The Relationship among Turkish EFL Learners' Willingness to Communicate in English, Self-efficacy Perceptions and Linguistic Self-confidence

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Abstract

The objective of this study was to investigate the level of English preparation class students' WTC in English, their self-efficacy perceptions, and their linguistic self-confidence. This study also aimed to explore the possible correlation among these variables. Eighty-four Turkish EFL learners studying at compulsory English preparatory classes at Yozgat Bozok University in Turkey participated in the study. A mixed-method research design was adopted. The quantitative data were collected through 4 five-point Likert-type scales: the WTC scale, the Communication Anxiety Scale, and the Perceived Communication Competence Scale, and the Self-Efficacy Scale. The qualitative data involved semi-structured interviews conducted with 30 of the students. Both qualitative and quantitative data revealed that students were somewhat willing to communicate, they perceived themselves somewhat confident in English, they did not experience much communication anxiety, and they had a medium level of perceived self-efficacy in English. Correlation analyses showed that there was a negative relationship between communication anxiety and other three affective variables, namely, perceived communication competence, willingness to communicate and self-efficacy. The findings further revealed a positive relationship between students' willingness to communicate and other variables such as their perceived communication competence, self-efficacy, and linguistic self-confidence. A positive relationship was also observed between students' self-efficacy and their perceived communication competence and linguistic self-confidence. The implications of the study were discussed and some recommendations for further studies were made.

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Introduction

The second language acquisition (SLA) research on individual differences has revealed the impact of affective variables on learning and using the target language.

Among these affective variables, L2 learners' willingness to communicate (WTC) inside (MacIntyre, Baker, Clément, & Conrad, 2001; Merç, 2008; Peng & Woodrow, 2010) and outside (MacIntyre et al., 2001; Zeng, 2010; Modirkhameneh & Firouzmand, 2014) the classroom, their self-efficacy perceptions (Bandura, 1977, 1993, 1997; Mills, Pajares, & Herron, 2006; Mills, 2014), and linguistic self-confidence of those learners (Clément, 1980, 1986; Clément & Kruidenier, 1985; MacIntyre, Noels, & Clément, 1997) have been of great interest to researchers in the field. Each of these variables has been investigated both individually and for their relation to other affective factors affecting the success of L2 learning such as motivation (Clément, Dörnyei, & Noels, 1994; Fallah, 2014), anxiety (Cubukcu, 2008; Merç, 2015; Öz, Demirezen, & Pourfeiz, 2015), and attitudes (Bektaş-Çetinkaya, 2005, 2007; Yu, 2011). Although the relationship between self-confidence and WTC (Yashima, 2002; Fushino, 2010); between perceived self-efficacy and WTC (Taşdemir, 2018) has been examined in some studies, the relationship among these three variables has not been described comprehensively. In this regard, the current study concentrates on the relationship between WTC and other affective factors, namely, self-efficacy and linguistic self-confidence.

For many researchers, language learning involves being able to communicate in that language, and in order to acquire a language, producing comprehensible output is an indispensable condition. While Krashen (1982) suggests that comprehensible input enables learners to acquire the language, Swain (1985), despite admitting the importance of input in SLA, claims that the acquisition of a language is impossible unless the learners produce comprehensible output. MacIntyre, Clément, Dörnyei, and Noels (1998) argue that the major aim of second language instruction should be to create learners using the language willingly for authentic communication with people from different cultural backgrounds. Dörnyei (2005) underlines the prominence of communication by indicating that the aim of communicative approaches is to improve the learners' competence in communication in the target language. He maintains that people may avoid joining second language communication situations despite having high communicative competence. He further states that there are some linguistic, psychological and contextual variables mediating between possessing communicative competence and being able to put "this competence into practice" (Dörnyei, 2005, p. 207).

From the researchers' emphasis on communication, we may infer that a learner should use the language in order to acquire it, and some learners may be unwilling to communicate in the classroom although they have high communicative competence. Bandura (1977) remarks that perceived self-efficacy may affect an individual's choice of settings and activities, and through expectations of ultimate success, it may also affect his/her coping efforts when they are commenced. He additionally explains that efficacy expectations identify the degree of efforts people make and persistence to cope with obstacles, so people's efforts will be more active when they have stronger perceived self-efficacy (Bandura, 1977, p. 194). As we see from Bandura's emphasis on perceived self-efficacy, it may influence learners' willingness to do something, and this case may be true for their willingness to communicate in target language, as well. Yang (2004) stresses that learners' self-efficacy beliefs influence their behaviours, attitudes and efficiency while learning a second language. Then it will be beneficial to investigate the relationship between WTC and self-efficacy perceptions as both are regarded as important determinants of learners' success or failure in language use. Clément, Baker, and MacIntyre (2003) indicate that L2 confidence predicts WTC and identification with the second language group, and the degree of L2 WTC and identification will eventually determine real L2 use. We have hitherto seen that L2 learners' WTC, their self-efficacy perceptions and their linguistic self-confidence may be equally important determinants of their success in L2 production. Therefore, investigating the relationship among these variables may provide valuable insights for second language research.

Literature Review

Willingness to Communicate

WTC was first conceptualized by McCroskey and Baer (1985) with regard to first language communication. The earlier studies of Burgoon (1976) and some other researchers (e.g. Heston, 1974) conceptualized this phenomenon as unwillingness to communicate, and it was defined as "a chronic tendency to avoid and/ or devalue oral communication" (Burgoon, 1976, p. 60). McCroskey and Baer (1985) regard WTC as a predisposition which is trait-like and personality-based and indicate that people vary

considerably from each other in the extent to which they speak. They conceptualize this "variability in talking behaviour" as WTC (McCroskey & Baer, 1985, p. 1). The individual's feelings at that time of communication, recent communication experiences, the person spoken to, the appearance of interlocutor and such other situational variables may affect WTC, and thus it is "to a major degree situationally dependent" (McCroskey & Baer, 1985, p. 1). McCroskey and his associates, despite accepting the effect of situational variables on WTC, regard the WTC construct as a personality trait because they maintain that individuals tend to show similar WTC in various situations (McCroskey & Baer, 1985; McCroskey & Richmond, 1990).

MacIntyre (1994) developed a casual model in order to test the relations among five personality-based constructs: introversion, anomie, self-esteem, alienation, and communication anxiety which were identified earlier by Burgoon (1976) as determining factors of WTC. He included a sixth variable, perceived competence, in this model. His study showed that perceived competence and communication apprehension caused WTC together (MacIntyre, 1994, p. 135). MacIntyre's this study was related to WTC in the native language. MacIntyre et al. (1998) indicate that WTC in the L2 may not be a manifestation of WTC in the L1. As they also remark, in a previous study (Charos, 1994), a negative correlation was found between WTC in the L1 and L2. Therefore, WTC in the L1 may not be the same as WTC in the L2. MacIntyre et al. (1998) attribute the difference between WTC in L1 and L2 to "to the uncertainty inherent in L2 use that interacts in a more complex manner with those variables that influence L1 WTC" (p. 546). As an example, they specify that most adults differ in terms of their communicative competence in the L2, although they have a high competence in their L1 use. Thus, WTC in the second language was investigated by MacIntyre and Charos (1996) in order to determine the relations among several affective variables discussed in MacIntyre's (1994) casual model and Gardner's (1985) socio-educational model. They found that WTC construct developed by MacIntyre (1994) seems to adapt to the WTC in the second language context. Their findings revealed that perceived competence and language anxiety have a direct effect on WTC, and increased opportunities for communication directly influence an individual's WTC in the L2. It means that WTC in the L2 is established by a combination of the person's perceived language proficiency, lack of

anxiety about speaking, and the increased chance to use the language (MacIntyre & Charos, 1996, p. 17).

MacIntyre et al. (1998) developed a "Heuristic Model of Variables Influencing WTC" as illustrated in Figure 1 below. MacIntyre et al. (1998) remark that a learners' WTC is affected by several factors until they reach the top of the pyramid where they are ready to use the L2. MacIntyre and his associates make a distinction between situational and enduring influences on WTC. They explain that the enduring influences (e.g., learner personality, intergroup relations etc.) symbolize permanent characteristics of the environment or person who takes place in almost any situation, while the situational influences (e.g., knowledge of the topic, desire to talk to a person etc.) represent temporary and context-dependent factors in which an individual acts at a given time. As Figure 1 shows, there are six layers representing the situation-specific influences (layers I, II, & III) and the enduring influences (IV, V, & VI). According to this model, they define WTC as "a readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (MacIntyre et al. 1998, p. 547). In this model, they aim to explain the underlying reason for individual differences in the desire to start L2 communication. At the top of their model, they treat WTC as the last step in preparing the learner for showing communication behaviour. As they emphasize, WTC symbolizes the possibility of the learner's L2 use in authentic interaction with other person when she/he is given the opportunity. The rest of the model shows that the desire to initiate communication with others is influenced by specific-situational and enduring influences. As they state, the pyramid refers to situational factors in which a specific person spoken to exists, and there is the desire and self-confidence to communicate with that person. They explain that this desire arises from control or affiliation motives, or both. They further explain these concepts by stating that control motives refer to the situations where individuals try to affect each other's behaviour, whereas affiliation motives represent people who are attractive or often encountered (e.g., close friends etc.). Their model also shows the main immediate effect of self-confidence. As Clément (1980) suggests, self-confidence is a combination of lack of anxiety and perceived competence. Referring to MacIntyre et al.'s (1998) heuristic model, MacIntyre et al. (2001) point out that WTC has a more direct effect on communication than perceived communicative

competence and anxiety do. They add that perceived communicative competence and anxiety are not isomorphic with WTC although significant correlations among these three variables were reported in previous studies (MacIntyre & Charos, 1996). In the heuristic model, several layers consisting of enduring influences on WTC were also proposed, including intergroup issues, motivation, and social situations.
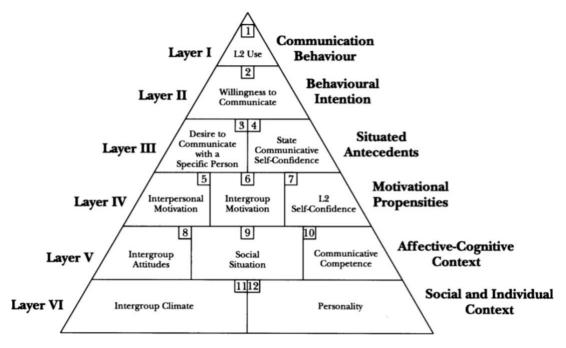

Figure 1. Heuristic Model of Variables Influencing WTC (MacIntyre et al. 1998, p. 547).

There have been many other studies conducted to investigate the relationship between WTC and other variables. Some studies reported a direct relationship between self-confidence in L2 and WTC (Yashima, 2002; Fushino, 2010; Fallah, 2014; Khajavy, Ghonsooly, Hosseini Fatemi, & Choi, 2016; Bektaş-Çetinkaya, 2005, 2007); between international posture and WTC (Yashima, 2002); between academic achievement and WTC (Oz, 2014); between language learning strategy use and WTC (Merç, 2014); between perceived self-efficacy and WTC (Taşdemir, 2018); and between high speech fluency and WTC (Wood, 2016).

Linguistic Self-Confidence

As pointed out earlier, self-confidence in the L2 comprises a lack of anxiety and perceived communicative competence (Clément, 1980, 1986). Clément (1980) developed a model (Figure 2), in which he illustrates the socio-motivational factors that determine communicative competence in the L2. It is assumed that

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communicative competence involves both linguistic and non-linguistic components (e.g., persistence in L2 study, etc.), and language aptitude also influences communicative competence. According to this model, as Clément and Kruidenier (1985) indicate, fear of assimilation and integrativeness are determinants of motivation depending on the linguistic milieu, and motivation in turn, determines the competence in the L2. In a multicultural environment in which contact is possible, "a secondary motivational process" connected to self-confidence develops (p. 24). They further explain that in Clément's model, anxiety of second language use is subsumed by the notion of self-confidence that also involves the person's self-evaluation of her/his proficiency in the second language. They add that when there is pleasant and frequent contact, a person's self-confidence in using the L2 develops and in such settings, the most influential determinant of motivation for learning and using the L2 is self-confidence. Clément and Kruidenier's (1985) study proved that the combination of anxiety of language use and self-evaluation of one's proficiency in the second language generate "the latent construct self-confidence" (p. 33). The two constructs (language anxiety and perceived competence in the L2) of self-confidence were found to correlate negatively in the previous studies (Clément & Kruidenier, 1985; MacIntyre et al, 1997). It is assumed that high perceived competence and low language anxiety together confirm the construct of self-confidence. In another study carried out by MacIntyre, Baker, Clément and Donovan (2002), a negative relationship between communication apprehension and perceived competence was confirmed, and these variables were found to correlate with WTC in the L2. Similarly, Horwitz, Horwitz, and Cope (1986) emphasize that foreign language anxiety negatively affects the development of students' communicative competence.
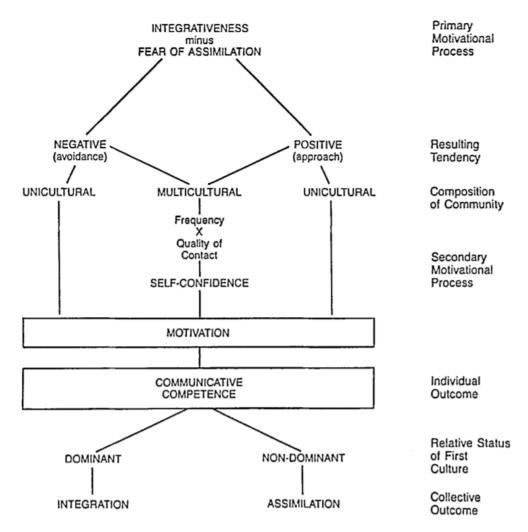
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              INTEGRATIVENESS                          Primary
                  minus                                Motivational
           FEAR OF ASSIMILATION                        Process


         NEGATIVE              POSITIVE                 Resulting
        (avoidance)            (approach)               Tendency


   UNICULTURAL    MULTICULTURAL    UNICULTURAL          Composition
                                                        of Community
                   Frequency
                       X
                   Quality of
                    Contact                             Secondary
                                                        Motivational
                  SELF-CONFIDENCE                       Process


              MOTIVATION


              COMMUNICATIVE                             Individual
                COMPETENCE                              Outcome


         DOMINANT          NON-DOMINANT                 Relative Status
                                                        of First
                                                        Culture

        INTEGRATION          ASSIMILATION               Collective
                                                        Outcome
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Figure 2. Schematic representation of individual mediational processes (Clément, 1980, p. 150)

In MacIntyre et al.'s (1998) heuristic model (see Figure 1), it is proposed that if state anxiety increases, it will lower a person's self-confidence, and thus lower his/her WTC. It is also assumed that some factors such as intergroup tension, previous bad experiences, presence of crowded people listening, and fear of assimilation may increase anxiety. MacIntyre et al. (1998) state that perceived competence is expected to increase if a person is in a situation encountered before, and they regard state self-confidence as one of the most immediate predictors of WTC. MacIntyre et al. (1998) remark that L2 confidence relates to the relationship between the L2 and the individual, so it differs somewhat from state-perceived competence. It is seen as one's belief in his/her ability to communicate in the second language adaptively and efficiently. They indicate that L2 self-confidence has two components. The cognitive component concerning the self-evaluation of L2 competence and the affective

component concerning language anxiety, or in other words, a person's discomfort he/she experiences while using the L2. They further explain that communication experience, communicative competence, interlocutor's personality variables serve to determine L2 self-confidence.

Perceived Self-Efficacy

Bandura (1997) defines perceived self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). He states that people's psychosocial functioning may be affected by their personal agency mechanisms. Among these agency mechanisms, people's beliefs in their personal efficacy have great importance. Bandura (1997) further emphasizes that beliefs in efficacy affect the courses of action people choose to take, the effort they make in given endeavours, the length of their endurance in the face of failures and difficulties, the degree of their stress they experience in dealing with environmental demands, and the level of their achievements they realize. Similarly, Mills (2014) defines self-efficacy as "an individual's beliefs in his/her ability to perform a designated task or complete an activity and may be used as a predictor of future performance" (p. 8). Mills (2014) points out that personal, environmental, and behavioural factors affect people's functioning. Bandura (1977) proposed a model determining that self-efficacy beliefs are derived from four major sources of information: "performance accomplishments, vicarious experience, verbal persuasion, and physiological states" (p. 191). In another study, Bandura (1993) summarizes the various influences of perceived efficacy as follows. As he states, people having a low sense of self-efficacy avoid doing difficult tasks as they regard them as personal threats. They easily give up when they have difficulties, and their sense of self-efficacy cannot be recovered easily. Thus, it leads to failure. These people are easily overwhelmed with depression and stress. Bandura (1993) explains that a strong sense of self-efficacy, on the other hand, facilitates a person's accomplishment in various ways. He states that people having high efficacy do not see the difficult tasks as threats, rather they regard them as challenges to be dealt with. This efficacious approach helps them to be interested in activities, to set challenging targets and to maintain commitment to these targets. When they are unsuccessful, they increase and

continue their efforts, and they think that their failure stems from lack of effort, knowledge and skill. They can recover their sense of self-efficacy quickly after unsuccessful experiences. Their efficacious outlook creates personal accomplishments, decreases stress and depression. Bandura (1993) further points out that self-efficacy beliefs are the result of "a complex process of self-persuasion that relies on cognitive processing of diverse sources of efficacy information conveyed enactively, vicariously, socially, and physiologically" (p. 145).

In their investigation of the relationship between anxiety and self-efficacy, and proficiency in reading and listening in French L2, Mills et al. (2006) found that learners having low self-efficacy in reading may suffer from anxiety and it may also affect their sense of self-efficacy negatively.

In Dörnyei's (1994) L2 motivation construct, self-confidence encompasses self-efficacy, language anxiety, causal attributions and perception of L2 competence. Dörnyei (1994) explains that self-confidence is one's belief in his/her capability to produce results, achieve goals or showing competent performance on tasks, and it is a prominent dimension of self-concept. He points out that it seems to close to self-efficacy, yet it is used in a broader sense, and "self-efficacy is always task-specific" (Dörnyei, 1998, p. 123).

All these studies show the importance of self-efficacy in learning a second language, and its relationship with other influencing factors such as language anxiety and linguistic self-confidence. The literature shows that WTC, self-efficacy and linguistic self-confidence play important role in L2 learners' language learning process and successful language use. Therefore, in order to contribute to the literature, this study investigates the relationship among learners' willingness to communicate in English, self-efficacy perceptions and their linguistic self-confidence.

Significance and aim of the study

As language teachers, we see that Turkish EFL learners have mostly moderate L2 WTC in English (Altıner, 2018; Başöz & Erten, 2018; Asmali, Bilki, & Duban, 2015; Öz et al., 2015; Şener, 2014), and sometimes they may abstain from speaking English although they have enough communicative competence and declarative knowledge. These learners' self- efficacy beliefs and their linguistic self- confidence may affect their communicative competence. In order to understand the underlying reasons, it is

crucial to examine the relationship among L2 learners' WTC, their self-efficacy and linguistic self-confidence that may directly or indirectly affect learners' successful L2 use. Although there have been many studies investigating the relationship between WTC and linguistic self-confidence, there are few studies (Pajares & Johnson, 1994; Mills et al., 2006; Taşdemir, 2018) examining the relationship among learners' self-efficacy beliefs, WTC and linguistic self-confidence. Therefore, the current study aims to explore the relationship among Turkish EFL learners' willingness to communicate in English, self-efficacy perceptions and their linguistic self-confidence. For this purpose, this study attempts to answer the following research questions:

1- What are EFL learners' perceptions of their willingness to communicate in English, their self-efficacy and their linguistic self-confidence?

2- Is there a correlation among students' willingness to communicate in English, their self-efficacy perceptions and their linguistic self-confidence?

Methodology

Research Design

In this study, a mixed method research design was adopted through collecting both quantitative and qualitative data to get a more comprehensive understanding of the research problem. Cresswell (2012) points out that "uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself" (p. 535). As a type of mixed method design, an explanatory sequential mixed methods design was used as we first collected quantitative data and then qualitative data. Cresswell (2012) states that "the rationale for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection, is needed to refine, extend, or explain the general picture" (p. 542).

Participants

The study was conducted with 84 Turkish EFL learners who were studying at compulsory English preparatory classes at Yozgat Bozok University in 2018-2019 Spring semester. 39 of them were English Language Teaching (ELT) Preparatory

students and 45 of them were English Language and Literature (ELL) Preparatory students. 58 of them were females, 26 of them were males. Their ages ranged from 18 to 21. Their English proficiency level is mostly intermediate (B1). This was determined according to their English scores they got from Proficiency Exam, quizzes, their midterm and final exams, and according to their course books. Convenience sampling method was adopted in this study as the participants were available for the study and convenient to the researcher. Moreover, as the permission from the administration and the consent of the students at Yozgat Bozok University were granted, convenience sampling method was best suited to the current study. Convenience sampling is selected as the participants are available and willing to take part in the study, and although it cannot be said with confidence that the participants represent the population, the sample may give valuable information in order to answer the hypotheses and questions (Cresswell, 2012).

Data Collection Tools

Both quantitative and qualitative research methods were utilized for gathering data. The quantitative data were collected through 4 five-point Likert-type scales: the WTC scale, the Communication Anxiety Scale, and the Perceived Communication Competence Scale, and the Self-Efficacy Scale. Back-translation method was used in order to ensure the accuracy of translation. All the scales were translated into Turkish, then they were translated back into English. A native speaker working at Yozgat Bozok University, an expert working as an associate professor doctor and teacher trainer at Anadolu University and another expert working as a doctor and teacher trainer at Yozgat Bozok University also evaluated the accuracy of translation. In order to ensure validity of the scales, these experts additionally checked whether the content of the scales relate to what is really aimed to measure and identified that the questionnaire items are valid. The qualitative data involved semi-structured interviews conducted with 30 of the students.

WTC scale. 12 items were utilized in order to assess students' WTC in English with regard to 4 communication contexts (speaking in meetings, speaking in public, interpersonal conversations and groups discussions) and 3 types of receivers (friend, acquaintance and stranger) (e.g., "*Talk in a small group of strangers in English*", "*Talk with a friend while standing in line in English*", "*Talk in a large meeting of*

acquaintances in English"). This scale which was previously used by McCroskey (1992) and Yashima (2002) was adopted from Bektaş-Çetinkaya's (2005) study. In her study, students chose the percentage of the time from 0% to 100% in order to indicate their willingness to communicate in each situation. In the current study, this range was changed to 1 to 5 in order to allow the students to decide their willingness level easier. Students were asked to choose the frequency of their willingness to communicate in each given situation ranging from 1 (I never communicate) to 5 (I always communicate). If the mean score for the total WTC is between 1 and 2.5, it is accepted as low WTC level, or it means that the participants are unwilling to communicate. If the mean score for the total WTC is between 2.51 and 3.99, it is accepted as medium WTC level, or it means that the participants are somewhat willing to communicate. If the mean score for the total WTC is between 4 and 5, it is accepted as high WTC level, or it means that the participants are highly willing to communicate. Cronbach's α of this scale was .89 which is accepted highly reliable as Alpha coefficient value of the scale is over .70.

Linguistic self-confidence. As self-confidence in the L2 comprises a lack of anxiety and perceived communicative competence (Clément, 1980, 1986), it was measured through communication anxiety scale and perceived communication competence scale.

Communication anxiety scale. It was measured by 12 items which was related to the same 4 communication contexts (speaking in meetings, speaking in public, interpersonal conversations and groups discussions) and 3 types of receivers (friend, acquaintance and stranger) (e.g., "*Have a small-group conversation in English with strangers*", "*Give a presentation in English to a group of acquaintances*", "*Talk in English to a small group of friends*") as in the WTC scale. The scale which was previously used by MacIntyre and Clément (1996) and Yashima (2002) was adopted from Bektaş-Çetinkaya's (2005) study. In Bektaş-Çetinkaya's study, the participants assessed their communication anxiety by choosing a percentage from 0% to 100%. This study applied this range between 1 and 5 to help the students decide their anxiety level easier. The participants were asked to choose the frequency of their communication anxiety in each given situation ranging from 1 (I never feel anxiety)

to 5 (I always feel anxiety). If the mean score for the total communication anxiety is between 1 and 2.5, it is accepted as low level of communication anxiety. If the mean score for the total communication anxiety is between 2.51 and 3.99, it is accepted as medium level of communication anxiety. If the mean score for the total communication anxiety is between 4 and 5, it is accepted as high level of communication anxiety. Cronbach's α of this scale was .89.

Perceived communication competence scale. 12 items which were previously used by MacIntyre and Charos (1996) and Yashima (2002) and adopted from Bektaş-Çetinkaya's (2005) study were used to assess the participants' English communication competence. The receivers and contexts are the same in this scale as in the WTC and Communication Anxiety Scale (eg., "*Have a small-group conversation in English with acquaintances", "Give a presentation in English to a group of strangers", "Talk in English to friends*"). The same range in Bektaş-Çetinkaya's (2005) study was converted to 1-5 in this scale for the same purpose as in the WTC and CA scales. Students were asked to select a number ranging from 1 (I entirely feel incompetent) to 5 (I entirely feel competent) to assess their competency in each situation. If the mean score for the total perceived communication competence is between 1 and 2.5, it is accepted as low level of perceived communication competence. If the mean score for the total perceived communication competence is between 2.51 and 3.99, it is accepted as medium level of perceived communication competence. If the mean score for the total perceived communication competence is between 4 and 5, it is accepted as high level of perceived communication competence. Cronbach's α of this scale was .93.

Self-efficacy scale. In order to assess students' self-efficacy perceptions, a self-efficacy scale which was developed by Yanar and Bümen (2012) in Turkish language and adopted from Taşdemir's (2018) study was employed. There were 34 statements in the scale involving 4 language skills. There were 8 items for reading (e.g., "*I can understand when I read an English text*", "I *can visualize what I read", "I can easily find the information I look for in an English text")*, 10 items for writing (e.g., "*I can write a good paragraph or composition", "I can emphasize important points while writing English", "I can rewrite an English text with my own words")*, 10 items for listening (e.g., "*I can understand what is spoken in English", "I can*

understand the emotional accents in a sentence I listen to", "*I can understand what I hear when I watch English TV channels /movies*"), and 6 items for speaking (e.g., "*I can express myself in English in an interview (University entrance, job application etc.)*", "*I can answer the questions asked in English*", "*I can speak English in a way that a native speaker of English can understand*"). The participants were asked to select a number ranging from 1 (Never true of me) and 5 (Always true of me) in order to express how capable they think they are in each situations. Their perceived self-efficacy levels are accepted as low if their mean score is between 1 and 2.5; as medium if their mean score is between 2.51 and 3.99; and as high if their mean score is between 4 and 5. Cronbach's α of the scale was .94.

Interviews. In order to have a deeper understanding of the students' WTC, their perceptions of self-efficacy and their linguistic self-confidence, semi-structured interviews were conducted with 30 participants as a qualitative research tool. There were 12 interview questions in total which were adapted from relevant studies in the literature (Bektaş-Çetinkaya, 2005; Taşdemir, 2018). Four items were related to WTC (e.g., "*Would you like to have a daily, interpersonal (dyad) dialogue with a friend in English? If you would like or wouldn't like, what is the reason for this?*"); six of them were related to Self-efficacy (e.g., "*To what extent do you understand English texts? For example, can you understand the questions in the texts in the exams? Can you find the answers to the questions in the texts?*"); one of them was related to Perceived Communication Competence (e.g., "*How do you think your level of English is? Do you find your language level sufficient in terms of speaking English, understanding what you listen to, reading what you read, and writing text in English?*"); and one of them was related to Communication Anxiety (e.g., "*How do you feel when you need to communicate in English? (Remember the time when you communicated in English, how did you feel?) Do you generally feel anxious or happy to use English?*"). In order to establish validity of the interview questions, the aforementioned experts were asked to evaluate whether the interview questions are really measuring what is intended and they identified that the questions are valid for the purpose of the study.

Procedure

Before the data were collected, the ethical committee report issued by Konya Technical University was taken (report no:2020-06). All the students were given a consent form and they were informed about the aim of the research and the content of the questionnaires. Students completed the scales during their course hours in their classes. It took the participants nearly 40 minutes to complete the questionnaires. Three days later, after conducting the questionnaires, the interview sessions started. The interviews were conducted with 30 students whose consent was taken beforehand. 17 of them were from English preparation class of ELT department and 13 of them were from English preparation class of ELL department. The interviews were recorded and transcribed. Each interview lasted between 10 and 15 minutes depending on the students' statements. The whole process of interviews was completed in six days as the interviews were conducted out of students' class hours. Both questionnaires and interview questions were administered in Turkish in order to avoid possible misunderstandings and to let the participants express themselves clearly and freely.

Data Analysis

For the 1st research question, as quantitative data analysis, descriptive statistics were used to determine the level of students' willingness to communicate in English, perceptions of their self-efficacy and their linguistic self-confidence. As for qualitative data, content analysis was conducted. From labelled segments of data, overlapping or redundant codes were extracted and then similar codes were arranged. These codes were reduced to broader themes manually and then reported. In order to negate any bias and establish consistency of the implementation, inter-rater reliability was also considered. An experienced researcher in applied linguistic field followed the coding and analysis processes. For the 2nd research question, Pearson's Product-Moment Correlations were employed in order to determine the relationship among students' willingness to communicate in English, self-efficacy perceptions and their linguistic self-confidence. As linguistic self-confidence comprises a lack of anxiety and perceived communicative competence, it was measured through communication anxiety scale and perceived communication competence scale. In order to find out the

total score of linguistic self-confidence, the following measurement, which was proposed by Fushino (2010) was made:

Linguistic Self-Confidence= (*Mean* of Communication Anxiety Reversed + *Mean* of Perceived Communication Competence) / 2.

Results

What are EFL learners' willingness to communicate in English, perceptions of their self-efficacy and their linguistic self-confidence?

Students' perceptions of their willingness to communicate. First, students' WTC levels were examined. As seen in Table 1, the quantitative data overall showed that the participants were somewhat willing to communicate in English (*M*=2.93, SD= .77). They were more willing to communicate in English with their friends and acquaintance than communicating with strangers. For instance, they were more willing to present a talk to a group of friends (*M*=3.64, SD= 1.15) and acquaintance (*M*=3.58, SD=1.22) rather than presenting a talk to a group of strangers (*M*=2.96, SD= 1.15). It appears that they were most willing to present a talk to a group of friends whereas they were least willing to talk with a stranger while standing in line.

As for the qualitative data, the participants' responses to the interview questions regarding WTC were examined. Qualitative analysis revealed consistent results with quantitative results. When they were asked whether they would like to communicate in English among a group of acquaintance, 24 students out of 30 (80%) stated that they would be willing to communicate. On the other hand, 6 of them (20 %) preferred not to communicate in that case.

Table 1. Descriptive Statistics of Students' Perceived WTC

WTC Scale	N	Mean	S.D.
1-Present a talk to a group of strangers in English.	84	2.96	1.15
2-Talk with an acquaintance while standing in line in English.	84	2.77	1.24
3-Talk in a large meeting of friends in English.	84	3.06	1.12
4-Talk in a small group of strangers in English.	84	2.40	1.13

5-Talk with a friend while standing in line in English	84	3.06	1.13
6-Talk in a large meeting of acquaintances in English.	84	2.79	1.18
7-Talk with a stranger while standing in line in English.	84	2.11	1.01
8-Present a talk to a group of friends in English.	84	3.64	1.15
9-Talk in a small group of acquaintances in English.	84	3.20	1.12
10-Talk in a large meeting of strangers in English.	84	2.29	1.16
11-Talk in a small group of friends in English.	84	3.32	1.04
12-Present a talk to a group of acquaintances in English.	84	3.58	1.22
TOTAL	84	2.93	.77

When they were asked whether they would like to communicate with their friends in daily life, 29 of them responded positively while only 1 of them responded negatively. When they were asked whether they would like to present a talk to a group of strangers in English, 17 of them (56.6 %) responded positively while nearly half of them (13) responded negatively. They were also asked to indicate how they would feel while making such a presentation. The following excerpt represents one of their statements:

> "*Yes, I would like it. Because my aim is to be an academician, and in this case, I will always make presentation in front of people I do not know. Since I am an extrovert and enthusiastic person, I could make my presentation without worrying.*" (ELL Student 18).

It seems that they were more willing to communicate with their friends and acquaintances, but less willing to communicate with strangers, which is similar to the questionnaire results.

Students' perceptions of their linguistic self-confidence. As the L2 self-confidence comprises a lack of anxiety and perceived communicative competence, it was measured through communication anxiety scale and perceived communication competence scale. L2 self-confidence was measured by adding the mean of reverse-coded communication anxiety and the mean of communication competence, and then they were divided by two. As a result, as Table 2 below demonstrates, students did not experience much communication anxiety in English ($M=2.49$, $SD=.75$) and they had a medium level of perceived communication competence in English ($M=3.34$,

SD= .73), and in turn it seems that they perceived themselves somewhat confident in English language (*M*=3.42, *SD*= .61).

Table 2. Descriptive Statistics of Students' Linguistic Self-Confidence

	N	M	S.D.
CA	84	2.49	.75
PCC	84	3.34	.73
CA REVERSED	84	3.50	.75
LING. SELF-CONF.	84	3.42	.61

In interview questions, when the participants were asked how they felt when they needed to communicate in English, nearly half of them (13) indicated that they felt anxious. Most of the students stated that their feelings varied according to their moods, the type of receivers (friends, acquaintances, or strangers), the environment they spoke and the topic of communication. The following quote exemplifies their statements:

> *"If the people I communicate with in English are familiar, I will never worry, but if I do not know them, I will be a bit anxious. However, in any case, I like speaking English."* (ELT Student 14).

Some students attributed their anxiety to fear of making mistakes as seen in one of their comments below:

> *"I am very obsessed with grammar. For that reason, making grammatical mistakes scares me so much. I'm nervous about this."* (ELT Student 10).

On the other hand, some students attributed their anxiety to lack of communicative competence, while some of them believed that they had enough competence in speaking English. One of the students commented as follows:

> *"I feel a bit nervous when I speak English. Because I am not good enough at speaking it."* (ELL Student 25).

Some of the participants expressed that they felt more anxious at the beginning of a conversation, but later, they felt less anxious as the conversation continues. The following statement demonstrates this case:

"At first, I feel anxious, but as time passes and I speak more, I feel more comfortable." (ELL Student 24).

Overall, it seems that students did not experience too much anxiety and their anxiety level does not seem to prevent them communicating with others in English as most of them indicated that they became happy and self-confident when they spoke English.

In order to explore students' perceived communication competence, as an interview question, they were asked what their English level was and whether they found their language level sufficient in terms of speaking English, understanding what they listened to, reading what they read, and writing English texts. Nearly half of the students (13 out of 30) indicated that they found their English level sufficient, while 11 of them (36.6 %) stated that they did not think their level was sufficient. The rest of the participants (6 students, 20%) stated that they had a medium level of English. Most of the students who regarded their proficiency in English as high stated that they were not sufficient in either speaking or listening skills as much as other skills. The following extract shows this situation:

"My English level is high in terms of writing and reading, but I think that I need to improve my speaking skills and feel comfortable while speaking English as I do not practice speaking English so much." (ELT Student 2).

The participants who regarded themselves as insufficient expressed their insufficiency in various skills. Some of them stated their speaking and listening skills were insufficient, while a few of them felt less competent in speaking and writing or listening and writing skills. The following quote illustrates one of their perceptions:

"I wish I could speak more fluently, and I had an English accent. I also wish I was more creative in writing skills. I am quite good at listening. I would like to overcome my concentration problem while reading something." (ELT Student 10).

Some students regarded themselves as having a medium level of English. The following quote represents their statements:

"In general, I am quite good at reading texts and writing activities which have a medium level. But I need to improve my reading skills and other skills for the activities which include high level of English." (ELL Student 28).

When we evaluate the results of both communication anxiety scale and communication competence scale in total, it may be stated that students seem to have perceived themselves somewhat confident in English language as they had low communication anxiety and medium level of perceived communication competence. As stated earlier, linguistic self-confidence is defined as the combination of a lack of communication anxiety and a higher perceived communication competence. Similarly, interview data demonstrated that students did not experience too much anxiety and their anxiety level does not seem to have prevented them communicating with people in English. In addition, students regarded themselves as more or less competent in speaking English. The qualitative data also showed that students seem to have perceived themselves somewhat confident in English.

Students' self-efficacy perceptions. According to Table 3, in general, students had a medium level of perceived self-efficacy in English (*M*=3.67, SD= .54). They perceived themselves most efficient in reading (*M*=3.92, SD= .63) and least efficient in writing (*M*=3.52, SD= .52). It seems that students perceived themselves less efficient in productive skills (speaking and writing) than receptive skills (reading and listening). However, there was not a considerable difference between listening and speaking. Overall, they perceived themselves moderately efficient in four skills.

When the interviewees were asked whether they felt efficient in reading in general and to what extent they understood English texts, more than half of the participants (18 out of 30) indicated that they perceived themselves highly efficient in reading, but 12 of them (40%) stated that they had a medium level of self-efficacy in reading. Although they mostly did not have a low self-efficacy perception for reading, they expressed their inefficacy in some areas related to reading. The most stated inefficacious areas were vocabulary (13 participants), grammar (4 participants) and academic texts (6 participants). One of the excerpts from the students regarding themselves inefficient in vocabulary and/or grammar is as follows:

"If it is not an academic text, I can understand it very well. If we give a score out of 10, my understanding level is 7. I can answer the questions easily if they are not asked indirectly. I view myself at a moderate level in English. I have a medium level of grammar and vocabulary knowledge, but I view myself as successful in reading." (ELT Student 15).

Table 3. Descriptive Statistics of Four Language Skills in Terms of Perceived Self-Efficacy

	N	Mean	S.D.
Reading SE	84	3,92	.63
Writing SE	84	3,52	.52
Listening SE	84	3,64	.68
Speaking SE	84	3,63	.83
Total SE	**84**	**3.67**	**.54**

A few interviewees remarked that they had difficulty in understanding academic texts even though they perceived themselves efficient in reading. The following quote reveals their inefficacy in academic texts:

"I usually understand most of the texts as long as they are not academic texts and at advanced level. I feel efficient in reading, but I believe that I need to improve myself in understanding the books at advanced level and the conversations in movies." (ELL Student 28).

The interview data regarding their writing self-efficacy revealed that most of the students (21 participants, 70%) seem to have perceived themselves efficient in writing at a moderate level while only 9 of them (30%) thought that they were efficient enough in writing. This is in line with quantitative findings. Some of the students who had a medium level of self-efficacy expressed their inefficiency in vocabulary or grammar as seen in the following statement:

"Although I make minor mistakes in grammar and vocabulary while writing a composition, I feel efficient in writing. However, I am aware that I need to make an effort to be completely efficient in writing. But I believe that I will be able to fill in the forms such as a curriculum vitae and an invitation card." (ELT Student 14).

As in quantitative data, the interview results also revealed that students had a medium level of listening self-efficacy as most of them (21 participants, 70%) appear

to have perceived themselves efficient in listening at a moderate level while only 9 of them (30%) thought that they were efficient enough in listening. The participants mostly attributed their lack of efficiency in listening to the pace of speaking and speakers' accent as seen in the statement below:

> *"If people have a clear accent, I can understand them, but if they speak fast and with an unclear accent, I cannot understand them."* (ELT Student 16).

When the participants were asked to what extent they could express themselves in English while meeting their daily needs (shopping, giving directions etc.) if they were abroad or in a touristic area, more than half of the students (18 participants, 60%) indicated that they saw themselves efficient enough in this regard while 12 of them (40%) had a medium level of speaking self-efficacy perception. Some of the participants indicated that they did not feel efficient enough in speaking in such situations due to lack of vocabulary as seen in one of the quotations below:

> *"I can express myself in daily conversations, but they may require some technical vocabulary, so I need to improve my vocabulary further."* (ELT Student 10).

According to the findings obtained from both quantitative and qualitative data, in general, it appears that students in this study had a medium level of perceived self-efficacy in English. They perceived themselves most efficient in reading and least efficient in writing, but they had a medium level of self-efficacy in all skills. The data gathered from the interview questions also supported quantitative findings.

Is there a correlation among students' willingness to communicate in English, their self-efficacy perceptions, and their linguistic self-confidence?

Pearson's Product-Moment Correlations were employed in order to determine the relationship among variables. Linguistic self-confidence is characterized as a higher perceived communication competence and the combination of a lack of communication anxiety. Therefore, in order to mention the existence of students' linguistic self-confidence, it was hoped that the participants' communication anxiety would be negatively correlated with their perceptions of communication competence. The results in Table 4 confirmed the existence of the construct of linguistic self-

confidence, as a significant moderate negative correlation was found between communication anxiety and perceived communication competence (r=-.388, p<.001). It can be stated that when students experience less anxiety and have more communication competence, they tend to have higher levels of linguistic self-confidence. A significant moderate negative correlation was also found between communication anxiety and willingness to communicate (r=-.300, p<.05), and a significant weak negative correlation was found between communication anxiety and self-efficacy (r=-.281, p<.05). It means that students' willingness to communicate and their perceived self-efficacy increase as they feel less anxious. The results also indicated that there was a significant moderate positive correlation between willingness to communicate and perceived communication competence (r=.698, p<.001); between willingness to communicate and self-efficacy (r=.475, p<.001) and between self-efficacy and perceived communication competence (r=.634, p<.001). Hence, it is possible to state that students become more willing to communicate as they have higher communication competence and higher perceived self-efficacy. In addition, students having higher communication competence tend to have higher self-efficacy perceptions.

Table 4. Correlations between the Variables

		WTC	CA	PCC	SE	LING. SELF-CON
WTC	Pearson Correlation		-.300**	.698**	.475**	.595**
	Sig. (2-tailed)	-	.006	.000	.000	.000
	N		84	84	84	84
CA	Pearson Correlation			-.388**	-.281**	
	Sig. (2-tailed)		-	.000	.010	-
	N			84	84	
PCC	Pearson Correlation				.634**	
	Sig. (2-tailed)			-	.000	-
	N				84	
SE	Pearson Correlation					.546**
	Sig. (2-tailed)				-	.000
	N					84
LING. SELF-CON	Pearson Correlation					
	Sig. (2-tailed)					-
	N					

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

Table 4 also shows that there was a significant moderate positive correlation between students' linguistic self-confidence and their WTC ($r=-.595$, $p<.001$); and between their linguistic self-confidence and their self-efficacy perceptions ($r=-.546$, $p<.001$). It may be stated that the students having higher linguistic self-confidence and self-efficacy perceptions tend to be more willing to communicate in English.

Discussion

This study investigated the level of English preparation class students' willingness to communicate in English, their self-efficacy perceptions and their linguistic self-confidence and the possible correlations among these variables. Both quantitative and qualitative data revealed that students were somewhat willing to communicate, and they were more willing to communicate with their friends and acquaintances, but less willing to communicate with strangers. This may be due to the fact that EFL learners in Turkey mostly have a chance to communicate in the L2 in classroom environment, and thus they mostly interact with their friends or acquaintances. However, they do not have many opportunities to communicate with strangers outside the classroom. For instance, students participating in this research live in Yozgat where the possibility of interacting with inhabitants or tourists in English is too low. Yozgat is a small city which does not attract many tourists and provide university students with a multicultural environment where they can practice their English. In addition, we can say that the rate of using English outside the classroom in other cities of Turkey is also too low. Therefore, the level of students' WTC with strangers might have been found lower as they probably lack experience in communicating with strangers. This finding confirms MacIntyre et al.'s (1998) heuristic model of WTC in which affiliation motives are claimed to affect a person's desire and self-confidence to communicate with a specific person. In other words, as MacIntyre et al. (1998) also underline, previous research in social psychology (Lippa, 1994) shows that affiliation frequently occurs with people who are often encountered, physically nearby, attractive and similar to us in different ways. The results of this study are consistent with the findings of previous work (Bektaş-Çetinkaya, 2005; Taşdemir, 2018) as the students were somewhat willing to communicate and more willing to communicate

with their acquaintances and friends rather than strangers. It is apparent that personal characteristics of the interlocutor an individual communicates with are associated with his/her WTC in a second language.

As for students' linguistic self-confidence, students seem to have perceived themselves somewhat confident in English language. As linguistic self-confidence is explained by communication anxiety and communication competence, these variables were expected to correlate negatively, and thus students would have less anxiety while having higher communicative competence to claim that students have linguistic self-confidence to some degree. As expected, both quantitative and qualitative findings of the current study showed that students did not experience much communication anxiety, and similar to their willingness to communicate, they felt less anxious while speaking with their friends or acquaintances than speaking with strangers. This is again compatible with MacIntyre et al.'s (1998) heuristic model as they claim that intergroup tension, previous bad experiences, presence of crowded people listening, and fear of assimilation may increase anxiety. According to this model, perceived competence represents the feeling that a person has the capacity to use the language effectively at a specific time. This competence is expected to increase if a person is in a situation encountered before. The findings also confirmed the construct of linguistic self-confidence as a significant moderate negative correlation was found between communication anxiety and perceived communication competence. This finding is in line with Clément's (1980) model which proposes that self-confidence is composed of perceived competence and anxiety of language use, and anxiety of second language use is subsumed by the notion of self-confidence that also involves the person's self-evaluation of her/his proficiency in the second language. The negative correlation found between perceived competence and communication anxiety in present study is also congruent with Clément and Kruidenier's (1985) study, as in their study, the relationship between these variables were supported. We may infer that the more second language learners have self-perceived communication competence, the less they experience communication anxiety and this, in turn, leads to having more self- confidence in second language communication. On the other hand, this finding is incongruent with Bektaş-Çetinkaya's (2005) study which found that perceived competence did not negatively correlate with communication anxiety. She attributed this situation to lack of

students' communication experience inside or outside the classroom. Students' lower speaking anxiety and higher perceived communication competence in current study may be explained that ELT and ELL students usually have many opportunities to communicate inside the classroom as their departments require constant language production and their frequent interaction with their peers and native and non-native instructors increases their linguistic self- confidence in L2 communication.

The current study also yielded a significant moderate positive correlation between students' linguistic self-confidence and their WTC. This is in parallel with Clément and Kruidenier's (1985) study as they state that when there is pleasant and frequent contact, a person's self-confidence in using the L2 develops and in such settings, the most influential determinant of motivation for learning and using the L2 is self-confidence. The positive correlation between students' linguistic self-confidence and their WTC and the negative correlation between communication anxiety and WTC in this study also support MacIntyre et al.'s (1998) heuristic model as they proposed that state anxiety differs in intensity and changes over time, and if state anxiety increases, it will lower a person's self-confidence, and thus his/her WTC. They regard state self-confidence as one of the most immediate predictors of WTC. Similar results showing direct relationship between WTC and linguistic self-confidence were also found in some other studies (MacIntyre et al., 2002; Yashima, 2002; Bektaş-Çetinkaya, 2007; Fushino, 2010; Fallah, 2014; Öz et al., 2015; Khajavy et al., 2016). It seems plausible that an individual's higher linguistic self- confidence increases the possibility of his/her willingness to communicate. The students in this study also appear to have perceived themselves somewhat confident in English and their self- confidence affected their WTC in English positively. As stated earlier, their self-confidence in English may stem from their frequent communication opportunities inside the classroom due to the nature of their departments, then it is no surprise that they perceived themselves somewhat willing to communicate and their WTC correlated with their linguistic self-confidence positively.

The present study also revealed that students had a medium level of perceived self-efficacy in English. They perceived themselves most efficient in reading and least efficient in writing. In this sense, the findings of current study are consistent with

Taşdemir's (2018) research which also found that Turkish high school students perceived themselves most efficient in reading while they perceived themselves less efficient in writing and speaking. It is natural that EFL students feel less efficient in writing and speaking as these are productive skills that students deliver performance more publicly compared to receptive skills: reading and listening. Another reason may be related to the assessment system in English exams in Turkey as productive skills are not assessed in most English exams such as YDS and YÖKDİL which are conducted as national language proficiency exams and taken to get academic promotion or extra payment by academicians or state employees. In this sense, students' lower self-efficacy perceptions in speaking and writing may be due to their lack of extrinsic motivation to perform these skills. MacIntyre et al. (2001) explain that writing and speaking are more public skills in which individuals display their L2 competence for audience, so this may lead to embarrassment in case of ineffective performance. Then, it is not odd that students in the present study also perceived themselves less efficient in these skills as they might be afraid of making mistake and having embarrassing experience.

The current study also found a significant weak negative correlation between communication anxiety and self-efficacy. This finding supports Bandura's (1993) study which investigated the relationships between efficacy beliefs and anxiety. Bandura explained that people having high efficacy do not see the difficult tasks as threats, rather they regard them as challenges to be dealt with. This efficacious approach helps them to be interested in activities, to set challenging targets and to maintain commitment to these targets. Their efficacious outlook creates personal accomplishments, decreases stress and depression (Bandura, 1993). The findings of this study that yielded a negative correlation between self-efficacy and anxiety are congruent with Mills et al.'s (2006) study as they found that learners having low self-efficacy in reading may suffer from anxiety and it may also affect their sense of self-efficacy negatively. Then, it is possible to state that L2 learners having lower communication anxiety tend to have higher self-efficacy beliefs, and this, in turn, accounts for their successful performance in L2 communication.

The present study further found a significant moderate positive correlation between students' linguistic self-confidence and their self-efficacy perceptions, and

between self-efficacy and perceived communication competence. In Dörnyei's (1994) motivation construct, self-confidence encompasses self-efficacy, language anxiety, causal attributions and perception of L2 competence. Dörnyei explains that self-confidence is one's belief in his/her capability to produce results, achieve goals or showing competent performance on tasks, and it is a prominent dimension of self-concept. Thus, it is possible to indicate that linguistic self-confidence directly correlates with self-efficacy. The more students have linguistic self-confidence, the more they perceive themselves efficacious in L2. In turn, they experience less anxiety and feel more competent in L2. They may also get more motivated and their willingness to communicate increases. In the current study, a significant moderate positive correlation was also found between willingness to communicate and self-efficacy perceptions. Similarly, Taşdemir's (2018) study also found a significant moderate correlation between students' perceived self-efficacy and WTC in English. It shows that students may become more willing to communicate in English as they have higher self-efficacy beliefs. As can be seen in previous studies (Bandura, 1993, 1997; Mills et al., 2006; Mills, 2014), this study also reveals the importance of one's self-efficacy beliefs for his/her performance in the L2. Not surprisingly, students' self-efficacy beliefs in this study positively correlated with their WTC in English. It may be interpreted that ELT and ELL students have more mastery experiences as they attend the university with high language test scores, they have more vicarious experience as they are exposed to frequent communication situations in their classes, and thus, they become less anxious about communicating in L2. As a result, this may account for their higher self-efficacy perceptions and direct contribution of these perceptions to their WTC in English.

Conclusion

This study revealed the direct relationship among WTC, linguistic self-confidence and self-efficacy perceptions, which supports MacIntyre et al.'s (1998) heuristic model of WTC as linguistic self-confidence positively correlated with WTC and higher linguistic self-confidence contributed to WTC in English. In addition, our study confirms Clément's (1980) model which proposes that self-confidence is composed of

perceived competence and anxiety of language use as communication anxiety and perceived communication competence correlated negatively in this study. As we found that self-efficacy positively correlated with linguistic self-confidence and WTC, but negatively correlated with communication anxiety, the current study also contributes to Bandura's (1977) self-efficacy model in which people having higher self-efficacy are characterized as being interested in activities, setting challenging targets, maintaining commitment to these targets, increasing and continuing their efforts and recovering their sense of self-efficacy in case of failure.

The findings of this study may provide several implications for language teachers and policy makers as follows:

- As linguistic self-confidence is explained by combination of communication anxiety and perceived communication competence, language teachers should establish a classroom environment where students do not experience much communication anxiety and take steps specifically to relieve students' communication anxiety in L2.

- Students should be encouraged to take part in communicative activities much more and they should be supported by positive feedback. Thus, their linguistic self-confidence can be fostered and in turn, their WTC increases.

- Turkish ELT and ELL students in this study had a medium level of WTC and it seems that they were less willing to communicate with strangers despite having higher communicative competence compared to the students from other departments in Turkish universities. Therefore, policy makers and teachers should work together to increase Turkish students' communication environments and provide them with communication opportunities especially with native speakers or foreigners.

- As seen in this study, self-efficacy may directly contribute to students' WTC. Therefore, students should be given the chance to experience success in language, to have vicarious experience by observing their peers' successful language use in the class, they should be positively encouraged in order to provide them with social persuasion and their stress levels and anxiety-

provoking situations should be diminished. As a result, they may have more willingness to communicate in a relaxed, friendly and supportive environment.

- It can also be suggested that students should be extrinsically motivated to use productive skills much more and national language proficiency exams and other English exams at schools should be adapted to assess productive skills in addition to reading, vocabulary and grammar. Thus, EFL learners' self-efficacy perceptions regarding these skills may be positively affected.

Although this study provides useful implications, it has certain limitations, too. Our study investigated the relationship between WTC, self-efficacy perceptions and linguistic self-confidence, but did not examine other variables, which may influence each other in language learning process and L2 communication such as personality, motivation and attitudes. Further studies may be carried out by including such variables and try to find out possible relationships among them. Another limitation is that this study was only carried out with 84 ELT and ELL preparation students at Yozgat Bozok University in Turkey. Further studies may be conducted with a larger population from different universities in Turkey in order to get more representative results and to have more comprehensible understanding about the factors influencing Turkish EFL students' L2 learning process.

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