

Course and Instructor Related Factors Affecting Willingness to Communicate in Online EFL Classes

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Abstract

This study aims to investigate the course and instructor-related dynamics that affect students' willingness to communicate in second language (L2 WTC) in online English language courses. Online learning processes involve many dynamics, including course content, teaching methods, instructor-student interaction, and the influence of classmates. This phenomenologically designed qualitative research, conducted in Türkiye, comparatively analyses the views of students and instructors on L2 WTC. Data were collected through two open-ended questionnaires administered separately to students and instructors. Six academicians (two female, four male) and 136 students (113 female, 55 male) participated in the study. The findings, analysed with MAXQDA software, reveal that students expect courses to be organized according to their interests and familiarity with a more interactive classroom environment and transparent communication. The study offers suggestions to improve online learning processes.

Keywords: Online learning, willingness to communicate (WTC), oral participation, speaking practices

Yabancı Dil Olarak İngilizce Kullanılan Çevrimiçi Derslerde İletişim Kurma İstekliliğini Etkileyen Ders ve Öğitmen Etkenleri

Öz

Bu çalışmanın amacı, öğrencilerin çevrimiçi İngilizce dili ile yapılan derslerde ikinci dilde iletişim kurma isteklerini etkileyen ders ve öğretmenle ilgili dinamikleri araştırmaktır. Çevrimiçi dil süreçleri, ders içeriği, öğretim yöntemleri, öğretmen-öğrenci etkileşimi ve sınıf arkadaşlarının etkisi gibi birçok dinamiği içerir. Türkiye'de yürütülen fenomenolojik olarak tasarlanmış bu nitel araştırma, öğrenci ve öğretmenlerin ikinci dilde iletişim kurma istekliliği hakkındaki görüşlerini karşılaştırmalı olarak analiz etmektedir. Veriler, öğrencilere ve öğretmenlere ayrı ayrı uygulanan iki açık uçlu anket aracılığıyla toplanmıştır. Çalışmaya 6

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akademisyen (ikikadın, dört4 erkek) ve 136 öğrenci (113 kadın, 55 erkek) katılmıştır. MAXQDA yazılımı ile analiz edilen bulgular, ders içeriklerinin öğrencilerin ilgi ve aşinalıklarına göre düzenlenmesi ve öğretmenlerin daha şeffaf bir iletişim kurarak daha etkileşimli bir sınıf ortamı yaratmalarının gerekliliğini vurgulamaktadır. Çalışma, çevrimiçi dil öğrenme süreçlerinin iyileştirilmesi için öneriler sunmaktadır.

Anahtar Kelimeler: Çevrimiçi öğrenme, konuşma istekliliği, sözlü katılım, konuşma uygulamaları

Introduction

The rapid development of technology has paved the way for radical changes in the field of education and has significantly affected language learning processes. Today, online education has become an integral component of contemporary educational environments. In this context, online language learning (OLL) has brought new horizons to language teaching and triggered a radical transformation process in language acquisition. Particularly in English language teaching, online platforms and technologies have expanded learners' opportunities to develop and practise language skills while necessitating the adaptation of pedagogical approaches to the digital age.

These developments have prompted the re-evaluation of many psychological and social factors involved in language learning and teaching. The concept of willingness to communicate (WTC), which is frequently addressed in traditional classroom environments, faces different dynamics in online language learning environments. Unlike face-to-face education, language interactions in virtual environments occur within a more complex network of relationships shaped by multidimensional factors influencing students' linguistic performance. Learning motivation, classroom dynamics, course related variables, teacher-student interaction, external and environmental factors such as internal factors and the opportunities provided by technology play important roles in learners' L2 WTC. In the OLL process, it should not be underestimated those issues such as using technology efficiently and successfully, ensuring that the classroom dynamics are at an appropriate level, and organizing or adapting the course content according to the class variables are shaped by the instructors who lead the course. In this regard, the present study aims to examine the course- and instructor-related dynamics that influence learners' online L2 WTC.

Türkiye's geographical location as a bridge between the East and the West has accelerated the country's efforts to increase education and access by utilizing digital technologies in recent years. In this context, examining the status of OLL in Türkiye from the perspective of L2 WTC and identifying the challenges and opportunities that arise are among the main objectives of the study. The rapid spread of the COVID-19 pandemic has led to the rapid implementation of emergency distance education (EDE) in Türkiye, as well as all over the world, and in this process, online language education has faced complex problems, especially in the development of oral skills. Therefore,

the study aims to better understand this process by addressing the course- and instructor-based dynamics that shape the communication willingness of students learning English in online language learning environments.

While online language learning environments offer students great advantages in terms of access to language resources, they also create challenges such as reduced face-to-face interaction, technical limitations, and differences in digital literacy levels. In countries like Türkiye, where the technical and cultural infrastructure struggle to keep pace with these changes, the effects of these challenges become more pronounced. In this context, it is emphasised that the effect of instructors and courses on L2 WTC should not be ignored.

One of the key contributions of the study is the idea that understanding the dynamic structure of OLL will provide significant advancements in the field of foreign language teaching. This research aims to contribute the literature by showing teachers' and students' perspectives to help both educators and policy makers improve OLL processes. Examining the course and instructor dynamics affecting L2 WTC aims to offer suggestions for the development of online language learning in Türkiye. The unique value of the study is that it analyses these dynamics from the perspectives of students and instructors in a comparative manner. The similarities and differences of students and instructors in this process are addressed with the comprehensive and broad perspective approach of the study.

In this context, the purpose of the study is shaped by the following research questions:

- 1- What are the course and instructor dynamics shaping students' online L2 WTC?
- 2- In what ways do students' and instructors' views on the course and instructor dynamics shaping online L2 WTC align and differ?
- 3- What suggestions could be made to improve the difficulties and students' oral participation in OLL environments from the course and instructor dynamics perspective?

Literature Review

Willingness to Communicate (WTC)

The WTC theory is based on several linguistic and psychological factors that affect individuals' enthusiasm to speak or communicate. This concept addresses individuals' communicative preferences in both their foreign/second languages and mother tongue. (Yashima, 2002). It is claimed that individuals' tendencies to communicate depends on not only their linguistic competencies but also various psychological and social dimensions as well as individual factors such as self-confidence, anxiety,

motivation and interpersonal factors such as social environment and cultural context. MacIntyre (2020) also emphasises that WTC extends beyond language proficiency. He argues that there are broader psychological and social factors that lie behind individuals' tendencies to use language, which makes WTC multidimensional and dynamic structure that affects individuals' approaches to communication and participation. With this complex and comprehensive aspect, WTC has become an important field of study in the field of language learning.

An essential component of WTC is the effect of emotional intelligence on individuals' communication preferences. Studies have revealed the relationship between WTC and emotional intelligence, indicating that emotional factors play an important role in promoting communication (Tabatabaei & Jamshidifar, 2013). In addition, the relationship between WTC and individuals' personality traits has also been examined, and the effect of personality variables on WTC has been emphasised (Yu & Gou, 2011). In addition, it has been stated that communication skills and motivation are important in the theoretical framework of WTC (Bashosh et al., 2013). The effect of external factors, especially social support and communication anxiety on WTC is also among the issues evaluated. It has been determined that communication dynamics in the context of education are in a reciprocal relationship with communication anxiety and communication readiness (Roach, 1999). These findings indicate that understanding the complexity of communication dynamics is important in the context of education.

In conclusion, theoretical foundations of WTC include emotional intelligence alongside linguistic competency. However, this concept still cannot be claimed to be limited to these individual competencies. At the same time, motivational, social, external, contextual and other factors shape it, as well. These factors are accepted to influence individuals' participating in communicative practices and their achievement in these practices.

Willingness to Communicate in L2 Context

Approaches to second and foreign language teaching and learning focus on learners' willingness to use the target language authentically as a means of communication. L2 WTC could be defined as a multifaceted and dynamic aspect of language learning that has a significant influence on learners' foreign language usage. The psychological construct that refers to the extent to which individuals are motivated and ready to initiate communication using their non-native language, L2 WTC was first used by MacIntyre and Charos (1996). MacIntyre et al. (1998) define L2 WTC as the impact of various psychological components on linguistic processes in foreign language learning teaching. Theoretically, L2 WTC is characterized as a situational variable and an immediate predictor of L2 WTC by MacIntyre et al. (1998). Considering the background factors, L2 WTC is the effort to communicate linguistically with other individuals and groups, and their desire to learn and use the target language. Shaping the language-learning experience for individuals and impacting their overall language

development, several interrelated factors influence L2 WTC. The pyramid model by MacIntyre et al. (1998) demonstrated L2 WTC with dual characteristics including not only trait but also state variables.

The pyramid has six layers, the upper three layers of which consist of situated antecedents, behavioural intention, and communication behaviour; the lower three layers consist of motivational tendencies, affective-cognitive context, and social and individual context. MacIntyre (2020) drew attention to the lack of situation-based variables in L2 WTC studies and stated that this model creates a mismatch between psychological and contextual variables. For this reason, situation-based dimensions have been neglected in studies based on the pyramid model, and more individual-

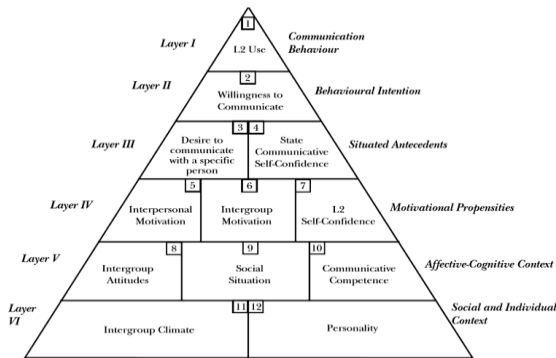


Figure 1. The pyramid model of WTC (MacIntyre et al., 1998)

focused studies have been preferred. Wen and Clement (2003) proposed a model specific to China as an alternative to the linear and Western-focused nature of this model (Canada). This model argues that there is a non-linear relationship between desire to communicate (DC) and L2 WTC and emphasises the influence of cultural context on this process (Peng & Woodrow, 2010). In addition, this model highlights the importance of the role of teachers on EFL students' WTC (Clement et al., 2003). It is also stated that teacher attitudes and classroom practices have an impact on students' participation and WTC (Khajavy et al., 2016; Sari, 2016). The study by Peng and Woodrow (2010) builds upon Wen and Clement's WTC model and used structural equation modelling to test the proposed relationships. While the model addresses the psychological, linguistic and educational dimensions of language in a holistic manner, it suggests that students' processes of converting DC to L2 WTC may be hindered by motivational, emotional or social variables.

Some of the recent studies on L2 WTC can be categorized into various themes, including individual and classroom dynamics (Mystkowska-Wiertelak, 2021; Wang et al., 2023), instructor varieties (Vongsila & Reinders, 2016; Hashemian et al., 2016), situational factors (Hashemian et al., 2016), psychological and emotional variables (Dewaele & Pavelescu, 2021; Wang et al., 2023), and cultural and contextual factors

(Alimorad & Farahmand, 2021; Khajavy et al., 2016). Studies focusing on individual and classroom dynamics focus on the personal and group factors that shape students' L2 WTC in the classroom. For example, Mystkowska-Wiertelak (2021) and Wang et al. (2023) investigated the effects of social climate and emotions in the classroom environment on L2 WTC. These studies revealed that classroom communication behaviours are affected by both personal and group dynamics.

Studies focusing on instructor varieties analyse instructors' emphasis on L2 WTC. These studies aim to reveal how instructors' classroom strategies shape students' L2 WTC. Studies such as by Vongsila and Reinders (2016) and Hashemian et al. (2016) highlight the determinant role of instructors' classroom practices and feedback on students' L2 WTC. Vongsila and Reinders (2016) find that faculty members use various strategies to develop WTC in the classroom but do not encourage language practice outside the classroom. Furthermore, the mismatch between faculty members' beliefs and their classroom practices is criticized. Hashemian et al.'s (2016) findings show that there is no significant difference between subjective and actual Second Language Communicative Desire (L2 WTC) in the classroom and that action control variables affect this desire.

Studies focusing on situational factors investigate the effects of situational variables on L2 WTC. These studies address how these variables shape the classroom environment. Zhang et al. (2023) and Amalia et al. (2019) reveal the effects of classroom interaction variables, lesson preparation, and classroom organisation on L2 WTC. These studies show that contextual and situational variability significantly affects L2 WTC. Studies focusing on psychological and emotional factors analyse how students' anxiety, self-confidence, and motivation levels affect their L2 WTC. Studies such as Wang et al. (2023), and Dewaele and Pavelescu (2021) draw attention to the dynamic and personal connections of these emotional variables.

Studies focusing on cultural and contextual influences examine the effects of cultural and contextual factors on L2 WTC and investigate how students' socio-cultural environments shape their L2 WTC. Studies such as Khajavy et al. (2016), and Alimorad and Farahmand (2021) reveal the significance of the classroom environment and cultural context in L2 WTC. The above-mentioned studies address various dynamics related to L2 WTC; however, studies focusing on classroom-based and instructor-based dynamics do not examine and compare students' and instructors' perspectives separately. These studies, particularly when analysing instructors' strategies, may lack students' responses to these strategies. The current study addresses this deficiency by comparatively evaluating both students' and instructors' views in terms of their similarities and differences. In this way, it contributes to a clearer understanding of possible inconsistencies between in-class and out-of-class practices.

Online Education in Türkiye

The development of distance education in Türkiye has progressed at varying speeds, aligning with global trends. Open education programmes were initiated by Anadolu University in 1982, marking the advent of computer network usage in the 1990s (Özkul, 2004). However, web-based distance education is employed today by many institutions such as Anadolu University, Atatürk University, Istanbul University, and some universities' Distance Education Application and Research Centres (UZEM).

Türkiye's distance education adventure has been influenced by various socio-cultural and educational dynamics, and it has progressed in different evolutionary stages (Dilmaç, 2020). In this regard, the historical course of distance education in Türkiye can be divided into four main periods as follows: conceptual (1923-1955), letter-based (1956-1975), audio-visual via radio and television (1976-1995), and informatics-based using the internet (1996-...), evolving alongside communication technology (Bozkurt, 2020).

Traditionally, face-to-face education targeted the common needs of society while distance education used to appeal to only a specific group of people with specific purposes in specific contexts. However, the pandemic accelerated the adoption of distance education, with its both synchronous and asynchronous models (Karahoca et al., 2022; Terzi et al., 2021). Synchronous learning occurs in real-time, while asynchronous involves the delivery of pre-prepared content in different forms. Yet, both models are educational methods that are expected to include interactive methods depending on the preference of distance education designers (Şengel & Aktaş, 2022).

During the COVID-19 pandemic, all universities in Türkiye switched from a planned distance education (DE) process to an emergency distance education (EDE) process in 2020 and 2021 (Bozkurt & Sharma, 2020). This process was quickly put into effect as a sudden and mandatory transformation due to the impact of the pandemic. As emphasised in the study of Bozkurt and Sharma (2020), the effects of this emergency transition on education are evaluated as an emergency solution developed in response to crises rather than a planned process. Despite the relatively new implementation of distance education in Türkiye, many universities, especially at the graduate level, have expanded distance education by establishing research and application centres (Akkoyunlu & Bardakçı, 2020). The pandemic has had a significant impact on technology integration by forcing Turkish universities to meet EDE requirements, and this has shaped the experiences and expectations of both instructors and students. The study by Kara, Çubukçu, and Yücel (2021) indicates how the mandatory transition to distance education contributes to new educational paradigms and reveals the need for educators to use digital tools more effectively.

Emergency Distance Education (EDE)

In addition to being a planned, programmed, and optional method, DE can also occur with rapid planning under certain conditions and out of necessity. In this case, in cases

of emergency or necessity, considering the concept of EDE rather than the concept of DE will shed light on the evaluation of different and variable aspects of learning and teaching processes. Representing a quickly planned and temporary situation, EDE involves the temporary use of distance learning methods only, with the aim of returning to face-to-face classes after an emerging crisis (Akkoyunlu & Bardakçı, 2020; Keskin & Özer-Kaya, 2020; Zhang et al., 2020). In this case, the main purpose is to provide practical access to education in emergency situations, rather than creating a multidimensional and comprehensive plan for virtual education (Akkoyunlu & Bardakçı, 2020; Talidong & Toquero, 2020). EDE, unlike traditional distance education (Coeckelbergh, 2020), is a rapid alternative applied in cases where crisis situations require a transition from face-to-face learning to distance learning (Gören et al., 2020; Yaman & Yaman, 2023).

With the COVID-19 pandemic, innovations and new approaches have emerged in the Emergency Distance Education (EDE) process. However, this rapid and sudden change has created some challenges for both teachers and students (Demirbilek, 2022) and emphasised the importance of interdisciplinary collaboration (Ferri et al., 2020). Unlike traditional Distance Education (DE), the aim of EDE is to continue education with online alternatives in times of crisis rather than conducting a planned process (Yavuz et al., 2021; Bozkurt & Sharma, 2020). While DE generally offers planned and structured content, EDE is rapidly implemented to respond to unexpected events, especially natural disasters and epidemics (Bernard et al., 2004). It should be noted that EDE has a different structure than DE and is not an extension of face-to-face education (Yavuz et al., 2021).

Oral Participation in Online Classes

With the increasing interest in online learning platforms, language learning and teaching environments have changed for mandatory or optional reasons. In this regard, Onkine language learning (OLL) offers flexibility to students, allowing them to meet their various needs (Ciptayani et al., 2020; Compton, 2009; Maican & Cocoradă, 2021; Tsegay et al., 2022; Yilmaz, 2021). OLL eliminates geographical barriers and encourages language learners globally (Everhard, 2015; Lee & Hasegawa, 2014; Manning et al., 2014). In addition, the integration of adaptive educational technologies offers a student-centred learning process (Lieber et al., 2022). Rich multimedia resources and interactive content support learning, while video conferencing and voice recognition technologies compensate for in-class deficiencies (Dichev & Dicheva, 2017; Accettone, 2021; Knowles et al., 2022). Although digital technologies increase socio-economic inequalities, when these deficiencies are addressed, OLL provides access to a wide range of students (Fadzil & Sulaiman, 2022; Giyoto et al., 2022; Nifriza & Yenti, 2021; Pichugin et al., 2022; Purnama, 2021). Studies show that the lack of face-to-face communication can be compensated for by digital tools and multi-faceted cultural interactions can be provided (Cung et al., 2018; Lee et al., 2022; Blake, 2016). To maximise the benefits of OLL, quality assurance mechanisms should be developed regarding content standardization and reliability of assessment

processes (Kibuule et al., 2021; McKeithan et al., 2021; Tolmachev et al., 2021; Villar & Alegre, 2008).

OLL environments offer many opportunities for students to develop their speaking skills. These environments provide students with easy access to personalized learning materials and allow teachers to have flexible planning (Majid, 2012; Zarei & Hussin, 2014). Multimedia resources and exposure to different accents broaden students' language learning experiences. Voice recognition technologies improve students' pronunciation and fluency skills with instant feedback (Pardede et al., 2023; Sidgi & Shaari, 2017). However, the lack of face-to-face interaction, technical issues, and asynchronous participation preferences of OLL may negatively affect language communication (Afriana, 2022; Ghazali, 2021; Yang, 2013). The loss of immediate communication opportunities in face-to-face interaction may lead to a decline in students' communication skills; in addition, privacy concerns regarding recording lectures may create a negative perception in students (Joksimović et al., 2015).

Recent studies on L2 WTC in online classes reveal the multidimensional and dynamic nature of this issue. Ardiansyah et al. (2020) examined the dynamic nature of L2 WTC in online group discussions and revealed that internet use has positive or negative effects depending on self-confidence. Altunel (2021) examined the online L2 WTC of Turkish university students during COVID-19 and emphasised the negative effects of personality, the nature of online education, and lack of self-confidence in speaking skills. Said et al. (2021) examined the online L2 WTC of Indonesian students and found that students preferred group discussions but preferred listening over speaking. Grant (2022) examined the effects of classroom environment variables and student motivation on L2 WTC and found a strong relationship. Punyaporn and Soontornwipast (2022) examined the L2 WTC of university students in Thailand in online English courses, highlighting the importance of communication channels, student beliefs, peer influence, instructor characteristics, and classroom atmosphere. Bozca and Koban Koç (2023) investigated L2 WTC in small group activities and found that students were more willing in situations where they felt comfortable but lacked self-confidence in situations that required performance. Nematizadeh and Cao (2023) examined how L2 WTC changed in online synchronous discussions and found that it varied significantly with internal and external interactions. Zhao et al. (2024) examined the effects of mobile language learning applications such as Duolingo and HelloTalk on L2 WTC and found that both applications increased L2 WTC, but Duolingo showed a stronger effect.

In conclusion, research on L2 WTC in OLL reveals the multidimensional and complex nature of this area. This highlights the importance of the current study in addressing online L2 WTC from a broad, comprehensive, and comparative perspective.

Methodology

This qualitative research study has a phenomenological design. Phenomenology focuses on the experiences of individuals and tries to reveal the essences and meanings underlying these experiences (Van Manen, 1990). This study, as part of a larger study, aims to provide an in-depth analysis of the dynamic factors affecting the participants' L2 WTC in the OLL process, specifically focusing on content and instructor related factors.

Participants

136 students studying in the English Language Teaching Department of a state university in Türkiye and 6 academicians who teach in this department voluntarily participated in this study.

Table 1.

Participants of the study.

	Department		Participants of the Study	
1st Year	Female	39	Female	39
	Male	15	Male	13
	X	1	X	1
	Total	55	Total	53
2nd Year	Female	35	Female	23
	Male	20	Male	10
	X	1	X	1
	Total	56	Total	34
3rd Year	Female	29	Female	21
	Male	11	Male	6
	Total	40	Total	27
4th Year	Female	19	Female	18
	Male	7	Male	4
	Total	26	Total	22
Instructors	Female	2	Female	2
	Male	4	Male	4
	Total	6	Total	6
Total	Female	124	Female	103
	Male	58	Male	33
	X	2	X	2
	Total	184	Total	142

Table 1 shows the distribution of the participants. All instructors and almost 74% of the students in the department participated in the study. Additionally, two of the student participants did not want to mention their genders. They are given with X on the table.

The age distribution of the student participants ranges from 17 to 41. The youngest student is 17 years old, while the oldest student is 35 years old. While the number of students between the ages of 17 and 24 is 134, there is one student aged 25 and one student aged 30. This shows that the participants are generally of similar ages. In addition, the ages of the participating instructors range from 35 to 41. The youngest

instructor is 35 years old, while the oldest one is 41 years old. The experiences of the instructors range from 6 to 15 years.

Data Collection

In this study, open-ended questionnaires were used as data collection tools. First, draft forms of the questionnaires were prepared. The drafts were revised based on expert opinions. Afterwards, a pilot application was conducted to test the comprehensibility and applicability of the questionnaires, and the questionnaires were finalized with the feedback obtained from this application. The data collection process was initiated with questionnaires delivered to the students and instructors in hand. The Spring Term of the 2021-2022 academic year, when the compulsory distance education process was over and higher education courses were started to be conducted face-to-face and online at the same time (hybrid education), was chosen as the appropriate time for students and instructors to respond to questions. The purpose of this is to enable participants to make clearer evaluations between the two applications. Participants were given enough time to comfortably answer the questions, and all surveys were fully completed and collected simultaneously. In the development process of open-ended surveys, the researchers' personal experiences in the online course process and similar studies in the literature (Ardiansyah et al., 2020; Buckingham & Alpaslan, 2017; Dolgunsöz, 2021; Reinders & Wattana, 2015; Said et al., 2021; Sesriyani, 2020; Zarrinabadi & Haidary, 2014; Zarrinabadi et al., 2014) were taken into consideration. In addition, the data collection tools were finalized in line with the feedback received after interviews with academicians who are experts in the field of English language education and educational sciences.

Data Analysis

The collected data was meticulously coded, and the study codebook was produced. MAXQDA qualitative data analysis software was utilized for a comprehensive analysis of the data. During this process, the researchers received training and support from an academic expert in qualitative data analysis, ensuring that the data was analysed accurately and consistently.

One of the important stages in qualitative research is the data analysis process. Qualitative research, which is an inductive research approach, aims to understand events from the perspective of the participants and describe them in their natural environment (Yıldırım & Şimşek, 2008). Content analysis was employed in this study, and this analysis method aims to draw repeatable and valid conclusions about the content of the data (Krippendorff, 1980, p. 25). Thematic analysis was preferred as a type of content analysis and allows the creation and interpretation of themes (Braun & Clarke, 2021). The researchers manually transcribed and translated the data into English during the analysis process. The translation was verified by an academician who has a bachelor's and master's degree in English Language Education and pursues a doctoral degree in English Translation and Interpreting Department. MAXQDA 20

software was used in data analysis. Dereli (2023a) states that MAXQDA software is a program that provides systematic data organisation, analysis and evaluation. Dereli (2023b) also states that this software offers significant advantages in both qualitative and quantitative data analyses. In addition to storing data securely and neatly under the researcher's control, MAXQDA also enhances the qualitative data analysis process by providing tools for data coding, categorization, and thematic analysis. Furthermore, it enables data visualization through mind maps, code matrices, and frequency charts. These visualizations not only facilitate interpretation, but also support the presentation of complex relationships within the data. In this regard the data were subjected to open coding, axial coding and selective coding processes, codes related to course and instructor dynamics were determined, presented with frequency distributions of the codes and interpreted by supporting them with participant statements.

Reliability and Validity

One of the most important stages of qualitative research is ensuring reliability and validity (Creswell & Miller, 2000). Reliability and validity are the basic building blocks of qualitative research. Reliability is expressed as when researchers examine the reliability of data/a measurement process, they question whether the same results can be obtained if the research procedure is repeated, while validity is expressed as the property of something being real; reflecting attitudes, behaviours or qualities accurately; in other words, a measure (such as a question, series of questions or a test) is considered "valid" if it accurately reflects the concept or feature it claims to measure (Marshall, 1999, p. 254, 290). In more explanatory terms, reliability refers to the consistency and repeatability of a study, while validity indicates whether the study or measurement is accurate and reliable (Creswell & Poth, 2018). John W. Creswell's (2014) "Qualitative Research Methods" is taken as a reference for reliability and validity practices of the study.

Ethical Issues

The planning, implementation and evaluation processes of this research are based on academic and ethical values.

The "Ethics Committee Approval" required for the conduct of the study and the data collection process was obtained from the Erciyes University Ethics Committee (date 25/01/2022 and number 19), and participation was entirely voluntary. Detailed information about the purpose and content of the study was provided to the participants, and it was clearly stated that the information would remain anonymous and would not be shared with third parties. Only demographic information was collected from the participants who signed the "Voluntary Participation Form", and the data was recorded anonymously and used only for research purposes in accordance with the principles of confidentiality. The collection and analysis of the data was carried out in accordance with scientific ethical rules, and all sources used in the study were clearly stated.

Limitations of the Study

This study was conducted with students and academicians working in the English Language Teaching Department of a state university in Türkiye. The insufficient number of participants to generalize the findings necessitates repetition with larger participant groups in different educational institutions.

This study focused on online learning problems during the COVID-19 pandemic and was conducted with data obtained during the EDE process. Considering the conditions of the pandemic period and rapidly changing online education technologies, these findings may require care while evaluating in future research. Shedding light on experiences during this special period revealed the importance of the study; it is recommended to be replicated in different time periods and with larger groups of participants.

Findings

Being part of a larger study, the aim of this study was to examine students' and teachers' views on course and instructor related factors possibly affecting their L2 WTC during online language learning process. The data revealed that students and teachers had different views on course and instructor related factors. While findings from the student responses revealed four major themes with various subthemes (Figure 2), teacher responses revealed three major themes (Figure 3). While some of these were found deductively, others were found inductively during the data analysis process.

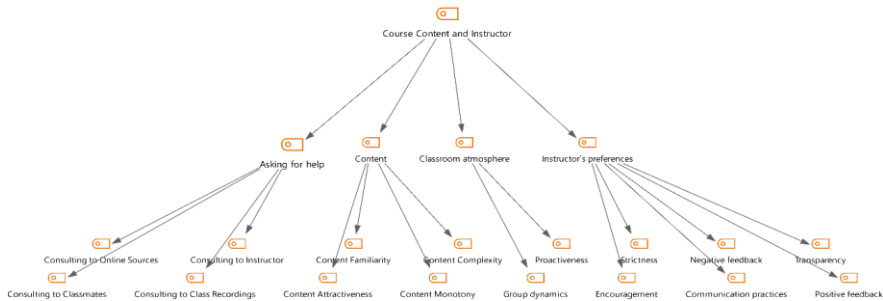


Figure 2. The codes related to the “course and instructor” theme (students)

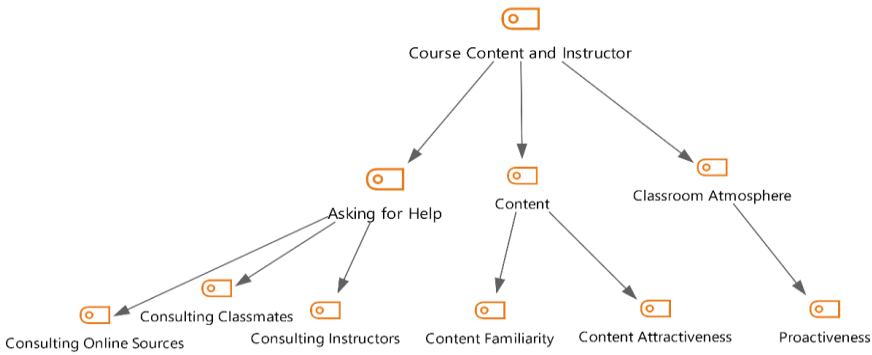


Figure 3. The codes related to the “course and instructor” theme (instructors)

Students’ Views on Course and Instructor Related Factors

Students had various views on course and instructor related factors affecting their willingness to communicate during online learning experience. Figure 4 shows the density of the codes related to the theme “course content and instructor”, with the thickest line representing the most common theme found in the data. As it is seen in Figure 3, the frequencies of the students’ responses addressing the dynamics shaping students’ online L2 WTC varies to a significant degree. However, the most common themes were found to be related to the course content and asking for help, respectively.

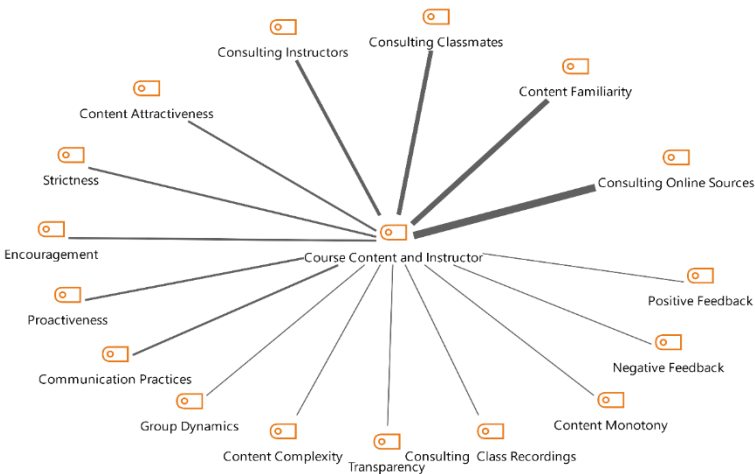


Figure 4. Density of the codes related to the “course and instructor” theme (students)

Asking for help refers to the students’ strategies when they need clarification on an issue, or when there is a topic, situation, or word they do not understand during the online courses or need help regarding the learning process. This theme revealed four

subthemes in that students consulted online sources, instructors, classmates, and class recordings as the only one or one of the sources. Among these, consulting online sources was the most common strategy in that students shared comments such as "...on my own from the internet", "...I look on the internet...", "...watch instructional videos to understand", "I look on the internet while the class continues", and "...search for answers on the internet." Apparently, students made use of online resources during the class period and after the classes. The second common theme was consulting classmates. Some students made comments such as "I seek help from my friends", "I mostly ask for help from my friends," and "I ask someone who knows better than me." In other words, students were aware of their peers' capabilities, saw them as a source of help, and were willing to learn from them. Students also consulted their instructors stating that "I ask the instructor directly" or "I ask the instructor to explain it again." Lastly, despite few, some students watched the class recordings saying that "I review the lesson video or search the internet." This shows that students were active in asking for help when they were in need.

In addition to the statements above, it was seen that many participants had more than one method to ask for help or clarification. For example, a first-year student said "I look at class recordings. I also watch other videos on the internet or ask my friends." Another first-year student said "When I cannot understand something, I research on the internet first. If I can't find the answer, I ask my friends. As a last resort, I ask the instructor privately." Similarly, another first-year student listed her strategies as "I ask my friends first. Then, I look it up on the internet. If I still can't find a result, I ask my instructors." A third-year student commented that "I first research on Google or YouTube, and if I still don't understand, I ask a close friend." It can be concluded from these responses that participants had different preferences to get help on a subject they did not understand or were confused about ranging from searching on the internet to asking their classmates, and as a last resort, asking the course instructor.

Another major theme was related to the content-related factors influencing participants' L2 WTC in OLL. Four subthemes were found under this theme in that students' L2 WTC seemed to be affected by contents' familiarity (to what extent they had knowledge about the content), attractiveness (how interesting was the topic), complexity (the degree of challenge), and monotony (how tedious was the topic).

Students reported that their level of knowledge about the topic affected their L2 WTC. For example, a first-year student shared "If I have no opinion on the topic being discussed, I don't have the motivation to speak," and another stated "I don't want to speak when I have no opinion on the topic." A first-year student accepted that "My willingness to communicate depends on whether I have enough knowledge about the current topic." A second-year student made a similar comment saying, "If I'm not familiar with the subject, I have no willingness to communicate." Likewise, a second-year student stated that lack of familiarity with the subject reduced her willingness to communicate by saying "I'm unwilling to communicate on a topic I'm unfamiliar

with.” A third-year student emphasised that she avoided talking about topics that caught her off guard or did not interest him by saying “I avoid speaking in classes where I’m caught unprepared for the content or when the topic doesn’t interest me.” Apart from these, a fourth-year student made a comment how familiarity with the content affected her nervousness indicating “My willingness to communicate depends on the subject. If it’s a topic I’m familiar with, I’d like to comment. However, speaking without knowledge makes me nervous.” These comments revealed that students needed to feel comfortable with their prior knowledge to participate in the classroom discussions.

As another perspective, some students commented on the topics’ level of difficulty. For instance, a first-year student admitted not speaking “when there are challenging topics.” Similarly, a fourth-year student stated that the difficulty of the question and her ability to answer affected her willingness to speak by saying “My willingness to answer depends on the difficulty of the question and whether I can answer it.” Another fourth-year student accepted having less willingness to communicate “when the class or topic is challenging,” and another connected her WTC to the “... the difficulty of the topic and [her] knowledge of it.” In other words, students’ L2 WTC depended on their level of knowledge and contents’ difficulty level.

Other students approached the content considering their emotions in that while some used positive expressions like contents’ being attractive, others used negative adjectives to describe the course content such as monotonous and boring. Students gave responses such as “My willingness to communicate increases if it’s an interesting or familiar topic” and “I feel unwilling when the topic doesn’t interest me” to express that contents’ attractiveness affected their L2 WTC. Some other students admitted speaking less when the topic was presented in a tedious way. A first-year student commented “If the topic is boring or taught in a dull way, and the class is very early, I am unwilling to communicate in class.” In a similar sense, a third-year student stated that she avoided talking in lessons that progressed in a monotonous flow saying, “I avoid speaking when the class is monotonous or if something similar has already been said,” just as a fourth-year student pointed out that “Initially, it didn’t feel much different, but as the days went by, I started speaking less, especially in classes with teachers who presented the material in a monotonous way.” These comments suggest that students were more willing to speak when they found the topic attractive and refrained from speaking if they felt bored.

The third major theme was found to be related to course instructors. In this sense, students referred to the instructors’ behaviours and responsiveness. For example, students shared that their L2 WTC was influenced depending on the instructors’ strictness or having a harsh tone. A first-year student indicated that “If the teacher’s attitude is strict, I usually just listen.” A third-year student indicated that she avoided speaking when “there have been moments when the instructor’s tone was harsh or the

class was tense,” while another third-year student emphasised that the instructor’s attitude and reaction to the first speaker changed her willingness to communicate. Another third-year student accepted not speaking “when the teacher is strict, and the class is silent.” Similarly, a fourth-year student commented on the influence of an instructor’s disposition on her WTC saying, “The teacher’s attitude is crucial; a soft attitude increases my willingness.” Apart from these, students reflected on teachers’ reaction to the students on a specific day and how it may have influenced their WTC. For instance, a third-year student admitted not participating after a negative comment of the instructor saying “The general attitude of the instructor, especially on that day, is crucial. For example, once an instructor complained to me about a topic. Even though I wanted to talk about the following topic, I did not participate.” To sum up, students expected to see more understanding and nurturing.

One more subtheme related to instructors was about teachers’ encouragement in that students shared comments such as “My willingness to communicate depends on the teacher’s attitude that day, their enthusiasm while teaching” and “The teacher’s eye contact and communication style during questions and the class environment are influential.” These showed that students expected teachers to be eager to teach and encourage students to participate more. In addition to this, students reflected on the communication practices. Reflecting on the teachers’ engagement, two fourth-year students made similar comments: “Making the class more interactive increases my willingness to communicate and exchange ideas,” and “If the teacher engages the class, I try to speak.” Moreover, students reflected on teachers’ being clear and sincere in their way of communication in that one first-year student said that “There are times when I don’t want to speak because sometimes, I can’t understand what the teacher is saying or asking.” A second-year student also reported that “The teacher’s sincerity towards me encourages me to speak.” Seemingly, students’ L2 WTC was influenced by their perception of teachers’ encouragement and engagement.

Students, especially third-year students, also expressed how teachers provided feedback. For example, a student shared “My willingness to communicate depends on the teacher’s concern about our mistakes and the general class participation.” Another student indicated hesitance to speak depending on instructors in that she reported that “The teacher’s reaction to mistakes or errors is crucial for me. I avoid speaking in classes where teachers have a sad or hurtful approach to mistakes.” Similarly, another student noted that “The teachers’ attitudes are also effective, of course. I don’t want to speak in classes where I am criticized by teachers for making mistakes.” While another focused on not receiving feedback noting, “Sometimes, even when I spoke, not receiving feedback from the teacher discouraged me from speaking for the rest of the class.” In other words, students mentioned that their participation was affected by instructors’ reaction to mistakes and their preference and ways to give feedback.

As a final theme, classroom atmosphere was found to have an impact on students’ WTC. In this regard, the class’s proactiveness and group dynamics stood out as key

factors. Considering the proactivity and dynamics in the classroom, there were mixed and opposing views in that they reflected on the effect of their peers' willingness to communicate on their WTC. For example, a first-year student stated that she tended not to speak in situations where many of her friends were talking but tended to talk "if no one has opened their microphone." Similarly, another first-year student shared that "When the instructor directs a question to the class, usually, no one speaks up, and in these situations, even if I know a little, I immediately join in," emphasizing that she became more willing to share if others stayed silent. Another student used writing as a means of communication sharing that "I sometimes try to communicate by typing rather than speaking when no one is talking."

On the other hand, a second-year student commenting on his hesitance noted that "My willingness to communicate varies depending on the class's participation. I don't want to be the first or only one to speak." Exactly opposite to this comment, a first-year student admitted not participating when others talked stating that "My willingness to communicate decreases when other students in the class have high participation." Different than this, a second-year student said, "Whenever someone speaks before me in class positively affects me. It becomes easier to communicate after the opening." Similarly, a third-year student pointed out that "The activeness of my classmates and the overall class motivation increase my willingness to communicate." Finally, some students shared their WTC changed depending on class atmosphere (e.g., "My willingness to communicate changes based on the current atmosphere of the class.") or on close relationships between the classmates (e.g., "My willingness to communicate changes based on the atmosphere of the class that day and my intimacy with my friends."). All in all, it seemed that some participants claimed that the activeness of their classmates during the lessons hindered their WTC, while others claimed that the more active their classmates were, the more eager to participate they were.

Considering all these comments, participants in this study shared various factors affecting their participation in online classes. While they mostly shared their views on asking for help from online sources, their peers, and instructors, they also shared invaluable comments on how the contents' attractiveness and their introduction and instructors' attitudes and reactions to mistakes positively or negatively affected their WTC. In a nutshell, students expected to deal with interesting topics presented in an engaging way in an encouraging and positive atmosphere during their online language learning process.

Instructors' Responses to Open-Ended Questionnaires

All faculty members filled in the questionnaire and the data revealed three major themes (asking for help, content, and classroom atmosphere) with several subthemes

under each. Like the students' data, Figure 5 shows the density of the themes, the thickest of which shows the most common subtheme.

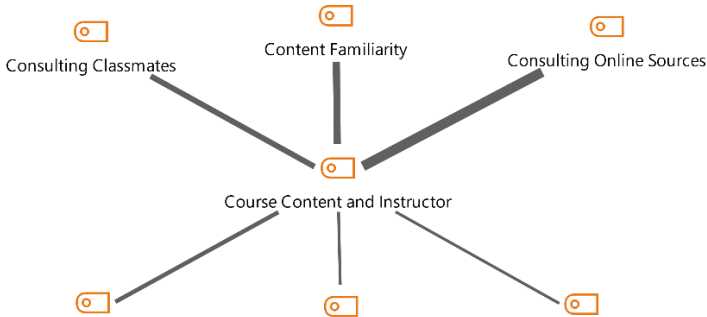


Figure 5. Density of the codes related to the “course and instructor” theme (instructors)

The most common theme was consulting online sources. On their views on students' asking for help, one of the instructors said that

...I have come across explanations such as "Teacher, I just looked it up on the internet, and it means X" a few times...The number of students directly asking questions is quite low. Therefore, it is assumed that students consult the internet in this situation or try to move on with the topic without making any noise.

Apparently, the instructor thought that students consulted internet rather than consulting them and students may have also regarded asking questions as bothersome to the instructors. On the other hand, another instructor found that “When students encounter a situation, they do not understand during class; they typically first communicate with the instructor to resolve the confusion.” As for their views consulting classmates, one instructor shared that “After class, they discuss the topic in WhatsApp groups, seeking to understand the parts they didn't grasp during the lesson,” being aware of how students interacted through social apps after the classes. Another instructor commented on students' preferences to ask for help saying, “A small percentage of students ask questions to understand a topic, word, or situation they don't comprehend, while the majority prefer asking each other through the social media platforms they use among themselves.” These seem to show that instructors were aware of the different ways that students consulted to seek for help.

Apart from seeking for help, instructors also pointed out the content related factors that could possibly affect students' WTC. In this regard, one instructor stated that students “...speak more if they have information about the topic” and another instructor shared that “Only in subjects that capture the student's attention and where they have information to discuss can they be encouraged to speak.” In other words,

these faculty members seemed to recognize that students tended to engage in communicative practices more if they had prior knowledge about the topic.

Besides, another instructor, in addition to emphasizing familiarity, put emphasis on attractiveness in that she shared "...if the topic interests them, they want to participate more. Generally, when the topic relates to their daily lives, they speak more." Similarly, another instructor distinguished the level of WTC depending on their interest levels on topics and subtopics.

"In general, students' willingness to communicate in response to questions directed at them correlates with their interest in the class and the content of the course. For example, a student who willingly responds to a question in an English Literature class may enjoy engaging with literature or find reading novels and plays to be an enjoyable activity. In this context, the level of oral participation in class can be an indicator of which subfields within the major the student is more interested in."

Seemingly, these faculty members recognized that students wanted to engage in more familiar and interesting subjects.

Apart from these, one of the instructors mentioned the effect on classroom atmosphere in that he shared "When it comes to demonstrating involvement in the class, I believe that even if the camera is off, it will positively influence their willingness" considering the students would be willing to communicate whether they had their cameras on.

Instructor responses on students' WTC, and in line with that students' preferences to consult for clarification, revealed that these factors varied for students, who made choices to regulate their WTC based on the course instructor. These findings can shed light on the emphasis of instructors' teaching strategies and attitudes towards students, or students' perceptions about the instructors.

Comparison of Both Groups' Responses to Open-Ended Questionnaires

While students' and instructors' perspectives on the course and instructor-related dynamics on their L2 WTC in online learning environments aligned at certain points, they differed significantly in some respects. Both students and instructors agreed that familiarity with course content and student interest in the content had a significant impact on L2 WTC. Both groups stated that students' WTC was high while dealing with familiar topics. Instructors observed that students were more willing to talk about familiar topics and they participated more if the content attracted their attention.

On asking for help theme, students and instructors appeared to have different opinions. Students stated that they primarily consulted online resources at a point they did not understand the topics or wanted to solve the problems they encountered online courses, then they got help from their friends, and finally, they consulted the instructors. However, instructors stated that they generally expected students to refer

to the instructor first. These different views might have resulted from different views on student-instructor interaction in that one of the instructors shared that students "... try to move on with the topic without making any noise."

Students also attached importance to the way instructors gave feedback and course management in terms of L2 WTC. Some participants stated that they avoided speaking when the instructor exhibited a strict or harsh attitude. According to students' responses, this form of feedback could be demotivating for students. The instructors did not directly address this situation, but they touched on the issues of content appeal and providing a proactive classroom environment, where the instructors had a significant influence. Instructors focused more on increasing students' interest in the content and motivating them.

Differences were also observed in students' and instructors' expressions regarding classroom dynamics. There were students stating that the active participation of their classmates affected their willingness to communicate. This turned out to be a positive effect for some and a negative effect for others. It had been stated that they tended to talk less when other students talked. Sometimes this was expressed as the thought that they are not needed, and sometimes it was expressed as reasons such as there being no turn left for them. These reflections appeared to show that group dynamics had an impact on students' communication behaviours. Instructors, on the other hand, did not directly address group dynamics, but rather focused on increasing individual participation.

Discussion

Considering the findings of the research questions and theories in the literature, the research questions will be addressed and the effects of course and instructor-related dynamics on L2 WTC in the online language learning (OLL) process are presented in this section. By comparing the research findings with the theoretical frameworks in the literature and the findings of previous research, it is ensured that both similar and different aspects of the study with the information in the literature are revealed. From this point on, the research questions are addressed separately.

The first research question is "What are the course and instructor dynamics shaping students' online L2 WTC?". The findings of this study reveal that course content, instructor-student interaction, and course management skills are the most important factors in shaping students' L2 WTC levels in the online environment. In the literature, MacIntyre et al. (1998)'s WTC model focuses on many psychological, social, and environmental factors that affect the learner's desire to communicate in the language. Research findings show that this model is also valid in online environments. However, with the innovations brought by online learning, the technological infrastructure of the course and students' access to these technologies have started to play a greater role in L2 WTC. This finding is consistent with Sunarwan et al.'s (2022) study on the effects of technological factors on language

learning motivation. The results also show that the content of online courses and how instructors use digital tools directly affect students' willingness to participate in the online environment. This is parallel to the finding of Lee and Hsieh (2019) that effective use of technology in online language learning environments increases students' motivation to learn. In addition, providing regular feedback and maintaining a dynamic course flow are crucial elements increasing students' willingness to communicate in online courses. This supports the findings of Yashima (2002) in the literature on language learning motivation and classroom social dynamics that shape students' WTC.

The second research question is "In what ways do students' and instructors' views on the course and instructor dynamics shaping online L2 WTC align and differ" Although students and instructors acknowledge the importance of course and instructor-related dynamics in the online language learning process, there are some important differences in their perceptions of these dynamics. While students state that instructors should take more responsibility for course management and classroom control in online environments, instructors attribute lack of student participation to technical problems and students' inadequate digital skills. These differences are similar to the findings of Zarrinabadi (2014) regarding the effect of instructor behaviors on students' willingness to communicate. However, this research emphasises that instructor-student interaction in the online environment is less compared to traditional classroom environments, which requires instructors to be more interaction-oriented in their pedagogical approaches. Similarly, study conducted by Cheung and Wang (2022) show that students prefer a more interactive and collaborative learning environment rather than a teacher-centred approach. The findings of my research also reveal that students expect active participation and feedback during the course. However, instructors accepted that they needed to use technological tools more efficiently to increase student motivation in the online environment, but they stated that they had limited knowledge and equipment in this regard.

The third research question is "What suggestions could be made to improve the difficulties and students' oral participation in OLL environments from the course and instructor dynamics perspective?". Considering the findings of the present research, some strategic suggestions can be developed to ensure that students exhibit more active and enthusiastic oral participation in online environments. As emphasised by Lee and Hsieh (2019) in the literature, instructors need to use technology effectively, adapt course materials to the digital environment, and establish an interactive course process with students. The research results also support this view and reveal that especially improving instructors' skills with digital tools can increase L2 WTC in online language learning processes. In addition, as emphasised by Yashima (2002) in his study on WTC, increasing students' motivation in the language learning process and encouraging them to participate actively is possible if instructors follow a more student-centred path in their pedagogical approaches. The findings obtained in this

research revealed that instructors should provide more feedback and establish one-on-one interactions with students. In addition, making online learning environments more accessible to students, that is, strengthening the technological infrastructure and increasing students' digital literacy skills, can provide a significant improvement in this process.

In conclusion, this research shows that the factors affecting students' L2 Communication Desire in online language learning environments are consistent with both the findings in the literature and the opinions of instructors and students. The development of instructors' digital skills and making their pedagogical approaches more interactive stand out as the key to increasing L2 WTC in online environments.

Conclusion

This study examined the effects of course and instructor dynamics on students' Second Language Communication Desire (L2 WTC) in online language learning environments and compared the perceptions of students and instructors regarding this process. The findings revealed that online environments offer new opportunities but also bring various challenges in the language learning process. It was observed that factors such as course content, use of technological tools and interaction with the instructor are decisive in increasing students' L2 WTC levels.

The study also drew attention to the differences in perception between students and instructors and emphasised that improving instructors' course management skills and providing more feedback will contribute to students' more effective participation in online environments. As a result, adopting a more interaction-oriented, student-centred approach in online language learning processes stands out as an important way to increase L2 WTC.

These findings offer valuable insights for educators and policymakers to develop online language teaching strategies and design more effective learning environments.

Implications For Further Research

This study has provided important findings by examining the effects of course and instructor dynamics on students' Second Language Communication Desire (L2 WTC) in online language learning environments. However, further research in this area can include larger participant groups and different contexts. Analysing the effects of students from different age groups and cultural backgrounds on L2 WTC will increase the generalizability of the results. In addition, long-term studies that follow the evolution of technological developments and digital education tools can analyse the changing dynamics of online language learning in more depth. Such studies will make significant contributions to improving the quality of online language education and strengthening student participation.

Conflict of Interest and Ethics Statement

This study was conducted in compliance with research ethics principles and values. The necessary "Ethics Committee Approval" for the study and the data collection process was obtained from the Erciyes University Ethics Committee (date 25/01/2022 and number 19), and participation was entirely voluntary. Participants were provided with detailed information about the purpose and content of the study, and it was explicitly stated that their information would remain anonymous and would not be shared with third parties.

Furthermore, this study is derived from the doctoral thesis conducted by the corresponding author under the supervision of their advisor. The data collection process was carried out by the responsible author. Additionally, the conceptualization, methodology, data collection tools' preparation, software, investigation, original draft preparation, review and editing, and discussion processes were jointly undertaken with the contributions of all authors, and all authors declare that they have no conflicts of interest.

Finally, no financial support was received from any institution or organisation during the study period.

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Genişletilmiş Özet

Bu çalışma, çevrimiçi dil öğrenme süreçlerinde öğrencilerin ikinci dilde iletişim kurma istekliliklerini etkileyen ders ve öğretmen dinamiklerini incelemektedir. Fenomenolojik bir desen ile, Türkiye’de gerçekleştirilmiş olan bu nitel araştırma, öğrenciler ve öğretmenlerin çevrimiçi İngilizce dil derslerindeki konuşma istekliliklerine yönelik görüşlerini karşılaştırmalı bir şekilde analiz etmiştir. Çalışmanın amacı, öğrencilerin çevrimiçi dil öğrenme sürecindeki iletişim istekliliklerini şekillendiren faktörler arasından, ders ve eğitici teması etrafında birleşen faktörleri ortaya koyarak, bu faktörlerin öğrenciler ve öğretmenler tarafından nasıl algılandığını belirlemektir. Araştırma, bu yönü ile, çevrimiçi dil öğreniminde ders ve öğretmen kaynaklı dinamiklerin, öğrencilerin iletişim istekliliklerine olan etkilerini anlamayı hedeflemektedir.

COVID-19 pandemisiyle birlikte dünya genelinde olduğu gibi Türkiye’de de acil uzaktan eğitim süreçlerine geçilmiştir. Pandemi sırasında tüm üniversiteler, 2020 ve 2021 yıllarında uzaktan eğitim sistemine geçiş yapmıştır ve bu süreç, planlı bir uzaktan eğitimden çok, acil uzaktan eğitim sürecine bir örnektir (Bozkurt & Sharma, 2020). Bu ani geçiş, öğrenci ve öğretmenlerin dijital araçlara adaptasyonu üzerinde büyük etkiler yaratmış, özellikle öğretmenlerin teknoloji entegrasyonuna yönelik deneyimlerini şekillendirmiştir (Kara, Çubukçu, & Yücel, 2021). Uzaktan eğitimin, özellikle lisansüstü düzeyde yaygın olarak kullanıldığı Türkiye’de, pandemi ile bu sürecin eğitim paradigmasında küresel değişimlere katkı sağladığı söylenebilir (Akkoyunlu & Bardakcı, 2020). Ancak, bu hızlı değişim hem öğrenciler hem de öğretmenler için bazı zorluklar yaratmış, eğitimde disiplinler arası iş birliğinin önemini de vurgulamıştır (Demirbilek, 2022; Ferri et al., 2020).

Bu çalışmada kullanılan araştırma soruları şu şekilde belirlenmiştir:

- 1- Öğrencilerin çevrimiçi dil öğrenimindeki ikinci dilde iletişim kurma istekliliklerini etkileyen ders ve öğretmen dinamikleri nelerdir?
- 2- Öğrenciler ve öğretmenlerin çevrimiçi ikinci dilde iletişim kurma istekliliklerini şekillendiren ders ve öğretmen dinamiklerine ilişkin görüşleri hangi yönlerden örtüşmekte ve hangi yönlerden farklılaşmaktadır?
- 3- Çevrimiçi dil öğreniminde öğrencilerin sözlü katılımını artırmak ve zorlukları gidermek için ne tür öneriler getirilebilir?

Araştırmanın birinci sorusu, öğrencilerin çevrimiçi dil öğrenimindeki ikinci dilde iletişim kurma istekliliklerini etkileyen ders ve öğretmen dinamiklerini belirlemeyi hedef almaktadır. Buna yönelik olan araştırma bulguları, çevrimiçi dil öğreniminde öğrencilerin iletişim istekliliklerini şekillendiren en önemli faktörlerin, ders içeriği, öğretmenle etkileşim ve öğretmenlerin ders yönetim becerilerinin olduğunu göstermektedir. Bu bulgu, literatürde MacIntyre ve arkadaşları (1998) tarafından öne sürülen konuşma istekliliği modelini desteklemekte, çevrimiçi ortamda da bu modelin

geçerliliğini koruduğunu ortaya koymaktadır. Ancak, çevrimiçi eğitimde teknolojik altyapının ve öğrencilere bu teknolojilere erişim sağlanmasının, ikinci dilde iletişim kurma istekliliği üzerinde önemli bir rol oynadığı vurgulanmaktadır. Bu bulgu, Sunarwan ve arkadaşlarının (2022) teknolojik faktörlerin dil öğrenme motivasyonu üzerindeki etkilerini ele alan çalışmalarıyla örtüşmektedir.

Çalışmanın diğer bir bulgusu ise, öğretmenlerin dijital araçları etkin kullanmasının, öğrencilerin çevrimiçi ortamda derslere katılma istekliliklerini doğrudan etkilediği yönündedir. Lee ve Hsieh'in (2019) çevrimiçi dil öğrenme ortamlarında teknolojinin etkili kullanımının öğrencilerin öğrenme motivasyonunu artırdığı yönündeki bulguları da bu sonuçla paralellik göstermektedir. Ayrıca, öğretmenlerin öğrencilere düzenli geri bildirim sağlaması ve dersin akışını dinamik tutmasının yanında öğretmenlerin öğrencilere karşı şeffaf olmaları öğrencilerin onların beklentilerini daha iyi anlamalarını sağlamaları, öğrencilerin çevrimiçi derslerde iletişim kurma istekliliğini artıran diğer önemli faktörler olarak öne çıkmaktadır. Bu durum, Yashima'nın (2002) dil öğrenme motivasyonu ve sınıf sosyal dinamiklerinin konuşma istekliliği üzerindeki etkilerini ele alan bulgularını desteklemektedir.

Araştırmanın ikinci sorusu olan, "Öğrenciler ve öğretmenlerin çevrimiçi ikinci dilde iletişim kurma istekliliğini şekillendiren kurs ve öğretmen dinamiklerine ilişkin görüşleri hangi yönlerden örtüşmekte ve hangi yönlerden farklılaşmaktadır?" sorusuna yönelik bulgular, öğrencilerin ve öğretmenlerin bu dinamiklerin önemini kabul etmekle birlikte, bu dinamiklerin nasıl algılandığı konusunda önemli farklılıklar olduğunu ortaya koymaktadır. Öğrenciler, çevrimiçi ortamlarda ders yönetimi ve sınıf kontrolü konusunda öğretmenlerin daha fazla sorumluluk almasını beklerken, öğretmenler öğrencilerin katılım eksikliği teknik sorunlara ve yetersiz dijital becerilere bağlamaktadır. Zarrinabadi'nin (2014) öğretmen davranışlarının öğrencilerin iletişim istekliliği üzerindeki etkisini inceleyen çalışmasıyla benzerlik gösteren bu bulgular, çevrimiçi ortamlarda öğretmen-öğrenci etkileşiminin daha az olduğunu ve bu nedenle öğretmenlerin daha etkileşim odaklı pedagojik yaklaşımlar benimsemeleri gerektiğini vurgulamaktadır. Peng'in (2012) öğrencilerin daha interaktif ve işbirlikçi öğrenme ortamlarını tercih ettiklerini gösteren çalışması da bu bulgularla paralellik taşımaktadır.

Çalışmanın üçüncü araştırma sorusu olan, "Çevrimiçi dil öğreniminde öğrencilerin sözlü katılımını artırmak ve zorlukları gidermek için ne tür öneriler getirilebilir?" sorusuna yönelik bulgular ise, öğretmenlerin teknoloji kullanım becerilerini geliştirmesi gerektiğini ve öğrencilerle daha fazla birebir etkileşim kurarak geri bildirim sağlamlarının, ikinci dilde iletişim kurma istekliliğini artırabileceğini ortaya koymaktadır. Yashima'nın (2002) çalışmalarında vurguladığı gibi, dil öğrenme sürecinde öğrencilerin motivasyonunun artırılması ve aktif katılımın teşvik edilmesi, öğretmenlerin pedagojik yaklaşımlarını daha öğrenci odaklı hale getirmesiyle mümkün olacaktır. Ayrıca, çevrimiçi öğrenme ortamlarının öğrencilere daha erişilebilir hale

getirilmesi, yani teknolojik altyapının güçlendirilmesi ve öğrencilerin dijital okuryazarlık becerilerinin artırılması, bu süreçte önemli bir iyileşme sağlayabilir.

Sonuç olarak, bu çalışma, çevrimiçi dil öğrenme ortamlarında öğrencilerin ikinci dilde iletişim kurma istekliliğini etkileyen faktörlerin hem literatürle tutarlı olduğunu hem de öğretmenler ve öğrencilerin bu süreçlerdeki rollerinin önemini vurgulamaktadır. Öğretmenlerin dijital becerilerinin geliştirilmesi ve pedagojik yaklaşımlarının daha etkileşimli hale getirilmesi, çevrimiçi ortamlarda ikinci dilde iletişim kurma istekliliğini artırmada anahtar faktör olarak öne çıkmaktadır.