

Öğretmen Cesaretlendirmesinin İngilizceyi Yabancı Dil Olarak Öğrenen Türk Lise Öğrencilerinin Yabancı Dili Konuşma İsteklilikleri Üzerindeki Etkisi

The Impact of Teacher Encouragement on Turkish High School EFL Learners' Willingness to Communicate in Second Language (L2WTC)

Aykut Aksın¹, Tahir Yaşar²

¹Sorumlu Yazar, İngilizce Öğretmeni, Edremit Anadolu Lisesi, 211407011@hakkari.edu.tr, (<https://orcid.org/0009-0005-2824-698X>)

²Dr Öğr. Üyesi., Hakkari Üniversitesi, tahiryasar@hakkari.edu.tr, (<https://orcid.org/0000-0003-2174-7093>)

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ABSTRACT

This study aimed to investigate the willingness of language learners in a public school in Türkiye to communicate in English and investigated the role of teachers in shaping their student's willingness to communicate. The research primarily focused on how interactions between students and teachers impact the language learning process, highlighting that teachers, in addition to their conventional teaching duties, also take on the role of learning advisors. A mixed-method research design was utilized, with 40 high school students from a school in Van, Türkiye, selected through convenience sampling. The data collection tools included the Willingness to Communicate (WTC) Scale, What is Happening in This Class (WIHC) Questionnaire, and semi-structured interview questions. Statistical analyses were conducted utilising IBM SPSS Statistics 22.0, with a significance level of 0.05. The quantitative analysis involved methods such as normality tests, t-tests, ANOVA, Pearson Correlation, Simple Linear Regression, and Multiple Linear Regression. The findings from the quantitative data showed positive correlations between classroom climate, teacher support, student cohesiveness, and students' WTC in English. Meanwhile, qualitative analysis identified key themes including motivation, positive feedback, personal interest, teacher encouragement, interactive classroom activities, and regular use of English, all of which contributed to students' WTC in English. The research underscored the significance of creating a positive classroom environment, harnessing interactive teaching methods, and fostering supportive teacher-student communication to enhance students' English language learning experiences.

Keywords: Teacher encouragement, Willingness to communicate, Student-teacher interactions, Classroom climate.

ÖZ

Bu çalışmanın amacı, Türkiye'deki bir devlet okulunda öğrencilerin İngilizce iletişim kurma istekliliğini tespit etmek ve bu istekliliğin öğretmenler tarafından nasıl etkilendiğini incelemektir. Araştırma, özellikle öğrenci-öğretmen etkileşimlerinin dil öğrenme süreçlerine olan etkisini ele almış ve öğretmenlerin sadece geleneksel eğitim rolünde kalmayıp, aynı zamanda öğrenme danışmanı olarak da hareket ettiklerini vurgulamıştır. Çalışmada karma yöntem araştırma modeli kullanılmıştır. Van ilindeki bir devlet lisesinden

* Bu araştırma Hakkari Üniversitesi, Yabancı Diller Eğitimi Anabilim Dalı bünyesinde tamamlanmış olan yüksek lisans tezinden üretilmiştir.

kolay örnekleme yoluyla seçilen 40 lise öğrencisi katılımcı olarak belirlenmiştir. Veri toplama araçları olarak İletişim İstekliliği Ölçeği (İİÖ), Bu Sınıfta Neler Oluyor (BSNO) Anketi ve yarı yapılandırılmış sorular kullanılmıştır. Nicel veri analizinde, değişkenlerin normal dağılım testi, t-testi, ANOVA, Pearson Korelasyon Analizi, Basit ve Çoklu Doğrusal Regresyon Analizleri gibi yöntemler kullanılmıştır. Analiz sonucunda, sınıf atmosferi, öğretmen desteği ve öğrenci kaynaşması ile İngilizce konuşma isteği arasında pozitif ilişkiler bulunmuştur. Nitel analizler ise, motivasyon, olumlu geri bildirim, bireysel ilgi, öğretmen teşviki, etkileşimli sınıf etkinlikleri ve günlük İngilizce kullanımının, öğrencilerin konuşma isteğini artıran başlıca faktörler olduğunu ortaya koymuştur. Sonuçlar, öğrencilerin dil öğrenme deneyimlerinin geliştirilmesi için olumlu bir sınıf ortamı, etkileşimli öğretim yöntemleri ve destekleyici öğretmen iletişiminin önemini vurgulamıştır.

Anahtar Kelimeler: Öğretmen cesaretlendirmesi, İletişim isteği, Öğrenci-öğretmen etkileşimleri, Sınıf iklimi.

INTRODUCTION

Kuzu, Özkan, and Bada (2021) highlight the critical importance of investigating instructional programs, particularly because such research offers valuable insights into their effectiveness in achieving desired outcomes. A program that fails to motivate students to use a second language can be considered unsuccessful (MacIntyre et al., 1998). In this regard, Willingness to Communicate (WTC) in English is vital, as it directly affects the success of language programs aimed at improving language proficiency. Individuals with a high WTC in English are more likely to engage actively with the instructional content, establishing a more engaging and efficient learning environment. Thus, understanding and fostering WTC in English can significantly enhance the overall success of language education programs. The role of teacher-student communication is particularly crucial in foreign language (FL) education. As Chen et al. (2022 p. 15) state that 'the influence of teacher wax or wane learner's readiness to engage in communication in English.' This statement underscores the significant impact of the teacher-student relationship on language education. Equally important is the influence of the learning environment on language acquisition. The socio-educational model emphasizes the importance of a supportive and engaging classroom setting in language acquisition (MacIntyre and Gardner, 1991). This framework suggests that such settings significantly enhance learners' motivation and linguistic outcomes. Motivation in second language learning serve as a key factor in students' language skills development. The source of this motivation is not limited to individual goals; it is also shaped by external factors such as social environment and teacher support. The L2 Motivational Self System focuses on these social and contextual processes that influence individuals' daily motivation. This system provides a valuable perspective for understanding the impact of the teacher's role and the learning environment on students' motivation Dörnyei (2011). According to Dörnyei (2011) , in the L2 Motivational Self System context, the ideal self refers to the attributes an individual aspires to possess, embodying personal hopes and aspirations as a proficient L2 user. Conversely, the ought-to self represents the attributes an individual feels they should have to fulfil social expectations and avoid adverse outcomes. While pursuing positive self-images drives the ideal self, the ought-to self is more concerned with preventing negative consequences, often aligning with external pressures or obligations.

As a Lingua Franca (LF), English has long been the most widely spoken language globally. According to Crystal (2003), the number of non-native speakers (NNSs) of English far surpasses the number of native speakers (NSs). This global linguistic reality makes it crucial for people around the world to learn and speak in English. High levels of WTC in English can enhance students' fluency and facilitate international interactions, enabling them to learn about other cultures, engage socially, and become global citizens (Demir Ayaz, 2017; Kang, 2005; MacIntyre et al., 1998; MacIntyre & Doucette, 2010). Alptekin (2002) argues that a contemporary

understanding of communicative competence should recognize English as an international language, encompassing both national and global contexts, native and non-native speakers, and proficient bilinguals with intercultural knowledge as models for education. This approach aims to develop intercultural communication skills within English language teaching (ELT). The debate on how best to teach spoken English has been ongoing, and according to Ellis (2006), communicative-based approaches that emerged in the 1970s offered a solution. While some individuals naturally excel in spoken communication, others remain reticent, hindering their ability to communicate effectively. Therefore, teaching methods that focus on enhancing communication skills are essential. Globally, increasing learners' WTC in a second language (L2) has become a key objective of L2 pedagogy (Clément et al., 2003), including Türkiye, where real communication in language learning is gaining importance. Active participation in classroom interactions enables students to learn within structured contexts. This is especially significant in EFL (English as a Foreign Language) settings, where learners frequently face limited chances to use English beyond the classroom setting İter (2018). Students' L2 WTC with peers and teachers is a critical factor in improving their language skills. Teacher support, student cohesiveness, and task orientation significantly shape the dynamics of language learning in the classroom (Öksüz-Zerey & Cephe, 2020). Creating a rich educational environment for language acquisition depends on effective communication both within and beyond the classroom.

The study's results by Wang et. al. (2020) showed that learners' perspectives on group interaction and engagement with the teacher in the name of timidity significantly predict WTC and in-class interaction in L2. According to Wen and Clément (2003), instructor support substantially affects learners' WTC, affecting their capacity to communicate in one situation and their reluctance to speak in another. In the light of their study's findings, MacIntyre and Charos (1996, p. 17) hypothesised that the learners' capacity to engage in communication in the L2 will enhance through consistent trial, which underscores the necessity and effectiveness of repetition in language learning. If teachers make students practice in the class with productive tasks and a moderate level of smile, learning the language along with enhancing the ability to communicate develops simultaneously. Another essential immediate behaviour is smiling (Mehrabian, 1981). According to Mehrabian (1981), smiling brings together interlocutors. When one person shows a warm face, the other will likely reciprocate. Because of this, smiling is regarded as a sign of interpersonal friendliness. According to Andersen (1979), smiling is the source of immediateness, encouraging students to participate in speaking activities.

Wong (2015) conceptualizes encouragement as a tool to instil confidence and perseverance in learners, particularly in challenging situations, emphasizing its motivational potential in classroom settings. Alcott (2017) further underscores that teacher encouragement significantly influences students' educational persistence and long-term academic outcomes. Similarly, studies by Pishghadam et al. (2021) and Shirzadeh and Jajarmi (2023) reveal a positive correlation between teacher behaviours, such as verbal encouragement and stroke, and students' motivation and WTC. Moreover, Young (1991) demonstrate that verbal reinforcement and a supportive, participative classroom environment reduce students' anxiety, facilitating active engagement in language learning. These findings collectively suggest that teacher encouragement is vital in enhancing students' communicative competence in English. Similarly, Alrabai (2022) highlighted that teacher immediacy indirectly affects learners' WTC in their second language by boosting their communication confidence. York (2014) also emphasized the significance of nonverbal interaction in the classroom, noting its positive influence on student learning. Constructing a positive relationship with teachers and students in the classroom inevitably provokes students' curiosity for further language learning. Thus, teachers' responsibility in encouraging students to be involved in a conversation should be considered structurally.

Krashen (1982) advocated for teachers to prioritize providing students with comprehensible input instead of merely focusing on grammar. This method emphasizes natural language acquisition through meaningful exposure and contextual learning, rather than relying

solely on memorization and explicit grammar teaching. Krashen's (1982) theory underscores the value of immersion and interaction in language learning, promoting communication and comprehension over rigid adherence to grammar rules, which in turn fosters more effective language acquisition. In another study by Asmalı (2016), it was underscored that communicating productively and smoothly in a language is more significant than simply understanding its structures and conventions. Building on this, MacIntyre et. al, (1998) defined the concept of WTC in L2 as "the readiness to engage in discourse at a particular time with a particular person or persons using L2" (p. 547). Since language education in Türkiye aims to enhance effective communication among students, understanding why some students remain reluctant to communicate in language classrooms is crucial. Identifying the factors contributing to students' hesitancy such as anxiety about making errors or low self-confidence can help educators develop strategies that create a more supportive and encouraging environment. Such an environment would foster active participation and boost students' confidence in oral communication. Through a comprehensive analysis of these underlying factors, educational institutions can design interventions and adopt instructional methods that encourage students to engage in classroom discourse. These efforts would allow students to fully benefit from language learning opportunities and enhance their language proficiency. By implementing such measures, institutions can showcase their dedication to delivering top-quality language education, providing students with the necessary skills for success to thrive in an increasingly globalized world. A key pedagogical challenge that captivates both language researchers and teachers is how to reduce reluctance in EFL classrooms and enhance student engagement in target language communication (Lee & Ng, 2010). According to MacIntyre and Charos (1996), the main motivation for learning a second or foreign language is communication whether for establishing new relationships, traveling, studying diverse cultures, or professional development. However, according to a study held in USA by Reeves (2004), not everyone has access to high-quality language learning resources or the chance to practice in a supportive environment, which can be a considerable barrier for individuals who need to use a second language for these purposes. In this vein, addressing this issue and providing equitable language learning opportunities is critical. As Krashen (1982) observed, second language learners often remain silent and focus on listening until they feel confident enough to speak. The influential dynamics of language learning and instruction in the language classroom are shaped by teacher support, student cohesiveness, and task orientation Öksüz-Zerey and Cephe (2020). Establishing an enriching educational environment for language acquisition hinges upon the extent of communication within and beyond the classroom. This emphasizes the need for establishing a supportive and motivating environment where learners can build confidence and eventually engage in communication. In conjunction with this statement, (Dörnyei 2005, p.207) points out that speaking activities aim to broaden the language learners' capacity to use language. Hence, practitioners creating a speaking activity-rich atmosphere while running the lesson is essential for an education system because teacher encouragement is thought to impact L2 WTC positively. By addressing this common barrier, teachers can better facilitate language acquisition and help students reach their full communicative potential. Speaking, as a productive skill, is essential for effective communication, allowing individuals to articulate and share knowledge (Bailey, 2003). Therefore, classrooms should be filled with speaking activities created by instructors, as language learning is most effectively facilitated through active speaking practice. Without verbal communication, interpersonal interactions lose much of their purpose (McCroskey & Richmond, 1990), and students may miss out on opportunities to share their knowledge. Strong interpersonal relationships are often built on frequent communication, which is directly tied to an individual's willingness to participate in conversations (McCroskey & Richmond, 1990). However, many students may choose to remain silent throughout lessons, which impedes their learning. In this regard, teachers play a pivotal role in motivating students to participate in speaking activities. Overcoming classroom reticence is essential, and teachers can achieve this by encouraging students to engage in classroom discussions, thereby improving their learning experience. While a abundance of investigation has explored L2 WTC in various contexts, examining factors such

as self-assurance, motivation, and personality (MacIntyre et al., 1998; Öz, 2014; Yashima, 2002), communication apprehension (Baker & MacIntyre, 2000; Basöz & Erten, 2019; Cao, 2009; Kang, 2005; MacIntyre, 1995), attitudes (Çetinkaya, 2005; Kim, 2004; Yashima, 2002; Yashima et al., 2004; Yildiz & Piniel, 2020), and perceived communication competence (Atay & Kurt, 2009; MacIntyre et al., 1998; Yashima, 2002), the specific impact of teacher encouragement on L2 WTC in high school EFL students remains under-researched. Given the importance of communication in Turkish classrooms and the limited research in this area, further investigation into the effect of teacher encouragement on L2 WTC is essential to enhancing classroom communication and language learning outcomes.

As significant amounts of WTC in L2 enhance L2 utilization (Yu et al., 2011; Lee et al., 2021), L2 researchers have greatly emphasised factors that encourage learners to interact in L2. Because L2 WTC and learning are so intertwined, instructors who can generate meaningful activities to promote WTC can better capitalise on psychological factors that encourage language learning MacIntyre and Wang (2021).

Mastery of the English language is often perceived as a symbol of power and status within our society, similar to many other societies (Doğançay-Aktuna, 1998). That is why, students tend to learn English and speak it effectively for many purposes. It is commonly acknowledged that although Turkish students excel in grammar-focused written tests, they struggle with speaking skills (Cetinkaya, 2005). They are often labelled reticent learners with a limited WTC in a second language. This observation points to a critical challenge in second language research. In Türkiye, where English is a mandatory subject, students are required to participate in English classes, highlighting the importance of an encouraging learning climate. During language classes, English teachers play a vital role in providing encouragement and guidance for both in-class and extended learning. The communicative abilities of English as a Foreign Language (EFL)/English as a Second Language (ESL) students are largely developed through their verbal participation in class. As Dörnyei (2005, p.207) emphasizes, speaking activities are essential for expanding learners' language capabilities. Therefore, fostering a classroom environment rich in speaking activities is crucial, and it is believed that teacher encouragement has a positive impact on students' WTC. As a result, the investigation into students' willingness to speak English as a foreign language in Türkiye has gained significant importance.

In a study, for example, Çekiktürk and Bektaş-Çetinkaya (2023) demonstrated that digital games encourage student collaboration by providing a fun and secure environment for practising English. This study examined the impact of online games like Minecraft on Turkish EFL students' L2 WTC. The study highlights that Minecraft offers students a stimulating environment for communication and that integrating technology into English classrooms can be crucial for fostering imaginative and engaging dialogue. Similarly, the research by Basöz and Erten (2019) at Balıkesir University revealed that various factors, including peers, teaching approaches, the instructor, classroom climate, materials, class size, language anxiety, shyness, vocabulary knowledge, and several other factors influence classroom WTC.

In the context of public schools, the specific time would be the class schedule, and the particular persons would be students and teachers. When silence prevails in the classroom, the first step towards fostering communication is preparing students for readiness to engage in communication in English. Employing specific strategies and tactics to invite communication depends largely on the actions of the teacher. In light of these insights, the present study focuses on investigating the L2 WTC of Turkish state high school EFL students due to the fact that there is a pressing need for further scholarly research to explore this dynamic more thoroughly. In this context, the present study examines the WTC levels of Turkish high school EFL learners and the impact of teacher-related instructional encouragement on their willingness to participate in classroom interactions. The instructional programs and strategies used in EFL classrooms are analyzed, with a focus on how students perceive teacher encouragement and its effectiveness in

promoting communication. The research also seeks to determine if there is a significant relationship between L2 WTC and teacher encouragement. Additionally, this study explores the underlying reasons behind students' perceptions of themselves as either willing or unwilling to communicate, as well as their views on their English proficiency and effectiveness in language use.

1.2. Research Questions

As outlined earlier, the main goal of this research is to evaluate the impact of teacher encouragement on EFL learners' academic performance, specifically focusing on their L2 WTC. To achieve this goal, the subsequent research questions were developed:

R.Q1. How does teacher encouragement influence the WTC of participating Turkish learners?

R.Q.2. How do the participating Turkish EFL learner understand and experience teacher encouragement in the context of their L2 WTC ?

R.Q.3. What features and processes of teacher encouragement influence the WTC of the participating Turkish EFL learners during English language classes?

By addressing these questions, this study aimed to provide valuable insights into how teacher encouragement can enhance EFL learners' willingness to engage in language communication. The results will contribute to the current body of research on effective EFL teaching practices and inform the development of strategies that promote better learning outcomes through increased student engagement and communication with regard to enhancing speaking skills of EFL learners.

RESEARCH METHODOLOGY

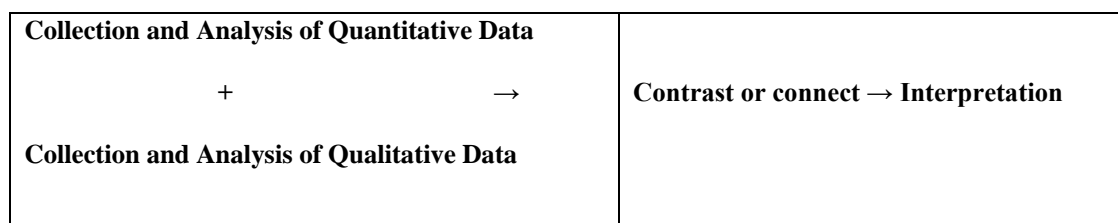
2.1 Research Design

In this research, it was aimed to identify the influence of teacher encouragement on students' L2 WTC and analyse the extent of their L2 WTC in relation to teacher encouragement. To achieve these objectives, a mixed-methods research approach was adopted, merging both qualitative and quantitative techniques. The research design was structured to address the research questions (Creswell & Poth, 2016). A qualitative research component was included because it allows researchers to investigate the meanings that learners assign to their social experiences, which is central to understanding the human experience (Hatch, 2002, p. 9). Through this approach, researchers can better understand how students and teachers interact in specific contexts by capturing the learners' perspectives. To facilitate student participation and ensure accurate responses, surveys were administered in Turkish, as this was deemed more accessible to high school students in Türkiye. In this study, no scales were translated into Turkish by the present researchers; previously translated scales were used. The surveys included the Willingness to Communicate (WTC) Scale and What is Happening in This Classroom (WIHIC) Questionnaire, and the decision to use Turkish rather than English aimed to encourage students' active involvement and ensure the accuracy of their responses. In the quantitative part of the study, statistical analysis was used to examine the relationship between variables, providing generalizable findings from the collected dataset (Dörnyei, 2007; Paltridge & Phakiti, 2015). A mixed-methods approach was selected to combine the vigors of both qualitative and quantitative approaches. This design enabled the researcher to capture broad patterns in teacher encouragement's impact on L2 WTC and to explore specific elements and mechanisms in more depth. Data were collected using the WTC Scale and WIHIC Questionnaire, administered via Google Forms. The findings from these instruments were thoroughly analyzed and compared to promote a comprehensive understanding of the research problem. Careful consideration was

given to ensure that the results were both reliable and valid, minimizing any potential biases during data collection. According to the study by den Brok, Telli, Çakıroğlu, Taconis and Tekkaya (2010), WIHIC Questionnaire's dependability (Cronbach's Alpha) is often above 0.70 at the student level and above 0.85 at the class level. During the translation process, the back-translation technique was utilised to ensure accuracy for WTC Scale by Çetinkaya (2005). The Cronbach Alpha of the scholar's modified version was 0.88. Moreover, to address the central research question, the researchers chose a convergent parallel design, which is particularly suited for comparing data from different sources. In this approach, quantitative and qualitative data are gathered and analyzed simultaneously, with the aim of understanding the research problem in a more comprehensive manner (Creswell, 2012). The convergent parallel design involves the independent gathering and analysis of both numerical and descriptive data within a single phase, after which the two datasets are compared to determine whether they support or contradict each other (Creswell & Plano-Clark, 2011). This approach was chosen as it allows for a more nuanced and multi-dimensional analysis of the relationship between teacher encouragement and students' L2 WTC.

Figure 1

Convergent Parallel Design (Creswell, 2012, s. 541)



2.2. Study Context

This research was conducted at a public high school in Van during the 2023-2024 academic year. The school, which serves as an extension of middle school education, admits students based on address information and provides a four-year educational program. Its primary objective is to prepare students for higher education programs that align with their interests, abilities, and proficiencies (<http://ogm.meb.gov>). Van is a metropolitan city in the eastern part of Türkiye, which provides a unique context for this study.

2.3. Participants

20 high school students from the 12th grade and 20 students from the 11th grade participated in this research. The participants were chosen using a convenience sampling method, encompassing students aged 15 to 18, with no specific criteria based on gender or identity. Non-probability sampling includes selecting participants from the target group selected for their accessibility and availability (Golzar et. al, 2022). The focus of the study was to inquire into the effect of teacher encouragement on L2 WTC among Turkish state high school students, irrespective of their English level.

A pilot study was conducted after using convenience sampling to select 5 participants outside the main study. The participants indicated that the survey questions were clear and that they faced no time issues. As a consequence, it was decided that no changes were essential for the survey or interview questions. With this validation, the study advanced to its main phase. These 5 students were excluded from the main study.

2.4. Data Collection Tools

2.4.1. Assessment of L2 Willingness to Communicate (WTC)

In the context of communication, including oral presentations, participating in meetings, engaging in group conversations, and having interactions, the readiness of Turkish high school students to communicate in English was assessed. The assessment utilised a set of twelve items based on McCroskey's (1992) dialogues among individuals and in group settings, considering various types of receivers, such as strangers, acquaintances, and friends. Participants were asked to indicate the percentage of time, indicating the extent to which they would be comfortable communicating in each of these situations; respondents were asked to provide a percentage value, with options ranging from 0% to 100%. The scale depicted strong reliability with a Cronbach's alpha coefficient of 0.94, signifying high internal consistency. The Turkish-translated version of the scale was employed in this study, and its translation was conducted by Çetinkaya (2005) for use in her research. The translation process utilised the back-translation technique to confirm accuracy. The Cronbach Alpha of the abovementioned scholar's adapted version was 0.88.

2.4.2. What Is Happening in This Classroom (WIHIC) Questionnaire

What is Happening in This Classroom (WIHIC) questionnaire by Fraser et al. (1996) was adopted and delivered simultaneously with the WTC Scale by McCroskey (1992) in order to understand the effect of teacher encouragement on state high school EFL learners' L2WTC and, later, to determine the relationship between teacher encouragement and WTC in English. The reason for applying this questionnaire is mainly to examine the dynamics between teachers and students. (as cited in Telli et al.'s (2006) study, Dorman 2003). The tool was first created by Fraser et al. (1996) and included seven subscales. The original 90-item nine-scale version was improved through statistical analysis and in-depth interviews of junior high school science students (Fraser et al., 1996). Only 54 items across seven scales were retained, but the set was enlarged to 80 items in eight for field testing (Huang et al., 1998). The WIHIC's ultimate version incorporates seven eight-item scales, successfully used among 2310 high school students in Singapore (Chionh & Fraser, 1998). These components are student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation and equity, which compose essential teacher-student interaction factors. Telli, Çakıroglu, and den Brok (2006) ensured the validity and reliability of the instrument in the Turkish setting by employing a back translation approach. The majority of studies that have used the WIHIC have offered data on both validity and reliability. According to the study by den Brok, Telli, Çakıroglu, Taconis and Tekkaya (2010), the instrument's scales' dependability (Cronbach's Alpha) is often above 0.70 at the learner stage and above 0.85 at the class level. This questionnaire was used in this research without any modifications.

2.4.3. Qualitative Component: Interviews

Interviews enable individuals to express themselves using their language, understanding, and perception of the surrounding environment (Knott et al., 2022). To obtain in-depth information from the students, face-to-face interviews were conducted to gather data for the study's qualitative component. Interview questions were designed by the present researchers on the basis research questions. In addition, the interview guide was created to learn more about the stage of the learners' L2 WTC, their competency in English and their perceptions regarding instructor-related encouragement on students' L2 WTC. By triangulating the findings, the study enhanced its reliability and validity by using multiple data-collection methods, involving surveys and semi-structured interviews. Semi-structured interviews offered participants a chance to share their thoughts and experiences more freely than structured interviews, thus providing more decadent and nuanced insights (Creswell & Poth, 2016). For students to fully grasp the questions and provide sincere and detailed answers without dealing with translation, during the main study, interview questions were posed to them in their native language.

Nine students, six of whom were 12th graders and three of whom were 11th graders, were selected according to a convenient sample to set the interview section of the present investigation. Soon after completing the quantitative component of the study, the investigator interviewed the students according to the convenient sample, which was recorded with an audio recorder by the researcher himself. After meticulous examination with expert Turkish language teachers in the same school, the questions were implemented with students. Each interviewer was engaged in a five-minute interview session in previously arranged classroom where there was not any lecture. As soon as the interviews were completed, they were read several times by the researchers. The recorded data were transcribed into texts in Turkish initially and subsequently examined through content analysis. They were translated into English to be kept as documents by the researchers. Coding was implemented to diminish data into easily separable sections. Similar codes were put together.

2.5. Analysis of Quantitative Data

During the quantitative data analysis, the normal distribution of the variables was assessed utilizing skewness and kurtosis coefficients. Since the obtained coefficients were within the ± 2 range, it was assumed that the data came from a normally distributed population, and the variables were submitted with mean and standard deviation values. For differences between two groups, an independent samples t-test was applied, while a One-Way Analysis of Variance (ANOVA) was used for differences among three or more groups. The relationships between the scales were examined through Pearson Correlation Analysis, and effects were explored utilizing Simple Linear Regression and Multiple Linear Regression Analyses. However, no statistically significant relationships were found between students' participation, investigation, task orientation, cooperation, and perceptions of equity and their L2 WTC. Therefore, these sub-dimensions were excluded from the regression analysis to predict the WTC in English. All statistical analyses were conducted utilizing IBM SPSS Statistics 22.0, with a significance level set at 0.05.

The internal consistency coefficient for the WTC Scale used in this study was calculated as $C\alpha = 0.970$. Similarly, the internal consistency coefficient for the WIHIC Scale was also $C\alpha = 0.970$. For the various sub-dimensions, the internal consistency coefficients were as follows: student cohesiveness $C\alpha = 0.848$, teacher support $C\alpha = 0.946$, involvement $C\alpha = 0.837$, investigation $C\alpha = 0.871$, task orientation $C\alpha = 0.877$, cooperation $C\alpha = 0.902$, and equity $C\alpha = 0.929$.

According to the reliability coefficient interpretation, where $0.60 \leq \alpha \leq 0.80$ indicates a reliable scale and $0.80 \leq \alpha \leq 1.00$ indicates a highly reliable scale, the $C\alpha$ values obtained confirm that the scales utilised in the study are highly reliable.

2.6. Analysis of Qualitative Data

Following the analysis of quantitative data, this part focuses on the qualitative data collected to examine how teacher encouragement affects Turkish high school EFL learners' WTC in their L2. The goal was to deepen our understanding of learners' attitudes by exploring their subjective experiences and perspectives, moving beyond mere numerical data. Qualitative data analysis was done by the researchers. We utilized content analysis to scrutinize the qualitative data gathered from semi-structured participant interviews (Creswell & Poth, 2016). Content analysis is a systematic and impartial approach that examines textual information by identifying, categorizing, and interpreting patterns or themes within the content (Hsieh & Shannon, 2005). This method is particularly effective for exploring participants' attitudes and perceptions, which are crucial for understanding the impact of teacher encouragement on L2 WTC. The themes pinpointed through this analysis provided significant perspectives into the participants' viewpoints, addressing the research questions concerning the influence of teacher encouragement on the L2 WTC of Turkish high school language learners. The qualitative analysis, based on semi-structured interviews, enabled students to express their views and experiences regarding their L2

WTC, particularly in the context of teacher encouragement. This analysis revealed how teacher support affected their L2 WTC, highlighting both the benefits and challenges they faced, along with their overall perceptions of the language learning experience.

FINDINGS

3.1. Findings of Quantitative Data

Table 1

Demographic Features of the Students

		N	%
Age	15 years	9	22.5
	16 years	19	47.5
	17 years	11	27.5
	18 years	1	2.5
Class Level	11th level	20	50.0
	12th level	20	50.0

The research sample consists of 40 Turkish high school students. Of these students, 22.5% were 15 years old, 47.5% were 16 years old, 27.5% were 17 years old, and 2.5% were 18 years old. In terms of class levels, half of the learners (50%) were in the 11th grade, while the remaining half (50%) were in the 12th grade.

Table 2

Levels of Students' Perceptions of Class Climate and WTC in English

	N	Mean	SD	Min	Max	Obtainable Score
Student Cohesiveness	40	3.52	0.69	1.88	4.88	1-5
Teacher Support	40	3.62	0.92	1.13	5	1-5
Involvement	40	3.32	0.69	1.75	4.88	1-5
Investigation	40	3.50	0.71	1.63	5	1-5
Task Orientation	40	4.00	0.71	2	5	1-5
Cooperation	40	3.34	0.81	1.88	5	1-5
Equity	40	3.74	0.91	1.25	5	1-5
WIHIC Scale	40	3.58	0.63	1.98	4.96	1-5
WTC Scale	40	63.44	25.70	7.92	100	0-100

Within the framework of the research, the participating students' perception levels are as follows: Student Cohesiveness (3.52±0.69), Teacher Support (3.62±0.92), Involvement (3.32±0.69), Investigation (3.5±0.71), Task Orientation (4±0.71), Cooperation (3.34±0.81), Equity (3.74±0.91), Classroom Climate (3.58±0.63), and WTC in English (63.44±25.70). Scores on the five-point Likert scale are interpreted as follows: a score between 1 and 2.33 depicts a low level, 2.34-3.66 depicts a moderate level, and 3.67-5.00 depicts a high level. Upon analyzing the average scale scores, it is clear that learners perceive their levels of engagement in task orientation and commitment to equity as high. Meanwhile, their perception levels in student cohesiveness,

teacher support, Involvement, investigation, cooperation, and classroom climate are at a moderate level. Additionally, the students' WTC in English is above average.

The WTC in English scores are typically evaluated on a scale varying from 0 to 100, with the average score in the data being 63.44, indicating an above-average L2 WTC. For the WIHIC scale, which uses a five-point Likert scale (1 to 5), scores are interpreted as follows: a score between 1 and 2.33 suggests a low level, 2.34 to 3.66 shows a moderate level, and 3.67 to 5.00 signifies a high level of perception in various classroom climate dimensions. In this study, the mean scores show that students understand their levels of engagement in task orientation and commitment to equity as high, while their perceptions of student cohesiveness, teacher support, involvement, investigation, cooperation, and classroom climate are at a moderate level.

Table 3

Relationship Between Students' Perceptions of Class Climate and Their Levels of WTC in English

		WTC Scale
Student Cohesiveness	r	.374*
	p	.017
Teacher Support	r	.336*
	p	.034
Involvement	r	.236
	p	.143
Investigation	r	.158
	p	.329
Task Orientation	r	.281
	p	.079
Cooperation	r	.227
	p	.159
Equity	r	.196
	p	.226
WIHIC Scale	r	.319*
	p	.045

**Significance at the 0.05 level, Pearson Correlation Analysis*

Within the scope of the study, there is a moderately positive linear significant relationship ($p < 0.05$) between students' levels of student cohesiveness ($r=0.374$), teacher support ($r=0.336$), and classroom climate perception ($r=0.319$) with their levels of willingness to speak English. As students' perceptions of student cohesiveness, teacher support, and classroom climate increase, their willingness to speak English also increases. However, there is no statistically significant relationship ($p > 0.05$) between students' levels of involvement, investigation, task orientation, cooperation, equity perception, and their levels of willingness to speak English.

In the context of the findings, classroom climate is relevant to the WIHIC, which assesses various dimensions of the classroom environment, including student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation, and equity. Classroom climate is included here because it encompasses the overall perception of the learning environment created by the interactions among students, teachers, and classroom dynamics. These findings identified a statistically significant and moderately positive relationship between classroom climate perception (as assessed by the WIHIC) and students' WTC. This suggests that there is potential for improvement in the classroom climate, and when students perceive a more positive

classroom climate, characterized by supportive and cohesive interactions, their eagerness to engage in English speaking increases. The presence of classroom climate as a factor highlights its importance in impacting students' language learning experiences and their readiness to communicate in L2.

Table 4

Findings of Simple Linear Regression Analysis on the Prediction of WTC in English by Class Climate Perception Levels

	B	SEB	β	t	p-value	R	R Square	F; p-value
Intercept	16.815	22.821		.737	.466	0.319	0.102	4.299; 0.045
WIHIC Scale	13.031	6.285	.319	2.073	.045			

p < 0.05, Simple Linear Regression Analysis

Upon analyzing Table 4, it is obvious that the WTC in English is significantly influenced by the perception of classroom climate (F=4.299; p=0.045). The WIHIC scale explains approximately 10% of the variance in the WTC in English, as indicated by the values (R=0.319, R²=0.102).

Table 5

Effects of Multiple Linear Regression Analysis on Predicting WTC in English Based on Perceptions of Student Cohesiveness and Teacher Support Levels.

	B	SEB	β	t	p-value	R	R Square	F; p Value
Intercept	8.292	20.831		.398	.693			
Student Cohesiveness	10.169	6.594	.273	1.542	.132	0.408	0.166	3.689; 0.035
Teacher Support	5.355	4.943	.192	1.083	.286			

p < 0.05, Multiple Linear Regression Analysis

According to Table 5, both student cohesiveness and teacher support significantly explain the WTC in English (F=3.689; p=0.035). Together, these two factors account for approximately 17% of the variance in WTC in English, as indicated by the values (R=0.408, R²=0.166). When assessing the significance of the regression coefficients through t-tests, the results show that student cohesiveness (β =0.273) has a greater relative impact on WTC in English than teacher support (β =0.192).

Table 6

Students' Perception of Classroom Climate and WTC in English Based on Age

		N	Mean	SD	F	p-value	Difference
Student Cohesiveness	15 years	9	3.94	0.51	2.148	0.111	
	16 years	19	3.32	0.71			
	17 years	11	3.47	0.67			
	18 years	1	4.13				
Teacher Support	15 years	9	4.39	0.63	3.898	0.016	15>16.17
	16 years	19	3.45	0.81			
	17 years	11	3.22	1.00			

	18 years	1	4.25				
	15 years	9	3.68	0.72			
Involvement	16 years	19	3.15	0.60	1.204	0.322	
	17 years	11	3.31	0.80			
	18 years	1	3.38				
	15 years	9	4.10	0.65			
Investigation	16 years	19	3.31	0.63	3.583	0.023	15>16
	17 years	11	3.41	0.69			
	18 years	1	2.75				
	15 years	9	4.57	0.47			
Task Orientation	16 years	19	3.80	0.70	2.917	0.047	15>16
	17 years	11	3.92	0.72			
	18 years	1	3.75				
	15 years	9	4.04	0.55			
Cooperation	16 years	19	3.16	0.77	3.438	0.027	15>16.17
	17 years	11	3.11	0.81			
	18 years	1	3.13				
	15 years	9	4.39	0.60			
Equity	16 years	19	3.72	0.73	3.141	0.037	15>16.17
	17 years	11	3.24	1.14			
	18 years	1	4.00				
	15 years	9	4.16	0.41			
WIHIC Scale	16 years	19	3.41	0.55	4.173	0.012	15>16.17
	17 years	11	3.38	0.68			
	18 years	1	3.63				
	15 years	9	80.39	9.07			
WTC Scale	16 years	19	61.33	25.46	2.192	0.106	
	17 years	11	52.67	30.74			
	18 years	1	69.17				

p < 0.05, One-Way Analysis of Variance (ANOVA)

The research indicates a statistically significant difference ($p < 0.05$) in students' perception levels of teacher support, investigation, task orientation, cooperation, equity, and classroom climate based on their ages. Specifically, 15-year-old students have higher perceptions of teacher support, cooperation, equity, and classroom climate compared to 16- and 17-year-olds. Furthermore, 15-year-olds also exhibit higher investigation and task orientation perception than 16-year-olds. No statistically significant differences were observed in other scale scores based on age ($p > 0.05$).

Table 7

Examination of Students' Perception Levels of Classroom Climate and WTC in English Based on Grade Level

	Grade Level	N	Mean	SD	t	p-value
Student Cohesiveness	11 th level	20	3.71	0.58	1.831	0.075
	12 th level	20	3.33	0.75		

Teacher Support	11 th level	20	3.91	0.87	2.084	0.044
	12 th level	20	3.33	0.89		
Involvement	11 th level	20	3.44	0.67	1.084	0.285
	12 th level	20	3.20	0.71		
Investigation	11 th level	20	3.64	0.75	1.286	0.206
	12 th level	20	3.36	0.66		
Task Orientation	11 th level	20	4.26	0.57	2.456	0.019
	12 th level	20	3.74	0.75		
Cooperation	11 th level	20	3.61	0.78	2.148	0.038
	12 th level	20	3.08	0.76		
Equity	11 th level	20	4.07	0.73	2.406	0.021
	12 th level	20	3.42	0.96		
WIHIC Scale	11 th level	20	3.81	0.56	2.431	0.020
	12 th level	20	3.35	0.62		
WTC Scale	11 th level	20	71.93	20.13	2.189	0.035
	12 th level	20	54.95	28.26		

p < 0.05, Independent Samples *t*-Test

The research reveals a statistically significant difference ($p < 0.05$) in students' perception levels of teacher support, task orientation, cooperation, equity, classroom climate, and WTC in English based on their grade levels. Specifically, 11th-grade students have higher perception levels in these areas compared to 12th-grade students. However, other scale scores do not show statistically significant differences based on grade level ($p > 0.05$).

3.2. Semi-Structured Interviews

Semi-structured interviews were a significant part of this research, focused on comprehending the nature of teacher encouragement in relation to Turkish high school EFL learners' L2 WTC. The interviews were implemented with nine randomly chosen learners from the 11th and 12th classes. The timing of these interviews was carefully chosen after the completion of the WIHIC questionnaire and WTC scale assessments. This sequence allowed the students to provide responses in the interviews that were informed by their personal experiences with teacher encouragement, ensuring a more meaningful exploration of their perspectives. The collected interview data underwent meticulous review and analysis. Thematic analysis, as a qualitative methodology, was employed to systematically break down the data into themes and subthemes that faithfully represent the participants' perspectives. This method facilitated a thorough investigation of how teacher encouragement affects students' L2 WTC. The qualitative analysis of the semi-structured interviews provided rich insights into students' thoughts on how teacher encouragement influences their L2 WTC. By examining the themes that emerged from the interviews, this research highlights the multifaceted nature of teacher-student interactions and their implications for EFL teaching practices. The results indicate that fostering a supportive and encouraging classroom climate is essential for enhancing students' WTC in English.

Table 8

Demographic Features of the Interviewees

Grade	Gender	Quantity
12 th Level	Male	2
12 th Level	Female	4
11 th Level	Male	1

11 th Level	Female	2
Total		9

3.3. Findings of Qualitative Data

In this section, eight themes and eighteen associated codes were identified from the interviews. Each theme is presented alongside its corresponding codes, illustrating the students' discourse derived from the interviews.

Table 9

Emerging themes and categories of the interviews

Theme	Catagories	Student Remarks
1. Motivation and Interest in Learning English	1.1. Accumulated Interest 1.2. Positive Feedback and Reward 1.3. Personal Interest and Hobbies	S1,S4,S5
2. Teacher's Encouragement and Communication Activities	2.1. Teacher's Verbal Encouragement 2.2. Interactive Classroom Activities 2.3. Daily Communication in English	S2,S6,S1
3. Influence of Teacher Encouragement on Communication Willingness	3.1. Confidence Boost 3.2. Motivation and Mood	S3,S5
4. The impact of Teacher's Communication type on Student's Communication Desire	4.1. Teacher's Positive Approach 4.2. Interactive and Involving Teaching Methods 4.3. Long-Term Commitment 4.4. Individual Interests and Dreams	S3,S4,S6,S9
5. Influence of Teacher's Communication Style on Self-esteem	5.1. Teacher's Belief and Trust 5.2. Impact on Shyness	S3,S5,S4
6. Benefits of English Speaking Skills	6.1. Class Climate and Teacher-Induced Confidence Boost	S7
7. Peer and Family Influence	7.1. Motivation from Family and Friends 7.2. Supportive Environment	S8,S9
8. WhatsApp Usage as an Environment for Practising English	8.1. Teacher's Continuous Interaction with Students	S4

The phrases within the parentheses added at the end of each quote indicate which quote belongs to which category.

S1: "With the accumulation of interest since my childhood, I chose this language as a student, thinking that I am good in this field." (Accumulated Interest)

S4: "Positive feedback and rewards made me love English." (Positive Feedback and Reward)

S5: "I started learning in the second grade but have been working intensively for about three or four years. English is a hobby for me, so I chose the English course." (Personal Interest and Hobbies)

S2: "When our teacher encourages us to communicate in English, our confidence increases." (Teacher's Verbal Encouragement)

S6: "English communication is essential for us in our lessons. Our teachers encourage us to communicate in English without forcing us to speak." (Teacher's Positive Approach)

S1: "Generally, our teacher speaking English with us everywhere motivates me. Even after our lesson is over, he/she speaks English with us outside the class." (Daily Communication in English)

S3: "If I can construct a sentence correctly, I feel better, and my desire to speak English increases." (Confidence Boost)

S5: "When encouraged, my desire to speak English increases. If I feel that I'm in a bad mood, I avoid to speaking English that day." (Motivation and Mood , Impact on Shyness)

S3: "Especially when he/she asks us to make sentences to reinforce the subject during class and asks for feedback, it affects us." (Teacher's Positive Approach)

S4: "We watch English movies. By playing mobile games, we communicate in English. Our English improves by speaking with foreigners." (Interactive and Involving Teaching Methods)

S6: "I have been studying since I took English lessons at middle school." (Long-Term Commitment , Individual Interests and Dreams)

S9: "My environment, my family, and friends motivate me in this regard, especially my dreams motivate me as well." (Supportive Environment)

S5: "I see that I can do it more when encouraged. When not encouraged, it's difficult to communicate in English." (Teacher's Belief and Trust)

S7: "...Encourages us to communicate in English by organising speaking activities and including us in these activities with some tactics." (Class Climate and Teacher-Induced Confidence Boost)

S4: "When my teacher speaks English with me, my shyness decreases, and I get motivated. Instead of speaking alone, when I see that my teacher starts, I am eager to communicate." (Impact on Shyness)

S8: "I have the desire to learn a language; I have been into it since primary school and work on it. My environment, family, and friends motivate me in this regard." (Motivation from Family and friends)

S7" I feel encouraged when our teachers say communicating with foreigners is beneficial, especially when they say politely and smilingly." (Class Climate and Teacher-Induced Confidence Boost)

S4: "Our teacher constantly speaks English in the class WhatsApp group and invites us to communicate in English. This encourages us to communicate in English and creates an atmosphere for us to speak English." (Teacher's Continuous Interaction with Students)

The qualitative data analysis uncovered several key themes and codes concerning the influence of teacher encouragement on L2 learners' WTC. This research employed a thorough content analysis process, meticulously examining and interpreting textual data to extract valuable insights that advance the main research inquiry. The process included coding and categorizing information to draw meaningful conclusions, enhancing understanding of the subject matter. The findings illuminate various motivational factors that enhance students' engagement in learning

English. Themes related to accumulated interest, positive feedback, and personal hobbies emerged as crucial elements that foster genuine enthusiasm for language learning. Teacher oral encouragement, interactive classroom activities, and daily speaking in English were identified as vital components in developing students' assurance and L2 WTC. The influence of the teacher's communication style was evident through themes such as confidence boost, motivation, and the role of a positive approach. The significance of long-term commitment, personal interest, and aspirations in sustaining students' engagement with English language learning was underscored. These elements were essential in maintaining motivation over time. The analysis found that the teacher's communication style significantly influenced students' confidence. Themes focused on the teacher's belief in and trust towards students, as well as the positive impact on reducing shyness. This reinforces the idea that positive reinforcement from teachers can lead to increased participation in language activities. Participants articulated the benefits of developing English communication skills, emphasizing how a positive classroom climate encourages communication activities and fosters a supportive environment for learning. The qualitative data highlighted the impact of peer and family support on students' motivation. A supportive environment and encouragement from family and friends were identified as critical factors that enhance students' WTC in English. These thematic insights enhance the overall comprehension of the interrelated dynamics between teacher encouragement, WTC, and the wider context of language learning experiences for L2 learners.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In this study, the investigator meticulously analyzed both qualitative and quantitative data to research the impact of teacher encouragement on Turkish high school EFL learners' WTC in English. The quantitative analysis utilized various statistical tests, including independent samples t-tests, one-way Analysis of Variance (ANOVA), Pearson Correlation Analysis, Simple Linear Regression Analysis, and Multiple Linear Regression Analysis. Reliability analyses of the scales employed indicated high internal consistency, which enhances the credibility of the results. The demographic characteristics of the 40 participating students were presented. The quantitative findings demonstrated a moderately positive linear significant correlation between students' perceptions of student cohesiveness ($r=0.374$, $p=0.017$), teacher support ($r=0.336$, $p=0.034$), and classroom climate ($r=0.319$, $p=0.045$) and their willingness to speak English. However, no statistically significant relationship was identified between students' levels of involvement, research-exploration, task orientation, cooperation, equity perception, and L2 WTC. This contrasts with Zerey's (2017) findings, which indicated that students' willingness to speak increased with their levels of involvement, research-exploration, task orientation, cooperation, and equity perception. The absence of such relationships in this study suggests a difference in perceptions between university students, participants of Zerey's (2017) study and high school students. The qualitative component, based on semi-structured interviews, offered a more profound insight into the students' subjective experiences and viewpoints. Eight themes and eighteen codes were identified, offering valuable insights into the impact of teacher encouragement on variety aspects of language learning. These aspects include motivation, communication activities, communication desire, communication style, confidence, the benefits of communication skills, classroom climate, peer/family influence and the usage of WhatsApp as an environment for practising English. The findings from this research underscore the significant role that teacher encouragement plays in fostering a supportive environment for language learning. Positive teacher-student interactions, characterized by encouragement and support, improve students' WTC in English. This highlights the need for educators to employ effective communication strategies and foster a positive classroom climate to promote student engagement. By understanding the dynamics between teacher support and students' L2 WTC, educators can develop evidence-based practices that enhance language learning experiences for EFL students.

This research yielded strong evidence affirming the favorable impact of teacher encouragement on EFL learners' WTC. Both the quantitative and qualitative data reveal a significant connection between teacher encouragement and students' L2 WTC in English. Statistical results including regression models ($F=4.299$; $p=0.045$; $R=0.319$, $R^2=0.102$) and correlation scores ($r=0.319$, $p=0.045$; $r=0.374$, $p=0.017$; $r=0.336$, $p=0.034$), clearly indicate that increased levels of teacher encouragement are associated with a greater readiness level among students to communicate in English. Further insights from semi-structured interviews add depth to these findings, demonstrating how teacher encouragement expressed through positive feedback, rewards, and interactive activities enhances students' motivation and confidence in English communication. These results align with existing literature that highlights the essential role of teacher-student interactions in formalizing learners' attitudes and behaviors. Key factors such as verbal encouragement (Guéguen et al., 2015), interactive teaching methods, and a positive teacher demeanor collectively foster a supportive classroom environment, significantly impacting students' WTC in English. Moreover, the study supports Dörnyei's (2011) L2 Motivational Self System, recognizing the importance of interactive teaching techniques and verbal encouragement. Dörnyei (2011) suggests that teachers' behaviors play a vital role in shaping learners' ideal L2 selves, thereby influencing their motivation and L2 WTC. A student's comment reinforces this perspective:

S1: "Generally, our instructor speaking English with us everywhere motivates me. Even after our lesson is over, he speaks English with us outside the class."

S1's observation highlights the significant influence of the teacher's approach to the language learning experience. The teacher's frequent use of English inside and outside formal lessons supports the idea that teachers have an essential influence in shaping how learners envision their ideal L2 selves. This commitment to using English in various contexts helps students construct their ideal L2 self, a concept supported by Öksüz-Zerey and Cephe (2020). It demonstrates that positive teacher behaviors, particularly consistent language use, are essential in fostering learners' motivation and openness to language communication, thereby creating an immersive and supportive language learning environment.

Furthermore, Mu et al.'s (2021) study emphasized the importance of academic encouragement for students struggling academically and introduced the Academic Encouragement Scale (AES). Similarly, the results of this research among EFL learners underlines the significant influence of teacher encouragement on L2 WTC. Both studies underscore the strengthening of intrinsic motivations and overcoming challenges through encouragement. While Mu et al. (2021) associate academic encouragement with expectation, social relationships, and academic self-efficacy, the data from this study points to increased confidence, motivation, and desire to communicate. Together, these insights contribute to the discourse on encouragement, emphasizing its diverse benefits in education and language learning experiences. Dörnyei's (2005) exploration of motivation in language learning further supports the idea that teacher encouragement is crucial for nurturing learners' intrinsic motivation, aligning with Dörnyei's (2005) broader motivational theories. The socio-educational model also emphasizes the importance of affective factors, such as teacher encouragement, in motivating language learning (MacIntyre and Gardner, 1991). The positive correlation identified in this study aligns with MacIntyre and Gardner 's (1991) focus on the socio-emotional aspects of language acquisition. In addition, this research reaffirms the significant role of teacher encouragement in enhancing EFL learners' WTC, offering practical insights for teachers to construct more engaging and supportive language learning environments. The findings advocate for ongoing attention to teacher-student interactions and their impact on motivation, ultimately contributing to more effective language acquisition strategies.

Social support from teachers has been found to reduce anxiety and positively impact students' L2 WTC, aligning with Kang's (2005) findings. Additionally, the importance of teacher

encouragement in fostering English language learning, as emphasized by Aydın (2017) and Yıldız (2022), resonates with the results of this research, underscoring the crucial impact of teachers and the learning atmosphere in shaping learners' L2 WTC. The research by Basöz and Erten (2019) further enhances this understanding by demonstrating that in-class WTC is shaped by various factors, with teacher encouragement identified as a key determinant. Alongside the highlighted impact of technology in language learning by Buckingham and Alpaslan (2017) and Çakır (2006), this study expands the discussion into modern contexts, investigating how teacher encouragement, potentially in conjunction with technology, affects learners' WTC. This is exemplified by a student's comment, such as:

S4:"Our teacher constantly speaks English in the class WhatsApp group and invites us to communicate in English. This encourages us to communicate in English and creates an atmosphere for us to speak English."

S4's observation supports the study's conclusions about the positive impact of instructor encouragement on learners' L2 WTC. Instructors's initiative to engage in English outside the formal classroom setting especially through contemporary communication platforms such as WhatsApp cultivates a supportive language learning atmosphere. This practice encourages students to actively use English and establishes a space for informal and spontaneous language interactions. The study's focus on verbal encouragement and interactive activities aligns with S4's experiences, emphasizing the need to incorporate technology, such as WhatsApp, to develop language involvement. This finding further highlights the multifaceted role of teacher behavior, particularly in leveraging modern communication tools and shaping students' motivation and confidence to communicate in English. Further, this research provides a nuanced exploration of the connection between teacher support and technological integration in language education. It emphasizes the need for educators to be mindful of their encouragement strategies and consider how these, along with modern communication platforms, can effectively enhance learners' WTC in English. Overall, the findings promote our perception of the complex dynamics between teacher encouragement, technology, and students' language learning experiences, advocating for a comprehensive approach to fostering a positive language learning environment. However, these insights may not be universally applicable across all educational contexts and may not consistently yield effective results. Further comprehensive research could be conducted to explore this subject matter more deeply.

In relation to Öz's (2014, 2016) exploration of personality traits and the ideal L2 self as motivating factors influencing L2 WTC, this study uniquely contributes by highlighting the specific role teachers play in shaping these motivational dynamics. This adds a valuable layer to the broader context of factors influencing language learners' motivation. By focusing on state high school learners, this study offers significant perspectives amidst the diverse educational levels and settings disputed in studies by Yetkin and Özer (2022), Asmalı et al. (2015), and Yıldız (2023). While these researchers focused on university students as participants in their studies, the present research was carried out with high school learners attending a public school. Narrowing the focus enriches the diversity of contexts considered within the larger framework of L2 WTC research. In alignment with İltter's (2018) emphasis on the positive impact of social support from instructors on learning, this investigation provides a more targeted perspective by specifically concentrating on teacher encouragement. Building on the work of Öz et al.'s (2015), who utilized Structural Equation Modeling (SEM) to investigate factors influencing L2 WTC, the present research study ensures our perception of the intricate interplay of variables that affect language learners' L2 WTC. Similar to Zerey's (2017) research, which also examined WTC in language classrooms and its connections to various classroom environment factors, both studies underscore the necessity of students actively using the target language and recognize that not all learners demonstrate high WTC. Zerey's (2017) study underscored the relationship between WTC and several classroom environment dimensions, including student cohesiveness, teacher support,

involvement, investigation, task orientation, cooperation, and equity. Both studies highlight the crucial role that positive perceptions of the classroom climate play in promoting learners' WTC.

As a side note, this study emphasises the crucial role of teacher encouragement in shaping EFL learners' L2 WTC. The findings, supported by both quantitative and qualitative data, emphasize the positive influence of teachers' behaviors such as verbal encouragement, interactive teaching methods, and a positive demeanor on students' motivation and confidence in language communication. This underlines the key importance of teacher encouragement in facilitating language learning and readiness to communicate, suggesting practical implications for educators who aim to develop their students' readiness to engage in the target language. This research also contributes a specific focus on state high school students, enriching the variety of contexts within the broader landscape of L2 WTC research. This exploration emphasizes the crucial role of teacher encouragement in shaping EFL learners' WTC in English as stated by the participants below:

S2: "...Encouraging us by conducting word quizzes and speaking English significantly contributes greatly to our learning."

S4: "I have been learning English for about three years. My interest in English grew when, in the third grade of primary school, my English teacher gave me a gift for being successful in class. This made English my hobby. Positive feedback and rewards made me love English."

The real-world implications of this exploration align with the studies of Gardner's (1985) study, who presented the socio-educational model highlighting the significance of the learning environment in language acquisition. The findings reinforces the notion that fostering a positive classroom climate through teacher encouragement creates conditions that facilitate language learning motivation. Furthermore, the study's call for a holistic approach supports van Lier's ecological perspective of language learning (2004), which advocates for perceiving language as a social and emotional phenomenon. To illustrate, S3 responded to one of the semi-structured questions asking for examples of teacher encouragement by listing specific ways in which a pleasant class climate motivates students while learning the language.

S3: "Especially when he/she asks us to make sentences to reinforce the subject during class and asks for feedback, it affects us."

This highlights how the integration of teacher support and a positive learning atmosphere can profoundly impact language acquisition, reinforcing the importance of tailored educational strategies to enhance L2 learners' L2 WTC.

Moreover, this study not only underlines the crucial role of teacher encouragement in fostering L2 learners' WTC but also highlights the necessity for educators to create supportive and engaging learning environments. The qualitative insights from participants, such as S3, who noted that teacher encouragement can manifest as "being cheerful during the lesson, explaining the subject fluently, and having a sincere approach," emphasize the subjective and multifaceted nature of encouragement. This suggests that teacher encouragement transcends being merely a pedagogical strategy; learners view it as a vital component that enhances their language proficiency, motivation, and enjoyment in the language learning process. This perspective aligns with findings from Chen et al. (2022), which support the idea that teacher encouragement plays a crucial role in fostering a positive learning environment. The personal anecdotes shared by participants underscore the lasting impact of supportive and encouraging communication styles employed by teachers.

As seen from the table above, the qualitative data analysis revealed several key themes and codes related to the impact of teacher encouragement on L2 learners' WTC. This study was not only a casual analysis, but a rigorous content analysis process that was conducted with meticulous care, scrutinizing and interpreting textual data to extract valuable insights and further the overarching research inquiry. The process involved coding and categorizing information to

extract meaningful insights. By methodically examining each piece of information, we were able to derive meaningful conclusions that significantly contribute to the field's understanding of the subject matter. These findings shed light on the motivational factors, teacher communication strategies, and personal influences that contribute to students' English language engagement. The quantitative findings in this research provided significant insights when correlated with learners' WTC in English. A Pearson correlation analysis revealed a moderately positive linear significant relationship between students' perceptions of various factors ($p < 0.05$), including student approach ($r=0.374$), teacher support ($r=0.336$), and classroom climate ($r=0.319$), with their levels of WTC in English. As these perceptions proliferate, so does their WTC in the target language. The high levels of perception regarding task orientation (4.00 ± 0.71) and equity (3.74 ± 0.91) suggest a positive inclination among learners towards these aspects. However, the moderate levels of perception concerning student cohesiveness (3.52 ± 0.69), teacher support (3.62 ± 0.92), participation (3.32 ± 0.69), investigation (3.50 ± 0.71), cooperation (3.34 ± 0.81), and classroom climate (3.58 ± 0.63) indicate potential areas for further improvement. Notably, the learners' above-average WTC in English (63.44 ± 25.70) suggests a generally positive attitude toward their language learning journey. The findings regarding learners' perceptions of the teacher's encouraging role address the second research question and provide valuable insights into the connection between classroom climate and WTC in English. These insights highlight the essential role teachers play in language instruction and contribute to the development of more effective teaching strategies. Furthermore, this study's results align with Telli et al. (2006), which focused on similar geographical contexts, student attitudes, the learning environment, and influencing factors. Wong's (2015) theoretical definition supports this focus, highlighting how encouragement can instil courage and confidence in students facing academic challenges. This underscores the importance of exploring varied contexts of encouragement, reinforcing the significance of the present study's findings. Research on verbal encouragement, teacher strokes, and teacher characteristics further emphasizes the positive influence of encouragement on communication, motivation, and overall academic success. For instance, Pishghadam et al. (2021) delve into teacher strokes and positive behaviours, establishing a correlation between these factors and teacher success. This corresponds to the current study's focus on teacher encouragement and its impact on students' motivation for foreign language learning. The qualitative insight regarding these statements shared by S7 was as follows:

S7" I feel encouraged when our teachers say communicating with foreigners is beneficial, especially when they say politely and smilingly."

This statement illustrates how verbal encouragement and positive feedback from teachers enhance students' motivation to interact in English. In examining language learning motivation and WTC in English, the study incorporates Bandura's concept of perceived self-efficacy (1997). The quantitative data analysis reveals significant correlations between students' perceptions of classroom climate ($r=0.319$, $p=0.045$) and teacher support ($r=0.336$, $p=0.034$) with their WTC in English. Regression analyses further demonstrate how these perceptions predict students' communication desires. By effectively utilizing Bandura's theoretical framework (1997), this study not only promotes our comprehension of language learning motivation but also underscores the critical importance of teacher encouragement in developing students' confidence and communication skills in a foreign language. This multifaceted approach establishes a foundation for future research and practical applications in EFL settings, promoting the integration of supportive teaching strategies that foster a positive learning environment. However, the need for important relationships with certain sub-dimensions, such as involvement and investigation, highlights the necessity to go beyond numerical indicators to understand the broader context. Demographic analyses provide additional depth to the quantitative narrative, revealing that age and grade level influence students' perceptions and WTC. Younger students and those in lower grades tend to depict higher perceptions of teacher support, cooperation, equity, classroom climate, and WTC in English. This demographic perspective underscores the dynamic nature of language learning experiences across different educational stages. Given the focus of this study

on language students particularly those who choose their majors in the 11th grade, which is relatively early compared to 12th graders a unique perspective emerges. The observation that 11th-grade students prioritize factors such as teacher support, cooperation, equity, and classroom climate more than their 12th-grade counterparts suggests that their expectations of the language department are exceptionally high. However, the lower prioritization of these factors by 12th graders does not imply that they lack importance. The simultaneous participation of both grade groups in the study may have influenced this outcome. Notably, both student groups' findings indicate that teacher support increases WTC in a foreign language. The qualitative data gathered from semi-structured interviews complements the quantitative findings, providing depth to our exploration. Learners' narratives reflect the intricate interplay of motivational factors shaped by teacher encouragement. Themes such as accumulated interest, positive feedback, and the impact of teachers' communication styles on student confidence offer rich qualitative insights into learners' lived experiences.

Additionally, recognizing the influence of external factors, such as peer and family support, emphasizes the interconnected web of motivational sources that shape language learners' journeys. The study highlights various aspects of teacher encouragement, including verbal support for speaking English, organizing interactive classroom activities, and involving in English communication with students in daily situations. Teachers' positive attitudes and effective methods, such as prompting students to form sentences and providing constructive feedback, serve as significant motivational factors. The belief and trust that teachers place in their students also play a crucial role in building confidence. Collectively, these elements enhance students' willingness to speak English and positively influence the classroom atmosphere. The quantitative results of this study highlight a significant correlation between verbal encouragement and students' WTC in English. Qualitative data further clarify that students feel more motivated and confident when teachers utilize positive language and provide encouragement without pressuring them to speak, aligning with Mehrabian's (1971) insights on the impact of supportive communication. Classroom activities, such as word quizzes and interactive communication exercises, significantly enhance students' perceptions of teacher encouragement. The qualitative findings underscore the role of interactive teaching methods in boosting motivation and fostering a positive learning environment. This echoes Çelik et al.'s (2013) study which underlines the importance of creating a comfortable learning atmosphere, alongside treating students with friendliness and politeness, as highlighted by Yılmaz (2011). These characteristics are essential traits for effective L2 teachers. Exploring teacher encouragement as a determinant impacting L2 WTC aligns with the assertions of Çelik et al.' (2013) study, and both studies emphasizing the critical role of teachers not only in delivering language instruction but also in cultivating positive student-teacher interactions that address emotional needs. Conversely, Crookes and Schmidt (1991) suggest that interaction alone may not necessarily facilitate language development. This perspective introduces nuance to understanding how teacher encouragement influences language learning processes, contrasting slightly with the current findings. Nevertheless, the results contribute to the broader discourse on the multifaceted roles of instructors in language education. Tudor's (1993) delineation of teachers as both experts and activity organizers emphasizes the traditional authority of educators in determining content and pedagogical approaches. The evolving nature of teaching as depicted in this study recognizes the teacher's role as a learning counselor within a learner-centered approach, where educators facilitate knowledge acquisition, organize activities, and encourage student engagement. The focus on teacher encouragement resonates with Burgoon's (1976) research, which highlights the importance of addressing learners' unwillingness to communicate (UWTC). By investigating the influence of teacher encouragement on Turkish EFL learners' L2 WTC, this research sheds light on how motivational factors impact language communication in English classes. Consistent with earlier studies by Fallah (2014), Hsu (2010), and Wen and Clement (2003), non-verbal communication techniques, such as teacher closeness demonstrated through actions such as expressing warmth and nodding affirm and stimulate learners' willingness to speak. These non-verbal cues, in conjunction with verbal

support, foster an environment where learners feel encouraged to participate in language use. Regarding these studies, the statements of the participants are as follows:

S1: "Generally, our teacher speaking English with us everywhere motivates me. Even after our lesson is over, he/she speaks English with us outside the class."

S4: "When my teacher speaks English with me, my shyness decreases, and I get motivated. Instead of speaking alone, when I see that my teacher starts, I am eager to communicate."

S7: "...Encourages us to communicate in English by organising speaking activities and including us in these activities with some tactics."

These findings highlight teacher immediacy by extending language use beyond the formal classroom, creating a sense of closeness and accessibility. They reflect both verbal and nonverbal encouragement, as the teacher initiates communication in English, reducing students' anxiety and promoting participation. The results also suggest that the teacher employs intentional strategies to foster engagement, using nonverbal cues and structured, supportive interactions to create a reassuring learning environment.

Furthermore, studies by Cao (2011) and MacIntyre et al. (2011) underscore that students are more likely to speak when they hold a favorable opinion of their teachers and appreciate their communication styles. The findings of this research suggest that teacher encouragement mechanisms include verbal reinforcement through positive feedback, interactive teaching strategies such as word quizzes, and informal English communication beyond the classroom. Together, these elements underscore the importance of a supportive teaching approach in enhancing students' motivation and confidence in their language learning journey. The findings of this study reveal that a positive approach and constructive teaching methods, containing sentence formation and feedback, significantly contribute to students' confidence in communicating in English. This is evident in the students' statements as follows:

S4: "Positive feedback and rewards made me love English."

S2: "When our teacher encourages us to communicate in English, our confidence increases."

S3: "Especially when he/she asks us to make sentences to reinforce the subject during class and asks for feedback, it affects us."

Teachers' trust in their students' language capabilities are crucial for maintaining a supportive climate that enhances students' WTC in English. The qualitative data highlight that verbal encouragement and positive teaching strategies serve as key mechanisms that bolster students' confidence in classroom communication. As students feel more encouraged, their shyness diminishes, leading to a greater eagerness to engage in English communication. The impact of teacher encouragement extends beyond mere motivation; it also influences students' emotional experiences and overall mood van Lier (2004). For instance, S3 answered one of the semi-structured questions, asking what are some examples of teacher encouragement.

S3: It can be listed as being cheerful during the lesson, explaining the subject fluently, and having a sincere approach.

Positive feedback and rewards emerge as critical motivational factors that enhance students' desire to speak English, indicating that encouragement plays an indispensable role in shaping their emotional responses related to language learning. Dörnyei and Ushioda's (2009) "L2 Motivational Self System" suggests that teacher encouragement is instrumental in developing learners' ideal L2 self, thereby influencing their motivation and WTC. The elements and processes identified in this study such as verbal encouragement and interactive teaching methods, and confidence-building align with the motivational factors outlined in the L2 Motivational Self System. This study supports Dörnyei and Ushioda's (2009) perspective by illustrating how teacher encouragement

serves as a catalyst for fostering positive learner identities and enhancing language motivation. Significant insights were garnered through semi-structured interviews, emphasizing the effectiveness of teachers as role models in language learning. When teachers engage in English communication, they provide a practical demonstration of language use, offering students a model to emulate. This modeling is particularly influential in reducing shyness, as articulated by students:

S4: "When my teacher speaks English with me, my shyness decreases, and I get motivated. Instead of speaking alone, when I see that my teacher starts, I am eager to communicate."

S5: "I see that I can do it more when encouraged. When not encouraged, it's difficult to communicate in English."

S7: "Encourages us to communicate in English by organising speaking activities and including us in these activities with some tactics."

S5: "When encouraged, my desire to speak English increases. If I feel that I'm in a bad mood, I avoid speaking English that day."

S4: "Positive feedback and rewards made me love English."

These statements illustrate that the behaviour of the teacher communicating in English directly correlates with a reduction in the student's shyness. Observing the teacher's language competence and initiative in communicating in English positively impacts the student's confidence. The teacher's active use of English is instrumental in alleviating shyness and serves as a motivational factor, echoing Friedman's (1980) and Fallah's (2014) findings. The student's increased motivation, spurred by the teacher's communication, suggests that such interactions foster a positive affective filter, stimulating a willingness to engage with the language. Overall, this research underlines the multifaceted function of teacher encouragement in shaping students' emotional experiences, confidence, and L2 WTC. The findings underscore the importance of fostering an encouraging and interactive classroom climate that reinforces active interaction and engagement in language learning. The outcomes of this research underline the significance of social learning in language acquisition, where observing the teacher's communication acts as a social cue that encourages students to participate actively. The impact of peer influence is particularly pronounced when the teacher initiates English communication, fostering a sense of eagerness among students to engage, as indicated by S9's statement:

S9: "When I am encouraged, my teacher eliminates my shyness,"

In a nutshell, it becomes clear that encouragement is a critical component in reducing students' inhibitions. Language learning emerges not only as a cognitive process but also as an emotional one. The teacher's encouragement serves as a vital form of emotional support, enabling learners to overcome the shyness and providing a sense of comfort in expressing themselves in English. The role of the teacher extends beyond merely imparting knowledge; it involves cultivating a positive relationship with students. This relationship is deeply rooted in encouragement, which contributes to the overall dynamics between teachers and students. The research underlines the positive impact of teacher encouragement on students' WTC in English, particularly through platforms such as WhatsApp. The interviewees reported that such encouragement led to an increased inclination to engage in English conversations. This phenomenon illustrates that encouragement from teachers, especially through daily English interactions, significantly enhances students' communication skills. However, it is essential to keep in mind that these results are context-specific and may not be universally applicable across all educational settings. The investigation identified a correlation between classroom climate and students' attitudes toward learning English among Turkish state high school L2 learners. A positive classroom atmosphere is crucial for fostering favorable attitudes toward English learning. Key contributing factors include task nature, teacher effectiveness, and student engagement.

Creating an environment where teachers provide support, students collaborate, and tasks are both stimulating and challenging enhances students' perceptions of English acquisition. These results align with existing exploration in educational psychology (e.g., Lee & Fraser, 2002; Telli et al., 2003; Dörnyei & Muir, 2019) and language learning (e.g., Hussain, 2010), which consistently demonstrate a positive relationship between classroom dynamics and learning outcomes. Additionally, the findings resonate with the observations of Kanat and Mutluoğlu (2016), who proposed that strong identification with an ideal second self positively influences learners' WTC in foreign language, ultimately leading to higher stages of foreign language competency. The current study reinforces previous research indicating that teachers' friendly and supportive behaviours, along with their motivational strategies, significantly impact learners' active engagement in class activities and interactions (Cao, 2011; MacIntyre et al., 2011; Peng, 2012; Zarrinabadi, 2014). Notably, the student-teacher interactions facilitated through WhatsApp emerged as an effective tool for enhancing students' English communication skills. The opportunities provided by this platform for engaging in English conversations in daily life significantly contribute to the practical development of language skills. Overall, these findings suggest that mobile applications like WhatsApp can be effectively integrated into EFL instruction, offering students valuable opportunities for language practice and thereby enhancing their WTC in English. This method not only supports learners' language development but also fosters a more dynamic and interactive learning environment. However, within the scope of this study, the data collected revealed only WhatsApp as a technological platform. Future studies may explore a broader range of platforms.

This study is particularly significant as it was conducted in the country's eastern region. Three studies are dedicated to the WTC in English and factors influencing high school students' speaking abilities. The first study, conducted in a non-public school in the western part of Türkiye, investigates the impact of technology-enhanced project-based tasks on speaking fluency by Yanık (2023). The second study by Taşdemir (2017), involving 569 high school students and conducted in the southeastern part of Türkiye, investigates the connection between WTC and self-efficacy in English. It finds a robust relationship between students' self-reported WTC and their self-efficacy, highlighting the need for a holistic approach that considers both factors. Participants' WTC is linked to a optimistic outlook on English and curiosity about various cultures, but affective factors such as anxiety about making errors were cited as factors contributing to reluctance. This study, carried out in a public school in the eastern part of Türkiye, examines the role of teacher support and classroom environment in shaping students' WTC. Despite the differences in research designs, participant profiles and regional differences, all studies underscore the importance of teacher support, classroom environment, and students' perceptions in improving speaking skills and increasing WTC.

4.1. Pedagogical Implications

Sustaining a positive classroom climate is crucial for fostering an engaging and inclusive learning environment. To accommodate the varied levels of WTC among students, teachers should implement differentiated teaching strategies such as creating a positive classroom climate, supportive encouragement, out of class interaction and positive feedback that cater to individual needs. The incorporation of verbal encouragement and interactive activities especially through platforms such as WhatsApp can significantly enhance students' confidence and their WTC in English. Furthermore, long-term commitment to students' learning, along with aligning lessons with their personal interests, plays a vital role in sustaining motivation. Educators must also recognize the impact of family and peer encouragement on student motivation, highlighting the importance of collaborating with parents and fostering supportive networks among students. These implications collectively seek to enhance EFL instruction by fostering a positive, inclusive, and motivating language-learning environment for high school students. Educators can utilize these insights to shape their teaching practices, moving beyond conventional instructional methods. Emphasizing interactive and engaging teaching techniques, incorporating positive

reinforcement, and cultivating a supportive classroom climate are essential strategies for effective teacher encouragement initiatives. Tailoring these approaches to learners' age and grade levels can significantly enhance their impact, underscoring the need for verbal encouragement, positive teacher interactions, and interactive methods in language classrooms. Furthermore, a holistic approach that deals with the emotional and motivational facets of language learning is strongly advocated.

4.2. Directions for Further Research and Limitations

For further research, longitudinal researches are recommended to explore the long-range impact of teacher encouragement on language learners. Such studies could examine variables such as sustained motivation, language competency enhancement, and the permanent effects on communication skills. Cross-cultural and comparative educational analyses would also promote valuable insights into the generalizability of these findings, further enhancing the current knowledge base in language education. While this exploration offers precious insights into the influence of teacher encouragement on language learners' L2 WTC, there is an obvious need for further investigation. The current study, which was confined to a specific setting and a limited participant group of 40 students, suggests that future research should include larger and more diverse participant groups across varied educational contexts to yield more comprehensive data and enhance the accuracy of generalizations. Given that the study focused solely on the influence of teacher encouragement on L2 learners' WTC, future inquiries should also explore the impact of other factors, such as family and peer influences, to promote a more holistic perception of learners' WTC in language learning. Further research could build on these findings by exploring how various factors interact to influence WTC across different educational settings and learner profiles. Additionally, the nuanced examination of teacher support and considerations for integrating technology provides worthwhile understandings into the contemporary dynamics of language education. The insights gained from this study offer meaningful directions for future studies, aiming to further explore the complexities of language learning motivation and the effective practices that educators can employ to enhance student engagement and communication skills in English.

Despite the study's contributions, certain limitations should be acknowledged. The reliance on convenience sampling has the possibility to influence the generalizability of the results. Further research could gain from a larger, more variable sample, including students from different educational settings and backgrounds. Additionally, long-term studies could offer valuable perspectives on the enduring impact of teacher encouragement on language learning results. Thusly, this research adds to the growing body of research on teacher encouragement and its impact on language learners.

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GENİŞLETİLMİŞ ÖZ

Bu çalışmada araştırmacılar, Türkiye'deki devlet liselerinde İngilizce öğrenen öğrencilerin İngilizcede iletişim istekliliğini artıran öğretmen destekleme faktörünü incelemektedir. Araştırma, öğretmen-öğrenci etkileşimlerinin dil öğrenimi ortamında sağladığı olumlu etkileri ve bu etkileşimlerin öğrencilerin İngilizce konuşma istekliliği üzerindeki rolünü vurgulamaktadır. Bir devlet okulunda gerçekleştirilen araştırmaya, 40 öğrenci katılmış ve nitel verileri elde etmek için bu öğrencilerin görüşleri yarı yapılandırılmış mülakatlar yoluyla toplanmıştır. Araştırmada, öğrencilerin İngilizce iletişim istekliliklerini ölçmek için Willingness to Communicate (WTC) Ölçeği, sınıf iklimi ve öğretmen desteği gibi faktörleri değerlendirmek için ise What is Happening in This Class (WIHIC) Anketi kullanılmıştır. Nicel veriler, IBM SPSS Statistics 22.0 programı kullanılarak analiz edilmiştir ve anlamlılık düzeyi 0.05 olarak belirlenmiştir. Analiz sürecinde normallik testleri, t-test, ANOVA, Pearson Korelasyon Analizi, Basit Doğrusal Regresyon Analizi ve Çoklu Doğrusal Regresyon Analizi gibi yöntemler uygulanmıştır. Elde edilen bulgular, sınıf iklimi, öğretmen desteği ve öğrenci uyumu gibi değişkenlerin öğrencilerin İngilizce iletişim isteklilikleriyle pozitif ve anlamlı ilişkiler gösterdiğini ortaya koymuştur. Bu analizler, öğretmen desteği ve olumlu sınıf ortamının öğrencilerin iletişim motivasyonlarını artırmada önemli bir rol oynadığını göstermektedir. Ayrıca, öğrencilerin İngilizce iletişim isteklilikleri düzeyleri, öğretmen destekleme ve sınıf iklimi gibi çeşitli değişkenlerle ilişkilendirilmiştir.

Çalışmanın bulguları, öğretmen desteklemesinin dil öğrenimindeki motivasyonu artırdığı ve olumlu bir öğrenme ortamı oluşturduğu sonucuna varmıştır. Öğrencilerin, öğretmenlerinin verdiği sözlü cesaretlendirmenin, onlara İngilizce konuşma konusunda kendilerine güven duymalarını sağladığı belirtilmiştir. Katılımcıların ifadelerine göre, öğretmenlerin olumlu geribildirimleri, ödülleri ve etkileşimli öğretim yöntemleri, öğrencilerin İngilizce öğrenme motivasyonlarını artırmaktadır. Örneğin, öğrencilerden biri, öğretmenin kelime yarışmaları

düzenlemesinin öğrenimlerine büyük katkı sağladığını ifade etmiştir. Araştırmada, öğretmen desteklemesinin yalnızca pedagojik bir strateji değil, aynı zamanda öğrencilerin duygusal deneyimlerini şekillendiren önemli bir unsur olduğu ortaya konmuştur. Dörnyei ve Ushioda'nın (2009) "İkinci Dil Motivasyon Kendilik Sistemi" teorisi, öğretmen cesaretlendirmenin öğrencilerin ideal ikinci dil kimliğini geliştirmede önemli bir rol oynadığını göstermektedir. Öğrencilerin öğretmenlerinin İngilizce iletişimi başlatmaları, onların utangaçlıklarını azaltarak daha fazla katılım göstermelerini sağlamaktadır. Bunun yanı sıra, öğretmenlerin, WhatsApp gibi dijital platformlar aracılığıyla öğrencilere günlük İngilizce iletişim kurmaları için fırsatlar sundukları ve bu durumun da öğrencilerin dil becerilerini geliştirdiği tespit edilmiştir. Öğrenciler, öğretmenlerinin günlük İngilizce konuşmalarına katılmalarının kendilerini daha fazla motive ettiklerini belirtmişlerdir. Bu bulgular, mobil uygulamaların İngilizce eğitiminde etkili bir şekilde kullanılabileceğini göstermektedir. Elde edilen sonuçların pedagojik yansımaları, olumlu bir sınıf ikliminin sürdürülebilirliğinin sağlanmasını gerektirmektedir. Öğretmenlerin, öğrencilerin İngilizce iletişim isteklilikleri düzeylerini artırmak için farklı öğretim stratejileri kullanmaları önerilmektedir. Bu stratejiler arasında sözlü cesaretlendirme, etkileşimli aktiviteler ve öğrencilerin kişisel ilgi alanlarıyla derslerin uyumlu hale getirilmesi yer almaktadır. Özellikle öğretmen desteği ve sınıf ikliminin öğrencilerin İngilizce konuşmaya yönelik isteklerini artırmada önemli bir rol oynadığı vurgulanmıştır. Ayrıca, aile ve akran desteğinin motivasyon üzerindeki etkisi göz önünde bulundurularak, öğretmenlerin ailelerle iş birliği yapmaları ve öğrenciler arasında destekleyici ağlar oluşturmaları önem taşımaktadır. .

Ayrıca, araştırma, eğitimde teknolojinin etkili kullanımının önemine dikkat çekmektedir. Özellikle dijital araçların, öğrencilerin İngilizce iletişim istekliliklerini artırmada oynadığı rol üzerinde durulmuştur. Teknolojinin sınıf içi ve dışı kullanımı, öğrencilerin dil öğrenme süreçlerini daha etkileşimli ve eğlenceli hale getirmiştir. Örneğin, dil öğrenme uygulamaları, dijital konuşma günlükleri ve çevrimiçi tartışma grupları, öğrencilerin hem bireysel hem de grup içinde dil becerilerini geliştirmelerine olanak tanımaktadır. Bu bulgular, dijital platformların, öğretmen destekleme stratejileriyle birleştirilerek dil öğretiminde daha etkili bir şekilde kullanılabileceğini göstermektedir.

Araştırma ayrıca, öğrencilerin özgüvenlerini artırmaya yönelik etkinliklerin İngilizce iletişim istekliliği üzerindeki rolünü vurgulamaktadır. Öğrenciler, konuşma pratiği yapabilecekleri güvenli bir ortam oluşturulduğunda daha rahat iletişim kurabildiklerini ifade etmişlerdir. Grup çalışmaları, rol oynama aktiviteleri ve tartışma temelli yaklaşımlar gibi yöntemler, öğrencilerin çekingenliklerini azaltarak aktif katılımı teşvik etmiştir. Bu tür yöntemler, sadece dil becerilerinin geliştirilmesini sağlamakla kalmamayıp, aynı zamanda öğrencilerin sınıf içindeki sosyal bağlarını güçlendireceğini vurgulamıştır. Öğretmenlerin, öğrencilerin bireysel ihtiyaçlarını anlaması ve öğrenme süreçlerini buna göre uyarlaması, etkili bir dil öğrenim süreci için kritik bir faktör olarak öne çıkmaktadır.

Çalışma, aynı zamanda öğrencilerin bireysel dil hedeflerinin belirlenmesinin ve bu hedeflerin öğretim süreçlerine entegre edilmesinin önemine dikkat çekmektedir. Öğretmenlerin, öğrencilerin kişisel ilgi alanlarını ve hedeflerini göz önünde bulundurarak ders materyallerini zenginleştirilmesi, öğrencilerin İngilizce öğrenmeye olan bağlılıklarını artırmıştır. Örneğin, öğrenciler kendi ilgi alanlarına uygun içeriklerle çalıştıklarında, dil öğrenme sürecine daha istekli bir şekilde katıldıklarını ifade etmişlerdir. Ayrıca, öz-yönetim becerilerinin teşvik edilmesi ve öğrencilerin öğrenme süreçlerine aktif katılımlarının sağlanması, dil öğrenimini daha etkili hale getirmiştir. Bu bulgular, öğrenci odaklı öğretim stratejilerinin dil öğretiminde başarıyı artırabileceğini göstermektedir.

Nicel analiz sonuçları, sınıf iklimi, öğretmen desteği ve öğrenci uyumu gibi değişkenlerin öğrencilerin İngilizce iletişim istekliliğiyle pozitif bir ilişki gösterdiğini ortaya koyarken, nitel temalar bu bulguları derinlemesine anlamlandırmaktadır. Örneğin, nicel olarak öğretmen desteğinin etkisi istatistiksel olarak anlamlı bulunmuşken, nitel verilerde öğrenciler,

öğretmenlerinden aldıkları olumlu geribildirimlerin ve etkileşimli aktivitelerin konuşma motivasyonlarını nasıl artırdığını ifade etmişlerdir. Bu durum, öğretmen desteği ile sınıf içindeki pozitif dinamiklerin öğrencilerin iletişim istekliliği üzerindeki tamamlayıcı etkisini açıkça göstermektedir.

Araştırmanın gelecekteki çalışmalara yönelik önerileri arasında, öğretmen cesaretlendirmesinin dil öğrencileri üzerindeki uzun dönemli etkilerini inceleyen çalışmaların gerçekleştirilmesi önerilmektedir. Bu tür çalışmalar, öğrenci motivasyonu, dil yeterliliği gelişimi ve iletişim becerileri üzerindeki kalıcı etkileri dikkate alarak daha kapsamlı veriler elde edebilir. Ayrıca, mevcut araştırmanın sınırlı bir katılımcı grubuyla gerçekleştirildiği göz önünde bulundurularak, daha geniş ve çeşitli katılımcı gruplarıyla yapılan karşılaştırmalı analizlerin faydalı olacağı düşünülmektedir.

Sonuç olarak, bu çalışma, öğretmen cesaretlendirmesinin dil öğrenme sürecindeki önemini ortaya koymuş ve yabancı dil öğretiminde etkileşimli ve olumlu bir öğrenme ortamının sağlanmasının öğrencilerin İngilizce konuşma isteklerini artırmada etkili olduğunu göstermiştir. Öğrencilerin, öğretmenleriyle kurdukları olumlu ilişki ve öğretmenlerinin destekleyici tutumları, dil öğrenme süreçlerinde önemli bir yer tutmaktadır. Dolayısıyla, eğitimcilerin bu bulguları dikkate alarak pedagojik uygulamalarını geliştirmeleri ve daha etkili öğretim stratejileri geliştirmeleri önerilmektedir.