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DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAMME
MA THESIS

AN EXPLORATION OF FACTORS CONTRIBUTING TO
STUDENTS' UNWILLINGNESS TO COMMUNICATE

KÜBRA AKSAK

İzmir
2020

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ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

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ÖZET

ÖĞRENCİLERİN İLETİŞİM KURMA İSTEKSİZLİĞİNE SEBEP OLAN ETMENLERİN ARAŞTIRILMASI

Bu tezin temel amacı üniversite öğrencilerinin İngilizce iletişim kurma isteksizliğine sebep olan etmenlerin araştırılmasıdır. Bu amaçla, İngiliz Dili Eğitimi Bölümünden oranlı örnekleme yöntemi yoluyla seçilen 100 öğrenci ile bu öğrencilere ders veren 4 öğretim elemanına karma bir araştırma deseni uygulanmıştır. Öğrencilerden, olumsuz iletişim davranışlarının altında yatan duyuşsal faktörler, öğretmenden kaynaklı faktörler ve sınıf ortamından kaynaklanan faktörler olmak üzere 3 bölümden oluşan bir anket yoluyla veri toplanmıştır. Ayrıca, öğretim elemanları ile öğrencilerin İngilizce iletişim kurma isteksizlerine neden olan etmenleri daha iyi anlamak için bir görüşme gerçekleştirilmiştir. Anketten elde edilen bulgular, öğretmen ve öğrenciler arasında iyi bir uyum, sınıf mevcudu, materyaller ve sınıf ortamı gibi çevresel faktörlerin, öğrencilerin İngilizce iletişim kurma isteksizliğine yol açan en önemli faktörler olduğunu göstermiştir. Oysaki, endişe, utangaçlık, motivasyon eksikliği, sözcük bilgisi eksikliği, özgüven eksikliği, eleştirilme korkusu, konuya aşinalık, akran baskısı ve hata yapma korkusunu içeren duyuşsal faktörler öğrencilerin olumsuz iletişim davranışları üzerinde ikincil büyük etkiye sahiptir. Son olarak, öğretmen davranışları, öğretmen tutumları, öğretmen desteği eksikliği, fırsat eksikliği, öğretmenin ana dili ve yabancı dili kullanma şekli gibi öğretmenden kaynaklı faktörlerin öğrencilerin iletişim davranışı üzerinde en düşük bir etkiye sahip olduğu söylenebilir. Yarı-yapılandırılmış görüşme sonuçları, öğretmenlerin, öğrencilerin neden İngilizce konuşmaya isteksiz olduklarına dair algılarının çoğunlukla hem duyuşsal faktörler hem de öğretmenden kaynaklı faktörler altında toplandığını göstermiştir. Bununla birlikte, sadece birkaç öğretmen öğrencilerin düşük konuşma isteksizliğini açıklamak için öğretim ortamından kaynaklı faktörleri göz önüne almıştır. Bu yüzden, bu etmenlerin öğrencilerin iletişim davranışları üzerindeki olumsuz etkilerini azaltmak için, öğrencilerin algılarına dayanarak öğretmenler tarafından sınıf ortamında düzenlemeler yapılmalıdır.

Anahtar Kelimeler: Yabancı dil öğrenimi, iletişim kurma isteksizliği, öğretim ortamı.

ABSTRACT

AN EXPLORATION OF FACTORS CONTRIBUTING TO STUDENTS' UNWILLINGNESS TO COMMUNICATE

The main aim of this thesis is to explore the factors contributing to the university students' unwillingness to communicate in English. For this purpose, a mixed method research design was applied to 100 students at English Language Teaching (ELT) Department selected through the stratified sampling method and 4 instructors who gave lectures to these students. The data were collected from students through a questionnaire including three dimensions which are affective factors, teacher-related factors and environmental factors leading to negative communication behavior. Moreover, an interview was conducted with instructors to gain insight into the reasons underlying students' reluctance to communicate in English. The findings obtained from the questionnaire indicated that environmental factors such as rapport between students and teachers, class size, materials and classroom atmosphere are identified to be the strongest ones leading to the students' reluctance to communicate in English, whereas affective factors including anxiety, shyness, lack of motivation, lack of vocabulary knowledge, lack of self-confidence, fear of being criticized, topic familiarity, peer pressure and fear of making mistakes have the second highest impact on students' negative communication behavior. Lastly, teacher-related factors such as teacher attitudes, teacher behaviors, lack of teacher support, lack of opportunity and the way teacher uses target language and mother tongue can be said to have the lowest effect which keeps students unwilling to speak English during the lesson. Moreover, the results of the interview pointed out that teachers' perceptions of the reasons why students are unwilling to communicate in English are subsumed mostly under both affective factors and teacher-related factors, however, only a few teachers take into consideration the factors in relation to instructional environment to explain the low desire of students to speak. Therefore, to alleviate the negative effects of these factors on students' communication behavior, adjustments should be made by teachers in the classroom based on students' perceptions.

Keywords: Foreign language learning, unwillingness to communicate, instructional environment.

CHAPTER I

INTRODUCTION

1.1. Statement of the Problem

The ability to communicate is one of the most important skills for human beings in social life, as people need to communicate to convey their ideas, feelings and needs (Zhang & Wang, 2012). People take part in many communicative events for interaction, information exchange, situation management and mental-state reading or influencing (Rickheit & Strohner, 2008). Basically, Bashir and Ashiq (2011) explain communication as the process of “hearing or reading and responding to the spoken or written words” (p.36). Moreover, communication is defined as “the process by which people exchange information or express their thoughts and feelings” (Longman dictionary of contemporary English, 1976). Therefore, communication can be regarded as a social tool used by people to maintain their everyday life (Savignon, 2005).

Communication occurs between at least two people who have a desire to interact with one another (Sapir, 1935). Put it differently, communication is a bidirectional process which includes five elements: the sender, the receiver, message, medium and feedback. (Adler & Towne, 1978). The sender is the person who starts the interaction by sending messages in the form of verbal, non-verbal or written through a medium which is the channel of communication and the receiver is the individual who responds to the sender by giving feedback about the message (Lunenburg, 2010). These elements influence the quality and effectiveness of the communication process, so the sender and receiver should deliver their messages without any barriers such as noise and physical distance (Zhang & Wang, 2012).

In the daily life, people need a successful communication to achieve their goals and the ability to deal with everyday situations requires communicative competence which enables people to communicate effectively and appropriately (Zhang & Wang, 2012). The term ‘communicative competence’ was coined by Dell Hymes in the 1960s to explain the usage of language in line with the sociolinguistic norms (Turjoman, 2016). According to Hymes, people who achieve communicative competence use the language in relation to:

1. whether something is formally possible,
 2. whether something is feasible in virtue of the means of implementation available,
 3. whether something is appropriate, :adequate, happy, successful in relation to a context in which it is used and evaluated,
 4. whether something is in fact done actually per-formed, and what its doing entails
- (Richards & Rodgers, 1986, p.70).

Similarly, Savignon (2005) proposed a definition of communicative competence as “the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors” (p.112). In other words, communicative competence enables people to understand the underlying meanings of messages and interpret the non-verbal behaviours of their interlocutors, so it can be said that people who acquire communicative competence are the ideal speakers of speech situations (Rickheit & Strohner, 2008).

Canale and Swain (1980) proposed a model of communicative competence which consists of four areas of knowledge and skill: grammatical competence, sociolinguistic competence, discourse competence and strategic competence (Canale & Swain, 1980). First of all, Canale (1984) defines grammatical competence as “mastery of the language code (verbal or nonverbal), thus concerned with such features as lexical items and rules of sentence formation, pronunciation, and literal meaning” (p.112). This competence enables people to use the grammatical structures, phonological and syntactic rules accurately while communicating meanings (Turjoman, 2016). Effective communication requires encoding messages in an appropriate way, so it can be achieved through having grammatical competence (Torky, 2006).

Although linguistic knowledge is an important element of communication, communicative competence includes not only grammatical knowledge but also the ability to use that knowledge in different contexts (Hymes, 1972a). Hence, knowing the language requires more than mastering its grammatical structures. Similarly, language knowledge can be classified as organizational and pragmatic knowledge (Bachman, 1990). While organizational knowledge refers to mastering the formal features of a language, Bachman (1990) states that pragmatic knowledge includes “components that enable us to relate words and utterances to their meanings, to the intentions of language users and to relevant characteristics of the language use contexts” (p.3). To conclude, both grammatical competence and sociolinguistic competence are necessary for effective communication.

Sociolinguistic competence is defined as “mastery of appropriate language use in different sociolinguistic contexts, with emphasis on appropriateness of meanings (e.g. attitudes, speech acts, and propositions) and appropriateness of forms (e.g. register, nonverbal expression, and intonation)” (Canale, 1984, p.112). It is necessary to use the language in accordance with the pragmatic features and the context in which communication occurs, so grammatical forms which are used to perform communicative functions should conform with different social contexts (Yufrizal, 2017). In short, communicative competence refers to the connection between grammatical competence and sociolinguistic competence (Canale & Swain, 1980).

Furthermore, in a particular conversational context, speakers need the ability to select and order their words carefully for a smooth communication and this ability refers to discourse competence which includes typical elements to open and close the conversation and deals with how these elements are connected to each other to convey messages (Torky, 2006). In this respect, Canale (1984) defines discourse competence as the “mastery of how to combine and interpret forms and meanings to achieve a unified spoken or written text in different genres” (p.112). In communication process, speakers should use cohesive devices such as transition words to connect their words and coherence devices such as repetition to make their utterances meaningful (Canale & Swain, 1980). Thus, organizing utterances in a coherent way through cohesion devices is a part of discourse competence (Norany, 2017). In fact, discourse competence involves two different abilities: textual discourse competence which is defined as “the ability to understand and construct monologues or written text of different genres” (p. 871) and the ability to take part in the communication actively and effectively (Yufrizal, 2016).

Even if speakers have the ability to construct utterances to convey their messages in accordance with specific communication contexts they also need strategic competence which is defined by Richards and Rodgers (1986) as “the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication” (p. 71). Speakers need to achieve “verbal and nonverbal strategies to compensate for breakdowns in communication due to insufficient competence or to performance limitations and to enhance the effectiveness of communication” (Canale, 1984, p.112). It is clear that strategic competence is an essential element for dealing with communication problems and these problems in communication process can be solved through the strategies such as circumlocution, asking for clarification and checking for comprehension and usage of gestures (Yufrizal, 2016). Moreover, strategic competence includes three functions in terms of different

perspectives: psycholinguistic, interactional and communication maintenance perspectives (Norany, 2017). In terms of psycholinguistic perspective, speakers use their own verbal plans to solve problems and achieve a communicative aim, on the other hand, interactional perspective emphasizes the collaboration of speakers to overcome the communication difficulties and, lastly, with respect to communication maintenance perspective, speakers try to seek ways to continue their communication through their speech plans (Norany, 2017).

In addition to Canale and Swain's communicative competence model which includes four components for effective communication, speakers also need to have "the ability to communicate and interact across cultural boundaries" (p.7) which refers to intercultural competence (Byram, 1972). In a global world where the boundaries between different nations are becoming less clear, it is necessary to develop intercultural awareness for individuals to become competent speakers interculturally (Mutlu & Dollar, 2017). Therefore, speakers need the "knowledge of the context 'in which that language is used by native speakers' and competence presupposes 'a certain degree' of familiarity with that context" (Byram, 1972, p.11). In short, these five components of communicative competence including grammatical, sociolinguistic, discourse, strategic and intercultural competence as shown in Figure 1 are interrelated to each other and they make the communication process smoother and more efficient (Mutlu & Dollar, 2017).

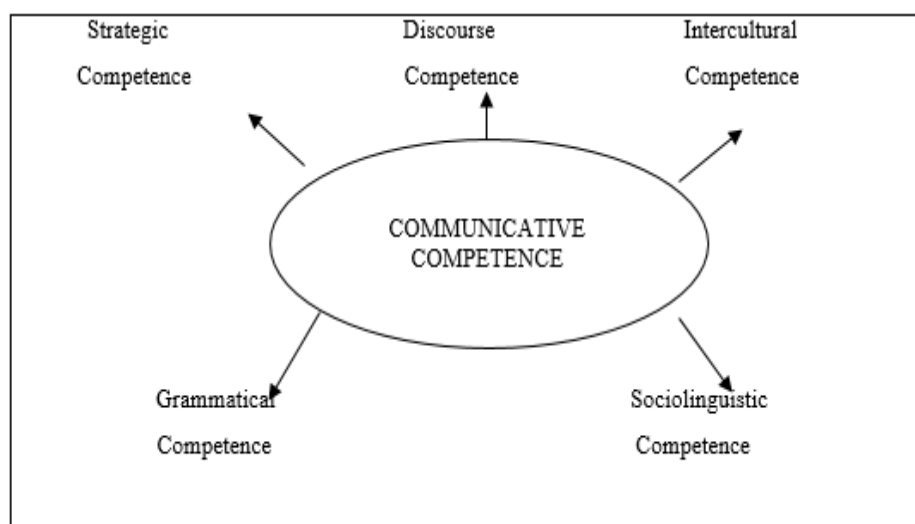


Figure 1. Five elements of communicative Competence

All in all, communication which is a complex process including different elements such as medium, feedback etc. is an essential need for human beings to sustain their social life

(Turjoman, 2016). To attain their aim in everyday life people need to communicate effectively and appropriately and this can be achieved by mastering communicative competence which is dynamic and identified by both linguistic and paralinguistic factors in communicative contexts (Canale & Swain, 1980). At this point, Hymes (1972a) states that “the goal of a broad theory of competence can be said to show the ways in which the systematically possible, the feasible, and the appropriate are linked to produce and interpret actually occurring cultural behavior” (p.286). To conclude, speakers should know how to use grammatical structures conveniently to convey their messages in accordance with specific communication contexts (Torky, 2016).

1.2. Significance of the Study

Willingness and unwillingness to communicate in English are important issues in the field of foreign language teaching and learning for many years because students' motivation and attitudes towards communication determine their achievement level in their learning process (Ningsih et al., 2018). To learn a new language, students need to use and practice this target language actively, in the same way, Mahdi (2014) reported that “the main purpose of learning a foreign language is to use it for meaningful and effective communication both inside and outside the classroom” (p.17). Moreover, Willis (1996) stated that “for oral language learning to happen, there should be four conditions to be met, and they are: the chance to practice the language, motivation, the exposure, and proper instruction” (p.7). Therefore, teachers should expose their students to target language and provide them with right kind of instruction, on the other hand, students should be motivated to communicate or speak for practicing the target language. To sum up, communicating in the target language is essential for learning that language (Mahdi, 2014).

Students are different from each other in their communication behavior, for instance, some students are eager to speak with their friends and teachers when they have an opportunity, so they participate in the lesson actively (Mahdi, 2014). These students have high motivation to speak English and they speak freely in group works, so they are ready to initiate and maintain conversation (Al Nakkalah, 2016). Students' strong desire to communicate can be regarded as a “willingness to communicate (WTC)” which is defined by Ningsih et al. (2018) “as a situation when someone is ready to use the target language (TL) they are learning to communicate without force and burden” (p.812). Nevertheless, other students do not have motivation to communicate during the lesson and they speak only when it is necessary (Mahdi,

2014). Most of the time, they are silent, so they prefer to listen to their friends and teachers instead of speaking (Al Nakkalah, 2016). In this sense, Ningsih et al. (2018) state that “individual’s choice to avoid communication can be considered as an unwillingness to communicate (UWTC)” (p. 812). In fact, the term “unwillingness to communicate” (UWTC) was defined by Burgoon (1976) as a predisposition which “represents a chronic tendency to avoid and/or devalue oral communication (p. 60). Hence, students who are unwilling to communicate have negative attitudes towards communicating with people (Burgoon, 1976).

There are many factors affecting students’ unwillingness to communicate in the L2 depending on the learners themselves and their learning environment (Yaseen, 2018). Burgoon (1976) investigated the reasons of unwillingness to communicate in terms of students’ personality characteristics such as anomia, alienation, introversion, self-esteem and communication apprehension (Burgoon, 1976). Firstly, anomia refers to “a state in which an individual’s normative standards are severely reduced or lost” (McCroskey & Richmond, 1982a, p.139). The students who have anomia feel alone because they do not conform to social values, so the social life is not meaningful for them (Burgoon, 1976). On the other hand, alienation is regarded as “an extreme manifestation of anomia” (p.139), additionally, anomia and alienation are associated with “negative attitude towards communication and reduced interaction with peers, parents, teachers and administrators” (McCroskey & Richmond, 1982a, p.139). In a nutshell, anomia and alienation affect students’ willingness to communicate negatively.

Introversion has a negative impact on students’ willingness to communicate, for example, students who are introvert are shy and quiet, thus, these students are less willing to participate in conversations or group works and they do not initiate a conversation because of their timidity (Zarrinabadi, 2011). These students are introspective, so they prefer spending their time alone as they do not attach importance to social interactions and communication (Burgoon, 1976). Moreover, it is believed that introvert students are reluctant to speak during the lesson because of their anxiety about communication (Mahdi, 2014).

The most direct indication of students’ unwillingness to communicate is communication apprehension defined as “anxiety that is directly related to communication situation (Burgoon, 1976, p.61). Students who have communication apprehension avoid social interaction as they feel nervous while speaking with other people and they are hesitant to

express their own ideas or feelings, so they tend to accept and confirm what their interlocutors say (Zarrinabadi, 2011). Consequently, it can be said that communication apprehension affects students' motivation to speak negatively.

Self-esteem is also found to be an important factor which determines students' willingness or unwillingness to communicate (MacIntyre, 1994). The students who have high self-esteem can convey their ideas and feelings in a clear and direct manner without any hesitation as they value their personal attributes (Yaseen, 2018). On the other hand, the students with low self-esteem tend to consider their own beliefs and ideas worthless and they are afraid of being criticized by their interlocutors during communication, so these students are reluctant to get involved in conversations (Burgoon, 1976).

One of the most significant factors contributing students' unwillingness to communicate is affective features of learners such as language anxiety, lack of motivation and lack of self-confidence (Mahdi, 2014). Language anxiety is seen as an unfavourable emotional reaction of students which affects students' willingness to communicate negatively (Yaseen, 2018). Language anxiety results from "personal and interpersonal anxieties, learner beliefs about language learning, beliefs about language teaching, instructor-learner interactions, classroom procedures, language testing" (Young, 1991, p.427). It is clear that students' language anxiety is dependent on the learner, teacher and instructional practices (Young, 1991). To communicate eagerly, students need a positive attitude towards speaking and a strong desire for speaking, hence students' lack of motivation hinders students from communication (Zarrinabadi, 2011). Self-confidence is defined as "the feeling of having the capacity to communicate effectively at a particular moment (Zarrinabadi, 2011, p.207). The students with low confidence do not believe in their capacity for speaking and they have the fear of making mistakes while they are speaking in front of other people, so it can be said that lack of confidence is a factor contributing to students' unwillingness to communicate (Yaseen, 2018).

There are also environmental factors such as uncomfortable classroom climate, group size, teacher support and teachers' wait time which affect students' willingness to communicate negatively (Ningsih et al., 2018). First of all, in a negative classroom atmosphere, students feel threatened and this feeling decreases students' involvement with communication situations (Al Nakkalah, 2016). Additionally, students should have

opportunities to say what they think or feel, however, in group works, students may not have a chance to speak, in the same way, teachers may not give enough time to students for their responses (Yaseen, 2018). In a nutshell, the lack of teacher support and not having a chance to speak keep students unwilling to communicate.

All in all, the main aim of foreign language learning is to communicate effectively, so students need to have motivation to speak in the classroom and they should be willing to communicate with other people outside the classroom to learn how to communicate effectively in the target language (Young, 1991). However, there are students who are unwilling to communicate and this can be a problem for both students themselves and their teachers in a foreign language learning context (MacIntyre, 1994). When students do not have motivation to communicate, the process of language learning might become challenging and boring for them and their teachers might have difficulties during the teaching process (Young, 1991). In order to overcome the problem of students' unwillingness to communicate, teachers should investigate the underlying factors of students' reluctance to speak and make some adjustments in learning and teaching process according to these factors.

1.3. Research Questions

In the present study four questions will be answered to investigate the factors contributing to students' unwillingness to communicate:

1. What are the students' perceptions of the factors regarding their unwillingness to communicate in English?
2. Is there a relationship between female and male students' perceptions of the factors regarding their reluctance to communicate in English?
3. Is there a relationship between the perceptions of 2nd and 3rd grade students of the factors regarding their reluctance to communicate in English?
4. What are the teachers' perceptions of the factors regarding students' unwillingness to communicate in English?

1.4. Limitations

There are some limitations of the present study. Firstly, the study group is limited to 100 ELT students and 4 instructors who give lectures to these students. Secondly, the students from 1st grade take mostly skill-based courses and the students from 4th grades take very few

courses, the students from 2nd and 3rd grades who take pedagogy and methodology courses were found appropriate as the study group of the present study. Therefore, the results can be valid for these students.

1.5. Assumptions

It was assumed that a friendly atmosphere would be created for the participants of the present study, namely, students would respond to the statements in the questionnaire honestly and instructors would be objective while they are sharing their ideas about the factors underlying students' reluctance to speak English during the lesson. It was hoped that the present study would reveal the factors contributing to students' unwillingness to communicate in English in a holistic manner.

1.6. Definitions

Speaking: It is a productive skill which is unique to human beings occurring “within the process of explaining or describing what we think, that our thoughts click into place and we understand what we already know” (Jonas & Hodson, 2011, p.19).

Communication: “A systematic process in which people interact with and through symbols to create and interpret meanings” (Wood, 2012, p.3).

Communicative competence: “The ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors” (Savignon, 2005, p.112).

Willingness to communicate: “An individual's volitional inclination towards actively engaging in the act of communication in a specific situation which can vary according to the interlocutor(s), topic and conversational context among other potential situational variables” (Kang, 2005, p. 291).

Unwillingness to communicate: A propensity representing “a chronic tendency to avoid and/or devalue oral communication” (Burgoon, 1976, p.60).

Reluctance to communicate: A hesitation or tension to say something which is experienced by speakers during their communication process (Liu & Littlewood, 1997). The terms 'reluctance to communicate' and 'unwillingness to communicate' in relation to speakers' negative communication behavior are used interchangeably (McNichol, 2014).



CHAPTER II

LITERATURE REVIEW

2.1.Speaking

The human civilization has made progress with the ability of human beings to share experiences, knowledge and feelings (Hybels & Weaver, 1974). To exchange ideas, people develop a system of communication that is speech and people regard the activity of speaking as the best way of interaction (DeVito, 1971). Speaking can be defined as an interactional process of building meaning by conveying and receiving messages (Willis, 2015). It is a productive skill which is unique to human beings and it occurs “within the process of explaining or describing what we think, that our thoughts click into place and we understand what we already know” (Jonas & Hodson, 2011, p.19). Children develop speaking abilities starting from infancy with the help of their innate capacity and through interactions in a language community they belong to. In the course of time, they gain competence in “communicating the intended meaning clearly and fluently” (Valsiner & Rosa, 2007, p.1) which can be described broadly as speaking skill.

The development of speaking skill requires extensive interaction of speaker with the members of speech community, during which, the speaker is seen as an information processor who forms feelings, opinions and intentions and conveys them as verbal messages (Luoma, 2014). According to the model of speaking proposed by Willem Levelt in 1989 which is regarded as the most efficient and recent model showing all aspects of the speaking process, while people are producing fluent speech, they process a number of components of speech such as conceptualizing, formulating, articulating and self-monitoring as shown in Figure 2 (Levelt, 1989, p.9).

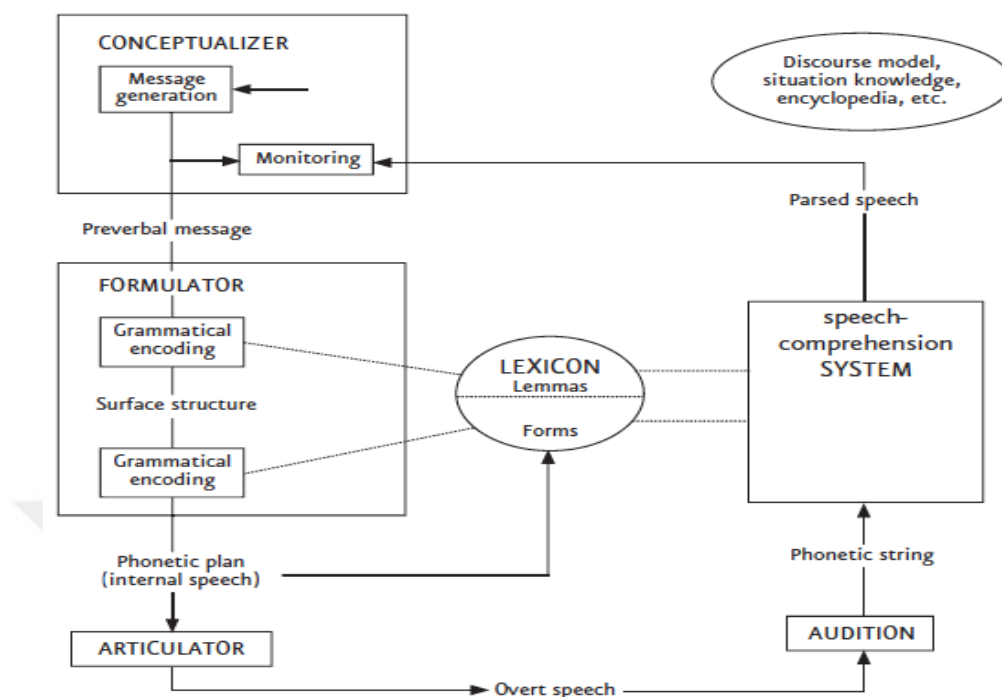


Figure 2. The speaker as information processor (Levelt, 1989, p.9).

During the speaking process, the speaker selects the proper information based on his or her communicative goal and puts in an order this information to monitor what and how to say (Luoma, 2014). These mental operations refer to conceptualizing that allows speakers to produce preverbal messages (Field, 2003). The formulating component or formulator transforms conceptual messages into linguistic units through grammatical encoding which produces surface structures of messages by retrieving syntactic structures or forms of lemmas from the lexicon and phonological encoding which produces a phonetic plan based on the surface structure of each lemma (Levelt, 1989). Articulating refers to “the execution of the phonetic plan by the musculature of the respiratory, the laryngeal, and the supralaryngeal systems” (Levelt, 1989, p.12). In other words, the speaker transforms internal speech into overt speech through articulation (Hybels & Weaver, 1974).

Lastly, self-monitoring refers to the ability of a speaker to monitor both his/her internal and overt speech, so a speaker can hear what s/he says, which requires the audition process (Field, 2003). Moreover, the speaker can understand and interpret what s/he says with the help of speech-comprehension system which “has access to both the form information and the lemma information in the lexicon in order to recognize words and to retrieve their meanings” (Levelt, 1989, p.13). This system produces output called as ‘parsed speech’ referring to the

presentments of the input speech with regard to its morphological, syntactic, phonological and semantic dimensions (Field, 2003). In short, the model proposed by Levelt includes each component of the speaking process and deals with the speaker as an information processor, in this respect, ‘the speech chain’ proposed by Denes and Pinson includes the similar processes such as linguistic, physiological and acoustic levels as shown in Figure 3 (DeVito, 1971, p.7).

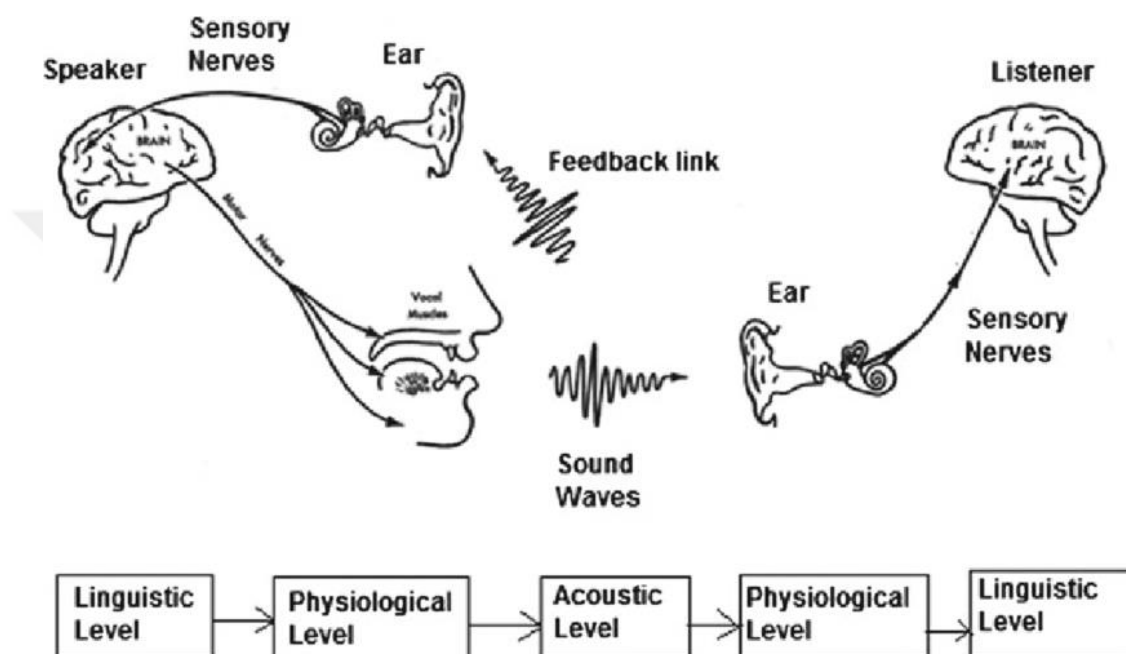


Figure 3. The speech chain (DeVito, 1971, p.7)

During speech generation, firstly, speaker puts what s/he wants to say in a linguistic form based on the grammatical rules of the language and the process continues with the physiological level including neural and muscular activity (Willis, 2015). The last process occurs on the physical level with the formation and transmission of speech sounds (DeVito, 1971). All in all, speaking is a mental process taking place between speaker and listener who aim at exchanging ideas, knowledge and feelings (Luoma, 2014).

The ability to speak in a foreign language is the main goal of language teaching and learning programs, yet speaking in an another language is difficult as it is “an extremely complex, multifaceted skill, adept use of which requires sufficient mastery of linguistic resources in terms of grammar, vocabulary and pronunciation” (Willis, 2015, p.7). Moreover, speakers should have the capacity to deal with communication breakdowns and exhibit a

communication behavior which is compatible with the sociocultural conventions, hence speaking skill requires relatively long time to develop (Jones & Hodson, 2011).

2.2. Communication

Since the main function of speech for people is to communicate each other, communication can be regarded as the most important skill to acquire for people (Sereno & Mortenson, 1970). In that vein, the concept of communication can be explained as the main “reason that societies can and do exist” (Metts, 2004, p.6). This means that with the help of communication, people construct social communities and form an interaction between the members of these communities (Luoma, 2014). In short, communication can be considered as the basis of human life.

People communicate in different settings which can be classified as mass communication, public communication, small-group communication, interpersonal communication and intrapersonal communication (Rogers, 1984). To begin with, mass communication is the exchange of ideas among a wide range of people through mass media such as radio, television, films, magazines and newspapers, therefore, mass communication has the potential to change people’s behavior and it influences the society in every aspect of life including education, entertainment or companionship (Sereno & Mortensen, 1970). Public communication occurs when individuals and groups of people enter into a dialogue with the aim of delivering a message to a specific audience and “this form of communication is used to inform, persuade, motivate or entertain an audience” (Rogers, 1984, p.7). Small-group communication involves three to twelve people who have a close relationship and a common goal such as problem solving or decision making collectively (Metts, 2004). While interpersonal communication which is the basic form of interaction occurs within people, intrapersonal communication that refers to the ability of an individual to think and vocalize his or her thoughts occurs within self (Hybels & Weaver, 1974).

Furthermore, communication can be defined as “a systematic process in which people interact with and through symbols to create and interpret meanings” (Wood, 2012, p.3). Communication is a process in the sense that it includes ongoing steps taken by listeners and speakers in a systematic way by using symbols which include both verbal and nonverbal behaviours such as words, music, art and body language (Valsiner & Rosa, 2007). During this

process, people utilize these symbols to express what they are thinking and to comprehend what their interlocutors are saying (Luoma, 2014). Accordingly, the process of communication can be explained through a basic model which involves source, message, receiver, feedback, noise and channel as seen in Figure 4 (Hybels & Weaver, 1974, p.5).

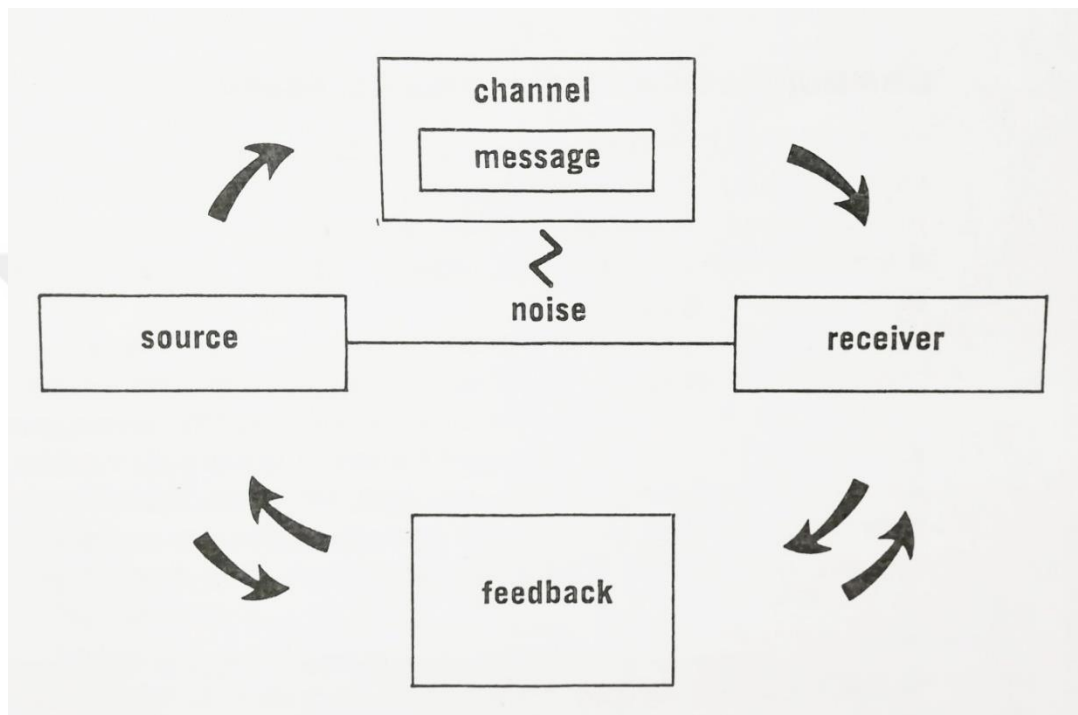


Figure 4. The process of communication: A Basic Model (Hybels & Weaver, 1974, p.5).

The source is the person who creates and sends a message, additionally, the source can be an organization or institution (Metts, 2004). Any idea, feeling or information produced by the source with the aim of communication is the message which has two dimensions: verbal or nonverbal; intentional or unintentional, in other words, a message can be classified as intentional verbal, unintentional verbal, intentional nonverbal and unintentional nonverbal (Tubbs & Moss, 2012). A verbal message is “any type of spoken communication that uses one or more words” (Tubbs & Moss, 2012, p.11). Intentional verbal messages are created in a purposeful way by speakers through speech, on the other hand, unintentional verbal messages take place in a situation where a person says something unconsciously that is interpreted as a message by the listener (Metts, 2004). Nonverbal messages include body movements, facial expressions and tone of voice which make contributions to the communication process without words (Sereno & Mortensen, 1970). Intentional nonverbal messages are used to reinforce speech and emphasize communicative goals, whereas unintentional verbal messages are used

without deliberation (Tubbs & Moss, 2012). These four types of messages overlap each other during the communication process most of the time (Metts, 2004).

The receiver is “the person or persons for whom the message is intended” (Hybels & Weaver, 1974, p.6). The intended messages are delivered through the channel between speakers and listeners, so the channel refers to the medium through which communicative messages are transmitted (Wood, 2012). There are many different communication channels such as speech, video transmission, e-mail messages and body language, furthermore, each channel has a specific function, so these channels should be selected according to communication needs (Valsiner & Rosa, 2007).

The feedback which can be positive and negative is the response given by the source or receiver to the message (Rogers, 1984). While the positive feedback which shows pleasure with the message contributes to the continuation of communication process, the negative feedback which shows discontentment with the message leads to communication breakdown (Wood, 2012). Moreover, communication breakdown takes place when there is noise which is a distraction or hindrance reducing the effectiveness of communication (Rogers, 1984). This distraction can be physical and psychological; physical distractions result from environmental factors such as objects and places that affect the process of communication negatively, whereas psychological distractions occur in the minds of speakers or listeners and cause them to lose their concentration during the communication process (Hybels & Weaver, 1974). All in all, communication is a dynamic process including source, message, receiver, feedback, noise and channel (DeVito, 1971).

2.3. Effective Communication

During the communication process, it is crucial to convey messages effectively to ensure that communicative goals and intentions are achieved (Bialystok, 1990). Effective communication occurs when the message transmitted and received is understood by speakers and their interlocutors (Wood, 2012). In other words, “communication is effective when the stimulus as it was initiated and intended by the sender, or source, corresponds closely to the stimulus as it is perceived and responded to by the receiver ” (Tubbs & Moss, 2008, p.26). Therefore, there should be a compatibility between what is said and what is understood and

this compatibility can be achieved by encoding or decoding messages properly and conveying these messages appropriately (Mariani, 2010).

In determining whether our communication is effective or not, we can rely on five criteria which are understanding, pleasure, influence, improved relationships and action (Tubbs & Moss, 2008). Understanding means that the message intended by the speaker is comprehended by the receiver precisely (Bialystok, 1990). In this regard, “a communicator is said to be effective if the receiver has an accurate understanding of the message the communicator has tried to convey” (Tubbs & Moss, 2008, p.26). Along with understanding, pleasure is an important aspect of communication process in that, when communicators enjoy their interaction, they become willing to understand each other’s messages, which in turn, increases the effectiveness of communication between them (Wood, 2012). As a basic part of interaction process, influence comes into play when the communicators engage in negotiation of meaning, so at the end of their interaction, they may change their attitudes naturally, which may point to the effectiveness of communication (Tubbs & Moss, 2008). Additionally, positive and sincere environment in which communication occurs is a crucial element increasing the effectiveness of communication between speakers as when they have a close relationship, they are motivated to understand and tolerate each other (Mariani, 2010). Lastly, the criterion of action is based on the idea that “all communication is useless unless it brings about a desired action” (Tubbs & Moss, 2008, p.29). Therefore, communicators should perform appropriate communicative acts which show their intentions to enhance the effectiveness of their communication (Dörnyei & Scott, 1997).

During the communication process, if the criteria which determine the effectiveness of communication such as understanding, pleasure and action are not met, there can be some problems which decrease the effectiveness of communication (Tubbs & Moss, 2008). These problems could be related to linguistic factors arising from the lack of language knowledge; cultural factors resulting from the lack of cultural awareness; or contextual factors based on the requirements of a specific communicative situation (Saville-Troike, 2003). To deal with communication breakdowns and maintain interaction, communicators use communication strategy which is defined by Tarone (as cited in Bialystok, 1990) as “a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared” (p.3). Hence, the main aim of communication strategies is to help speakers maintain communication in the face of problems to reach their communicative goal (Mariani, 2010).

Speakers utilize a variety of communication strategies in order to communicate effectively and these strategies have common features: problemat�city, consciousness and intentionality (Dörnyei & Scott, 1997). The feature of problemat�city means that interlocutors use communication strategies when a problem or a communication breakdown arises during their interaction and the feature of consciousness indicates that speakers are aware of the communication breakdowns, so they try to find solutions to remove them (Mariani, 2010). Intentionality is the last feature showing the speakers' determination to achieve their communicative goals by choosing and applying the most appropriate strategy (Dörnyei & Scott, 1997). Apart from these common three features, communication strategies differ from each other in terms of the reason why they are used by speakers, so it is possible to classify communication strategies broadly as formal reduction strategies, functional reduction strategies and achievement strategies as in Figure 5. (Bialystok, 1990, p.31).

<i>Formal reduction strategies</i> Learner communicates by means of a 'reduced' system, in order to avoid producing <u>nonfluent</u> or incorrect utterances by realizing insufficiently automatized or hypothetical rules/items	<i>Subtypes</i> phonological morphological syntactic lexical
<i>Functional reduction strategies</i> Learner reduces his communicative goal in order to avoid a problem	<i>Subtypes</i> <u>actional</u> reduction modal reduction reduction of propositional content
<i>Achievement strategies</i> Learner attempts to solve a problem by expanding his communicative resources	<i>Subtypes</i> compensatory strategy a code switch b transfer c interlanguage-based strategies d co-operative e nonlinguistic

Figure 5. Overview of communication strategies (Bialystok, 1990, p.31).

Faerch and Kasper state that when there is a problem during the communication process, speakers approach this problem in two different ways: either they avoid the problem by ignoring it, which refers to the reduction strategies or they create solutions to the problem, which refers to the achievement strategies (Dörnyei, 2015). Therefore, speakers make a choice

depending on their “underlying behavior being avoidance-oriented or achievement oriented” (Bialystok, 1990, p.31).

Reduction strategies are divided into two categories: formal reduction strategies and functional reduction strategies (Dörnyei, 2015). Formal reduction strategies including phonological, morphological, syntactic and lexical strategies are adopted by speakers to avoid making errors and producing nonfluent speech due to their insufficient knowledge of the language or the complexity of the language (Mariani, 2010). To set an example, by applying phonological strategies, students avoid pronouncing the words including phonetic segments which are difficult to articulate for them; by using morphological strategies, learners do not prefer using complex tense forms such as past tense; by adopting syntactic strategies, students choose to construct simple sentences rather than sentences including difficult grammatical structures such as conditionals; through lexical strategies, learners keep away from conversation topics that require them to use certain vocabularies they do not have in their lexicon (Willems, 1987).

Functional reduction strategies are used by speakers to reduce their communicative goals with the purpose of avoiding problems when they have difficulties in retrieving linguistic resources, additionally, these strategies have three subtypes: actional reduction, modal reduction and propositional reduction strategies (Bialystok, 1990). While actional and modal strategies include abandoning communicative goals with the intent to maintaining interaction without errors or hesitation, propositional strategies involve topic avoidance and message abandonment (Mariani, 2010). Through the use of message abandonment strategy, learners stop conveying their intended message by alternating the main topic of conversation, moreover, they may choose not to communicate about a certain topic by saying nothing at all about it, which points to topic avoidance (Willems, 1987). All in all, reduction strategies manifest themselves in both form and content of the message in that, speakers may give up pronouncing a word because of its difficult sounds or they avoid talking a particular topic as they do not feel confident to express their ideas on that topic (Dörnyei, 2015).

Achievement strategies involve compensatory strategies used by speakers to tackle a communication problem by expanding their communicative resources (Dörnyei & Scott, 1997). In other words, speakers try to achieve an effective communication by eliminating problems and filling in the gaps leading to communication breakdown through the use of

transfer, interlanguage code, code switching, nonlinguistic and cooperative strategies (Bialystok, 1990). To begin with, code switching refers to the use of borrowed words from another language and the usage of both languages in the same sentence, to exemplify, students mix two languages which are Turkish and English by uttering the sentence “Writing *booklet*ın son teslim tarihi Perşembe” (p. 41), which means to ‘The deadline for the submission of the writing booklet is Thursday’ (Kemaloglu-Er, 2018).

Transfer involves overgeneralization of L2 forms based on the available structures (Mariani, 2010). Furthermore, learners may apply literal translation which is a category of transfer referring to translation of foreign words into native language to convey messages (Tarone, 1980). The sentence constructed by Turkish speakers “He invites him to drink” (p.29) in place of “They toast each other” (p.29) can be given as an example to literal translation (Shtavica, 2015). This shows that speakers think in their native language on the purpose of trying to find an equivalent word to target one (Tarone, 1980).

Interlanguage-based strategies include paraphrasing to convey intended messages properly (Bialystok, 1990). Tarone (1980) handles paraphrasing in terms of three categories: approximation, circumlocution and word coinage. Approximation occurs when speakers use a word which shares semantic similarities with the target word even if they know that the word they use is not correct one to express their ideas completely, to illustrate, learners may use pipe for waterpipe (Shtavica, 2015). Circumlocution takes place when learners describe the features of an object instead of naming this object directly (Tarone, 1980). To give an example, learners may point to cigarette by saying “She is, us, smoking. I don’t know its name. That’s, uh, Persian and we use in Turkey, a lot” (Shtavica, 2015, p.29). Word coinage refers to the invention of a new word to send messages in the target language, for instance, speakers may use airball for balloon (Shtavica, 2015). Co-operative strategies are used by interlocutors mutually to deal with problems, for instance, they can appeal for assistance or check for confirmation to get their messages across (Dörnyei & Scott, 1997). With this aim, learners can ask questions such as “What do you call?” (Tan et al., 2012). Finally, nonlinguistic strategies are the use of paralinguistic features of the language such as body language, gestures and tone of voice to convey messages effectively (Bialystok, 1990).

As a result, for foreign language learning to take place, learners should have the ability to communicate effectively, nevertheless, learners may not have skills to convey their

messages appropriately during communication (Willems, 1987). In this situation, learners try to find a way of communicating their thoughts and feelings, which points to the use of communication strategies (Tan et al., 2012). In other words, with the intention of delivering their message, learners use different strategies from reduction strategies to achievement strategies which are summarized in Table 1 below. (Tan et al., 2012, pp.835-836). Ultimately, by means of these communication strategies, learners engage in successful communication (Mariani, 2010).

Table 1

The classification of the most common communication strategies

Avoidance or reduction Strategies	
Message abandonment	The interlocutors start their talk but fail to keep talking because of language difficulties, so they give it up.
Topic avoidance	The learners refrain from talking about the topics which they may not be able to continue for linguistic reasons.
Achievement or compensatory strategies	
Borrowing or code switching	The learners use an L1 word or phrase with an L1 pronunciation.
Appeals for assistance	The learners turn to partners for assistance (e.g. Do you understand?; Can you speak more slowly?; What do you call?).
Circumlocution	The learners describe or exemplify the action or object instead of using the right L2 structure or item.
Approximation or Generalization	The learners employ an L2 word which is semantically in common with the targeted lexical item.
Literal translation	The learners literally translate a word, a compound word, an idiom, or a structure from L1 into L2.

2.4. Communicative Competence

During the communication process, competent communicators are able to express their ideas, feelings and needs to fulfill their communication goals (Saville-Troike, 2003). It can be said that these speakers have communicative competence which is a term coined by Dell Hymes in the mid-1960s in reaction to the concept of linguistic competence introduced by Noam Chomsky (Hymes, 1972b). At the beginning stages of the discussion about

‘competence’, Chomsky makes a difference between the notion of competence which refers to the knowledge of language and the notion of performance which is the actual use of the language in a homogeneous speech community (Tarvin, 2015). In fact, by competence, Chomsky means the knowledge of transformational grammar which “enables a user of a language to produce and understand an infinite set of sentences out of a finite set of rules” (Mustadi, 2012, p.13). Therefore, Chomsky focuses on linguistic competence which includes the tacit knowledge of linguistic structures to define and explain the concept of competence (Tarvin, 2015).

Hymes criticizes the Chomsky’s notion of grammaticality because he believes that Chomsky “omits almost everything of sociocultural significance” (Hymes, 1972a, p.280). Hymes states that the knowledge of how to construct grammatically correct sentences is not enough for the explanation of communicative competence as not only the grammatical aspects of a language but also the socio-cultural aspects of a language become significant in heterogeneous speech communities, so he introduces the communicative competence with a focus on sociolinguistic component which integrates culture and language (Mustadi, 2012). In other words, according to Hymes, communicative competence “involves knowing not only the language code, but also what to say to whom, and how to say it appropriately in any given situation” (Saville-Troike, 2003, p.21). In a nutshell, Hymes’ notion of communicative competence can be regarded as the extension of Chomsky’s concept of linguistic competence (Mustadi, 2012).

The notion of communicative competence can be defined and explained in terms of four dimensions: possibility, feasibility, appropriateness and occurrence (Hymes, 1972a). Possibility is related to the grammaticality of a locution produced by speakers and feasibility deals with “whether interlocutors make use of the locution” (Tarvin, 2015, p.3). To illustrate, when a locution is too complex, interlocutors cannot process the language even if the locution is grammatically correct and possible (Cook-Gumperz & Gumperz, 1982). Appropriateness refers to whether the locution is constructed in line with the sociocultural aspects of the communicative context (Hymes, 1972a). For an effective communication between interlocutors, the locution they produce should meet the requirements of a particular communicative situation, otherwise, interlocutors may not understand the intended message even if the locution is grammatically possible and feasible (Cook-Gumperz & Gumperz, 1982). Lastly, occurrence refers to the degree to which a speaker can state the locution without

any hesitation and interruption (Tarvin, 2015). To sum up, speakers' statements which are expressed clearly should be both grammatically correct, feasible and culturally appropriate to signify communication competence (Saville-Troike, 2003). In the same way, communicative competence refers to the capability to use the appropriate language in a specific situational context with the right communicative goal, which in turn, makes speakers communicatively competent (Cook-Gumperz & Gumperz, 1982).

Canale and Swain proposed a theoretical framework for communicative competence which includes four components: grammatical competence, sociolinguistic competence, discourse competence and strategic competence as shown in Figure 6 (Shtavica, 2015, p.12).

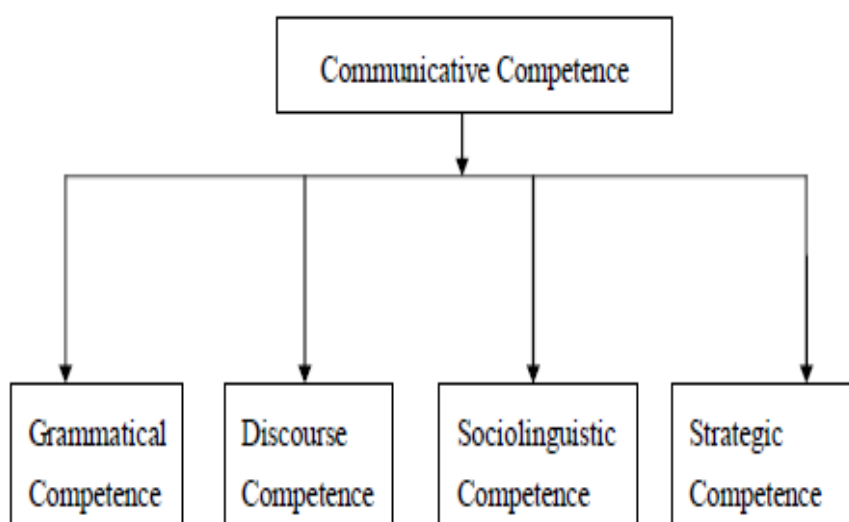


Figure 6. Canale and Swain's communicative competence model (Shtavica, 2015, p.12).

First of all, grammatical competence refers to the knowledge of linguistic codes which include morphological, phonological, syntactical and lexical features of a language, hence the competent speakers have the ability to use these features to encode and decode their messages effectively (Tarvin, 2015). Namely, they have the necessary "knowledge and skill required to understand and express accurately the literal meaning of utterances" (Canale, 1983, p.7). At this point, it can be said that grammatical competence is an essential component of communication competence as it enhances the accuracy of intended messages, in the same manner, grammatical inconsistencies decrease the effectiveness of communication (Hymes,

1972a). As a result, through grammatical competence, speakers will be able to produce their utterances clearly and correctly contributing to the smooth flow of communication, on the other hand, when the speakers' language is not clear their messages will be meaningless, which leads to the communication breakdowns (Saville-Troike, 2003).

In fact, the concept of communicative competence was originally introduced by sociolinguists based on the idea that "to be effective in everyday social settings, speakers and listeners depend on knowledge that goes beyond phonology, lexicon and abstract grammatical structure" (Cook-Gumperz & Gumperz, 1982, p.13). Thus, language usage is culturally and contextually bound, which points to the sociolinguistic competence (Hammer, 1989). It is a vital skill in today's globalized world which prompts speakers to adjust their utterances to the cultural context in which communication occurs to avoid misunderstandings or communication breakdowns, so without this skill, speakers' grammatically correct utterances may not convey their messages properly as intended (Byram, 1972). In that vein, sociolinguistic competence "addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction, and norms or conventions of interaction" (Canale, 1983, p.7). Hence, both pragmatic and linguistic knowledge which enable speakers to communicate in a socially and linguistically appropriate manner are components of sociolinguistic competence (Cook-Gumperz & Gumperz, 1982).

Discourse competence refers to the "mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres" (Canale, 1983, p.9). Genres include different text types such as essays, report, stories and letters which are unified through cohesion and coherence devices (Mariani, 2010). Cohesion devices are the links such as pronouns and connections which combine the phrases, words and sentences structurally, whereas coherence deals with the meaning unity of a text by combining the parts of a text logically so that it makes sense and flows smoothly when it is listened or read (Canale, 1983). All in all, cohesion and coherence facilitate the interpretation of a spoken or written text by making its meaning clear and understandable for listeners and readers (Mariani, 2010).

The last component of communication competence is strategic competence which is the mastery of communication strategies to compensate for the communication breakdowns and to enhance the effectiveness of communication (Bialystok, 1990). More specifically,

strategic competence refers to the ability to use reduction strategies with the aim of avoidance of communication breakdowns by changing communicative goals or; the ability to adopt achievement strategies with the aim of keeping the communication process by taking risks to perform communicative goals (Mariani, 2010). Therefore, when problems occur in the communication process due to the limited language knowledge or insufficient communication skills, strategic competence helps speakers to cope with these problems and maintain their communication fluently (Dörnyei, 2015).

Communication competence is examined in relation to both intracultural and intercultural contexts which can be broadly called as culture-specific and culture-general approaches (Hammer, 1989). The culture-specific approach is based on the assumption that “individual’s communication competence can be best conceptualized as the degree to which they learn the culture-specific communication rules, rituals, and skills of verbal and non-verbal expressions and reception that are practiced by host country nationals (Hammer, 1989, p.248). On the other side, the culture-general approach stresses the intercultural interactions rather than interactions which occur within a specific cultural context and conceptualize communication competence in relation to the ability to be in an effective and appropriate communication with people from other cultures (Byram, 1997). At this point, due to the difference between intracultural and intercultural transactions, there must be an additional dimension of communication competence which is intercultural communication competence (Hammer, 1989).

Intercultural communicative competence (ICC) refers to “the ability to interact with people from another country and culture in a foreign language” (Byram, 1997, p.71). As culture is inseparable from language, it is necessary for people to develop intercultural awareness to be in communication with foreigners (Hammer, 1989). Byram (1997) proposed a model of ICC including five *savoirs* or knowledges that make individuals interculturally competent:

1. Attitudes relativizing self, valuing other (*savoir-être*);
2. Education: political education, critical education, critical cultural awareness (*savoirs’ engager*);
3. Skills: discover and/or interact (*savoir appendre/faire*);
4. Knowledge of self and other; of interaction: individual and societal (*savoirs*);
5. Skills interpret and relate (*savoir comprendre*) (p.34).

Firstly, to develop intercultural communicative competence (ICC), it is a prerequisite for individuals to have an open attitude towards interacting with people from other cultures (Byram, 1997). Secondly, critical cultural awareness which helps speakers evaluate their culture and others' culture is a part of intercultural communication competence, additionally, ICC includes the propensity to acquire new knowledge about a new culture and use this knowledge to understand how social processes emerge and continue in intercultural contexts (Hammer, 1989). Lastly, people who are interculturally competent have the ability to interpret events from another cultures to make sense of a new culture including different values and behaviors (Byram, 1997).

All in all, it can be said that communication competence includes five components: grammatical competence, strategic competence, sociolinguistic competence, discourse competence and intercultural communication competence (Canale, 1983). People who are communicatively competent have the knowledge of language and the ability to use that knowledge properly while they are communicating in a culturally-appropriate manner, moreover, they are able to communicate effectively in cross-cultural situations to accomplish their communicative goals (Saville-Troike, 2003).

2.5. Willingness to Communicate

Communicating effectively in a foreign language becomes a more important skill for people to meet the requirements of today's global world, therefore, people need communication in a foreign language to share their ideas, needs and wants (Saville-Troike, 2003). Moreover, it is necessary for people to create opportunities to communicate for the development of social relationships in multicultural settings, so people should be open to new cultures and be willing to talk with people from different cultures (Byram, 1997). Even though "talk is a vital component in interpersonal communication and the development of interpersonal relationships, people differ dramatically in the degree to which they actually do talk" (McCroskey & Richmond, 1982a, p.129). In other words, people are different from each other in that while some people are motivated to speak with their interlocutors, others are reluctant to interact with their environment and they prefer talking only when it is necessary (Mystkowska-Wiertelak, 2017). This variability in communication behavior results from the personality characteristic called as 'willingness to communicate' (WTC) which was basically introduced in relation to L1 communication (Sener, 2014). However, MacIntyre, Clément,

Dörnyei and Noels (1998) elaborated the concept of WTC with reference to L2 communication by highlighting the effect of situational factors. Much in the same vein, WTC can be explained as “an individual’s volitional inclination towards actively engaging in the act of communication in a specific situation which can vary according to the interlocutor(s), topic and conversational context among other potential situational variables (Kang, 2005, p. 291). Therefore, willingness to communicate can be said to be dependent on situational variables such as feelings of speakers, communicative behaviours of interlocutors and demands of the communicative settings (McCroskey & Richmond, 1982a).

MacIntyre, Clément, Dörnyei and Noels propose a heuristic model of WTC which is regarded as the first step to explain the factors affecting L2 WTC in a comprehensive way and they conceptualize WTC in relation to L2 context by identifying WTC with situational factors rather than trait-like variables (Sener, 2014). As can be seen in Figure 7 below, their model comprises six layers from top to bottom influencing WTC: communication behavior, behavioral intention, situated antecedents, motivational propensities, affective cognitive context and; social and individual context (MacIntyre et al., 1998, p.547). To put it in a different way, the pyramid-shaped model includes linguistic, communicative and psychological variables (Mystkowska-Wiertelak, 2017).

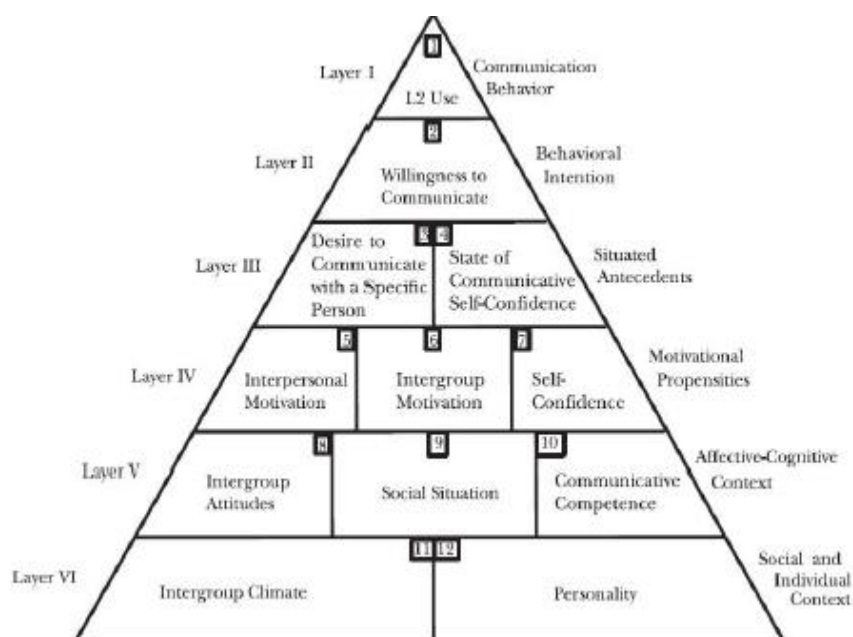


Figure 7. Heuristic model of variables influencing WTC (MacIntyre et al., 1998, p.547).

Layer I, communication behavior, includes the activities based upon the usage of the target language such as speaking in the class or reading L2 materials, while Layer II, behavioral intention, is composed of the concept of willingness to communicate which can be described as the desire to start and maintain communication readily (MacIntyre et al., 1998). In fact, whether there is an actual language use on the part of students or not in communicative events largely depends on their willingness to communicate since if students are motivated to speak, they engage in the communicative activities readily (Mystkowska-Wiertelak, 2017). Layer III, situated antecedents, involves the most direct indicators of WTC which are the desire to communicate with a specific person and the communicative self-confidence alleviating speakers' anxiety and allowing them to speak skillfully during communication (Ozaslan, 2017). Layer IV, motivational propensities, is composed of three variables: interpersonal motivation, intergroup motivation and self-confidence (MacIntyre et al., 1998). These three variables point to "the appraisal of one's own mastery of the L2 and system and lack of anxiety or discomfort while communicating with other L2 users" (Mystkowska-Wiertelak, 2017, pp. 7-8). Layer V, affective-cognitive context, includes intergroup attitudes which make the speaker as a member of speech community (Sener, 2014). Social situation concerns interaction that occurs in a specific situation "by taking into account such parameters as the participants, the setting, the purpose, the topic and the channel of communication" (Mystkowska-Wiertelak, 2017, p. 8). Lastly, communicative competence denotes the knowledge of speakers about when and how to use the language (Cook-Gumperz & Gumperz, 1982).

The bottom layer, social and individual context, includes intergroup climate which affects the WTC of speakers in a positive or negative manner, more clearly, whereas the climate based upon positive attitude and tolerance motivates speakers for communication, the climate based upon negative attitude and prejudice hinders communication (Mystkowska-Wiertelak, 2017). Moreover, personality as a variant of the bottom layer may have an effect on speakers' willingness to communicate in a such way that while speakers who have an extrovert personality trait can get involved into interactions readily, introvert speakers can be reluctant to engage in communication (Ozaslan, 2017). All in all, as the heuristic model of WTC indicates, there are many factors or variables which have an impact on speakers' willingness to communicate (Sener, 2014).

The concept of WTC has become an important issue with reference to educational contexts in that the changes in societies affect the educational system (MacIntyre et al., 1998).

As a result of globalization, cultural diversity has come into prominence by changing societies from monolingual to multilingual settings, which increases the significance of students' ability to communicate interculturally (Byram, 1997). Additionally, in recent years, "with globalization and increased mobility, more people have come into contact, with the result that communication has become evermore intercultural" (Cogo & Dewey, 2012, p. 25). In that vein, learning English as a foreign language becomes an important issue across the globe, in the same way, the main aim of learning a foreign language in educational contexts is to learn how to speak that language effectively (Saville-Troike, 2003). From a different viewpoint, students are required to speak the target language to learn it since it is supposed that "the use of the target language is an indicator of and necessary condition for successful foreign language acquisition (SLA)" (Sener, 2014, p. 27). Therefore, students should have motivation to speak in the classroom and willingness to communicate becomes a crucial factor affecting students' success in language learning (Ozaslan, 2017).

Apparently, since English is the main form of communication that is used by people from different parts of the world, pedagogical approaches and techniques to enhance students' communicative abilities in English as a foreign or second language have become the core of educational systems (Mystkowska-Wiertelak, 2017). With this aim, communicative language teaching (CLT) approach which views language learning as meaningful and purposeful interaction between learners and their interlocutors, highlights the importance of encouraging learners to communicate and use the language both inside and outside the classroom (Richards & Rodgers, 1986). Hence, CLT aims to improve students' communicative competence which refers to the ability to use the language effectively, properly and appropriately in different communication situations by creating opportunities for students to communicate in the L2 (Richards & Rodgers, 1986).

For oral language learning to take place, there are four criteria that should be met: the exposure, the chance to practice the language, proper instruction and motivation (Willis, 1996). At this point, in order to acquire a foreign language, Krashen (1985) suggests that it is important to provide learners with a comprehensible input ($i+1$) including grammatical structures that are slightly beyond the students' current proficiency level, so L2 learning takes place when learners understand this kind of input with the help of communicative contexts. On the other hand, according to Swain to learn a second language, not only comprehensible input but also comprehensible output are necessary, so students should produce the target

language as they learn another language by using it (Gass, 2015). In short, learners should be exposed to language and use that language communicatively for successful acquisition (Bowles & Adams, 2015). In this regard, instructions given by teachers should be proper by leading students to speak during the classroom activities (Willis, 1996). Lastly, learners' motivation to communicate is a crucial factor for L2 acquisition because when learners are willing to communicate they engage in communications in the classroom and make use of opportunities to speak during the lesson (Dörnyei & Ryan, 2015). When all these criteria are taken into consideration, it is evident that WTC facilitates the learning process (Willis, 1996). In a nutshell, willingness to communicate (WTC) is a determinant of successful language learning which can be explained as a predisposition to initiate and maintain communication whenever it is possible (McCroskey & Richmond, 1982a).

2.6.Factors Affecting Unwillingness to Communicate

It is evident that for an effective language acquisition, there should be an interaction between learners during the lessons as when students communicate in a foreign language, they receive comprehensible input from their interlocutors (Krashen, 1985). During their interaction, learners negotiate for meaning to understand the real messages of their interlocutors through confirmation checks and clarification requests (Gass, 2015). Accordingly, interactions may lead learners to “modify their output, elaborating on what they originally said and, in some cases making modifications to the grammar, vocabulary or pronunciation of aspects of the original utterance” (Bowles & Adams, 2015, p. 199). When learners produce language, they gain awareness of the gap between their interlanguage system and target language system, which in turn, promotes language acquisition (Gass, 2015).

It is an undeniable fact that students learn to speak the target language through speaking (Mystkowska-Wiertelak, 2017). Moreover, it is believed that “mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in a language” (Nunan, 1991 p.39). Therefore, it is a necessary condition for students to communicate and interact orally by using the target language to promote language acquisition (Kang, 2005). Students' active participations and communication behaviors come into play in the learning process, however, not all students prefer to engage in communication actively during the lesson so, they vary from each other in terms of communication behavior (Mystkowska-Wiertelak, 2017). Stated in other words, whereas some students seek the ways to communicate in the L2

whenever possible, others avoid communication because of their negative attitudes towards communication and speaking, which triggers students' unwillingness to communicate (MacIntyre et al., 1998).

The concept of unwillingness to communicate (UWTC) proposed by Burgoon (1976) refers to a propensity representing "a chronic tendency to avoid and/or devalue oral communication" (p.60). Simply, learners' choice to keep away from interacting with others can be considered as unwillingness to communicate (Mystkowska-Wiertelak, 2017). In that sense, there can be many factors affecting students' willingness to communicate negatively: affective factors such as anxiety, confidence and motivation; environmental factors including discouraging classroom atmosphere; factors related to the teacher's role in the learning process (Yaseen, 2018). In addition, learners' personality characteristics such as shyness, self-esteem, introversion and extraversion have an impact on their reluctance to communicate (Burgoon, 1976).

From an educational perspective, learners' communication behavior can be addressed in terms of reciprocal determinism which is based on the belief that learners' psychological state is the result of the mutual effect of behavioral and environmental influences since the personal and environmental factors interact with each other, so they cannot be considered separately during the communication process (Bandura, 1978). This interaction can be explained in terms of three different conceptions as in Figure 8 below (Bandura, 1978, p.345).

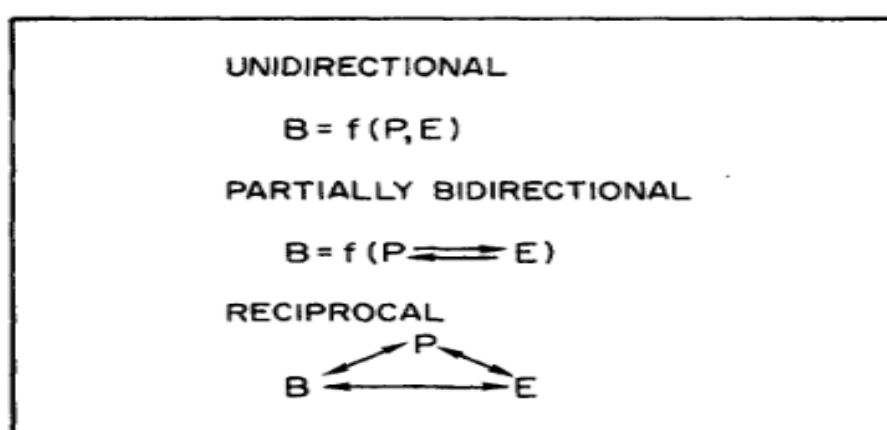


Figure 8. Schematic representation of three alternative conceptions of interaction (Bandura, 1978, p.345).

The three conceptions of interaction are B which signifies behavior; P which includes personality and dispositions; E referring to environmental factors (Salomon, 1981). According

to this schema, the behavior is a result of personal and environmental variables as they operate bidirectionally (Bandura, 1978). To set an example, students may adopt a negative communication behavior when they are shy and when they are in an uncomfortable classroom climate (Yaseen, 2018). In the same direction, the personal variables may result from the transaction between environmental and behavioral factors, so it is regarded that “the experiences generated by behavior also partly determine what individuals think, expect, and can do, which in turn, affect their subsequent behavior” (Bandura, 1978, p.345). This multidirectional relationships are referred as reciprocal determinism by Bandura, however, personal and environmental variables maintain a unidirectional tendency toward behavior shown as $B = f(P, E)$ (Salomon, 1981). In other words, the relationships among the individual, environment and language should be investigated to understand the factors underlying the students’ psychological attributes in relation to their unwillingness to communicate in a holistic manner (Dörnyei & Ryan, 2015).

In conclusion, the factors contributing to students’ unwillingness to communicate can be classified into three categories which are affective factors including anxiety, motivation and personality traits; environmental factors such as classroom atmosphere, class size, rapport among students; and factors in relation to the teacher including topic interest, attitudes, support and instructional methods as shown in Figure 9 below (Based on Yaseen, 2018).

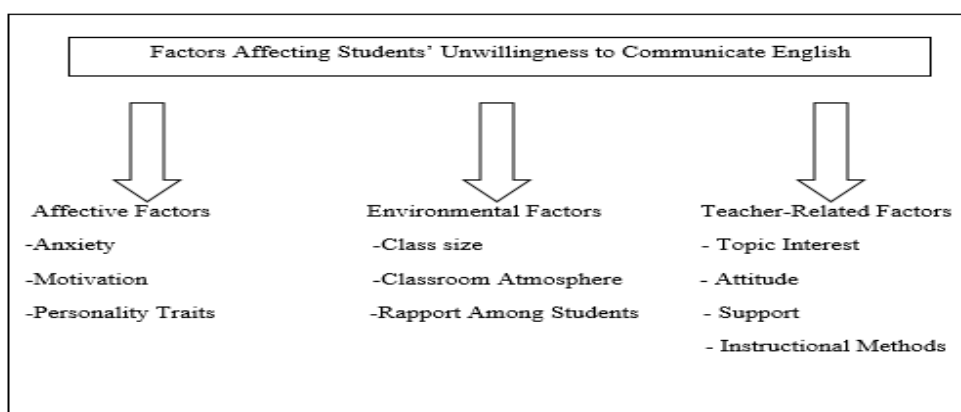


Figure 9. The classification of the factors contributing to the students’ unwillingness to communicate (Yaseen, 2018, p.9).

2.6.1. Affective Factors

Affective side of the learners is regarded as a crucial factor determining the learners’ success and failure in the process of language learning (MacIntyre, 1998). Therefore, to

explore the underlying reasons of why students have low achievement levels in learning a foreign language, the affective factors such as motivation and anxiety have been the focus of the research conducted in this area (Dörnyei & Ryan, 2015). Broadly, affective variables include anxiety, motivation and personality traits such as shyness, extroversion, introversion, self-esteem, anomia and alienation (McCrockey & Richmond, 1982a).

-Anxiety

Among affective factors, anxiety is closely related to learners' performance in the learning process (MacIntyre & Gardner, 1991). Broadly, Spielberger (1983) regards anxiety as a "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of autonomic nervous system" (p. 15). Hence, it is clear that the feeling of anxiety makes people nervous and uncomfortable (Young, 1990).

When it comes to foreign language classes, it is reported that students are more likely to feel anxious if the lessons' content requires students to speak in front of the class (MacIntyre & Gardner, 1991). Foreign language anxiety can be defined as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process" (Horwitz et al., 1986, p. 128). In that vein, MacIntyre and Gardner (1991) state that language anxiety affects learners' oral production skills negatively in their study which focuses on the anxiety level of university students to elicit their positive or negative feelings about their language learning experiences. Therefore, anxiety may have a significant impact on students' feelings and behaviors towards speaking (Dörnyei & Ryan, 2015).

Foreign language anxiety can be addressed in terms of three categories: communication apprehension, fear of negative evaluation and test anxiety (Horwitz et al., 1986). Communication apprehension occurs when students feel anxious while they are speaking a foreign language (Ozaslan, 2017). Fear of negative evaluation may have an impact on students' willingness to communicate since they lose their passion to communicate if they are not approved by other people, while test anxiety results from learners' low achievement levels or scores in language classes (Horwitz et al., 1986).

It is clear that students may react negatively while they are using L2 because of language anxiety, which in turn, results in the avoidance of communication (MacIntyre & Gardner, 1991). At this point, Fukuto (2017) investigated the longitudinal changes of Japanese

EFL learners' psychological attributes of unwillingness to communicate and results showed that anxiety as an affective factor increased students' unwillingness to communicate. Moreover, high level communication anxiety of students resulted in stronger unwillingness to communicate, which affected students' communication behavior negatively in that learners became unmotivated to start and maintain conversation.

All in all, language anxiety can be regarded as a negative factor contributing to the learners' unwillingness to communicate accordingly, because of language anxiety, learners develop negative attitudes and beliefs in relation to communication (Young, 1990). Namely, since students experience anxiety during speaking activities, they become unwilling to communicate (Horwitz et al., 1986).

- Motivation

Motivation has an important place in education because it is one of the factors determining learners' success (Gardner, 1985). Motivation is explained as "an internal state that arouses, directs and maintains behavior" (Woolfolk et al., 2008, p.438). Therefore, whereas high motivation contributes to the learners' achievement, lack of motivation leads learners to become distracted during the lesson, which in turn, diminishes the effectiveness of lessons for students (Gałajda, 2017). Furthermore, motivation is regarded as the prerequisite for effective learning since "without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula or good teaching enough on their own to ensure student achievement" (Dörnyei & Ryan, 2015, p.72).

It is suggested that students with high level of motivation are more willing to communicate and participate in the activities in language classes, while students with low motivation are not eager to speak during the lessons (Sener, 2014). In that vein, Dincer and Yesilyurt (2013) investigated pre-service ELT students' beliefs about teaching speaking skills based on their motivational orientations. Results revealed that there is a connection between students' attitudes towards communicating in English and their motivation, in such a way that, while some students who have intrinsic or extrinsic motivation are more likely to be interested in speaking activities other students who are unmotivated have a low opinion of speaking English. In short, students who are motivated to improve their speaking skills are willing to communicate in English.

Gardner (1985) sees motivation as an integration of the desire and attempt in that the degree of motivation depends on the learners' wish to realize their aims in the learning process (Gardner, 1985). In this respect, basically, learners have two different types of motivation during the language learning process, namely, they have integrative motivation which "is associated with a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community" (Dörnyei, 1994, p.274). Secondly, students may have instrumental motivation which "is related to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary". (Dörnyei, 1994, p.274). At this point, Peng (2007) examined the relationship between L2 WTC and integrative motivation among college students and suggested that integrative motivation is a strong predictor of L2 willingness to communicate. The relationship between motivation and students' communication behavior points to the insight that motivation is "an important impetus in stimulating learners to persevere in both L2 learning and possibly L2 communication" (Peng, 2007, p.48). As a consequence, the lack of motivation that is regarded as an affective variable has a negative effect on the learners' willingness to communicate (Woolfolk et al., 2008).

-Personality Traits

Personality which points to the characteristics of people in relation to their beliefs, emotions and behaviors is a key factor that differentiates people from each other (Dörnyei & Ryan, 2015). From an educational perspective, learners' personalities are in relation with their language learning process (Yaseen, 2018). Moreover, it is suggested that personality-based factors which comprise extroversion, introversion, self-esteem, shyness, anomia and alienation have a significant impact on students' communication behavior (McCrockey & Richmond, 1982a).

Learners' personality traits affect their classroom participation in a different way, to illustrate, in her study, based on factors affecting WTC, Sener (2014) indicates that while introvert students are not willing to communicate during the classroom activities, extrovert students are more likely to engage in group activities. Introverts are "characteristically quiet, timid and shy" (Burgoon, 1976, p. 61). Introvert students like solitude, so they take more pleasure from their inner life than the social life around them (Sener, 2014). This predisposition of introvert students towards introspection may result in disregarding interpersonal communication and other peoples' evaluation about them (Burgoon, 1976). On the contrary, extraverts are outgoing and impulsive individuals who engage in the social life

actively (McCrockey & Richmond, 1982a). Therefore, it is clear that extrovert language learners enjoy interacting with their classmates in group activities and they are eager to use the language communicatively (Dörnyei & Ryan, 2015). In that vein, Krashen (1985) suggests that extrovert students are more likely to be successful in an L2 learning because they will be exposed to target language input with the help of their willingness to communicate (Krashen, 1985).

Self-esteem is another personality characteristic defined by Higgin (as cited in Dörnyei & Ryan, 2015) as “individuals’ overall evaluation or appraisal of themselves, whether they approve or disapprove themselves, like or dislike themselves” (p.183). Zade and Hashemi (2014) probed into the relationship among self-esteem, willingness to communicate and oral production. Their study points to a close relationship between self-esteem and WTC. In turn, the interaction of these two psychological factors empowers students to control and overcome the fear of oral production during lecturing. It is concluded that the higher WTC and the higher self-esteem correspond to the better oral production (Zade & Hashemi, 2014).

Moreover, “self-esteem shares with self-confidence a common emphasis on the individual’s beliefs about his or her attributes or abilities as a person” (Dörnyei & Ryan, 2015, p.183). Self-confidence is defined by Dörnyei (as cited in Gałajda, 2017) as “the belief that a person has the ability to produce results, accomplish goals or perform tasks competently” (p.37). According to Clément (1980), the construct of self-confidence includes two key concepts: perceived competence and lack of anxiety (Clément, 1980). Therefore, learners with high perceived competence and low level anxiety are likely to be more willing to communicate (Sener, 2014). Similarly, Gałajda (2017) proposes that self-confidence is closely related to students’ oral language production (Gałajda, 2017). At this point, Mahdi (2014) investigated the university students’ willingness to communicate in English in relation to personality traits. It was found that many students appeared to be less willing to speak in English because of the lack of confidence. Moreover, results of the study clarified the personality traits that underlie the lack of willingness to communicate in English as a foreign language in that students who were inhibited and introverted were less willing to communicate in English, on the other hand, those who were extroverted, talkative, bold, assertive and sociable were quite willing to communicate even in unfamiliar contexts. In short, the findings of this study convincingly demonstrate that there is a significant positive correlation between students’ personality traits and their communication behavior.

Shyness which is a personality construct contributing to the students' communication behavior can be explained from many different ways such as a "discomfort in social-communicative situations, a tendency to withdraw, a tendency to be timid and lack of confidence, and a tendency to be quiet, neither assertive nor responsive to others" (McCroskey & Richmond, 1982b, p. 460). Shy people are characterized with being unwilling to interact with people and being anxious during communication (Gałajda, 2017). Moreover, it is suggested that shyness is triggered by the likelihood of communication (McCroskey & Richmond, 1982b). In this regard, Haidara (2016) conducted a research based on the psychological factors that affect the university students' English speaking performance negatively. It was concluded that shyness along with fear of making mistakes, hesitation, and lack of confidence create a psychological barrier in speaking English. All in all, among affective factors, personality traits of learners such as extraversion, introversion and self-confidence exert influence on students' unwillingness to communicate (Macintyre, 1996).

2.6.2. Environmental Factors

Instructional context is a part of social environment which has an impact on learners' achievements (Woolfolk et al., 2008). For EFL students classroom environment "acts as the primary source of language learning, since students don't get the chance to practice English outside their classrooms" (Yaseen, 2018, p.2). Therefore, instructional context should be modified to engage students into the activities and tasks performed during the lesson (Hannah, 2013). L2 classroom environment is multi-dimensional in that it includes many factors contributing to students' being willing or unwilling to communicate such as rapport among students, class size, and classroom atmosphere (Basöz & Erten, 2019).

First of all, it is important to create a positive learning environment which encourages students to participate into L2 communication (Hannah, 2013). In this direction, Riasati (2012) studied EFL learners' perception of factors influencing willingness to speak English in language classrooms and showed that students feel more willing to speak in a stress-free environment where there is a friendly rapport between the teacher and the students. Similarly, a good rapport among students is crucial for creating a non-threatening classroom environment, as an illustration, when students laugh at each other for their mistakes, they become unmotivated and remain silent during the lesson. In that vein, the study of Basöz and Erten (2019) based on the factors contributing to students' willingness to communicate

revealed that students become unwilling to speak English in class when they possess the fear of being ridiculed by their classmates. Moreover, the fear of making mistakes results in language anxiety on the part of learners, which in turn, affects their eagerness to communicate negatively (Gałajda, 2017).

Class size is an important element of classroom environment which plays a role in language learning in that students in the smaller size classrooms have more opportunity to speak during the lesson, on the other hand, both student-teacher and student-student interaction decrease as the class size increases (Hannah, 2013). Accordingly, Khazaei et al. (2012) investigated the relationship between class size and WTC and found that class size had a substantial impact on students' willingness to communicate and students were found to be more willing to communicate in small classes because they had more time to express themselves, which enables them to cope with their anxiety and feel comfortable to get involved in classroom communication. To sum up, classroom environment including many different factors such as class size, atmosphere and the rapport between the teacher and students determines the students' communication behavior (Woolfolk et al., 2008).

2.6.3. Teacher-Related Factors

Language teachers have a significant impact on students' communication behavior, so students' willingness to communicate can be affected positively or negatively depending on teacher-related factors such as topic interest, attitudes, support and instructional methods (Gałajda, 2017). To begin with, the topic chosen by the teacher exerts an influence on learners' desire to communicate, to illustrate, in his study Riasati (2012) suggests that topic interest shapes students' communication behavior in that whereas the topics which arouse interest on the part of students increase their willingness to communicate, the topics that students are not interested in decrease their willingness to communicate. In short, the study of Riasati (2012) showed that the more interesting a topic is the more willing students become to talk about it.

Teachers play a key role in changing students' attitudes towards speaking during the lesson (Wright, 1987). If a teacher adopts a positive attitude, classroom becomes a pleasant learning environment, on the other hand, when a teacher adopts a negative attitude, students become less eager to speak during the lesson (Hannah, 2013). In this direction, Sener (2014) reported in her study on the factors in relation to students' willingness to communicate that in a threatening classroom environment, students become unmotivated to speak especially when

they feel pressure of the teacher. Moreover, the study revealed that the fear of being criticized by the teacher when producing incorrect sentences results in a low level of willingness to communicate.

The lack of teacher support and encouragement are other factors contributing to the students' unwillingness to communicate (Yaseen, 2018). This is clear in the study of Tsiplakides and Keramida (2009) who investigated the factors creating communication anxiety. Their study revealed that the manner of teacher in the language class is closely related to students' communication behavior in that, instead of encouragement of the teacher in the face of speaking mistakes, the negative evaluation of the teacher makes learners hesitant to communicate during the lesson and they feel more comfortable to speak when there is no teacher in the class. Furthermore, not having equal chance to speak leads learners to display unwillingness to communicate during the lesson (Basöz & Erten, 2019).

Lastly, the materials used by the teacher and the methods adopted by the teacher may have a negative influence on students' willingness to communicate (Gałajda, 2017). At this point, Yaseen (2018) studied on the factors affecting learners' desire to communicate negatively and she concluded that insufficient methods like non-interactive methods are one of the biggest factors which decreases students' enthusiasm for speaking. Similarly, in their study, Al Zayed, Al Jaderi & Al Jafar (2009) reported that communicative approaches which provide better teaching methods increase students' motivation to take part in communication in English. Consequently, teacher is a big determinant of learners' communication behavior (Wright, 1987).

CHAPTER III

METHODOLOGY

3.1. Research Design

The aim of the present study is to explore the factors contributing to students' unwillingness to communicate in English. To realize this aim, data were collected from students and their instructors through a questionnaire and a semi-structured interview, so the mixed method research design was adopted to integrate "both quantitative and qualitative methods in a single study" (Fraenkel, et al., 2011, p.557). While the quantitative research deals with the data which can be expressed numerically, the qualitative research aims to gain a deeper understanding into the underlying opinions and reasons of the problems being investigated (Blair, 2016).

As the quantitative data, students were given a questionnaire including affective, environmental and teacher-related factors which might have an impact on the students' communication behavior. Moreover, a semi-structured interview which was conducted with these students' instructors to elicit the factors underlying students' communication behavior provides the qualitative data of this study. It is believed that the combination of quantitative and qualitative research both compensates for the weaknesses of each approach and strengthens the findings through the investigation of the research problem in depth and breadth (Fraenkel, 2011). In a nutshell, by means of the mixed method research design, the factors affecting students' willingness to communicate negatively would be evaluated from the perspective of both students and their teachers, which in turn, would provide a holistic exploration of these factors.

Before starting to conduct this study, permission was obtained from the Ethics Committee with the aim of adhering to the ethical norms during the research process. Ethical norms place emphasis on mutual respect, trust and confidentiality which encourage participants to take part in the study willingly, additionally, the eagerness of the participants makes them more open and clear in their answers, which promotes reliable information and prohibits misinterpretations (Fraenkel, 2011). Therefore, it was ensured that both students and their instructors participate in the study on a voluntary basis. For that purpose, before being a part of this study, they were asked to sign consent forms which "include a description of what they will be asked to do and indicate the time commitment required" (Blair, 2016, p.77). Hence, with the consent forms, the volunteer participants were informed about the aims of the

study and what they would be required to do during the implementation of the research. Moreover, it was guaranteed that participants have a right to withdraw their consent if they do not want to continue with the study.

3.2. Participants

The participants of this study consist of 100 students who study at English Language Teaching (ELT) Department at a western state university in Turkey. All of the students studying at 2nd and 3rd grades were included in the study. Since the students from 1st grade take mostly skill-based courses and the students from 4th grades take very few courses, the students from 2nd and 3rd grades who take pedagogy and methodology courses were found appropriate as the study group of the present study.

Furthermore, the teachers in ELT department who give lectures to these students were included in the study to gain insight about the factors contributing to the students' unwillingness to communicate in a comprehensible manner. It was expected that investigation of these factors from the perspective of students' teachers who observe their students during the lessons would add a new dimension to the present study.

3.3. Data Collection Instruments

In the present study, as data collection tools, a questionnaire and a semi-structured interview were utilized. The questionnaire developed by Yaseen (2008) was used to investigate the factors contributing to the students' unwillingness to communicate in English. In line with the ethical norms, the permission was received from Yaseen who is the developer of this scale including three dimensions. The first one is "Affective factors impacting students' speaking skills", the second one is "Factors related to teachers' role in teaching speaking skills", and the third one is "Factors affecting students' speaking skills in relation to the instructional environment". Therefore, this questionnaire allows for a holistic investigation of the factors underlying students' reluctance to communicate in terms of the affective factors, the environmental factors and the factors in relation to students' personality traits.

When the questionnaire is evaluated in terms of reliability and validity, it is stated that the reliability coefficient of this scale is .89 which is relatively higher than that of other scales (Weaver, 2005, $\alpha=.87$; Burgoon, 1976, $\alpha=.88$). Moreover, it is reported that the content validity of the questionnaire was examined by a panel of experts who were asked to determine whether the items in the questionnaire are convenient for the purpose of the study, which

means that it was planned to make changes in the items of the questionnaire based upon the experts' recommendations.

Additionally, a semi-structured interview including questions designed to reveal the underlying reasons for the students' reluctance to speak English were conducted with these students' teachers. The questions in the interview were checked by the advisor and speaking class teachers to ensure that they are appropriate for the purpose of the present study. These questions are:

1. What are the factors that contribute to Grade 2 and 3 English Language Teaching Department students' unwillingness to communicate?
2. What are your suggestions to reduce the effect of these factors on students' willingness to communicate?

3.4. Data Collection Procedure

As a first step of the present study, the permission was received from the Ethics Committee who examines the general framework of the study under investigation in relation to its aims, methods, participants and data analysis procedures. Secondly, the researcher gave consent forms to both students and instructors who constitute the study group. They were given information about the goals of the study and the roles they play to reach these goals as the participants of the research process. After volunteer participants signed the consent forms, the researcher started to collect data through a questionnaire and a semi-structured interview.

The students were asked to fill in the questionnaire, on the other hand, the instructors were required to give an answer to interview questions. At the end, the data collected from both students and instructors were analyzed to determine the factors underlying students' unwillingness to communicate. Additionally, students' communication behavior was examined in terms of their gender and class, namely, whether the factors affecting students' willingness to communicate negatively differ depending on students' gender and class.

3.5. Data Analysis

The quantitative data collected from students via the questionnaire were analyzed by means of Statistical Package for the Social Sciences (SPSS) program. In this program, the mean scores and the standard deviations of the questions were computed to reveal the factors affecting students' willingness to communicate negatively. Moreover, the independent

samples t- test which compares the mean scores of two groups in a given variable was used to find out that whether there is a significant difference between the communication behavior of male and female students. In the same manner, the 2nd and 3rd grade students were compared in terms of their communication behavior through the independent samples t-test.

On the other hand, the qualitative data collected from instructors via the interview were examined in detail through thematic content analysis which is based on the coding and searching for themes across the data (Fraenkel, 2011). Lastly, when the data obtained from both the questionnaire and the interview were analyzed, the results were interpreted profoundly to pinpoint the most influential factors contributing to the students' unwillingness to communicate.

3.6. Role of the Researcher

In the present study, the researcher employs the mixed method research design which combines quantitative data collected through a questionnaire from students and qualitative data collected through an interview conducted with instructors to increase the reliability of the study with the help of this combination. Before starting data collection process, the researcher chooses the data collection tools in line with her aims to be realized at the end of the study. To stick to ethical norms, she makes sure that the participants attend the study voluntarily and the data collection tool developed by other researcher (Yaseen, 2018) is used with permission.

One of the most important jobs of the researcher is to get permission from the institution where the research is conducted. After the researcher receives approval officially, she starts and maintains her study. She gives the questionnaire to the students by explaining its every detail such as aims, time requirements and the items, which in turn, encourages the students to participate in the study. As an investigator, the researcher has an interview with the instructors who give lectures to the students by asking questions to elicit the underlying factors which have a negative impact on students' communication behavior in English. Lastly, the researcher analyzes and interprets the collected data. In conclusion, on the one hand, the researcher tries to conform to ethical norms while implementing her study, on the other hand, she tries to gather and measure information from the participants by using appropriate tools which fit in her aims.

CHAPTER IV

FINDINGS

In the present study, the data were gathered to clarify the factors contributing to the students' unwillingness to communicate in English. In accordance with this purpose, four research questions in relation to the perceptions of both teachers and students about the underlying factors affecting students' communication behavior were answered through the analysis of data.

1. What are the students' perceptions of the factors regarding their unwillingness to communicate in English?

To answer this question, the data collected through the questionnaire were examined by means of descriptive statistics in which means and standard deviations of the items in the questionnaire were calculated to discover the perceptions of students about the factors leading to their reluctance to communicate in English. To show the degree of questionnaire items which corresponds to the factors affecting students' unwillingness to communicate, the mean scores were divided into the three categories in a way that the mean scores between 1.00-2.33 were labeled as low degree, the mean scores between 2.34-3.67 were regarded as moderate degree and the mean scores between 3.68-5.00 were accepted as high degree as shown in Table 2 below. (Wimolmas, 2013).

Table 2

The means and standard deviations of the factors contributing to the students' unwillingness to communicate

Factors	Mean*	Std. Deviation	Rank	Degree
Factors affecting students unwillingness to communicate in relation to the instructional environment	2.93	0.47	1	Moderate
Affective factors impacting students' unwillingness to communicate	2.78	0.41	2	Moderate
Teacher-related factors contributing to the students' unwillingness to communicate	2.41	0.41	3	Moderate
Total	2.69	0.27		Moderate

Note. *1.00- 2.33: Low; 2.34-3.67: Moderate; 3.68-5.00: High

The findings on Table 2 show the means and standard deviations of the factors in relation with the three categories of the questionnaire which are environmental factors placed in the first rank with a moderate mean of 2.93 and a standard deviation of 0.47; affective factors placed in the second rank with a moderate mean of 2.78 and a standard deviation of 0.41; teacher-related factors placed in the last rank with a moderate mean of 2.41 and a standard deviation of 0.41. Overall, these three factors point to a moderate degree with a total mean of 2.69.

The detailed examination of each item falling into to the ‘affective factors category’ makes the means and standard deviations of the items clear in the way that while the item stating “I find it difficult to build sentences, I know the grammar but I can’t put it in a sentence” takes place in the first rank with a moderate mean of 3.65 and a standard deviation of 1.02, the item stating “I like watching T.V shows and programs in English” takes place in the last rank with a low mean of 1.42 and a standard deviation of 0.63 among the items of affective factors category as shown in Table 3.

Table 3

The means and standard deviations of the affective factors

Affective Factors	Mean*	Std. Deviation	Rank	Degree
I find it difficult to build sentences, I know the grammar but I can't put it in a sentence.	3.65	1.02	1	Moderate
Speaking English makes me feel worried, and I feel pressured by teacher and other students.	3.37	1.29	2	Moderate
I don't feel self-confident and I feel pressured by teacher and other students.	3.33	1.29	3	Moderate
I use my mother tongue if I can't express myself in English.	3.17	1.03	4	Moderate
I struggle to find the right vocabulary word; I want to speak English but I don't know the words needed for that certain topic.	3.13	1.16	5	Moderate
I fear criticism from others while speaking.	3.08	1.24	6	Moderate
I am shy, I don't feel confident while speaking English in class.	3.02	1.24	7	Moderate
I read about the topic and prepare for the speaking practice in advance and prepare ideas for it.	2.79	1.01	8	Moderate
I feel motivated and confident while speaking English in class.	2.62	1.01	9	Moderate
I enjoy discussing events and situations with my teacher and classmates in the English speaking lesson.	2.28	0.86	10	Low
My family encourages and supports me to speak English.	2.24	1.18	11	Low
I feel that my listening skills are good.	2.04	0.97	12	Low
I like watching T.V shows and programs in English.	1.42	0.63	13	Low

Note. *1.00- 2.33: Low; 2.34-3.67: Moderate; 3.68-5.00: High.

When the items in the category of teacher-related factors were analyzed in terms of means and standard deviations, it was found that the item “The teacher corrects my speaking mistakes all the time while I am speaking” with a moderate mean of 3.40 and a standard deviation of 0.92 falls into the first rank and the item stating “The teacher allows me to use the

mother tongue if I don't know the words in English" with a moderate mean of 2.75 follows. The item "The teacher speaks a mix of English and the mother tongue in class." with a moderate mean of 2.66 falls into the third rank, while the item "The teacher speaks only English in class" with a moderate mean of 2.49 takes place in the fourth rank. Moreover, remaining 6 items have a low degree of mean score as seen in Table 4.

Table 4

The means and standard deviations of the teacher-related factors

Teacher-Related Factors	Mean*	Std. Deviation	Rank	Degree
The teacher corrects my speaking mistakes all the time while I am speaking.	3.40	0.92	1	Moderate
The teacher allows me to use the mother tongue if I don't know the words in English.	2.75	0.91	2	Moderate
The teacher speaks a mix of English and the mother tongue in class.	2.66	1.04	3	Moderate
The teacher speaks only English in class.	2.49	0.92	4	Moderate
The teacher gives us enough time to prepare for the speaking activity.	2.33	0.96	5	Moderate
The teacher waits until I finish what I am saying then corrects it for me.	2.24	0.90	6	Low
The teacher introduces the idea of the lesson and gives us enough vocabulary to use for our speaking activity.	2.20	0.87	7	Low
There is no pressure from the teacher when I am doing the speaking activity.	2.15	0.92	8	Low
The teacher encourages me to speak English in class.	1.98	0.81	9	Low
The teacher lets us do role playing, and group work, and do presentations in English.	1.93	0.74	10	Low

Note. *1.00- 2.33: Low; 2.34-3.67: Moderate; 3.68-5.00: High.

Lastly, when it comes to the items in the environmental factors category, the item "We listen to a C.D before we do the speaking activity" with the highest mean score (3.57) falls into the first rank, however, the item stating "In the classroom, there is an interactive white board where we watch videos and play games related to our lessons" with the lowest mean score (2.13) falls into the last rank as shown in Table 5 below.

Table 5

The means and standard deviations of the environmental factors

Environmental Factors	Mean*	Std. Deviation	Rank	Degree
We listen to a C.D before we do the speaking activity.	3.57	0.95	1	Moderate
My classmates do not support me while I am speaking English.	3.52	1.06	2	Moderate
The class is too noisy.	3.36	1.03	3	Moderate
In my class, there are more than 30 students.	2.87	1.34	4	Moderate
We, as students, are given the chance to choose learning activities and games that motivate us.	2.63	1.04	5	Moderate
The class has a friendly atmosphere which enhances the learning procedure.	2.46	0.97	6	Moderate
In the classroom, there is an interactive white board where we watch videos and play games related to our lessons.	2.13	0.92	7	Low

Note. *1.00- 2.33: Low; 2.34-3.67: Moderate; 3.68-5.00: High.

2. Is there a relationship between female and male students' perceptions of the factors regarding their reluctance to communicate in English?

Firstly, whether female and male students differ in their perception of affective factors leading to negative communication behavior was investigated. In this respect, while the mean score of female students was found to be 2.68, the mean score of male students was found to be 2.90, which implies that male students are more influenced by affective factors, therefore, results of t-test showed that there is a slight difference between male and female students' mean scores in terms of affective factors ($t= 2.66$, $p=0.009<0.05$) as seen in the Table 6.

Table 6

Results of independent samples t test for affective factors in terms of gender

Gender	N	X	S	Df	T	P
Female	57	2.6856	.40268	98	2.669	.009
Male	43	2.9052	.41351			
*P<. 05						

However, it was detected that there is not a significant difference between female and male students' mean scores in terms of teacher-related factors ($t=0.30$, $p=0.75 > 0.05$) as seen in Table 7.

Table 7

Results of independent samples t test for teacher-related factors in terms of gender

Gender	N	X	S	Df	T	P
Female	57	2.4018	.38890	98	.307	.759
Male	43	2.4279	.46153			
*P>. 05						

Additionally, the comparison between the mean scores of students' answers in terms of environmental factors indicated that there is not a significant difference between male and female students' scores ($t=1.23$, $p=0.22 > 0.05$) as seen in Table 8 below.

Table 8

Results of independent samples t test for environmental factors in terms of gender

Gender	N	X	S	Df	T	P
Female	57	2.9850	.49020	98	1.23	.221
Male	43	2.8671	.45002			

*P>. 05

3. Is there a relationship between the perceptions of 2nd and 3rd grade students of the factors regarding their reluctance to communicate in English?

The calculation of whether there is a difference between 2nd and 3rd grade students' perceptions about affective factors showed that students do not differ from each other in their mean scores with regards to their class ($t=0.65$, $p=0.51 > 0.05$) as shown in Table 9 below.

Table 9

Results of independent samples t test for affective factors in terms of class

Class	N	X	S	Df	T	P
2 nd Grade	63	2.8010	.43220	98	0.65	.517
3 rd Grade	37	2.7443	.40096			

*P>. 05

Similarly, the results made it clear that there is not a significant difference between 2nd and 3rd grade students' mean scores of teacher-related factors ($t=1.80$, $p= 0.07 > 0.05$) as shown in Table 10.

Table 10

Results of independent samples t test for teacher-related factors in terms of class

Class	N	X	S	Df	T	P
2 nd Grade	63	2.3556	.42227	98	1.80	.074
3 rd Grade	37	2.5108	.40193			

*P>. 05

Lastly, it was found that 2nd and 3rd grade students did not differ from each other in terms of their mean scores in relation to environmental factors affecting their communication behavior ($t=0.01$, $p=0.99>0.05$) as shown in Table 11.

Table 11

Results of independent samples t test for environmental factors in terms of class

Class	N	X	S	Df	T	P
2 nd Grade	63	2.9342	.48535	98	0.01	.999
3 rd Grade	37	2.9344	.46241			

*P>. 05

Finally, the One-Way ANOVA test was applied to explore the impact of students' gender on their perceptions of the factors including affective factors, teacher-related factors and environmental factors contributing to their unwillingness to communicate in English. The results showed that there is not a difference among students' perceptions about these three factors in relation to their gender ($f=1.997$, $p=0.16>0.05$) as shown in Table 12 below.

Table 12

Results of the One-way ANOVA test for the three factors affecting students' unwillingness to communicate in terms of students' gender

		Sum of Squares	df	Mean Square	F	p
Factors affecting students' unwillingness to communicate in English	Between Groups	128.726	1	128.726	1.997	.163
	Within Groups	6380.664	98	65.109		
Total		6509.390	99			

4. What are the teachers' perceptions of the factors regarding students' unwillingness to communicate in English?

Firstly, teachers were asked to give an answer to the question of "What are the factors that contribute to Grade 2 and 3 English Language Teaching Department students' unwillingness to communicate?". When teachers' answers were analyzed, it was seen that lack of motivation, personality, lack of knowledge, lack of practice, teacher attitudes, lack of opportunity to speak, peer pressure, fear of making mistakes, fear of being judged, unfamiliarity to the topic and classroom setting were regarded as the factors contributing to the students' unwillingness to communicate by teachers.

Two of the teachers (50%) interviewed stated that lack of motivation, personality, lack of knowledge, teacher attitudes and lack of opportunity to speak contribute to the students' reluctance to communicate. On the other hand, only 25% of the teachers regarded lack of practice, peer pressure, fear of making mistakes, fear of being judged, unfamiliarity to topic and classroom setting as the leading factors to the unwillingness to communicate in English as seen in Table 13 below.

Table 13

Teachers' perceptions about the factors affecting students' unwillingness to communicate

Themes referring to the underlying reasons of students' unwillingness to communicate in English from the point of view of teachers	N	%	F	Example statements marked by students which elicit the reasons of their unwillingness to communicate in English
Lack of motivation	2	50	2.50	I feel motivated and confident while speaking English in class.
Personality	2	50	2.50	I am shy, I don't feel confident while speaking English in class.
Lack of knowledge	2	50	2.50	I struggle to find the right vocabulary word; I want to speak English but I don't know the words needed for certain topic.
Teacher attitudes	2	50	2.50	The teacher encourages me to speak English in class.
Lack of opportunity to speak	2	50	2.50	The teacher gives us enough time to prepare for the speaking activity.
Lack of practice	1	25	1.25	The teacher lets us do role playing, and group work, and do presentations in English.
Peer pressure	1	25	1.25	Speaking English makes me feel worried, and I feel pressured by teacher and other students.
Fear of making mistakes	1	25	1.25	The teacher corrects my speaking mistakes all the time while I am speaking.
Fear of being judged	1	25	1.25	I fear criticism from others while speaking.
Unfamiliarity to topic	1	25	1.25	I read about the topic and prepare for the speaking practice in advance and prepare ideas for it.
Classroom setting	1	25	1.25	The class is too noisy.

The comparison between teachers and students in terms of their perceptions about the factors underlying students' negative communication behavior made it clear that the themes assigned by teacher such as lack of motivation, personality, lack of knowledge, lack of

opportunity to speak, lack of practice show parallelism with the statements marked by students in relation to these factors since both teachers' and students' perceptions occur with a moderate degree of mean score. To illustrate, the statement marked by students "I feel motivated and confident while speaking English in class" with a moderate degree of mean score (2,62) corresponds to the theme of lack of motivation assigned by teachers with a moderate mean of 2.50 as seen in Table 14 below.



Table 14

The comparison between teachers' and students' perceptions about the factors underlying students' reluctance to communicate in English

Themes referring to the underlying reasons of students' unwillingness to communicate in English from the point of view of teachers	Mean*	Statements marked by students which elicit the reasons of their unwillingness to communicate in English	Mean*
Lack of motivation	2.50	I feel motivated and confident while speaking English in class.	2.62
Personality	2.50	I am shy, I don't feel confident while speaking English in class.	3.02
Lack of knowledge	2.50	I struggle to find the right vocabulary word; I want to speak English but I don't know the words needed for certain topic.	3.13
Teacher attitudes	2.50	The teacher encourages me to speak English in class.	1.98
Lack of opportunity to speak	2.50	The teacher gives us enough time to prepare for the speaking activity.	2.33
Lack of practice	1.25	The teacher lets us do role playing, and group work, and do presentations in English.	1.93
Peer pressure	1.25	Speaking English makes me feel worried, and I feel pressured by teacher and other students.	3.37
Fear of making mistakes	1.25	The teacher corrects my speaking mistakes all the time while I am speaking.	3.40
Fear of being judged	1.25	I fear criticism from others while speaking.	3.08
Unfamiliarity to topic	1.25	I read about the topic and prepare for the speaking practice in advance and prepare ideas for it.	2.79
Classroom setting	1.25	The class is too noisy.	3.36

Note. *1.00- 2.33: Low; 2.34-3.67: Moderate; 3.68-5.00: High.

On the other hand, students and teachers diverge in their perceptions of the factors such as teacher attitudes, peer pressure, fear of making mistake, fear of being judged, unfamiliarity to the topic and classroom setting as shown in Table 14. There is not a correspondence between students' and teachers' thoughts about the factors of peer pressure, fear of making mistake, fear of being judged, unfamiliarity to the topic and classroom setting since while students' perceptions of these factors point to a moderate degree of mean score, teachers' perceptions of these factors show a low degree of mean score. Similarly, the factor of teacher attitudes has different degree of mean scores in terms of the perceptions of students and teachers, namely, students have a low degree of mean score, whereas teachers have a moderate degree of mean score.

Secondly, teachers were asked to give an answer to the question of "What are your suggestions to reduce the effects of these factors on students' willingness to communicate?" The analysis of the answers pointed that all the participant instructors stated that a more relaxed classroom setting should be created to make students willing to speak English during the lesson. They believed that a friendly classroom environment decreases students' fear of making mistakes and their communication anxiety. They reported that increasing the group work activities contributes to the students' eagerness to speak since group works facilitate socialization. Most of them agreed that encouragement of the teacher keeps students more comfortable while communicating in English, so students should receive enough support from their teachers. They also stressed the importance of the preparation for the communicative tasks such as giving students some basic words and structures to increase their self-confidence with the aim of encouraging students to initiate and maintain conversations. Lastly, it was suggested that students should be given more opportunity for oral practice to improve their communication skills in English, which in turn, will have a positive impact on students' communication behavior.

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Discussion

The purpose of this study was to reveal the factors which affect students' communication behavior negatively and contribute to their unwillingness to communicate in English. To realize this aim, students were given to a questionnaire designed to discover their perceptions about the reasons underlying their reluctance to speak English. Furthermore, to add a new and different dimension to the present study, teachers were also included in the research process through an interview with the intention of gaining a clear understanding about the perception of teachers with respect to the reasons of students' disinclination to communicate in English. Hence, for a holistic investigation and interpretation of these factors, both the quantitative data from students via a questionnaire and the qualitative data from teachers via an interview were collected to find an answer to the four questions of the present study.

In this chapter, the findings obtained from the questionnaire and interview were discussed in detail by handling all of the factors including affective factors, teacher-related factors and environmental factors as themes to gain a deeper insight into their impacts students' communication behavior.

1. University Level Students' Perceptions of the Factors Regarding Their Unwillingness to Communicate in English

The findings of the study indicated that students' communication behavior in English is influenced by many factors which can be divided into three categories including affective factors, teacher-related factors and the factors resulting from instructional environment. Therefore, the perceptions of the university level students about the factors contributing to their reluctance to communicate in English will be discussed under three subheadings.

-Environmental Factors

The statistical analysis of the questionnaire pointed out that among three factors which are affective factors, environmental factors and teacher-related factors, the environmental ones have the biggest impact on students' unwillingness to communicate in English (2.93). Similarly, the findings of the research conducted by Khajavy et al (2016) indicated that

classroom environment is the strongest predictor of students' communication behavior. A detailed exploration of students' perceptions in relation to instructional environment specified that classroom atmosphere, class size, tasks, materials and lack of rapport among students are looked upon as the factors that give rise to the students' reluctance to communicate in English.

-Classroom atmosphere

A high number of students perceive that their classroom has not a friendly environment because their classmates do not support them while they are speaking English, hence the classroom atmosphere which does not promote a good rapport among students (3.52) can be said to have a negative impact on their desire to communicate in English, which yields similar results with the earlier studies (Mohammad, 2012; Pattapong, 2010; Peng, 2014).

-Class size

Most of the students are in the opinion that their class is too noisy (3.36) and some students agree that there are more than 30 students in their class (2.87). Under such an environment, students are most likely to have a low desire to get involved in communication since disturbing noise makes it difficult to initiate and maintain communication as stated in the study of Syed (2016) who pointed out that noise has a debilitating effect on the eagerness of students to speak English during the lesson. Similarly, it can be said that in crowded classes, students have low level of motivation for speaking English as they have less chance to express their ideas, which corroborates the studies carried out in a variety of contexts (Aydın, 2017; Cao, 2011; Khazaei et al., 2012; Zarrinabadi, 2014). Stated in other words, the more crowded a classroom is, the less opportunity the students will have.

-Tasks and materials

When it comes to the tasks and materials used by teachers in the educational contexts, most of the students are in agreement with the claim that "We listen to a C.D before we do the speaking activity" (3.57), whereas fewer students support the statement "In the classroom, there is an interactive white board where we watch videos and play games related to our lessons" (2.13). In this regard, listening to a C.D before starting to speak can be said to decrease students' level of unwillingness to communicate in English by allowing students to prepare for the topic they are required to talk about. Nevertheless, it can be concluded that the lack of materials decreases students' motivation to speak English. Moreover, some students believe that they are given the chance to choose learning activities and games that motivate them

(2.63), which contributes to their communication behavior in English. At this point, the findings of the studies carried out by Aydın (2017) and Juhana (2012) imply that the types of materials and activities play a crucial role in the willingness to communicate of students.

-Affective Factors

According to students, affective factors have a second highest impact on their negative communication behavior (2.78). The detailed examination of the affective factors category of the questionnaire proved that students consider lack of vocabulary knowledge, listening skills, lack of self-confidence, feeling under pressure, unfamiliarity to topic, anxiety, shyness fear of criticism, fear of making mistakes and lack of family support are the leading factors which prevent them from communicating in English during the lessons. These findings are considerably in line with the studies carried out in this research area (Bulut, 2017; Lin, 2019; Mohammadi & Mahdivan, 2019; Nakhalah, 2016; Simić, 2014).

-Lack of vocabulary knowledge

First of all, most of the students agree that even if they know grammar, they cannot build up sentences and they have difficulty to choose the right vocabulary to speak English in a specific topic (3.65), which in turn, makes them unwilling to start and continue communication in English. This finding corroborates the other studies (Basoz & Erten, 2019; Sener, 2014; Yaseen, 2018) pointing out that the deficiency of vocabulary knowledge is one of the reasons why students are unwilling to speak English during the lessons.

-Listening skills

Fewer students believe that their listening skills are good (2.04), which affects their desire to speak English during the lessons negatively. This is in line with the studies of Syed (2016) and Yaseen (2018), who put emphasis on the relationship between listening skills and eagerness to speak. Therefore, students regard poor listening skills as a source underlying their reluctance to speak English.

-Lack of self-confidence

According to students, lack of self-confidence (3.33) is also a strong factor hindering them from speaking English during the lesson, which yields very similar results with the study of Haidara (2016) and that of Lin (2019) who highlighted the correlation between self-confidence and high level of willingness to communicate.

-Feeling of being pressured

It is important to note that when students feel pressured by their classmates or teachers, they may lose their self-confidence, which in turn, makes them unwilling to initiate communication in English, that is to say, students see the feeling of being under pressure (3.37) as a factor which has a negative impact on their communication behavior. This finding is in parallel with the studies (Altınır, 2018; Cao, 2011; Syed, 2016) in which feeling of pressure is counted as a reason for students' reluctance to speak English.

-Fear of making mistakes

It can be deduced from the findings of the present study that students are afraid of making mistakes (3.08) while they are speaking due to the fact that there is a possibility of being judged or criticized by both their teachers and classmates, which yields similar results with some studies (Altınır, 2018; Haidara, 2016; Kang, 2005; Tasdemir, 2018) suggesting that the fear of being criticized and fear of making mistakes are significant barriers to students' willingness to communicate in English.

-Unfamiliarity to the topic

Majority of the students agree that unfamiliarity to topic (3.13) decreases their motivation and encouragement for speaking English. Correspondingly, the study of Nguyen (2010) and that of Kang (2005) have revealed that unfamiliar topics are looked upon as the leading factor to silence in the class.

-Language Anxiety

Another factor causing silence is anxiety (3.37) in that students are in the opinion that they feel anxious and worried while they are speaking English, thus they abstain from getting involved in the interactions performed through the use of English orally, which yields very similar results with the previous studies (Dewaele, 2009; Manipuspika, 2018, Ozaslan, 2017; Taşdemir, 2018; Tsiplakides & Keramida, 2009;) emphasizing the finding that students with high level of anxiety have low desire to speak English.

-Shyness

Students regard their reluctance to communicate in English as a situation derived from their shyness (3.02), which corroborates the study of Fallah (2014) and that of Juhana (2012)

pointing out that shyness is a factor which prevents students from participating in communication held in English.

-Mother tongue

Most students acknowledge that they use their mother tongue when they cannot express themselves in English (3.17), which points to the fact that not having permission to use the mother tongue creates a barrier to their desire to communicate in English.

-Lack of family support

Some students agree that their family encourages and supports them to speak English (2.24), which points to another reason underlying students' low desire to communicate in English. In this regard, the study conducted by Aydın (2017) demonstrated that students lose their motivation due to the lack of family support and family pressure.

-Lack of motivation

Some of the students perceive that their reluctance to communicate can be attributed to their motivation (2.62), which complies with the related studies (Elahi Shirvan et al., 2019; Lin, 2019; Ma et al., 2019; Qashoa, 2006). In this respect, students accept that they do not read about topic in advance to prepare for the speaking activity. Moreover, they are in the opinion that they do not enjoy discussing events and situations with their classmates and teachers during the lesson. In the same way, few students are the supporters of the statement that "I like watching T.V shows and programs in English" (1.42). All of these findings imply the unwillingness of students to communicate in English due to the lack of their motivation.

-Teacher-Related Factors

Lastly, based on the students' responses, teacher-related factors such as teacher attitudes, teacher behaviors, lack of teacher support, lack of opportunity and the way teacher use target language and mother tongue can be said to have the lowest effect which makes them unwilling to speak English during the lesson (2.41).

-Teacher attitudes and behaviors

When the items in the teacher-related category of the questionnaire were analyzed in detail, it is apparent that students attribute their reluctance to communicate to the attitudes and behaviors their teachers adopt during speaking activities, to exemplify, they are in line with

the claim “The teacher corrects my speaking mistakes all the time while I am speaking” (3.40), whereas they do not go along with the claim “The teacher waits until I finish what I am saying then corrects it for me” (2.24). To put it differently, the situation in which every single mistake is corrected resulting in an interference with students’ speech creates a debilitating effect on students’ eagerness to start and maintain conversation in English. These findings are in accordance with the results of the previous research (Juhana, 2012; Zarrinabadi, 2013; Zerey, 2017) in which a negative effect of immediate error correction on students’ desire to continue their speech was found.

-Lack of teacher support

Few students agree with the statements that “There is no pressure from the teacher when I am doing the speaking activity” (2.15) and “The teacher encourages me to speak English in the class” (1.98). Accordingly, the feeling of being pressured by teachers and the lack of encouragement from teachers are the strong predictors of students’ negative communication behavior, which complies with the results of the studies conducted in this field (Al Nakkalah, 2016; Altuner 2018; Cao 2011; Tuyen & Loan, 2019).

-Lack of opportunity

Based on the students’ perceptions, their unwillingness to communicate in English derives from not having enough time and opportunity to practice speaking English through different activities such as presentations and role-plays (1.93), which corresponds to the findings of the studies carried out earlier (House, 2004; Khany & Nejad, 2016; Syed & Kuzborska, 2018) which stressed the importance of giving more opportunity to speak to students with the object of maximizing their desire to take part in communicative activities.

-Usage of the target language and mother tongue

Lastly, some students believe that their teachers speak a mix of English and the mother tongue in the class and allow them to use the mother tongue if they don’t know the words in English (2.66) although other students think that their teachers speak only English in the class (2.49). At this point, it can be said that the two situations might have both a negative and positive impact on students’ communication behavior, in such a way that students may feel comfortable in a classroom where both the mother tongue that is Turkish and the target language that is English are spoken interchangeably as they can switch from English to Turkish in the face of communication breakdowns or difficulties they have in conveying their ideas in

English. In this way, they might not feel pressured to maintain speaking English by their teachers who already alternate between using English and Turkish. On the other hand, students can benefit from being exposed to target language structures when their teachers speak only English during the lesson, which fosters language learning. In this respect, Krashen (1985) proposed the Input Hypothesis based on the claim that effective language learning takes place only when students receive comprehensible input. Moreover, not having a chance to speak Turkish, students will be forced to communicate in English, which in turn, enables them to produce sentences in the target language. At this point, Swain's Comprehensible Output Hypothesis claims that students need not only the input they comprehend but also the output they produce through speaking or writing for an effective language learning (Swain, 1985).

2. Students' Perceptions of the Factors Regarding Their Reluctance to Communicate in English in Relation to Their Gender

The One-Way ANOVA test was applied to explore the impact of students' gender on their perceptions of the factors including affective factors, teacher-related factors and environmental factors contributing to their unwillingness to communicate in English. The results showed that overall, there is not a significant difference among students' perceptions about these three factors in relation to their gender.

Furthermore, the detailed examination of the three factors which are affective factors, teacher-related factors and environmental factors in terms of students' gender revealed that there is a slight difference between male and female students' perceptions about affective factors such as anxiety, motivation and personality traits underlying their unwillingness to communicate, which is in parallel with the findings of related studies (MacIntyre & Donovan, 2009; Zerey, 2017) focusing on gender differences in students' willingness and unwillingness to communicate in L2. In the present study, the mean score of the male students' perceptions about affective factors contributing to their unwillingness to communicate is higher than that of female students. Therefore, male students' communication behavior can be said to be more influenced by affective factors, which does not comply with the related literature and studies (Arshad et al., 2015; Aydın 2017) which stress the higher rate of girls' perception of affective factors such as motivation and anxiety in comparison with that of boys.

In the meantime, male and female students' perceptions about teacher-related factors and environmental factors did not show a significant difference, which implies that gender is not a strong predictor of students' reluctance to communicate in English with respect to the

factors originated from teacher attitudes and instructional environment, which is considerably in line with the findings of Tavakoli and Davoudi (2017) who stressed that there are no gender differences in the factors influencing the students' willingness to communicate orally.

3. Students' Perceptions of the Factors Regarding Their Reluctance to Communicate in English in Relation to Their Class

The findings of the present study pointed out that the perceptions of 2nd and 3rd grade students about the affective factors (0.51), teacher-related factors (0.07) and environmental factors (0.99) do not differ from each other. Hence, the fact that students belong to different classes did not show an effect on how they perceive all these three factors that are looked upon by themselves as the reasons underlying their negative communication behavior.

4. Teachers' Perceptions of the Factors Regarding Students' Unwillingness to Communicate in English

The results of the interview conducted with teachers indicated that the perceptions of them about the factors contributing to the students' unwillingness to communicate in English are based on the themes as parts of each category of the three factors that are affective factors, teacher-related factors and environmental factors, for the sake of example, half of the teachers reported that lack of motivation, personality, lack of vocabulary knowledge, teacher attitudes and lack of opportunity to speak play a crucial role in students' communication behavior, which complies with the results of the previous studies conducted in this area (Bulut, 2017; Turjoman, 2016).

Furthermore, 25% of the teachers stated that students' being undesirous of speaking English can be attributed to the lack of practice, peer pressure, fear of making mistakes, fear of being judged, unfamiliarity to topic and classroom setting as stated in other studies (Mahdi, 2014; Ningsih et al., 2018; Sener, 2014). Teachers put forward some suggestions to alleviate the effects of these factors on students' unwillingness to communicate in English, to illustrate, most of them think that creating a friendly and supportive classroom environment might have a positive impact on students' communication behavior through the alleviation of affective factors such as anxiety and lack of self-confidence. Moreover, they believe that teachers should provide students with opportunities for speaking English during the lesson, which may, in turn, enable students to communicate in English.

There are similarities between students and teachers in how they perceive the factors leading to the unwillingness to communicate in English on the part of the students in such a way that both teachers and students regard lack of motivation, personality characteristics, lack of vocabulary knowledge, lack of opportunity to speak and lack of practice as the reasons why students are unwilling to communicate in English. Besides, students and teachers diverge in the way they perceive the factors as leading to the negative communication behavior, namely, some teachers consider peer pressure, fear of being judged, unfamiliarity to the topic and classroom setting as the weak predictors of students' reluctance to speak English, whereas these factors are counted as the strong predictors of their low desire to speak by students themselves. Furthermore, based on the teachers' answers on the interview, it is noteworthy to state that the teachers' perceptions of the reasons underlying students' reluctance to communicate are subsumed mostly under both affective factors and teacher-related factors, however, only a few teachers take into consideration the factors in relation to instructional environment to explain the low desire of students to speak. On the contrary, from the point of students, of these three factors, the environmental ones play a far more crucial role in their unwillingness to communicate in English.

5.2. Conclusion

The present study attempted to probe the factors affecting students' unwillingness to communicate in English. The exploration of these factors was carried out through a questionnaire given to students and an interview conducted with teachers. Based on the findings, it was concluded that there are various factors contributing to the students' reluctance to speak English which can be classified as affective factors including anxiety, motivation, shyness, self-confidence; teacher-related factors such as teacher attitudes, support and lack of opportunity; environmental factors involving class size, classroom atmosphere, task and materials.

The findings extracted from students' questionnaire suggested that among the three factors, environmental ones are identified to be the most dominant factors leading to the students' unwillingness to communicate in English. Students based their reluctance to speak English on class size, noise, classroom atmosphere, rapport with their classmates, task and materials. Therefore, to alleviate the effects of these factors on students' communication behavior, adjustments should be made by teachers in the classroom.

First of all, depending on the findings of this study, it can be stated that the class size is a determinant factor for students' communication behavior in that large classes deprive

students of the opportunities to express their ideas and feelings in conversations held during the lesson, whereas smaller classes increase the talk time allocated for each student. It is alleged that small classes stimulate more interaction and communication during the lesson, so these classes naturally provide more opportunities for students to deliver their oral messages to the class (Wells & Chang-Well, 1992). Similarly, not having a chance to communicate in English affects students' desire to communicate negatively since they become unmotivated to speak when they cannot express their ideas. In that vein, Lightbrown & Spada (1999) report that instructional environment should provide students with opportunities to use the language communicatively to make language development happen and make students eager to initiate and maintain conversations. Therefore, it is crucial to note that materials and activities should be prepared in a way that they increase students' participation to the lessons. Hence, class size or the number of students should be regulated in accordance with increasing opportunities for students to engage in the oral tasks, which enhances their willingness to communicate.

Secondly, noise is regarded as a barrier decreasing students' eagerness to communicate in English. In large classes, noise is inevitable to happen, which has a debilitating effect on students' desire to speak English, on the other hand, smaller class size is characterized with reduced noise levels which symbolize a more positive desire to speak on the part of students (Syed, 2016). Moreover, it is believed that too much noise breaks the students' concentration on speaking activities by discouraging them to attend to classroom tasks carried out orally, therefore, the noise that plays a negative role in students' communication behavior should be controlled to enhance students' interaction.

The findings of this study suggest a link between the classroom atmosphere and students' reluctance to communicate, namely, a threatening educational setting hinders students from communicating in English although a friendly educational setting fosters students' desire to get involved in the classroom interaction orally. As Krashen (1985) states a positive learning environment should be established both to reduce students' anxiety and to increase their self-confidence, so affective filter of students should be at a low level. Accordingly, a favourable classroom atmosphere should be created to diminish the negative effects of affective factors such as fear of making mistakes, fear of being criticized, lack of confidence, lack of motivation, communication anxiety and shyness, which become the third dominant factor underlying students' reluctance to communicate from the point of students themselves.

Moreover, the rapport and harmony within the class were found to have a substantial effect on how students develop attitudes towards communication during the lesson. In this regard, while an uncomfortable classroom environment results in lack of willingness to communicate on the parts of students, an open learning environment gives rise to students' eagerness to speak English through the establishment of a good rapport between students and teachers (Gałajda, 2017). In a nutshell, social and psychological boundaries among students should be broken to make students feel at ease during the oral tasks or activities. In addition to this, an emotional bond between students and teachers should be built to pave the way for the development of teachers' positive attitudes towards their students, which in turn, removes the negative effects of teacher-related factors including teacher attitudes, teacher support and encouragement on students' communication behavior counted as the second dominant factors by students in the present study.

The examination of the three categories of factors which are affective factors, teacher-related factors and environmental factors in terms of both students' gender and class revealed that the class as a variable does not show an effect on how students perceive each factor which makes way for their reluctance to communicate in English. Along the same line, gender is not a significant variable which creates big differences in male and female students' perception of the teacher-related factors and environmental factors influencing their eagerness to speak English negatively, however, it is important to note that students have gender-based differences in their perceptions of the affective factors only, which implies that how affective factors such as motivation, anxiety and personality characteristics are perceived by male and female students as the reasons of their unwillingness to communicate in English should be paid attention for mitigating the effects of these factors on students' communication behavior.

5.3. Implications and Suggestions

The construct of unwillingness to communicate has been studied for years, however, there is still a gap in the literature of this research area especially in Turkish context in which students are found to have a high level of reluctance to communicate in English during language classes. When the necessity of using the target language to learn it thoroughly is taken into consideration, the exploration of factors affecting students' unwillingness to communicate in English becomes an important issue in the educational context. For that purpose, the present study was conducted with both students and teachers to gain insight into these factors from a holistic perspective.

In the light of the findings of this study, some implications can be given for language teaching and learning process during which teachers and students play a crucial role. First of all, students perceive that their unwillingness to speak English results mostly from the factors based on classroom environment such as class size, noise, atmosphere and rapport within the class, which implies that making adjustments in the instructional situation is necessary to diminish the negative effects of these factors on students' desire to communicate. In this respect, class size should be planned in a way that it does not lead to noise retaining students from speaking English and it does not limit the chances given to each student to speak. Furthermore, a supportive and friendly classroom atmosphere based upon the good rapport among every member of the class should be created to give rise to the eagerness of students to speak English.

Teachers' perceptions about the underlying reason of students' reluctance to communicate are focused mostly on both affective factors including as motivation, anxiety and personality and teacher-related factors such as teacher attitudes and teacher support. Moreover, the results of this study pointed out that students and teachers diverge in their perception of the strongest factors leading to the negative feelings about communication in English on the part of students. Accordingly, to make effective adjustments with the aim of maximizing students' desire to communicate, teachers should care about the students' perceptions and thoughts on the reasons why they are not eager to speak English during the lessons.

Finally, the present study has implications for further studies, firstly, they may focus on other dimensions of classroom environment in relation to the communication behavior of students. Additionally, future studies may focus on how the negative effects of the factors originating from instructional environment on students' willingness to communicate can be alleviated. In this way, students can develop positive attitudes towards speaking English, become more eager to participate in oral tasks and seek for opportunities to communicate in English, all of which foster language learning.

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APPENDICES

APPENDIX 1.

ACADEMIC BACKGROUND

Kişisel Bilgiler			
Adı ve Soyadı	Kübra Aksak		
E-postası/Web Sayfası	k.aksak@hotmail.com		
Bildiği Yabancı Diller	İngilizce		
Uzmanlık Alanı	İngilizce Öğretmenliği		
Öğrenim Bilgileri			
	Üniversite	Bölüm	Yıl
Lisans	Hacettepe Üniversitesi	İngiliz Dili Öğretmenliği	2018
Tez Başlığı	An Exploration of Factors Contributing to Students' Unwillingness to Communicate		
Tez Danışmanı	Prof. Dr. Feryal Çubukçu		
Akademik Eserler			
1. Aksak, K. & Cubukcu, F. (2019, March). <i>To Have Aptitude or Not: That is the Question</i>. 3. Uluslararası Bilim ve Eğitim Kongresi, Afyonkarahisar. 2. Aksak, K. & Cubukcu, F. (2019, August). <i>An Investigation of the Philosophical Inquiry Processes of Children in L2</i>. 2. Uluslararası Mardin Artuklu Multidisipliner Çalışmalar Kongresi, Mardin. 3. Aksak, K., & Cubukcu, F. (2020). A comparison between academic achievement and language aptitude among pre-service language teachers. <i>Lenguaje</i>, 48(1), 01-24. doi: 10.25100/lenguaje.v48i1.7395			
Alanıyla İlgili Bilimsel Kuruluşlara Üyelikler			
Alanıyla İlgili Aldığı Ödüller			

APPENDIX 2. Research Ethics Committee Approval



T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ
Buca Eğitim Fakültesi



Sayı : 85316909-399.99-E.94772
Konu : Tez uygulaması

19/11/2019

DEÜ EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ

İlgi : 11.11.2019 tarih ve 2794 sayılı yazınız.

Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı 2018950184 numaralı öğrencisi Kübra AKSAK *An Exploration of Factors Contributing to Students' Unwillingness to Communicate* konulu tez çalışması kapsamında Fakültemiz Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalında tez uygulamasını yapma isteği dersleri aksatmamak ve uygulamayı kendisinin takip etmesi koşuluyla uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof.Dr. Ercan AKPINAR
Dekan V.



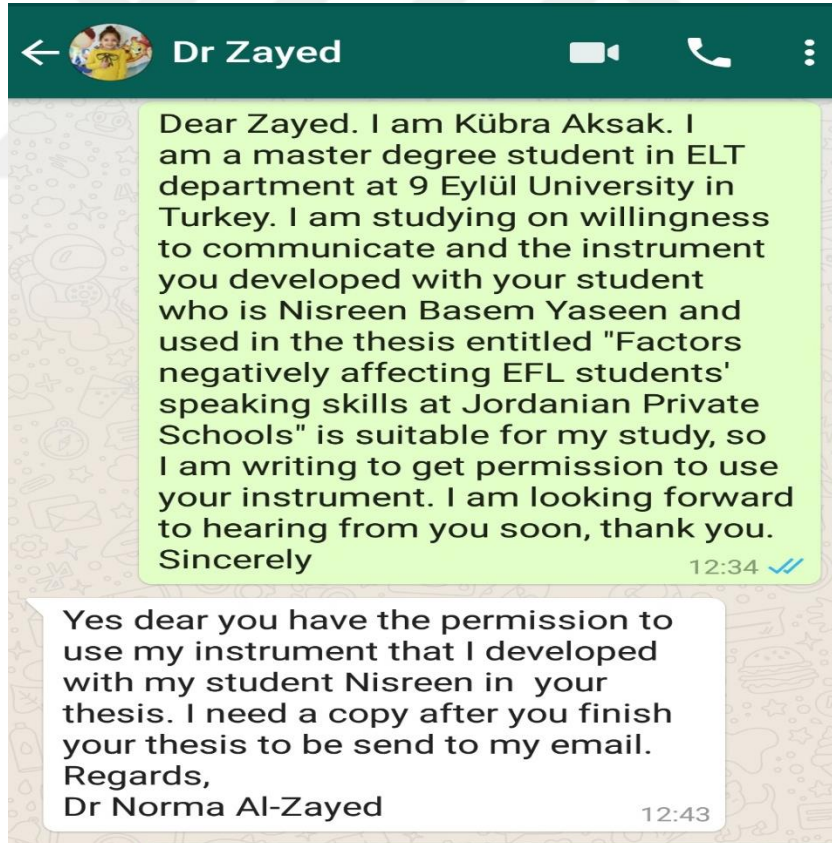
Düzce Eğitim Fakültesi – Buca Eğitim Fakültesi
Adres: Uğur Mumcu Cad. 835. Sk. No:5 31150 Buca-DZMİB
Tel: 0 232 420 48 82 Elektronik Ad: <http://bef.dnu.edu.tr>
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Bilgi için lütfen:
Sevgi TİFTİK
Dekan
E-Posta: sevgi.tiftik@duzce.edu.tr

İZMİR

APPENDIX 3. Permission for Data Collection Instrument

“An Exploration of Factors Contributing to Students’ Unwillingness to Communicate” (Öğrencilerin İletişim Kurma İsteksizliğine Sebep Olan Etmenlerin Araştırılması) adlı çalışmada veri toplama aracı olarak, öğrencilerden İngilizce konuşma isteksizliğine yol açan duyuşsal faktörler, öğrenme ortamından ve öğretmenden kaynaklı faktörler olmak üzere 3 bölümden oluşan ve Nisreen Baseem Yaseen’in “Factors Negatively Affecting EFL Students’ Speaking Skills at Jordanian Private Schools”adlı tez çalışmasından alınan anketi doldurmaları istenecektir. Bu anket Nisreen Baseem Yaseen’in tez danışmanı Dr. Norma Nawaf Al-Zayed tarafından geliştirildiği için, onunla WhatsApp uygulaması yoluyla iletişime geçilmiş ve anketi kullanma izni alınmıştır. İzin alma süreci aşağıda fotoğraf ile gösterilmiştir.



APPENDIX 4. Unwillingness to Communicate Questionnaire

Factors Contributing to Students' Unwillingness to Communicate in English

Class: _____

Gender: _____

High School: _____

Dear students, this questionnaire is designed to investigate the factors affecting students' unwillingness to communicate in English. To answer this questionnaire, kindly put a tick ✓ for each item in the box corresponding to your ideas. Your participation in this survey would be appreciated.

Affective Factors Impacting Students' Speaking Skills

No.	Questionnaire Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I enjoy discussing events and situations with my teacher and classmates in the English-speaking lesson.					
2.	I feel motivated and confident while speaking English in class.					
3.	I fear criticism from others while speaking.					
4.	Speaking English makes me feel worried, and I feel pressured by teacher and other students.					
5.	I struggle to find the right vocabulary word; I want to speak English but I don't know the words needed for that certain topic.					

6.	I use my mother tongue if I can't express myself in English.					
7.	I read about the topic and prepare for the speaking practice in advance and prepare ideas for it.					
8.	I like watching T.V shows and programs in English.					
9.	I feel that my listening skills are good.					
10.	I am shy, I don't feel confident while speaking English in class.					
11.	My family encourages and supports me to speak English.					
12.	I find it difficult to build sentences, I know the grammar but I can't put it in a sentence.					
13.	I don't feel self - confident and I feel pressured by teacher and other students.					

Factors related to teacher's role in teaching speaking skills

No.	Questionnaire Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The teacher speaks only English in class.					
2.	The teacher encourages me to speak English in class.					

3.	The teacher speaks a mix of English and the mother tongue in class.					
4.	The teacher gives us enough time to prepare for the speaking activity.					
5.	The teacher lets us do role playing, and group work, and do presentations in English.					
6.	The teacher allows me to use the mother tongue if I don't know the words in English.					
7.	The teacher introduces the idea of the lesson and gives us enough vocabulary to use for our speaking activity.					
8.	There is no pressure from the teacher when I am doing the speaking activity.					
9.	The teacher corrects my speaking mistakes all the time while I am speaking.					
10.	The teacher waits until I finish what I am saying then corrects it for me.					

Factors affecting students' speaking skills related to the instructional environment

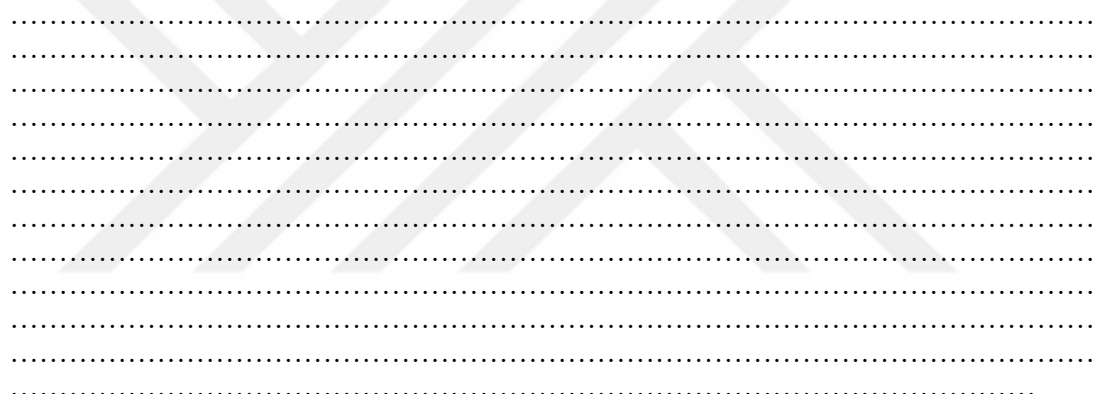
No.	Questionnaire Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	In my class, there are more than 30 students.					

2.	We listen to a C.D before we do the speaking activity.					
3.	The class is too noisy.					
4.	My classmates do not support me while I am speaking English.					
5.	The class has a friendly atmosphere which enhances the learning procedure.					
6.	In the classroom, there is an interactive white board where we watch videos and play games related to our lessons.					
7.	We, as students, are given the chance to choose learning activities and games that motivate us.					

Dear Sir/ Madam,

Kindly answer the following questions:

1. What are the factors that contribute to Grade 2 and 3 English Language Teaching Department students' unwillingness to communicate?



2. What are your suggestions to reduce the effect of these factors on students' willingness to communicate?

[illegible]

APPENDIX 6. Informed Consent Form

Tarih.....

Bu formun amacı katılmanız rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır. Bu kapsamda “An Exploration of Factors Contributing to Students’ Unwillingness to Communicate (Öğrencilerin İletişim Kurma İsteksizliğine Sebep Olan Etmenlerin Araştırılması)” başlıklı araştırma “Kübra AKSAK” tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Öğrencilerin iletişim kurma isteksizliğine sebep olan etmenleri, hem öğrencilerin kendilerinden hem de öğrencilere eğitim veren öğretim üyelerinden fikir ve görüş alınarak derinlemesine incelenmektedir.

Araştırmanın Yürütüleceği Yer: Dokuz Eylül Üniversitesi, Eğitim Fakültesi, İngiliz Dili Eğitimi Bölümü

Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar sözlü olarak araştırmacı tarafından yapıldı. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim. Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile)

Adı-Soyadı:

İmzası:

Araştırmacının

Adı-Soyadı:

e-posta:

İmzası:

