Cilt 5 / Sayı 3, 2017
Eğitimde Nitel Araştırmalar Dergisi - ENAD
Journal of Qualitative Research in Education - JOQRE

Willingness to Communicate (WTC) among Intermediate-level Adult Turkish EFL Learners: Underlying Factors

Orta Seviye Yetişkin Türk Öğrencilerin Derse İngilizce Katılım İstekliliğini Etkileyen Faktörler

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To cite this article/Atıf için:
Aydın, F. (2017). Willingness to communicate (wtc) among intermediate-level adult Turkish EFL learners: Underlying factors. *Eğitimde Nitel Araştırmalar Dergisi - Journal of Qualitative Research in Education*, 5(3), 109-137. www.enadonline.com DOI: 10.14689/issn.2148-2624.1.5c3s5m

Abstract. The present qualitative study investigates the underlying factors of willingness to communicate (WTC) among intermediate-level adult Turkish EFL learners studying at the school of foreign languages of Anadolu University. WTC is defined as "a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (MacIntyre, Clement, Dörnyei and Noels, 1998: 547). In the current study, WTC refers to a more general willingness to participate in English lesson, communicate in English both verbally and in a written way and accordingly learn English. The participants are five students who are believed to have varying levels of WTC according to their teacher's observation. They were told the purpose of the study and what is exactly meant by WTC. The qualitative data were collected using an open-ended questionnaire, two sessions of semi-structured interviews and six journal entries per participant. The data were analyzed using thematic analysis. Once the codes and themes were constructed and as a result the factors affecting the participants' WTC behavior in a foreign language classroom were found, quotations were provided to support the findings. Finally, implications for teachers and administrators and suggestions for further research were propounded.

Keywords: Willingness to communicate, classroom participation, EFL learners, school of foreign languages

Article Info
Recieved: 31.07.2017
Revision: 13.10.2017
Accepted: 18.11.2017

Öz. Bu nitel çalışma, Anadolu Üniversitesi Yabancı Diller Yüksekokulu'nda okuyan, İngilizce'yi yabancı dil olarak öğrenen, orta-seviye yetişkin Türk öğrenciler arasında, İngilizce iletişim kurmaya istekliliğin altında yatan faktörleri araştırmaktadır. "İngilizce iletişim kurmaya isteklilik" İngilizce'yi kullanarak, belli kişi veya kişilerle iletişime girmeye hazıroluş olarak tanımlanabilir. Bu çalışmada ise, bu ifade derse İngilizce'yi kullanarak katılmayı, hem sözlü hem de yazılı olarak İngilizce iletişim kurmayı, ve dolayısıyla da İngilizce öğrenmeye istekli olmayı ifade etmektedir. Katılımcılar, öğretmenlerinin gözlemlerine dayalı olarak, istek seviyelerinin değişken olduğu düşünülen beş öğrencidir. Katılımcılara çalışmanın amacı önceden anlatılmıştır. Nitel veri, açık uçlu sorular, yarı yapılandırılmış bireysel ve yüz yüze görüşmeler ve her bir katılımcının tuttuğu günlüklerle toplanmıştır. Veri tematik analizle analiz edilmiştir. Kodlar ve temalar oluşturulup, katılımcıların İngilizce iletişim kurmaya istekliğinin ya da isteksizliğinin altında yatan faktörler bulunduktan sonra, verileri desteklemek amacıyla alıntılara yer verilmiştir. Son olarak, yabancı dil öğretmenleri ve idareciler ve ileriki çalışmalar için öneriler verilmiştir.

Anahtar Kelimeler: İngilizce iletişim kurmaya isteklilik, yabancı dili kullanma, derse katılım, İngilizce'yi yabancı dil olarak öğrenenler, hazırlık okulu

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Introduction

Why do some students seek opportunities to use their second language (L2) for communication, while others, even if they are linguistically more competent, are unwilling to communicate? This is a question asked by many language teachers who would like to have students who are willing to communicate when they have the opportunity to do so, whether inside or outside the classroom. However, in most cases, L2 students refuse to communicate in L2 and habitually choose to remain silent (MacIntyre & Doucette, 2010; Zarrinabadi, Ketabi & Abdi, 2014). Ironically, MacIntyre and Charos (1996) point out that the primary reason for learning a second/foreign language is using it for communication whether one's orientation for language learning is rooted in the desire to meet new people, travel, get to know other cultures, or merely to use it for one's job. Especially since the emergence of Communicative Language Teaching (CLT), "authenticity, real world stimulation and meaningful tasks" have become the main characteristics of classrooms (Khazei et al., 2012). Therefore, learners need to be willing to communicate in the foreign language in order to learn it, and their participation in oral tasks is crucially important (Bernales, 2016). Willingness to communicate (WTC), developed as a model by MacIntyre, Dörnyei, Clement, and Noels (1998), is defined as "a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (p.547). The model consists of stable enduring influences such as personality traits and situation-specific influences such as desire to communicate with a specific person. Therefore, WTC is said to depend on a variety of factors, and integrates psychological, linguistic, and communicative variables to describe, explain, and predict second language (L2) communication. It is considered as a potentially fundamental concept for the accomplishment of effective interaction and language production (Khazaei, Zadeh & Katebi, 2012). Therefore, promoting students' WTC is a required task considering the increasing demand for communicatively competent users of English in the globalized world. Unwillingness to communicate in the language classroom, on the other hand, decreases learners' chances of successful acquisition, and is likely to cause ineffective interaction and language production (Pawlak, 2015; Riasati, 2015).

In countries where English is learned as a foreign language, classroom learning, namely learning the target language in the classroom in a formal way, and thus WTC plays a far more crucial role as learners are bound to have fewer opportunities to use the foreign language outside the classroom (Zhou, 2015). However, foreign language learners sometimes might lose motivation to make profitable use of these chances. As for why this poses a problem for foreign language development, Allwright (1984) notes that "the first, most obvious and best established reason for 'getting them *(L2 learners)* communicate' is that communication practice in the classroom is pedagogically useful because it represents a necessary and productive stage in the transfer of classroom learning to the outside world." (p. 156-157) In addition to this, teachers may not approach their students WTC behavior appropriately disregarding its multifaceted structure, which is the other side of the problem concerning L2 WTC.

With this regard, investigating WTC in EFL contexts, seems to be a pertinent concern for ELT practitioners, and is of paramount importance for a number of reasons. First, high level of WTC is likely to boost motivation among students to seek out opportunities to use English in the classroom (Peng, 2012). Second, it is important for language teachers to understand the interaction and interdependence among individual, environmental and linguistic factors underlying WTC since it is a direct predictor of frequency of communication in the language the classroom (Cao, 2011). Furthermore, recognizing the role of WTC in language learning as an important learner variable will help ELT practitioners attend to their students' WTC behavior more appropriately. In this sense,

research reveals that teachers should not attribute their students' WTC to a single source (Cao, 2011). Rather, it is appropriate for them to recognize that there is much more involved underlying learners' WTC behavior including individual, environmental and linguistic factors. In other words, teachers should be concerned with the different ways in which students participate or avoid participating in class instead of limiting classroom participation to monitoring if and how many times students raise their hands to answer questions (Bernales, 2016). As a result, these different ways and the factors underlying WTC can be better understood through more research in a variety of EFL contexts and useful implications might be provided accordingly.

Çetinkaya (2005) states that although a considerable number of studies have been conducted on L2 WTC, most of these studies are from Canada and have been carried out with Anglophone students learning *French as a second/foreign language* (MacIntyre, Baker, Clement, Donovan, 2002; MacIntyre, Charos, 1996). There are relatively fewer studies conducted with students learning English as second/foreign language. Furthermore, despite the abundance of related research around the world, WTC has not taken much consideration in Turkey (Öz, Demirezen, & Pourfeiz, 2015). As regards to why further research on L2 WTC is needed in Turkish context, it is worth mentioning that Turkey is in the expanded circle with regard to the place and role of English, where L2 learners' chances of L2 communication is limited to classroom only (Büyükkantarcıoğlu, 2004, as cited in Szczepaniak, Pathan & Soomro, 2013). Therefore, the underlying reasons of their (un)willingness to communicate in the target language inside class should be investigated. Additionally, considering the context-specific nature of WTC, further research will enable us to better understand learners' L2 WTC behavior. Consequently, ELT practitioners in Turkey are likely to benefit from the findings of the present study. Specifically, English instructors and administrators in intensive English programs in Turkey might gain further insights into the enduring and situation-specific factors underlying WTC among Turkish EFL learners.

Within this regard, the purpose of the present qualitative study is to explore the enduring and situation-specific factors underlying WTC in class among intermediate-level adult Turkish EFL learners at a state university. For this purpose, the present study attempts to seek answers to the following research question:

- What are the underlying factors of WTC in class among intermediate-level adult Turkish EFL learners at a state university?

Literature Review

Willingness to Communicate (WTC), based on Burgoon's (1976) work on unwillingness to communicate, was first developed by McCroskey and Baer (1985) in L1. Following McCroskey and associates, by MacIntyre, Dörnyei ,Clement, and Noels (1998), applied WTC to L2, and developed a heuristic model of variables influencing WTC, according to which there are six layers, namely *communication behavior, behavioral intention, situated antecedents, motivational propensities, affective cognitive context and social* and *individual context*. The first three layers represent the situational influences on WTC (state level), whereas the latter three layers represent the enduring influences on WTC (trait level). The situational influences depend on the specific context and are considered as more transient. The enduring influences, on the other hand, are stable, long-term features of the environment or person regardless of the situation (MacIntyre, et al., 1998). This heuristic model of variables influencing WTC shows that there are a wide array of variables that may

have potential impact on L2 WTC. In other words, L2 WTC is multifaceted, and is influenced by the joint effect of numerous variables that might be both internal and external to the learners. This is likely to explain why people show a great deal of variability in their willingness to communicate. So far, a good deal of research has been conducted on these internal and external variables influencing L2 WTC, which has lent support to the intertwined relationship between L2 WTC and other variables (Peng & Woodrow, 2010).

Peng (2012) notes that there have been two methodological orientations in L2 WTC research, namely quantitative methods and qualitative methods. Research studies utilizing quantitative methods have investigated the relationship between L2 WTC and other variables such as personality, age and gender, attitudes and motivation, L2 communication confidence, learner beliefs, notions of hesitation, preoccupation and volatility feature, and class size. It is worth mentioning that majority of these studies have been conducted with Anglophone students learning French as a second language. MacIntyre and Charos (1996), for instance, investigated the relations among attitudes, motivation, perceived competence and anxiety in predicting success in L2 learning and communication, and examined their impact on the frequency of L2 communication and the role of global personality traits (extroversion, agreeableness, conscientiousness, emotional stability and intellect) using path analysis. The participants were Anglophone students who spoke English as their native language and possessed only a minimal level of competence in French. It was found that L2 communication is related to willingness to engage in L2 communication, motivation for language learning, the opportunity for contact and perceived competence. Perceived competence, in turn, was found to be affected by language anxiety, intellect and the social context. As for the role of the personality traits, it was noted that they had influence on language-related attitudes, language anxiety, perceived competence, motivation for language learning and willingness to communicate, and contributed to the frequency of L2 communication along with social context. MacIntyre, Baker, Clément and Donovan (2002**)**, similarly, investigated L2 communication among students in a junior high French late immersion program examining the effects of language, sex, and grade on WTC, anxiety, and perceived communication competence on frequency of communication in French, and on the attitude and motivation variables, globally and at each grade level. Results indicated that there were significant main effects of language, sex and grade on WTC. WTC was higher in L1 than in L2, higher among girls than among boys, and higher in grades 8 and 9 than in grade 7, but not significantly different between grades 8 and 9. MacIntyre and Doucette (2010**)** examined the relationship between action control variables (hesitation, preoccupation and volatility), perceived competence, language anxiety and WTC inside and outside the classroom among high school students who are English learners of French in Canada. The data were collected through a total of ten scales, and analyzed using correlations and path analysis. It was found that WTC was significantly correlated positively with perceived competence, and negatively with anxiety speaking the L2 (French). In addition to this, perceived competence in French was negatively correlated with anxiety speaking the L2. Furthermore, L1 WTC was positively correlated with L1 perceived competence and negatively correlated with anxiety. Additionally, L1 and L2 trait-like WTC and perceived competence were significantly correlated, but L1 anxiety and L2 anxiety were not. Lastly, the only significant correlation among the three subscales of action control was between preoccupation and hesitation.

There are some other studies that have been carried out with students learning English as a foreign language as well. Yashima (2002), for example, tested L2 communication model with a group of Japanese students learning English as a foreign language. According to the L2 communication model tested in this study, the general attitude, also referred to as the international posture, is assumed to

affect the level of motivation, which, in turn, affects L2 proficiency. L2 proficiency is assumed to affect L2 communication confidence, while the level of motivation is assumed to affect L2 WTC. It was noted that the results of the data analysis supported the model tested in this study. In conclusion, international posture influenced motivation, which, in turn, contributed to L2 proficiency and L2 communication confidence. Additionally, L2 communication confidence and international posture were found to have a direct effect on L2 WTC, while the international posture also indirectly affected L2 WTC through motivation for language learning and L2 communication confidence. Peng and Woodrow (2010), similarly, tested a hypothesized model integrating WTC in English, communication confidence, motivation, learner beliefs, and classroom environment. The participants were Japanese EFL students majoring in non-English disciplines. The data were collected using a variety of scales, and analyzed using Structural Equation Modeling (SEM). The results showed that classroom environment influences WTC as well as communication confidence, learner beliefs, and motivation. Motivation, on the other hand, predicts WTC indirectly through confidence. Additionally, the results revealed direct effect of learner beliefs on motivation and L2 communication confidence. At another EFL context, Khazaei, Zadeh and Ketabi (2012) investigated the effect of class size on the Iranian EFL students' WTC among three different class sizes. The data were collected from three classes, sized 5, 10 and 15 respectively, through six classroom observations each of which lasted for one hour and half during six weeks. Quantitative data were obtained from these observations by estimating the turn of talks and talk time for each student. It was found that the class size had a significant effect on the students' willingness to communicate. In other words, students were more willing to communicate in small classes because they had more opportunities to participate.

Of the research studies employing qualitative research methods, Kang (2005) examined how situational WTC emerges through the role of situational variables. The participants were four Korean EFL students who came to the United States for educational purposes or to improve their spoken English skills. The data gathered from interviews, videotaped conversations and stimulated recalls were analyzed by means of inductive analysis. As a result, it was found that L2 WTC emerged from a combination of psychological conditions, namely excitement, responsibility and security, which were co-constructed by such interacting situational variables as topic, interlocutors and conversational context. Depending on these findings, it was concluded that L2 WTC is a dynamic situational concept that can change time to time rather than a trait-like predisposition. Similarly, Cao and Philip (2006) investigated trait-like WTC and situational WTC in a second language, and examined the consistency between L2 learners' self-report WTC and their actual WTC behavior in a second language classroom by adopting methods of classroom observation, participant interviews and questionnaires. The participants were intermediate-level international students enrolled in an intensive General English program at a university-based private language school in New Zealand. As a result, self-report WTC mismatched with the participants' actual classroom behavior, suggesting that learners' WTC behavior is influenced by both trait-level and state-level WTC. In addition to this, a number of factors were found to influence the participants' WTC behavior in class, such as the group size, familiarity with interlocutors, interlocutors' participation, familiarity with the discussion topics, self-confidence, medium of communication and cultural background. In a multiple case study, Cao (2011) investigated the dynamic and situated nature of WTC in second language classrooms. Data were collected through classroom observations, stimulated-recall interviews and reflective journals from six students from one intact advanced-level English as Academic Purposes (EAP) class at a university in New Zealand. To analyze the data, a classroom observation scheme containing WTC categories was created. These categories included volunteering an answer, asking the teacher a question, trying out a difficult form in the target language and presenting own opinion in class. It was found that situational willingness to communicate in L2 classrooms emerged from the joint effects of

individual factors, referring to *perceived opportunity to communicate, personality, self-confidence, emotion,* and environmental conditions, namely *the topic, task type, interlocutor, teacher* and *class interactional pattern.* In another multiple case study, Peng (2012) explored factors influencing WTC in EFL classrooms in China from an ecological perspective. Four university students participated in the current study and the data was collected through semi-structured interviews, learning journals and classroom observations over seven months. Content analysis was used to analyze the data. According to a nested ecosystems model, six factors underlying classroom WTC were found in the microsystem: learner beliefs, motivation, cognitive factors, linguistic factors, affective factors and classroom environment.

Having utilized both quantitative and qualitative methods, MacIntyre, Burns and Jessome (2011), part of a larger project, investigates ambivalence about communicating in a second language among junior high school students enrolled in a French immersion program. For the accomplishment of the current study, the participants first completed a questionnaire including information on their linguistic background and frequency of French communication. In addition to this, their language learning orientations were also assessed. However, the main data collection instrument was focused essays asking the participants to write up to six situations in which they were the most willing to communicate in French, and six situations in which they were the least willing to communicate in French. As a result, a considerable similarity was found between the situations that contribute to WTC and those that discourage WTC. The situations that the participants described referred to both communicating at school with teacher and peers, and communicating outside of school with family, friends, strangers and media use. Additionally, perceived competence, autonomy and relatedness emerged as the key terms. The current study reveals that the situations in which students are most or least willing to communicate may be quite similar to each other, indicating that communication context is likely to move learners from a state of willingness to unwillingness to communicate or vice versa.

When it comes to the L2 WTC behavior of Turkish EFL learners, which has been densely investigated, Çetinkaya (2005), in her dissertation, examined whether Turkish college students who were learning English as a foreign language were willing to communicate in English when they had the opportunity to do so. She further examined whether the WTC model, developed by MacIntyre et al. (1998), explained the relations among social-psychological, linguistic and communication variables in Turkish EFL context. The data were collected using a WTC questionnaire administered to a large group of college students in Turkey, and interviews conducted with a smaller group of randomly selected students who had already answered the questionnaire. The quantitative data were analyzed employing Structural Equation Modeling (SEM), while the interviews were used to elaborate the quantitative results. The results indicated that Turkish college students who were learning English as a foreign language showed moderate motivation to learn English, had a positive attitude toward the international community, had low communication anxiety, perceived themselves to be somewhat competent in English communication, were slightly extraverted, and somewhat willing to communicate in English. It was also reported that the participants' WTC behavior was directly influenced by their attitude toward the international community and their perceived linguistic self-confidence. Moreover, the participants' motivation for learning English and their personality with regard to being an introvert and extrovert was indirectly related to their WTC behavior via linguistic self-confidence. Furthermore, the participants' attitude toward the international community was related to their personality.

In a quantitative study with similar objectives, Öz, Demirezen, and Pourfeiz (2015) investigated Turkish EFL learners' perception of WTC and its relationship with communication factors such as communication apprehension, self-perceived communication competence and affective factors such as integrativeness, attitudes towards the learning situation, motivation, instrumental orientation and ideal L2 self. The participants were a group of EFL learners of a teacher education program at a major state university in Turkey. The data were collected using a variety of scales, and analyzed using Structural Equation Modeling (SEM). As a result, it was found that communication competence and communication apprehension strongly predicted WTC, whereas motivational factors were found to have an indirect effect on WTC. Additionally, the proposed model accounted for 63% of the variance in WTC, which means that communication competence, communication apprehension and motivational factors all together explain 63% of the variance in WTC among Turkish EFL learners.

To iterate, a review of the studies investigating willingness to communicate (WTC) among L2 learners reveals a number of common findings. First, WTC behavior of L2 learners is multi-faceted and thus a complex construct. Second, it is affected by a wide array of factors that might be both trait-like and situational. Third, it is dynamic, which means that it may undergo change easily. Lastly, it is context-specific, which means that once the individuals and the context change, divergent findings are likely to arise. Therefore, further research is still required to be able to gain better and clearer insights into WTC behavior of L2 learners, a thorough understanding of which will be beneficial for both learners and teachers.

Methodology

Research Site

For the purpose of the current multiple case study, the data were collected at Anadolu University School of Foreign Languages (AUSFL). AUSFL operates on the semester system and adopts an integrated approach to foreign language learning. AUSFL determines learners' proficiency level according to Global Scale of English (GSE). GSE puts learners at a precise point on a scale from 10 to 90, in each of which there are specific learning outcomes. According to this scale, points from 22 to 29, 30 to 35, 36 to 42 and 43 to 50 correspond to levels D, C, B and A, respectively from the lowest to the highest in terms of English proficiency. It is worth mentioning that these levels are determined as a result of a requisite placement test and a proficiency exam that are carried out at the beginning of the fall term.

Each class at AUSFL consists of 20 to 25 students who are taught by three English instructors collaboratively. There are three main teaching materials, namely a course book, a supplementary pack prepared by a group of instructors and an online system provided along with the course book. Assessment occurs through two mid-term exams and a final exam. It is worth noting that there are also a lot of extra-curricular activities carried out by the instructors and students at AUSFL. In other words, AUSFL recognizes that it is essential to keep L2 learners active and get them communicate inside and outside the class.

Participants

Preliminary data were collected from 17 intermediate-level (level A according to GSE) adult Turkish EFL learners. Subsequently, five of these learners were asked for further data collection. In

determining these five participants, extreme case sampling was employed. Creswell (2012) states that extreme case sampling is used to describe particularly troublesome or enlightening cases. These five participants were believed to enlighten the case considering that they differed in their English proficiency within the same class and WTC behavior depending on their mid-term scores and their teacher's observation for eight weeks prior to the data collection, which is also why the present study is a multiple case study. Table 1 below displays the participants of the current study.

Table 1.
The Participants

	Gender	Semesters at AUSFL*	Repeat at AUSFL**	Mid-term I Score***	Attendance****	WTC*****
Jack	Male	2	No	78	75 (99%)	+
Daisy	Female	2	No	76	71 (93%)	+
Tom	Male	2	No	86	73 (96%)	_
John	Male	4	Yes	64	52 (68%)	_
Rose	Female	4	Yes	70	63 (83%)	+

* How many semesters has the student spent at AUSFL?
** Did the student repeat any of his/her classes at AUSL?
*** Out of 100 (The average mid-term score for the whole class (N=22) is **67**.)
**** How many hours has the student been present in class so far out of 76 class hours?
***** The participants' WTC behavior (negative or positive) depending on their teacher's observation.

As Table 1 shows, two of the five participants are females. Two of them have repeated one of their classes before and thus have been attending AUSFL for two years. One of the two participants who are assumed to have low WTC has the lowest mid-term score, while the other has the highest. The participant with low WTC and the lowest mid-term score is also the one who has attended classes the least so far.

Data Collection

The current study was carried out in 2015-2016 Spring Semester right after the first mid-term exam that the participants sat in week nine of the semester. Multiple data were collected through an open-ended questionnaire, semi-structured interviews and journals kept by the participants. The purpose of the open-ended questionnaire was to elicit overall opinion of a larger sample (N=17) of the whole population with regard to the reasons why they are willing/unwilling to communicate in English in class. Further data were collected from a relatively smaller sample (N=5). Two sessions of semi-structured interviews were conducted individually with each participant. The first session focused on building rapport and informing the participants about the overall aim of the current study. The second session was conducted one week later, and each participant was interviewed on a different day after their regular classes. The interviews were conducted in Turkish and audio-recorded. Each interview in the second session lasted 30-40 minutes. There were five interview transcriptions. Translations are the researcher's. The participants were also asked to keep a journal twice a week for three weeks. The purpose of the journals was to contemplate how the participants felt with regard to their WTC behavior on a specific day, and support the findings gathered through the open-ended questionnaire and the semi-structured interviews. There were 30 journal entries. Translations are the researcher's.

To ensure the reliability and validity of the data collection instruments of the currents study, a group of experienced English language teachers who hold an MA degree in English Language Teaching

(ELT) and were doing their PhD in the same field during the administration of the current study were asked for their opinion of the questions in the open-ended questionnaire, semi-structured interviews and journals. In addition to this, semi-structured interview questions were piloted with a student sharing similar characteristics with the actual participants of the current study. Necessary amendments were made on the questions accordingly. Furthermore, the first two journal entries of all of the participants were checked by the researcher, and the participants were asked to give some examples or elaborate what they had written when necessary.

Data collection took a total of five weeks. In the first week, the first sessions of the interviews were conducted and the semi-structured questionnaires were administered. In the second week, the second sessions of the interviews were conducted. The participants kept journals for the following three weeks.

Data Analysis

In the current study, there are three main sets of data, namely the participants' answers to the open ended questions, audio-recordings of the interviews and journal entries. Prior to data analysis, audio-recordings of the interviews were transcribed. The researcher herself made the transcriptions to be familiar with the data. Then, the participants' answers to the open-ended questions about the reasons of their willingness and unwillingness to participate (to communicate in English) in class were listed. Subsequently, transcribed interviews and the journal entries were analyzed using thematic analysis. Thematic analysis is defined as "a method for identifying, analyzing and reporting patterns (themes) within the data" (Braun & Clarke, 2006: 79; as cited in Liamputtong, 2009:135). The researcher first read each transcript and journal entry to make sense of what had been reported by the participants as a group without making any notes or interpretations. After the first reading, a few general notes were made about what turned out to be interesting or important. The researcher read through the overall data once again making marginal notes this time. The different codes identified in the initial coding were connected into categories and sub-categories. Finally, themes were found by making connections between these categories and sub-categories.

It is worth mentioning that the interview questions in the present study covered the participants' English learning background (question 1), their perceptions with regard to knowing English (question 2), their perceptions with regard to what to do to learn English (question 3), their perceptions with regard to opportunities to use English in class (question 4), their perceptions with regard to their class atmosphere (question 5) and the extra-curricular activities that they find helpful to learn English (question 8) along with their perceptions with regard to their WTC behavior in class and the factors affecting their WTC behavior (questions 6, 7). The main data were elicited from the participants' answers to the questions 6 and 7 as well as the journal entries. Their answers to the rest of the questions were roughly interpreted without constructing codes and themes.

Once the codes and themes were constructed and as a result the factors affecting the participants' WTC behavior in a foreign language classroom were found, quotations were provided to support the findings.

Concerning the reliability of the findings, it is worth noting that the initial coding was carried out with a group of English language teachers who were doing their PhD in English Language Teaching (ELT) department. In addition, themes, categories and sub-categories were checked by the same group of teacher researchers and an ELT professor who can be considered as an expert in educational qualitative studies.

Findings

Findings reveal that except Daisy and Rose, the participants are not content with their previous English learning experience. They indicate that their high-school English education was based mainly on grammar teaching and memorization. They complain that there were not enough interactive, communicative activities. They also maintain that foreign language teaching is not paid enough attention in highs schools in Turkey and the time allocated for English lessons are generally used for other school subjects. Daisy and Rose, on the other hand, report that their English lessons were based on four skills and their teachers got them to communicate in English.

The participants all consider that knowing English is important for them. The reasons why they consider knowing English is important include opportunities for finding a job, having access to international sources, opportunities for Erasmus and post-graduate education and keeping the brain active. With regard to their perceptions of what it means to know English, they mention *ability to communicate with others*, *ability to express oneself* and *ability to make and understand complicated sentences*.

With regard to what the participants think is necessary to do to learn English; they all mention watching movies, TV series and videos in English. In addition to this, they report that it is very important to learn new vocabulary, read lyrics and guess their meanings, write in order to learn how to make sentences, make foreign friends to speak to and listen to other students speaking English. Jack and Daisy maintain that it is essential to listen to the teacher during the lesson to be able to learn English well. Jack also emphasizes curiosity to be able to learn any foreign language. Daisy and Rose underscore the importance of producing the language via speaking practice. Rose also indicates that it is crucial to get feedback in order to correct one's mistakes.

Concerning their perceptions of the class atmosphere, the participants agree that most of the students in their class do not seem to be willing enough to learn English, which causes arguments with the teacher and the class atmosphere to be negative. Additionally, they indicate that they do not talk to or see each other outside the class, which, however, they say does not have any effect on their willingness to communicate in class at all. Jack reports that the students for whom prep school is elective are negatively affecting the class atmosphere. Daisy comments that boys outnumber girls, which, as she asserts, affects the atmosphere in a negative way.

The participants of the present study state that there are not enough opportunities for speaking and writing in their class. Daisy indicates that there are enough opportunities to use English in class but not enough for the proficiency exam. Rose claims that Turkish is the mainly spoken language, leaving not enough time for English. She also states that that students are not at the same proficiency level prevents them from having enough opportunities to use English in class. Tom suggests that each teacher should focus on a separate skill for the students to be able to have enough opportunities to use English in class.

Lastly, extra-curricular activities that the participants do or think are good to learn English include watching movies and TV series in English, playing online games, surfing the Internet in English, reading and listening in English and having a pen-pal. They do think that reading books is also a good way but boring or tiring because of the unknown vocabulary. Table 2 below shows a summary of these findings.

Table 2.
The Participants and Their Perceptions

	Jack	Daisy	Tom	John	Rose
Background	Not good Based on memorization and grammar teaching	Good Based on all skills	Not good Not enough activities No homework	Not good "It would be much better for my education and future career if my previous education had been good enough."	Good Based on four skills
Perceptions of knowing English	Ability to communicate with others Opportunities for finding job	Based on ability and aptitude Opportunities for career and job Access to international sources Opportunities for Erasmus and post-graduate education	Ability to communicate with others Access to more sources	Ability to express yourself Opportunities for finding job	The ability to make and understand complicated sentences Important and fun Good for job opportunities and keeping the brain active
Perceptions of what to do to learn English	Curiosity Watching movies/TV series with English subtitles Focusing on the lesson and the teacher	Listening to the teacher in the lesson Not giving up speaking despite mistakes Watching movies/TV series Reading books (tiring because of unknown vocabulary) Focusing on grammar and speaking in class	Making foreign friends Watching interesting videos in English Having opportunities to use English in class Learning new vocabulary	Watching movies/TV series without subtitles Reading lyrics and guessing their meanings	Learning new vocabulary Writing (to learn how to make sentences) Speaking Getting feedback Listening to other students speaking English
Perceptions of class atmosphere	"Students are not willing enough to learn English." "Those who learn English as an elective course affect the class atmosphere in a negative way."	Boys outnumber girls, affecting the atmosphere in a negative way Most of the students are unwilling, causing arguments with the teacher	Negative classroom atmosphere Students not talking to each other outside class	Negative classroom atmosphere Students not seeing each other outside class	Most students are not interested in lesson, not willing to communicate in English. "Unwilling students cause the class atmosphere to be negative."
Perceptions of opportunities to use English in class	Not enough opportunities for speaking	Enough opportunities to use English in class, but not enough for the proficiency exam	Not enough opportunities for writing I don't use the opportunities For more opportunities, each teacher should focus on a separate skill	Not enough opportunities to use English in class because of teachers Students are interested in everything other than the lesson	Not enough opportunities to use English in class especially for writing and speaking Too much time allocated for speaking Turkish in class "Students are not at the same proficiency level, which prevents us from having enough opportunities to use English in class."

Extra-curricular activities	Watching movies/TV series in English Playing online games Reading books (boring)	Watching movies/TV series with English subtitles (DVDs of the book are boring)	Surfing the internet in English Reading/listening in English Having a pen-pal "Such informal ways are better to learn a foreign language."	Watching movies/TV series in English "There used to be movie days every week, I wish it had continued."	"I have lost my motivation for extra-curricular activities because of the negative atmosphere in my class and dorm and family pressure to pass the prep-school."

Underlying Factors of WTC

As a result of the thematic analysis, in which codes and themes were constructed as a result of reading and rereading the entire data many times, nine factors were found to affect WTC among intermediate-level adult Turkish EFL learners participating in the current study. These factors are ***the teacher***, ***the student***, ***other students***, ***class atmosphere***, ***topic***, ***materials, activities, administration*** and ***others***.

The Teacher

The participants indicate that the teacher is one of the most important factors affecting their willingness to communicate in English in class. *The teacher's attitude towards the students*, *the teacher's teaching* and *the teacher's character* are the categories related to the teacher theme with regard to WTC among intermediate-level adult Turkish EFL learners participating in the current study. Regarding the *teacher's attitude towards the students*, the teacher's not listening to the students or pretending not to hear them during the lessons, showing disrespect to them with the way he/she speaks to them and not trusting the students decrease the student's WTC.

> *"Öğretmenin kesinlikle öğrenciyle iletişim içinde olması lazım. Mesela bir*
>
> *tane hocamız var, ben bir şey söylüyorum ya duymuyor, ya yanlış anlıyor, ya da duymazdan geliyor. Ama öğretmenim tarafından anlaşılabiliyorsam bu güzel bir şey. "*
>
> *"The teacher should definitely be in contact with students. For instance, we have a teacher, I say something, he either doesn't hear or doesn't understand or pretends not to hear. However, it is good if I get understood by my tecahers."* (Jack)

The findings also reveal that some students are discouraged when the teacher tells them that it is early or unnecessary to try to learn more than they can comprehend. The following quotation exemplifies this finding:

> *"Bir ara özet çıkarıyorum, hocaya gösteriyordum. Biri beğenmişti devam etmemi istemişti, motivasyonumu artırdı. Başka bir hoca olumsuz eleştirirler yaptı ben de vazgeçtim. Daha çok öğrenmeye çalıştığımda öğretmen erken ya da gereksiz derse de motivasyonum düşer."*
>
> *"I used to write summaries and show them to my teacher. The teacher appreciated it and encouraged me to continue, which motivated me. Another teacher, however, criticized me for doing so and I gave up. If the teacher tells me that it is early for me or unnecessary when I try to learn more, I get demotivated."* (Rose)

Additionally, the teacher's not warning the students who do not listen to the teacher or the students who speak, participate and communicate in English was found to affect some students' WTC negatively. Some students expect the teacher to get all of the students to be busy doing something related to the lesson. For example:

> *"Her zaman derse katılan insanlar bir arada bulunmuyor ama öğretmenin bunu kamufle edebilmesi lazım. Öğretmen derse katılmak isteyemeyenleri derse katmaya çalışmalı, onların dikkatini bir şeye toplamalı mesela writing yapabilirler, böylece diğerleri de rahatsız olmaz. ... Öğretmen sınıfta otorite kurmalı, haylaz öğrencileri kontrol altında tutmalı."*
>
> *"Unfortunately, not all the students participate in class, but the teacher should prevent this. The teacher should try to get the students who are not willing to participate to be busy and focus their attention on something. For example, a writing task may be assigned to them so that the other students will not be disturbed. ... The teacher should be the authority in the class and monitor the unwilling students."* (Rose)
>
> *"Bir hocanın dersinde özellikle aktivite yapamıyoruz çünkü hoca sınıfta otorite kuramıyor, herkes başka bir şeyle ilgileniyor, böyle olmamalı.*
>
> *"We cannot do any activities in the lessons of one of our teachers because the teacher cannot assert himself. Everybody is busy with something other than the lesson, which is not good."* (John)

However, there were some negative comments with regard to the teacher's warning the unwilling students as well:

> *"Çoğu insan ders dinlemek istemiyor. İsteğe bağlı öğrenciler çok isteksiz. Dersi dinlemeyene zorla ders dinletmeye çalışınca, öğretmen sürekli uyarınca, karmaşa oluyor, dinlemiyorsa rahatsız etmesin yeter bence."*
>
> *"Most of the students are unwilling. When they are warned by the tecaher and forced to participate, there is chaos. They do not have to participate; however, they should not disturb the others."* (Daisy)
>
> *"Öğretmenin sürekli diğer öğrencileri uyarması da dikkatimi dağıtıyor."*
>
> *"When the teacher warns the other students constantly, I get distracted."* (Rose)

Concerning the teacher's teaching, providing feedback, showing enthusiasm for teaching, having daily chats with students and establishing rapport seem to increase WTC among intermediate-level adult Turkish EFL learners participating in the current study.

> *"Öğretmenin de öğretmeye istekli olması beni olumlu etkiliyor.*
>
> *"I am positively affected when the theacher is enthusiastic to teach."* (Jack)
>
> *"Bugün hocamız siz essay yazın ben dönüt vereceğim dedi, hemen yazdım. Dönüt alabilecek olmak benim için çok önemli."*

> *"One day one of our teachers asked us to write an essay and told us that she was going to give us feedback, I did right away because to be able to get feedback is very important for me."* (Jack)

> *"Mesela hafta sonundan sonra hocanın sınıfa geldiğinde günlük konuşmalar yapması bence çok güzel. Okula sadece ders için gelmediğimizin aynı zamanda sosyalleştiğimizin de göstergesi, ben bunu seviyorum, olumlu etkisi var benim üzerimde."*

> *"After the weekend, it is good that the teacher has some daily chat with us. This points out that we come to school not just for lessons but for getting social also, I love this, it has a positive effect on me."* (Jack)

The teacher's being active during teaching by walking around, asking questions, checking the answers, monitoring the students, reviewing, answering the students' questions also increase WTC, whereas the teacher's using the course-book only as a reference, not making further explanations and not providing some tips and similarities and differences have a negative effect on the students' WTC. To exemplify:

> *"Öğretmen ekstra şeyler öğretmeli, püf noktaları öğretmeli, syllabusın dışına çıkabilir."*

> *"The teachers should teach extra things and provide us with some tips, key points, etc.. They do not have to stick to the syllabus."* (Tom)

> *"Ayrıntılı açıklama ve örnekleme olmayınca, püf noktalar, benzerlikler farklılıklar bahsedilmeyince zorlanıyorum. "*

> *"I have difficulty when I am not told any further explanations, key points, similarities and differences."* (Daisy)

The teacher's using the black board during teaching, bringing supplementary sources and reference books to the classroom and telling his/her own opinion for the discussion topics are among the factors affecting WTC positively.

One another positive underlying factor of WTC is the teacher's speaking English for most of the time.

> *"Sınıfta Türkçe konuşulmasın isterdim. Sınıfta hep İngilizce konuşulmasının faydalı olduğunu düşünüyorum."*

> *"I wish Turkish was not spoken in class. I believe that speaking English all the time in class will be useful for us."* (Rose)

> *"Hocalar sürekli İngilizce konuşmalı çünkü başka İngilizce konuşma imkanımız yok. Sınıfta tamamen İngilizce konuşsa, Türkçe konuşulmaya izin verilmese katılımım epey artar."*

> *"The teachers should speak English all the time because we do not have any other opportunities to use English. If only English was spoken in the class and Turkish was forbidden, I would be more willing to communicate."* (Tom)

However, it is worth noting that some students may want the teacher to allocate time for L1 when necessary:

"Hocanın derste çok Türkçe konuşmasını istemem ama sürekli İngilizce konuşarak da bizi kaybedebilir. Onun dengesini kurması lazım."

"I do not want the teachers to speak Turkish too much; however, speaking English all the time might be bad for us. Therefore, the teachers should balance L1 and L2 use." (John)

Rushing teaching with the purpose of following the syllabus and the teacher's talk dominating the students' talk were found to have a negative effect on the students' WTC.

As for *the teacher's character*, the teacher's having sense of humor and making jokes were reported to increase WTC. On the other hand, the teacher's being arrogant and reflecting their personal problems to his/her work place were reported to have a negative effect on the participants' WTC.

Lastly, the participants also report that the teacher's coming to the class on time contributes to their WTC, which has been categorized as "other" in the present study.

The Student

There are two categories with regard to the student theme affecting WTC, namely *the student's character* and *the student's mood*. Concerning the student's character, enthusiasm and ambition for learning a foreign language apparently have a positive effect on WTC among intermediate-level adult Turkish EFL learners participating in the present study. Among the factors that the participants indicate to have a negative effect on their WTC are being timid, being irresponsible and being obsessed with minor details.

"Kişiliğim, yeni bir dil öğrenmeye hevesli olduğum, derse katılma isteğimi olumlu etkiliyor. Ama en ufak şeye bile takan bir insan olduğum için olumsuz etkileniyorum. Mesela biri ayağını sallasa dikkatim dağılıyor."

"My character has a positive effect on my WTC because I am enthusiastic to learn a new language. However, I am obsessed with minor details, which affects me in a negative way." (Jack)

"Karakterim için de, sorumsuzum bu beni olumsuz etkiliyor. Ya hep ya hiç var bende, ortası yok, o yüzden de derse İngilizce olarak katılmaya çok istekli değilim. Motivasyonum çok düşük hazırlıkta ikinci yılım olduğu için."

"I am irresponsible, which affects my WTC in a negative way. I have got all or none principle, so I am not much willing to communicate in English. This is my second year at prep-school and I am demotivated." (John)

One participant also indicated that fear of being left alone by other students decreases her WTC. In other words, she is worried about being criticized for her willingness to communicate in English in class and participation, and thus being unfriended by her classmates.

"Ben çok konuşursam diğerlerini olumsuz etkileyebileceğimi düşünüyorum, sıkılabilirler. Ötekileştirme oluyor. O yüzden derse az katılmayı tercih ediyorum. Diğerlerinin tepkisini çekme korkusundan dolayı derse istediğim kadar katılamıyorum."

"I think that I may affect the others in a negative way if I paritipate too much. They may get bored. Therefore, I prefer not to participate much. I do not participate as much as I wish due to the fear of drawing the others' attention." (Rose)

With respect to the student's mood, personal problems and sleeplessness are likely to decrease WTC among intermediate-level adult Turkish EFL learners participating in the current study.

"...uykusuzsam derse katılamam."

"... if I am sleepless, I cannot communicate in English in class." (John)

"*…günlük, kişisel problemlerim de derse katılımımı olumsuz etkileyebilir."*

"...my daily personal problems may also have a negative effect on my WTC." (Daisy)

Exam results are also likely to change students' mood, thus affecting their WTC. The participants say that if they have high grades or feel that an exam has gone well, they feel more motivated and willing to participate in class discussions, do the tasks and communicate in English in class. When an exam goes badly, however, they say that they avoid participating and remain reticent.

"Quizlerden düşük not aldığımda, derse katılma isteğim azalıyor."

"When I get low grades from the pop quizzes, my willingness to communicate decreases." (Jack)

"Herhangi bir sınavımın iyi geçtiğimi düşünüyorsam, derse katılım isteğim artıyor."

"If I feel that an exam has gone well, I am more willing to communicate." (Rose)

Another factor that affects the participants' mood in a negative way is not being allowed to come in the classroom when they are late. They say that this damages their enthusiasm to be in the class and learn new things.

Praise is one of the most important factors that motivate the participants and increase their WTC. They say that when they are praised by either their teacher or their classmates, their willingness to participate and communicate in English boosts.

"Ama öğretmenim bana güvendiğini gösterirse, beni överse motivasyonum artıyor."

"When my teacher shows me that she trusts me and praises me, I am motivated." (Rose)

"Takdir edilmek derse katılım için çok önemli. Kendi kendimi takdir ediyorum ama öğretmenin ya da arkadaşların takdir etmesi de önemli."

"Being praised is very important for participation in class. I do praise myself, but being praised by my tecahers and classmates is also importnat." (Jack)

Other Students

As well as the teacher and the student himself/herself, the other students in the class also affect a student's WTC. The participants do not agree on the effect of the other students' unwillingness to

communicate on their WTC. Some say that they are negatively affected by the other students' unwillingness to communicate, whereas some others state that they are not affected at all. Additionally, the participants state that being warned by their classmates to pay attention to the teacher and the lesson, being asked questions about English and the lesson, and being motivated by their classmates increase their WTC.

> *"Mesela bir arkadaşım beni derse bak diye uyararak olumlu etkiliyor, derse katılmama yardımcı oluyor."*
>
> *"I have a friend who sometimes warns me to listen to the lesson, which affects me in a positive way and contributes to my willingness to communicate."* (Jack)
>
> *"Biri yanıma gelip bana soru sorarsa kendim de öğreniyorum, derse katılma isteğim de artıyor."*
>
> *"When a classmate asks me a question about the lesson, I do learn as well and my willingness to communicate increases."* (Daisy)

Being discouraged and criticized by the other students and their showing disrespect to the teacher, however, decrease WTC.

> *"Başka bir arkadaşımın da mesela konuşma tarzı çok negatif. Rahatsız edici şekilde konuşuyor bu da beni olumsuz etkiliyor. Sınıftan birilerinin saygısız, patavatsız tavırlar içinde olması beni olumsuz etkiliyor. Hocaya saygısızlık yapılması da beni olumsuz etkiliyor.*
>
> *"Another classmate, for instance, speaks in a negative and disturbing way, which affects me negatively. When some of my classmates show disrespect either to the others or the teacher, I am affected in a negative way, too."* (Jack)

Class Atmosphere

Class atmosphere was also found to play a significant role on the participant students' WTC. Speaking English in the class and getting along well with the classmates seemingly contribute to positive class atmosphere and thus WTC. The participants report that if both the teacher and the students speak English as much as possible leaving very little time for L1 when necessary, they feel more willing to participate and communicate in English.

One participant states that if she has things in common and spends good time with her classmates, she is more willing to communicate in English in the class.

The arguments between the teacher and the students and too much noise apparently decrease WTC among intermediate-level adult Turkish EFL learners participating in the present study.

> *"Öğretmenle bir öğrenci tartıştığı zaman gerginlik oluyor o zaman ben de pek katılmayım sessiz kalayım diyorum."*
>
> *"When there is an arguement between the teacher and the students, there is tension, which makes me remain silent."* (Jack)

> *"Çoğu zaman (derse katılmayan öğrencilerden) etkilenmiyorum, konuşanlarla ilgilenmiyorum ama, hocayla bir tartışma varsa ders kopuyor, ister istemez etkileniyorum. Hoca devam etmeye çalışsa bile toparlanmak zor oluyor."*
>
> *"Most of the time, the students who do not participate or are busy with other things do not affect my WTC, but if they argue with the teacher, class atmosphere is damaged, affecting me in a negative way. Even if the teacher attempts to forget and go on, it doesn't work."* (Daisy)

As stated above, the participants maintain that the other students' unwillingness to participate and communicate in English has a negative effect on class atmosphere; however, this, the participants say, does not affect them all negatively. Some do get affected negatively, whereas some do not mind.

One of the most important factors affecting WTC in terms of class atmosphere is the way English is taught. Similar things are mentioned in the present paper under "the teacher" subtitle; however, it seems to be related to class atmosphere as well. The participants indicate that they are not eager to either listen to or communicate during the lesson if they think it is *ordinary* or *too formal*. On the other hand, if there is variety in teaching such as different activities and games, and a bit of daily chat sometimes, students feel more comfortable and willing.

> *"Öğretmen sadece kitabı açıp, grammar anlatınca, ders dinleyesim gelmiyor. Sınıfta sohbet ortamı olmalı. Ayrıca, daha çok informal yollarla dilin daha iyi öğrenilebileceğini düşünüyorum."*
>
> *"When the teacher just opens the book and tries to teach grammar, I do not want to listen. There should be formal chats in the clasroom. Moreover, I believe that a foreign language can be better learned in informal ways."* (Tom)

Additionally, class size seems to have an effect on the participant students' WTC. Considering the other findings in the present study such as the students' not being at exactly the same proficiency level and some students' unwillingness having a negative effect on others, a smaller class size might be better in terms of class atmosphere and WTC among intermediate-level adult Turkish EFL learners.

> *"Sınıfta daha az öğrenci olursa derse katılımım daha yüksek oluyor. Bazı insanlar enerjimi düşürüyor."*
>
> *"If there are less students in class, I feel more willing to communicate. Some people lower my energy."* (Rose)

Topic

It is worth mentioning that what the participants mean by "topic" refers to two things: 1) *the grammar subject being taught* and 2) *the discussion, reading, writing topic*. In this sense, the participants say that if they think the topic (1) is too easy or too hard and if they find the topic (2) uninteresting, their WTC is low. Additionally, if the topic (both 1 and 2) is too repetitive, they get bored and thus their WTC is low.

On the other hand, when students feel or know that the topic (mostly 1, but sometimes 2, too) is likely to be covered in the exam, their WTC increases for that specific lesson. For example, they know that they will be requested to write an opinion essay in the final exam; therefore, they are more willing to listen to the teacher teaching how to write an opinion essay, ask related questions to the teacher, write a sample essay and ask for feedback.

> *"Konu derse katılımımı çok etkiliyor. İlgimi çekiyorsa, ya da bilmediğim bir konuysa onu kaçırmam. Tek başıma çalışmam zor olacaksa özellikle dersi iyi dinler, iyi katılırım."*
>
> *"The topic plays a crucial role on my WTC. If it is interesting or unfamiliar to me, I do not miss it. Especially if it s hard to study and understand on my own, I listen to the teacher carefully and participate well."* (Daisy)
>
> *"Bunlar haricinde konu da önemli. Birbirini tekrar etmemeli. Öğrendiğimiz grammar konuları da genel konu da. Ve dersler monoton geçmemeli. Öğretmen İngilizce bir şeyler anlatmalı, biz yorum yapmalıyız, Grammarin sadece önemli kısımları sınıfta işlenmeli."*
>
> *"The topic is important, too. The topics shouldn't be repetitive. It refers to both the grammar subjects we learn and the general topic. And the lessons shouldn't be monotonous. The teacher should tell something in English and we should make comments. Only the significant parts of grammar should be taught in class."* (Tom)

Materials

One of the underlying factors of WTC is the materials used such as the course-book and the supplementary pack. The participants complain that the course-book is out of date and too repetitive, which decreases their WTC. Moreover, they think that the supplementary pack is relatively better because it is more to the point and most of its content is covered in the quizzes, mid-term exam and the final exam. Furthermore, they state that materials used should be as clear as for a student to be able to study on his/her own. This also, they say, would increase their WTC. Lastly, with regard to the materials used, the participant students state that skill-based materials would be much better.

> *"Kitap bence çok boş. Pack daha iyi ama ondan da pek bir şey öğrenilmiyor. Onun yerine her beceri için ayrı bir kitap olsa daha iyi olur."*
>
> *"The course-book is not useful at all. The pack is better, but one cannot learn much from it, either. Skill-based books would be better instead."* (Tom)

Activities

As for the activities, there are such categories as *variety*, *type* and *lack of activities*. With regard to variety, the participants report that bringing variety to the classroom would increase their WTC. They say games are a good option.

As for activity type, none of the participants favor pair-work as it heavily depends on how willing their partner is. Therefore, they find pair work risky. They all favor individual work in which they work on their own and communicate directly with the teacher. There is not a consensus with regard to group work, though.

"Pair work anlamsız yanımızdaki kişi konuşmayınca. Bire bir öğretmenle konuşmak daha iyi. Grup work, pair work'e nazaran daha iyi herkes bir şeyler söylüyor çünkü."

"Pair work does not make much sense when your pair is not willing to communicate. It is much better to talk to the teacher. Group work is relatively better than pair work because everybody says something." (Tom)

"Pair work beni çok olumsuz etkiliyor. Yanımdaki insan konuşmak istemeyince ben de konuşmuyorum ve yapabileceğim bir şey olmuyor. Paira bağlı, iyiyse iyi gidebilir. Group work nispeten daha iyi. Çünkü biri katılmasa diğeri katlıyor, diğerleri de ucundan tutuyor, yetiyor. Individual work de iyi bence."

"Pair work affects me in a very negative way. When my partner does not talk, I do not talk, either, and there is nothing to do. It depends on the partner; if the partner is good (at communicating), it may go well. Group work is relatively better because one of the group members participates and the others help in one way or another. İndividual work is good, too." (Daisy)

With respect to lack of activities, the participants maintain that there are not enough activities for speaking and writing skills. They think that skill-based activities and even skill-based books would be much better than integrated ones. They further state that they would be more willing and learn English better if there were separate lessons and teachers for each skill.

"Mesela bir hafta ya da haftanın belli günleri konuşma belli günleri yazma olabilir. Ya da bir gün tamamen yazma bir gün tamamen konuşma olabilir, Her şeyin üzerinde ayrı ayrı durulsun çünkü sınavda da bizden bu isteniyor. Her skill için ayrı bir ders ve ayrı bir kaynak olabilir."

"There may be speaking and writing lessons on certain days of the week. We should focus on each skill separately because we are required to be good at each skill sperately. There may be separate books and even lessons for each skill." (Jack)

Administration

Finally, findings of the present study reveal two underlying factors of WTC related to administration. The first one is about the classes and the teachers' changing every semester. The second one is about testing. An analysis of the entire data points out that the students are not content with grammar based teaching and testing accordingly. Moreover, comments indicate that testing should be based on language production rather than perception.

"Sınavlarda kağıt üstünde boşluk doldurmadan ziyade bir paragraf yazarak öğrendiklerimizi göstermeliyiz."

"In the exams, we should be requested to write paragraphs to show what we have learned instead of filling in the gaps." (Tom)

Other

Apart from all the factors listed above, there are two more factors that the participants say affect their WTC. One of them is use of smart phones in class. One participating student maintains that smart phones distract students' attention, causing noise and chaos in the classroom. He also states that

teachers do not mind this because smart phones do serve useful purposes as well such as online dictionaries.

> *"Derslere daha çok katılmak için, derste telefonların toplanması iyi olabilirdi. Bazi kişiler telefondan sözlüğe bakmak amacıyla telefon kullanmak isteyebilirler ama bu iyi niyet genellikle çiğneniyor. Çoğu öğrenci sosyal medayada geziniyor. Bence okula girince akıllı telefonlar toplanmalı, bir kutuya konulmalu, çıkışta geri verilmeli."*
>
> *"For the students' willingness to communicate to increase, smart phones should not be allowed in class. Some students may use the smart phones to look up dictionary, but this is generally abused. Most of the students surf on the social media during the lessons. In my opinion, smart phones should be taken and put in box when the students come to school, and given back when the classes dismiss."* (Jack)

Second one is students' conducting oral presentations in class individually or in groups as a part of evaluation. The participant students have the opinion that these presentations are a waste of time. They also underscore the importance of feedback when such activities are carried out.

> *"Sınıfta sunum yapmak o dersin boş geçmesine sebep oluyor. Hocalar gereksiz yere uzatıyor. Kısa kesilmeli ya da ders dışında bile yapılabilir."*
>
> *"Making oral presentations in class is a waste of time. The teachers keep the presentations long. They should be kept short or made outside class hours."* (Tom)
>
> *"Sınıfta sunum yapılacaksa bile, detaylı dönüt almalıyız ki hatamızı görelim, düzeltmek için istekli olalım."*
>
> *"Even if there are oral presentations in class, we should get detailed feedback so that we can see our mistakes and be willing to correct them."* (Rose)

These underlying factors of WTC fall into two major categories as ***internal*** and ***external***. Only **the student** theme falls into the internal category, while the rest, namely, **the teacher, other students, class atmosphere, topic, materials, activities** and **administration,** fall into the external category. Figure 1 below shows all of the underlying factors of WTC as the findings of the present study reveal.

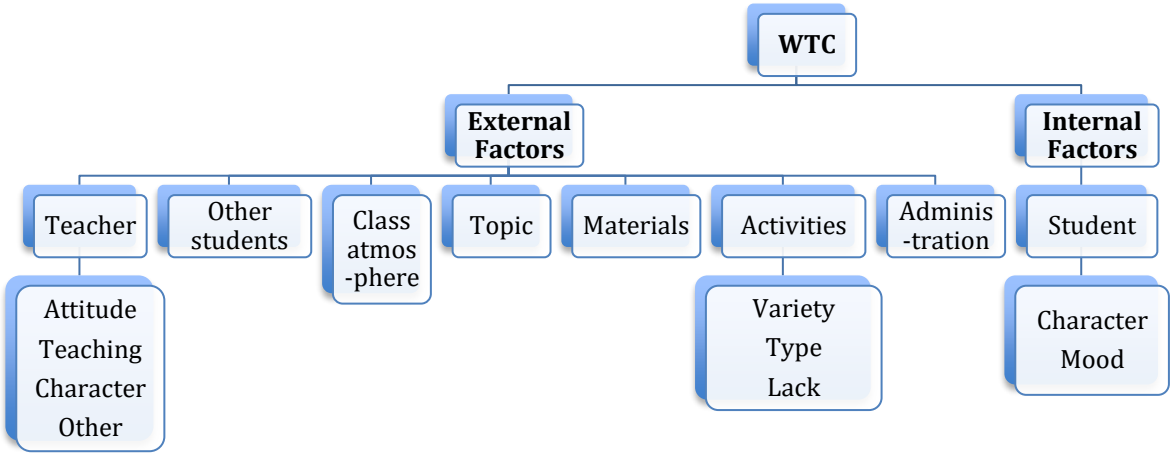

Figure 1. A Summary of the Underlying Factors of WTC

At the end of the interviews, each participant student was lastly asked to tell the three most important underlying factors of their WTC.

Table 3.
The Three Most Important Underlying Factors of Their WTC

	1	2	3
Jack	Class atmosphere	Teacher	Topic
Daisy	Teacher	My mood	Topic
Tom	Topic	Speaking English in class	Teaching (Formal versus informal)
John	Teacher	Class atmosphere	Materials
Rose	Teacher	Class atmosphere	Activities

To rank the underlying factors of WTC among intermediate-level adult Turkish EFL learners is not the primary purpose of the present study; however, as Table 3 above displays, of the nine underlying factors of WTC, *the teacher*, *the class atmosphere* and *the topic* may be considered as the most important three factors affecting WTC among intermediate-level adult Turkish EFL learners participating in the current study.

Discussion

To iterate, the present qualitative study reveals that a wide array of factors underlie Turkish EFL learners' willingness to communicate (WTC) in a foreign language class with the most affective ones being *the teacher*, *the class atmosphere* and *the topic* according to the participant students' comments. In addition to these most affective underlying factors, the participants also report their own role as well as that of other students, materials, activities and administration on their WTC. The present study corroborates with previous research in the sense that its findings support the multifaceted structure of WTC. MacIntyre et al. (1998) state that there is a wide range of potential influences on L2 WTC. They present these potential influences and the interrelations among them in the heuristic model below (See Figure 2). The top of the pyramid-shaped model, which is concerned with actual L2 use, is affected by both situation-specific influences such as behavioral intention and situated antecedents and enduring influences such as motivational propensities, affective-cognitive context and social and individual context.

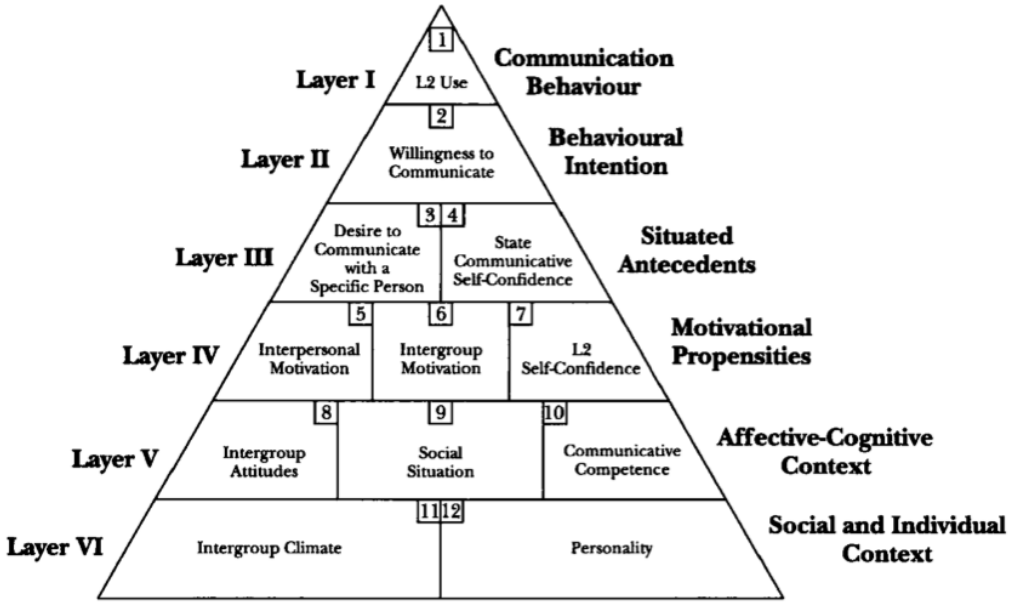

Figure 2. Heuristic Model of Variables Influencing WTC.
(MacIntyre et al.,1998: 547)

Within this regard, of the findings of the current qualitative study, *the student*, which is classified as *internal* in the realm of the current study, is considered as enduring influences. The other factors, namely *the teacher, other students, the class atmosphere, topic, materials, activities* and *administration*, which are classified as *external* in the current study, fall into situation-specific influences on WTC. This means that what influences the students' WTC with regard to their character "represents stable, long-term properties of the person that would apply to almost any situation" (MacIntyre et al., 1998:546). The situation-specific influences, on the other hand, "are seen as more transient and dependent on the specific context in which a person functions at a given time" (MacIntyre et al., 1998:546). This distinction matters when we consider that the most important three factors affecting WTC among intermediate-level adult Turkish EFL learners participating in the current study (namely the teacher, the class atmosphere and the topic) are situation-specific influences, which are likely to change. This means that considering what affects EFL learners' L2 WTC with regard to these situation-specific influences, it is possible to increase (and decrease as well) their WTC and thus enhance their actual L2 behavior. To exemplify, the participants report that they want their teachers to do a number of things so that they could be more willing to communicate such as listen to them, trust, respect, praise and encourage them, provide feedback, show enthusiasm for teaching, have daily chats with them, establish rapport, be active in class by walking around, asking questions, checking their answers, monitoring them, reviewing, answering their questions; use the black board during teaching, bring supplementary sources and reference books to the classroom, participate in class discussions and speak English for most of the time. Moreover, the participants indicate that speaking English, having things in common and getting along well with classmates and variety in teaching contribute to positive class atmosphere and thus increase their L2 WTC. They also indicate that arguments with the teacher or among the students and other students' unwillingness do have a negative effect on class atmosphere and their L2 WTC. These mean that it is possible to enhance L2 WTC by encouraging students to speak English in the

class, keeping student-student interaction alive, paying close attention to their interpersonal relationships, bringing variety to the way we teach, keeping away from arguments and keeping unwilling students busy so that they will not disturb others. Furthermore, according to the participant students' comments with regard to the influences of the topic on their WTC, it is important to avoid boring and repetitive topics. Teachers should also consider individual differences to increase L2 WTC in their classes. In addition to this, the findings also suggest that it is not possible to avoid wash-back effect in teaching. In other words, considering that the participant students report that if they are taught what they are going to be tested for, they will be more willing to communicate in L2, L2 WTC is likely to increase when teaching and testing go hand in hand in terms of topic.

Apart from the most important three factors that underlie L2 WTC among intermediate-level adult Turkish EFL learners participating in the present study, the participants' comments with regard to the role of other factors should also be interpreted. The findings with regard to the student theme, for instance, indicate that language aptitude, referred as enthusiasm and ambition for learning a foreign language in the current study, plays a crucial role in L2 WTC. This is somehow what students bring to the classroom, which is thus less likely to change. However, students may be motivated to be enthusiastic and ambitious to communicate in a foreign language and thus learn it. For this purpose, students' interests should be discovered and task variety should be provided in class. For the students who are timid and worried about making mistakes and being left alone by other students, teachers should ensure that the students are aware of the significance of communicating in English to learn English. Moreover, it is important to enable the students to notice that it is not a shame to make mistakes in trying to communicate in English. The findings further indicate that other students' tolerance is essential in a foreign language classroom for the willing students to freely communicate in the foreign language.

The findings with regard to the participants' mood suggest that intermediate-level adult Turkish EFL learners participating in the current study find communicating in English stressful. It is clear that a variety of factors such as exams and not being allowed in class when they are late increase their stress and decrease their WTC. This may be attributed to the nature of school of foreign languages. This is where students take new responsibilities and learn how to be a university student and a foreign language at the same time. Therefore, teachers and administration had better make students feel comfortable so that they can be willing to communicate in English more. In addition to this, apparently, feedback, positive reinforcement and praise play a significant role on students' WTC as well.

As for the materials, findings indicate that the students want their interests to be considered more. The findings further indicate that the students are not content with having to depend on certain materials and a syllabus. It is apparent that variety in both materials and activities is significant in terms of L2 WTC. When it comes to the activity type, it is clear that the students might be nervous when they are required to carry out pair-work activities. Within this regard, teachers should pay utmost attention to matching students. It is also important for teachers not to consider pair work or group work as a way of letting students on their own and resting for a while. Instead, teachers should keep monitoring and facilitating during pair work and group work activities. Another important finding of the current study is lack of writing and speaking activities, which, as the participants report, affects WTC in a negative way. This finding may be explained with chicken and egg relationship. To clarify, teachers may attempt to carry out speaking and writing activities; however, students may seem unwilling as they are either not confident enough or worried about making mistakes. As a result, teachers may gradually give up struggling for productive activities. Therefore,

neither teachers nor students are happy with regard to speaking and writing skills. This may be the reason why the participant students in the present study would prefer skill-based lessons.

The finding that the participant students do not want their teachers and classmates to change every semester may be explained with another finding of the present study, which suggests that the students feel more confident and willing to communicate in English if they are in the same class with people they know and like. This underscores the importance of positive class atmosphere on L2 WTC among intermediate-level adult Turkish EFL learners. The participant comment with regard to testing's being based on language production rather than perception, on the other hand, is a bit unexpected because students are known to prefer multiple-choice tests. This finding indicates that the participant students are aware of the significance of producing the language to be able to learn and communicate in it. Additionally, this finding and the one which is about the lack of speaking and writing activities may signal a mismatch between students' perceptions and actual behaviors on certain things. In other words, they utter that productive activities and exams would be better, but they do not attempt to produce the language at a desired level.

Implications

Findings reveal that a number of factors underlie willingness/unwillingness to communicate (WTC) in English in class, participate in lessons and learn English among intermediate-level adult Turkish EFL learners participating in the present study. Of these factors, the teacher, the class atmosphere and the topic play a far more crucial role. Additionally, it is worth noting that these influences are amendable, which makes it possible to increase WTC among learners and thus contribute to their foreign language learning process. Therefore, teachers and administrators can take initiative to do away with what makes students unwilling and make them more willing to participate in English lesson, communicate in English both verbally and in a written way and accordingly learn English.

To begin with, there are a number of things that teachers can do with regard to their attitude towards their students and the way they teach English. For instance, they should not be bossy. They are expected to listen and respond to their students. They had better show that they trust their students and enable them to feel confident. They should encourage their students to take initiative for their own learning. Additionally, they are expected to endeavor for a positive class atmosphere. For example, they are expected to find a way to deal with unwilling students. They, for example, try to keep those unwilling students busy in one way or another so that they can benefit from the lesson and the others will not be disturbed. However, in so doing, the teachers need to be careful not to exclude unwilling students by showing them that they are a nuisance. Additionally, they need to keep in mind that warning unwilling students to participate in lesson frequently may disturb the rest of the class as well. Moreover, findings indicate that feedback plays a significant role in students' learning. Therefore, teachers should give as much feedback as possible so as to make students' learning meaningful and enable them either to keep on good work or learn from their mistakes. As well as feedback, speaking English in class most of the time is crucially important for students' learning. In this sense, teachers should pay utmost attention to using the target language in class and encourage students to do so. Furthermore, teachers are expected to show their enthusiasm to teach English and be active in class. They are also expected to let students socialize and express themselves in class. For this purpose, once in a while, chat sessions can be carried out in class. Students may decide on a topic in advance or spontaneously and talk about it. The teacher is specifically expected to join those chats not as a teacher but as an ordinary member. Alternatively, these sessions can be conducted

outside the class such as in the school canteen or at a café outside the school. Lastly, teachers are expected to be conformist in terms of class rules such as coming on time and not using the native language unless necessary. This makes a lot of sense considering that a fish rots from the head down.

Administrators can take some more general steps to increase willingness to learn English and communicate in English among EFL learners. For example, in the orientation week of every year, the newcomer students may be informed about the significance of communicating in English to learn English. During each semester, motivation meetings can be held. Throughout the year, students may be interviewed with regard to their willingness or unwillingness to communicate in English in focus groups. Additionally, in order to boost motivation among students to learn English, competitions may be organized, socializing activities can be carried out and there may be movie days when students watch movies they prefer unanimously. Following the movie days, some written or spoken activities can be carried out in smaller groups. Furthermore, it seems necessary to get feedback from students on exams with regard to questions types, reading/writing topics and difficulty level. Lastly, it may not sound practical at all, but the students who take English as an elective course and the ones who have to pass prep-school to start their studies at their departments may be taught in separate classes with different syllabuses being followed.

Conclusion and Further Research

Willingness to communicate (WTC), 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: 547), is context-dependent. In other words, the underlying factors of WTC in one context are likely to differ from the ones in another. Therefore, it is essential to deeply investigate these underlying factors in different contexts to be able to gain overall insights into WTC among students learning English a foreign language (EFL learners). This investigation is crucial in the sense that it enables EFL practitioners, especially teachers and school administrators, to get learners communicate in the target language in class. Getting learners to communicate in the target language in class is also crucial because classroom is the only place where EFL learners can practice the foreign language.

In the present study, the underlying factors of WTC among intermediate-level adult Turkish EFL learners attending the school of foreign languages of a state university are investigated. Qualitative data were collected through an open-ended questionnaire, semi-structured interviews and journal entries. A number of situation-specific and enduring factors were found as a result as previous research did. The findings were interpreted and implications were suggested. It is worth mentioning that the findings gathered in the current study makes up only a small part of the actual population, adult Turkish EFL learners. To be able to see the big picture, further research is required.

Further research may keep data collection longer so as to get findings in better quality and quantity. For instance, participants may be requested to keep journals for a whole semester, and there may be more than two interview sessions. In addition to this, different data collection methods may be utilized. For example, participants may be asked to write focused essays on what makes them willing/unwilling to communicate in English in class. As for the potential mismatches between the participants' perceptions and their actual behaviors, video recordings and retrospective interviews would be much better to find out the underlying factors of the participants' willingness/unwillingness to communicate in English in class. Alternatively, it is possible to come up with solid findings with classroom observations in case the researcher is not the teacher of the participants. Further research

may also focus on teachers' viewpoint with regard to their students' WTC, which is not the concern of the current study. Teachers may be asked the reasons why they think their students feel willing/unwilling to communicate in English in class. Furthermore, how teachers are affected by their students' willingness/unwillingness to communicate may be the concern of further research.

Finally, it is worth noting that even if the same data collection methods are applied to a different group of participants from the same context, divergent findings are likely to arise. By so doing, it is possible to get a better understanding of the phenomenon, which makes further research really necessary.

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