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**EXPLORING THE RELATIONSHIP BETWEEN HIGH SCHOOL
STUDENTS'WILLINGNESS TO COMMUNICATE AND THEIR SELF-
EFFICACY PERCEPTIONS IN TURKISH EFL CONTEXT**

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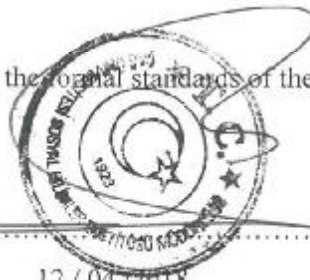
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To my wife, Gizem and my daughter, ElifArya.

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12/04/2018

Hüseyin TAŞDEMİR

ABSTRACT**EXPLORING THE RELATIONSHIP BETWEEN HIGH SCHOOL STUDENTS'
WILLINGNESS TO COMMUNICATE AND THEIR SELF-EFFICACY
PERCEPTIONS IN TURKISH EFL CONTEXT****Hüseyin TAŞDEMİR****Master of Arts, Department of English Language Education****Supervisor: Assoc. Prof. Dr. Jülide İNÖZÜ****April, 2018, 103 Pages**

This research aimed to investigate high school students' willingness to communicate (WTC), their perceived self-efficacy in English and the relationship between these constructs. The researcher also aimed to explore the underlying reasons for the participants' perceptions of themselves as being willing and/or unwilling to communicate and the reasons for the participants' perceptions of themselves as being efficient and/or inefficient in English.

The participants (N=569) were 297 males and 272 females. For data collection, Self-Efficacy Scale for English, Willingness to Communicate Scale and interviews were employed. Descriptive statistics, frequencies and means were utilized to indicate participants' levels of WTC and Self-Efficacy. For investigating the relationship between the participants' WTC and Self-Efficacy levels, Pearson r correlations were employed. Content-analysis techniques were utilized to analyze qualitative data. The results revealed the participants were somewhat willing to communicate ($m=49,79$). Also, participants had low self-efficacy perceptions of themselves regarding English ($m=2,50$). A significant and moderate correlation was found between participants' WTC and their self-efficacy in English ($r=.426$; $p<.01$). Regarding qualitative findings, the participants identified various reasons to account for their willingness or unwillingness to communicate in English. Among these, positive attitude towards English and interest in different cultures were the most commonly stated motives for being eager to talk in English. On the hand, affective concerns of the participants, such as fear of making mistakes or feeling anxious were mentioned as the reasons of

unwillingness. As for their perception of inefficacy in English, the participants mostly highlighted the lack of vocabulary and grammar.

Keywords: Willingness to Communicate, Self-Efficacy



ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRENİMİNDE LİSE ÖĞRENCİLERİNİN İLETİŞİME İSTEKLİLİKLERİ VE ÖZYETERLİK ALGILARI ARASINDAKİ İLİŞKİNİN ARAŞTIRILMASI

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Bu çalışmada lise öğrencilerinin İngilizce kullanarak iletişim kurma konusundaki istekliliklerinin, özyeterlik algılarının ve bu iki kavram arasındaki ilişkinin araştırılması amaçlanmıştır. Araştırmacı ayrıca katılımcıların kendilerini iletişim kurmaya istekli ve/veya isteksiz olarak algılamasının ve İngilizce'de yeterli ve/veya yetersiz olarak algılamasının altındaki sebepleri keşfetmeyi amaçlamıştır. Bu amaçla 297 erkek ve 272 kadın araştırmaya katılmışlardır. Veri toplama aracı olarak İngilizce Özyeterlik Ölçeği, İletişime İsteklilik Ölçeği ve görüşme yöntemi kullanılmıştır. Katılımcıların iletişime isteklilik ve özyeterlik düzeylerini belirlemek amacıyla tanımlayıcı istatistikler, yüzdeler ve ortalamalar kullanılmıştır. Katılımcıların iletişime isteklilik ve özyeterlik seviyeleri arasındaki ilişkiyi belirlemek için Pearson Korelasyon Testi kullanılmıştır. Nitel veri analizinde içerik analiz tekniklerinden faydalanılmıştır. Sonuçlar katılımcıların bir dereceye kadar iletişim kurmaya istekli olduklarını ortaya çıkarmıştır ($m=49,79$). Ayrıca katılımcılar İngilizceye dair düşük bir özyeterlik algısına sahiptir ($m=2,50$). Katılımcıların İngilizce iletişime isteklilik ve özyeterlik algıları arasında önemli ve orta derecede bir korelasyon vardır ($r=,426$; $p<,01$). Nitel bulgular söz konusu olduğunda ise; katılımcılar İngilizce iletişime istekli veya isteksiz olmalarında sorumlu tuttıkları farklı sebepler belirtmişlerdir. Bunların arasında İngilizceye karşı olumlu tutum ve farklı kültürlere ilgi katılımcıların İngilizce konuşmaya istekli olmalarında en çok belirtilen güdülerdir. Diğer yandan, hata yapma korkusu veya tedirgin olmak gibi duyuşsal kaygılar katılımcıların en çok bahsettiği isteksizlik sebepleridir. Söz konusu katılımcıların İngilizce yetersizlik algıları olunca,

dilbilgisi ve kelime bilgisi eksikliği katılımcıların yetersizliklerine neden olarak gösterdikleri en öne çıkan sebeplerdir.

Anahtar Kelimeler: İletişime İsteklilik, Özyeterlik



FOREWORDS

Willingness to communicate is a very necessary part of the language learning process for learners along with their self-efficacy perceptions regarding language learning. Learners who have high levels of willingness to communicate and self-efficacy perceptions are supposed to display more effort when compared to those who are unwilling to communicate and have lower perceptions of themselves regarding their foreign language learning.

Willingness to communicate and self-efficacy perceptions should be taken into consideration during the language teaching-learning process to make learners display correct language behavior. Instructors need to use them and be aware of their importance.



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ABBREVIATIONS

ALQ	: Autonomous Learner Questionnaire
CA	: Communication Apprehension
EFL	: English as a Foreign Language
ESL	: English as a Second Language
WTC	: Willingness to Communicate
L1	: First Language
L2	: Second Language
LCQ	: Learning Climate Questionnaire
SEQ	: Self-Efficacy Questionnaire
SPCC	: Self-Perceived Communication Competence
SPSS	: Statistical Program for Social Sciences

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CHAPTER I

1. INTRODUCTION

This research is examining the levels of high school Turkish EFL learners' willingness to communicate(WTC) and learners' perception of their own self-efficacy. The research also aims to find whether there is a significant relation mainly between these two factors(WTC and self-efficacy). In addition, it is within the scope of the present study to explore the underlying reasons for the participants' perceptions of themselves as being willing and/or unwilling to communicate and the reasons for the participants' perceptions of themselves as being efficient and/or inefficient in English. This introduction chapter consists of the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, and the limitations of the study.

1.1. Background of the Study

It is important for learners of any second/foreign language to communicate in that language in order to develop proficiency and communicative skills of speaking and writing, which has been put forward as the goal of second/foreign language pedagogy in the several studies of some researchers(Akdemir, 2016; Clément, Dörnyei& Noels, 1994; Kang, 2005; MacIntyre, Baker, Clément &Conrod, 2001; MacIntyre, Baker, Clément & Donovan, 2003; MacIntyre&Charos, 1996; MacIntyre, Dörnyei, Clément & Noels, 1998;Şener, 2014;Yashima, Zenuk-Nishide& Shimizu, 2004). It is also worthy of note to say that "current language teaching methodologies aim at developing the learners' communicative competence by promoting classroom interaction between learners as they participate in communicative events"(Clément, Dörnyei& Noels, 1994, p. 424). Learners should use the language "to improve (their) communicative skills"(Yashima, Zenuk-Nishide& Shimizu, 2004, p. 122). MacIntyre&Charos(1996) also states that "... the learners' ability to communicate in the L2 will improve with practice"(p. 17). It is seen there is a growing importance given to the usage of English in and outside the classroom in order to develop language skills. This emphasis on the active use of the language by the learners has brought about the emergence of a significant construct : willingness to communicate(WTC).

McCroskey & Baer (1985) define WTC as a "personality-based and trait-like predisposition," assuming that it is the free choice of an individual to initiate or not to initiate communication. Unlike these researchers, MacIntyre, Clément, Dörnyei & Noels (1998) define WTC in the L2 "as a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (p. 547). MacIntyre, Clément, Dörnyei & Noels (1998) do not confine WTC to a "personality-based and a trait-like predisposition" (McCroskey & Baer, 1985, p. 4). Instead, they take it as a "situational variable with both transient and enduring influences" (MacIntyre, Clément, Dörnyei & Noels, 1998, p. 546). However, the researcher of the present study believes the main factor behind WTC to be an individual's personality as MacIntyre (1994) remarks that "WTC functions as a personality trait, showing stable individual differences over time and across situations" (p. 135). WTC is important for it is the indicator of the frequency of communication put into practice in and outside the classroom (Yashima, Zenuk-Nishide & Shimizu, 2004; MacIntyre & Charos, 1996). In other words, WTC shows how much learners practice what they have learned. Because of these features of WTC MacIntyre et al. (1998) consider WTC as "a proper objective for L2 education" (p. 547).

WTC is not the only factor that predicts the quantity of practice and performance which is produced by learners. Self-beliefs that students have about themselves are important for learner achievement at school (Pajares, 2003). Learners' beliefs which they hold about their own self will lead them to "select tasks and activities they believe are within their capabilities and avoid those that they believe are beyond their perceived competence" (Pajares, 2005, p. 339). Self-beliefs or perceived self-efficacy of students affects their attitudes, behaviors and performance related to learning (Yang, 2004). Students who are at the same level in terms of cognition might show important differences in their intellectual performance "depending on the strength of their perceived self-efficacy" (Bandura, 1993, p. 136).

Perceived self-efficacy is defined as "people's beliefs about their capabilities" by Bandura (1994) (p. 71). Schunk (1985) also gives a definition of self-efficacy by saying self-efficacy is "personal judgments of performance capabilities in a given domain of activities" (p. 208). Bandura states "The stronger the perceived self efficacy, the more active the efforts" (Bandura, 1977, p. 194). Persistent effort raises the probability of success (Bandura & Schunk, 1981; Bandura, 1982). Learners with high perceived self-efficacy struggle, persist and practice more on an activity or desired behavior to be

successful more than those with low perceived self-efficacy. The practice and use of language repeatedly is important for language development.

Both WTC and self-efficacy are important indicators for learners to actively use the L2/EFL in and outside the classroom. Considering WTC's importance for indicating the frequency of practice, some researchers consider generating WTC as "a proper objective for L2 education"(Dörnyei, Clément & Noels, 1998, p. 547). That is why educators should keep in mind their learners' WTC. Similar to WTC, Bandura(1993) claims that formal education should aim to provide the students with self-beliefs(self-efficacy) to make them able to educate themselves during their whole life. That is why teachers and schools have to help their students to create positive self-beliefs for attaining academic success(Pajares, 2003).

Following this line of literature, teachers should take into consideration their students' levels of both WTC and self-efficacy in order to create a suitable learning atmosphere for learning EFL in Turkish high school context. Also, teachers knowing learners' WTC and self-efficacy could contribute to students' classroom participation in communicative activities in EFL and raise their effort and persistence in the face of failure. However, there is a need for exploration of students' WTC and self-efficacy in the Turkish EFL context. This present study might help the teachers better understand their students' condition in terms of WTC and self-efficacy.

1.2. Statement of the Problem

All learners of any particular subject have some perception of their own self about how successful they might be at that certain subject. That perception causes them to succeed or fail in relation and accordance with the negative and positive level of that perception. This perception of their self-efficacy strongly affects the process of learning English as a foreign language in the Turkish high school context. Beside that, being competent in a L2 might not be enough all by itself(Dörnyei, 2003), one should also be willing to communicate in that language. That is why the WTC and self-efficacy of learners are important for L2/foreign language education and there is a need for investigating the learners' levels of WTC, perceived self-efficacy and their relation with one another.

1.3. Purpose of the Study

In this present study, the researcher addresses perceived self-efficacy and willingness to communicate(WTC). It is the researcher's goal to find learners' perceptions of their self-efficacy and levels of WTC in Turkish high school EFL context. It is within the goals of the present study to find if there is a statistically important relation between self-efficacy and WTC of the participants. This study also aims to investigate the underlying reasons for the participants' perceptions of themselves as being willing and/or unwilling to communicate and the reasons for the participants' perceptions of themselves as being efficient and/or inefficient in English.

1.4. Research Questions

Below are the research questions of the current study:

1. What is the participants' level of Willingness to Communicate(WTC) in Turkish high school EFL context?
2. What is the self-efficacy level of the participants for EFL in Turkish high school context?
3. Is there a meaningful relationship between the participants' WTC and self-efficacy levels?
4. What are the underlying reasons for the participants' perceptions of themselves as being willing and/or unwilling to communicate in English?
5. What are the underlying reasons for the participants' perceptions of themselves as being efficient and/or inefficient in English?

1.5. Significance of the Study

The present study aims to make some contributions to understand WTC, perceived self efficacy and their relationship in Turkish EFL high school context. The findings in this study might be a useful source of theory and practice that concerns learners' WTC and self-efficacy levels and their relation to one another. Also, the findings in the present study might help high school EFL teachers to better understand what the place of their learners' perceived self-efficacy and WTC is in learners' language learning process. By using this new information, they might be able to arrange their teaching methods, approaches, techniques and materials according to their

students' levels of perceived self-efficacy and WTC. Besides teachers, material developers also might use the findings of this study to create new materials which meet the learners' needs in the areas of language learning related to WTC and self-efficacy.

1.6. The Limitations of the Study

Although this current study gives new and important knowledge about the insights of Anatolian high school students who are the learners of EFL in the Turkish context on their perspectives of how they see themselves as language learners in terms of their self-efficacy and WTC levels, it still has some limitations. Even though the study has more than 550 participants, all of them are from the same high school with the note that they are from very different parts of the city of Gaziantep. There could have been more participants from different schools.

Another limitation of the study is that the findings mainly rely on quantitative data. Although interviews were conducted to get a more in-depth look into the participants' ideas about the related issues, the number of the interviewees is limited to thirty-two participants. Also, the interviewees were the only source for qualitative data. Narratives from students might be helpful in further studies to enrich the data.

CHAPTER II

2. REVIEW OF THE LITERATURE

2.1. Introduction

In this chapter, the researcher gives the definitions for both of the related concepts of willingness to communicate(WTC) and self-efficacy. Then, he gives information about studies related to WTC in the L2/EFL. Following these, studies on self-efficacy concerning EFL/ESL learning are given in detail.

2.2. Willingness to Communicate

2.2.1. The Foundations and Definitions of Willingness to Communicate(WTC) in Speakers' Native and Second/Foreign Language

The term, WTC was originally developed and used for the native/first language(McCroskey& Baer, 1985; McCroskey& Richmond, 1990;McCroskey, 1992). It was, for the first time, coined by McCroskey (1992) and McCroskey& Baer (1985). However, before they coined the term "willingness to communicate," there were other studies which their concept was based on. These studies were unwillingness to communicate by Burgoon(1976), predispositions toward verbal behavior(Mortenson, Arntson&Lustig(1977), oral communication apprehension by McCroskey(1977), shyness by Richmond(1984) and McCroskey (1977), communication apprehension by McCroskey(1970) and reticence by Philips(1965, 1968).

McCroskey& Baer (1985) and McCroskey& Richmond(1990), holding the same point of view, defined willingness to communicate as a "personality-based and trait-like predisposition" assuming that it is the free choice of an individual to talk or not to talk. Also, they still believed in the fact that even if it is the choice of a person to talk or not, it is still affected by "the constraints of the encounter" of two people(McCroskey& Baer, 1985). McCroskey(1997) also gave another definition for WTC, which is "an individual's predisposition to initiate communication with others"(p. 77). Although MacIntyre, Dörnyei, Clément & Noels (1998) developed a situational model for WTC, they still admitted that individuals have similar reactions in diverse situations regarding their communication behavior, by which they stressed the importance of personality in WTC. In a similar path with this view, McCroskey&Richmond (1990) also claimed that

it is people's personality which determines whether a person is going to communicate in a similar situation.

As said before, this concept of WTC is based on the measurement of the consistent personality tendencies of an individual to initiate/avoid a probable talk (McCroskey, 1992; McCroskey & Baer, 1985). MacIntyre (1994) supported that by stating "WTC functions as a personality trait, showing stable individual differences over time and across situations" (p. 135). MacIntyre (1994) also thought that WTC largely explains one's intention to start a communicative behavior on the basis of the personality of an individual. However, he also stated "Situational variation must also be expected" (MacIntyre, 1994, p. 140).

In 1996, with the study of MacIntyre & Charos (1996), which claimed that WTC seems "to adapt well to the second language context and (WTC) may represent a profitable addition to this literature" (p. 20), WTC construct started to be used in the L2 contexts as well. MacIntyre (2007) claimed that WTC made the researchers enable to integrate different fields into L2 researches. These changes in the perception of WTC caused the emergence of new definitions for WTC following its usage in L2/foreign language contexts.

Apart from personal traits affecting WTC, situational variables started to gain importance in L2 WTC because of "a number of intergroup and issues, social and political implications" (MacIntyre et al., 1998, p. 546). MacIntyre et al. (1998) defined WTC "as a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (p. 547). MacIntyre (2007) also described L2 WTC as a volitional process which needs to be analyzed through dynamic changes in the processes during communication at a definite point.

2.2.2. Literature of WTC in the L2

As mentioned above, the concept of WTC is based on the measurement of the consistent personality tendencies of an individual to initiate/avoid a probable talk (McCroskey, 1992) and McCroskey and his colleagues' studies were concerned with the participants' WTC in their native languages (Chan & McCoskey, 1987; McCroskey & Baer, 1985; McCroskey & Richmond, 1990; McCroskey & McCroskey, 1988; Zakahi & McCroskey, 1989). However, in the year of 1996 with the study of MacIntyre & Charos (1996), which claimed that WTC seems as a useful addition to the

L2 literature, WTC construct started to be used in the L2 contexts as well.

MacIntyre&Charos(1996) carried out a study, in which the researchers believed that using the target language is vital for developing proficiency and also specified that the main aim at learning a language is to communicate in that particular language with other people. The participants were 92 Anglophones in Ottawa, Canada. All the participants spoke English as their L1 and they knew very limited French. A WTC scale designed especially for L2(French) was used to measure their level of willingness to communicate in French. They found that participants whose WTC was higher tended to communicate in the target language more than the ones whose WTC scores were lower. It was also seen that "Perceived Communicative Competence" and the availability of the amount of chances for interaction inside and outside the classroom had an important place in their willingness to use the L2. Considering the results of their study, the researchers assumed that "The learners' ability to communicate in the L2 will improve with practice"(MacIntyre& Charos,1996, p. 17). They came to the conclusion that the WTC construct is a useful way of measurement for the WTC of L2 learners and it may be a "profitable addition" to the L2 literature(MacIntyre&Charos, 1996, p. 19).

MacIntyre, Noels & Clément(1997) conducted a study to understand the effects of language anxiety and individuals' self perceptions on second language learning. They found more nervous students are prone to underrate their abilities when compared to those who are less nervous. That shows it is very important for a language learner how he/she perceives himself/herself in his/her success in the learning process. Yashima(2002) and Hashimoto (2002) also found that ones who perceive themselves as competent tend to have a higher WTC. In their study, language anxiety was also found to affect negatively learners' actual and perceived proficiency in the target language. Besides, they found that less anxious students tended to produce better output than the ones who were more anxious. They expressed that the anxious learners were expected to be more reluctant to use the language, which would affect their language proficiency not to develop as much as their less anxious counterparts. Supporting that, MacIntyre& Gardner(1991) found "negative correlations between vocabulary learning and effects of anxiety"(p.17).

Following the growing importance given to L2 WTC, MacIntyre, Dörnyei, Clément & Noels(1998) submitted a heuristic model of conceptualization of L2 WTC in a pyramidal form, which showed the constituents of their model(Figure 1). They saw the change of language in the act of communication was important for one's WTC and

thought that L1 WTC is not simply transferred to L2 WTC. They defined WTC "as a readiness to enter into discourse at a particular time with a specific person or persons, using a L2"(MacIntyre et al., 1998, p. 547). In their model, there are six layers starting from the top to the bottom. The first three layers are about situational and transient influences like the desire to communicate with a specific person, the state of communicative self-confidence, behavioral intention(WTC) and the communication behavior(actual L2 use) in the L2 while the last three layers at the bottom are about more stable and enduring influences like individuals' personality, interpersonal motivation, intergroup motivation, self confidence, intergroup attitudes, social situation, communicative competence and intergroup climate. They consider generating WTC as "a proper objective for L2 education"(MacIntyre et al., 1998, p. 547). As understood from their pyramidal conceptualization of WTC, they did not confine WTC to a "personality-based and a trait-like predisposition"(McCroskey& Baer, 1985, p. 4) but they take it more as a "situational variable with both transient and enduring influences"(MacIntyre et al., 1998, p. 546).

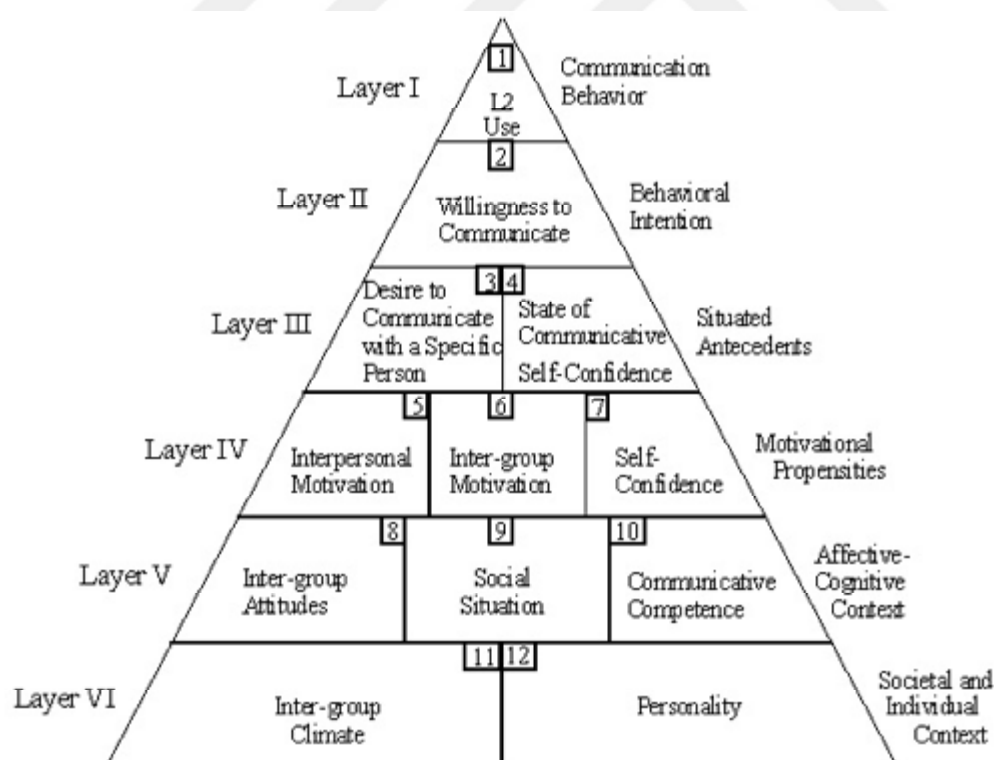


Figure 1. Heuristic Model of Variables Influencing WTC (MacIntyre, Clément, Dörnyei& Noels, 1998; p. 547)

MacIntyre, Babin & Clément (1999) extended the research of Zakahi & McCroskey (1989), who asked their participants with low/high WTC to participate in a laboratory experiment, which was only a test to understand the difference in their behavior patterns according to their WTC levels and there was no laboratory experiment in reality. MacIntyre, Babin & Clément (1999) extended this research by not only asking their participants to come to the laboratory without doing anything but also by asking them to actually join in the actual oral and written communication to measure their state WTCs. The participants' trait WTC was measured in terms of introversion, perceived communication, communication apprehension, self-esteem and emotional stability. The ones who were extraverts and had high emotional stability tended to be more willing to communicate. Low emotional stability caused individuals to feel insecure, distressed and to have feelings of inadequacy. Kang (2005) as well emphasized that the feeling of insecurity is a reason for individuals to be less willing to communicate. "Perceived competence was found to be the best predictor of an individual's WTC with very strong path(.84)" (MacIntyre et al., 1999, p. 223).

The ones with higher WTCs accepted to come to the laboratory just like what happened in the study of Zakahi & McCroskey (1989). It is seen that the decision to initiate a conversation is determined one's trait WTC but to continue or to stop the act of communication is determined by one's state WTC (MacIntyre et al., 1999), which fluctuates during the very time when the communication is actually taking place (Kang, 2005). MacIntyre et al. (1999) found that, in uneasy speaking tasks, anxiety seems to be the strongest predictor for state WTC.

In Canadian French as a L2 context, MacIntyre, Baker, Clément & Conrod (2001) searched for the interrelationship among language learning preferences, social support and WTC with French immersion participants. There were 79 ninth graders learning French from Nova Scotia whose L1 was predominantly English despite their diverse ethnic backgrounds. Their language orientations consisted of job related orientations, travel, friendship orientations, increased knowledge orientation about the target language group and school achievement orientation. It is possible to liken these orientations to Yashima's (2002) "international posture" because of the fact that they are both related to some kind of interest in interaction with different linguistic and cultural groups other than learners' own. They found high correlations among these social orientations and their L2 WTC unless a distinction between inside and outside class was made. Job related and travel orientations were more effective outside the class. Travel

and friendship with the Francophones were two important social orientations. Social support was also found to be important for language learning especially the peers, parents and teachers. The WTC of the participants in the classroom was higher than their WTC outside the classroom regarding the four skills of language. They found that people showed consistent tendencies (personality-based and trait-like) toward different communication situations, which could be due to the features of the present study according to MacIntyre et al. (2001), who advised observational techniques to analyze situational WTC of learners. They also suggested that learners with high L2 WTC were more likely to be more successful in comparison to their peers with lower L2 WTC.

Another study in Canadian context was one conducted by MacIntyre, Baker, Clément & Donovan (2002) with junior high school French immersion students and they found out that L1 WTC was higher than L2 WTC in terms of grade, general WTC was higher among girls than boys and anxiety was higher in the L2 than it is in the L1. These results remind us of the fact that "It is highly unlikely that WTC in the second language (L2) is a simple manifestation of WTC in the L1" (MacIntyre et al., 1998, p. 546). MacIntyre et al. (2002) also found that L2 perceived competence has the highest correlation with L2 WTC in all three grades, which showed that one's perception of competence of himself/herself affects one's WTC (Baker & MacIntyre, 2000, cited in MacIntyre, Baker, Clément & Donovan, 2002). The participants who had positive attitudes, like some other studies (Yashima, 2002; Yashima et al., 2004), were more inclined to be willing to communicate with stronger perceived competence and a higher frequency of usage of the target language (MacIntyre et al., 2002).

L1 and L2 WTC has no important correlation (MacIntyre, Baker, Clément & Donovan, 2003). MacIntyre, Baker, Clément & Donovan (2003), in a study emphasizing the importance of use of the target language in order to learn the language, studied with Anglophone university students. They found L2 WTC has a negative correlation with communication apprehension and a positive correlation with motivation. It was also found that WTC and motivation are two important components of the language learning. WTC and motivation are indicators of L2 communication frequency and high WTC students have a higher rate of language use in school environment (Hashimoto, 2002).

In the Chinese EFL and cultural context, Wen & Clément (2003) studied WTC. Chinese people were more concerned with what the other people thought of themselves and they regulated their behavior accordingly. The expectations of their community

were very important for them and that somehow made them avoid the using of the language in the classroom. Teacher's role as a source of knowledge and authority and the fear to make a mistake made the learners too nervous to communicate, which made them refrain from using the language for the interaction that is needed for learning to effectively happen in the classroom(Lightbown&Spada, 1999). They were closed to the other societies and that prevented them from effectively learning the language, which, in a way, justified Yashima's (2002) international posture.

Wen & Clément(2003) made a distinction between the desire(deliberate choice and preference) to talk and WTC(a readiness to act). For example;a language learner might have the desire to speak in the classroom but he/she may not do the actual act of communication because of the tense atmosphere in the classroom. They counted some elements as the variables in their conceptualization, which are societal context, personality factors, motivational orientations and affective perceptions. They interpreted WTC in the Chinese cultural context.

Yashima(2002) made a research in EFL context in Osaka with 389 university students in Japan. She found that, similar to MacIntyre(1994), WTC is composed of more perceived communicative competence and a lower level of communication anxiety. She also gave importance to what she called "international posture," which is composed of "intergroup approach tendency, intercultural friendship orientations, interest in international vocations and activities and interest in foreign affairs"(Yashima, 2002, p. 63). She reached the conclusion that international posture and learners' beliefs in their abilities regarding L2 use are important in L2 learning and communication. She also emphasized, in order to raise students' WTC, students' interest in different cultures and international affairs and activities should be raised. Thinking of the WTC model of MacIntyre et al. (1998), whose goal for L2 learning is real and genuine communication among individuals from different backgrounds and the importance they give to "the positive attitude towards L2 community" (p. 552), Yashima's (2002) "international posture" is a good point as a reason for L2 learning.

Yashima, Zenuk-Nishide&Shimizu(2004) conducted a study with Japanese students with native speaker teachers and the students who, at the same time, had a chance to study the language in the USA with host families. They hypothesized that "international posture," which is an interest in the target language affairs and values, has a direct link with the L2 WTC. They found that "international posture" directed students' communicative behaviors in a positive trajectory. WTC indicated the

frequency of L2 use inside and outside the classroom. The ones who had higher WTC scores used the language more often with their new friends and host families inside and outside the classroom in different contexts, which helped them improve their language skills by practicing more. Thus, WTC, by indicating the participants frequency of communication, also determined one's perceived competence in the target language. Yashima et al.(2004) stressed that it is important to use language to get more confident and develop their linguistic skills.

In Korean foreign language context, Kang(2005) conducted a study with four male Korean students examining interlocutor, topic and conversational context under the influence of the three situational variables of excitement, security and responsibility. These two group of variables are found to be interdependent, changing the participants communication behaviors together at any moment before and during the time of conversation. Thinking of these variables, Kang(2005) made a new description for WTC by stating "*(WTC)is an individual's volitional inclination towards actively engaging in the act of communication in a specific situation*, which can vary according to interlocutor(s), topic, and conversational context"p. 291). In the study, all variables in the environment affected each other. Thus, one's WTC might "fluctuate during communication"(p. 290). To exemplify this fluctuation of one's willingness to communicate, while a participant of her study felt secure in the class of a teacher, the same participant might felt insecure and less willing to speak up when there was a native speaker or a more fluent nonnative speaker present at the environment. To give another example, another participant did not like a teacher and was less willing to communicate in the class when that particular teacher was present. However, in this same situation, the participant might be very willing to start a conversation when he liked the topic of the day.

Other than L2 WTC antecedents such as security, excitement, responsibility(Kang, 2005), motivation(Hashimoto, 2002;MacIntyre&Charos, 1996), social support(MacIntyre et al., 2001), attitude towards international community(Yashima, 2002;Yashima et al., 2004), perceived communication competence(Hashimoto, 2002; MacIntyre et al., 2002) and communication anxiety(MacIntyre et al., 1998; Yashima, 2002) ; context(Kang, 2005) is also important for WTC. Cao &Philp(2006) searched the concept of context in terms of the number of interlocutors with whom a person is communicating/addressing to at the same time. The contexts which were analyzed in their study were whole class, pair work and group

work. Significant differences were found to exist among these three contexts regarding their correlation to L2 WTC. The willingness to initiate a conversation was the least with the whole class and there were also less chances for communication in the whole class context in comparison to the other two contexts.

Cao & Philp(2006) also tried to find if there was a difference in the participants' self report WTC behavior and their actual WTC behavior by observation and audio recordings. Their WTCs differed significantly in terms of these three types of contexts. In their interviews, the participants stated that group size, self confidence, familiarity and interlocutor participation to be important factors which affected their WTC.

MacIntyre(2007) described L2 WTC as a volitional process, elaborated the importance of motivation in the learning process to create L2 WTC and spoke of the functions of three types of anxiety(state level, situation-specific and trait type) while he stressed that the researchers should focus on what happens during the time of communication. Akdemir(2016) also emphasized the importance of using qualitative methods in order to understand situational WTC.

De Saint Léger & Storch(2009) studied with native speakers of English who have been learning English for at least eight years. They used questionnaires, teachers' assessment and semi-structured interviews to gather data. Fluency was found to be the strongest source of difficulty for these learners which was followed by turn taking and pronunciation. At the beginning of the semester, which was a total of 12 weeks, vocabulary, fluency and lack of confidence were sources of concern for the participants. Vocabulary was a smaller source of concern at the end of the semester in comparison to its effect on the participants at the beginning of the semester, which was the fourth week.

Grammar and pronunciation were sources of concern only for a few learners than the expected by the researchers(de Saint Léger & Storch, 2009). Positive attitude was seen a strength in oral proficiency in this study, supporting Yashima's (2002) international posture. Beside positive attitude, confidence, grammatical knowledge, pronunciation and accent were considered to be strengths in oral proficiency. Some participants feared and discouraged by their more competent peers in the classroom, which was found in another study by Kang(2005).

De Saint Léger & Storch(2009) also found that there were some difficulties with small group discussions for the participants. These difficulties were the lack of vocabulary/linguistic knowledge, the unwillingness to communicate of some group

members in the L2 and the lack of preparation of some group members. Some of them perceived these small group discussions as a chance to use the L2 and some perceived them as a real challenge. The participants found the classroom environment to be threatening and competitive which caused anxiety, which was seen as the cause for less class participation.

In Turkish EFL context, Çetinkaya(2005) conducted a study with 365 university students to ascertain their WTC in situations when they had the chance to communicate in English in İzmir. She both used quantitative(questionnaires) and qualitative(semi-structured interviews with 15 students) research methods. She reached the conclusion that the students were "somewhat willing to communicate"(p. 76). The participants chose communicating with friends and acquaintances in dyads and small groups when compared to communicating with strangers in large groups, especially in giving presentations. Also, the students wanted to communicate in English for real aims rather than for practicing. They found it "absurd" to talk with their Turkish friends in English. The participants used internet for brief conversations with foreigners but their conversations with the foreigners were very limited. On one hand, students were unwilling to read in English while, on the other hand they were willing to have pen pals to communicate in English. The participants also expressed they had few opportunities to communicate in English.

One other study conducted in the Turkish EFL context was Atay& Kurt's(2009) study. They studied on the factors affecting learners' WTC. They used both qualitative(semi-structured interviews) and quantitative(questionnaires) research methods for this purpose. Their participants were 159 preparation school students in a university in Istanbul. They found that the participants with higher levels of international posture had high levels of WTC at the same time both in and outside the classroom. Also, they found that perceived competence was the indicator of WTC.

Similarly, Şener(2014) searched for WTC of Turkish EFL university students, using semi-structured interviews. Students' overall WTC was moderate and high both inside and outside the classroom. They were less willing while they were expected to talk to larger groups. The participants considered English to be utmost important for them even after they are graduated from their schools. He found parallel results for attitudes toward English and international community, with Yashima(2002). They had highly positive attitudes towards different cultures. This affected WTC in a positive direction. WTC is positively affected by self-perceived communication competence and

negatively affected by anxiety both inside and outside the classroom. In her study, less anxiety with high perceived confidence resulted in high levels of WTC. The participants showed less WTC while they were to talk to their teachers.

Asmalı, Bilki&Duban(2015) analyzed L2 WTCs of 130 Turkish and Romanian university students in EFL contexts of these countries. They used quantitative research methods(questionnaires) in their study. They wanted to find out what these students' willingness to communicate in English(L2 WTC), self-perceived communication competence(SPCC) and communication apprehension(CA) were. Also, they searched for the differences and relations between these two groups of students regarding their ideas on these relevant issues. L2 WTC, SPCC and CA of Turkish students were all found to be lower than their Romanian counterparts. That showed the fact that although the communication apprehension of the Turkish participants was low, it did not have an important positive effect on their L2 WTC and SPCC. On the other hand, when compared to the Turkish students, the Romanian ones had higher levels of L2 WTC and SPCC while they had a lower level of CA.

Asmalı(2016) conducted another study following his and his colleagues' study with the Turkish and The Romanian students. There were 251 Turkish participants from a state university in Turkey. He investigated WTC and its antecedents through a structural equation model. He found that participants' confidence in English, their attitudes toward international community and their motivation to learn English had a direct and important effect on WTC of the participants.

Another study in Turkish EFL context was by Öz, Demirezen&Pourfeiz(2015). Their participants were 134 university students(34 male and 100 female) with an age range of 19 to 22. They analyzed Turkish EFL learners' L2 WTC, self-perceived communicative competence(SPCC), communicative apprehension(CA), motivation, ideal L2 self, attitudes toward learning situation, integrativeness and instrumental orientation. Only one-fifth of the participants had a high level of WTC, about 14% of them had a high self-perceived communicative competence and about one-fifth of them had a high communication apprehension. Also, except for communication apprehension, no significant difference was found between male and female participants. Beside that, they found that communication apprehension and perceived communicative competence were the strongest indicators of WTC as in some other studies like MacIntyre(1994) and Yashima's(2002). It was also found that motivational factors affected WTC in an indirect manner.

2.2.3. The Importance of L2 WTC in Second/Foreign Language Education

It is important for learners of any second/foreign language to communicate in that language in order to develop proficiency and communicative skills of speaking and writing, which has been put forward as the goal of second/foreign language pedagogy in the several studies of some researchers (Akdemir, 2016; Clément, Dörnyei & Noels, 1994; MacIntyre, Baker, Clément & Conrod, 2001; MacIntyre, Baker, Clément & Donovan, 2003; MacIntyre & Charos, 1996; MacIntyre, Dörnyei, Clément & Noels, 1998; Kang, 2005; Şener, 2014; Yashima, Zenuk-Nishide & Shimizu, 2004). MacIntyre & Charos (1996) stressed that the more the participants use the language the better their language skills will get. Also, Yashima, Zenuk-Nishide & Shimizu (2004) found similar results. As seen in these studies, it is vital for language learners to use what they learn in order to practice and improvement of the learned elements of the target language.

Swain (1985) as well put forward that learners have to be made to produce comprehensible output to be able to claim that learning has taken place. MacIntyre, Noels & Clément (1997) also argued learners who have more language activity are prone to display more successful language behavior. Long (1985) also remarks that "interlanguage talk" is important for conversation in the L2, which is necessary for language learning. Similar to Long (1985), Lightbown & Spada (1999) gave importance to the interaction occurring inside the classroom and claimed that it is a necessary element for L2 learners to develop oral proficiency in their target language. Clément, Dörnyei & Noels (1994) also stressed that modern language methods focus on authentic language use with individuals from different backgrounds. They all signified the importance of the use of the target language in the learning process inside and outside the classroom.

This is why WTC is crucial because of the fact that it is the indicator of the frequency of communication that is done by learners inside or outside the learning environment (MacIntyre & Charos, 1996; MacIntyre & Clément, 1996; Yashima, Zenuk-Nishide & Shimizu, 2004), which means WTC indicates how much interaction and the use of the target language take place. Given this important feature of WTC, MacIntyre et al. (1998), keeping in mind that they also saw "the ultimate goal of language learning: authentic communication between persons of different languages and cultural backgrounds" (p. 559), indicated that it is an appropriate goal for L2 learning to get

learners' WTC to higher levels.

2.3. Self-Efficacy

The term, "Self-Efficacy" was coined by Bandura(1977), especially in the field of psychology dealing with the individuals who have phobias and their treatments(Bandura, Adams & Beyer, 1977) along with studies regarding business, athletics, medicine, psychology and international affairs(Pajares, 2005). Bandura constructed his theory under the Social Cognitive Theory. Bandura(1977) mainly based his theory on the assumption that "psychological procedures, whatever their form, serve as means of creating and strengthening expectations of personal efficacy"(p. 193). Bandura(1977) defined perceived self-efficacy as: "People's judgments about their capabilities to organize and execute courses of action required to attain designated types of performance"(p.174). Similarly, according to Schunk (1985), self-efficacy is about one's beliefs related to being successful in a specific field of activity.

Bandura(1977) claimed that humans improve much of their behavior through modeling and observation of their environment. They observe others and learn from the results of their actions. These results affect the nature of their own behaviors. Besides, this observation is not a simple form of imitation. People consciously learn from what/who they observe. If the observed behavior leads some kind of punishment/negativity, it is unlikely for the observant to simply imitate the behavior.

There are many studies that show self-efficacy affects academic motivation, learning and achievement(Pajares, 1996, Schunk, 1995; Schunk&Pajares, 2001) because self-efficacy beliefs influence the selection of a task, how much effort will be spent on the given task, how perseverant an individual will be for the task and how resilient an individual will be in the face of a challenging and difficult task(Pajares, 2006; Schunk, 1995; Schunk&Pajares, 2001; Bandura, 1977,1994, 1997; Zimmerman, Bandura & Martinez-Ponz, 1992). Also, Bandura(1994) considered self-efficacy to be the indicator of the amount of effort one puts into a given task, which means that the higher the self-efficacy level of theirs, the more effort one is likely to put for a certain task at hand.

Self-efficacy beliefs of one are more important than what one actually thinks he/she is capable of(Bandura, 1997; Pajares, 2003). For example, individuals with the same or relatively similar levels of intelligence might show very different achievement

relying on their self-efficacy perceptions (Bandura, 1993). As seen, the beliefs one holds to be true about oneself might be stronger in determining human functioning/behaviors rather than the actual capability of one. Also, people with a high perceived self-efficacy pursue diverse and difficult occupational choices, put more effort and show more interest in them (Bandura, 1993; Bandura & Locke, 2003) unlike people with low perceived self-efficacy who easily give up in the face of difficulties (Bandura, 1993, 1994) because they have serious doubts about whether they possess the required skills (Bandura, 1982). Bandura (1994) also explained a high sense of self-efficacy might affect one's life in a positive direction by stating that "Self-efficacy beliefs determine how people feel, think, motivate themselves and behave" (p. 71).

2.3.1. Sources of Self-Efficacy

Bandura (1986, 1994) and Zimmerman (2000) classified four sources of self-efficacy, which are 1) Mastery experiences, 2) Vicarious experiences, 3) Social persuasion, and 4) Physical states and emotional arousal of individuals themselves.

2.3.1.1. Mastery Experiences

Mastery experiences are the main source of efficacy beliefs (Bandura, 1982, 1994; Pajares, 2003; Zimmerman, 2000). Individuals' expectations of their limits of capabilities are shaped by their own experiences rather than by observing what results occur while others performed a particular task (Bandura, 1977). Having successful experiences raises one's perception of his/her efficacy expectations while having failures lowers this perception (Bandura, 1982). Successful personal achievements in mastery experiences have a strong tendency to generalize to other situations (Bandura, 1982). While successive accomplishments raise the sense of self-efficacy, the nature of the tasks which have been accomplished by the individual has utmost importance: Easy tasks and accomplishments with noteworthy help from others do not necessarily affect that sense of self-efficacy beliefs positively (Tschannen-Moran, Woolfolk-Hoy & Hoy, 1998). Also, early failures stemming from the individual himself in the process of the execution of a task lower one's self-perceived capabilities. Instead, "Independent and self-directed tasks done by oneself strengthens perceived self-efficacy; which help individuals overcome their fear and threats they face, have lower stress levels in the face

of doing different tasks and, again, strengthen perceived self-competency"(Bandura, 1977, p. 202). Also, accomplishments in challenging tasks in which one longs to achieve success confirms the current self-efficacy perceptions(Bandura, 1982).

2.3.1.2. Vicarious Experience

Vicarious experiences are another source for self-efficacy beliefs. It is simply learning through modeling others around us. Observing similar individuals accomplish a challenging task with effort may give the observers around a sense that he/she can perform the same or similar tasks(Bandura, 1977, 1982). Learning through observation starts very early in an individual's life. Family is a very important observation place for development of children's self-efficacy beliefs(Schunk&Pajares, 2001). After family, peers start to gain more importance, especially in adolescence. Seeing others who resemble to oneself succeeding/failing in an uneasy performance make one envision that he/she can succeed or fail in that particular task according to the results of the observed situation(Schunk&Pajares, 2001). Also, the "modeled behavior with clear outcomes conveys more efficacy information than if the effects of the modeled actions remain ambiguous" (Bandura, 1977, p. 197).

2.3.1.3. Verbal Persuasion

Verbal persuasion is one of the four sources of self-efficacy beliefs. It is widely used because it is available and easy to use for people for affecting people's actions(Bandura, 1977). It is another way to strengthen an individual's self-beliefs. Apart from Bandura(1977), Pajares(2003) also expressed that there are both negative and positive persuasions. The positive persuasion is used to strengthen self-beliefs while the negative persuasion is employed for weakening self-beliefs. People use verbal persuasion to encourage or discourage individuals around them. Bandura(1994) expressed when a person is persuaded that he/she can do better, they are likely to put much more effort into their work and they do not focus on the problems occur during the process. However, no matter how strong verbal persuasion is, if this persuasion is disconfirmed by negative experiences, its effects are easily erased(Bandura, 1977). Also, the credibility of the persuader is very important. If the trust in the source is high, the same is valid for the persuasion(Bandura, 1977). For example, Schunk&Pajares(2001) perceive feedback as a kind of verbal persuasion. If this

feedback is coming from an expert, it is given importance by an individual. However, if it is coming from a non-expert source, this kind of feedback will not be given the same amount of importance.

2.3.1.4. Physical States and Emotional Arousal

People's emotions like anxiety and stress are indicators for people to understand and evaluate their coping skills in the face of difficult tasks and performances (Bandura, 1982; Pajares, 2003). That is why Bandura takes physical and emotional states of people as a source of efficacy beliefs. Zimmerman(2000) explained this situation by saying "...students base their self-efficacy judgments on their perceived *physiological reactions* such as fatigue, stress, and other emotions that are often interpreted as indicators of physical incapability"(p. 88). People are clearly affected by their feelings and emotions at the moment of performance. In the face of challenging tasks, emotional arousal causes individuals to underperform(Bandura, 1982). It is, again, seen people's capability beliefs are affected strongly by their physical states and emotional conditions. High emotional arousals like fatigue, stress, aches, pains and anxiety are perceived as signs of incapability in the face of difficult tasks(Bandura, 1982) while "reduced emotional arousal confirms increased coping capabilities"(Bandura, 1977, p. 202). Unless a person feels excited, anxious and stressed when she/he is to perform a difficult task, that person is likely to be successful to get the desired outcome. Physical states and emotions are important indicators of efficacy beliefs.

2.3.2. Processes that Affect the Perceived Self-Efficacy

Bandura(1993,1994) indicated that there are four major processes creating beliefs related to one's perceived self-efficacy: 1)Cognitive processes, 2) Motivational processes, 3) Affective processes, and 4)Selection processes.

2.3.2.1. Cognitive Processes

"Most courses of action are initially shaped in thought"(Bandura, 1993, p. 118). People with high self-efficacy beliefs dwell on successful scenarios on their minds while the ones with low self-efficacy beliefs focus on the improbable things which could go wrong during the process of actual execution of a task(Bandura, 1993, 1994). This kind of thought processes strongly affects individuals' probability of success. Also,

strong self-efficacy make individuals set higher goals for themselves and commit themselves to these challenging goals(Bandura, 1991, cited in Bandura,1993; Bandura 1994). When people think that they are going to be successful, it makes them believe in themselves and make them put much effort into what they are doing to achieve their desired goals. If people think that the reason for their success is stemmed from their own ability instead of lucky events or help from others, it is more likely this will affect positively their perception of their capabilities(Bandura, 1977). People with a high self-efficacy perception seek for difficult tasks to develop themselves while the ones with a low self-efficacy avoid such endeavors.

2.3.2.2. Motivational Processes

"Self-beliefs of efficacy play a key role in the self-regulation of motivation"(Bandura, 1991, cited in Bandura,1993, p.128). Individuals motivate themselves before they start a particular task. If individuals believe that they can be successful at a particular performance, they will likely have a higher level of motivation to materialize that performance. Self-efficacy perceptions affect individuals' motivation(Zimmerman, 2000). Dwelling on the intended successful results of an action also motivates individuals to persist(Schunk&Pajares, 2001). Namely, a student who thinks she/he can be successful at a particular task will likely put much effort and persist longer for desired outcomes in the face of difficulties. Also, setting "attainable subgoals" for themselves, individuals motivate themselves because it is harder to reach the long-term goals and it may be a source of de-motivation for individuals (Bandura &Schunk, 1981).

Bandura(1995) stated that there are three types of cognitive motivators and these are *causal attributions*, *outcome expectancies* and *cognized goal*. All these kinds of motivators stemmed from different theories. These theories are *attribution theory*, *expectancy-value theory* and *goal theory* respectively. The self-efficacy of a person operates according to all these theories. Individuals attribute their successes/failures to different reasons. Individuals who believe in their capabilities identify their successes with their ability and effort (Bandura, 1977). Also, people have a thought about how successful they might be at a particular task(expectancy) and they also consider what the task means for them(value). This is how expectancy-value theory works. As for cognized-goal theory, "in the form of anticipatory self-regulation, behavior is motivated

and directed by cognized goals rather than being pulled by an unrealized future state"(Bandura, 1997, p. 128).

2.3.2.3. Affective processes

Individuals endure different levels of negative feelings such as anxiety, depression, fear, stress and etc. when they face challenging and threatening situations. Their level of exposure to such feelings depend on their level of perceived self-efficacy regarding a particular event. Individuals have this kind of affective processes during or before the execution of challenging activities. These feelings also affect individuals behavior (Bandura, 1982). Especially individuals with a low self-efficacy are vulnerable to such feelings. People with low self-efficacy believe they cannot manage aversive and threatening events and that causes them to experience high levels of anxiety and stress. They constantly think of the negative probabilities that rarely happen. By such a way of thinking, these kind of persons distress themselves and do not let themselves function properly to do a certain task(Bandura, 1993). In some cases, this low perception of self-efficacy might even cause individuals get into depression(Bandura, 1993, 1994, 1995). On the contrary, once individuals develop a strong sense of efficacy beliefs, they no longer endure negative physical or emotional feeling in the face of challenging tasks (Bandura, 1993). This is why affective processes are important for the development of perceived self-efficacy. The higher the level of one's self-efficacy, the braver one is to undertake challenging, threatening and difficult activities(Bandura, 1988a, cited in Bandura, 1993; Bandura, 1994).

2.3.2.4. Selection processes

People's level of their perceived self-efficacy not only affects their cognitive, motivational and affective processes while they are undertaking aversive and threatening activities but it also affects their selection of these activities. It is all natural that people make choices in the activities and environments in accordance with their beliefs. People generally refrain from activities which they think are out of reach of their capabilities(Bandura, 1993, 1994, 1982). Self-efficacy beliefs are very strong for individuals in affecting their decision making for their careers and all choice related events in their lives(Bandura, 1994; Bandura & Locke, 2003). People are very strongly affected by their perception of self-efficacy in their selection of activities. Individuals

with high levels of self-efficacy more willing to take on tough (Bandura, 1993). Also, people with higher self-efficacy pursue different career options, have more interest in them, prepare themselves more in these occupations and persist longer to be successful in the careers they desire to continue (Bandura & Locke, 2003).

2.3.3. The Importance of Perceived Self-Efficacy in EFL Learning

Although there are many researchers who conducted studies investigating the relationship between perceived self-efficacy and general academic achievement (Schunk, 1995; Schunk & Pajares, 2001; Pajares, 1996), there is a limited number of studies investigating the role of perceived self-efficacy in EFL learning (Duman, 2007; Cheng, 2001). So, there is a need to investigate the relationship between self-efficacy perceptions of learners and learning EFL (Hsieh & Kang, 2010). Also, previous studies showed that there is a positive correlation between language learning success and perceived self-efficacy of learners (Erkan & Saban, 2011; Naseri & Zaferanieh, 2012; Rahemi, 2007, Rahemi & Abedini, 2009; Tilfarlioğlu & Cinkara, 2009). Considering the effect of perceived self efficacy on general academic achievement and limited number of researches on self-efficacy related to EFL learning, there is a need to investigate more what the relation between self-efficacy and EFL learning is and the possible effects of self-efficacy on EFL learning.

2.3.4. Individuals and Students(Learners) with High and Low Perceived Self-Efficacy

People's level of their perceived self-efficacy affects their cognitive, motivational, affective processes and avoidance and selection processes of activities and tasks at different levels in accordance with their perceived self-efficacies. They show different behavior patterns in the face of challenging and threatening activities and situations. The characteristics of these individuals are given below (Bandura 1993, 1994):

Firstly, people with high levels of perceived self-efficacy

- believe that ability can be achieved through knowledge and competencies
- look for challenges for personal development
- do not perceive difficult tasks as threats

- make use of their mistakes and consider them as a normal part of the learning process
- compare themselves within their own development instead of comparing themselves with other individuals
- put more effort into activities in the face of difficulties
- attribute their failure to low effort and lack of knowledge
- consider skills as abilities which can be gained later
- are able to create a difference in their environments
- are less prone to stress and depression

Secondly, people with low levels of perceived self-efficacy;

- consider ability as an inherent capacity
- perceive challenging and difficult activities as threats and refrain from them
- try to lower the risks of making mistakes by choosing less threatening tasks
- have poor commitment to their goals which they follow
- consider using too much effort as a sign of not being clever
- compare themselves with the others around
- are discouraged by the accomplishments of the others
- are swamped with self-doubts
- cannot create a difference in their environments

As for students with low and high perceived self-efficacy, one may assume the same traits are valid for students as much as they are for individuals with low and high perceived self-efficacy. In that vein, Pajares(1996) expressed "Academic self-beliefs affect the success, motivation, learning process and achievement in academic lives of individuals"(p. 552). That shows the more the learners believe in their capabilities, the more successful they are likely to be. Also, the perceived self efficacy of students affect their goal setting(Locke & Latham, 1990; Zimmerman, Bandura & Martinez-Pons, 1992). It is seen that "... the beliefs that students create, develop, and hold to be true about themselves are vital forces in their success or failure in school"(Pajares, 2003, p. 140). This is why teachers and schools have to help their students to create positive self-beliefs for themselves to attain academic success (Pajares, 2003). Considering the

importance of perceived self-efficacy in education, Bandura(1993) proposed that educational programs should equip their students with strong self-efficacy beliefs for success in education.

2.3.5. The Studies Related to Self-Efficacy in EFL Contexts

In the following section, the previous studies related to self-efficacy and its effects on EFL and other languages are scrutinized. Studies in Turkey and other countries' contexts will be given henceforth.

Yang(1999) investigated the effects of learners' beliefs on their learning behaviors regarding learning English and the strategies the learners used while learning. Yang(1999) had 505 participants comprised of university students in Taiwan. The students had a strong sense of perceived self-efficacy for learning English. Also, they generally considered English as a useful language and showed a strong interest in spoken English. This researcher stated that learners' beliefs were "important determinants of their behavior"(p. 532). Also, "students' self-efficacy beliefs about learning English were strongly related to their use of all types of learning strategies, especially functional practice strategies"(p. 533).

Mills, Pajares& Herron(2006) investigated the extent of relationship regarding reading and listening between self-efficacy, anxiety, and French proficiency by surveying 95 college students who were learning French as a foreign language in USA. The finding showed that participants' reading self-efficacy in French language had a positive relation with reading proficiency while it had no relation with reading anxiety. Also, they found the female students' listening self-efficacy was positively affected by listening proficiency and the listening proficiency of both the female and the male students was positively affected by listening anxiety.

Mills, Pajares& Herron(2007) investigated the effect of self-efficacy and other motivational self-beliefs on the achievement of college intermediate French students. They had 303 college students in USA as participants. They used questionnaires to measure students' beliefs regarding self-efficacy and other perceptions related to their study. Also, to assess their achievement, the researchers were provided with the students' final course grades from the instructors. They found that self-efficacy for self-regulation was a stronger predictor of intermediate French language achievement than were self-efficacy to obtain grades in French, French anxiety in reading and listening,

and French learning self-concept. Also, they found differences between the male and the female participants. However, the researchers found no important differences in terms of their final grades.

Wang & Pape (2007) conducted a case study by using interview and observations and examined the factors affecting the development of self-efficacy beliefs of three Chinese boys' regarding their learning English as a second language in the US. The participants had higher self-efficacy in listening and speaking than in writing and reading. The findings revealed the fact that their self-efficacy was affected by factors such as participants' past experiences, interests, attitudes toward English, social persuasion, task difficulty, social context and cultural context.

In Iranian EFL context, Rahimi & Abedini (2009) searched the extent of the relationship between the participants' self-efficacy about listening comprehension and listening proficiency. The participants were 61 undergraduate university students who learned English. They found "a direct and significant correlation between the learners' self-efficacy beliefs about language learning and their listening proficiency" (p. 20). Also, they found while high self-efficacy positively affected learners' listening test performance, low self-efficacy negatively affected their performance. In addition to that the results showed the level of learners' achievement is "depending on the strength of their self-efficacy beliefs" (p. 21).

Tilfarlioğlu & Cinkara (2009) conducted a study with 175 (60 females and 115 males) participants from preparatory language school of foreign languages in a university in Turkey. They mainly focused on the exploring the self-efficacy levels of the participants and its relation to students' academic achievement. The researchers also studied demographic variables such as gender and age of the participants in relation to self-efficacy. The research revealed that EFL learners had a high sense of self-efficacy in terms of language learning. It also unveiled that there was a significant relationship between self-efficacy and learners' proficiency in English ($r = .375$, $p < .01$). Hence, it was revealed that learners' level of self-efficacy had an important role in predicting their success. However, no significant relationship was found between demographic variables and self-efficacy of the participants.

Shang (2010) investigated the reading strategy use (cognitive, metacognitive and compensation strategies), self-efficacy and their effects on the reading comprehension in Taiwanese EFL context. The participants were 53 three undergraduate university students whose major was English. The results showed the most used reading strategies

were metacognitive, compensation and cognitive strategies respectively. Also, the relationship between self-efficacy and reading strategies was all significant and positive (correlation coefficients ranged between .44 and .52, $p < 0.01$). The students reported that the more frequently they used reading strategies, the more self-confident they felt themselves over their reading skills. Also, they explained they have high self-perceptions regarding their learning outcomes in reading. Similarly, Raoofi, Tan & Chan (2012) expressed that strategy use is significantly related to self-efficacy beliefs from the survey studies they analyzed.

In Turkish EFL context, Yılmaz (2010) examined the present English language learning strategies used by students ($N=140$) whose majors were English at a university in Turkey. His goal was to explore the relationship between preferred language strategies, gender, proficiency, and self-efficacy beliefs. The participants were given a questionnaire for the purpose of data gathering. Findings indicated that students with higher self-efficacy used more different learning strategies when compared to the ones with low self-efficacy. The findings also indicated there were significant differences for the strategies in favor of good learners.

In Korean EFL context, Hsieh & Kang (2010) conducted a study with 192 (all male) 9th graders. They investigated the interrelation between learners' attributions and their self-efficacy and their achievements in terms of learning English. They found successful learners attributed their success to the amount of effort they put and to personal control. Also, unlike unsuccessful learners, successful learners were those who related their failure to the reasons they controlled and those who took responsibility for their failures. On the contrary, those who failed attributed their failure to external factors. Similar to Rahimi & Abedini (2009) and Zimmerman & Bandura (1994), these researchers also found that self-efficacy is a good predictor of academic achievement.

Shah, Mahmud, Din, Yusof & Pardi (2011) analyzed English language learners' self-efficacy in writing and the relationship between the learners' self-efficacy and their writing performance and competence. Their participants were 120 secondary school in Malaysia. Two instruments were employed for the data collection. First, Shah et al. (2011) gave the participants writing tasks to indicate their level of writing performance. Then, questionnaires were administered to determine their levels for writing self-efficacy. Descriptive statistics and correlation analysis were employed for obtaining the results. The findings indicated that participants had a medium level of writing self-efficacy. The findings also revealed the existence of a significant positive relationship

between self-efficacy and writing performance. Shah et al. (2011) claimed the findings were a contribution to the literature in understanding student self-efficacy in writing, which helps teachers to enhance beneficial teaching materials for the purpose of developing effective writing strategies. This will help them increase their level of writing self-efficacy. Supporting that, Chularut&DeBacker(2004) surveyed 79 students in USA and came to conclusion that using strategies was very effective within the context of foreign language learning.

Tilfarlıoğlu&Çiftçi(2011) conducted a study with 250 university students of preparatory level in Turkey. They used two five-point Likert-type scales ranging from 1(Never) to 5(Always). The questionnaires were Self-Efficacy Questionnaire(SEQ) and Autonomous Learner Questionnaire(ALQ). The questionnaires were administered in a week(one at the beginning and the other at the end of the week) respectively to prevent the negative effects of the first questionnaire. They found a positive correlation between academic success and self-efficacy of the learners($r=.597$, $p<.01$). They also found there was a positive relationship between learners' self-efficacy and learner autonomy($r=.667$, $p<.01$).

Mills, Pajares& Herron(2006) analyzed the relationship between self-efficacy and anxiety in reading and listening with French(as a foreign language) learners in USA. Their findings revealed self-efficacy was negatively correlated with anxiety in reading and listening(Mills, Pajares& Herron, 2006).

Nasrollahi&Barjasteh(2013) conducted a study with 112 university students as participants who learned English as a foreign language. They investigated the relation between self-efficacy and their language proficiency along with the difference among their majors of humanities, medicine and engineering. They found there was a positive correlation between students' language proficiency and their self-efficacy levels($r=.788$, $p<.01$). Students who had high levels of self-efficacy had higher accomplishment in language learning. Also, they found there were important differences among the students regarding their levels of self-efficacy in terms of their majors. They came to the conclusion that self-efficacy is a predictor of academic achievement as Zimmerman &Bandura (1994) suggested.

Kanadlı&Bağçeci(2015) examined the relationship between the perceived self-efficacy beliefs of students regarding their reading-writing, speaking-listening skills in English and their perceived autonomy support. The researcher also searched for the extent of the difference in participants' self-efficacy beliefs depended on the degrees of

perceived autonomy support. They surveyed 414 freshmen students (198 female and 216 male) in a university in Turkey. They employed Self-Efficacy Scale for English by Yanar&Bümen(2012) and an adapted version(Kanadlı&Bağçeci, 2015) of Learning Climate Questionnaire(LCQ) for gathering the data. The findings revealed the existence of a statistically significant and positive relationship between participants' listening-speaking ($r = .26$, $p < .01$) and reading-writing($r = .31$, $p < .01$) self-efficacy beliefs in English and perceived autonomy support. The levels of students' self-efficacy beliefs differed meaningfully depending on the levels of the perceived autonomy support. Kanadlı&Bağçeci(2015) reached the conclusion that teachers' autonomy support could be a significant variable for enhancing students' self-efficacy beliefs regarding learning English.

In a quantitative research, Erşanlı(2015) surveyed 257(142 female and 115 male) participants of 8th graders from different schools in Turkey in order to reveal the extent of the relationship between the participants' levels of academic self-efficacy beliefs and their motivations of language learning. For this purpose, she used the adapted version(Öncü, 2012) of Children's Perceived Self-Efficacy Scale by Jinks& Morgan(1999) for the assessment of academic self-efficacies of the participants and she also used an adapted version(Şad&Gürbüztürk , 2009) of Language Learning Orientations Scale by Noels, Pelletier, Clément &Vallerand(2000), which was adapted and expanded by McIntosh & Noels (2004) for the assessment of language learning motivation of the students. The findings revealed the existence of a weak negative relation between language learning motivation for English and self-efficacy beliefs of participants. Also, the female participants had a higher level of language learning motivation when compared to the male. Despite that, no significant difference was indicated in participants' academic self-efficacy beliefs in terms of gender.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter provides information for the methodology used in this research and it is consisted of the design of the study, the context and the participants, the instrumentation, data collection procedure and data analysis. This study is mainly focused on investigating the students' self-efficacy and WTC in Turkish high school EFL context. It also aims to find whether there is a relationship between these two concepts. In addition, this study aims to investigate the underlying reasons for the participants' perceptions of themselves as being willing and/or unwilling to communicate and the reasons for the participants' perceptions of themselves as being efficient and/or inefficient in English.

3.2. Design of the Study

Both quantitative and qualitative research methods were employed in the present study. So, this study can be taken as a mixed methods research method, which "is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches"(Johnson, Ogwuegbuzie & Turner, 2007, p. 123). This type of research method was used in this study because "there is more insight to be gained from the combination of both qualitative and quantitative research than either form by itself"(Creswell, 2009, p. 203).

A quantitative method is employed as first part of the mixed research methods in this study. A quantitative method is "explaining phenomena by collecting numerical data that are analyzed using mathematically based methods"(Aliaga & Gunderson, 2000, p. 3). There are strategies to gather data in this method. A survey method is chosen for this particular study, which "provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population"(Creswell, 2009, p. 12).

A qualitative method is also used to gather data for this study. Pope & Mays(1995) states that the qualitative method is "development of concepts which help us to understand social phenomena in natural(rather than experimental) settings, giving

due emphasis to the meanings, experiences, and views of all the participants"(p. 43). Also, a qualitative research is "the research that produces descriptive data--people's own written or spoken words and observable behavior"(Taylor, Bogdan&DeVault, 2015, p. 7). In this regard, a structured interview with open-ended questions is employed to achieve a more in-depth understanding of participants' ideas on underlying reasons for their self-efficacy/self-inefficacy and their willingness/unwillingness to communicate.

3.3.Context and Participants of the Study

The participants in this study are students from HacıSaniKonukoğlu Anatolian High School, which is a state school in the city of Gaziantep in Turkey. It has more than 750 students at the time of the study. There are three main majors: Turkish and social sciences; Turkish and mathematics; and science and mathematics. Also, there are 35 students who study English as their major. All these students, except the ones who mainly study English, have the same compulsory hours of English classes per week, which is six hours for 9th graders, four hours for 10th, 11th and 12th graders.

Convenience sampling is also a non-random way of recruiting participants where the individuals from the target group meet different criteria like easy accessibility, availability at a given time, geographical proximity, and so on(Dörnyei, 2007). "In convenience sampling, participants are selected because they are accessible and therefore relatively easy for the researcher to recruit"(Given, 2008, p. 562). Because of these features of it, for the selection of the participants a convenience sampling method was employed by the researcher. Accordingly, 569 students participated in the study. Their ages changed between 14 and 19. Other characteristics of the participants are given in Table 3.1.

Table 3.1.

Demographic Data of Participants for the Questionnaires

Grade	Female	Male	Total
9 th graders	82	92	174
10 th graders	91	86	177
11 th graders	48	68	116
12 th graders	51	51	102
General Total	272	297	569

For interviews, there were 32 participants. Their demographic information is given in Table 3.2.

Table 3.2.

Demographic Data of Participants for the Interviews

Grade	Female	Male	Total
9 th graders	6	5	11
10 th graders	5	4	9
11 th graders	3	3	6
12 th graders	3	3	6
General Total	17	15	32

3.4. Instrumentation

The researcher used two questionnaires which are Self-Efficacy Scale for English by Yanar&Bümen(2012) and Willingness to Communicate Scale by McCroskey(1992). The researcher also used structured interviews to get participants' insights concerning underlying reasons for their self-efficacy/self-inefficacy and their willingness/unwillingness to communicate in English.

3.4.1. Self-Efficacy Scale for English

This scale was developed by Yanar&Bümen(2012) to measure Turkish high school students' beliefs of self-efficacy in English. It was originally developed in Turkish. The scale measures four skills of language(speaking, writing, listening and

reading). The researchers studied with 14 experts to develop this scale. The draft of the scale which had 47 items were answered by 296 Anatolian high school students. At the end, they completed the development of the scale with 34 items which measure four skills in English language. These 34 items' factor loadings ranged between 0.42 and 0.69. The reliability(Cronbach Alpha) of the scale for reading dimension was 0.92; it was 0.88 for writing; it was 0.92 for speaking; it was 0.93 for listening and it was 0.97 for the total of the scale. The researcher found the Cronbach Alpha as 0.94 for the total of the scale for the data he gathered for this particular study. That shows it is a reliable and valid scale for the purpose of measuring self-efficacy for English.

There are 34 statements in the scale covering four language skills (See Appendix 1). The breakdown of the scale for each skill is as follows:

- 8 items for reading
- 10 items for writing
- 10 items for listening
- 6 items for speaking

Students are expected to indicate how capable they think they are in the given situations according to five-item Likert-type scale (1= Never true of me, 2= Rarely true of me, 3= Occasionally true of me, 4= Usually true of me, 5= Always true of me). No specific measurements are given. The higher the scores, the higher the participants' self-efficacy beliefs for English are. However, Kanadlı&Bağçeci(2015) conducted a research using this scale and they took the means of the participants' answers. They accepted the perceived self-efficacy levels of their participants as low if their mean is between 1-3; as medium if their mean level is between 3-4 and as high if their mean level is between 4-5. The same values are also accepted for the indication of the perceived self-efficacy levels of the participants in this present study.

3.4.2. WTC Scale for English

The next questionnaire was Willingness to Communicate Scale by McCroskey(1992). It is consisted of twelve items. The Cronbach Alpha of this scale is 0.92. This scale measured the participants' willingness to communicate in four types of communication contexts(group discussions, meetings, interpersonal conversations and

public speaking) with three types of receivers(stranger, acquaintance and friend). A Turkish translated version of the scale was used. The translation was done by Çetinkaya(2005) to be used in her dissertation(See Appendix 2). She used a back-translation method for the translation of this scale. The Cronbach Alpha of her adapted version was 0.94.

The participants fill in the questionnaire according to their willingness to communicate in the situation given in each item. The scale asks the participants to express their level of willingness in a range from 0(never) to 100(always) (McCroskey, 1992).

The subscores for four contexts of communication and three types of receivers including the total WTC score are calculated as follows(McCroskey, 1992):

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

McCroskey&Richmond(2013) states norms for WTC scores. These norms are:

- Group discussion: If the score for this category is higher than 89, it is accepted as high WTC level; if the score for this category falls below 57, it is accepted as low WTC level.
- Meetings: If the score for this category is higher than 80, it is accepted as high WTC level; if the score for this category falls below 39, it is accepted as low WTC level.
- Interpersonal Conversations: If the score for this category is higher than 94, it is accepted as high WTC level; if the score for this category falls below 64, it is accepted as low WTC level.

- Public Speaking: If the score for this category is higher than 78, it is accepted as high WTC level; if the score for this category falls below 33, it is accepted as low WTC level.
- Stranger: If the score for this category is higher than 63, it is accepted as high WTC level; if the score for this category falls below 18, it is accepted as low WTC level.
- Acquaintance: If the score for this category is higher than 92, it is accepted as high WTC level; if the score for this category falls below 57, it is accepted as low WTC level.
- Friend: If the score for this category is higher than 99, it is accepted as high WTC level; if the score for this category falls below 71, it is accepted as low WTC level.
- Total WTC Score: If the score for the total WTC is higher than 82, it is accepted as high WTC level; if the score for the total falls below 52, it is accepted as low WTC level.

3.4.3. Interviews

The researcher used structured interviews to get a more in-depth understanding of the participants' ideas concerning underlying reasons for their self-efficacy/self-inefficacy and their willingness/unwillingness to communicate in English (Research questions 5, 6). The interviews were implemented in a written style in order to give the participants enough time and comfort so that they could express their ideas more clearly. The questions were in Turkish to raise the comprehensibility. Also, the participants responded in Turkish to be able to express their ideas more precisely.

The questions were open-ended without no intention of directing the participants. The questions were prepared by the researcher and were checked by two different Turkish language instructor in order to see if there were any question which directs the respondent. These instructors also controlled the questions for any misunderstandings caused by grammar mistakes and lexical problems.

After the process of preparing the questions for the interviews were completed, it was piloted with six students in order to find out any problems that may arise due to misunderstandings. Then, the researcher examined these six interviews and made the necessary changes with the Turkish language instructors. Following the last changes,

the actual interviews were conducted with the real interviewees.

The interview questions were mainly based on the topics and items in the questionnaires. Also, the researcher reviewed the relevant literature while he prepared the questions on the investigated concepts. The researcher prepared four questions to get more in-depth information about the participants' ideas on underlying reasons for their willingness/unwillingness to communicate in English and six questions to ascertain their ideas on underlying reasons for their perceived self-efficacy/self-inefficacy for English. The interview questions mainly focused on the investigating the willingness of the participants to communicate in different contexts(group discussions, meetings, interpersonal conversations and public speaking) with three types of receivers(stranger, acquaintance and friend) and their perception of their self-efficacy in four language skills. The researcher also asked questions to understand the possible effects of the participants' beliefs and personalities on their willingness to communicate and self-efficacy(For the full list of the interview question, See Appendix 3).

The interviewees were given a consent form before the interviews took place. In the consent form, the aims of the present study were stated and the importance of the voluntary participation was emphasized. The researcher insistently asked the interviewees not to return the papers if they were not willing to do that. The researcher gave questions to 36 students from different grades and four students did not return the papers.

3.5. Data collection procedure

The researcher asked for the permission from the school administration verbally and the administrator gave permission for the questionnaires and interviews to be conducted. Also, the participants were given a consent form before they started to fill in the questionnaires and they were informed about the content of the questionnaires and the purpose of the study. The whole data collection process which lasted for two months was carried out by the researcher.

The researcher started his data collection with the questionnaires. There was no time limit to complete the questionnaires but the participants completed the forms in one hour in general. All the questionnaires were filled by the participants accompanied by the researcher during the regular class sessions. The incomplete questionnaires with not-filled items by the participants were not included in the data analysis.

After the researcher finished the questionnaires, he started the interviews. The interviewees were informed about the scientific goals of the study and their consent was verbally taken before the interviews started. The interviews were implemented in a written style without any time or place limit in order to give the participants enough time and comfort so that they could express their ideas more freely and clearly. The questions were in Turkish to raise the comprehensibility. Also, the participants were asked to respond in Turkish to express themselves without any language barrier.

3.6. Data Analysis

Data analysis of the present study is composed of two parts: The quantitative analysis and the qualitative analysis. The questionnaires were analyzed with the help of the Statistical Program for Social Sciences (SPSS) 23.0. Also, standard deviations, percentages, descriptive statistics including frequencies, means, minimums and maximums, inferential statistics, and Pearson r correlations were employed in the quantitative data analysis of the study.

Interviews were the other part of the data source in the present study to ascertain the ideas of the participants on their willingness to communicate in English and their self-efficacy beliefs for English. Maykut & Morehouse (1994) states the importance of the fact that a researcher himself/herself should do the transcribing of his/her interviews in order to get familiar with the data. Taking that view into consideration the researcher transcribed the interviews by himself. He used Atlas.ti 7 program for coding and categorizing the data in the interviews.

For the analysis of the data gathered from the interviews, there are many ways to analyze the qualitative data. One of the most common ways for descriptive studies is thematic analysis, which "is one that looks across all the data to identify the common issues that recur, and identify the main themes that summarize all the views that you have collected" (Cochran & Patton, 2002, p. 23).

The key stages for thematic analysis, as defined by Cochran & Patton (2002, p. 23-25), are:

1. Read and annotate transcripts (getting an overview of the whole data that aims to have a general idea on the total of the data)
2. Identify themes (choosing abstract themes, using the margins and blanks on the

pages, giving numbers to the lines to make it easier to discuss them with the colleagues, making a list of the themes, coding everything you find in the data)

3. Developing a coding scheme(using themes to develop a coding scheme, broad codes that have sub-codes, a process of categorizing general codes)
4. Coding the data(starting coding all the data, using the margins and blanks on the pages, copying all data instead of a part of it)

In the light of existing literature, these stages were followed in the data analysis of the interviews.

For the qualitative data analysis, Cochran & Patton(2002), in order to maximize the reliability, suggest that researchers use more than one coder or analyst along with analyzing all the data instead of a part of the whole. In this regard, in the present study, the researcher asked for the help of a colleague for coding and categorizing of the whole data. The same stages were followed by both of the coders for the analysis. The coders analyzed each question separately and combined the ones which were related to each other. The codes found were, then, categorized. This process of categorizing the codes continued until anonymity was achieved for the main categories. The researcher and the colleague presented the results they have reached to another colleague to check the analysis and coding process.

CHAPTER IV

4. FINDINGS

4.1. Introduction

This chapter of the present study provides information for the findings of the qualitative research and the results of the quantitative research, which were used to bring into open Turkish high school EFL students' levels of willingness to communicate in English and self-efficacy for English. Also, the present study aims to find if there is a significant relation between students' WTC and self-efficacy levels. In addition, this study aims to investigate the underlying reasons for the participants' perceptions of themselves as being willing and/or unwilling to communicate and the reasons for the participants' perceptions of themselves as being efficient and/or inefficient in English.

4.2. Quantitative Results of the Study

In order to give answers to the first and second research questions of the present study, which aim to find WTC and self-efficacy levels of the participants in English, the researcher implemented WTC and self-efficacy scales for English. The findings from these scales were presented consecutively. In order to explore the extent of the potential relationship between participants' insights concerning their self-efficacy for English and their WTC in English, Pearson r correlation analysis was done and the results reached were reported.

4.2.1 The descriptive Analysis of the Results of WTC Scale

The WTC scale was given to the participants to measure their willingness to communicate in English. The data were analyzed using descriptive statistics. First, a general view of the students' willingness to communicate in English is given. Then, the results regarding the WTC level of the participants for the four contexts(group discussions, meetings, interpersonal conversations and public speaking) and three types of receivers(stranger, acquaintance and friend) are presented.

Table 4.1.

Frequencies, Numbers, Mean scores and Standard Deviation Values of the Participants' Answers in WTC Scale

Willingness to Communicate	N	Max	Min	Mean	SD
1-Have a small-group conversation in English with acquaintances	569	100	0	58,16	32,75
2- Give a presentation in English to a group of strangers	569	100	0	33,87	32,83
3- Give a presentation in English to a group of friends	569	100	0	47,99	34,55
4- Talk in English in a large meeting among strangers	569	100	0	39,29	35,68
5- Have a small-group conversation in English with strangers	569	100	0	39,17	33,69
6- Talk in English in a large meeting among friends	569	100	0	52,74	35,67
7- Talk in English to friends	569	100	0	65,67	33,82
8- Talk in English in a large meeting with acquaintances	569	100	0	50,36	35,34
9- Talk in English to acquaintances	569	100	0	60,53	34,33
10- Give a presentation in English to a group of acquaintances	569	100	0	46,07	35,40
11- Talk in English to a stranger	569	100	0	45,02	36,10
12- Talk in English to a small group of friends	569	100	0	58,59	34,37
TOTAL				49,79	26,44

The participants' overall WTC in English is presented in Table 4.1. The participants' general WTC score shows that they were, to some extent, willing to communicate in English($m=49,79$) even though the mean level for general WTC was slightly below the level accepted as medium($m=52-82$) by McCroskey& Richmond(2013).As seen in Table 4.1, the participants were most willing to "talk in English to friends"($m=65,67$), "talk in English to acquaintances"($m=60,53$), "talk in English to a small group of friends"($m=58,59$) and "have a small-group conversation in English with acquaintances"($m=58,16$) while they were less willing to communicate when they were to "give a presentation in English to a group of strangers"($m=33,87$) "talk in a large meeting among strangers"($m=39,29$) and "have a small-group conversation in English with strangers"($m=39,17$). As seen in these items, it can be concluded that the participants preferred talking to friends and acquaintances in dyads and small groups to talking to strangers neither in face to face interactions nor in small or large group conversations.

WTC Scale examines the willingness to communicate levels of individuals from two aspects: types of context for communication, which are group discussions, meetings, interpersonal conversations and type of receivers which are stranger, acquaintance and friend. Table 4.2 reveals the numbers and percentages of the participants' levels of willingness in these aspects according to the measurement values suggested by McCroskey & Richmond (2013). The accepted norms indicating the WTC levels of individuals are as below.

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

Table 4.2.

Frequencies and Percentages Regarding Four Communication Contexts and Three Types of Receivers

Willingness to Communicate	Low		Medium		High	
	N	%	N	%	N	%
Group Discussions	315	55,4	195	34,2	59	10,4
Meetings	232	40,7	235	41,5	102	17,8
Interpersonal Conversations	310	54,5	203	35,7	56	9,8
Public Speaking	229	40,2	247	43,5	93	16,3
Stranger	171	30,1	273	47,9	125	22
Acquaintance	282	49,6	234	41,1	53	9,3
Friend	365	64,1	173	30,5	31	5,4
TOTAL	287	50,4	208	36,6	74	13

As shown in Table 4.2, which shows the participants' WTC levels in English according to the overall willingness, in four communication contexts and with three

types of receivers, half of the participants(49,6 %) had a medium and high willingness to communicate in English(in four contexts with three types of receivers) while the other half of them (50,4%) seemed to have a low level of willingness to communicate in the same situations. As for group discussions, the majority of the participants(55,4%) had a low level of willingness to participate in group-type of communication regardless of the type of receiver such as having a small-group conversation with acquaintances and friends. On the contrary, only a small percentage of the participants (10,4 %) had a high level of willingness to take part in group discussions regardless of the type of receiver. The percentage of the participants who were rated as medium in group discussions context was 34,2 representing almost one-third of the whole participants. It was found that the majority of the participants'(59,3%) willingness to communicate was medium or high when they were to speak to different types of receivers in meeting contexts like talking in large meetings among friends, acquaintances and strangers. Whereas, the remaining percentage(40,7%) was found to have low level of willingness to communicate in the same situations. Similar to meeting contexts, in public speaking with different types of receivers like giving a presentation to a group of strangers, friends and acquaintances, more than half of the participants (59,8 %) had high or medium willingness to communicate level. The percentage of the participants who were accepted in low range was 40,2 as displayed in the table. As for the interpersonal conversation context, different from the other types of contexts, more than half the participants (54,5%) were found to be less willing to communicate with any type of receiver in such context like a dyadic conversation with a friend, stranger and acquaintance while 45,5% had a medium and high level of willingness to communicate on such occasions.

Apart from four contexts, there are three types of receivers analyzed in different communication contexts. As presented in Table 4.2, almost two-thirds of participants(64,1%) seem to have a low level of willingness to communicate with friend type of receivers in different contexts like giving a presentation to a group consisted of friends and talking to friends in large meetings, in small groups and dyadic conversations. On the other hand, about one-third of them(35,9%) had a medium and high level of willingness with this type of receivers in different contexts. Similar to friend type of receiver, for the acquaintance type of receiver, almost half of the participants(49,6%) had a low level of willingness to initiate a conversation in contexts like giving a presentation to a group consisted of acquaintances and talking to

acquaintances in large meetings, in small groups and dyadic conversations. As for the same communication situations with acquaintances, the other half of the participants(50,4%) had a medium and high level of willingness to communicate. Regarding stranger type of receiver in different contexts like giving a presentation to a group consisted of strangers and talking to strangers in large meetings, in small groups and dyadic conversations, less than one-third of the participants (30,1%) had a low level of willingness to communicate while the rest of them(69,9%) had a medium and high level of willingness in the same situations.

When we analyzed Table 4.2 in order to indicate in what range the participants' levels of willingness to communicate are in four contexts (group discussions, meetings, public speaking and interpersonal conversations) and with three types of receivers (stranger, friend and acquaintance), the participants unexpectedly seemed to have a higher level of willingness for the stranger type of receivers than the receiver types of friend and acquaintance. This situation is stemmed from the measurement values suggested by McCroskey& Richmond (2013). They accept one to have a medium level of willingness to communicate to friends when their willingness is higher than 71%. Similarly, they accept one to have a medium level of willingness to communicate to acquaintances when their willingness is higher than 57%. Compared to friend and acquaintance types of receivers' level of willingness accepted as medium, the medium level of willingness to communicate with strangers is quite low (18%). For this reason the percentage of the participants who were accepted as having high level of WTC with strangers was the highest in comparison to the other types of receivers. However, when we consider the mean scores for the participants' levels of willingness to communicate in four contexts and with types of receivers in the following tables, we encounter a different profile regarding their WTC levels.

Table 4.3.

Frequencies, Numbers, Mean scores and Standard Deviation Regarding Four Communication Contexts

Communication Contexts	N	Max	Min	Mean	SD
Interpersonal Conversation	569	100	0	57,07	28,96
Group Discussions	569	100	0	51,97	28,00
Meetings	569	100	0	47,47	30,46
Public Speaking	569	100	0	42,64	30,04
TOTAL				49,79	26,44

As seen in Table 4.3, while interpersonal conversations were the context in which the participants were the most willing to communicate, public speaking was the least desired in comparison to the other types of contexts (interpersonal conversation, $m=57,07$; group discussions, $m=51,97$; meetings, $m=47,47$ and public speaking, $m=42,64$). This result shows that the participants felt themselves the most willing to communicate when involved in interpersonal conversations such as talking to a stranger, an acquaintance and a friend and they felt the least willing when involved in public speaking such as giving a presentation to groups of the same three types of receivers (stranger, acquaintance and friend). As can be understood from the overall mean scores of the participants for context types, the participants were more willing to communicate in informal settings like chatting with a friend/friends in a daily dialogue or conversing with a group of acquaintances in meetings while they were less willing to communicate in more formal occasions like giving a presentation to a group of strangers.

We analyzed the four contexts in terms of the overall score of the participants in Table 4.3. We also analyzed the overall score of the participants according to different types of receivers in Table 4.4.

Table 4.4.

Frequencies, Numbers, Mean scores and Standard Deviation Values Regarding the Total of Stranger Type of Receivers in Four Context Types

WTC	N	Max	Min	Mean	SD
Stranger	569	100	0	39,34	28,52
Acquaintance	569	100	0	53,78	28,61
Friend	569	100	0	56,25	29,23
TOTAL				49,79	26,44

Table 4.4 shows the results regarding the participants' WTC when talking to different types of receivers in four contexts of public speaking, meetings, group discussions and interpersonal conversations. The findings show that strangers($m=39,34$) were the least desired type of receiver in comparison to other two types of receivers: acquaintance($m=53,78$) and friend($m=56,25$). The results concerning the type of receivers in four contexts show that the participants felt themselves less willing to communicate when involved in such communication situations like talking to a stranger, talking to a stranger in a meeting, giving a presentation to a group of strangers and having a small-group conversation with strangers in English than when involved in the same situations with other two receiver types of friend and acquaintance.

When we analyze Table 4.3 and Table 4.4, the participants were most willing to communicate with friend type of receivers and most willing in the context of interpersonal conversations such as talking to friend in a daily conversation while they were least willing to communicate with stranger type of receivers and least willing in the context of public speaking like giving a presentation to a group of strangers.

4.2.2. The descriptive Analysis of the Results of Self-Efficacy Scale for English

The Self-Efficacy Scale for English was developed by Yanar&Bümen(2012). It was employed in this study in order to investigate the Turkish high school students' insights concerning their perceived self-efficacy for English. This scale was designed to measure the four language skills in terms of participants' perceptions of themselves in learning English. Students are expected to indicate how capable they think they are in the given situations according to five-item Likert-type scale (1= Never true of me, 2= Rarely true of me, 3= Occasionally true of me, 4= Usually true of me, 5= Always true

of me). No specific measurements are given. The higher the score of the scale, the higher the perceived self-efficacy of the participants is. However, Kanadlı&Bağçeci(2015) conducted a research using this scale and they took the means of the participants' answers. They accepted the perceived self-efficacy levels of their participants as low if their mean is between 1-3; as medium if their mean level is between 3-4 and as high if their mean level is between 4-5. The same values are also accepted for the indication of the perceived self-efficacy levels of the participants in this present study.

We analyzed the participants' scores regarding the four language skills in the Self-Efficacy Scale for English in Table 4.5. The overall score of the participants in terms of their perception of efficacy in English in general was also presented in theTable.

Table 4.5.

Frequencies, Numbers, Mean scores and Standard Deviation Regarding Four Language Skills in Terms of Perceived Self-Efficacy and the Total Perceived Self-Efficacy Score

Self-Efficacy	N	Max	Min	Mean	SD
Reading	569	5	1	2,72	0,78
Listening	569	5	1	2,52	0,79
Writing	569	5	1	2,38	0,75
Speaking	569	5	1	2,38	0,85
TOTAL				2,50	0,71

Table 4.5 reveals that the participants in this study had a low sense of perceived self-efficacy level regarding four language skills of speaking, writing, listening and reading, as also reflected in the overall score for perceived self-efficacy(m=2,50). As for the means concerning reading, listening, writing and speaking in Table 4.5, the skills of writing and speaking have the same and the lowest mean scores(m=2,38). That signifies that the participants perceived themselves most inefficacious in writing and speaking. In comparison to writing and speaking skills, the participants perceived themselves less inefficacious in listening with a mean of 2,52. As for reading, the mean score for it is 2,72, which is the highest score but it still shows a low level of self-efficacy. The mean scores show that although the participant students think that they are

better in reading and listening in comparison to speaking and writing, overall they view themselves inefficient in both productive and receptive skills .

In order to have a detailed analysis of the participants' perception of their self-efficacy concerning four skills on an individual basis, means and percentages for each statement in the Self-Efficacy for English Scale are analyzed and presented in the following Tables.

Table 4.6.

Frequencies and Percentages Regarding Reading Skill Self-Efficacy

Items	N	(%)	(%)	(%)
		Never true of me/Rarely true of me (1,2)	Occasionally true of me (3)	Usually true of me/Always true of me (4,5)
Statement 1	569	30,8	54	15,2
Statement 2	569	63	28,3	8,7
Statement 3	569	35,8	28,6	35,6
Statement 4	569	50	28,1	21,9
Statement 5	569	33,6	34,8	31,6
Statement 6	569	43,8	28,8	27,4
Statement 7	569	47,8	29,9	22,3
Statement 8	569	37,6	30,8	31,6

In Table 4.5, we see that the participants in the present study had a low perception of themselves regarding their reading skill in English ($m=2,72$). In Table 4.6, the percentages of the participants' responses for each statement in the Self-Efficacy for English Scale regarding reading skill are presented. When we examined these items closely, only about one-third of the participants (31,6%) considered that Statement 5 "I can answer questions related to an English" and Statement 8 "I believe that I can be successful at reading parts of English exams" were usually or always true of them. However, the rest of the participants (68,4%) did not consider that these statements were true of them. Simply put, the majority of the participants did not think they could answer questions in English or they could be successful at reading parts in English exams. Apart from all the other statements, less than one-tenth of the students (8,7%)

thought that Statement 2 "I can understand important points when I read an academic text" was true of them. In other words, almost all of the participants (91,3%) stated they could not understand the important points in academic texts.

Table 4.7.

Frequencies and Percentages Regarding Writing Skill Self-Efficacy

Items	N	(%)	(%)	(%)
		Never true of me/Rarely true of me (1,2)	Occasionally true of me (3)	Usually true of me/Always true of me (4,5)
Statement 1	569	71	21,4	7,6
Statement 2	569	73,5	17,2	9,3
Statement 3	569	57,3	20,2	22,5
Statement 4	569	63,6	25,5	10,9
Statement 5	569	42,8	18,8	38,4
Statement 6	569	56,6	27,6	15,8
Statement 7	569	60,8	23,4	15,8
Statement 8	569	57,2	25,7	17,1
Statement 9	569	53,1	27,4	19,5
Statement 10	569	43,3	27,9	28,8

*Negative item 10 is reversed.

Similar to reading skill, the participants had a very low level of self-efficacy perception for writing skill in English (Table 4.5, $m=2,38$). To have an in-depth analysis of the participants' perception of their self-efficacy concerning writing, percentages of their responses for each statement in the scale for writing skill are given in Table 4.7. When the percentages for the statements are examined, less than one-tenth of the participants (7,6%) thought that statement 1 "I can write a good paragraph or composition" usually or always reflected their situation while the majority of them (71%) had the idea that they would rarely or never be able to write a good paragraph or composition. Similar to this statement, about one-tenth of the participants (9,3%) considered Statement 2 "I can write a good paragraph or composition in English by using grammar rules correctly" reflected their situation. On the other hand, almost three

quarters of them (73,5%) did not think they would be able to write a good paragraph or composition in English by using the grammar rules correctly. Beside these statements, the almost two-thirds of the participants (61,6%) reported that Statement 5 "When I cannot write something in English, I make an effort to solve the problem instead of giving up" was not true of them. In other words, they expressed that they would easily give up in the face of writing difficulties instead of persisting for solving the problem.

Table 4.8.

Frequencies and Percentages Regarding Listening Skill Self-Efficacy

Items	N	(%)	(%)	(%)
		Never true of me/Rarely true of me (1,2)	Occasionally true of me (3)	Usually true of me/Always true of me (4,5)
Statement 1	569	49,1	37,3	13,6
Statement 2	569	68,2	21,3	10,5
Statement 3	569	58,9	22,8	18,3
Statement 4	569	52,2	28,3	19,5
Statement 5	569	53,4	27,4	19,2
Statement 6	569	56,7	26	17,3
Statement 7	569	53,9	23	23,1
Statement 8	569	51	26,9	22,1
Statement 9	569	41,1	31,1	22,8
Statement 10	569	43,1	27,9	29

The findings in Table 4.5 reveal that the participants in the present study has a low perception of themselves regarding their self-efficacy level in listening skill. The percentages of the participants' responses are given for each statement in the scale in Table 4.8. When we analyzed the findings in the table, almost nine-tenths of the participants (86,4%) did not think that Statement 1 "I can understand what is spoken in English" was true for them while 13,6% of them thought they could understand what is spoken in English. Similar to this statement, only about one-tenth of the participants (10,5%) considered that Statement 2 "I can deduce the main idea from a speech in English" was usually or always true of them. On the other hand, 89,5% of them

expressed that they did not believe they would be able to understand the main ideas in a speech in English. As for Statement 6 "I can understand what I hear when I watch English TV channels/movies", less than one-fifth of the participants (17,3%) believed they could understand what they heard on TV in English while the rest of them (82,7%) had the opposite perception.

Table 4.9.

Frequencies and Percentages Regarding Speaking Skill Self-Efficacy

Items	N	(%) Never true of me/Rarely true of me (1,2)	(%) Occasionally true of me (3)	(%) Usually true of me/Always true of me (4,5)
Statement 1	569	45,8	28,3	25,9
Statement 2	569	64,1	23,9	12
Statement 3	569	66,2	24,3	9,5
Statement 4	569	53,3	27,2	19,5
Statement 5	569	49,2	25,7	25,1
Statement 6	569	72,6	16,7	10,7

The same as writing skill, the participants had the lowest mean for their self-efficacy in speaking skill (Table 4.5, $m=2,38$). The percentages of the participants' responses to the statements related to speaking skill from the Self-Efficacy Scale for English are given in Table 4.9. When analyzed closely, about one quarter of the participants (25,9%) reported that Statement 1 "I can meet my daily necessities by using English" was true of them and a similar number of participants (25,1%) believed that Statement 5 "I can express myself in a different way when a person does not understand what I say" was true of them. These participants believed that they could speak in English to meet their basic needs like giving directions and shopping if required. On the other hand, only about one-tenth of the participants (10,7%) thought Statement 6 "I can speak English in a way that a native speaker of English would understand" reflected their situation and, similarly, a close number of participants (9,5%) had the idea that Statement 3 "I can speak English formally and informally according to the aim and situation" was true of them. The rest of the participants had the opposite perception

regarding their self-efficacy for the situations in these statements.

In brief, it is seen that our participants had low perceptions of themselves regarding English in general and the four language skills in particular. They had lower perceptions of themselves in speaking and writing than in reading and listening.

4.2.3. Analysis of the Relation between the WTC and Self-Efficacy of the Participants

To answer the third research question in this study, which aimed to investigate the relation between the WTC and self-efficacy of the participants, Pearson r correlations were employed in the present study.

Table 4.10.

Correlation between Participants' WTC and Self-efficacy

		Self-efficacy	WTC
Self-efficacy	Pearson Correlation	1	,426**
	Sig. (2-tailed)		,000
	N	569	569

** $p < .01$.

Correlation coefficients values' range is between +1 and -1. A value between .00 and .19 is accepted as a very low or no correlation. A value between .20 and .39 is accepted as a weak correlation. If the value ranges between .40 and .59, it is regarded as moderate correlation. When the value is between .60 and .79, it is a strong correlation and a value between .80 and 1.0 is accepted as a very strong correlation.

As shown in Table 4.10, there was a statistically significant but moderate positive correlation between participants' insights regarding to their willingness to communicate in English and their self-efficacy for English ($r = .426$; $p < .01$). This means as the participants perceive themselves more efficacious in English, they get more willing to communicate in EFL. Moreover, these findings also reveal as the participants got more willing to communicate in English, they felt themselves more efficacious in the language.

We also analyzed the data to find out the level of correlation between the sub-dimensions of the Willingness to Communicate Scale and Self-Efficacy Scale for

English. Table 4.11 presents the extent of correlation between sub-dimensions of Self-Efficacy Scale for English namely reading, listening, speaking and writing and the sub-dimensions of the Willingness to Communicate Scale namely four communication contexts (group discussions, meetings, interpersonal conversations and public speaking) and three types of receivers (stranger, acquaintance and friend).

Table 4.11.

Correlation between the sub-dimensions of the WTC Scale and the Self-Efficacy Scale for English

		Reading	Listening	Writing	Speaking
Group Discussions	R	,359**	,355**	,362**	,313**
	Sig.	,000	,000	,000	,000
Meeting	R	,334**	,356**	,333**	,295**
	Sig.	,000	,000	,000	,000
Interpersonal Conversation	R	,361**	,335**	,345**	,297**
	Sig.	,000	,000	,000	,000
Public Speaking	R	,364**	,358**	,409**	,337**
	Sig.	,000	,000	,000	,000
Stranger	R	,287**	,303**	,303**	,243**
	Sig.	,000	,000	,000	,000
Acquaintance	R	,399**	,377**	,391**	,341**
	Sig.	,000	,000	,000	,000
Friend	R	,396**	,391**	,411**	,363**
	Sig.	,000	,000	,000	,000

**p< .01.

As seen in Table 4.11, there was a statistically very important weak correlation between reading skill and sub-dimensions of participants' WTC: group discussions ($r = ,359$, $p < ,01$), meetings ($r = ,334$, $p < ,01$), interpersonal conversations ($r = ,361$, $p < ,01$), public speaking ($r = ,364$, $p < ,01$), stranger ($r = ,287$, $p < ,01$), acquaintance ($r = ,399$, $p < ,01$) and friend ($r = ,396$, $p < ,01$). Similar to reading skill's relationship with the sub-dimensions of WTC Scale, speaking skill had a significant but weak correlation with all the sub-dimensions of WTC of the participants (group discussions ($r = ,313$, $p < ,01$), meetings ($r = ,295$, $p < ,01$), interpersonal conversations ($r = ,297$, $p < ,01$), public speaking ($r = ,337$, $p < ,01$), stranger ($r = ,243$, $p < ,01$), acquaintance ($r = ,341$, $p < ,01$) and friend ($r = ,361$, $p < ,01$)), which means that the participants perceived themselves as more efficient in speaking, they got more willing to communicate in four contexts (group

discussions, meetings, interpersonal conversations and public speaking) with three types of receivers (stranger, acquaintance and friend) in a moderate manner. As seen from the Table 4.11, listening skill had a significant but weak relationship with all sub-dimensions of WTC: group discussions ($r = .355, p < .01$), meetings ($r = .356, p < .01$), interpersonal conversations ($r = .335, p < .01$), public speaking ($r = .358, p < .01$), stranger ($r = .303, p < .01$), acquaintance ($r = .377, p < .01$) and friend ($r = .391, p < .01$). As for the writing skill, while it had significant but weak relationship with some WTC sub-dimensions (group discussions ($r = .352, p < .01$), meetings ($r = .333, p < .01$), interpersonal conversations ($r = .345, p < .01$), stranger ($r = .303, p < .01$), and acquaintance ($r = .391, p < .01$)), it had significant and moderate relationship with two of them (public speaking ($r = .409, p < .01$), and friend ($r = .396, p < .01$)). These results signified that the participants chose to communicate more with acquaintance and friend types of receivers than stranger type of receiver in all of the four language skills. Also, their level of self-efficacy affected their willingness to communicate in the types of receivers of acquaintance and friend more than stranger type of receiver. As for the types of context, there was no big differences among the four contexts (group discussions, meetings, interpersonal conversations and public speaking) regarding the four skills (reading, listening, writing and speaking).

4.3. Qualitative Findings of the Study

In order to elicit the ideas of high school students concerning their levels of self-efficacy for English and WTC in English and the rationale for their self-perceptions, the interviews with them were coded and the emergent codes were categorized into main titles and subtitles. The emergent categories were tabulated in order to clearly explain the data gathered from the interviews. Samples from the interviews were given where appropriate. The categories regarding willingness to communicate in English and self-efficacy for English were separately given in the following section.

4.3.1. The Analysis of Interviews in Terms of Participants' WTC in English

This section covers interviewees' ideas on WTC in English gathered from their interviews. The analysis of the data showed that the level of willingness of the participants mostly depended on the context and the type of receiver they addressed. Similar to findings in the quantitative analysis, the qualitative data revealed that the

participants were more willing in meeting and interpersonal contexts than public speaking and group discussion contexts. Also, they were more willing with acquaintance and friend receiver types than stranger type of receiver. Apart from these findings, we focused on exploring the possible reasons underlying behind the willingness and/or unwillingness of the participants to communicate in English through analysis of the interviews. We found out there are different reasons for their situations regarding their WTC. Firstly, the reasons behind participants' willingness to communicate in English and then, their reasons for their unwillingness to communicate are given in the following section.

4.3.1.1. Reasons behind the Participants' WTC

The researcher reached nine reasons behind the participants' WTC: positive attitude toward English, personal development, interest in different cultures, the idea that learning English is fun, the importance of English, career concerns, showing off, curiosity and enthusiasm (Table 4.12).

Table 4.12.

Percentages and Numbers of Participants Concerning the Reasons behind Their WTC

Reasons for Participants' WTC	N*	%**
Positive attitude towards English	13	40,62
Personal development	11	34,37
Interest in different cultures	8	25
Learning English is fun	7	21,87
The importance of English	3	9,37
Career concerns	3	9,37
Showing off	3	9,37
Curiosity	2	6,25
Enthusiasm	2	6,25

*N: number of students that mentioned each category at least once

**%: percentages are given according to total number of all interview participants

As it is seen in Table 4.12, more than one-third of the participants (13) stated that they had positive attitude towards English language and their willingness to learn English is due to this positive attitude. The following extracts illustrate this point.

I would like to communicate (with strangers in English) because I already like English(P6).

I would like to talk in English. I am the ones whose native language is English. I would like to give presentations in English....and I like English(P18).

More than one-third of the participants(11) stated personal development as a reason for their high willingness to communicate in English. It was an important motive for them. Learning English or any second language and capability to speak in another language other than one's own was a desired goal, which positively affected their level of willingness. the following quotes illustrate this issue.

I would like to speak (in English) because I would both learn a second language and develop myself(P2).

I always want to speak English. We can both do new activities and develop ourselves this way. That is why I would like to speak in English in the public(P11).

Some of the interviewees(8) had an interest in different cultures which had a positive effect on their willingness. The interviewees with this kind of interest wanted to meet different people from different countries and desired to learn about new cultures. Some of their expressions are as follow:

I want to speak in English very much because we are going to talk to a foreigner and try to understand each other(P1).

I would like to speak (in English), I would like to understand their accent and learn about their cultures(P21).

Almost a quarter of the participants(7) had the idea that learning English is fun. These participants stated that they enjoyed themselves while they were learning English at school. An example to illustrate their ideas related to this issue is given below:

I would like to have a dialogue because I even have a lot of fun in the class and I like it(P8).

Other reasons which were mentioned as reasons of high level of WTC were the importance of English and the participants' concern about their career. The participants(3) recognized English is an important language used very commonly in the world. They had the idea that English is the "Lingua Franca." Also, some of these interviewees(3) stated that English is important for their future plans such as the professions they planned to perform and for the university they desired to study. Some extracts are as follow:

I would like to speak English because I think it will be very useful for my academic life and it will also be very important for my professional career in the future (P10).

I would like to talk in English...because English is the "Lingua Franca" and I like English(P18).

Among other reasons for the willingness of the participants were showing-off, curiosity and enthusiasm. While a few participants wanted to use English simply to show off and attract people around them, some of them desired to learn English because they wondered about how it was to talk in English. In addition to such comments made by the participants, there were participants who felt themselves enthusiastic about learning English. Some of their comments are given:

I would define myself as enthusiastic about talking in English...(P5).

I would like to communicate in English with my friends because I feel curious about that(P1).

I would like to (talk in English). I would say a simple sentence and show off to my friends(P4).

The reason why I want to (talk in English) is I would be attracted by the public...(P21).

4.3.1.2. Reasons behind the Participants' Unwillingness to Communicate

The researcher found eight reasons behind the participants' unwillingness to communicate from the interviews he conducted with the participants and he tabulated those findings in Table 4.13. These reasons are participants' emotional states, fear of making mistakes, negative attitude towards English, fear of losing face, lack of self-confidence, repetition of the same subjects in the curriculum, having no place to use English and intense workload of major classes.

Table 4.13.

Percentages and Numbers of Participants Concerning the Reasons behind Their Unwillingness to Communicate

Reasons for Participants' Unwillingness to Communicate	N*	%**
Emotional states	16	50
Fear of making mistakes	11	34,37
Negative attitude towards English	6	18,75
Fear of losing face	6	18,75
Lack of self-confidence	6	18,75
Repetition of the same subjects in the curriculum	2	6,25
There is no place to use English	1	3,12
Intense workload of major classes	1	3,12

*N: number of students that mentioned each category at least once

**%: percentages are given according to total number of all interview participants

Half of the interviewees(16) were reluctant to communicate in English because they had some difficulties in the process of the actual conversation due to their emotional states and feelings such as excitement, timidity, anxiety, shyness and stress. Also, more than one-third of them(11) reported that they feared making mistakes and that hindered them from communicative activities and caused them to be reluctant. Some excerpts are given to illustrate these situations:

I feel anxious while I give a presentation to(strangers) because what if I cannot or what if I verbalize something wrong(P1).

I would not like to communicate with anyone in English in any type of context because, especially in public speaking, I would not be able to speak and I would get excited. Also I would not be able to pronounce the words correctly(P3).

I would feel excited while I was giving a presentation. I would behave anxiously. I could make mistakes because of my shyness(P25).

I would not like to talk in English in front of a large group because I would fear making mistakes. The biggest problem we can face while we use English is the pronunciation mistake(P27).

While the participants got affected by these feelings and their fear of making mistakes, some of them(6) only were reluctant to communicate in English because of

the fact that they had a negative attitude towards English. These participants were too fond of their native language and perceived using English in daily conversations as a threat to their own language, which is Turkish. Also, they suggested English be taken out of the curriculum.

I do not understand anything from English, I think it should be taken out of the curriculum(P4).

I do not want to use(English) in daily life (with my friends and acquaintances) because if we do so, we get used to English and use it continually. I do not want that to happen because I would like to use only my beautiful Turkish(P5).

The same number of interviewees(6) reported that they were reluctant to communicate in different situations in English because they had a lack of self-confidence and fear of losing face. Some of them believed they would not reach a good level of proficiency in English, no matter what they did, there would always be things they had to learn in English because English is not their mother tongue. Similarly, some of them had the idea that people would make fun of them and laugh at them if they made a mistake. They could not take the risk of losing face.

I would not like to talk to (people I know in English) because English is hard to learn and I am not good at it...(P4).

In fact, I would be a little bit anxious (while talking to strangers). I would think "Will I make a mistake?" No matter how well I speak the language, it is not my native language in the end and there certainly are subjects that I have not mastered yet(P17).

I would not like to communicate (with a large group of people) because I do not know how much they know the language and I just keep silent in such an environment. I mean I just would not speak English in case I lose face(P13).

Another reason for the unwillingness of a few participants(2) was the repetition of the same subjects in English in successive years. Another interviewee complained that they had no context for using English outside of the classroom and that was a cause for his unwillingness to communicate in the language. Also, one participant reported that the intense workload of the major classes was an important reason for his reluctance to study English and communicate in English. Examples from the interviews are given below:

English is not an issue that I am good at so I do not want to talk. Beside that, I do not have time to study English because of the science-mathematics major classes. I do my best to spare some time for it(P30).

I would like to talk (to people I know in English) . It is a privilege to know another language, I think. However, there is no way for that because we have been learning English since the fourth grade but we only learn the same topics every year, which have no use...(P31).

4.3.2. The Analysis of the Interviews in Terms of Participants' Self-Efficacy for English

This section covers interviewees' ideas on their self-efficacy for English as stated in the interviews. The analysis of the participants' responses mainly informed us about the opinions of the students regarding their self-efficacy level and the reasons behind their perception.

4.3.2.1. The Participants' Self-Efficacy for English in Terms of General English and Four Language Skills

The majority of the participants had a low self-efficacy perception for English in general and the four skills in particular. Similar to quantitative results of the study, the analysis of the qualitative data showed that the interviewees had a lower level of self-efficacy for English in writing and speaking than listening and reading skills.

4.3.2.2. The Reasons behind Participants' Self-Inefficacy for English

The participants brought forward five reasons for their perception of themselves as inefficacious in English: lack of vocabulary, grammar, effort, pronunciation, and ability (Table 4.14).

Table 4.14.

Percentages and Numbers of Reasons for Participants' Self-Inefficacy

Reasons for Participants' Self-Inefficacy	N*	%**
Lack of vocabulary	16	50
Lack of grammar	12	34.37
Lack of effort	4	12.50
Lack of pronunciation	2	6.25
Lack of ability	2	6.25

*N: number of students that mentioned each category at least once

**%: percentages are given according to total number of all interview participants

Half of the participants(16) reported they were feeling themselves inefficacious in English because of the fact that they believed that they did not have an enough knowledge of vocabulary in English. Vocabulary was perceived as an important issue in language by our participants. They had the idea that lack of vocabulary was a reason for their incapability to speak and write in English. Here are some samples representing this problem:

To tell the truth, of course, I do not have a good level of English because the English we learn at school is just composed of a few words and this is a big loss on my side. However, I think I have a good pronunciation and reading(P32).

I have an important inadequacy in my vocabulary knowledge. Personally, I do not find myself successful considering my vocabulary. You do not want to speak(in English) when you have a lack of vocabulary(P13).

A number of participants(12) stated lack of grammar as a reason for their perception of themselves as inefficacious in English. They stated that even if they were good at vocabulary and pronunciation, they were not good at grammar. Here is a quote from the interviews to illustrate this.

I find myself efficacious enough (in English), I can easily find the words I do not know either from my phone or I directly ask them to our teacher. However, I am not successful at grammar at all(P29).

Some of the participants(4) believed they were not putting enough effort to learn English and they considered this as a reason for their inefficacy in the language. These participants believed they could be successful at learning English if they put enough effort into it. Unlike these interviewees, some participants (2) believed that learning a language is an ability and one cannot learn English unless she/he had this language learning ability.

I can form a sentence in English but I believe I might not be able to write a composition in a good order. However, I believe I can make it if I can put enough effort into it(P14).

I do not have an ability for English. I do not consider myself at a sufficient level when it comes to English(P18).

Lack of pronunciation was a reason for the low self-efficacy perception of a few participants(2) with whom the researcher interviewed. These participants expressed that they were not able to correctly pronounce the words in English and this problem

negatively affected their speaking and reading in English. An example is given below to illustrate their opinions related to this issue:

I have problems with pronunciation and that is why I cannot speak well...(P31).

In summary, as it is understood from the interviews, the participants identified various reasons to account for their willingness or unwillingness to communicate in English. Among these, positive attitude towards English and interest in different cultures were the most commonly stated motives for being eager to talk in English. On the hand, affective concerns of the participants, such as fear of making mistakes or feeling anxious were mentioned as the reasons of unwillingness. As for their perception of inefficacy in English, the participants mostly highlighted the lack of vocabulary and grammar.



CHAPTER V

5. CONCLUSION

5.1. Introduction

In this study, it was aimed at exploring the levels of high school Turkish EFL learners' willingness to communicate(WTC) and learners' perception of their own self-efficacy for English. Also, examining the extent of correlation between high school students' levels of WTC in English and their self-efficacy for English was one of the goals of this study. In addition, Exploringthe underlying reasons for the participants' perceptions of themselves as being willing and/or unwilling to communicate and the reasons for the participants' perceptions of themselves as being efficient and/or inefficient in English was another purpose of the study. The researcher utilized both quantitative and qualitative research methods (questionnaires and interviews) for gathering data regarding the issues researched. This chapter presents conclusion and discussion of the findings of the study and also includes suggestions for further studies.

5.2. Conclusion and Discussion

Research Question 1: What is the participants' level of Willingness to Communicate(WTC) in Turkish high school EFL context?

The first research question of this present study was to find out the WTC levels' of the high school students (N=569) in Turkish EFL context. The researcher employed Willingness to Communicate Scale by McCroskey (1992), measuring the participants' willingness to communicate in four types of communication contexts (group discussions, meetings, interpersonal conversations and public speaking) with three types of receivers (stranger, acquaintance and friend). In the analysis of the data gathered through this scale, the researcher used descriptive statistics namely, means, standard deviations, numbers and percentages which were produced by using Statistical Program for Social Sciences (SPSS) 23.0. The overall score for their WTC level was found to be close to medium (m=49,79). That showed the fact that the participants were somewhat willing to communicate in English. The findings of the study showed similar results in terms of overall WTC score in EFL context with the study of Çetinkaya (2015). Similar to her participants, the students in this study also were more willing to communicate

with friends and acquaintances in interpersonal conversations and meetings than with strangers in the contexts of public speaking and group discussions. That revealed the fact that the characteristics of an interlocutor with whom an individual is to initiate an act of communication is important for his/her level of WTC in a L2. The importance of the variables related to the characteristics of interlocutors is emphasized by other researchers in the field. For example, MacIntyre et al. (1998), in their heuristic model of variables influencing WTC, explain these interlocutor variables as "the speakers' age, gender, and social class, as well as various aspects of the relationship between the participants: the power relationship between them, their level of intimacy, the extent of their shared knowledge, and the social distance between them" (p. 553). Simply put, individuals are more ready to communicate with familiar persons who they have an intimate relationship with and are at close social ranks with. On the other hand, "among unfamiliar interlocutors, the participants tended to feel less secure about making mistakes" (Kang, 2005, p. 282). There also exist studies with discrete findings. For example, unlike the findings of the present study, Asmalı, Bilki&Duban (2015) and Öz, Demirezen&Pourfeiz (2015) who conducted studies with university students, found that students in Turkey had a quite low level of WTC in EFL. When the results of our study are taken into consideration with these two studies conducted with tertiary level Turkish students, it seems Turkish learners have a lower level of WTC as they advance in their academic life. That might be because they conceive English more as a subject to master rather than as a means of communication. Supporting that, Clément, Dörnyei& Noels (1994), in their study which they conducted with 301 participants who were secondary-school pupils (aged between 17-18), found that "many students saw English as an ordinary school subject" (p. 419) rather than as a medium of communication. In brief, it might be concluded that when the motives for learning and using English are related to extrinsic factors such as passing the class or achieving a test, the level of WTC is relatively low.

Research Question 2: What is the self-efficacy level of the participants for EFL in Turkish high school context?

It was one of the objectives of the present study to explore the perceived self-efficacy levels of the Turkish high school EFL learners. The researcher used the Self-Efficacy Scale for English by Yanar&Bümen (2012) to measure Turkish high school students' beliefs of self-efficacy in English. The findings of the study revealed that the participants (N=569) had a quite low level of perceived self-efficacy ($m=2,50$). The self

evaluation of efficacy in terms of individual language skills revealed that the participants regarded themselves as the least efficient in writing ($m=2,38$) and speaking ($m=2,38$) followed by listening ($m=2,52$) and reading ($m=2,72$). Although the participants had the highest perception of self-efficacy in reading, it is still low. These findings were confirmed by Yanar (2008) in her study with EFL high school students. In her study, the participants who did not have an English preparation year had low levels of self-efficacy in the skills of reading ($m=3,04$), listening ($m=2,95$), speaking ($m=2,88$) and writing ($m=2,76$). As seen, both in the present study and Yanar's (2008), the participants had lower levels of self-efficacy in speaking and writing skills than reading and listening skills. Simply put, they view themselves more inefficient in productive skills than receptive skills. The cause for the participants' feeling of inefficacy might be the fact that they felt themselves more anxious in productive skills than receptive skills. Ay (2010) conducted a study with 5th, 6th and 7th grade students ($N=160$). She investigated the relationship between anxiety and language skills. She found that the students from 5th grade had more anxiety in receptive skills than students from 6th and 7th grade while students from 7th grade had more anxiety in productive skills than students from 5th and 6th grade. She also states that "students generally report that speaking in the foreign language classroom produces the highest level of anxiety" (p. 84). The participants from three grades in her study also held nearly the same level of anxiety related to grammar. They had a concern for the fact that their teachers were ready to correct every mistake they made. This somehow showed a fear of the participants related to making mistakes. Also, the reason for our participants' difference in their levels of self-efficacy in language skills might be stemmed from their vocabulary size in English. To unravel the effect of vocabulary size on language skills, Stæhr (2008) investigated the relationship between vocabulary size and learners' success in the skills of listening reading and writing with the 88 Danish language learners. His findings revealed that the participants had the highest correlation with reading skill ($r=.83$; $p<.01$) followed by writing skill ($r=.73$; $p<.01$) and listening skill ($r=.69$; $p<.01$) in terms of their vocabulary size. Like in Stæhr's (2008) study, the participants' lack of vocabulary knowledge, as stated by themselves in the interviews, might have a probable cause for their perceived inefficiency in English.

Research Question 3: Is there a meaningful relationship between the participants' WTC and self-efficacy levels?

One of the main focuses of this study was to explore the extent of the relationship between the participants' perceived self-efficacy level for English and their level of willingness to communicate in English. Pearson r correlations were employed to investigate this relationship. The results of the study indicated that there is a moderate but very significant positive correlation ($r=.426$; $p<.01$) between participants levels of self-efficacy and WTC. In other words, as the self-efficacy of the participants increase, the WTC level of the participants in English increase at the same time. In view of this relationship between self-efficacy for English and WTC in English, it would not be wrong to assume that high levels of self-efficacy for English will bring about high levels of WTC in English and high levels of WTC will end in more language use in and outside the classroom, which will result in language development in EFL. In the same vein, people with high WTC tend to use the language they are learning more frequently (MacIntyre&Charos, 1996; MacIntyre& Clément, 1996; Yashima, Zenuk-Nishide& Shimizu, 2004). Bandura (1982) also states that "the stronger the perceived self-efficacy, the more likely are people to persist in their efforts until they succeed" (p. 127). In brief, high self-efficacy beliefs raise one's WTC and both of these constructs affect the quantity of output produced in the language learned by learners. Consequently, the learners who produce more language output are more likely to "produce better outputs" (MacIntyre, Noels & Clément, 1997, p. 274).

Research Question 4: What are the underlying reasons for the participants' perceptions of themselves as being willing and/or unwilling to communicate in English?

This study also focused on investigating the reasons behind participants' levels of WTC. Qualitative research methods (interviews) were employed to explore these reasons. In this research, we have found that the learners' levels of willingness to communicate is affected by their positive attitude towards learning English and interest in different cultures. Yashima (2002) conducted a study with 389 university Japanese students to investigate the relations among L2 learning and L2 communication variables in Japanese EFL context. She also examined the possible effects of "international posture" which is "intergroup approach tendency, intercultural friendship orientations, interest in international vocations and activities and interest in foreign affairs" (p. 63) on WTC in a L2. Both this study and Yashima's (2002) study have shown that positive attitudes towards English and interest in different cultures raise the learner's WTC levels in English. MacIntyre, Baker, Clément & Donovan (2002) as well stated that "Those who have positive attitudes and motivation tend to be more willing to communicate" (p.

553). The present study also revealed that some of the participants considered English as an important language to learn and thought that learning it will have positive effects on their future careers and personal development. This idea led them have a high level of WTC. In other words, these reasons motivated them to be willing to communicate in English. It would not be wrong to assume that learners' WTC is affected by their motivation about the benefits of having a proficient level of English. Supporting this, in her study in which she investigated the relationship among tertiary level students' (N=274) willingness to communicate in English, their linguistic self-confidence, motivation, attitudes toward international community and personality, Şener (2014) found that motivation had significant correlations with the WTC in English and the participants in her study considered English as an important language to be mastered.

As for the reasons of the participants' unwillingness to communicate, we found that emotional states of the participants affected their L2 WTC before and during the time of communication through feelings such as anxiety, shyness, stress, timidity and excitement. The influences of affective variables on willingness to communicate in English were reported in many other studies, too. Kang (2005) investigated four Korean male students' condition of excitement under the three factors of context, topic and interlocutor. She found that high excitement negatively affected the participants' WTC. Also, MacIntyre (2007) stated that "Language anxiety captures the worry and usually negative emotional reaction aroused when learning or using an L2" (p. 564). Among other reasons for the unwillingness to communicate, our participants reported in their interviews, were fear of making mistakes and losing face. They caused the participants to have a low level of WTC and kept them from using English. Wen & Clément (2003) conducted a study to organize WTC model to reflect the situation in Chinese foreign language classrooms and their findings supported our results. Similarly, fear of making mistakes and face concern "make it less likely for the learners to venture into a discourse with others in the L2 in or out of class" (p. 24). Some of our participants also stated that they had a lack of self-confidence because of which they had an unwillingness to communicate. The students thought they did not have a proficient level of English to be able to communicate. The participants of our study also complained not to have any opportunities to use English. Çetinkaya (2005) also conducted a study by using questionnaires and semi-structured interview with 365 university students to ascertain their WTC in situations when they had the chance to communicate in English. Confirming our findings, Çetinkaya (2005) found the same results in her study. Her

participants as well had a low level of WTC in English stemming from lack of opportunities to use the target language and lack of self-confidence due to their low level of proficiency in English. Yashima et al. (2004) also stated that "to have self-confidence in communication in an L2 is crucial for a person to be willing to communicate in that L2" (p. 14).

Research Question 5: What are the underlying reasons for the participants' perceptions of themselves as being efficient and/or inefficient in English?

This study also focused on investigating the reasons behind participants' levels of self-efficacy in English. Qualitative research methods (interviews) were used to investigate these reasons. As for reasons for the participants' self-inefficacy, we found that some of our participants attributed their self-inefficacy to the lack of effort and ability in learning EFL. Simply put, our participants believed that if they had the ability and they put enough effort into it, they would be successful language learners. Similarly, Hsieh & Kang (2010) found that successful language learners attributed their success to their ability to learn EFL and to the amount of effort they put into learning language. This uncovers that some language learners believe that learning language is an ability which not every individual possesses. As seen, learners with high levels of self-efficacy attributed their success to their ability to learn a foreign language in both of the studies. However, these findings contradict with Bandura's discourse. For example, Bandura (1993) argued that learners with low self-efficacy beliefs consider skills and abilities as an "inherent capacity" (p. 120) unlike the fact that learners with high self-efficacy beliefs have the idea that abilities can be developed "by gaining knowledge and competencies" (p. 120). Also, we found that our participants felt themselves inefficacious because of lack of vocabulary, grammar and pronunciation. These language skills are more than a cause for the participants' feeling of self-inefficacy. They are challenging language skills to master. In a study by Wong (2005), even the participants (74 pre-service English teachers) with high levels of perceived self-efficacy, reported in their interviews that they viewed learning new vocabulary and improving command of grammar and pronunciation as the most challenging language skills. The participants in the present study have a low level of perceived self-efficacy for English and their performance related to gaining mentioned language skills is negatively affected by that. Due to the fact that the participants' perceived self-efficacy is low, when they are to learn these skills (vocabulary, pronunciation and grammar), they set less demanding goals for themselves in terms of success during the process of

learning, they lose their self-confidence and quickly give up in the face of difficulties instead of putting more effort. To explain the effect of perceived self-efficacy on individuals' performances, Genç, Kuluşaklı&Aydın(2016)stated that "perceived self efficacy influences the level of goal challenge people set for themselves, the amount of effort they mobilize, and their persistence in the face of difficulties. Perceived self-efficacy is theorized to influence performance accomplishments both directly and indirectly through its influences on self-set goals" (p. 54).

5.3. Implications of the Study

The results of the present study uncovered the fact that there is a meaningful relationship between the participants' levels of willingness to communicate in English and their perceived self-efficacy for English. Given the extent of this relationship between self-efficacy beliefs for English and WTC in English, foreign language teachers should make use of this finding for arranging their teaching methods, approaches, techniques, materials and practice in the classroom in such a way to raise students' self-efficacy beliefs because they are positively correlated with foreign language achievement (Erkan&Saban, 2011; Rahemi, 2007; Rahimi&Abedini, 2009; Shang, 2010). This will create a snowball effect: higher self-efficacy will positively affect learners' success and their success will affect their level of WTC in English. Also, there are researchers who stressed the importance of WTC in L2 education. Such researchers (MacIntyre et al., 1998) argued that theutmost goal for the process of learning a language should be to construct in language learners the willingness to seek out communication opportunities and the willingness actually to communicate in them. A program that is not successful to produce students who are willing to use the language simply cannot be regarded as a successful program (MacIntyre et al., 1998). Also, WTC is "the most immediate determinant of L2 use" (Clément, Baker &MacIntyre, 2003, p. 191). Simply put, it indicates how frequently one uses the target language. That frequency of language usage is important because "the increased frequency of interaction and communication in English can enable the students to improve their English proficiency" (Kim, 2004, p. 152). In other words, as one communicates more, he/she practices more and this is likely to bring about more learning to occur in the target language (Brown, 1987).

Apart from teachers, material developers and writers of educational books for foreign language learning should create materials aiming at developing awareness and raising learners' levels of self-efficacy and WTC. Especially, self-efficacy beliefs are important for academic achievement because "compared with students who doubt their learning capabilities, those who feel efficacious for learning or performing a task participate more readily, work harder, persist longer when they encounter difficulties, and achieve at a higher level" (Pajares, 2001, pp. 2-3). Bandura (1993) claimed that formal education should aim to provide the students with self-beliefs (self-efficacy) to make them able to educate themselves during their whole life. Because of this fact, teachers and schools should help their students create positive self-beliefs for themselves to attain academic success (Pajares, 2003).

5.4. Suggestions for Further Studies

This study mainly depended on self-report data gathering tools of quantitative methods (questionnaires) supported by qualitative methods (interviews). It might be useful to measure the participants' levels in these constructs by using different methods such as observational methods in addition to self-report research tools in the future studies.

It is also hard to generalize the findings of the present study due to the fact that the whole sample of the study was from one single high school and from one city of Turkey. Therefore, these constructs should be investigated at different academic levels of language learners such as primary, secondary, high schools and universities by using different methods of research (such as narrative or ethnographic studies) with a more enriched participant profile.

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7. APPENDICES

Appendix 1: Self-Efficacy Scale For English

İNGİLİZCE ÖZYETERLİK ÖLÇEĞİ

Sevgili Öğrenciler,

Bu ölçek Anadolu lisesinde okuyan öğrencilerinin İngilizce dersine karşı olan özyeterlik algılarını ölçmeye yöneliktir. Verdiğiniz cevaplar yüksek lisans tezinde tamamen bilimsel amaçlar için kullanılacaktır. Önermelerin doğru ya da yanlış değildir, önemli olan sizin gerçek duygu ve düşüncelerinizi ifade etmesidir. Lütfen her soruyu dikkatle okuyunuz, size uygun olan ifadenin altındaki rakamı yuvarlak içine alınız. Ölçekteki tüm maddeleri eksiksiz cevaplandırınız. Verdiğiniz cevaplar kesinlikle gizli tutulacaktır. Katkılarınızdan dolayı teşekkür ederim.

Hüseyin TAŞDEMİR

KİŞİSEL BİLGİLER

Cinsiyetiniz:

Sınıfınız:

Bölümünüz:

Yaşınız:

İngilizce İle İlgili Özyeterlik İnancı Ölçeği

	Bana hiç uymuyor	Çok az uyor	Biraz uyuyor	Oldukça uyor	Bana tamamen uyor
OKUMA					
1 İngilizce bir metin okuduğumda anlayabilirim.	1	2	3	4	5
2 İngilizce akademik metinler okuduğumda önemli noktaları anlayabilirim.	1	2	3	4	5
3 Okuduklarımı zihnimde canlandırabilirim.	1	2	3	4	5
4 Okuduğum İngilizce metnin temasını ya da ana fikrini bulabilirim.	1	2	3	4	5
5 İngilizce bir metinle ilgili soruları cevaplayabilirim.	1	2	3	4	5
6 Okuduğum İngilizce bir metinde anlamını bilmediğim sözcükleri tahmin edebilirim.	1	2	3	4	5
7 İngilizce bir metinde aradığım bilgiyi kolaylıkla bulabilirim	1	2	3	4	5
8 İngilizce sınavlarının okuma bölümlerinde başarılı olacağıma inanıyorum	1	2	3	4	5
YAZMA					
1 İyi bir paragraf ya da kompozisyon yazabilirim.	1	2	3	4	5

2	İngilizce bir paragraf ya da kompozisyon yazarken dilbilgisi kurallarını doğru kullanabilirim.	1	2	3	4	5
3	İngilizce bir metin yazarken noktalama işaretlerini doğru kullanabilirim.	1	2	3	4	5
4	İngilizce bir metin yazarken düşüncelerimi tam ve açık olarak ifade edebilirim.	1	2	3	4	5
5	Bir şeyi İngilizce yazamadığımda, pes etmek yerine sorunu çözmek için çaba sarf ederim.	1	2	3	4	5
6	İngilizce yazarken önemli noktaları vurgulayabilirim.	1	2	3	4	5
7	İngilizce bir metni kendi cümlelerimle yeniden yazabilirim.	1	2	3	4	5
8	Günlük yaşamda kendimi İngilizce yazılı olarak ifade edebilirim.(özgeçmiş, başvuru formu, şikâyet mektubu vb.)	1	2	3	4	5
9	İngilizce herhangi bir şey yazdıktan sonra hatalarımın farkına varabilirim.	1	2	3	4	5
10	İngilizce yazma ile ilgili verilen etkinlikleri yaparken yardıma ihtiyaç duyarım.	1	2	3	4	5

DİNLEME

1	İngilizce konuşulanları anlayabilirim.	1	2	3	4	5
2	Dinlediğim İngilizce konuşmanın ana fikrini çıkarabilirim.	1	2	3	4	5
3	Dinlediğim bir cümledeki duygusal vurguları anlayabilirim.	1	2	3	4	5
4	İngilizce bir konuşma dinlediğimde bilmediğim sözcüklerin anlamını tahmin edebilirim.	1	2	3	4	5
5	İngilizce bir konuşma duyduktan sonra duyduklarım ile ilgili soruları cevaplayabilirim.	1	2	3	4	5
6	İngilizce televizyon kanallarını/ filmleri izlediğimde dinlediklerimi anlayabilirim.	1	2	3	4	5
7	Bir konuşma dinlediğimde resmi dil ile günlük konuşma dilini ayırt edebilirim.	1	2	3	4	5
8	İngilizce bir okuma parçasını dinlerken duyduklarımı doğru olarak yazabilirim.	1	2	3	4	5
9	İki kişi arasında geçen kısa bir İngilizce konuşmayı anlayabilirim.	1	2	3	4	5
10	İngilizce sınavlarının dinleme bölümlerinde başarılı olacağıma inanıyorum.	1	2	3	4	5

KONUŞMA

1	Günlük yaşamda gerekli ihtiyaçlarımı İngilizce'yi kullanarak karşılayabilirim. (Yurt dışında olduğunuzu düşünün, yer-yön bulma, alış-veriş vb.)	1	2	3	4	5
2	Bir mülakatta kendimi İngilizce olarak ifade edebilirim. (Üniversiteye giriş, iş başvurusu vb.)	1	2	3	4	5
3	Amaca ve duruma göre resmi ya da resmi olmayan bir şekilde İngilizce konuşabilirim.	1	2	3	4	5
4	İngilizce sorulan sorulara cevap verebilirim.	1	2	3	4	5
5	Karşımdaki beni anlamadığında düşüncelerimi başka şekilde ifade edebilirim.	1	2	3	4	5
6	Anadili İngilizce olan bir kişinin anlayabileceği şekilde İngilizce konuşabilirim.	1	2	3	4	5

Appendix 2: Willingness To Communicate Scale

İletişime Gönüllülük/İsteklilik Ölçeği

Aşağıda her bireyin iletişim kurmayı isteyebileceği yada istemeyeceği 12 durum verilmiştir. Yabancılarla İngilizce konuşacağınızı ve iletişim kurup kurmamanın tamamen sizin seçiminiz olduğunu varsayarak her bir durumda İngilizce iletişim kurmaya ne derece istekli olduğunuzu 0 ile 100 arasında durumunuza uygun herhangi bir sayı seçerek her ifadenin başındaki boşluğa yazarak belirtiniz.

% 0-----% 50-----%100

İngilizce konuşmam

İngilizce konuşurum

(iletişim kurmam)

(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 tanımadığım 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

Appendix 3: Interview Questions

GÖRÜŞME SORULARI

A. İletişime Gönüllülük/İsteklilik

1. Tanıdığınız küçük bir grup(mesela sınıftaki 3-5 arkadaşınız) içerisinde insanlarla İngilizce konuşmak ister miydiniz? Böyle bir durumda İngilizce konuşarak onlara sunum yapmak yani bir şeyler anlatmak ister miydiniz?İstiyorsanız neden; istemiyorsanız neden? Açıklayınız.
2. Bir arkadaşınızla İngilizce günlük, kişilerarası (iki kişilik) bir diyalog kurmak ister miydiniz? İstiyorsanız veya istemiyorsanız bunun size göre nedeni nedir?
3. Tanımadığınız kalabalık bir grup(30-40 kişi kadar) karşısında İngilizce olarak bir sunum yapmak veya onlara herhangi kendi seçeceğiniz bir konuda bir şeyler anlatmak ister miydiniz? Eğer istiyorsanız veya istemiyorsanız nedenlerini anlatır mısınız?
4. Yabancılarla (küçük veya büyük bir grup) kendi seçeceğiniz bir sunum yapmak gibi durumlarda kendinizi nasıl hissederdiniz? Bu durumlarda kişiliğinizi(içedönük, dışadönük, tedirgin, utangaç, enerjik, iddialı, hevesiz, antisosyal v.b.) nasıl tanımlarsınız?

B.İngilizceye Yönelik Özyeterlik İnançları

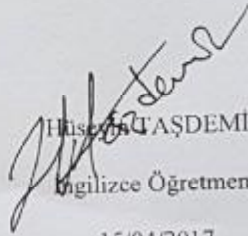
1. İngilizce metinleri ne derece anlıyorsunuz? Mesela sınavlarda çıkan metinlerdeki soruları kavrayabiliyor musunuz?Soruların cevaplarını metinlerde bulabiliyor musunuz? Açıklayınız.
2. Okuduğunuz İngilizce metinlerde, varsa İngilizce kitap ve hikayelerde İngilizce dilbilgisi ve kelime bilginizi yeterli buluyor musunuz? Yani, genel olarak kendinizi İngilizce okumada başarılı ve yeterli buluyor musunuz?Açıklayınız.
3. İngilizce kendi cümlelerinizle doğru bir dilbilgisi ve kelimeler kullanarak bir kompozisyon yazabileceğinize inanıyor musunuz? Kısaca İngilizce yazma yeteneği konusunda kendinizi nerede görüyorsunuz?Açıklayınız.
4. İngilizce özgeçmiş, davetiye vb gibi çeşitli bilgiler yazmanızı isteyen formları doldurabileceğinize inanıyor musunuz?
5. İngilizce konuşulanları duyduğunuzda neden bahsettiğini, konuşmanın konusunu anlayabilir misiniz? Mesela iki turist konuşurken ne hakkında konuştuklarını ne derece anlayabileceğinizi düşünüyorsunuz?Açıklayınız.
6. Eğer yurt dışında veya turistik bir yörede olsaydınız günlük işlerinizi alışveriş, yer yön tarifi, postane, hastane, taksi vb yer ve durumlarda kendinizi ne derece İngilizce konuşarak ifade edebilirdiniz? Açıklayınız.

Appendix 4: Permissiom Letter

HACI SANI KONUKOĞLU ANADOLU LİSESİ MÜDÜRLÜĞÜ'NE
ŞEHİTKAMİL

Okulunuzda İngilizce öğretmeni olarak görev yapmaktayım.. Okulumuzda "Yabancı dil olarak İngilizce öğreniminde lise öğrencilerinin iletişime isteklilikleri ve özyeterlik algıları arasındaki ilişkinin araştırılması" konulu yüksek lisans tezimin bahsedilen konularla ilgili anketlerini okulumuz öğrencilerine uygulamak istiyorum.

Gereğini olurlarınıza arz ederim.


 Hüseyin AŞDEMİR
 İngilizce Öğretmeni
 15/04/2017

Adres:

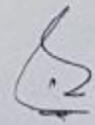
Belkız mah. 18 nolu sok.

No:55 Kat:1

Şehitkamil/Gaziantep

Olur.15/04/2017


 Murat GÖKÇEK
 Okul Müdürü


 Doç. Dr. Murat Kök
 Sos. Bil. Enst. Ad.

Appendix 5: EthicsCommitteePermitDocument

[illegible]

AÇIKLAMASI: BİÇİMİ ÖĞRENDİĞİ TARAFINDAN HAZIRLANDIĞI SÖZLEŞME'DE MÜDÜRLÜĞÜNE ÇAYIRCI LARAK İŞİTİDİ REKREYERLİĞİNE TEŞVİK EDİLMİŞTİR.

RESİM: 1 (Başka bir deyişle Görsel Algı ve Anlama)

Zakres: 1) polska literatura współczesna
2) literatura zagraniczna Czasy PRL

Formant

500E-807

8. BIOGRAPHY

1985 yılında Gaziantep’te doğan Hüseyin TAŞDEMİR sırasıyla Mehmet Akif İlköğretim Okulu,GaziantepLisesi,Hacettepe Üniversitesi İngiliz Dili ve Edebiyatı (Lisans), Çağ Üniversitesi İngiliz Dili Eğitimi (Yüksek Lisans) bölümlerinden mezun olmuştur.

Halihazırda kendisi MEB’de İngilizce öğretmenliği yapmaktadır. TAŞDEMİR iyi derecede İngilizce bilmektedir.

İletişim: huseyintasdemir1985@gmail.com

