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DEPARTMENT OF ENGLISH LANGUAGE TEACHING

ENGLISH LANGUAGE TEACHING

STUDENT TEACHERS' WILLINGNESS TO COMMUNICATE IN ENGLISH

MASTER'S THESIS

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2019



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BURSA ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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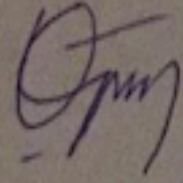
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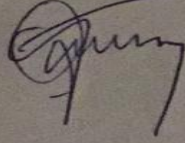
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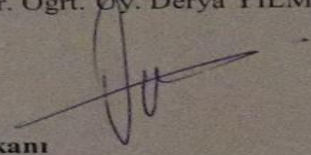
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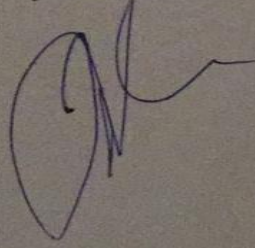
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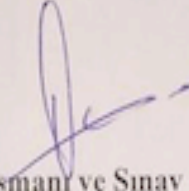


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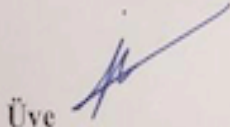
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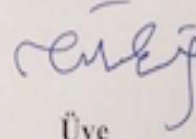
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Danışmanı : Dr. Öğretim Üyesi Derya YILMAZ

İNGİLİZ DİLİ EĞİTİMİ ÖĞRETMEN ÖĞRENCİLERİNİN

İNGİLİZCE'DE İLETİŞİM İSTEĞİ

İngiliz Dili Eğitimi bölümündeki aday öğretmenlerin, öğrencileri için rol-model olacaklarından iletişim becerilerinde iyi olmaları beklenir. Ancak İngilizce'yi yabancı bir dil olarak (EFL) öğrenmenin ve konuşmanın adaylar için iletişimi zor kıldığı maalesef ki aşıkardır. Öğrencilerin yabancı dil iletişim becerilerini geliştirmek, dil öğretim ve öğrenim çalışmalarının özellikle de İngiliz Dili Eğitimi alanında en büyük sorunlarından biridir.

İlk olarak, bu çalışma ELT öğrenci öğretmenlerinin iletişim isteğini araştırmayı amaçladı ve iletişim isteğine yönelik genel mutabakat seviyelerini ortaya çıkardı. İkinci olarak, ELT öğrenci öğretmenlerinin iletişim isteğine yönelik genel mutabakatın herhangi bir istatistiksel anlamlı farklılık gösterip göstermediğini incelemek için cinsiyet ve ELT öğrenci öğretmenlerinin denizaşırı deneyimleri göz önünde bulunduruldu. Son olarak, ELT öğrenci öğretmenlerinin iletişim isteğinin yaş, İngilizce yeterliliği, ve üniversitelerdeki eğitim ortamı, İngilizce konuşan aile üyesine sahip olma, ELT sınıflarında öğretilen kültür(ler), İngilizce konuşan arkadaşına sahip olma, çevrim içi sohbet etme, İngilizce haber izleme ve okuma, ve son olarak sosyal medyayı kullanma ve İngilizce kitaplar okuma yönünden istatistiki olarak fark çıkarıp çıkarmadığını incelemeyi amaç edinmiştir.

Bu çalışmaya toplamda 223 ELT öğrenci öğretmeni katılmıştır. Tüm katılımcılar Türkiye'deki devlet üniversitelerinin birinin ELT bölümündendir. Araştırma aracı olarak 5 kademeli Likert ölçeği kullanılmıştır. Ankette 2 bölüm vardır, ilk bölüm katılımcıların demografik bilgilerini talep etmiştir ve ikinci bölüm ise iletişim isteği ile ilgili 20 sorudan oluşmuştur. Veri analiz aracı olarak ilgili istatistiki testleri ve niceliksel analizi uygulamak için SPSS 24 kullanılmıştır. Bulgular, ELT öğrenci öğretmenlerinin çoğunun iletişim isteğine yönelik yüksek seviyeli mutabakat gösterdiğini ortaya çıkarmıştır. Bulgular ayrıca diğer değişkenler ELT öğrenci öğretmenlerinin iletişim isteğini yönünden istatistiki anlamlı önem göstermiyorken, İngilizce'deki yeterlilik, eğitim ortamı, çevrim içi sohbet ve kitap okumanın da ELT öğrenci öğretmenlerinin iletişim isteğine katkıda bulunan faktörler olduğunu öne sürdü. Tüm sonuçlar ve bulgular çalışmanın sınırlarının ve ileriki araştırma önerilerinin yanısıra paros edildi, tartışıldı ve sonuçlandırıldı.

Anahtar Kelimeler: Yabancı Dil Olarak İngilizce, İngilizce konuşma yeteneği, dil kullanımı, ikinci dil iletişimi, İletişim İsteği

Abstract

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Supervisor : Dr. Derya YILMAZ

ENGLISH LANGUAGE TEACHING STUDENT TEACHERS' WILLINGNESS TO COMMUNICATE IN ENGLISH

Teacher candidates in ELT department are expected to be good at communication skills since they will be the role models for their students. However, it is unfortunately obvious that learning and speaking English as a Foreign Language (EFL) makes communication hard for the candidates. Improving the foreign language communication abilities of students has been one of the greatest issues in language teaching and learning practices, especially in the field of English Language Teaching (ELT).

Initially, this study aimed to search ELT student teachers' willingness to communicate and elicited ELT student teachers' overall level of agreement towards willingness to communicate. Second of all, gender and ELT student teachers' overseas experience were taken into account in order to examine whether ELT students' level of agreement towards willingness to communicate showed

any statistical meaningful difference. Finally, it aspired to examine if ELT students teachers' willingness to communicate revealed any difference statistically in terms of their age, proficiency in English and medium of instruction at universities, having English-speaking family members, the culture(s) taught in ELT classrooms, having friends from English-speaking friends, chatting online, reading and watching news in English, and finally using social media and reading English books.

A total of 223 ELT student teachers participated in this study. All participants were from an ELT department of one of the state universities in Turkey. As a research instrument, a five-point Likert Scale questionnaire (Simic, 2014) was conducted. There were 2 parts in the questionnaire, first part asked participants' demographic information and second part consisted of 20 questions related to willingness to communicate. As a data analysis tool, SPSS 24 was used to perform related statistical tests and quantitative analysis. Findings revealed that majority of ELT student teachers demonstrated the higher level of agreement towards willingness to communicate. Results also suggested that proficiency in English, medium of instruction, chatting online and reading books were contributing factors towards ELT student teachers' willingness to communicate whereas other variables showed no statistical meaningful significance in terms of ELT student teachers' willingness to communicate. All results and findings were reported, discussed and concluded along with providing limitation of study and suggestions for the future research.

Keywords: English as a Foreign Language, English speaking ability, language use, second language communication, willingness to communicate

TEŐEKKÜR

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Çağla ÖZEN BALIK

Dedicated to my beloved daughter Glsima Buęlem Balık and my father Sıddık zen

I will always make you proud!

aęla ZEN BALIK

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CHAPTER 1

INTRODUCTION

1.1. Background of the study

During the history of teaching methodology or teacher education, a number of methodologies and approaches have been developed in order to prepare confident ELT teachers and improve ELT students' engagement in second language or target language context. Over the past 40 or 50 years, the primary focus of the second language research has been on the communicative sides of language learning and teaching, therefore, it necessitates for both language practitioners and instructors to promote students' willingness to communicate in the second language acquisition process. It has required the teachers to develop certain strategies and methods in teaching to make language classrooms to be more communicative and it has urged the 21st century language skills to be communication as the target of second language acquisition. Not only in-the-classroom activities, but also outside classroom variables is expected to be taken into consideration for motivating ELT students or ELT student teachers to be more participant in the communicative discussion and language learning.

Considering the factors that contribute to ELT student teachers' willingness to communicate, out-of-classroom activities, such as watching or reading news in English, reading English books, having English speaking friends, chatting frequently with people from English-speaking countries could be thought to be the contributing aspects of engaging in the conversation confidently rather than keeping silent in target language context. Needless to say, that willingness to communicate is promoting factor for acquiring second or foreign language

should be investigated or performed research in order to improve ELT teacher students' willingness to communicate in ELT classrooms.

Even though many variables such as anxiety, perceived competence, learning context etc. could affect the language learners' willingness to communicate, personality or habitual traits of language learners cannot be neglected due to the limited time learners normally spend in ELT or language classrooms. Frequency of using social media in English, having English speaking family member, overseas experience somehow influences the ELT students' willingness to communicate due to the constant exposure of target language and cultural context when communicating in English.

According to the study conducted by MacIntyre (1996), it reported that willingness to communicate could be expanded to second language context. As it can be integrated into second language acquisition, the goal of language acquisition is to prepare ELT student teachers with proficient and communicative skills of speakers. Indeed, willingness to communicate has placed a significant role which needs to be researched further. Several studies were conducted on willingness to communicate which mainly has emphasized the personality traits of language learners; however, the current study believes that except for personality traits, outside factors are also significant to indicate ELT student teachers' willingness to communicate (Akdemir, 2016; Clément, Dörnyei & Noels, 1994; Kang, 2005; MacIntyre, Baker, Clément & Conrod, 2001; MacIntyre, Baker, Clément & Donovan, 2003; MacIntyre & Charos, 1996; MacIntyre, Dörnyei, Clément & Noels, 1998; Şener, 2014; Yashima, Zenuk-Nishide & Shimizu, 2004).

Language learners' willingness to communicate are affected several factors, as it can be seen from literature, in-classroom activities are in close relationship with ELT students' willingness to communicate. Being different from the research in literature, the current study

aimed to investigate the factors which might have relationship with ELT student teachers' willingness to communicate outside-class activities. It is considered and assumed that these aforementioned variables could also be contributing factors for ELT student teachers' willingness to communicate.

In conclusion, it can be summarized that investigating more features related to ELT students' willingness to communicate could contribute considerably to their second language acquisition. Also it can be of great importance to promote ELT student teachers' willingness to communicate due to the fact that current ELT student teachers will be the future pre-and in-service English instructors in the future, therefore, it may be beneficial for them to motivate and promote future English learners' willingness to communicate. Thus, wide-scope research could be conducted to find out the underlying factors and variables of willingness to communicate to shed light on the development ELT student teachers' willingness to communicate.

1.2. Significance of the study

The current study aims to investigate ELT student teachers' level of agreement towards their willingness to communicate first, then it aims to identify if ELT student teachers' willingness to communicate reveal any significant meaningful difference in terms of their age, gender, proficiency in English, medium of instruction in ELT classrooms, having English-speaking family members and friends, the frequency of chatting online, reading English books, using social media frequently, and culture(s) taught in ELT classrooms.

As it is mentioned in introduction section, considering variables and factors outside of ELT classrooms could contribute to the literature by identifying factors which rarely have been taken into consideration. Again, in terms of significance of researching underlying variables of willingness to communicate, it is believed to find answers to the research questions, and it gives

directions to language practitioners to implement the findings and understanding the background obstacles when improving foreign or second language learners' willingness to communicate.

The current study is also important for several reasons. Firstly, as the goal of foreign or second language teaching is to prepare students equipped with motivation, willingness, confident language speakers, it could be extremely significant for ELT student teachers themselves to obtain these features in order to deliver and develop healthy methods and approaches when teaching English or foreign language for English learners.

Second of all, the purpose of the study is also significant to find the underlying reasons and influencing variables and factors for their willingness to communicate. By this, it could enlighten ELT instructors to prepare more communicative lessons by understanding these findings and it could contribute to not only language researchers or academicians but also to ELT student teachers themselves. Language instructors and material developers may also benefit from the findings of the current study, therefore, factors found in this study could give them more detailed ideas when preparing syllabus or materials developed for language classrooms.

Finally, as the current study aims to find out the statistical difference between groups in terms of various factors, it may give clear guideline for the future researchers and academicians to carry out further research to find out more underlying factors which could affect the ELT student teachers' willingness to communicate.

1.3. Research questions.

In reliance on the significance of the study and the gap in literature review, research questions are generated. Research questions in this current study consist of two sections: quantitative and qualitative research questions. Below, both quantitative and qualitative research questions are presented accordingly.

Quantitative research questions:

1. What is the participants' level of agreement towards willingness to communicate?
2. Do participants' gender and their overseas experiences show any statistical difference in terms of their level of agreement towards willingness to communicate?
3. Do participants' willingness to communicate differ in terms of ELT students':
 - a. age, proficiency in English, medium of instruction at university;
 - b. having English speaking family member, the culture taught in ELT classroom, having friends from English speaking countries;
 - c. chat online, read or watch news in English, using social media in English, and reading English books.

Qualitative research questions

1. How do you think your proficiency in English influences your willingness to communicate in English? Why?
2. In your opinion, do you think the medium of instruction in English classroom (English or Turkish, or both) affect your willingness to communicate in English? Why?
3. Do you think travelling to foreign countries and having English-speaking friends influence your willingness to communicate in English?
4. Do you think that culture your teachers teach in your ELT classroom influence your willingness to communicate? (Global culture, target culture, Turkish culture, all of them).
5. Do you think chatting online with your English-speaking friends have any impact on your willingness to communicate? Please explain.
6. Do you think reading or watching news online and reading books in English has any relationship with your willingness to communicate? Please explain.

1.4. Conclusion

This chapter starts providing the background of the study, then discussing the significance of the study, then quantitative and qualitative research questions, then the conclusion. The chapter gives the broad perspective behind why carrying out the current study is important, and why choosing several factors to find out the underlying factors of willingness to communicate. In the next chapter, wide literature review is provided with the relevant evidence found in literature and most importantly, the gap in the literature is going to be discussed.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

Learning a language can be based on exposure (as input) and communication (as output). That is why WTC gains importance by the development of communicative approach. However, it may not be always possible to encourage learners to interact. Learners may feel uncomfortable while speaking with others in a foreign language since they do not have much experience and exposure to the target language and opportunity to practice it inside/outside the classroom (Osterman, 2014). Furthermore, speaking a foreign language demands psychological preparation and great efforts (Fang-peng & Dong, 2010). Even though learners have background knowledge and experience of English language before university, most student teachers have difficulties in communication inside/outside the classroom. Namely, they have been exposing to the language yet have little experience to produce it (Talandis Jr & Stout, 2014). At this point, a concept to mean ‘interaction desire’ was put forward by a group of researchers: Willingness to Communicate.

2.2. Historical background of willingness to communicate (WTC)

‘Willingness to Communicate’, a term initially developed by McCroskey and Baer (1985) considering the first language (L1), is explained as depended on such variables as personality, context, distance between the communicators, feelings and the mood of the speaker, which are trait-like predispositions toward verbal behavior. MacIntyre, Clément, Dörnyei, and Noels (1998) laid the foundation of WTC in EFL. Finding out that the language is the most dramatic variable contributing one’s WTC and criticizing that WTC coined by McCroskey and Baer (1985) was

based mainly on personality trait and only on speaking in L1 although they recognized that the situation has an impact on communication, WTC defined by MacIntyre and associates gained a deeper and wider definition and went the borders of the trait-like concept. It became a situational variable focusing on communication both in spoken and in written form in L2. WTC defined by MacIntyre and others (1998) seems to be affected by inner and outer variables like the personality traits, motivation, behavioral intention, affective factors and the communication setting. The pyramid model (MacIntyre and et. Al., 1998) that will be the basis for many research in the future shows the personal and situation variables and their relativity.

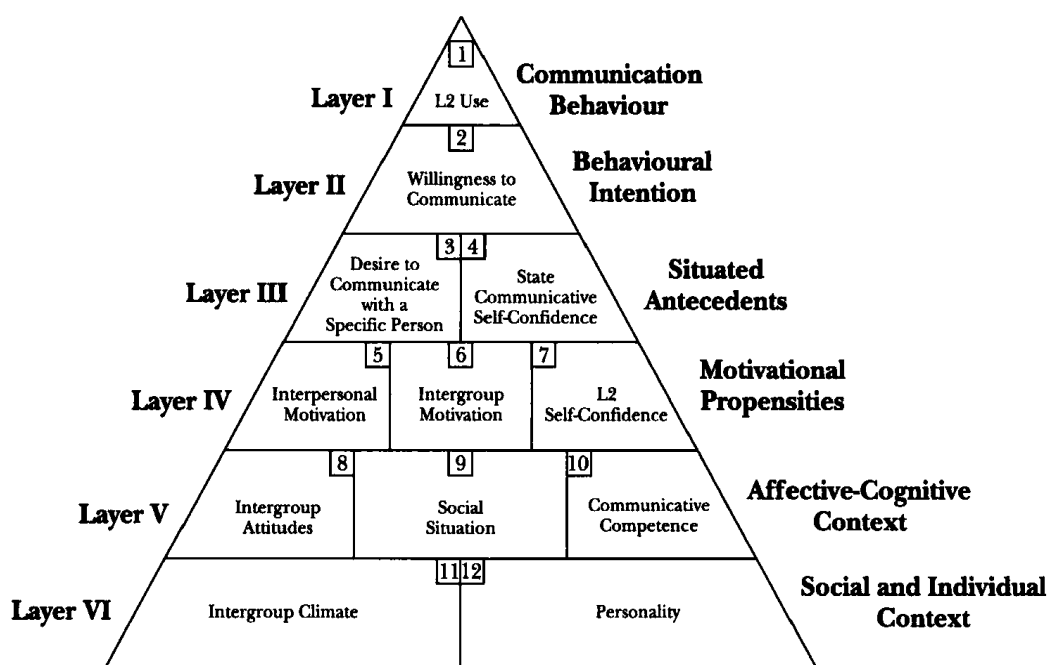


Figure 1. “The Pyramid Model of Variables Influencing WTC” (MacIntyre et al., 1998, p.547)

The layers shown above are the interrelated variables affecting the top of the pyramid, which is the language use, namely communication. The first three layers represent the situational factors whilst the rest represents the consistent factors of WTC in L2. *Layer I*, communication

behavior, means the authentic L2 communication that is interrelated to the premise layers of the pyramid. In the *Layer II*, WTC is defined as “a readiness to enter into discourse at a particular time with a specific person or persons, using a L2.” (MacIntyre et. al, 1998, p.547). That is, the layers below are met and the learner is motive and confident enough as a result of exposure to the L2 to be willing to communicate. The last layer of the first group, *Layer III*, is divided into two sections based on the interlocutor and self-esteem that are related with the inter-individual or inner-individual motivations. The first layer of the second group, *Layer IV*, is about motivation of the speaker in order to communicate. This motivation is explained to be fostered by interpersonal, intergroup motives and of course self-confidence. This layer addresses a much wider context than the previous ones. That is, instead of situations, events are the core of this variable. Although the components in *Layer V* deal with context, the factors that are affective and cognitive are related to the learners` attitudes and experience instead of a case. The bottom layer of the pyramid, *Layer VI*, is the base of communication and is about the personal and social context that the speakers are in. The fact that ‘personality’ is the base of the pyramid proves that the limitations of communication are individuals themselves since the personality plays a key role in all other factors of WTC.

WTC is considered as a preparation step to make the learner ready to interact with another person in real life whenever given the opportunity, since they take language learning as authentic communication ability in different backgrounds. With the aim of deepening the understanding of the situational and dynamic WTC concept and with the help of research done so far after pyramid model, Kang (2005) proposes a new definition for the term: “an individual’s volitional inclination towards actively engaging in the act of communication in a specific

situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables.” (p.291)

To conclude, starting as a term about L1 acquisition, WTC has been evaluated, criticized and expanded by many researchers and so given a shape. WTC has turned to be a dynamic model rather than a trait-like factor in second language learning.

2.3. Communicative Language Teaching (CLT) and Communicative Competence

Since the term WTC is about communication, it is a must to deal with CLT, hence communicative competence. With the development of communicative approaches to language teaching, it has been recognized that being linguistically competent is not adequate for the use of language. Moreover, making learners being able to be communicative in the class but passive in real contexts outside the classroom is not the concern of language teaching, too. What is suggested for a language target is to increase WTC in all sense (MacIntyre et. al, 1998). Therefore, CLT is the cornerstone in increasing the WTC.

Communicative competence is defined as “the ability to converse or correspond with another person in a real-life situation” (Allen, 1975, p.4). Savignon (1976) also defines it as the knowledge of how to, what to and when to say something in linguistic exchange which creates communication. Communication is a result of interaction and besides the linguistic competence, non-verbal interaction factors like body language, context and roles are the keys of communication and so communicative competence.

As mentioned in Altun`s paper (2015) communicative competence has been seen necessary and evolved since it was first introduced by Hymes in 1972. In line with the previous research Sugiharto (2019) highlights the need of communicative competence and states that for

communication not only the linguistic knowledge but also the knowledge of how to use the language is essential.

In their Pyramid Model of Variables Influencing WTC (1998) MacIntyre and associates explain the term dividing it into five main proficiencies: linguistic (the knowledge of language), discourse (the coherence of the interaction between the speakers), actional (the ability to match the linguistic and discourse competences for language to function), sociocultural (the context and the situation that the interaction is taking place) and strategic (the knowledge of how to deal with a gap or problem at the time of communication) competence.

2.4. WTC and related factors

The results of Syed and Kuzborska's study (2018) revealed that WTC is co-determined by linguistic (reliance on code-switching and L2 proficiency), psychological (perceived opportunity, anxiety, motivation, emotion, pre-occupation, perceived appearance, cognitive block), physiological (hunger, face itch, sleepiness, fatigue, toothache, headache, nausea, throat infection, unwell) and contextual (topic, teacher, classmates, task types, classroom atmosphere, interactional context, physical location) factors that are dynamic. Among them the most frequent factors are found out topic (contextual variable), reliance on code-switching (linguistic variable), perceived opportunity (psychological variable), and hunger (physiological variable) respectively. The findings furthermore prove that anxiety caused by the contextual dynamics determines WTC. The unique finding different from previous research is the fact that some contextual variables like topic, task type and motivation affects not only WTC in L2 but also WTC in L1. The stronger impacts on WTC are demonstrated as the topic, teacher, task type, and code-switching. However, the non-linear and inter-dependent nature of the dynamic factors it is not possible to predict WTC at a specific moment. On the other hand, it is suggested that silent students in the classroom

shouldn't be regarded as unwilling to communicate since their behavior may involve inner speech or mental engagement.

In another study (Mystkowska-Wiertelak, 2018) it is aimed to identify the fluctuations in WTC of a learner in a term, which distinguishes this one from others in terms of the participant number. At the end of the semester within the light of self-assessment reports and the other investigations by the researcher, it is concluded that WTC of the participant has changed upwards and downwards ending in a high level comparing the beginning of the term. Topic, contextual variables (inside the classroom), warm-up activities, content, self-perceived communicative competence, task, cooperation with the peers and awareness of linguistic development showed a great impact on the learner's WTC.

In order to investigate the WTC of international Chinese university students in America, 50 of them were given the questionnaire and 4 of them were interviewed by Tan, Yough, Wang (2018). After the gathered data was analyzed, direct impact of confidence and motivation on WTC and indirect effect of classroom environment on WTC were found out. However, the role of teachers, peers and tasks are also proven to have a little impact on increasing the WTC.

In Peng's (2007) study motivation is found out as the strongest stimulating factor for WTC and the consequent L2 communication. Şener (2014) found out the direct impact of self-confidence on WTC which will later on affect the motivation, anxiety and attitude of the student teachers. Supporting the findings above Yashima (2002) finds out that confident learners have higher level of motivation and thus lower level of anxiety, a situation provoking communication. L2 confidence is also found to be related to WTC in Clement, Baker and MacIntyre's paper (2003) just like in another recent study investigating the association between L2 self-confidence, anxiety and WTC (Lee & Hsieh, 2019). Fang-peng and Dong's (2010) study confirms the

negative correlation between anxiety and speaking ability explaining that whenever a learner is anxious because of low motivation level; he displays poor spoken ability. In one of his early studies, MacIntyre (1994) also finds out that perceived competence and communication apprehension are the variables affecting learners' WTC in EFL. He states that an introvert person with high communication apprehension (because of low self-esteem) would be less willing to communicate while an extravert person with low communication apprehension (thanks to high self-esteem) would be more willing to communicate. These findings were in line with Seiffert and Riffle's study (1987) which proves that communication apprehension which is defined as the trait-like anxiety and communicative competence are found in relation to the WTC. The coping strategies are discussed, and WTC is considered to be affected by language anxiety by Yasuda and Nabei (2018). It is found that the more language anxiety increases the less WTC is shown by the learners. As a result, the investigation proves the fact that if the learners use coping strategies, their WTC will increase. Especially preparation and self-esteem on using English in the classroom showed a significant effect on WTC. Moreover, WTC is found to be strongly related with 'perceived communicative competence' (Yashima, Zenk-Nishide & Shimizu, 2004). It is a concept explaining the relation between WTC and competence in a way that the higher a learner perceives his competence; the more he will be willing to communicate in the foreign language. Asmalı (2016) has parallel findings in his research stating that learners' WTC is directly affected by their confidence in L2 communication and indirectly affected by their personality (being introvert/extrovert) through confidence. On the other hand, surprisingly no significant correlation between personality and anxiety is observed in a study by Fang-Peng and Dong (2010).

Anxiety that affects WTC in L2 communication has also different underlying reasons such as negative evaluation apprehension that stems from fear of making mistake and learners'

perception of their ability in L2 communication (Tsiplakides & Keramida, 2009). Subaşı (2010) exemplifies this finding reporting that high anxiety is shown when the learners have negative evaluation apprehension and a perception of low ability in contrast to their peers. The results of Şener's (2014) research also showed that ELT students' anxiety is dependent on their receivers in communication.

As understood from the previous research, motivation, anxiety, perceived L2 communication competence, confidence, fear of making mistake, and fear of negative evaluation are interrelated with each other, and they all are some of the factors affecting learners' WTC in English. However, the variables that have an impact upon WTC in L2 communication are not limited with them. Attitudes toward language, its people and culture, personality, instructor, topic and environment are found among the factors limiting or provoking communication in many studies which will be discussed below.

Positive attitudes toward another culture and people are found to be facilitating factors for language learning and speaking as a result (Şener, 2014). Asmalı (2016) observed that WTC in L2 is directly related to the learners' attitude toward the community of the target language. Not all the learners are at the same distance to English and this inclination is called as 'international posture' which is a characteristic facilitating L2 communication (Yashima, 2002). According to the results of a study by Yashima et al. (2004), the learners' WTC in L2 is higher if they are dealing with international affairs, activities and occupations. It can be concluded that positive attitude toward the foreign language and its components help learners to be more willing to communicate.

When it comes to personality effect on WTC, it is found that there is a direct relation between them. It is recorded that learners' WTC is affected by their personality; moreover,

participants feel themselves embarrassed, introvert, shy and uncomfortable when speaking in English (Osterman, 2014). Being introvert or extrovert is proven to affect learners' WTC besides perceived competence and communication apprehension in MacIntyre's (1994) study.

Sari (2016) stated the possibilities that increase or decrease the usage of the target language in the learning environment are seemed as the opportunity and the way of WTC. Not only the personality of the learner but also the personality of the instructor is also found to be related with WTC in English. Teachers' pedagogical constraints that are determined mostly by their personality are shown to affect student's potential of communication (Samaranayake, 2016). Similar studies reveal the fact that learners' WTC is somewhat dependent on other teacher related factors as well. To give some examples, formally dressed teachers are considered less friendly and scary, thus hindering the communicative atmosphere; old teachers are thought to increase anxiety, thus decreasing students' opportunity to interact with them (Effiong, 2016). Teacher's ordinance on topic, error correction method and support are proven to affect learners' WTC in a way that when the learners are active in decision-making process of the topic and the teacher give appropriate time for error correction, learners' WTC is recorded higher (Zarrinabadi, 2014). These studies prove the personality of both learner and teacher has an impact upon WTC with other teacher related variables such as age, dressing code, error correction method, pedagogical constraints and provided support.

Considered as two of the main parts of a learning process except from the learner and instructor, topic and environment/atmosphere are the outer variables of learners' WTC. Communicative activities and authentic materials in relation with the topic appears to be increasing oral communication skills thus WTC (Samaranayake, 2016). In a classroom

environment where the errors are thought natural in the language acquisition process, the learners feel less anxious and more willing to communicate (Tsiplakides & Keramida, 2009).

As understood from the previous research, learners' WTC in English is dependent on lots of variables ranging from the learner related ones such as anxiety, motivation, attitudes and personality to the teacher related ones such as personality, topic and environment. The results of many researches mentioned above are in parallel with Dörnyei and Kormos's (2000) findings which provide evidence that learners' language production is influenced by socio-dynamic and motivational factors. Other interrelated factors that have roots in linguistic, sociocultural and psychological variables are found the reasons of silence in the classroom (Harumi, 2011).

Several studies were conducted whether students' proficiency in English showed any significant meaningful difference in terms of their willingness to communicate (Alemi et al., 2001; Baghaei & Dourakshan, 2012; Liu & Jackson, 2008). For instance, Liu and Jackson carried out a study to find out the relationship between willingness to communicate and students' self-rated proficiency. The research result showed that students' proficiency in English correlated significantly with their willingness to communicate. The more proficient students were, the more willing students are in communication in English (Liu & Jackson, 2008).

A similar study was also conducted regarding students' competence in English and their willingness to communicate. Yashima (2002) also found that competent proficiency in English was the main contributing factor for English language learners' willingness to communicate in English.

Alemi et al. (2001) also performed a research regarding students' language proficiency and willingness to communicate. The research findings revealed that students who had higher level of proficiency demonstrated the higher level of willingness to communicate, and students

who had lower level of proficiency showed lower level of willingness to communicate in target language and second language context (Alemi et al., 2001).

Another study was also related to English learners' proficiency and their level of willingness to communicate. Baghaei and Dourakshan also reported that there was a positive correlation between language learners' willingness to communicate and their proficiency in English (Baghaei & Dourakshan, 2012).

Altiner (2018) also found the similar results as to the relationship between proficiency in English and students' willingness to communicate. The study found that students with high level of proficiency produced higher level of agreement towards willingness to communicate (Altiner, 2018).

The relationship between gender and willingness to communicate were also found in literature (MacIntyre & Baker, 2002; Maftoon & Sarem, 2013; Afgari & Sadeghi, 2012; Baker & MacIntyre, 2000; Valadi, Rezaee & Bharvand, 2015). Asmalı et al also performed a study on comparison between Turkish and Romanian students' willingness to communicate in English. The research results found that female English language learners are more willing to communicate than their male counter partners (Asmalı, Bilki, & Duban, 2015). Another study also investigated the relationship between willingness to communicate and communication apprehension. The research results found that among participants gender showed no statistically significant difference in terms of participants' willingness to communicate (Fatemipour & Shirmohamadzadeh, 2014).

Another study also supported the effects of gender on English language learners' willingness to communicate (MacIntyre, 2002). The result found that age and gender also were in

correlation of English language learners' willingness to communicate. The study found that girls were more willing to communicate in English.

Altiner also performed a study on Turkish EFL learners' willingness to communicate in English. The study results reported that female participants were more willing to communicate than male participants in terms of their willingness to communicate (Altiner, 2018).

Freiermuth and Jarrel (2006) also investigated the potential of computer-mediated communication to improve students' willingness to communicate. And there were 36 female Japanese female students in the study. By using open-ended questionnaire and online and face-to-face tasks, it aimed to elicit students' willingness to communicate. It suggested that online communication produced more comfortable ambience to talk and have conversation with people different cultures. It also suggested that online communication or chatting online can be a contributing factor for improving students' willingness to communicate (Freiermuth & Jarrel, 2006).

There are also some studies conducted if usage of social media or media influence the English language learners' willingness to communicate. MacIntyre (2011) also reported that family and friends, and media usage influence willingness to communicate. The results suggested that language learners' willingness to communicate could be improved via using media and social media frequently in English.

Gao and Philp (2006) also conducted a study as to examining English language learners' willingness to communicate in terms of different factors such as self-confidence, medium of communication, and cultural backgrounds. And the study reported that medium of communication has positively correlated to the willingness to communicate. More English-

oriented communication produced higher level of willingness to communicate (Gao & Philp, 2006).

Baker and MacIntyre also reported in 2000, that students studied in immersion classrooms demonstrated more willingness to communicate compared to the non-immersion groups. It indicated the importance of medium of instruction in English classrooms too. Therefore, usage of target language in English classroom is closely related to students' willingness to communicate in English.

2.5. Conclusion

This chapter mainly focuses on the literature review specially. First of all, it aimed to describe the historical background of willingness to communicate along with the definition of willingness to communicate and historical perspective of changing trend in the topic of willingness to communicate. Secondly, it discussed the relationship between communicative language teaching and communicative competence of English learners and its relationship with willingness to communicate. Thirdly, the related factors of willingness to communicate and similar studies performed in literature, which is somehow in relation with the research scope of the current study. By way of conclusion, it can be summarized that conducting research as to willingness to communicate is significant, and the gap which related to willingness to communicate outside of classroom should be examined further, and it supported the significance of filling the gap in the literature.

CHAPTER 3

METHODOLOGY

3.1. Introduction

In this part of the study, research method was presented specifically. First of all, participant selection and organization of the study were discussed. Then, research instruments were presented along with the objectives of choosing instrument by giving evidence of detailed literature. Data collection and its procedures were discussed; and analysis of collected data were provided prior to drawing to the conclusion.

The main focus of this master's thesis was to elicit ELT students' willingness to communicate as a whole. For the first step, participants' overall level of willingness to communicate was to be analyzed. In order to proceed the following statistical analysis, it was regarded to examine the overall degree of agreement in terms of ELT students' willingness to communicate.

Consequently, research questions are examined whether as to participants' gender and overseas experience showed any difference when regarding to ELT students' willingness to communicate. Moreover, as a next process, it was aimed to investigate if the ELT students' age, medium of instruction of their university, how many people speak English in their family, the culture that their teachers teach in their ELT classroom, how many English-speaking friends the ELT students have, ELT students' frequency of chatting online, the frequency of using social media websites in English, read or watch news in English on the internet and the ELT students reading English books. All aforementioned variable was analyzed with statistical tools.

As considering the research method, mixed method was conducted, this is due to the fact that quantitative data could be supplemented with qualitative data in order to minimize the incompleteness of the quantitative data. Combining the quantitative and qualitative findings can profoundly enlighten results and findings of this study.

3.2. Participant selection and setting of the study

As the aim of this study was to elicit ELT students' willingness to communicate, the target population of this study was, indeed, ELT students from English Language Teaching Faculty. The reason behind why choosing ELT students as the research population is that ELT students are normally directly exposed to English-speaking context and investigating their willingness to communicate was regarded significant in second language acquisition. Consequently, ELT students will be the future English teachers, and their willingness to communicate could be considered important when these future ELT teachers start teaching.

There were total 223 participants who had ELT department backgrounds in this study. As sampling, random sampling was conducted due to the fact that sampling can represent the target population. By using random sampling, it was considerably possible to eliminate bias against participants.

There are several reasons why ELT students are taken into consideration as participants. As it is known, firstly, ELT students are under the influence of foreign language or second language context. Secondly, ELT students are considered to be more willing to communicate compared to non-ELT students since most of their lecturers' educational background; specifically speaking, most of the ELT students' lecturers have finished their study in English-speaking countries and it may have considerable influence on ELT students' willingness to communicate. Finally, it is important to elicit the willingness to communicate of these chosen ELT students

because it may shed light on the teaching methodology or other factors contribute to their willingness to communicate and second language acquisition process.

As well as these, ELT students are expected to have high level of willingness to communicate because of the nature of English teaching and participants' future career.

In conclusion, ELT students who are currently studying in English language teaching department are the best target population for our participant selection. And the students were studying one of the state university in Turkey.

3.3. Research instruments

As the research instrument, 2 research instruments were used to elicit ELT students' willingness to communicate. Firstly, a willingness to communicate questionnaire (Simic, 2014) was conducted to collect data from ELT students. In this questionnaire, there were 2 parts. The first part of this questionnaire asked the participants' gender, age, proficiency in English, medium of instruction in their university, have many people speak English in participants' families, participants' overseas experience, the culture taught in their ELT classrooms, how many English speaking friends they have, and frequencies of chatting online, read/watch news in English, using social media websites in English and reading English books. Second part of the questionnaire was a scale which contained 20 items of willingness to communicate in second language acquisition. The questionnaire applied to this thesis consisted of 20 items and Five-point Likert Scale was conducted. In this five-point Likert-scale willingness to communicate questionnaire, 1 means "strongly disagree", 2 means "disagree", 3 means "neutral", 4 means "agree" and 5 means "strongly agree".

Regarding the qualitative phase of this study, 6 interview questions were asked, the first question was "how do you think your proficiency in English influence your willingness to

communicate in English and why?” , second interview question was “In your opinion, do you think the medium of instruction in English classroom impact your willingness to communicate? And why?”, the third interview question was “do you think travelling to foreign countries and having English friends influence your willingness to communicate? And why?”, the fourth interview question was “do you think that culture your teachers teach in ELT classroom influence your willingness to communicate? And why?”, fifth interview question was “do you think chatting online with your English-speaking friends have any impact on your willingness to communicate? Please explain.”, and the last interview question was “do you think reading or watching news online; reading English books have any relationship with your willingness to communicate? And why?”.

As for the statistical research instrument tool, SPSS 24 was applied for finding out the relevant statistical information about participants and answering research questions.

3.4. Data collection and procedures

As a data collection procedure, the data collection procedures consisted of 3 phases. First of all, 300 questionnaires were printed and handed out to ELT students in one of the state universities in Turkey. And there were only 223 participants replied the questionnaires. After collecting quantitative data, 10% of total population were taken into qualitative research phase. For interview questions, first the interview was recorded and then it was transcribed to notes in order to elicit the reasons behind their answers to interview questions. When data collection part was finished, all the collected questionnaires were numbered, and the raw data were entered to SPSS program for conducting the statistical analysis.

3.5. Data analysis

For data analysis, SPSS 24 version was conducted. In order to find out the frequencies of participants' demographic information, frequency tests were also performed. First of all, Test of Reliability was conducted to check whether collected data was reliable or not. Secondly, Test of normality tests was conducted to check if collected data was normally distributed or it showed non-normal distribution since normal or non-normal distribution of data determine using parametric or non-parametric tests. All the mean scores of questionnaire items were calculated to find out participants' level of agreement in terms of their willingness to communicate.

As can be seen from test of reliability table blow (Table 1.), it can be seen clearly that the data collected for this thesis study was highly reliable (Cronbach's Alpha = 0.821). Test of reliability result suggested that the data was reliable, and it was reliable to conduct the following tests for eliciting ELT students' willingness to communicate.

Table 1.

Reliability Analysis

		<u>N</u>	<u>%</u>	<u>Cronbach's Alpha</u>
	Valid	223	100%	
Case	Excluded	0	0	
	Total	223	100%	0.821

In order to check whether the data is normally distributed or not, test of normality was conducted. According to the table 2, it can be said that the data in this study was not normally distributed. Kolmogorov-Smirnov test result showed that the test of normality is not significant ($p < 0.05$).

Table 2.

Test of Normality

	<u>Kolmogorov-Smirnov^a</u>			<u>Shapiro-Wilk</u>		
	Statistic	df	Sig.	Statistic	df	Sig.
Total Mean	0.087	223	0.000	0.961	223	0.000

Sig. > 0.005

According to the result of normality, it can be concluded that non-parametric tests were conducted in order to analyze if there was a significant difference between each factors of participants' demographic information in terms of their level of agreement towards willingness to communicate. By way of conclusion, it can be summarized that the collected data was reliable, however, collected data was not normally distributed, therefore, non-parametric tests were performed to elicit ELT students' willingness to communicate.

CHAPTER 4

FINDINGS

4.1. Introduction

In findings section, first of all, participants demographic information was provided with descriptive statistics. Then all the research question was answered according to the results obtained from SPSS statistics and results of tests performed accordingly. Research questions were answered, and results of tests were interpreted based on its significance value. All the findings were presented with tabulation.

4.2. Presentation of demographic information

It can be seen from table 3. that there were total 223 ELT students who participated in this thesis work. According to the descriptive statistic table report, in terms of age, 184 participants were between the age of 18 and 23; the participants who were between 24-29 were 28 (12.60%), 10 participants were at the age of 30 or over (4.5%), there was only one participant whose age was under 18. The majority of participants were between the age of 18 and 23 (82.50%).

When it comes to participants' gender, the majority of participants were female ELT students. The number of female participants were 141 (63.20%) and males 82(36.80%). The table also reported that participants who had overseas experience (56.10%) were more than those who had no overseas experience (43.90%).

In terms of participants' proficiency in English, it can be reported that there were no elementary or pre-intermediate participants in this study. The majority of participants were with upper-intermediate proficiency (46.60%), and second most participants were advanced level speaker of English (41.30%), and only 12.10% of participants were the intermediate level of

English speakers. In terms of participants' medium of instruction at their university, it can be demonstrated that majority of participants stated that teachers use 80% English and 20% Turkish in ELT classrooms (63.20%). 56 participants replied that their medium of instruction in their classroom was 50% English and 50% Turkish (25.10%). Only 10.30% of participants stated that the medium of instruction was 100% English in their ELT classroom. Nearly 1% participants replied that their medium of instruction was Turkish, which was very interesting to report since the medium of instruction in ELT classrooms were considered 100% English.

With regard to participants' family members who can speak English, majority of participants replied, there was no English-speaking family member in their family (47.10%). 96 participants replied that there were between 1 and 2 family members who could speak English. Nearly 3% participants stated that there were 5 or more than 5 English-speaking members in their family.

When the culture(s) were asked, most participants stated that their ELT instructors normally used all cultures in their ELT classrooms (44.80%). Nearly 28% participants replied that their ELT instructor taught target culture, nearly same number of participants believed that their lecturers taught global culture (25.10%). It is also interesting to note that 5 participants replied that their teachers taught Turkish culture in their ELT classrooms (2.2%).

When participants' English-speaking friends were taken into account, it can be reported that almost 33% of participants stated that they had from 1-2 English speaking friends. The second highest percentage was also participants who had 5 or more English-speaking friends. Nearly 15% participants replied that they had between 3 and 4 English-speaking friends.

For the section of participants' frequency of chatting online, majority of participants sometimes chatted online with their English-speaking friends (58.70%), and nearly 24% participants never chatted online with English-speakers. Nearly 18% of participants stated these participants always engaged in conversation in English with their English-speaking friends.

In terms of participants' using social media in English, reading or watching news in English and reading books in English, it showed similarities that majority of participants answered "sometimes" for the frequency of abovementioned items. 51% participants always used social media in English however 36.30% of participants read or watched news in English. It is worth noting that 13% of participants never used social media websites in English, 4.5% of participants also never read or watched news in English. Lastly, almost 18% participants never read books or novels in English.

Table 3

Descriptive statistics of participants' demographic information

Category	Sub-Categories	F	(%)
Age	Under 18 years old	1	0.40
	18-23 years old	184	82.50
	24-29 years old	28	12.60
	30 and above years old	10	4.50
Gender	Female	141	63.20
	Male	82	36.80
Overseas Experience	Yes	98	43.90
	No	125	56.10

Proficiency	Intermediate	27	12.10
	Upper-intermediate	104	46.60
	Advanced	92	41.30
Medium of Instruction	100% Turkish	3	1.30
	100% English	23	10.30
	50% Turkish & 50% English	56	25.10
	80% English & 20% Turkish	141	63.20
English-speaking Family	0	105	47.10
	1-2	96	43.00
	3-4	16	7.20
	5 and more	6	2.70
Culture-Taught	Global Culture	56	25.10
	Target Culture	62	27.80
	Turkish Culture	5	2.20
	All of them	100	44.80
English-Speaking Friends	0	72	32.20
	1-2	72	32.20
	3-4	33	14.80
	5 and more	46	20.60
Chat Online	Never	53	23.80
	Sometimes	131	58.70
	Always	39	17.50

Social Media	Never	29	13.00
	Sometimes	80	35.90
	Always	114	51.10
Read/watch News	Never	10	4.50
	Sometimes	132	59.20
	Always	81	36.30
Read Books	Never	40	17.90
	Sometimes	154	69.10
	Always	29	13.00

*Frequency

4.3. The first research question

What is the participants' level of agreement towards willingness to communicate?

The first research question aimed to investigate the ELT students' overall level of agreement towards willingness to communicate. Thus, descriptive statistics of each questionnaire items and mean score were calculated and identified the strength of ELT students' willingness to communicate.

According to Table 4 and Table 5, it can be seen that 70% of questionnaire items demonstrate the high level of agreement due to the high mean score ranging from 3.68 to 5. To explain, except the questionnaire items 1,3,11,13,14, 18, all other questionnaire demonstrated the highest level of mean score, and above-mentioned questionnaire items showed the medium level of agreement towards willingness to communicate. However, one questionnaire items in this study showed low level of agreement towards willingness to communicate.

According to the descriptive statistic table and the overall strength of willingness to communicate, it can be said that ELT students' overall degree of willingness to communicate is considerably high, thus, it can explain that it is reliable and valid to continue findings out the continuous data analysis of following research questions.

Table 4.

Statistics for Questionnaire Items

Items	Mean	Std. Deviation	N	Level of Agreement
Q1	3.24	1.137	223	Medium
Q2	4.39	0.808	223	High
Q3	3.58	1.010	223	Medium
Q4	4.26	0.899	223	High
Q5	4.32	0.855	223	High
Q6	3.68	1.096	223	High
Q7	3.74	0.990	223	high
Q8	3.84	1.031	223	High
Q9	3.85	1.210	223	High
Q10	4.21	0.878	223	High
Q11	3.50	1.078	223	Medium
Q12	4.16	0.950	223	High
Q13	3.30	1.075	223	Medium
Q14	3.49	0.967	223	Medium
Q15	3.83	0.991	223	High

Q16	3.76	1.045	223	High
Q17	4.29	0.754	223	High
Q18	3.55	1.125	223	Medium
Q19	3.82	0.975	223	High
Q20	4.41	0.954	223	High

Table 5

The Participants' Strength of Agreement towards Willingness to Communicate

Strength of Agreement	Rating	Frequency	Percent % of Agreement
High	Between 5 and 3.68	14	70%
Medium	Between 3.67 and 2.34	6	30%
Low	Between 2.33 and 1	0	0%
Total		20	100%

Not only quantitative results of the study, but also interview notes showed that the ELT students who participated in this study also expressed the higher level of willingness to communicate. For instance, one participant said “*..I believe I am inclined to talk to my foreign friends, not only my peers, it gives me chances to broaden my mind and perspective, I believe it is about the process of learning...*”. Another participant replied, “*In my opinion, I am ready to start the conversation when I see foreign people or international students, it is very important for me to practice my English...and of course, and also becoming more international person myself...*”. There were some participants also stated some negative comments about their willingness to

communicate. One participant said, “*I am an international student, and because of cultural difference or I don’t know, may be something different culturally, so I normally don’t start talking about something if my counter partner does not start it*”. As it is reported in the interview, majority of participants showed the higher level of willingness to communicate whereas small number of participants showed less high or reluctant attitude towards their willingness to communicate. Therefore, it can be said that quantitative findings and qualitative findings overlap each other, which states that the participants’ overall degree of willingness to communicate is considerably higher.

4.4. The second research question

Do participants’ gender and their overseas experiences show any statistical difference in terms of their level of agreement towards willingness to communicate?

In order to answer research question 2, Man-Whitney U test was conducted due to the fact that the data collected was not normally distributed, and there were only 2 items to compare accordingly. Mann-Whitney U tests were conducted since there were 2 independent variables, for instance, there were only male and female participants. Moreover, it can also be said for the ELT student teachers’ overseas experience, and there were only “yes” and “no” variables to compare. Therefore, Non-parametric test, Mann-whitney U tests were conducted for both ELT student teachers’ mean difference in terms of their gender and overseas experience.

Table 6.

Gender

<u>Gender</u>	<u>N</u>	<u>Mean Rank</u>	<u>Mann-Whitney U Test (Sig)</u>
Female	141	116.67	

	Male	82	103.96	
Total Mean	Total	223		0.156

Sig. < 0.05

Table 6 above shows if there is any difference of gender in terms of ELT students' willingness to communicate. Mann-Whitney U Test table demonstrated that there were 141 female participants and 82 male ELT students in this research. Analyzing the mean rank of each gender, it can be seen that female ELT participants show 116.67 means score and male participants show 103.96 mean score. Looking at the significance of each Mann-Whitney U test, it can be said that there was no statistically meaningful difference between gender in terms of ELT students' willingness to communicate (Sig. = 0.156, Sig. > 0.05).

Table 7.

Overseas Experience

	<u>Overseas Experience</u>	<u>N</u>	<u>Mean Rank</u>	<u>Mann-Whitney U Test (Sig)</u>
	Yes	98	107.85	
Total Mean	No	125	115.25	
	Total	223		0.395

Sig. < 0.05

Furthermore, the same research question aimed to examine whether ELT students' willingness to communicate differ in terms of ELT participants' overseas experience. According to the table 7, it can be said that there were 98 participants who had overseas experience and 125

participants had no overseas experience. ELT participants with overseas experience showed 107.85 mean score whereas those who had no overseas experience showed 115.25 mean score. According to the significant value of Mann-Whitney U test, it can also be reported that ELT students' overseas experience showed no difference statistically in terms of these ELT students' willingness to communicate (Sig. = 0.395, Sig. > 0.05).

According to our interview questions, some participants' statements also were in line with the statistical findings. In terms of travelling, one participant replied, "*I don't know exactly if travelling improves your willingness to communicate, it is about a person's personality, you know being extrovert, because we don't have much more chance to travel abroad...*". Another participant also said, "*...travelling to foreign countries, but these countries should be English-speaking countries, I am living in Istanbul as an International student, but I don't think moving to Turkey for my study helps my willingness to communicate in English...may be...*". There are also some people who believed that travelling improved their willingness to communicate in English. One participant replied, "Definitely, I agree, travelling is very important for willingness to communicate, for example, I lived in Germany 2 years ago, I did not speak German, so only language I can use was English, I think I improved my English a lot there."

Another participant also stated, "I have travelled to many countries, and I own my whole speaking skills to these experiences." Therefore, the interview results varied from one to another, however, there were both positive and negative comments about travelling to other countries and its impact on improving ELT students' willingness to communicate.

4.5. The third research question

Do participants' willingness to communicate differ in terms of ELT students':

- A. age, proficiency in English, medium of instruction at university;
- B. having English speaking family member, the culture taught in ELT classroom, having friends from English speaking countries;
- C. chat online, read or watch news in English, using social media in English, and reading English books.

The third research question aimed to find whether ELT students' willingness to communicate in terms of several variables. Firstly, it aimed to investigate the meaningful statistical difference in terms of ELT students' age, proficiency in English, medium of instruction at universities. Secondly, it was aimed to examine the ELT students' willingness to communicate in terms of having family members who speak English, the culture taught in ELT students' classroom, and having friends from English-speaking countries. Finally, it aimed to investigate if ELT students' willingness to communicate in terms of chatting online, reading or watching news in English, using social media in English, and reading English books.

Due to the non-normal distribution of the collected data, it was decided to use Kruskal-Wallis Test for identifying if there was a statistically meaningful difference between the participants' willingness to communicate in terms of their age.

According to the table 8, it can be said that the table shows if there is a statistical meaningful difference between age group of ELT students. According to the table, the majority number of participants are between the age 18 and 23 whereas the lowest number of participants

is under 18 years old. Kruskal-Wallis Test result shows that there is no statistical meaningful difference among ELT students' age group.

Table 8.

Kruskal-Wallis Test for ELT students' age

	<u>Age</u>	<u>N</u>	<u>Mean Rank</u>	<u>Kruskal-Wallis Test</u>
	Under 18 years old	1	217.50	
Total Mean	18-23	184	109.96	
	24-29	28	120.54	
	30 and over	10	115.10	
	Total	223		0.337

Sig. < 0.05

According to Table 9, it can be said that Kruskal-Wallis Test results shows that no meaningful statistical difference is found between ELT students' willingness to communicate in terms of their proficiency in English (sig.<0.05). To explain, it is very clear that the more advanced proficient speakers the ELT students are, the higher willingness to communicate they demonstrate.

Table 9

English Proficiency

	<u>English Proficiency</u>	<u>N</u>	<u>Mean Rank</u>	<u>Kruskal-Wallis Test (Sig)</u>
	Intermediate	27	104.19	
Total Mean	Upper-intermediate	104	103.71	
	Advanced	92	123.66	
	Total	223		0.047*

Sig. < 0.05

According to the interview results, it can be reported that majority of ELT students believed that proficiency in English was the major contributing factor for willingness to communicate. For instance, one participant replied, *“there is an influence of it because the proficiency shows my ability and it encourages me to communicate more in English”*. Another participant also replied, *“It is too efficient, I am always thinking while talking because I am studying ELT and that is why I don’t want to make mistakes while talking, so I care my words also my proficiency and proficiency in English quite enough to talk fluently and generally it leads me to speak with foreigners in English.”*. Furthermore, other participants’ replies also were in line with our statistical findings. For example, another participant also stated *“My proficiency in English pretty much influence my willingness to communicate. Because if my proficiency level is*

higher especially in classroom, I can be more relax and being judged by the other students in the classroom and it cannot be a thing which I am afraid of...”.

Majority of our interviewees also supported the significance of the proficiency in English and most of the participants believed that proficiency can be the contributing factor for improving their willingness to communicate. Therefore, it can conclude that the more proficient the ELT students are, the more willing the ELT students are in English.

Table 10

Medium of Instruction

	<u>Medium of Instruction</u>	<u>N</u>	<u>Mean Rank</u>	<u>Kruskal-Wallis Test (Sig)</u>
	100% Turkish	3	68.67	
Total	100% English	23	130.13	
Mean	50% Turkish and 50% English	56	97.97	
	80% English and 20% Turkish	141	115.50	
	Total	223		0.001*

Sig. < 0.05

Table 10 shows the ELT students' willingness to communicate in terms of their medium of instruction at universities. The majority of participants stated that the medium of instruction at their ELT classrooms were 80% English and 20% Turkish (N=141). Kruskal-Wallis Test result shows that there is a meaningful statistical difference of ELT students' willingness to

communicate in terms of their medium of instruction of their ELT classrooms. According to the table, it can be said that if the medium of instruction in classrooms is 100% English, the students are becoming more willing to communicate. It is also interesting to note that second majority of participants also believed that if their medium of instruction in their ELT classrooms is 80% English and 20% Turkish, it can be also reported that ELT students' willingness to communicate is also higher.

With regard to ELT students' willingness to communicate in terms of their family members who speak English, it can be seen from Table 11 that there is no statistically meaningful difference in terms of their willingness to communicate. Because, the Kruskal-Wallis Test result is not statistically significant (Sig. > 0.05).

Table 11

Family members who speak English

	<u>Family Member Speak English</u>	<u>N</u>	<u>Mean Rank</u>	<u>Kruskal-Wallis Test (Sig)</u>
	0	105	108.95	
Total Mean	1-2	96	119.71	
	3-4	16	87.72	
	5 and over	6	106.75	
	Total	223		0.270

Sig. < 0.05

The collected interview notes revealed that actually having family members who speak English might not be the contributing factor for boosting ELT students' willingness to communicate. For instance, one participant stated that, *"There are 2 people in my family speak English, not advanced, but intermediate level of English. However, we do not choose to communicate in English, because it seems really dishonest, and we normally prefer to speak in Turkish. I don't think they have helped my willingness to communicate."*

Another ELT interviewee also reported that, *"Not family members, but your personality determines to be able to communicate or willing to communicate. If you are confident person, you communicate automatically, and more eager to talk to people, I don't think family members influence my willingness to communicate."*

As it can be seen from both statistical results and interview results, if family members speak English, it is not highly likely to influence their willingness to communicate. It depends on ELT students' personality or other factors and so on.

As can be seen from the statistical results, medium of instruction is also significant for enhancing ELT students' willingness to communicate. ELT interviewees replies also were in agreement with the statistical analysis. For example, one international student in ELT department stated, *"As an international student, I think it affects my willingness to communicate. Because most of my professors are Turkish, most of the time, they use Turkish, this situation makes me feel alienated from the native Turkish students and it makes me uncomfortable. So, I strongly believe that using English in ELT classrooms would be much better to avoid any misunderstanding, and it motivates everyone to speak, participate and talk."*

Another ELT student also stated, *“I believe that willingness to communicate is affected by language of instruction. If English is the medium, students are forced to speak in English, as well, which in turn, better their English, if they start learning, and being exposed to English language, their willingness to communicate increases.”*

Another ELT interviewee also reported that, *“Of course, it does affect willingness to communicate, because if teachers speak English, we are automatically forced to speak English and it gives us zero chance to communicate with our teachers and our peers in ELT classroom I guess”*.

By way of conclusion, our statistical data results supported that if the medium of instruction is 100 per cent English, it yielded the highest level of agreement towards willingness to communicate. The interview results were also supportive to the statistical data, which stated that students and teachers were supposed to speak much more English in classroom in order to boost ELT students' willingness to communicate.

According to the culture taught in their ELT classroom, it can be said from the table 12 that cultures taught in English classrooms did not show any statistically meaningful significance between the group of teaching global culture, target culture, native culture and all of them (sig. > 0.05).

Table 12

Culture Taught in ELT classroom

<u>Culture Taught in ELT Classroom</u>	<u>N</u>	<u>Mean Rank</u>	<u>Kruskal-Wallis Test (Sig)</u>
Global Culture	56	116.90	

Total	Target Culture	62	108.43	
Mean	Turkish Culture	5	108.30	
	All of Them above	100	111.66	
	Total	223		0.911

Sig. < 0.05

The interview results also mostly agreed the statistical findings. According to the statistical analysis and table 12, there is no statistically meaningful difference in terms of the culture taught in ELT classrooms. From interview notes, one ELT interviewee stated that, *“In ELT classroom, not Turkish culture, but others should be taught. However, in my lessons, we somehow learn Turkish culture interestingly, and it bothers me and breaks my desire to communicate in English.”* A very similar expressions can also be withdrawn from another ELT students’ interview notes that, the student reported, *“it is important to learn all of them, due to the fact that if you don’t know your culture, it is very difficult to compare yours with other as we call, target and global culture. We should integrate all of them.”*. Another participant also replied, *“For me, it does affect, I mean all of them, on my willingness to communicate because learning language cannot be separated from learning culture from my perspective.”*

In terms of willingness to communicate, the culture taught in ELT classrooms did not show any statistically meaningful difference between aforementioned cultures taught in ELT classrooms. The statistical analysis, therefore, were in line with the interview notes that there was no specific clear-cut difference in terms of culture taught in ELT classrooms to improve students’ willingness to communicate.

According to the table 13, it aimed to examine ELT students' willingness to communicate in terms of their having friends from English-speaking countries. therefore, Kruskal-Wallis Test result suggests that there was no statistically meaningful significance among students having friends from English-speaking countries ranged from 0 to 5 and more (Sig. > 0.05).

Table 13

Having English Friends

	<u>Having English Friends</u>	<u>N</u>	<u>Mean Rank</u>	<u>Kruskal-Wallis Test (Sig)</u>
	0	72	101.17	
Total Mean	1-2	72	112.57	
	3-4	33	114.74	
	5 and over	46	126.09	
	Total	223		0.231

Sig. < 0.05

It is interesting to note that the there was no any statistical meaningful significance of ELT students' willingness to communicate in terms of having friends from English-speaking countries. However, there were some really positive comments of ELT students' willingness to communicate in terms of having friends from English-speaking friends. For instance, one participant replied, *"I have many English friends who have helped me improve my speech and*

practice, by practicing with them, I feel confident and while I am speaking, I am more eager to communicate, actively.”

Another participant also reported that, *“I speak English fluently now, just because of my friends from English-speaking countries.”*

It can be noted that actually it is very important for ELT students to have conversation with friends from English-speaking countries and statistical data and interview results may not match, however, it suggested that having English-speaking friends is very important for improving ELT students' willingness to communicate.

When considering the ELT students' frequencies of chatting online (Table 14), it can be reported that chatting online produced statistically meaningful significance among groups who chat online “never, sometimes, always” (Sig. < 0.05). The table 14 reveals that ELT students who always chat online with their English-speaking friends showed the highest willingness to communicate compared to those who chat online sometimes or never. Even though majority of participants stated they always chat online sometimes, it is interesting to note that mean rank is lower compared to the group who always chat online (Mean Rank = 109.31). Therefore, it is very important to encourage ELT students to build the habit of chatting online with their friends from English-speaking countries.

Table 14 showed that chatting online showed statistical meaningful difference among ELT students' frequency of chatting online. The more frequent ELT students chat online, the more willing they are to communicate. Interview results also reported the similar results. For example, one ELT student reported that, *“yes, especially online chats are the ones I am most comfortable with, because in Turkey, I have always been taught grammar, therefore I can*

express myself and more eager to communicate if I type...". Another participant also reported that, "This is very important, because when I chat with my friends, they are always helpful and trying to correct my mistakes. And they also encourage me to communicate in English and make me feel confident while I am communicating..."

Table 14

Chat Online

	<u>Chat Online</u>	<u>N</u>	<u>Mean Rank</u>	<u>Kruskal-Wallis Test (Sig)</u>
	Never	53	95.67	
Total Mean	Sometimes	131	109.31	
	Always	39	143.23	
	Total	223		0.002*

Sig. < 0.05

As a result, it can be reported that chatting online is also another contributing factor for ELT students' willingness to communicate.

Looking at the ELT students' willingness to communicate in terms of frequencies of using social media websites in English, Table 15 shows that no statistical meaningful significance was found in terms of using social media websites in English (sig. > 0.05). Even though participants who stated they always used social media were 114, and produced the highest mean

rank, interestingly, there was no statistically meaningful significance in terms of using social media.

Table 15

Social Media

	<u>Social Media</u>	<u>N</u>	<u>Mean Rank</u>	<u>Kruskal-Wallis Test (Sig)</u>
	Never	29	103.22	
Total Mean	Sometimes	80	104.27	
	Always	114	119.66	
	Total	223		0.192

Sig. < 0.05

Another question is also about how often ELT students read and watch news in English and if there is a statistically meaningful significant difference among participants' frequency of reading and watching news in English. According to the table 16, Kruskal-Wallis Test result shows that there is no statistically meaningful difference in terms of their reading/watching news in English (Sig. > 0.05).

Table 16

Read and watch news in English

	<u>Read News</u>	<u>N</u>	<u>Mean Rank</u>	<u>Kruskal-Wallis Test (Sig)</u>
	Never	10	107.00	
Total Mean	Sometimes	132	105.00	
	Always	81	124.03	
	Total	223		0.109

Sig. < 0.05

Finally, it aims to investigate the difference of ELT students' willingness to communicate in terms of their reading books in English. According to table 17, it stated that reading books in English variable revealed the strong meaningful statistical difference in terms of students' habits of reading books in English (Sig. < 0.05). therefore, the Kruskal-Wallis Test suggested that it is very important to motivate ELT students to read more books in English in order to increase their willingness to communicate in English. As it is shown in the table, the participants who always read books in English showed much more willingness to communicate in English. Reading books is very important to improve their willingness to communicate in English.

Table 17

Read Books in English

	<u>Read English Books</u>	<u>N</u>	<u>Mean Rank</u>	<u>Kruskal-Wallis Test (Sig)</u>
	Never	40	71.54	
Total Mean	Sometimes	154	118.43	
	Always	29	133.67	

Total	223	0.000*
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Sig. < 0.05

As it can be seen from table 17, it can be reported that reading books in English is one of the contributing factors for ELT students' willingness to communicate. Interview results also suggested the similar results. For example, one participant reported that, "*Reading books in English lets me see the words within the sentences and it affects my speech and I am eager to speak and communicate with foreign folks...*". Another participant also stated that, "*I would usually prefer to read in English really, because, it feels more natural and easier to understand for my case...*". there was also other participant who stated, "*English books help me to get new ideas which is important for my speaking and communication, and it smooths my ruffled feathers.*".

The statistical results of importance of reading books in willingness to communicate and interview results were exactly in line with each other, and it can conclude that encouraging students to read English books could contribute to improving their willingness to communicate in English.

4.6. Conclusion

This chapter aimed to report the statistical findings of ELT students' willingness to communicate in terms of their age, proficiency in English, medium of instruction in their ELT classrooms, having English friends from English speaking countries, having family members who speak English, the culture taught in their ELT classroom, chatting online, using social media, reading/watching news in English, and reading books in English. The findings suggested that ELT students' willingness to communicate showed statistical meaningful significant

difference in terms of their proficiency in English, chatting online and reading books in English. The results suggested that, firstly, the more proficient the ELT students are in English, the higher willingness to communicate they demonstrated. Secondly, the more frequent the ELT students chat online with their friends from English-speaking friends, they are more willing to communicate. Finally, it can be also reported that reading books in English can be also another contributing factor for improving ELT students' willingness communicate.

Lastly, medium of instruction in ELT classroom is also one of the contributing factors in ELT students' willingness to communicate.

It is also worth mentioning that ELT students' gender, overseas experience, family speaking English, reading or watching news in English, age, the culture taught in ELT classrooms, having friends from English-speaking countries, using social media in English...etc. variables did not show any difference in terms of ELT students' willingness to communicate.

CHAPTER 5

DISCUSSION

5.1. Introduction.

This chapter aims to discuss the findings of each research questions by correlating it with the similar studies conducted in literature. Each research questions were answered, and it aims to support the findings of current study with existing studies or similar findings in literature. Then it aims to give wide range of conclusion for the discussion.

The main purpose of current study was to elicit ELT student teachers' the level of agreement to their willingness to communicate. Then it aspires to find out if ELT student teachers' willingness to communicate differ in terms of participants' age, gender, proficiency in English, overseas experience, having friends from English-speaking countries, having English-speaking family members, the frequency of chatting online, reading books in English, the frequency of using social media websites, reading and watching news in English etc.

For research instrument, a willingness to communicate questionnaire scale (Simic, 2014) was used to gather quantitative data, and semi-structural interviews were conducted for collecting qualitative data. Finally, the results from qualitative data and quantitative data were combined to produce the maximum results and find the underlying factors relate to willingness to communicate.

In this chapter, findings of each research questions were presented by providing the consistency or inconsistency of the results of our research with the studies in literature.

5.2. Discussion of findings with relation to research questions

The purpose of current study to answer these research questions.

Quantitative research questions:

1. What is the participants' level of agreement towards willingness to communicate?
2. Do participants' gender and their overseas experiences show any statistical difference in terms of their level of agreement towards willingness to communicate?
3. Do participants' willingness to communicate differ in terms of ELT students':
 - a. age, proficiency in English, medium of instruction at university;
 - b. having English speaking family member, the culture taught in ELT classroom, having friends from English speaking countries;
 - c. chat online, read or watch news in English, using social media in English, and reading English books.

Qualitative research questions

1. How do you think your proficiency in English influences your willingness to communicate in English? Why?
2. In your opinion, do you think the medium of instruction in English classroom (English or Turkish, or both) affect your willingness to communicate in English? Why?
3. Do you think travelling to foreign countries and having English-speaking friends influence your willingness to communicate in English?

4. Do you think that culture your teachers teach in your ELT classroom influence your willingness to communicate? (Global culture, target culture, Turkish culture, all of them).

5. Do you think chatting online with your English-speaking friends have any impact on your willingness to communicate? Please explain.

6. Do you think reading or watching news online and reading books in English has any relationship with your willingness to communicate? Please explain.

5.3. ELT student teachers' level of agreement towards willingness to communicate.

The first research question aimed to find out ELT student teachers' the overall level of agreements towards willingness to communicate in English. In order to analyze ELT student teachers' overall level of agreement towards willingness to communicate, descriptive statistics was conducted, means scores and percentage of each questionnaire item were calculated to find out if the answers towards each questionnaire item was high, medium or low.

According to the descriptive statistics, it can be reported that ELT student teachers' overall all degree of willingness to communicate was extremely high. It can be demonstrated from the tables in findings sections that almost 70% of ELT student teachers revealed their higher level of agreement towards their willingness to communicate. Only 30% of participants demonstrated the medium level of agreement to the willingness to communicate in question. In the current study, no questionnaire items demonstrated low level of agreement of willingness to communicate.

Interview results also supports the quantitative data. Majority of participants showed positive attitude towards willingness to communicate and stated the importance of it to ELT student teachers.

The result of current study shared the consistency with several existing studies in literature. (MacIntyre & Baker, 2002; Maftoon & Sarem, 2013; Afgari & Sadeghi, 2012; Baker & MacIntyre, 2000; Valadi, Rezaee & Bharvand, 2015, Yashima, 2002, Sari, 2016, Tsilakides & Keramida, Alemi et al., 2001, Baghaei & Dourakshan, 2012, Liu & Jackson, 2008, MacIntyre, 1994, Freiermuth & Jarrel, 2006). Majority of studies conducted in literature found the English language learners' high level of willingness to communicate in English.

To sum up, findings of the current study are in consistent with the findings existing in literature, which states that ELT student teachers' high level of agreement towards their willingness to communicate.

5.4. Gender, overseas experience, and willingness to communicate

The second research question aims to examine if ELT student teachers' willingness to communicate differ in terms of ELT student teachers' gender and willingness to communicate. In order to answer the research question, Mann-Whitney U tests were performed due to the non-normal distribution of research data.

Mann-Whitney Test results reported that there was no statistical meaningful difference found between ELT student teachers' willingness to communicate in terms of gender (sig. > 0.05) and overseas experience (sig. > 0.05). In the current study, there were 223 participants, and number of female participants were slightly higher than male participants. Moreover, the total mean of female participants was slightly higher than total mean of male participants. It suggested that female participants were slightly more willing to communicate in English. however, statistically, no meaningful significance was found between male and female participants' willingness to communicate.

As for the ELT student teachers' willingness to communicate in terms of overseas experience, no statistically significant difference found between ELT student teachers who had overseas experience and those who had no overseas experience. Even though the number of participants who had travelled abroad is less than those who did not, mean score of both groups were similar.

The findings of the current research on gender, some studies were in consistent with the findings of current research (Fatemipour & Shirmohamadzadeh, 2014). Some studies were inconsistent with the relationship between gender and willingness to communicate (Altiner, 2018; Asmalı, Bilki, & Duban, 2015; MacIntyre, 2002). There might be several reasons why gender did not show any statistical meaningful difference in terms of ELT student teachers' willingness to communicate. First of all, the current study was conducted on ELT student teachers, which means almost majority of participants were exposed to English language and target language context almost every day regardless of gender. As an ELT student teacher, almost 90% curriculum were taught in English, and English is the main language. Secondly, many instructors and lecturers of ELT student teachers had studies in English-speaking countries, which might have some influence of the current ELT student teachers' willingness to communicate positively. Finally, ELT student teacher were exposed the same classroom activity which aimed to improve their willingness to communicate, therefore, it could be no difference between male and female ELT student teachers' willingness to communicate.

For ELT student teachers' willingness to communicate in terms of their overseas experience, the findings of current research were not in consistency with the research in the literature (Kang, 2014). Kang's study suggested that overseas experience was the contributing factor for students' willingness to communicate. However, due to the constant exposure of target

language context in ELT department, ELT student teachers' willingness to communicate may not show any difference.

It is also interesting to note that even ELT student teachers' willingness to communicate did not show any difference, the interview results revealed the opposite, many participants stated overseas experience might help improve their willingness to communicate.

5.5. ELT student teachers' willingness to communicate in terms of age, proficiency, having English-speaking family members, culture taught in ELT classrooms, having friends from English-speaking countries, chatting online, reading and watching news in English and using social media in English.

The aim of last research question was to examine ELT student teachers' willingness to communicate in English from different variable such as age, proficiency in English, having English speaking family member, culture taught in ELT classrooms, having friends from English-speaking countries, chatting online, reading and watching news in English, and using social media. Among all of the variables mentioned above, ELT student teachers' proficiency in English, medium of instruction in ELT classrooms, chatting online, reading books in English showed statistically meaningful difference in term of ELT student teachers' willingness to communicate.

With regard to ELT student teachers' proficiency in English, it showed that ELT student teachers with higher level of proficiency in English demonstrated the higher level of agreement towards willingness to communicate. Several studied found in literature were in consistent with the findings of current findings (Yshima, 2002, Hashimoto; Alemi et al., 2001; Baghaei & Dourakshan, 2012; Liu & Jackson, 2008). No studies stated the negative relationship between students' proficiency with English learners' willingness to communicate. The current study

suggested that the more proficient ELT student teachers are, the more willing they are to communicate in English. Interview results also suggested that competence in English in terms of proficiency was significant for successful communication.

Medium of instruction of ELT classrooms also suggested that if the classroom language was English, ELT student teachers were more willing to communicate. The finding can be supported by MacIntyre's findings in 1996, MacIntyre's findings suggested that using target language in classroom could be the contributing factor for students' willingness to communicate. Also Interview results were in consistent with the quantitative results. Majority of participants feel more willing to communicate in English if the medium of instruction is in English (MacIntyre, 2002).

In terms of ELT student teachers' willingness to communicate in terms of the frequency of chatting online, the research findings found statistical meaningful difference among groups which chat online sometimes, always and never. The research finding suggest that ELT student teachers who always chat online demonstrated the higher willingness to communicate. It can be reported that the relationship between students' willingness to communicate and chatting online or spending time online in English has not researched a lot. Therefore, there were a few research found in literature (Freiermuth & Jarrel, 2006). The research finding of the current study was in consistent with the study performed by Freirmuth & Jarrel in 2016. The study also supported the positive correlation between English language learners' willingness to communicate and chatting online. Interview results also supported the quantitative data. In the interview, for instance, majority ELT student teachers stated chatting online gave them comfortable and less stressful environment to engage in conversation with people in English.

With regard to ELT student teachers' willingness to communicate in term of the frequency of reading books, it can be reported that frequency of reading books is in positive correlation with willingness to communicate. it can be demonstrated that the more frequent the ELT student teachers read books, the more willing the ELT student teachers demonstrate to communicate in English. However, rarely no researcher has examined the relationship between willingness to communicate and reading books. Therefore, the relationship between reading books and ELT student teachers could be the first result found in the literature.

5.6. Conclusion

In this part of the study, all research questions were answered. Firstly, the first research question was discussed and the consistency of the result in literature was supported with the similar study conducted by a number of researchers in literature. Secondly, the relationship with ELT student teachers' gender and overseas experience with willingness to communicate was presented specifically by providing the consistent or inconsistent findings of studies in literature. Lastly, the relationship with the online chatting, ELT student teachers' proficiency in English, the frequency of reading books in English, the medium of instruction taught in ELT classrooms were presented along with the related findings in literature. In the next chapter, the conclusion of the study was provided.

CHAPTER 6

CONCLUSION

6.1 An overview of the study

The main purpose of the thesis study was to elicit ELT student teachers' overall agreement to willingness to communicate. Then it aimed to examine if the ELT student teachers' willingness to communicate showed any statistical meaningful difference in terms of gender and participants' overseas experience. Lastly it aspired to investigate ELT student teachers' willingness to communicate in terms of ELT student teachers' age, proficiency in English, having English-speaking friends, having English-speaking family members, reading books, using social media, the frequency of chatting online, medium of instruction and culture taught in ELT classrooms.

As quantitative analysis, first of all, a willingness to communicate questionnaire (Simic, 2014) was used and semi-structural interview was conducted over 10% of research population. Spss 24 was used to perform quantitative analysis, and content analysis was performed for the interview notes. There were a total 223 number of ELT student teachers in this study, and most population was from one of the state university in Turkey. Mixed method research design was conducted for the methodology of this study. In this chapter, an overall conclusion of research questions was provided and limitation of the study and implication for further research was presented.

6.2. Conclusion

The study revealed that ELT student teachers' overall agreement towards willingness to communicate was considerably higher since majority of ELT student teachers (70%) showed higher level of agreement to the questionnaire. Besides, semi-structural interview notes also supported the higher degree of willingness to communicate of ELT student teachers.

On top of that it can be also reported that ELT student teachers' willingness to communicate failed to show difference in terms of gender and overseas experience. However, in the interview, the results were slightly different, some participants believed that travelling to foreign countries could improve ELT student teachers' willingness to communicate.

Lastly, it can be demonstrated that ELT student teacher's willingness to communicate showed statistically meaningful difference in terms of chatting online, medium of instruction, reading books and proficiency in English, most of the findings were in consistent with the findings in literature. Interview results also supported the quantitative results of the study.

6.3. Limitation of the study

Even though most of the findings of the current study was in consistent with the study in literature, there were some in consistency of the study. It is believed some limitation of the study resulted in these in consistencies.

First of all, there were only 223 participants in this study, the number of population could be expanded in order to produce the maximum results of ELT student teachers' willing to communicate.

Second of all, a comparative study could be conducted between ELT student teachers from different universities. In the current study, only one university ELT student teachers were

included. However, including several university ELT student teachers could produce more reliable and wide-scope findings for the literature.

Third of all, only 10% of whole population was taken for the interview, therefore, there were some inconsistency between statistical results and interview results. Expanding the number of interview participants could also result in findings which supported the statistical results.

Considering the number of participants' demographic information, it was difficult to equalize the number of participants' such as gender and overseas experience, even proficiencies. Equalizing number of participants' according to aforementioned variable could give more comparative findings, therefore, semi-controlled data sampling could be implemented.

6.Implication for future research

When it comes to the implication for the future research, it can be proposed to some feature of ELT student teachers could be added. Primarily, the current study focused on mostly outside factors of willingness to communicate such as chatting online, reading books in English etc. In-the-classroom features such as motivation, personality traits and peer feedback, communicative activities delivered by lecturers could be included for the future research.

Then, interview results also suggested international students' willingness to communicate also differ from native students in ELT departments, a comparative study on Turkish and international students' willingness to communicate could be conducted since some international students during the interview suggested willingness to communicate was affected by some cultural difference between Turkish and other non-Turkish cultures.

Lastly, teachers' impact on ELT student teachers' willingness to communicate could also be examined since lectures could also be contributing factors for ELT student teachers' willingness to communicate.

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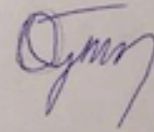
TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	Çağla ÖZEN BALIK
Tez Adı	English Language Teaching Student Teachers' Willingness to Communicate in English
Enstitü	Eğitim Bilimleri Enstitüsü
Anabilim Dalı	Yabancı Diller Eğitimi
Bilim Dalı	İngiliz Dili Eğitimi
Tez Türü	Yüksek Lisans
Tez Danışman(lar)ı	Dr. Öğrt. Üy. Derya YILMAZ
Çoğaltma (Fotokopi Çekim) İzni	<input type="checkbox"/> Tezimden fotokopi çekilmesine izin veriyorum <input checked="" type="checkbox"/> Tezimin sadece içindekiler, özet, kaynakça ve içeriğinin % 10 bölümünün fotokopi çekilmesine izin veriyorum <input type="checkbox"/> Tezimden fotokopi çekilmesine izin vermiyorum
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Hazırlamış olduğum tezimin yukarıda belirttiğim hususlar dikkate alınarak, fikri mülkiyet haklarım saklı kalmak üzere Uludağ Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı tarafından hizmete sunulmasına izin verdiğimi beyan ederim.

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