research. The number of the academic members of the faculties of education was calculated to be 8,710 in 94 faculties of education, as shown in Appendix 1. Therefore, the population of the research is 8,710 academic members of the faculties of education in Turkey.

The sampling frame was generated by creating an e-mail distribution list of the academicians in faculties of education in Turkey. During the process of generating the e-mail address list, the Google Chrome extension named *EMailDrop* was used by browsing every web page of the listed universities and extracting the e-mail addresses. As argued by Sue and Ritter (2007), setting an eligibility criterion is also important for determining the sampling size.

The target population is the 8,710 academic members of the faculties of education and as determined by taking into consideration Krejcie and Morgan (1970)'s method of determining sampling size, the minimum number of sampling was obtained.

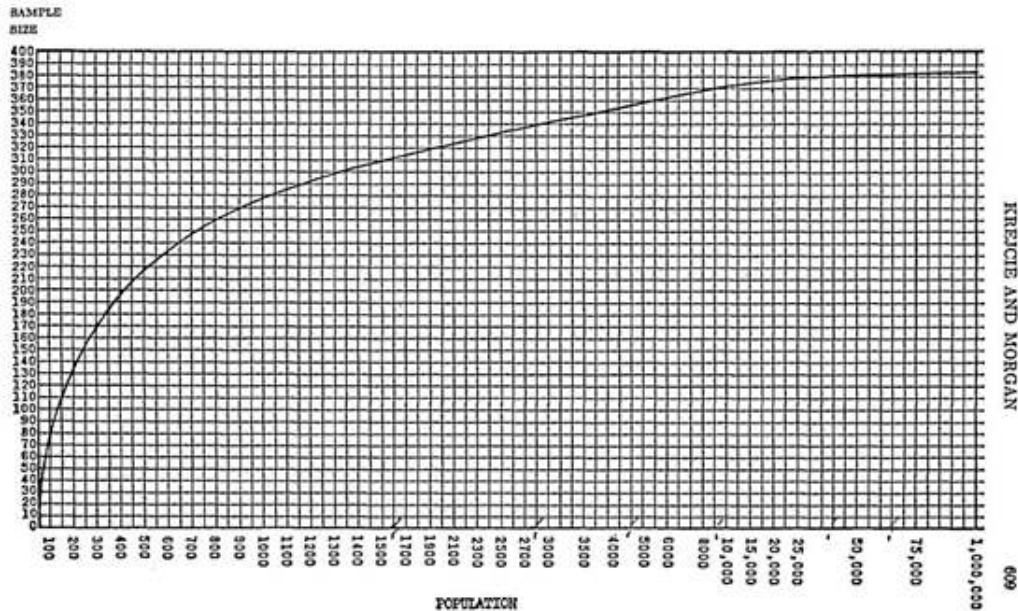


Figure 3. Sampling size determiner (Krejcie & Morgan, 1970, p. 609)

From Figure 3, it can be calculated that the minimum number of sample needed for $N=8,710$ is $s=368$ (Krejcie & Morgan, 1970).

Table 6.

Regional Distribution of the Minimum Sampling Numbers

Regions	Academic Staff Number and Percentage (from 8,710)	Minimum Number of Sampling Required with Distribution by Percentages (from 368)
Aegean	1019 (11.7%)	s:43 (11.7%)
Black Sea	1524 (17.5%)	s:64 (17.5%)
Central Anatolian	1987 (22.8%)	s:84 (22.8%)
Eastern Anatolian	1141 (13.1%)	s:48 (13.1%)
Marmara	1670 (19.2%)	s:70 (19.2%)
Mediterranean	808 (9.2%)	s:34 (9.2%)
Southeastern Anatolian	545 (6.2%)	s:30 (modified from 23)

As shown in Table 6, the total minimum number of sampling was designated by distributing the numbers concordantly with the regional total academic staff numbers. Moreover, Fraenkel, Wallen and Hyun (2012) emphasize that the acceptable sample size for a correlational study is 30 since data obtained from a sample smaller than 30

may give an inaccurate estimate of the degree. Accordingly, the minimum sampling number of Southeastern region was modified to be determined as 30.

3.3.2. Participant characteristics.

This sub-section presents demographic information regarding the participants of this study.

3.3.2.1. Questionnaire participants. For the quantitative aspect of this study, an e-mail containing the invitation to the questionnaire was sent to the academicians. In total, 492 academicians responded to the questionnaire; however, since it is expected that academicians at the department of English language teaching have high proficiency and WTC in English, their data was excluded. After excluding the participants whose data were invalid, the total number of the participants who were included in questionnaire was 450.

In total 450 academicians participated in the questionnaire and 8 academicians agreed to participate in the interviews, the characteristics of these participants are presented in the following sections.

Table 7.

Regional Distribution of the Questionnaire Participants

Regions	Aegean	Black Sea	Central Anatolian	Eastern Anatolian	Marmara	Mediterranean	South eastern Anatolian
Participant numbers	49	75	114	57	76	39	41

As seen in Table 7, the aforementioned regional distribution numbers were met as the regional number of participants included in the study was higher than the designated minimum numbers. 114 (25.3%) of the participants work at the universities situated in Central Anatolian region, 76 (16.8%) of the participants work at the universities in Marmara region, 75 (16,6%) of the participants in Black Sea region, 57 (12.6%) of the participants in Eastern Anatolian region, 49 (10.8%) of the participants in Aegean region, 41 (9.1%) of the participants in South eastern Anatolian region, and finally, 39 (8.6%) of the participants work at the universities in Mediterranean region.

Table 8.

Characteristics of the Questionnaire Participants

Gender	Male			Female			
Frequency	211 (46.9%)			239 (53.1%)			
Academic Title	Research Assistant	Instructor		Assistant Professor	Associate Professor	Professor	
Frequency	220 (48.9%)	23 (5.1%)		126 (28.0%)	41 (9.1%)	40 (8.9%)	
Age	≤ 25	26-30	31-35	36-40	41-45	46-51	51 ≥
Frequency	22 (4.9%)	102 (22.7%)	128 (28.4%)	66 (14.7%)	51(11.3%)	35 (7.8%)	46 (10.2%)
Being Abroad	Never	Less than a Month		1-6 Months	6 Months - 1 Year	More than a Year	
Frequency	123 (27.3%)	139 (30.9%)		75 (16.7%)	40 (8.9%)	73 (16.2%)	
Preparatory Classes	Only at High School	Only at University		Both		None	
Frequency	173 (38.4%)	41 (9.1%)		41 (9.1%)		150 (33.3%)	
Presentation in English	1-5 times	5-15 times		15+		Never	
Frequency	175 (38.9%)	76 (16.9%)		33 (7.3%)		167 (37.1%)	

As seen in the first row of Table 8, 239 (53.1%) of the participants are female whereas 211 (46.9%) of the participants are male. When the second row of Table 5 is investigated, it can be seen that 220 (48.9%) of the participants are Research Assistants, 126 (28.0%) of the participants are Assistant Professors, 41 (9.1%) of the participants are Associate Professors, 40 (8.9%) of the participants are Professors, and finally 23 (5.1%) of the participants are Instructors. It is also noteworthy to state that 38 of the Research Assistants and 5 of the Instructors hold a Ph. D.

It can also be concluded from third row of Table 8 that, 22 (4.9%) of the participants are 25 year old or younger, 102 (22.7%) of the participants are between the ages 26-30, 128 (28.4%) of the participants are between the ages 31-35, 66 (14.7%) of the participants are between the ages 36-40, 51 (11.3%) of the participants are between the ages 41-45, 35 (7.8%) of the participants are between the ages 46-51, and 46 (10.2%) of the participants 51 years old or older.

From the fourth row of Table 8, it can be concluded that most of the participants (139=30.8%) were abroad less than a month; while a similar number of participants were never abroad (123=27.3%). Moreover, while 75 (16.6%) participants were abroad for more than 1 month and less than 6 months, 40 (8.8%) participants were

abroad for more than 6 months but less than a year, and finally, 73 (16.2%) of the participants were abroad more than a year.

Moreover, 173 (38.4%) of the participants received English preparatory classes only during high school education, while 86 (19.1%) of them received English preparatory classes at only university and 41 (9.11%) of them received both and 150 (33.3%) of them did not receive any English preparatory classes.

It is also noteworthy to state that, 175 (38.8%) of the participants made at least one but fewer than 5 English oral presentation at a conference, 76 (16.8%) of the participants made more than 5 presentations but fewer than 15, 33 (7.3%) of the participants made more than 15 presentations in English, and 167 (37.1%) of the participants never made a presentation during an academic conference in English.

3.3.2.2. Interview participants. Among the eight participants of the interviews, three of them were female whereas five of them were male.

Table 9.

Characteristics of the Interview Participants

Participant	Gender	Age	YDS Score	Experience Abroad
A	F	33	67	Twice for academic purposes
B	M	39	94	Studied post-graduate program abroad
C	M	51	70	Has been abroad for academic purposes
D	F	29	76.25	Has never been abroad
E	F	30	80	Once for traveling and once for academic purpose
F	M	31	92.50	Once for academic purpose
G	M	38	80	Has been abroad but did not communicate in English
H	M	30	71.25	Has never been abroad

As shown in Table 9, Participant A is a 33-year-old female working in the field of computer and technological instruction at a state university in Aegean region. She has never had English preparatory classes during high school or university. She has been

abroad twice in order to present a paper in English at conferences. She mainly feels positive towards English since it is a part of her job.

Participant B is a 39-year-old male working in the field of pre-school teaching at a state university in Southeastern Anatolian region. He studied abroad for some years and he has had English preparatory class for one year during middle school. He does not feel fully competent towards foreign languages in general; yet, he uses English frequently; mainly writing academic articles. He feels more competent at reading and listening.

Participant C is a 51-year-old male working in the field of educational sciences at a state university in Eastern Anatolian region. Although he likes English he does not believe he is competent in speaking due to lack of practice. He has been to many conferences abroad in order to present papers and he wishes to have a permanent governmental duty abroad in the future.

Participant D is a 29-year-old female working in the field of mathematics teaching at a state university in Central Anatolian region. She has received an upper-intermediate certificate from a private language school. Reportedly, she has an overall high perceived English proficiency; yet, she has a fundamental problem about communicating in English. Although she had preparatory classes during both high school and university and private courses in English, she never felt ready to speak in English.

Participant E is a 30-year-old female working in the field of science teaching at a state university Eastern Anatolian region. She feels positive towards learning English language and she talks to tourists when she has a chance; additionally, she has been abroad twice; once for travel and once for academic purpose.

Participant F is a 31-year-old male working in the field of guidance and psychological counseling at a state university in Marmara region. His attitude towards English is extraordinarily positive; he wanted to study English language during high school, and he had many interactions with foreign students during his undergraduate years; moreover, the medium of instruction of his undergraduate program was English.

Participant G is a 38-year-old male who works in the field of music teaching at a state university in Black Sea region. His attitude towards English is extremely positive and he improved his foreign language proficiency by himself, he actively speaks English

as a common language with his foreign wife, and he casually reads news and hobby-related materials on a daily basis in English. Although he has been abroad, he did not communicate in English during his stays.

Participant H is a 30-year-old male who works in the field of special education at a state university in Eastern Anatolian region. He had preparatory English classes during high school and undergraduate education. While he has never been abroad, he believes he is competent in English since he communicates with tourists.

3.4. Procedure

Table 10.

Data Collection Procedures

Steps	Actions taken	Duration
<i>Questionnaire</i>		
1	Creating the first draft of the questionnaire on Google Forms.	1 week
2	Finalizing the questionnaire after applying the reviews received from four experts.	3 days
3	Obtaining the ethics committee approval.	10 days
4	Obtaining the e-mail system permission from the directorate of informational technologies.	3 days
5	Gathering the e-mail addresses of academicians working at each faculty of education in Turkey.	2 months
6	Sending out the e-mails	
<i>Interviews</i>		
1	Preparing the first draft of the interview questions	
2	Sending the draft to five experts for suggestions	10 days
3	Finalizing the questions and conducting a pilot interview	
4	Random selection of the participants and sending out 30 invitation e-mails.	
5	Arranging the appropriate time for each participant and conducting the interviews.	6 weeks

Table 10 presents the steps followed, the actions taken, and their approximate durations. For the collection of the quantitative data, firstly the questionnaire was uploaded online to Google Forms which is an online surveying tool (Google, 2017). A short URL (Uniform Resource Locator) was created and initially, and the online form was sent to four research experts working at faculty of education at Bartın University. After the verbal suggestions towards the structure of the form, wordings and spellings of some questions were changed on the online platform. After the necessary adjustments were made in accordance with the received suggestions of the experts, the researcher applied for an ethics committee approval. The official approval which

validates the ethical integrity of the study was obtained from the Social Sciences and Humanities Research and Publication Ethics Committee at Bartın University (Appendix 7). Upon receiving the approval from the ethics committee, the e-mail list of the academicians working at faculties of education in Turkey was created by browsing the web pages of the faculties and noting down the e-mail addresses and a web-browser plugin named Email Extractor (2018) was used to obtain the addresses easily. It is also noteworthy to state that the e-mail addresses were gathered from the web pages of every faculty of education in Turkey; however, some of the e-mail addresses were either not valid or not accessible online. The Directorate of Informational Technologies of Bartın University was contacted by the researcher in order to obtain the necessary permission to send out e-mails to the academicians working at the faculties of education in Turkey. Upon receiving the e-mail permission, a total of 5,197 e-mails were sent in the course of two weeks. 324 e-mails returned failure status due to the addresses being no longer valid. A week later, the e-mails were sent for the second time in order to increase participation; however, the process of sending the e-mails for second time was stopped after receiving several complaints from the receivers.

This method of data collection was selected as it offers several advantages; as Privitera (2016) argues, administering the surveys online is a viable option, for it is inexpensive to administer surveys online to large groups with only a click of a button. However, Privitera also points out the limitation of online surveys by exemplifying that some individuals who do not know enough about computers may be out of reach. Other limitations of administering an online survey, specifically in this study, may be connection issues, lack of reachability of some e-mail addresses, and errors returned by the e-mail servers.

The qualitative data of this study was collected through semi-structured interviews. Among the participants who shared their personal contact information, 30 randomly selected participants were invited via e-mail for the interviews. While ten people responded to the invitations, after drop-outs, the final number of the participants was eight, and each interview was conducted individually.

The participants were invited to the interviews via e-mail and those who agreed were then contacted via phone call or WhatsApp call. Each interview took on average 10

minutes; the shortest interview was 7 minutes and the longest was 26 minutes. The researcher took notes regarding the characteristics of the participants.

3.5. Data Collection Instruments

The quantitative data of the study were collected through a questionnaire and the qualitative data were collected through semi-structured interviews.

3.5.1. Questionnaire. The questionnaire (Appendix 3) included personal information questions, the WTC scale. The content of the questionnaire was comprised of compulsory items regarding personal information which aimed to collect demographic statistics, and the 12-item Turkish translation of WTC scale of McCroskey (1992) prepared by Çetinkaya (2005). The questionnaire was administered in Turkish language in order to collect more accurate data.

3.5.1.1. Willingness to communicate scale. In this study, the willingness to communicate levels of academicians were tested by Çetinkaya's (2005) Turkish translated version (included on the second page of Appendix 3) of the original WTC scale (McCroskey, 1992). In Çetinkaya's version, 12 items in the scale are taken from McCroskey's (1992) Willingness to Communicate scale (Appendix 4). The original scale includes 20 items eight of which are filler items. The scale assesses the willingness to communicate of the participants in terms of the following contexts: public speaking, meetings, group discussions, and interpersonal conversations with three different receiver types; strangers, friends and acquaintances, three items each for contexts and four items each for receiver types. According to McCroskey (1992), it is important to establish samples representing the receiver and context types since people are assumed to be more willing to communicate with some kinds of receivers and more willing to communicate in some contexts.

The validity and reliability of the original scale were determined in a study conducted by McCroskey (1992). According to Fraenkel, Wallen and Hyun (2012), validity refers to "the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes, and reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another"

(p. 147). The Turkish translated version of the scale prepared by Çetinkaya (2005) was used in this study upon the researcher's approval (Appendix 2). The validity and reliability of the Turkish version of the scale prepared by Çetinkaya (2005) were also established through a pilot study which was administered to 28 freshman students at Çanakkale University. The internal-consistency reliability coefficient of the scale was found to be .88 (Cronbach's alpha), and the validity of the scale was established with the statement by Çetinkaya (2005) that the instruments used in the study were utilized by the experts in the field.

3.5.2. Semi-structured interviews. For the qualitative aspect of the study, semi-structured interviews were conducted by the researcher. The interviews aimed to further investigate the WTC construct and the participants' views on additional factors affecting their WTC. Prior to the interviews, some of the participants stated in the questionnaire that there were many factors which affected their willingness; more specifically, they stated that their willingness *depended on many things*. The researcher shaped the questions to be included in the interviews in line with their suggestions. In total, 10 questions were included in the interview (questions can be found in Appendix 5 in Turkish, and Appendix 6 in English). The first three questions were prepared with the aim of gathering demographic statistics such as foreign language proficiency, number of times being abroad, attitude towards foreign languages and perceived foreign language proficiency. One question was prepared with the aim of gathering information about the views of the participants with regard to their overall willingness to communicate, while three questions were included for receiver-type willingness to communicate levels. Moreover, one question was addressed to the participants in order to collect information about their views on their context-type willingness to communicate levels. The questions were drafted on a Word document and sent to 2 experts in English Language Teaching field and 4 experts in Education field. After the suggestions of the experts, spelling and wording adjustments were made to the questions and the final version of the questions were asked in the interviews. It is also important to note that, depending on the topic and the flow of the interviews, some additional questions were asked to collect more detailed information about the views of the participants.

3.6. Data Analysis

The quantitative data gathered from the questionnaire were processed and analyzed on IBM SPSS 24.0 Statistics Data Editor software. Through analyzing descriptive statistics; the means, and standard deviations, the quantitative findings of the data were presented in tables. The characteristics of the participants were analyzed on SPSS software and presented in tables in the findings chapter. Moreover, the relationship between WTC and YDS was investigated through Pearson correlation was administered after normality tests, and the results were presented in tables.

For the qualitative aspect of the study, the audio recordings of the interviews were transcribed and imported to MAXQDA Analytics Pro 12 Software and the transcripts of the interviews were coded within the software (see Appendix 8 for sample transcripts). Miles, Huberman and Saldaña (2014) describe codes as “labels that assign symbolic meaning to the descriptive or inferential information” (p. 73). Saldaña (2013) states that there are two cycles to coding; the first cycle can constitute a word, a sentence or a paragraph or even a page, and the second cycle can constitute the coded portions which can be the same units or a “reconfiguration of the codes themselves developed thus far” (p. 3). The responses of the participants were coded into segments which represented the main ideas during the first cycle of the coding process, and during the second cycle, these codes were re-categorized into more generalized codes. The characteristics and demographic information of the participants were not subject to the coding process since they were already noted during the interviews. Through the process of coding, the general understanding of the willingness levels of the participants, and the themes of the factors affecting their willingness which the participants stated during the interviews emerged. For the purpose of establishing a validation to the analyses, during the interviews, the researcher sometimes re-phrased the participants’ responses back to them and attempted to confirm their statements. Moreover, the researcher reviewed the transcripts three times and made minor adjustments to coding system. Furthermore, the transcripts and the coding reports were shared with two experts in the field in order to further ensure the validation of the codes. A verbal agreement was reached after the reviews of the experts and additional minor adjustments of the codes. Direct quotes were also taken from the transcripts of the interviews and included in the presentation of the findings to ensure the validation of these codes, and the results of the interviews were presented and in an organizational structure accordingly.

3.7. Threats to the Validity of the Study

This quantitative aspect of this study benefitted from a questionnaire which included McCroskey's (1992) Willingness to Communicate Scale adapted to Turkish by Çetinkaya (2005). However, the nature of the scale is only limited to measuring the trait-like predisposition of the participants and does not take into consideration the difference in their willingness to communicate in specific situations or environments. For example, the items in the questionnaire aim to collect data on the willingness to communicate of the participants in meetings, but it does not measure whether the meeting takes place in a formal or informal environment, and among friends or strangers. In order to investigate this situation in more detail, this study aimed to gather information about the variables which affect the WTC of the participants.

Moreover, this study aimed to investigate the relationship between WTC and foreign language proficiency. The foreign language proficiency levels of the participants were determined by YDS (Foreign Languages Examination) exam; however, as previously stated in the previous chapter, the exam does not directly assess speaking skill of the test-takers. Therefore, the findings of this study are only limited to the foreign language proficiency of the participants as determined by YDS exam.

CHAPTER IV

FINDINGS

This chapter presents the results of the study collected through quantitative and qualitative data collection tools. The presentation of descriptive statistics is followed by the results obtained from the questionnaire and interviews which are presented in accordance with the research questions of the study.

4.1. The Correlation between the WTC in English Levels and Foreign Language Proficiency Scores of the Academicians Working at Faculties of Education in Turkey

In order to answer this research question, the correlation between WTC levels of the questionnaire participants and their YDS scores were analyzed. In order to present the correlation, a series of steps needed to be followed. The descriptive statistics of the quantitative data are presented in items of the questionnaire in Table 11. Moreover, the same data are presented in context and receiver type groups in Table 12. The normality levels of the YDS scores of the participants are presented in Table 13 and the normality levels of the descriptive statistics are presented in Table 14. As understood from Table 14; it was obtained that the data were not normally distributed. Accordingly, a non-parametric correlation test was conducted, and the results of this test are presented in Table 15.

Table 11.

WTC Levels of the Participants in Each Questionnaire Items.

Questionnaire Items	N	Min	Max	Mean	Std. D.
1-Have a small-group conversation in English with acquaintances	450	0	100	67.28	28.75
2- Give a presentation in English to a group of strangers	450	0	100	62.00	30.41
3- Give a presentation in English to a group of friends	450	0	100	65.44	29.00
4- Talk in English in a large meeting among strangers	450	0	100	59.48	30.45
5- Have a small-group conversation in English with strangers	450	0	100	63.64	28.95
6- Talk in English in a large meeting among friends	450	0	100	62.41	29.38
7- Talk in English to friends	450	0	100	66.86	30.11
8- Talk in English in a large meeting with acquaintances	450	.0	100	62.21	29.13
9- Talk in English to acquaintances	450	0	100	65.38	30.17
10- Give a presentation in English to a group of acquaintances	450	0	100	64.40	29.17
11- Talk in English to a stranger	450	0	100	64.62	29.26
12- Have a small-group conversation in English with friends	450	0	100	65.54	29.33
Total				64.10	26.58

When Table 11 is examined, it can be seen that the academicians working at faculties of education were moderately willing to communicate in English at the level of $M=64.10$. The first item '*talking in a small group among acquaintances*' was the highest scoring item ($M=67.28$) among others. The mean of second item ($M=62.00$) '*presenting a talk in English to strangers*' (public speaking) was lower than overall average ($M=64.10$), and the mean of the third item which is about the same context but different receivers '*presenting a talk to friends*' was higher than the overall average ($M=65.44$). The fourth item '*talking in a large meeting among strangers*' was the least preferred item ($M=59.48$) among all. The means of the fifth item ($M=63.64$) '*talking in a small group among strangers*', and the sixth item ($M=62.41$) '*talking in a large meeting among friends*' were both below overall average. The mean of the seventh item ($M=66.86$) '*having conversation with a friend*' was higher than overall average whereas the mean of the eighth item ($M=62.21$) '*talking in a large meeting among acquaintances*' was lower. Lastly, the means of the ninth item ($M=65.38$) '*having a conversation with an acquaintance*', the tenth item ($M=64.40$) '*presenting a talk to acquaintances*', the eleventh item ($M=64.62$) '*having a conversation with a stranger*',

and the twelfth item ($M=65.54$) ‘*talking in a small group among friends*’ were all above average.

Table 12.

WTC Levels of the Participants by Receiver and Context Types.

	N	Min	Max	Mean	Std. D.
Receiver Types					
Friends	450	0	100	65.06	27.79
Acquaintances	450	0	100	64.82	27.63
Strangers	450	0	100	62.43	28.03
Context Types					
Interpersonal Conversation	450	0	100	65.62	27.99
Group Discussion	450	0	100	65.48	27.02
Public Speaking	450	0	100	63.94	27.41
Meeting	450	0	100	61.37	27.99
Total WTC	450	0	100	64.10	26.58

As seen in Table 12, for context types, *Interpersonal Conversation* ($M=65.62$) was determined to be the most preferred, *Group Discussion* ($M=65.48$) was above overall average. While *Public Speaking* ($M=63.94$) was below average, *Meeting* ($M=61.37$) was the least preferred context type. Of receiver types, *Friends* ($M=65.06$) was the most preferred, *Acquaintances* ($M=64.82$) was the second, and *Strangers* ($M=62.43$) was the least preferred.

Table 13.

Descriptive Statistics and Normality Levels of YDS Scores of the Questionnaire Participants

YDS Score	N	Min	Max	Mean	Std. D.	
	450	50	100	77.66	11.04	
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	<i>df</i>	<i>p</i>	Statistic	<i>df</i>	<i>p</i>
	.083	450	.000	.974	450	.000

a. Lilliefors Significance Correction

As seen in Table 13, the YDS score of the academicians working at the faculties of education in Turkey is 77.66 out of 100. Moreover, YDS scores were not normally distributed ($p<.05$).

Table 14.

Test of Normality Regarding WTC Levels

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	p	Statistic	df	p
Receiver Types						
Friends	.104	450	.000	.933	450	.000
Acquaintances	.102	450	.000	.936	450	.000
Strangers	.090	450	.000	.946	450	.000
Context Types						
Interpersonal Conversation	.110	450	.000	.926	450	.000
Group Discussion	.101	450	.000	.937	450	.000
Public Speaking	.094	450	.000	.944	450	.000
Meeting	.084	450	.000	.951	450	.000
Total WTC	.088	450	.000	.948	450	.000

a. Lilliefors Significance Correction

As seen in Table 14, WTC levels were not normally distributed ($p < .05$) which indicates that Spearman correlation is suitable for the data.

Table 15.

Correlation between YDS scores and WTC levels

Spearman's rho	
	YDS Score
	Correlation Coefficient
YDS Score	1.000
Friends	.34**
Acquaintances	.34**
Strangers	.37**
Interpersonal Conversations	.33**
Group Discussions	.35**
Public Speaking	.38**
Meetings	.36**
Total WTC	.37**

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

As shown in Table 15, there is a correlation between YDS scores and Total WTC of the academicians at the .37 level. Similar correlations were observed between receiver types and YDS, between friends and YDS at .34 level, between acquaintances and YDS at .34 level, and between strangers and YDS at .37 level. Moreover, similar correlations were also observed between the context types, more specifically,

interpersonal conversations and YDS ($r=.33$), group discussions and YDS ($r=.35$), meetings and YDS ($r=.36$), and public speaking and YDS ($r=.38$).

4.2. The Academicians' Views towards Their Willingness to Communicate in English and the Factors Affecting Their WTC

Table 16.

WTC Levels of the Interview Participants

Levels of WTC Types (<i>H= High, L= Low</i>)	Participants (Age, YDS Score)							
	A (33, 67)	B (39, 94)	C (51, 70)	D (29, 76.2)	E (30, 80)	F (31, 92.5)	G (39, 80)	H (31, 71)
Total	L	L	L	L	H	H	H	H
Friends	H	H	H	L	H	H	H	H
Strangers	L	L	H	H	H	L	H	H
Interpersonal conversations among friends	L	L	L	H	H	L	H	H
Interpersonal conversations among strangers	L	L	L	H	H	L	H	H
Group discussions among friends	H	L	L	L	H	H	H	H
Group discussions among strangers	L	L	L	L	H	H	H	H
Public speaking among friends	L	L	L	L	L	L	H	L
Public speaking among strangers	L	L	L	L	L	L	H	L
Meetings among friends	L	H	H	L	L	L	H	H
Meetings among strangers	L	H	H	L	L	L	H	H

The codes regarding the WTC levels of the academicians were used to create a table of their WTC (Table 16) and their views towards their willingness to communicate in English are further presented in the following sub-sections. It is important to note that the participants in this study only compared the receiver types *friends* and *strangers*.

Half the participants ($n=4$) stated that they had high WTC in English in general (*High total WTC*). These participants stated that they were willing to communicate in English, they did not hesitate to communicate, they were eager to speak, and they saw a situation where they communicate in English as an opportunity since it did not occur often. When asked about their willingness to communicate in English, the participants mostly gave responses regarding their previous positive experiences with English. They stated that they mostly did not face any difficulty when they engaged in communication in English with a foreign person. Some of the responses of the

participants were as follows (*all following excerpts from the interviews were translated into English by the researcher*):

"In general, I do not hesitate, I would be willing if I was to communicate in English. It is not a chance I get often." (Participant E, Age:30, YDS:80)

"I would feel comfortable... I attempted to host foreign visitors for a while, I had the task to greet them and I did not feel any tension or problem." (Participant H, Age:31, YDS:71,25)

Half the participants ($n=4$) stated that they had low WTC in English in general (*Low total WTC*). The unwilling participants noted that they did not feel comfortable and they were stressed or tense when they were to communicate in English with a foreign person. It is also important to note that one of the participants stated that his willingness to communicate was low in both Turkish and English. Moreover, they stated that they preferred to speak in Turkish if they could:

"I would be much stressed, I would not want to be in such a situation. I do it if only I have to; but I would not be willing." (Participant D, Age:29, YDS:76.25)

Almost all participants ($n=7$) stated that they had *high willingness among friends*. They associated their high willingness among friends with having more to talk about and being in a more informal setting. An example of the responses was as follows:

"Well, of course if they there is acquaintance it would be easier to communicate since we would have common framework of reference; this is the basic principle of communication. My preference would be to be among friends even if they are a foreigner." (Participant H, Age: 31, YDS:71,25)

In contrast, there was also one participant who stated *low willingness among friends*. She justified her preference by stating that since she would never see the person again, there was not much at stake; thus, communicating with a stranger was easier:

"With people whom I know, there is a chance I will meet them again. If I will not see a person again, I can be humiliated; but if I will see that person again that would be a bigger problem." (Participant D, Age:29, YDS:76.25)

More than half the participants ($n=5$) stated that they had *high willingness among strangers*. Some participants stated that their willingness was high among strangers as they did not feel differently towards communicating among friends or strangers and some participants associated their high willingness among strangers with their previous experiences with tourists, as the following response demonstrated:

"Recently I made contact with two tourists... there was a misunderstanding about their tickets they said they did not understand, and I said I could help, I talked to them with ease about their tickets. I really liked it even though they were strangers." (Participant E, Age:30, YDS:80)

Conversely, some participants ($n=3$) stated that they had *low willingness among strangers*, and they preferred being among friends; moreover, they stated that the more they knew a person, the more they were willing, as the following comment showed:

"I would be more at ease if there was a degree of acquaintance. As I know a person more, I become more willing." (Participant F, Age:31, YDS:92.50)

Many participants stated various preferences towards their willingness in different contexts. The context-types were interpersonal (one-to-one) conversations, small group discussions, meetings (bigger groups), and public speaking. It is also important to note that when asked about their willingness in each setting, some of the participants ($n=2$) stated that there was a negative relationship between their willingness to communicate and the number of people in the communication. In other words, as the number of people increased in the situation, their willingness decreased.

For *interpersonal conversations*, half the participants ($n=4$) stated that they had *high willingness*. They related interpersonal conversations to being comfortable and they stated that they had high willingness in interpersonal conversations since this setting of communication tended to be informal:

"When it is face-to-face I can grasp more words out of context, that is better for me. In one-to-one conversation, the topic is more likely to be casual, daily. Of course, it depends on the context; but, one-to-one is better for me." (Participant G, Age:39, YDS:80)

"One-to-one conversation is always surely more comfortable." (Participant H, Age: 31, YDS:71,25)

In contrast, some participants ($n=4$) stated that they had *low willingness in interpersonal conversations*. The participants' willingness levels in interpersonal conversations did not show any difference among friends or strangers. The participants related interpersonal conversations with being left to their own resources, as the following comment showed:

"In one-to-one conversation you may be left to your own resources; other than that, it is more comfortable in a group of people you know" (Participant F, Age:31, YDS:92.5)

Majority of the participants ($n=5$) stated that they had *high willingness in group discussions among friends* and four of these participants also stated that they had *high willingness among strangers*:

"It may be more comfortable to be in groups of 3-4 because you can complete each other." (Participant F, Age:31, YDS:92.50)

Conversely, some participants ($n=3$) stated that they had *low willingness in group discussions among friends* and some ($n=4$) stated that they had *low willingness in*

group discussions among strangers. One participant stated specifically that he had difficulty communicating in small groups:

“When I was in a group study it (communicating) was a little harder.” (Participant B, Age:39, YDS:94)

“... if the communication was in small groups with questions and answers, there it would be different. I might struggle more.” (Participant D, Age:29, YDS:76.25)

For *public speaking*, only one participant reported *high willingness* regardless of the receiver types (friends or strangers). He stated that he did not have a problem spontaneously presenting a talk:

“Recently I had to present a talk in English spontaneously to a group of 20-ish people; I have made it without any preparation and since it was in my field it went fluently. When giving a speech there is a map to it, what we will say would be on our minds.” (Participant G, Age:39, YDS:80)

Almost all the participants ($n=7$) reported *low willingness in public speaking* regardless of the receiver types. They stated that among all context types, they preferred public speaking the least as the following statement illustrated:

“I cannot do what key-note speakers do at conferences. They talk about a topic for one hour, I do not believe I can speak fully in English, I do not have the skills to it in such an environment.” (Participant C, Age:51, YDS:70)

Only a few participants ($n=3$) stated that they had *high willingness in meetings* regardless of the receiver types. They associated meeting context type with classrooms or a setting involving eight to ten people in which they talked or gave a presentation. One participant specifically noted that he preferred speaking in meetings (large groups) more than the other contexts; as the following response demonstrated:

“When I was in a class abroad I felt more comfortable, for meetings I imagine classes as a large group and I had no problem while speaking in a classroom... in large groups I imagine myself as though I am speaking by myself and I do not have to worry about others.” (Participant B, Age: 39, YDS:94)

Half the participants ($n=4$) stated that they had *low willingness in meetings* regardless of the receiver types. Some participants stated that as the number of interlocutors increased in a communication setting, their willingness also decreased. The participants also related meetings to classrooms with eight to ten people, and they stated that they did not prefer to speak up in such crowd, as the comment below showed:

“Let’s say I raised my hand in a classroom, I would want to speak in Turkish if possible, I do not have confidence in this matter.” (Participant D, Age:29, YDS:76.25)

When asked about what affected their willingness, the interview participants listed many factors. While some of these factors were related to personal characteristics, others were related to situations:

Table 17.

The Factors Affecting Interview Participants' WTC in English

Factors	Participants	Frequency	Percentage
4.2.1. Personal factors	(A,B,C,D,E,F,G)	7	87.5%
4.2.1.1. Foreign language anxiety (Pronunciation anxiety, speaking accuracy or fluency, fear of making mistakes, and concern for being understood)	(A,B,C,D,E)	5	62.5%
4.2.1.2. Foreign language proficiency	(F,G,E)	3	37.5%
4.2.2. Situational Factors		8	100%
4.2.2.1. Formality of the situation (formal or informal setting and hierarchical position)	(A,B,E,H,G,F)	6	75%
4.2.2.2. Characteristics of the Interlocutors (Mother tongue, attitude, proficiency and nationality)	(A,B,C,E,G)	5	62.5%
4.2.2.3. Assistance of a peer	(A,B,D)	3	37.5%
4.2.2.4. Content of the talk	(E,G)	2	25%
4.2.2.5. Being assessed	(E)	1	12.5%

It is important to note that, as seen in Table 17, some participants reported more than one factor during the interviews (can be seen under *Participants* column).

4.2.1. Personal factors. There were two personal factors stated during the interviews. Foreign language anxiety included participants' responses related to the effect of their anxiety regarding their pronunciation, speaking accuracy and fluency, their fear of making mistakes, and concern for being understood on their WTC in English. Foreign language proficiency included the participants' responses regarding the affect of their English proficiency on their WTC in English.

4.2.1.1. Foreign language anxiety. More than half the interview participants ($f=5$) gave responses regarding the influence of foreign language anxiety on their

willingness to communicate. The participants stated that how their communication skills (their oral fluency, accuracy, and pronunciation) were perceived by others in the setting hindered their willingness to communicate. In relation, they also stated that because they were academicians, they felt they *had more at stake* if they made a mistake; thus, leading to self-consciousness and anxiety about making a mistake while speaking English. The participants also stated that being understood was one of the most important factors which affected their willingness; if they could see that other people in the setting understood them, they became more willing and confident and in contrast, if they sensed that the other person showed signs of not comprehending the gist of their talk, they felt less willing as the following comments illustrated:

"I cannot express myself since I am at a particular point in my academic career... if I make a mistake the people are going to think about how I cannot speak English after achieving so much, getting a Ph. D. and becoming an academician." (Participant D, Age:29, YDS:76.25)

"About speaking; while around others, the thought of being embarrassed can disturb people because we have serious problems with pronunciation. Also, we care too much about grammar and it hinders our fluency in speaking; we try to speak perfectly; therefore, we focus on our own expressions instead of how the others understand us." (Participant E, Age:30, YDS:80)

"When people are looking at you and trying to understand you, you get embarrassed; you feel as though they are thinking that you could not learn English even though you became an academician and then the emotion of embarrassment ensues." (Participant C, Age:51, YDS:70)

"I have such faintheartedness towards speaking that, in general, I tend to worry if other people will understand me, if I am saying the right thing, if I understand right. I am scared of making a mistake and I worry if someone tells me something and I reply with something unrelated." (Participant A, Age: 33, YDS:67)

"When I sense that I am understood, in that moment I remember many more words that I could not remember before, I am even surprised that I remember them. I feel that my communication goes well." (Participant C, Age:51, YDS:70)

4.2.1.2. Foreign language proficiency. Some participants ($f=3$) stated that language proficiency was a factor which influenced their willingness to communicate. They stated that during the times that they had low foreign language proficiency their willingness to communicate was lower. They added that as their foreign language proficiency improved, they became more willing to communicate in English. They exemplified their responses by giving instances from their own lives and compared their current willingness with the times when they had lower proficiency. They concluded that with time, their willingness raised as their proficiency increased, as the comments showed:

"I did not achieve this proficiency out of a sudden, of course there was a time when I had lower proficiency... Of course, I was not bold enough with foreigners when I had low proficiency, when there had been such a case." (Participant G, Age:39, YDS:80)

"I passed the English preparatory course in one term and since I was confident with my language skills, unavoidably I had comfort with English and as my proficiency increased, I became more willing." (Participant F, Age:31, YDS:92.50)

"The feeling that 'I am a person who has 80 points from language tests, I can do this' sort of prepares you for speaking, especially when making a presentation. In a way, it pumps you up". (Participant E, Age:30, YDS:80)

4.2.2. Situational factors. In addition to the personal factors, the participants also listed some situational factors which affected their willingness. These situational factors were the characteristics of the interlocutors, formality of the setting, assistance of a peer, being assessed, and the content of the talk.

4.2.2.1. Formality of the situation. Majority of the participants ($f=6$) stated that formality of the situation affected their willingness. Three participants who opted for informal situations stated that in such situations they feel more comfortable since the talk is usually about daily topics. In contrast to the views of these participants, the other three participants favored formal situations and stated that formal or professional talks are generally about their field which they could easily talk about.

"If it is professional and if the person is in my field it might be better since he/she can understand better what I am talking about. Even if there is a hindrance with pronunciation, the person can close the gap with the common knowledge." (Participant B, Age: 39, YDS:94)

"I see myself sufficient in informal settings." (Participant F, Age:31, YDS:92.50)

Moreover, hierarchical position was also included as a formality factor. One participant stated that he was more willing to communicate if there was no hierarchical difference:

“If I communicate with a person with a hierarchically superior than me; I am a little held back. But if the hierarchy was parallel, I would not be hesitant, I would not struggle even if the setting was formal.” (Participant H, Age: 31, YDS:71.25)

4.2.2.2. Characteristics of the interlocutors. More than half of the participants ($f=5$) stated that characteristics of the interlocutors in a setting affected their willingness to communicate. Their responses were mainly related to the attitude, nationality, and mother tongue of the interlocutors in the setting. To describe in detail, the participants commented that their willingness to communicate was high when the other people in the setting had a positive and comforting attitude. Moreover, nationality of the interlocutors, as well as the interlocutors' view towards the nationality of the academicians were also considered a *characteristic of the interlocutors* factor. Furthermore, they stated that in a setting which English was a foreign language for all the interlocutors, they were much more willing to communicate. In addition, one participant stated that she cared about the views of other people towards her nationality. Moreover, one participant also stated that the foreign language proficiency of the interlocutor also affected her WTC as the following comments illustrated:

"The other person should not be strict or harsh. If they show they understand, smile and give positive feedback, my self-confidence also rises." (Participant C, Age:51, YDS:70)

"If the other side smiles and shows understanding when I make a mistake and says 'No problem', this affects me positively." (Participant A, Age: 33, YDS:67)

If both sides speak English as a foreign language, then speaking is more comfortable, if people practice in such environments, then they might have more self-confidence." (Participant H, Age: 31, YDS:71.25)

"Even knowing the people's attitude towards Turkey affect me... for example someone made (negative comments) and I took it so strangely, I did not know what to say..." (Participant E, Age:30, YDS:80)

"...and if the people in the context are not speaking perfect English and if they speak English as a second language; then, I probably feel more comfortable." (Participant E, Age: 30, YDS: 80)

4.2.2.3. Assistance of a peer. A decent number of participants ($f=3$) gave responses regarding the effect of peer assistance on their willingness to communicate. As the following statements showed, in situations which their peers linguistically supported them, they were more willing:

"If I am to communicate, someone needs to help and comfort me. For example, during an exam, the instructor noticed that I was quite anxious and helped me and that made me more willing. In a group, if someone among the group communicates with me and gives me support it might be better; otherwise, I would be alone, and my willingness would be low." (Participant D, Age:29, YDS:76.25)

"If, for example, I have a friend with me and my friend helps me; explains the situation when I do not understand, I would feel more relaxed and willing." (Participant A, Age:33, YDS:67)

4.2.2.4. Content of the talk. Some participants ($f=2$) gave responses about the influence of the content of the talk on their willingness to communicate. They stated that they were more willing when talking about daily topics or topics related to their field of science:

"If we will talk about a topic in detail, I would feel more negative whereas if I have to talk about science education to foreigners, I would feel much more comfortable and willing since I am more capable in this topic." (Participant E, Age:30, YDS:80)

"I do not think I will have problem in everyday talk; moreover, our knowledge in the content of the talk also affects us, I would not have any problem if the talk is about my field." (Participant G, Age:39, YDS:80)

4.2.2.5. Being assessed. A participant stated that in situations where she was assessed, she felt less willing to communicate:

"If I know that it will not be assessed, I mean if there is no test while I am speaking, I would feel more comfortable. Similarly, if the people listening to me do not try to criticize me I would feel more willing and comfortable." (Participant E, Age:30, YDS:80)

4.3. Suggestions of the Participants

During the interviews, half the participants ($f=4$) gave some suggestions. The participants mostly stated abroad experience as a suggestion. They suggested that an environment where people do not speak Turkish can be easily found abroad and being in such a setting could lead to increase in their WTC.

"Turkish people do not want to speak in English with other Turkish people and they use this as an excuse for the lack of practice, Turkish people do not have willingness to communicate in English with other Turkish people. Maybe opportunities can be created for academicians to communicate with other speakers of English." (Participant G, Age:39, YDS:80).

"I want abroad experience, with post-doc or any other way, I want to travel for 5-6 months and improve myself. I want to engage in a setting where nobody speaks Turkish and I can only express myself in English. We need to be exposed, you need to be in a position which have to communicate in English, for that, there is a need for abroad experience." (Participant D, Age:29, YDS:76.25)

Another participant stated in the interviews that online interactions can be made available for academicians to practice communicating with a foreign person.

"I have never tried speaking in an online platform with video or audio call, I may struggle with that since it is not possible to see gestures and there is a time limitation; perhaps it can be tried." (Participant F, Age:31, YDS:92.50)

Furthermore, some questionnaire participants ($f=2$) also suggested abroad experience. The participants stated that staying abroad for at least six months can be useful in terms of helping their willingness.

"I think academicians should be sent abroad for at least 6 months for language education."

"Most academicians study English in order to pass exams and do not focus on speaking after that. With regard to this topic (speaking) I think in-service trainings should be given by foreign languages schools."



CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presents discussion regarding the results, the implications of the study, and recommendations for further research.

5.1. Conclusion and Discussion

The first two sub-sections present the quantitative findings of the study: WTC levels and the relationship between WTC and YDS. The third sub-section discusses the qualitative findings of the study: WTC in English levels of the interview participants and the factors affecting their willingness.

5.1.1. WTC levels of the questionnaire participants. As stated in descriptive statistics, the quantitative findings of this study indicated that academicians working at the faculties of education in Turkey have willingness to communicate at moderate ($M=64.10$) level. Despite the difference in participants, there are many studies in the literature which share similar results to this finding. Many studies in the literature examined the WTC levels of university students and found out that they had moderate WTC in English (Altınar 2018; Bergil, 2016; Hişmanoğlu & Özüdoğru, 2017; Orhon, 2017, Öz, Demirezen & Pourfeiz, 2015; Şener, 2014).

As the statistical analysis of the questionnaire indicates, among the receiver types, the academicians have the highest willingness among friends ($M=65.06$) and among the context types, the academicians have the highest willingness in interpersonal conversations ($M=65.62$), and group discussion ($M=65.48$) at almost the same level. These findings are in line with those of Bergil (2016) and Asmalı, Bilgi and Duban (2015) found out that the students preferred to communicate among friends and in small groups. In addition, when the questionnaire items are examined individually, the academicians seem to prefer most having a small group conversation with acquaintances ($M=67.28$) and the lowest score among the items is talking in meetings among strangers ($M=59.48$).

The findings indicated that a conversation with a friend is the most favorable setting for academicians. This finding can be associated with the fact that they spend a considerable portion of their lives working on a specific field of science and as they master their knowledge, it becomes easier to talk on the topic especially around people who also share similar knowledge.

5.1.2. The relationship between WTC and YDS scores. The first research question of this study sought to determine if there was a relationship between WTC levels and YDS scores. The quantitative results of this study confirm the hypothesis that there is a relationship between WTC and YDS. However, Green, Salkin and Akey (2000) claim that “for behavioral sciences, correlation coefficients of .10, .30, and .50, irrespective of sign, are, by convention, interpreted as small, medium, and large coefficients, respectively” (p. 256). Therefore, the relationship between WTC and YDS found in this study can be considered moderate ($r=.37$).

This finding shows similarity with Biria and Jouybar (2016) who examined the relationship between WTC and foreign language proficiency provided similar results. In their study, they found out high positive correlation between Iranian students' WTC and Oxford Placement Test of proficiency. Moreover, this finding is also in partial agreement with the findings of Rostami et al. (2016) and Alemi et al. (2016) who both found out that advanced level university students (determined by TOEFL exam) were more willing to communicate in English than the lower-proficient students in Iranian context, and Altiner (2018) who also determined that advanced level preparatory school students at a state university in Turkey had significantly higher WTC in English than lower proficient students.

5.1.3. Academicians' views towards their willingness to communicate in English and the factors affecting their willingness. The results of the interviews indicated an even distribution of high and low willing participants. The high willing participants stated that they valued a situation where they could speak English since it did not occur often; whereas, the low willing participants stated that they usually hesitated to speak in English. Moreover, another finding of the study was that one participant had low willingness to communicate regardless of the language he was speaking. This finding indicated that a person's general tendency to avoid

communication could determine their WTC in L2. Öz (2014) argues that WTC is highly correlated with personality types such as extraversion, agreeableness and conscientiousness; meaning that friendly, extraverted, or sociable individuals are more likely to be willing to communicate in L2. From this point of view, it can be argued that determining the personality type of academicians and their WTC in L1 can be beneficial.

When asked about the reason for their level of willingness the participants gave responses regarding their concern for how others perceived their language skills, if they were understood correctly by others, and their fear of making mistakes. These responses were included in the factor *foreign language anxiety* in this study. MacIntyre and Gardner (1994, p.284) defined foreign language anxiety as “the feeling of tension and apprehension specifically associated with second language learning contexts”. Dewaele (2012) argues that high level of foreign language anxiety can freeze learners and hinder production or comprehension of foreign language. The responses of the participants indicated that their beliefs and self-perceptions on their language skills, wrong or right, get in the way of their actual use of the language. Moreover, since they choose to communicate less often or not communicate at all, the lack of communication itself may also cause anxiety. Due to this vicious cycle of anxiety and lack of communication, the place of foreign language anxiety as a factor affecting WTC was included in many studies in the literature. MacIntyre et al. (1998) include MacIntyre and Gregersen (2012) advocate for the affect of foreign language anxiety on WTC. They claim that there is a strong negative relationship between WTC and foreign language anxiety; meaning that when anxiety rises, WTC of an individual decreases. MacIntyre et al. (1998) also claim that lack of anxiety and self-confidence are among the most immediate determinants of WTC and these factors may show high correlation with each other. This finding was in alignment with the findings of Baran-Łucarz (2014) who found out negative relationship between WTC and pronunciation anxiety. They stated that the participants who had high levels of pronunciation anxiety had significantly lower WTC when compared to the students who had low levels of pronunciation anxiety. Similar to the findings of Baran-Łucarz, two participants in this study stated that pronunciation affect their WTC. This finding also showed similarity to the findings of Fallah (2014) who found out that the level of self-confidence was a strong predictor of WTC. Moreover, when the participant demographics (in Table 16) and the factors (in Table 17) are examined, it can be seen that among the participants

who stated that foreign language anxiety affected their WTC, four had low WTC and one had high WTC. This finding indicated that foreign language anxiety was more likely to affect low willing participants. It is also important to note that anxiety may fluctuate; it may increase or decrease over time and situation; therefore, investigating the effect of foreign language anxiety in different situations can be significant in terms of further examining the relationship between foreign language anxiety and WTC.

Tercan and Dikilitaş (2015) claim that individuals experience less anxiety in assessment-free contexts. In their study they found out that during the testing of speaking skills, the participants showed high anxiety levels. They associate the level of anxiety of the students with the traditional language teaching methods used in Turkey in which the teacher is the source of information and authority in the classroom. Moreover, they also emphasize that in Turkey assessment is generally *a pass or a fail* which may be the cause of the anxiety reported in their study. Similar to their findings, *being assessed* was a factor stated by the participant of this study. One participant stated that if she was being assessed her WTC was negatively affected. This finding shows similarity to the findings of Riasati (2012) who found out that when students knew they were being graded they were less willing to communicate. Moreover, in their review, Zhang et al. (2018) also include *assessment* as a situational factor which could affect WTC in L2.

In addition to foreign language anxiety, the participants also stated that their *foreign language proficiency* was a factor affecting their WTC. This finding supports the quantitative findings of this study. Many studies in the literature claim that there is a relationship between foreign language anxiety and foreign language proficiency. MacIntyre and Legatto (2011) investigated the WTC of six participants while carrying out language tasks and the participants associated the decline in their WTC with their lack of competence and vocabulary knowledge in the topic of the tasks. Kang (2005) argues that language proficiency affects a person's WTC. He claims that low proficiency can lead to insecurity which in turn leads to foreign language anxiety. The literature indicates that there may be a strong link between foreign language proficiency and foreign language anxiety. Although no such direct relationship between these two variables was found in this study, five participants of this study stated that foreign language anxiety affected their WTC and from these five participants only one of them also stated that foreign language proficiency affected her WTC in English. Moreover, although it was not stated by the participants of this study,

foreign language proficiency of the interlocutors can also affect a person's WTC. Cao (2011) found out that participants preferred to talk to interlocutors who were more competent and talkative than them. Eddy-U (2015) claims that having a low proficient member in a group can be a negative factor affecting a person's WTC.

All but one participant stated that they had high WTC while communicating among friends and they preferred communicating among friends. This finding contradicts the fact that some participants expressed dissatisfaction towards having Turkish friends in the context of the communication. Despite the high preference towards communicating among friends, some participants do not prefer to communicate in English with a Turkish friend. When asked about their level of willingness among friends, they stated that communicating among friends is favorable since there were more topics in common and a talk with a friend tended to be more informal. Since most Turkish people rarely ever have the chance to communicate with a foreign friend, this situation may be linked to their desire to practice English or make new social connections. Similar to this finding, Molberg (2010) claims that learners who have personal interest for target language and its culture also have high level of oral interaction. MacIntyre et al. (1998) also argue that affiliation, in other words connecting or associating with a person, "may be the most important motive" for communicating with a person in a foreign language (p. 549). They further claim that intergroup attitudes, more specifically, *integrativeness* in a group is a factor affecting a person's WTC. They argue that desire to affiliate with people in a community or desire to be a part of the said community can be a factor promoting better relations; thus, affecting WTC. Similarly, *assistance of a peer* was a factor stated by the participants of this study. They stated that being linguistically supported by others in the context was a positively affecting factor towards their WTC. This factor may be attributed to the participants wanting to create better social ties by having some linguistic support. Moreover, nationality as a *characteristics of interlocutors* Cao (2011) stated that participants in their study preferred to communicate with people from other countries. Similarly, some studies also investigated the effect of *attitude towards international community* on willingness to communicate (Asmalı, 2016; Çetinkaya, 2005; Ghonsooly, 2012, Hashimoto, 2002; Matsuoka & Evans, 2005; Yashima, 2002). Moreover, the participants in this study stated that they preferred an environment in which the interlocutors were the speakers of English as a second of foreign language. This finding shows similarity to the factor '*desire to communicate*

with a specific person’ included in the L2 WTC model by MacIntyre et al (1998). In their review on the antecedents of WTC, Zhang et al. (2018) also include *interlocutors’ demographic features* as a situational factor. Moreover, many other studies can be found in the literature regarding the effect of interlocutor characteristics on a person’s WTC (Cao & Philp, 2006; Cao, 2011; Kang, 2005; Riasati, 2012; MacIntyre & Legatto, 2011; Riasati, 2012).

Two participants stated that they specifically preferred communicating with strangers. This finding indicated that these two participants do not feel confident in communicating with their friends, colleagues or they are enthusiastic about meeting new people and extending their social network. This finding can be associated with the participants’ need to overcome their foreign language anxiety. Since their fear of making a mistake occupies their minds before engaging in a communication, they make the decision to communicate with a stranger; thus, eliminating or reducing the possibility of being reminded of the mistake they are going to make. By doing so, in fact they may be attempting to avoid facing their anxiety in other communication contexts. This finding is contrary to Cao and Philp (2006) who state that the more familiar the interlocutors were in a setting, the more willing to communicate they would be.

The type of context is also an important factor to be considered when examining a person’s WTC. In WTC concept, the context types are categorized in four (group discussion, interpersonal conversations, meetings, and public speaking). During the interviews, some participants stated that as the number of people in a setting increased, their WTC decreased. This finding is similar to findings of Cao and Philp (2006) who found out that students in their study preferred small number of interlocutors (three or four) in the communication setting. In line with the statements of the interview participants in this study, interpersonal conversation context type should be considered most favorable; however, more participants had high willingness in *group discussions* than interpersonal conversations. This may be attributed to the fact that they viewed group discussion context as more likely to be informal and the talk in group discussions is generally related to daily topics. Their views also indicated that they valued group discussion contexts because of the potential linguistic support or encouragement that the others in the setting may provide. Moreover, assistance of a peer is more likely to occur in group discussions than any other contexts. Half the participants had high willingness in interpersonal conversations and meetings. Some participants did not

prefer *interpersonal conversations* since they were left to their own resources in a conversation. This finding shows relations to assistance of a peer in that the participants seek assistance and this assistance does not occur in a one-on-one conversation.

Moreover, *meetings* context was not also preferred by half the participants. Since the number of the interlocutor increases, the communication is more likely to become a monologue. In a large group, when a person speaks, the interlocutors only listen to that person or the communication setting becomes a large group of people having conversations. Due to this fact, the participants associated this context type with an academic conference where they made a presentation in front of eight to ten people. Academicians often make presentations in conferences and most of the interview participants in this study are experienced in making presentations in English; (see Table 9) however, half the participants stated that they had low willingness in meetings. This finding indicates that they may be motivated in a professional sense; yet, they may not have a high level of WTC. In other words, they may have the motivation to present their research in English and advance in their career; but still do it with a low willingness.

All but one participant stated high willingness in public speaking. When asked about their willingness in public speaking contexts, the participants mostly described their willingness in a more formal setting where there are more than ten listeners. Most participants gave negative responses and stated that they were not much willing. This finding may be attributed to the fact that public speaking, in its nature, is fearsome (Stein, Walker & Forde, 1996).

Formality of the situation was the most frequently stated situational factor in this study. This factor was also included in the model prepared by MacIntyre et al. (1998) who stated that “the degree of acquaintance between communicators, the number of people present, the formality of the situation... can influence a person's WTC.” (p. 546). Moreover, they also emphasized the difference between formal and informal situations with the following statement:

...a university professor may confidently lecture in the L2, yet become extremely shy when talking on the phone to an L2 speaker; another professor might find it easy to use the L2 with his or her peers in a casual conversation, but become blocked in a more formal context (MacIntyre et al., 1998, p. 553).

Content of the talk was a factor affecting academicians' willingness. MacIntyre (1998) also stated that "the topic of discussion, and other factors can influence a person's WTC." (p. 546). In their review, Zhang et al. (2018) also include topic as a situational factor. Similar to this finding, Riasati (2012) also includes topic interest as a factor affecting WTC and he argues that the more information a person has about a specific topic, the more willing the person will be to communicate. MacIntyre and Legatto (2011) also found out that while students carried out language tests, the change in topics was a determiner of their WTC.

In conclusion, the results indicated that the academicians were moderately willing to communicate in English and their willingness to communicate was moderately correlated with their language proficiency as determined by YDS exam. The results of the interviews indicated that the willingness levels of the participants were affected by various factors. The personal factors were foreign language anxiety and foreign language proficiency, and the situational factors were formality of the situation, interlocutor characteristics, assistance of a peer, being assessed, and content of the talk. These factors showed similarity to the findings of some studies in the literature.

Moreover, it is important to note that this study investigated the trait-like predisposition of the academicians and more research is needed in order to find out the state-specific willingness of the academicians. This study only explored the factors which affect the academicians, and their attitudes towards their willingness. It is also noteworthy to state that the attitudes may fluctuate, and they may change in time; therefore, it is important to gather more data through other means of data collection instruments such as observing or evaluating an academician's WTC in an actual performance. Furthermore, in line with the discussion of the findings of this study, it is important to state that investigating the possible relationship between a single factor included in this study and WTC levels (receiver types or context types) of the academicians can be significant in terms of contribution to the literature.

5.1.4. Implications of the Study. The importance of WTC in English was emphasized by various studies in the literature (MacIntyre et al., 2003; Gałajda, 2017; Kang, 2005; MacIntyre, et al., 1998; McCroskey & Richmond, 1990; Suksawas, 2011; Yu, 2009). Moreover, the influences and predictors of WTC were also explored and examined by many studies (Çetinkaya, 2005; Ghonsooly, 2012; Hashimoto, 2002; Yu, 2009). The results of this study emphasized the importance of willingness to communicate among academicians working at the faculties of education in Turkey. This study also aimed to explore the factors affecting the willingness to communicate levels of the academicians working at the faculties of education. The quantitative and qualitative results both supported the evidence of relationship between WTC levels of the academicians and their YDS scores.

In conclusion, this study provides a methodological and empirical contribution to the field of WTC. The literature on WTC currently does not include an investigation on academicians regarding their willingness to communicate in English or the relationship between their willingness to communicate and foreign language proficiency. This study provided a broad investigation of the specified population regarding their WTC levels, examined the relationship between WTC and YDS scores, and explored the factors affecting their willingness to communicate. The quantitative and qualitative results of this study showed that academicians have moderate willingness to communicate in English, and foreign language proficiency (as determined by YDS exam) is an important factor that influences their willingness. The qualitative findings of the study also explored that there are personal (*foreign language anxiety and foreign language proficiency*) and situational factors (*formality of the situation, characteristics of the interlocutors, assistance of a peer, content of the talk, and being assessed*) which affect the willingness of the academicians working at the faculties of education. This study also puts forward that the academicians working at the faculties of education in Turkey have higher willingness in an assessment-free, positive, and friendly communication settings.

Opportunities for using the language, interaction and frequency of L2 use greatly affect one's WTC in L2 (MacIntyre & Charos, 1996). Moreover, the relationship between willingness to communicate and foreign language proficiency suggests that an increase in foreign language proficiency may trigger an increase in willingness to communicate, and vice versa; thus, an increase in foreign language proficiency carries an importance

for academicians working at the faculties of education. Depending on these statements, it may be suggested that:

- a) the relationship between WTC in English and YDS indicates that a low-proficient person is likely to be also low willing. Considering the two important facts that an increase in willingness to communicate is crucial in terms of frequent L2 use also affects a person's willingness to communicate in English, it can be suggested that providing opportunities where people, more specifically academicians, has the chance to experience natural communicative interaction with other speakers of English carries a vital importance.
- b) The views of the participants of this study also indicated that in addition to formal (*similar to classroom setting*) situations in which they can communicate in English, they also appreciate informal situations. Moreover, it was also stated that as the number of the interlocutors increases, the participants' willingness decreases. Similarly, content of the talk was also a factor stated during the interviews; moreover, the participants also stated the effect of being assessed on their willingness which indicates that opportunities in which the academicians communicate in English should be natural and assessment-free.
- c) It might also be stated that abroad experience can be advantageous for academicians. The academicians working at faculties of education also suggested that it may be beneficial to engage in communication in English in a setting where interlocutors are neither native speakers of Turkish nor English (English as a foreign language setting), and they stated that such communication settings can increase their willingness to communicate in English.
- d) The fact that such communication settings are hard to come by suggests that additional actions should be taken by administrative institutions. Depending on this conclusion, it may be proposed that promoting international interactions among academic staff could lead to an increase in willingness to communicate in English. Not all academicians have the opportunity to experience such interactions, and as stated in the findings, the lack of experience in international settings carries an importance towards their willingness. It may be proposed that the universities promote and encourage abroad experience for the

academicians and provide them with sufficient opportunities towards international mobility.

5.2. Recommendations

As MacIntyre et al. (1998) state, there are enduring and situational variables affecting a person's willingness to communicate in English. The quantitative aspect of this study only examined the relationship between WTC and language proficiency, and the qualitative aspect of this study only *explored* the factors affecting the willingness of academicians working at the faculties of education in Turkey.

Further research is needed to examine the relationship between the factors included in this study. Future studies can examine the effect of other various personal and situational factors (*e.g. personality types, motivation and self-confidence*) on the willingness of academicians. MacIntyre and Charos (1996) also suggest that regardless of foreign language proficiency, having the ability to communicate may affect a person's WTC in L2. In line with this statement, it may be suggested that the relationship between academicians' perceived communicative competence and willingness can be investigated. Furthermore, this study only collected the WTC in English levels of the academicians through items in questionnaire or questions included in the interviews. Future studies may also analyze the linguistic elements, structures, subjects or emotional qualities in the speech of the participants through conversation analysis as a research methodology. In relation, future research may also include different data collection methods such as observing actual willingness to communicate in a specific situation or a task. The factors which were included in the qualitative aspect of this study can be evaluated further with quantitative data collection tools in the future studies. In addition to willingness to communicate in oral mode, further research could also take into consideration other modes of willingness including writing in English. The findings of this study showed that general tendency to avoid communication in mother tongue may also affect a person's WTC in English; therefore, future studies may also investigate the effect of WTC in L1 on WTC in L2.

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TÜRKÇE GENİŞLETİLMİŞ ÖZET

Giriş

Problem Durumu

İkinci veya yabancı bir dil (L2) öğreniminde uygun bir hedeflerden birisi iletişimde istekliliği arttırmaktır (MacIntyre, Dörnyei, Clément & Noels, 1998). MacIntyre vd. (1998) iletişim istekliliğini “belirli bir kişi veya kişilerle herhangi bir zamanda L2 kullanarak iletişime girmeye hazır bulunuşluk” olarak tanımlar (p. 547). Bu kavramın ikinci veya yabancı dile MacIntyre vd. (1998) tarafından uyarlanması ve yeni bir model oluşturulması ile birlikte iletişim istekliliği ve çeşitli değişkenlerin incelenmesi konusunu ilgi kazanmıştır.

Alan yazında iletişim istekliliği konusunda birçok çalışma bulunmaktadır; fakat, iletişim istekliliği ve yabancı dil düzeyi arasındaki ilişkiyi sınırlı sayıda çalışma incelemiştir. Buna ek olarak, iletişim istekliliği alan yazınında akademisyenlerin katılımı bulunmamaktadır.

Problem Cümlesi

Bahsedilen amaçları gerçekleştirmek amacıyla, bu çalışmanın araştırma problemleri aşağıda belirtilmiştir:

Türkiye’deki eğitim fakültelerinde görev yapan akademisyenlerin İngilizce dilinde iletişim isteklilikleri ve yabancı dil seviyeleri (YDS puanları) arasında istatistiksel olarak anlamlı bir ilişki var mıdır?

Akademisyenlerin İngilizce dilinde iletişim istekliliklerine ve istekliliklerini etkileyen faktörlere dair görüşleri nelerdir?

Araştırmanın Amacı

Bu çalışma, Türkiye’deki eğitim fakültelerinde görev yapan akademisyenlerin İngilizce dilinde iletişim isteklilik düzeylerini ve bu düzeylerin yabancı dil düzeyleri (YDS puanları) arasındaki ilişkiyi incelemeyi hedeflemektedir. Çalışmanın bir diğer amacı da ilgili akademisyenlerin iletişim istekliliği düzeyleri ve bu düzeylerini etkileyen faktörler hakkında görüş almaktır.

Araştırmanın Önemi

Bu çalışmanın, bahsedilen amaçlar doğrultusunda iletişim istekliliği alan yazınına katkı sağlayacağı düşünülmektedir.

Yöntem

Araştırmanın Yöntemi

Bu çalışma, nitel ve nicel veri toplama araçlarının kullanıldığı karma araştırma deseninden yararlanmıştır. Araştırma deseni olarak önce nicel verilerin toplanıp analiz edildiği ve sonra bu veriler ışığında nitel verilerin toplandığı sıralı açıklayıcı model kullanılmıştır (Creswell, 2003).

Çalışma Grubu

Bu çalışmaya toplamda, Türkiye’de Eğitim fakültelerinde görev yapan 450 (%53,1 kadın ve %46,9 erkek) akademisyen katılım sağlamış ve bu akademisyenlerden sekizi (üç kadın ve beş erkek) görüşmelere katılmıştır.

Veri Toplama Araçları

Çalışmanın nicel verileri, Çetinkaya’nın (2005) hazırladığı İngilizce iletişim istekliliği ölçeği aracılığıyla toplanmıştır. (Appendix 3). İngilizce İletişim İstekliliği ölçeğini içeren anket Google Forms platformu üzerinden hazırlanıp, anketin bağlantısı e-posta yoluyla katılımcılara gönderilmiştir. Nitel veriler araştırmacı tarafından hazırlanan 10 adet sorunun (Appendix 5) sorulduğu yarı-yapılandırılmış görüşmeler sonucunda elde edilmiştir.

Verilerin Analizi

Nicel verilerin analizinde IBM SPSS 24.0 Statistics Data Editor program kullanılarak analiz edilmiştir. Nicel verilerin ilk olarak betimleyici istatistikleri elde edilmiş ve sonrasında katılımcıların YDS puanları ve İletişim İsteklilik düzeyleri arasındaki korelasyon Pearson testi kullanılarak analiz edilmiştir. Nitel veriler için ilk olarak görüşmeler MAXQDA 12 programında deşifre edilmiş ve sonrasında program üzerinde her bir görüşme kodlanmıştır.

Bulgular

Bu araştırmanın nicel bulguları, eğitim fakültesi akademisyenlerin İngilizce dilinde iletişim isteklilikleri düzeylerinin orta derecede olduğunu göstermiştir ($M=64.10$). Bununla birlikte, akademisyenlerin tercih ettikleri iletişim türleri arkadaşlar arasında

($M=65.06$) ve kişiler arası konuşma ($M=65.62$) olarak belirlenmiştir ve buna ek olarak, küçük grup içinde konuşma istekliliklerinin ($M=65.48$) benzer düzeyde olduğu gözlemlenmiştir. Akademisyenlerin İngilizce iletişim isteklilikleri ve dil düzeyleri (YDS puanları) arasında $r=.37$ düzeyinde korelasyon bulunmaktadır. Araştırmanın görüşmeler sonucunda elde edilen nitel bulgularında da İngilizce dilinde iletişim isteklilik düzeyi ve tercihleri açısından nicel verilerle örtüşen sonuçlar elde edilmiştir. Katılımcıların belirttikleri İngilizce iletişim istekliliklerini etkileyen faktörler; yabancı dil kaygısı, yabancı dil düzeyi (kişisel faktörler), konuşmacı özellikleri, durumun resmiyeti, akran desteği, değerlendirme, ve konuşmanın içeriğidir (durumsal faktörler) olarak saptanmıştır.

Sonuç, Tartışma ve Öneriler

Bu araştırmada elde edilen sonuçlar alan yazındaki diğer çalışmalarla benzerlikler göstermektedir. Bu araştırmanın bulgularına göre, akademisyenlerin orta düzeyde İngilizce dilinde iletişime istekli oldukları belirlenmiştir ve bu bulgu alan yazındaki üniversite öğrencileriyle yapılan çalışmalarla benzerlik göstermektedir (Altınar 2018; Bergil, 2016; Hişmanoğlu & Özudoğlu, 2017; Orhon, 2017, Öz, Demirezen & Pourfeiz, 2015; Şener, 2014). Bu araştırmada elde edilen nicel veriler sonucunda İngilizce dilinde iletişim isteklilikleri ve YDS (dil düzeyi) puanları arasında orta düzey ($.37$ korelasyon düzeyinde) ilişki bulunmuştur. Green, Salkin ve Akey'e (2000) göre $.30$ ve $.50$ düzeyleri arasındaki korelasyon düzeyleri orta düzeydir. Belirlenen bu bulgu da alan yazındaki bazı çalışmalarla benzerlik göstermektedir (Alemi et al., 2016; Altınar, 2018; Biria & Jouybar, 2016; Rostami vd., 2016). Çalışmanın nitel verilerinden elde edilen bulgular sonucunda akademisyenlerin İngilizce dilinde iletişim istekliliklerini yabancı dil kaygısı, yabancı dil düzeyi (kişisel faktörler), konuşmacı özellikleri, durumun resmiyeti, akran desteği, değerlendirme, ve konuşmanın içeriğidir (durumsal faktörler) gibi faktörlerin etkilediği belirlenmiştir. Ayrıca, katılımcıların belirttikleri kişisel ve durumsal faktörlerin daha önce MacIntyre et al. (1998) tarafından geliştirilen iletişim istekliliği modelindeki faktörlerle ve bazı diğer çalışmalarla (Cao, 2011; Kang, 2005, Riasati, 2012) benzerlik gösterdiği görülmüştür. Buna ek olarak, akademisyenlerin belirttikleri görüş ve öneriler doğrultusunda, bu çalışma akademisyenlerin iletişim istekliliklerini artırmak adına yurt dışı deneyiminin desteklenmesini önermektedir. Bu araştırmada elde edilen sonuçlar, akademisyenlerin İngilizce dilinde nelerin daha istekli hale getirdiğini daha detaylı incelemek açısından önemli sayılabilir.

APPENDICES



APPENDIX-1

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AKSARAY ÜNİVERSİTESİ/EĞİTİM FAKÜLTESİ/	104
ALANYA ALAADDİN KEYKUBAT ÜNİVERSİTESİ/EĞİTİM FAKÜLTESİ/	27
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BÜLENT ECEVİT ÜNİVERSİTESİ/EREĞLİ EĞİTİM FAKÜLTESİ/	75
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TRAKYA ÜNİVERSİTESİ/EĞİTİM FAKÜLTESİ/	123
UFUK ÜNİVERSİTESİ/EĞİTİM FAKÜLTESİ/	22
ULUDAĞ ÜNİVERSİTESİ/EĞİTİM FAKÜLTESİ/	179
UŞAK ÜNİVERSİTESİ/EĞİTİM FAKÜLTESİ/	95
YEDİTEPE ÜNİVERSİTESİ/EĞİTİM FAKÜLTESİ/	35
YILDIZ TEKNİK ÜNİVERSİTESİ/EĞİTİM FAKÜLTESİ/	111
YÜZÜNCÜ YIL ÜNİVERSİTESİ/EĞİTİM FAKÜLTESİ/	143
TOTAL	8,710

CoHE (2017). Retrieved from

https://istatistik.yok.gov.tr/zkau/view/z_y220/mWMExs1/fit/1/Birim%20Grubu%20İsmine%20Göre%20Akademisyen%20Sayıları.pdf

APPENDIX-2

Zimbra Mail

kenancetin@bartin.edu.tr

Re: İletişim İstekliliği Ölçeği hakkında

Kimden : yesim cetinkaya 08 Ara 2017 Cum 15:10
<yesim.cetinkaya@deu.edu.tr>
Konu : Re: İletişim İstekliliği Ölçeği hakkında
Kime : Arş. Gör. Kenan ÇETİN
<kenancetin@bartin.edu.tr>

Uygundur.Kullanabilirsiniz.

Kimden : Arş. Gör. Kenan ÇETİN 08 Ara 2017 Cum 14:04
<kenancetin@bartin.edu.tr>
Konu : İletişim İstekliliği Ölçeği hakkında
Kime : yesim cetinkaya
<yesim.cetinkaya@deu.edu.tr>

Merhaba, sayın hocam,

McCroskey (1992) WTC Scale'i için size ulaşıyorum. Bu ölçeği Türkçe dilinde kullanmak istiyorum.

Kendi yüksek lisans tezimde, sizin Türkçe'ye çevirmiş olduğunuz ve güvenirlik geçerlik hesaplaması yaptığınız Türkçe ölçeği kullanmak istiyorum. Sizin için uygun mudur?

APPENDIX-3

Bu anket çalışması, Burdur Mehmet Akif Ersoy Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans öğrencisi Kenan Çetin tarafından Eğitim Fakültesi Öğretim Elemanlarının İngilizce İletişim İsteklilik Seviyelerinin Dil Seviyesi ve Çeşitli Değişkenler Açısından İncelenmesi" konulu yüksek lisans tezi kapsamında gerçekleştirilmektedir.

Ankette kişisel bilgiler sorulmamaktadır ve verilen yanıtlar sadece bu çalışma kapsamında değerlendirilecek, başka herhangi bir amaçla kullanılmayacaktır. Anket toplam 25 zorunlu maddeden oluşmaktadır ve tamamlamanız yaklaşık olarak 3-5 dakikanızı alacaktır. Anket ile ilgili soru ve görüşleriniz için aşağıdaki adreslerden ilgili kişilere ulaşabilirsiniz.

Kenan Çetin

kenancetin@bartin.edu.tr

Bartın Üniversitesi, Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü

1.Cinsiyetiniz:

_____ Erkek

_____ Kadın

2.Çalışmakta olduğunuz Üniversite:

3.Akademik Unvanınız:

4.Akademik Biriminiz:

5.Yaşınız:

_____ 25 ve daha az

_____ 26-30

_____ 31-35

_____ 36-40

_____ 41-45

_____ 46-50

_____ 51+

6.Mesleki kıdeminiz

_____ 5 yıl ve daha az

_____ 6-10

_____ 11-15

_____ 16-20

_____ 21-25

_____ 26-30

_____ 31+

7.Güncel İngilizce YDS/e-YDS/YÖKDİL Puanınız:

_____ 90 – 100 Puan arası (A) seviyesi

_____ 80 – 89 Puan arası (B) seviyesi

_____ 70 – 79 Puan arası (C) seviyesi

_____ 60 – 69 Puan arası (D) seviyesi

_____ 50 – 59 Puan arası (E) seviyesi

_____ Daha düşük

8.(Varsa) TOEFL Puanınız:

9.Üniversitede İngilizce hazırlık okudunuz mu?

_____ Evet

_____ Hayır

10.Kaç yıldır İngilizce öğreniyorsunuz?

_____ 1 - 5 yıl

_____ 5 - 10 yıl

_____ 10 - 15 yıl

_____ 15+

11.Ne kadar süre yurt dışında bulundunuz?

(İngilizce iletişim kurduğunuz yurt dışında bulunma sayınız)

_____ Yurt dışında hiç bulunmadım.

_____ 1 aydan az

_____ 1 aydan çok, 6 aydan az

_____ 6 aydan çok, 1 yıldan az

_____ 1 yıldan çok

12.Üniversite eğitiminiz İngilizce dilinde miydi?

_____ Hiçbiri.

_____ Lisans

_____ Yüksek Lisans

_____ Doktora

13.İngilizce dilinde konferans, sempozyum ve benzeri etkinliklerde kaç kere sunum yaptınız?

_____ Hiç yapmadım.

_____ 1-5

_____ 5-10

_____ 10-15

_____ 15+

Aşağıda bireylerin iletişim kurmayı isteyeceği veya istemeyeceği 12 durum verilmiştir. Lütfen, yabancılarla İngilizce dilinde iletişim kurup kurmamanın kendi seçiminiz olduğunu varsayarak durumların her birini, 0 ve 100 puan aralığında değerlendiriniz.

% 0 ----- % 50 ----- %100
İngilizce iletişim kurmam İngilizce iletişim kurarım

- _____ 1. Tanıdığım kişilerle küçük bir grup içinde İngilizce konuşmak.
- _____ 2. Bir grup tanımadığım kişiye İngilizce sunuş yapmak.
- _____ 3. Bir grup arkadaşına İngilizce sunuş yapmak.
- _____ 4. Kalabalık bir toplulukta tanımadım kişiler arasında İngilizce konuşmak.
- _____ 5. Tanımadığım kişilerle küçük bir grup içerisinde İngilizce konuşmak.
- _____ 6. Kalabalık bir toplulukta arkadaşlarım arasında İngilizce konuşmak.
- _____ 7. Arkadaşlarımla İngilizce konuşmak.
- _____ 8. Kalabalık bir toplulukta tanıdığım kişilerle İngilizce konuşmak.
- _____ 9. Tanıdıklarımla İngilizce konuşmak.
- _____ 10. Bir grup tanıdığım kişiye İngilizce sunuş yapmak.
- _____ 11. Tanımadığım birisiyle İngilizce konuşmak.
- _____ 12. Bir grup arkadaşımınla İngilizce konuşmak.

Ekleme istediğiniz bir düşünceniz var mı?

_____.

APPENDIX-4

Directions: Below are 20 situations in which a person might choose to communicate or not to communicate. Presume you have completely free choice. Indicate the percentage of times you would choose to communicate in each type of situation. Indicate in the space at the left of the item what percent of the time you would choose to communicate. (0 = Never to 100 = Always)

- _____ 1. Talk with a service station attendant.
- _____ 2. Talk with a physician.
- _____ 3. Present a talk to a group of strangers.
- _____ 4. Talk with an acquaintance while standing in line.
- _____ 5. Talk with a salesperson in a store.
- _____ 6. Talk in a large meeting of friends.
- _____ 7. Talk with a police officer.
- _____ 8. Talk in a small group of strangers.
- _____ 9. Talk with a friend while standing in line.
- _____ 10. Talk with a waiter/waitress in a restaurant.
- _____ 11. Talk in a large meeting of acquaintances.
- _____ 12. Talk with a stranger while standing in line.
- _____ 13. Talk with a secretary.
- _____ 14. Present a talk to a group of friends.
- _____ 15. Talk in a small group of acquaintances.
- _____ 16. Talk with a garbage collector.
- _____ 17. Talk in a large meeting of strangers.
- _____ 18. Talk with a spouse (or girl/boyfriend).
- _____ 19. Talk in a small group of friends.
- _____ 20. Present a talk to a group of acquaintances.

APPENDIX-5

Mehmet Akif Ersoy Üniversitesi Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi Anabilim Dalı programında Doç. Dr. Ferit KILIÇKAYA danışmanlığında “Eğitim Fakültesi Öğretim Elemanlarının İngilizce İletişim İsteklilik Seviyelerinin Çeşitli Değişkenler Açısından İncelenmesi” başlıklı tez çalışmasını yürütmekteyim. Bu çalışma, Türkiye’deki Eğitim Fakültelerinde görev yapan akademisyenlerin İngilizce İletişim İstekliliği düzeylerinin belirlenmesi ve çeşitli değişkenler açısından incelenmesi ve akademisyenlerin iletişim istekliliği düzeylerini etkileyen faktörler hakkındaki görüşlerini belirlemeyi amaçlamaktadır. Araştırma kapsamında nicel verilerin incelenmesine ek olarak katılımcıların görüşlerini almak amacıyla yarı yapılandırılmış görüşmeler gerçekleştirilecektir.

Kenan Çetin

Araştırma Görevlisi, Bartın Üniversitesi

kenancetin@bartin.edu.tr

Görüşmeci:

Tarih:

Saat (başlangıç-bitiş):

Katılımcı:

Ünvanı:

Doğum tarihi:

Görev yeri:

Alandaki çalışma süresi:

YDS Puanı:

GİRİŞ

Merhaba, benim adım Kenan ÇETİN ve Mehmet Akif Ersoy Üniversitesi’nde İngiliz Dili Eğitimi Tezli Yüksek Lisans öğrencisiyim ve ayrıca Bartın Üniversitesinde görev yapmaktayım. Türkiye’deki Eğitim Fakültesi Öğretim Elemanlarının İngilizce İletişim İsteklilik düzeylerini ve bu düzeyleri etkileyen faktörleri incelemeyi amaçlayan tez çalışmamı yürütmekteyim. Bu çalışma kapsamında katılımcıların görüşlerini alarak düşüncelerini öğrenmeye çalışıyorum.

Değerli zamanınızı ayırdığınız ve görüşme talebimi kabul ettiğiniz için teşekkür ederim.

- Bu görüşmeden elde edilecek her türlü bilginin sadece bu araştırmada kullanılacaktır ve bilgiler gizli tutulacaktır.
- Görüşmeyi izin verirsiniz kayıt altına almak istiyorum.
- Sormak veya belirtmek istediğiniz bir şey yoksa sorulara başlamak istiyorum.

GÖRÜŞME SORULARI

1. İngilizce düzeyiniz nedir? YDS puanınız dışında almış olduğunuz bir sertifika var mı? İngilizce özel ders aldınız mı veya İngilizce kursuna gittiniz mi? Üniversitede İngilizce hazırlık gördünüz mü?
2. İngilizceye karşı tutumunuz nasıldır? İngilizce'yi günlük hayatınızda ne sıklıkta kullanırsınız ve akademik hayatınızda ne sıklıkta kullanırsınız?
3. Yazma, okuma, dinleme ve konuşma becerilerinden hangisine veya hangilerine karşı daha yatkın olduğunuzu veya ilginiz olduğunu düşünüyorsunuz?
4. İngilizce konuşmanız gereken durumlarda kendinizi nasıl hissedersiniz?
 - İngilizce konuşmanız gereken durumlarda çekingen davranır mısınız? Evet ise, hangi durumlarda ve neden?
 - İngilizce konuşmanız gereken hangi durumlarda kendinizi daha istekli hissedersiniz?
5. Tanımadığınız ve Türkçe konuşmayan insanlar arasında bulunmak İngilizce iletişim kurma istekliliğinizi etkiler mi? Evet ise, nasıl etkiler?
6. Biriyle daha önce tanışmış olmanız o kişiyle İngilizce konuşma istekliliğinizi etkiler mi? Evet ise, nasıl etkiler?
7. Yabancı bir arkadaşınızla görüşmek İngilizce iletişim kurma istekliliğinizi etkiler mi? Evet ise nasıl etkiler?
8. Birebir konuşmak, küçük bir grup içinde konuşmak ve kalabalık bir grup içinde konuşmak ve halka hitap etmek; bu durumlarda iletişim istekliliğiniz nasıl olur? Hangisinde veya hangilerinde iletişim istekliliğiniz daha yüksek olur, neden?
9. Konuştuğumuz konulara ek olarak, İngilizcede iletişim istekliliğinizi etkileyecek başka faktör var mıdır?
10. Eklemek istediğiniz bir düşünceniz var mı?

SON SÖZ

Size soracaklarım bu kadardı. Bana vakit ayırarak araştırmama sağladığınız katkıdan dolayı teşekkür ederim.

APPENDIX-6

This set of questions is the translated version of the one included on the second page of Appendix-5.

1. What is your English proficiency? Do you have any other certificate regarding your English level other than YDS? Have you ever taken a private course for English? Did you attend to any preparatory classes?
2. What is your attitude towards English? Do you use English in your daily or academic life, if so, how often?
3. Which one(s) of the four skills (reading, writing, listening and speaking) do you think you are more prone to, or more interested in?
4. How do you feel in situations where you need to speak English?
 - Do you feel willing or unwilling in situations where you need to speak English?
 - In which situations do you feel yourself more willing?
5. Does being among strangers who do not speak Turkish affect your willingness to communicate in English? If so, why?
6. Does having met with a person affect your willingness to communicate in English with that person? If so, why?
7. Does being among foreign friends affect your willingness to communicate in English? If so, why?
8. Having an interpersonal conversation, talking in a small group, talking in a crowded group (meetings), and public speaking; how is your willingness in each of these situations and in which one or ones of these situation are you more willing to communicate, and why?
9. In addition to what we talked about, are there any factors you would like to add?
10. Do you have any additional comments or suggestions?

APPENDIX-7

T.C.
BARTIN ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Etik Kurulu

Toplantı Tarihi	Toplantı No	Karar
09.02.2018	03	03

Bartın Üniversitesi Sosyal ve Beşeri Bilimler Etik Kurulu, 09.02.2018 tarihinde saat 13.00'te Kurul Başkanı Prof. Dr. Aslı YAZICI başkanlığında gündem maddelerini görüşmek üzere toplanarak aşağıdaki kararı almıştır.

KONU: Kenan ÇETİN'ne ait 2018-004 nolu başvuru dosyasının görüşülmesi.

KARAR 03: Kenan ÇETİN'ne ait 2018-004 nolu başvuru dosyası kurul üyeleri tarafından incelenerek herhangi bir etik sorun oluşturabilecek sorular/maddeler, süreçler ya da unsurlar bulunmadığı belirlenmiş ve başvurunun kabul edilerek Etik Kurul Onayı'nın verilmesine oy birliği ile karar verilmiştir.

Prof. Dr. Aslı YAZICI
Başkan

Doç. Dr. Ayşe Derya IŞIK
Başkan Vekili

Doç. Dr. Fatma BAĞDATLI ÇAM
Üye

Doç. Dr. Şaban ESEN
Üye

Yrd. Doç. Dr. Bilge SULAK AKYÜZ
Üye

Yrd. Doç. Dr. Cüneyd Aydın
Üye

Yrd. Doç. Dr. Fethi Nas
Üye

APPENDIX-8

Participant G

Some parts of the transcript are removed due to privacy concerns. Demographic information of the participant was not included in the transcript.

P: Participant. R: Researcher

- P If you want we can go on in English, because I know you research about it, that's why I said that we can go on in English, if no problem, we can go in Turkish, which one?
- R *I usually have it in Turkish; but it is up to you.*
- P Okay okay, however you want, let's go in Turkish.
- R *Çalışmanın başında Türkçe olarak başlamıştım.*
- P Konu İngilizce iletişim istekliliği ile ilgili olduğu için acaba dedim, istekliliğimi gör diye.
- R *Çok güzel hocam en yüksek istekliliği olan sizsiniz gerçekten. Söylediğim gibi bu kavramı çalışıyorum ve yabancılarla konuşurken tanıdıklarınız, tanımadıklarınız arasında ayrıca da küçük grup içinde konuşurken, kalabalık içinde konuşurken ve halka hitap ederken nasıl onları inceliyorum. Ondan önce dil düzeyinizi sormak istiyorum...*
- P ...Ben İngilizceye kendi isteğimle başladım, kendi metotlarımla çalıştım, yaklaşık 6-8 ay sonra sınava girdim 80 puan aldım, ama sınava yönelik çalışmadım, öğrenmek için çalıştım. Kelime, gramer ve konuşmayı paralel olarak çalıştım ve belli bir seviyeye geldim...
- R *Yabancılarla iletişiminiz oldu mu?*
- P Yazışmalar oluyor bazen, bir defasında bir tercümanlık yaptım iş görüşmesinde, bunları yapıyorum yani, telefon görüşmeleri de yapıyorum bunları da yapıyorum yani bir sıkıntı yok. Yani tabi ülkeden ülkeye de farklılık gösteriyor şimdi mesela Hindistan'dan bir telefon geldi mesela, telaffuz biraz daha farklı... onla tabi biraz farklı, kelime seçimleri farkettiğim kadarıyla farklı. Ama tercümanlık yaptığım için kelimeleri bağlam içerisinden çıkarabiliyorsun, oradaki vatandaş da İsviçreliydi, uzun yıllar Amerika'da yaşamıştı, profesyonel bir tercüman istedi, ben önerdim ama o benimle devam etmeyi istedi. Öyle bir etkileşimim oldu yabancılarla. -----
- P ----- bizim evde ortak dil İngilizce. Günlük dil artık. Böyle bir ortamda tabi günlük dil otomatikleştiği için sıradanlaştı hatta kendi gramatik yapılarımızı oluşturmaya başladık, ev içinde olduğu için. Dışarda olunca biraz daha farklı tabi, gramere daha dikkat ediyoruz. Tabi sunumlarda daha farklı, şöyle; sunumlara hazırlıklı gittiğimiz için daha akıcı oluyor tabii ki. Ya da alanımla ilgili bir konu olunca daha akıcı konuşuyorum tabi, mesela geçenlerde spontane bir olay gerçekleşti sunum yaptım yabancı bir gruba, İngilizce yaptım. Tabi benim alanımla ilgili olduğu için o da gayet akıcı bir şekilde gerçekleşti, 20 küsur kişi vardı. Kalabalıktı, tabi sempozyumlarda da salona yapıyoruz sunumu. Sunumlara hazırlıklı gittiğim için daha akıcı oluyor tabi, alanımla ilgiliyse daha da akıcı.
- R *Küçük bir grupta farklılık olur muydu İngilizce iletişiminizde?*
- P Eğer sadece ben konuşuyorsam, söyleyeceklerim kafamda olduğu için daha akıcı gerçekleşiyor, gruplarda böyle. Ama soru cevaplı, küçük gruplar içerisinde karşılıklı iletişim olduğu zaman daha farklı durumlar olduğu için

onu test etmek çok kolay değil. Ama duygu olarak, rahatlık anlamında pratik olsun diye soruyorsan tabi küçük grup daha rahat olduğumuz gruplardır. Öyle mesela İngilizce konuştuğumuz, sırf pratik olsun diye, arkadaşlar var.

R *Türk mü bahsettiğiniz arkadaşlar?*

P Evet ama mesela geçen bir ziyarete gittik bir arkadaşım var, onun İngilizcesi benden daha iyi, Amerika'da İtalya'da çeşitli görevlerde bulundu. Onun eşi de yabancı, Türk yabancı karışık, birbirimizi tanıyoruz, eşimin arkadaşı var onunla da İngilizce konuşuyoruz. Yani yabancı Türk karışık olabiliyor.

R *Gruplar dışında birebir konuşmada fark olur mu? Birebir konuşma, küçük grup içinde konuşma, büyük grup içinde veya halka hitap etme, bunlarda nasıl olur, hangisi daha iyi olur sizin için?*

P Birebir daha rahat olur.

R *Neden peki, hocam, bir sebebi var mı?*

P Birebir konuşmalarda genelde günlük ve güncel konular hakkında konuştuğumuz için daha hakim olduğumuz bir alan. Çünkü diğer kalabalık grupları konuşuyorsak bunun bir sebebi vardır, ya bir çalışma sunuyoruzdur ya da bir şey sunuyoruzdur ve bunun bir haritası vardır. Dolayısıyla, hazırlık gerektiren şeylerdir, sebebi budur diye düşünüyorum. Çünkü daha akademik kelimeler seçmek lazım, günlük şeyin dışında yani aslında. Birebir o yüzden konuşulan konuyla ilgili olarak da değişir ama benim için daha rahat.

R *Yani sizin için içerik önemli midir?*

P Tabi içerik önemli evet, yani mesela şimdi güncel konular hakkında rahat konuşabilirim, yani günlük konular dışında, çünkü haberleri İngilizce takip ediyorum ben, ----- gibi yabancı kanalları izlerim fırsat buldukça, yabancı kaynakları takip ederim. Hem dinlerim hem okurum. Ayrıca benim bir hobim var, yamaç paraşütü yapıyorum ve kaynaklar genellikle yabancı. Tabi okuduğun alanla ilgili de kelime dağarcığının geliyor. Bununla ilgili şeyleri İngilizce okuyorum ve tabi okuduğun alanla ilgili kelime dağarcığının da ona göre geliyor, aslında bununla ilgili bir durum yani daha çok konu önemli.

R *Peki dil düzeyinin buna bir etkisi olduğunu düşünüyor musunuz?*

P Yani aslında, ...mmm bu düzeye de zaten birden gelmedik, daha düşük zamanlarımız oldu. Ama ben istekliydim yani ben, çalıştığım iş yerinde, mesela, öğrenmeye başladığım zamanlar, İngilizce'yi, ilk zamanlar iş yerinin çaycısı İngilizce bilmiyordu ama ben ona 'Can I have a cup of tea?' der ve çay isterdim, o da öğrendi bunun ne demek olduğunu. Tabi heyecan yoktu çünkü bildiğim kişiler. O Tabi hiç bilmeden de sıfırın biraz üstündeyken de böyle yabancılarla konuşulan bir ortam olduysa da ona cesaret edememişimdir şu anki kadar.

R *Ek düşünceniz var mı?*

P ----- benim puanım 80 olsa bile ben kendimi daha yüksek hissediyorum, bunu bildiğim için de daha istekli olurum. -----

P ----- pratik eksikliği diye düşünüyorum, Türk'le İngilizce konuşmak istemiyorlar ve bunu bahane olarak öne sürüyorlar. Türklerin Türklerle konuşma istekliliği yok. Her şey öyle hayatta, istemezsen olmuyor.

Participant B

Some parts of the transcript are removed due to privacy concerns. Demographic information of the participant was not included in the transcript.

P: Participant. R: Researcher

- R *İngilizce konuşmanız gereken durumlarda kendinizi nasıl hissedersiniz?*
- P *...İngilizce konuşmam gereken durumda .. çok .. rahat hissetmem. Türkçe konuşmayı tabi tercih ederim. Ama karşımdaki kişim yabancı ise başka bir şekilde iletişim kurma olanağım yok, tabi iletişim kurarım.*
- R *Peki hangi durumlarda daha istekli veya rahat hissedersiniz?*
- P *Sosyal bir ortam ise, .. yani kişisel bir ilişkiyse, bir arkadaşlık ilişkisi ise .. orda rahat tabii .. daha rahat hissedirim yani. Yani sonuçta orda konuşursam hata yapsam, ne bileyim yanlış bir şey söyleyen hem düzeltme şansı var hem de çok bir önemi de yok, nasılsa konuşma sürer gider, orda ne bileyim akademik bir açıklama yapma bir şeyi öğretme derdinde olmuyorsunuz.*
- R *Anlıyorum, İncelemiş olduğum kavrama ait; tanımadığınız insanlar, tanıdıklarınız ve arkadaşlarınız arasındaki farkı inceliyorum, ayrıca küçük bir grup içinde konuşma, kalabalık bir grup içinde konuşma, bire bir ve halka hitap etme alt boyutlarını inceliyorum.*
- R *Tanımadığınız yabancı ve Türkçe konuşmayan insanlarla İngilizce iletişim kurma istekliliğinizi, onları tanımlıyor olmanız etkiler mi?*
- P *Yani o kişiyle iletişim kurma isteğimi etkiler mi? Ha yani ortamda yabancı biri var sırf onunla normalde iletişim kuracaksam konuşmamak için onunla konuşmaktan vazgeçebilirim. Ama ben yani .. normalde de insanlarla çok iletişim kuran bir insan değilim. Çok da lazım değilse, kurmayı veririm yani. Şöyle söyleyeyim, iletişime girme isteğim zaten düşüktür ve bunda İngilizce'nin pek de bir etkisi yoktur.*
- R *Peki daha önce tanışmış olduğunuz, ismini bildiğiniz insanlarla da aynı şey geçerli mi? Onlarla iletişiminiz nasıl olur?*
- P *Hayır, yani yok geçerli değil, ama iletişim kurmak için çok bir çaba göstermem, ama gelir benimle de iletişim kurarsa birisi ben de bir şey demem yani ben de karşılık veririm. Ama bunun dediğim gibi İngilizceyle ilgisi yok.*
- R *Küçük bir grup içinde konuşma, kalabalık bir grup içinde konuşma, bire bir ve halka hitap etme, bunlar arasından hangi durumu daha çok tercih edersiniz?*
- P *Küçük grup ve büyük grup meselesi, yani sizin sorduğunuz şeye uyuyor mu bilmiyorum ama, yurt dışında derste iken, söz alıp konuştuğumda, daha rahat hissediyordum. Ama grup çalışmasında olduğumda biraz daha zor oluyordu, çünkü grup küçük olduğu için birebir iletişim halindesin, öbüründe sen tek başıma, ben tek başıma konuşuyormuş gibi düşünüyordum. Yani büyük grup daha rahat bir durumdu çünkü herkes anladı mı anlamadı mı derdine girmiyordum, çünkü küçük grupta ortak bir amacınız oluyor orda çalışırken falan, herkesin anlamasını istiyorsunuz anlattığınız şeyin, ama öbür türlü herkes anladı mı anlamadı mı düşünmüyorsunuz. Büyük grup içinde konuşurken öğretmen veya kim dinliyorsa, orda o kişinin anlaması yeter benim için.*

R Halka hitap etme nasıldır sizin için?

P Halka hitap etmek daha zor olabilir, çünkü orda ben kendimi en iyi şekilde anlatmak istiyordum, yani büyük grup denildiğinde sınıfı düşünüyorum, sınıf içinde konuşurken benim hiç çekincem olmadı çünkü sınıfta kalkıp konuşurken yani söylediğim şey genelde öğretmene karşı oluyor, o anlaşıldıysa anlaşılmıştır. Herkes anlasın diye bir derdim olmuyordu. Ama halka hitap ettiğimde, toplum anlasın istiyorsam o zaman strese girebilirim tabi, anlaşılır olma adına, acaba dediğimi anlayacaklar mı diye, İngilizce konuşuyorsunuz belki anlamayabilirler. Bir de onlarda da şey olduğu için, Türkler gibi değildir, eksik veya biraz farklı olunca anlamazlar.

R Anlaşılmak sizin için en önde gelen faktör sizin için, doğru anlıyor muyum? Başka eklemek istediğiniz bir şey var mı?

P Tabii ki, yani konuşurken bir şeyin anlaşılmasını isterim. -----
----- çocuklarla İngilizce konuşacaksam o beni daha da zorlar, yani o sonuçta çocuk. Hem yanlış bir şey yapabilirim, öğrenme sürecinde oldukları için, dille ilgili hata yapabilirim diye düşünebilirim. Çocuk olduğu için beni anlaması zor olabilir ve çocuk benim hata yapacağımı hesap edemez. Mesela böyle bir faktör olabilir, ama onun dışında yetişkinler arasında bir fark göz etmem. Profesyonel ve kendi alanımda biri ise daha kolay olabilir çünkü neyden bahsettiğimi daha iyi anlar. Telaffuzumda falan, anlamasında zorlaştıran bir şey varsa bile, konuyu bildiği için ordan o boşluğu kapatabilir ve daha rahat anlayabilir.

R Bu konular dışında eklemek istediğiniz bir düşünceniz var mı?

P Şu da etkili olabiliyor, örneğin iki tarafın da yabancı dili İngilizce ise o zaman konuşmak daha rahat oluyor, insanlar böyle bir ortamdan geçerek İngilizce pratiği yaparlarsa o zaman kendine olan güvenleri daha fazla olabilir. Senin de yabancı dilin onun da yabancı dili ve ikiniz de belli hatalar yapabilirsiniz, burada bir sorun çıkmaz. Kendinizi beğendirmek gibi bir derdiniz çok olmaz. Kişinin kendini ifade etmesi daha rahat olabilir ve İngilizceyi geliştirmesi daha kolay olabilir.

CURRICULUM VITAE

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Education

Master's Degree	MEHMET AKİF ERSOY UNIVERSITY
2016-2019	Department of Foreign Language Education/English Language Teaching
Bachelor's Degree	ABANT İZZET BAYSAL ÜNİVERSİTESİ
2011-2015	Faculty of Education/Department of Foreign Language Education/English Language Teaching

Research Articles:

Published in international refereed journals:

Çetin, K. (2018). Preparing Turkish language learners for Erasmus experience: Bartın case. *Academy Journal of Educational Sciences*, 2(2), 147-158.
<http://dx.doi.org/10.31805/acjes.468467>

Papers presented at international conferences:

Çetin, K. (2018, April). *Preparing Turkish students for Erasmus experience: Can dialogue activities help?* Paper presented at the ASOS 4th International Symposium of Educational Sciences Conference, Alanya Alaattin Keykubat University, Antalya, Turkey.

Çetin, K. & Kılıçkaya, F. (2018, May). *A systematic review of research on reading on screen and on paper*. Paper presented at the 7th International Conference on Narrative Language Studies Conference, Karadeniz Technical University, Trabzon, Turkey.

Book chapters:

Kılıçkaya, F., Çetin, K. & Gündüz, T. (2018). Talking about hypothetical conditions and results. In Rylance, C. & Kevech, A. (Eds) *New Ways in Teaching Grammar* (146-147). Virginia, USA: TESOL.

Activities:

Erasmus+ Training Course “Youth Entrepreneurship for sustainability” in Iasi, Romania (February, 2015)

Erasmus+ Training Course “Soft Skills – Naturally” in Taeveskoja, Estonia (July, 2016)

Erasmus+ Youth Exchange “Old Masters – Young Traditions” in Szeged, Hungary (September, 2016)

Erasmus+ Youth Exchange “Art Over Problems” in Kaunas, Lithuania (September, 2016)

Erasmus+ Training Course “PROJECTION: Boosting Competences of Youth Leaders” in Viljandimaa, Estonia (January, 2017)

Erasmus+ Training Course “Involve’EM” in Viljandimaa, Estonia (February, 2017)

Erasmus+ Youth Exchange “Be Aware: Start to Care” in Kopparberg, Sweden (September, 2017)

Erasmus+ Youth Exchange “Building Peace through Inclusion” in Pontevedra, Spain (March, 2018)