

TURKISH EFL LEARNERS' WILLINGNESS TO COMMUNICATE: PROMOTING AND DEBILITATING SIDES OF TEACHER EFFECTS

İNGİLİZCE'Yİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLERİN İLETİŞİM KURMA İSTEKLİLİĞİNİ TEŞVİK EDEN VE ENGELLEYEN ÖĞRETMEN ÖZELLİKLERİ

Ogün İLTER*

ABSTRACT: Besides various contextual and individual factors that are influential in foreign language learners' willingness to communicate (WTC); teachers have also been reported to affect learners' WTC by their attitudes and teaching styles either in promoting or in debilitating ways. Even if the findings of such studies have been very enlightening about teacher effects regarding WTC, studies concerning teachers' central role in learners' WTC have been sparse. Therefore, the present case study attempts to investigate promoting and debilitating sides of teacher effects in terms of Turkish EFL learners' WTC via a comprehensive study of a teacher's classroom practices. The research was conducted at a private language school with a group of five adult learners and a non-native speaker teacher as the participants through semi-structured interviews, non-participant classroom observation, learners' reflective journals, and a teacher self-reflection report. The data obtained were analysed via NVivo 11 Pro qualitative data analysis software. The findings indicate that teachers' social support, wait time, delayed error correction, decision on the speaking topic and activity, and avoiding learners' first language in- and out-of-class communication promote learners' WTC. By studying these effects and gaining insights on acts of motivation, it is hoped to improve teachers' efficiency in their teaching practices by fostering learners' WTC in class through their conscious teaching moves.

Keywords: willingness to communicate, teacher effects, foreign language learners

ÖZET: İngilizceyi yabancı dil olarak öğrenenlerin iletişim kurma istekliliğini etkileyen bağlamsal ve bireysel etmenlerin yanı sıra öğretmenlerin öğrencilere yönelik dersteki yaklaşımları ve öğretim yöntemleri gibi öğretmen özelliklerinin de bu duyuşsal yapı üzerinde teşvik edici ve engelleyici etkilerinin olabileceği ilgili alan yazında öngörülmektedir. Bu çalışmalar, öğretmen kaynaklı etmenleri anlamlandırmada oldukça etkili olsa da öğretmenin bizzat kendisinin yabancı dil öğrenenlerin iletişim kurma istekliliği üzerindeki öncelikli etkisini konu edinen çalışmalar nadirdir. Bu yüzden bu çalışma, yabancı dil öğretmenin sınıftaki uygulamalarını inceleyerek öğrenenlerin iletişim kurma istekliliği üzerinde ne tür etkilerinin olabileceğini araştırmaktadır. Çalışma özel bir dil okulunda, beş yetişkin öğrenci ve ana dili İngilizce olmayan bir öğretmenin katılımıyla gerçekleştirilmiştir. Çalışmanın verileri, bir aylık bir sürede öğrencilerle gerçekleştirilen yarı- yapılandırılmış görüşmeler, katılımcı olmayan gözlemler, öğrenci yansıtıcı günlükleri ve öğretmen yansıtıcı raporu aracılığıyla elde edilmiş ve NVivo 11 Pro nitel veri analiz yazılımı aracılığıyla analiz edilmiştir. Çalışmanın bulguları değerlendirildiğinde, öğretmenin öğrencilerine olan desteğinin, artan bekleme süresinin, geciktirilmiş hata düzeltilmesinin, konuşma konusu ve etkinliğine dair verdiği kararların ve sınıf içinde ve dışında öğrencilerle iletişim kurarken öğrencilerin anadilini kullanmaktan kaçınmasının öğrencilerin yabancı dilde iletişim kurma istekliliğini teşvik ettiği gözlemlenmiştir. Çalışmada elde edilen verilerden hareketle öğretmenlerin, yabancı dil öğrenenlerin iletişim kurma istekliliğini teşvik eden öğretmen kaynaklı eylemler hakkında farkındalıklarının artması ve böylelikle sınıftaki uygulamalarında daha bilinçli ve etkili olabilmelerine katkı sağlanması umulmaktadır.

Anahtar sözcükler: iletişim kurma istekliliği, öğretmen özellikleri, yabancı dil öğrencileri

* Öğretim Görevlisi, Erzincan Binali Yıldırım Üniversitesi, Yabancı Diller Yüksekokulu, e-posta: ogunilter@gmail.com

1. INTRODUCTION

The concept of Willingness to Communicate (WTC) was first defined as a personality-based tendency (McCroskey and Richmond, 1991), which referred to a possibility of participating in communication upon inner motivation to do so. This notion has been an important concept in communication studies to explain individual differences in first language (L1) communication (Cao, 2011). As MacIntyre (1994) suggests, it requires a pulse to initiate talk in communication, and this signifies the emergence of actual behaviour, which is sought to occur in modern communicative second language (L2) classes. Within the scope of L2 practice, WTC was redefined as "a readiness to enter into discourse at a particular time with a specific person or persons, using L2" (MacIntyre, Clément, Dörnyei, & Noels, 1998, p. 547). Considered as an indispensable feature of L2 learning and instruction, the increasing concern on authentic communication has led WTC to become one of the key concepts in second language acquisition (SLA) methodologies especially over the past four decades. Consequently, L2 learners' WTC has been extensively investigated in terms of several individual and contextual variables in different contexts, either inside or outside classroom (Cao, 2011; Cao & Philip, 2006; Dörnyei, 2005; Kang, 2005; Peng, 2012).

In addition to the underlying factors affecting foreign language learners' WTC, such as affective factors (Dörnyei, 2005; Hashimoto, 2002); cognitive factors (Peng, 2012); individual differences (Asmalı, 2016; Şener, 2014); situational factors (Cao, 2011; Kang, 2005); sociocultural factors (Lu & Hsu, 2008; Zhong, 2013); and interactional factors (Cao & Philip, 2006), teachers have also been reported to affect learners' WTC by their attitudes and teaching styles either in a promoting or debilitating ways (Cao, 2011; MacIntyre, Burns & Jessome, 2011; Wen & Clément, 2003). Even though the findings of these researches have been very influential and helpful for our understanding of important teacher effects, studies concerning teachers' central role in learners' WTC have been sparse recently (Fallah, 2014; Zarrinabadi, 2014). Therefore, the present study aims to enquire into these teacher effects through the lens of English as foreign language (EFL) learners by focusing on promoting and debilitating points of teacher classroom practices regarding the change in learners' WTC and engagement in class settings.

1.1. The L2 WTC Research

Adding L2 dimension to the concept of WTC, MacIntyre et al. (1998, p. 547) suggested a conceptual pyramid-shaped model of WTC including immediate situational factors, motivational tendencies, affective-cognitive context, and social-individual context that may affect an individual's WTC. In this framework, WTC is conceptualized as a behavioural inclination, as a final step to communicative behaviour, using L2. The differentiation is made between the situational factors, which are more dependent on the immediate situation at one time, such as 'desire to communicate with a specific person' and 'state communicative self-confidence at a given time'; and enduring influences, which are comparatively stable, such as 'intergroup motivation', 'communicative competence', and 'personality'. WTC in L2 is supposed to have dual characteristics that are the trait-like WTC, which refers to a personal tendency; and the situational WTC, which is influenced by state-dependent factors (Dörnyei, 2005). However, these two types of WTC are considered to complete each other. That is, the trait-like WTC creates a tendency for individuals to position themselves in communicative situations while situational WTC affects their decisions to get involved in communication in specific situations (Cao & Philip, 2006; MacIntyre, Babin, & Clément, 1999).

The trait-like and situational WTC association in communication has been the focus of interest in studies to investigate classroom WTC in a number of areas in settings, where English is taught as a foreign (EFL) or second language (ESL). These studies include the investigation of learner perceptions of their WTC in class (de Saint Léger & Storch, 2009; Riasati, 2012); comparison between learners' perceived WTC and their actual WTC behaviour in class (Cao & Philip, 2006); teaching communication strategies to increase learners' WTC (Mesgarsharh &

Abdollahzadeh, 2014; Mirsane & Khabiri, 2016); teaching language learning strategies to foster learners' WTC (Demir Ayaz, 2017); the nature of in-class activities and tasks to promote WTC (Bergil, 2016; Montasseri & Razmjoo, 2015) and contextual and situational variables underlying WTC in L2 classroom (Dörnyei & Kormos, 2000; Peng, 2007). Related past research mentioning teacher effects on L2 learners' WTC in classroom context indicate that teachers' approach to students, commitment to teaching, and social support supplied by teachers all have important and determining influences on learners' engagement in communication activities in class (Cao, 2011; Kang, 2005; Peng, 2012; Wen & Clement, 2003). In addition, there have been a few studies to investigate particularly the teacher effects on learners' WTC in class. These studies involve the specific research topics, such as teachers' nonverbal immediacy behaviours (Fallah, 2014; Hsu, 2010); teachers' misbehaviours towards learners (Hsu, 2014); teachers' classroom discipline strategies (Khodarahmi & Nia, 2014); teachers' discourse and interaction strategies (Nazari & Allahyar, 2012); teachers' perceptions of their roles in fostering learners' WTC in class (Vongsila & Reinders, 2016); and in which teacher-derived situations teachers can affect learners' tendency to talk in class (Zarrinabadi, 2014). Even though the influence of EFL teachers is considered to be one of the several factors influencing learners' WTC, little attention has been paid to the teacher's central role to stimulate WTC in class settings when compared to other factors influencing their WTC. Although the abovementioned studies definitely contributed to our understanding of EFL/ ESL teachers' roles in class to influence learners' engagement in communication, they are dominantly concerned with a specific point of study for their research focus. In fact, teacher, as an essential figure of classroom interaction, has the leading role to stimulate learners' WTC via their methodological moves in class. Therefore, as a response to Zarrinabadi and his colleague's (2014, 2016) calls for investigating the effects of teachers who have the highest potential to encourage learners' WTC on their own, the present study aims at examining teacher's "moment-to-moment practices" and classroom decisions in qualitative research methodology with a group of adult learners in Turkey's EFL context.

1.2. Purpose of the study:

In order to deepen the understanding of teacher effects on EFL learners' WTC in class settings and to provide related pedagogical implications, this qualitative study investigates the following research questions:

RQ1: What are the promoting sides of teacher effects regarding Turkish EFL learners' WTC in English?

RQ2: What are the debilitating sides of teacher effects regarding Turkish EFL learners' WTC in English?

2. METHODOLOGY

2.1. Design of the Study

The study used a qualitative methodology to explore comprehensive answers to the research questions, echoing the reasoning Strauss and Corbin (1990, p.19) described, "to uncover and understand what lies behind any phenomenon about which little is yet known." Since qualitative methods take the nature of unstable, universal and constantly changing nature of social phenomena in social sciences into consideration (Yıldırım & Şimşek, 2013), the researcher aimed at reaching the reality of a phenomenon in its own authenticity, which is hoped to lead to on-site evaluation of the case under study. Additionally, the research was conducted as a case study as Creswell (2005) suggests that the aim of case study is to develop an in-depth understanding of a "case"; that is, a particular research group, specific needs, strengths and weaknesses of which researchers explore. Therefore, the study was designed as a case study to explore teacher effects on Turkish undergraduate students' WTC in English in an EFL class setting via investigating teacher's actual practices and learning environments.

2.2. Context and Participants

As a qualitative case research, the sampling is purposeful in that the researcher chose the participants and the setting intentionally to make sense out of the central phenomenon under study (Creswell, 2005). In addition, as Patton (2002) suggests, the criteria used in selecting the individuals and the setting was whether they are "information rich". Therefore, to meet these standards and to serve for the study purposes, in addition to the maximal variation sampling, in which participants with varied backgrounds are chosen to obtain rich information, the criterion sampling was also applied. In criterion sampling, the participants are selected based on some criteria defined by the researcher to serve for the research purposes (Patton, 2002). In this regard, the researcher determined some criteria for participants' selection, which are being adult learners and regularly attending speaking class. The number of the attendants in class changed time to time, only those who came to classes regularly were chosen as the participants of the research. Therefore, a group of 5 students were chosen as the participants to conduct the research.

The research was conducted at an English speaking evening class at a private language school, of which learners are Turkish undergraduate students at different academic departments but at the same university in the eastern part of Turkey. This complexity of different disciplines enabled the researcher to obtain rich and varied information from different backgrounds and viewpoints. According to written and spoken tests held by the institution itself based on the Common European Framework of reference for languages by Council of Europe (2001), all the students were identified to have an intermediate level (B1) of English proficiency. The language level of the class was a criterion for the research site because the researcher aimed at focusing on speaking sessions; thus, the study was held in an intermediate level class, in which speaking was more dominant than in low-level classes, where grammar and other sub-skills were given priority. The demographic information of these 5 participants is shown in Table 1 below:

Table 1: Demographic Information of 5 Undergraduate Students

Pseudonym	Gender	Age	Field of Study	Year at University	Length of time in the language school
Kerem	Male	22	Primary School Teaching	4	1 year
Defne	Female	21	Law	3	5 months
Elif	Female	20	Computer and Instructional Technologies	2	1 year
Sevil	Female	21	Turkish Language Teaching	2	7 months
Gizem	Female	20	Psychological Counselling and Guidance	2	7 months

The participants' prior motivation to attend the private language school was to be a scholar at university. In addition, some students planned to go abroad via student exchange programs. They stated they needed English to achieve those. The course content was not based on any academic skills; however, it provided a rich platform to practice speaking English in group, or through whole class discussions. Either the teacher or the students raised an issue to talk in each session and the lessons were relied on these topics to stimulate learners' speaking skill.

The teacher in this class had an Afghan origin, who was also a non-native speaker of English. Choosing a foreign teacher for research, who does not know L1 of the learners, was not purposeful, but it added another dimension to the research context, which forced students to use English also as a medium to communicate with their teacher either inside or outside the class.

2.3. Data Collection

Data collection occurred in a one-month period. In this study, data were collected through semi-structured interviews conducted with each participant for 15 -20 minutes; 24 hours of non-participant classroom observation, carried out twice- weekly in three hourly sessions; reflective journals kept by learners at the end of each three hourly session in the four weeks' time; and a teacher self-reflection report in order to determine the effect of teacher on learners' WTC.

Upon taking permissions and the consent of the participants of that particular class, the research could be conducted. The teacher was given an informed consent form to inform him about the procedures of the research and what was expected from him as a participant. The teacher was requested to write a reflective report in a month on his opinions about teacher effects on learners' WTC in class, based on a framework provided to him.

Before starting the actual study, a pilot work was done with a morning group, which had similar characteristics to the site, for 3 hours. The pilot work enabled the researcher to adapt the field notes protocol to the classroom atmosphere and modify it to serve for research purposes. In addition, a pilot work was also done with a learner, who had similar features with the study participants, to ascertain whether weaknesses exist in techniques, structure, approach and content of semi-structured interview protocol. After the pilot study, the researcher revised the instrument for better gathering accurate data via the instrument.

Before the interviews, each interviewee was given an informed consent form. By signing the form, the interviewees gave consent for their participation in the study with full knowledge of the purpose of the procedures and what were required of them as participants. They also received a copy of the form to keep for themselves. The interviewees were assured that their responses would be strictly confidential and not be shared with other third parties, or be used for other purposes.

The reason behind the choice of semi-structured interviews is to enable the participants to express and reflect on their experiences without any external constraints of any perspectives of the researcher (Creswell, 2005). During conducting the interviews, the researcher used an interview protocol including a demographic survey consisted of 5 demographic questions and 7 open-ended interview questions with probes to help interviewees answer the questions in desired amount of detail. The demographic survey results are intended to accompany the interview responses as to learn more about the participants in detail. The semi-structured interview questions, which were designed in parallel with the research questions, were assessed by a colleague who is qualified in qualitative research methodology in educational sciences to decide whether the interview questions were parallel with the research questions, and then necessary alterations were done accordingly to raise the quality of the research process. The interviews were conducted either before or after the class sessions on arranged time determined by the learner and the researcher together, in a meeting room in order not to be distracted by other people. The interviews were held in Turkish, L1 of the participants, and then were translated into English by the researcher herself. The interviews took 15- 20 minutes and the responses to the interview questions were audio recorded via a voice recorder upon the permission of the participants.

The learners were also requested to complete their reflective journals soon after the class, to record their perceptions and feelings about their WTC in class, based on a framework provided to them. The entries were collected in four weeks, and 32 journal entries were collected via e-mails sent to the researcher. By this means, journal entries served as a complementary tool for interviews, as some different topics raised in journals other than those of interviews.

The non-participant classroom observations were videotaped by a video camera, located at the corner of the classroom not to distract participants and nature of learning environment. These non-participant classroom observations took 24 hours, carried out twice- weekly in three hourly sessions during a month, accompanied by a classroom observation scheme to help better organize field notes.

2.4. Data Analysis

First, the researcher prepared data for analysis in folders in NVivo 11 Pro; that is, the audio files of semi-structured interviews, the video files of class observation, journal entries of learners and the teacher and field notes, of which clean copies of handwritten versions were transferred to Word documents, were imported to NVivo 11 Pro, so that all data sources were ready for analysis. Secondly, these data were read, listened and watched thoroughly to determine meaningful units relying on what participants are saying about the research questions. The researcher watched the video recordings accompanied by the field notes, and corrected the deficiencies or added incomplete data to them to achieve the revised version of the field notes. While doing this, the researcher also noted the remarkable scenarios for analysis bearing the research questions in mind. Then, the researcher marked related pieces of participants' responses in meaningful units, providing a code label for selected parts of the files, and continued this process by marking sections and coding the entire text/audio/video files. It is worth mentioning that the advantageous part of using NVivo 11 Pro was that audio and video files are directly coded as raw media files, rather than being transcribed first into text, and then coded later. Therefore, the researcher could directly selected parts of audio and video files and attributed codes to them as if they were text files while coding, which eliminated the mistakes that may happen during transcripts, and thus, increased the dependability of data analysis. The researcher searched for similarities and differences among coded texts via a third intensive reading, but this time through code-labelled files. Those overlapping codes were rearranged, when necessary, via merging similar ones into one while splitting codes into two or three codes depending on the meanings they conveyed about the research topic. Finally, moving from these codes, the researcher generated categories and later themes that carry broader senses of meaning about the phenomenon of interest, including evidence for each code. Here, generating themes continued until the researcher felt reaching the saturation point when there emerged no new themes from the analysis. Accordingly, relying on the patterns emerged, the researcher built relations among the themes by supporting with references to the raw data in participants' quotations, dialogues and field notes, which also help readers to check their understandings of the findings presented in displays with the raw data represented.

3. FINDINGS

To respond to the research questions of the study, the semi-structured interview questions, the observation protocol and the questions to be answered in reflective journals were formed in parallel with them. The responses gathered from the interviews and reflective journals and field notes were analysed via answering these research questions. That is, the aim of the research, which is teacher's effects on learners' WTC, was set as theme; the answers to the research questions were treated as categories, under which the participants' responses were treated as codes. Therefore, the findings are presented here under the headings of these categories within the scope of the two research questions of the study.

The findings below are ordered according to their frequency, from most frequent to least frequent ones, in the interviews, reflective journals and field notes. These findings obtained from the interviews and journals supported by the field notes with their most notable aspects in terms of the focus of this research are described below. In Figure 1 below are the participants'

perceptions of the teacher effects on their WTC in English. Numbers in parentheses show the number of participants who gave that answer.

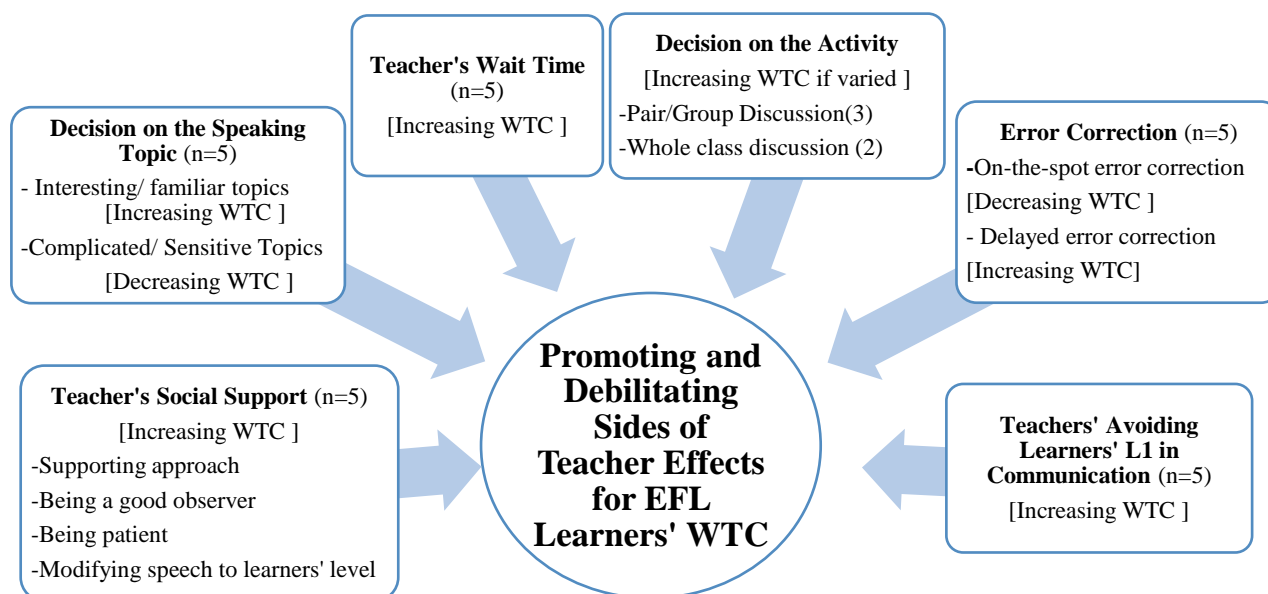


Figure 1. Participants' perceptions of teacher effects on their WTC in English

3.1. Teacher's Social Support:

Based on the data, teacher's social support was the most influencing factor on learners' WTC. All the five participants commented that their teacher's positive attitude towards his students, the ability to observe and empathize with his students, his attention to modify his speech for his students, his supporting approach, and his patient personality all help promote learners' WTC in English.

In her journal, Defne emphasizes the importance of teacher's supporting approach to his students, which influences their WTC substantially:

My teachers' positive attitude helped me to adapt to the new class and the discussion even if it was the first English class I attended after a long break. His listening to whatever comes out of my mouth in full attention and excitement, and helping me to speak with him in a dialogue by asking me questions made me willing to speak. So, I stopped to be an observer and finally became a participant in discussions.

In the language school under study, teachers change their classes for an hour and teach in their colleagues' classes just for helping the students to experience different teachers' methodology. On such a day, the teacher taught in a low-level class for once, they just made speaking practices with the teacher. What is worth saying is that the teacher modified his speech to that level so that students could understand him. Students kept nodding while he was speaking as a symbol to understand him. One of the students was very enthusiastic, but could not speak well enough. However, teacher encouraged him not to be perfectionist and let him know that he was understood very well. This helped that learner very much, and he got even more motivated. The excerpt was as in the following:

Scenario 1: Teacher encourages a learner to speak

Teacher: Your teacher told me "come to my class and speak with my students. Right now, he is in my class, and we changed class.
 Student: Different teach, and [hesitating] very nice [smiling].
 Teacher: Yeah, I know. Your teacher came to me, and told me, "Can you help me?" I said "why not". Come to my class, speak with my friends, you are of course my friends, thanks to him, he started this.
 Student: [kept nodding]
 Teacher: Well, you can speak, my friend. You are speaking like George Bush, or maybe Prince Charles. Yeah, that was very good. We understand each other, that's it! [All students smiled and laughed]

Some teacher characteristics, such as patience, are also very effective on learners' WTC as seen in the following:

Our teacher is a very patient man. For example, sometimes we have difficulty to make up sentences, or we cannot find the exact English equivalents of words in our minds. But he is always helpful to us in such situations, and he also listens to us patiently. I mean, I don't feel worried when I speak to him whether I make a mistake or not. Because he kindly corrects us. [Elif]

In semi-structured interviews, learners attracted special attention to teacher's attention to modify his speech according to each student. Defne shared her observation of her friends in class and remarked her teacher's attitude:

I noticed that our teacher is aware of everyone's level of proficiency in English, and he modifies his speech accordingly when talking to us. So, I observed that he facilitated everyone's desire to talk without feeling bored or worried.

Teacher's role as an observer is considered highly influential since participants believe a teacher should be a good observer of his students and learning environment so that he can arrange things accordingly.

For example, we were very tired yesterday. Our teacher noticed that, so he did not force us to speak. He is well aware of our moods during the day. He is a perfect observer most of all. He knows how to speak with everyone somehow. He acts according to each person's character. [Sevil]

Teacher's concern on his students' interest was high. The researcher observed that he frequently checked his students whether they were interested or bored of topics, as can be seen in the following scenario:

Scenario 2: Teacher observes his students well.

[In the beginning of the lesson, teacher started to talk about moving a house.]
 Student: Should we talk about that lecture? [He refers to a video on speeding up learning which they watched in the previous lesson.]
 Teacher: Yes, we can talk about that one. If you want, we can talk about that.
 Student: I think, that's very important.
 Teacher: Of course, it is. But I find them [pointing to a few students] a little bit bored, that's why I
 Gizem: Yes, because it is not about topic, my listening skill is not good enough to listen something

The researcher also observed that when the students feel comfortable to ask questions to their teacher, like changing roles, they are more eager to speak.

Scenario 3: Students keep asking their teacher on the topic "Is the music food for the soul?"

Teacher: I know if I listen to music, I will feel good, but I stay away from it. I don't want to feel that kind of good. Understand?
 Sevil: Oh, for memories, because of memories? [Asking the teacher]
 Gizem: What do you want? [Asking the teacher]
 Kerem: What kind? [Asking the teacher]
 [The speech is like students keep asking him questions to change his mind]
 Teacher: It's a bad kind of feeling. You know. Believe me, many times I experienced, I listened to music, and then after the music, after listening to 2 or 3 songs, I started to feel like a little bit...hmm...tired...or...a bad kind of feeling. The time I was listening, very good, but after that, everything was bad.
 Sevil: It is so changeable [she went on giving her own opinion.]

In addition to these, the teacher reflected in his report the importance he gave to encourage his students to speak English as in the following entry:

When the time is right, it is worth mentioning the importance of English language and reminding them about the difficulties of this learning procedure, so as not to discourage them. In this way, you will keep them motivated and be aware of the difficulties that they will confront in the learning process.

On the contrary, when students were asked about the situations where they felt unwilling to communicate in class, they expressed lingering on waiting for an answer from students, expecting an immediate answer to a question asked suddenly, and forcing students to talk when they do not feel like speaking.

In the following reflection, Gizem noted that she did not feel like talking when her teacher lingered on waiting for an answer:

The teacher asked a question about the text on a woman who committed suicide. I don't know why, but we could not find an answer in any case. When teacher keeps asking us to find an answer and lingers the time until we find it, I get bored because even if the answers may be easy, we may not see them at once. Teacher's insistence doesn't help me to find the answer. I just wanted to hear the answer and did not make any effort for it. In such cases, I really feel unwilling to speak. [Gizem]

Defne expressed her feeling of irritation to be asked for an immediate answer by her teacher:

When I am suddenly asked to respond to a question, even if I understood the sentence, I cannot express my thoughts about it at once. Because it is not easy to translate immediately. Especially, when a student prefers only to listen to the lesson, I see no point in insisting on him/her to speak and affecting others by doing so.

3.2. Teacher's Decision on the Speaking Topic

Speaking topic was found to be the second most influencing factor on facilitating or debilitating learners' WTC. Based on classroom observation, the researcher found out that students are more willing to speak in English when they have something to say on that topic. These interesting topics are mostly about concrete things, like hobbies, music, books, technology, student life, going abroad, sports, and anything about their preferences, life or their departments at university, or any contemporary topic at that time. Contrary to this, learners are unwilling to speak on abstract subjects, such as philosophy, politics, or the topics about which they cannot talk even in Turkish, such as forensic sciences, etc.

In their reflective journals, Gizem wrote about the subjects she wanted to talk, which are more related to everyday life, interests or study field.

When the teacher asks me how I am, if I have different things to tell him, I feel willing to speak. Today, I had something to say. When we chat on ordinary things, life, I feel willing to speak like this. Today the teacher asked about the reasons why people commit suicide. [She is studying Psychological Counselling at university]I said something related to my department, I remembered some topics we studied at university and shared with my friends. I talked about that people consider suicide to escape from death. I felt willing to speak English when talking about this.

In the following excerpt from a moment in the class, a student expressed herself that she does not like to speak in English when she has nothing to say even in Turkish when her teacher asked them the reason why they do not speak English in class.

Scenario 4: A student tells why she does not speak much.

Teacher: I told you to give me the reason why we do not speak English. We know English; we have a lot of things in mind.
 Student: Teacher, here you take some topics, a different topic. Sometimes, I cannot speak because I do not have any idea for this topic.

Learners have difficulty in speaking about abstract subjects, especially when the topic itself is complicated or sensitive and when learners do not have much information about.

I don't like talking about politics. Because everyone has different political views. How can I say? [hesitating] I think everybody is free to think on their own way. As I do not want to hurt anyone or to feel annoyed by what they say, I don't talk about politics when teacher opens such a subject. [Gizem]

In one of the class discussions, the students were talking about philosophers and their lives. Two students were debating, and one of them was annoyed because he could not express himself accurately, and could not say the exact words he wanted to say, so he turned to the teacher and said as in the following excerpt:

Scenario 5: Kerem finds it hard to talk.

Kerem: I cannot... This topic is so hard for Turkish language. Also, we speak about this in English. So hard.
 Teacher: It is hard, yeah?
 Kerem: Yes, so hard.

When the teacher was asked in which circumstances he observes his students are willing to speak in English, he gave a considerable importance to speaking topics as well.

First and foremost, new topics are very important to change their [students'] mentality, broaden their minds, improve their speaking skills and enrich their vocabulary. Then, the second but more important thing is to find a topic that is interesting for students. For finding an interesting topic, you have to build a strong rapport with your students, which will help you to understand better your students and their interests. Good sense of humour, news, poetry, and proverbs are very useful.

3.3. Error Correction

To be highly motivated to go on speaking in a target language, learners want to feel comfortable when they make a mistake while speaking. At this point, teacher's attitude is very important, both to serve for teaching principles and feed an individual's self-confidence at the same time. Relying on classroom observations, it could be said that the teacher in the present study has a very positive and encouraging way of error correction. That is, he does not embarrass anyone on their grammar or pronunciation mistakes, and he corrects students by repeating their sentences while confirming their messages, acting like he does not understand, or reforming their sentences after they finish their say. The attitude makes the difference here.

Scenario 6: Teacher makes delayed error correction

[They are talking about whether music is food for the soul.]
 Gizem: When I was happy or when I was sad, I listened to music. For example, when I hear my love music...
 Teacher: What? When you...?
 Gizem: When I hear... my... which love musician, for example. [hesitating]
 Teacher: Oh, when you hear a song of your favorite musicians or if you hear your favorite song, right?
 Gizem. Yes, yes. I am happy when I hear. I can feel what they feel, or what did they think and write this song. Or sometimes I just listen.
 Teacher: Yes, perfect.

In the following quotations, participants expressed that delayed error connection stimulated their WTC in English:

My teacher doesn't say anything until I realize my mistake while speaking or sometimes he repeats my sentences as if he adds something more, acting like giving his opinion. I mean, he never interrupts me sometimes he gives an example of a structure I used after I finish speaking. This time I see that he understood what I wanted to say, so I see my mistakes indirectly. [Defne]

He never interrupts us and directly says "that's wrong, you should say like that"; instead, he says "okay, but if you can say like this, it will be better". This approach actually made me speak. [Sevil]

Either in the interviews or in the reflective journals, the participants did not share any negative feelings towards their teacher's way of error correction. Therefore, in order to investigate the issue from a different perspective at the same time, they were asked in which situations of error correction, they would feel unwilling to speak in English. They expressed that humiliating way of error correction and interrupting learners in the middle of their speech with on-the-spot error correction would debilitate their WTC.

If the teacher would laugh at my wrongly- structured sentence or pronunciation or made fun of me, I would feel really annoyed and offended which would make me not to speak again. [Kerem]

If the teacher would be harsh and rude to correct my mistakes when I said something wrong, I would lose my motivation to speak English. [Gizem]

3.4. Teacher's Wait Time

The time the teacher waits for receiving the response from his students affects their WTC profoundly as well as their frequency of asking for a say. The participants reported that they need time to prepare sentences or to find structures or vocabulary that are more suitable to a question the teacher asks immediately, so if their teacher insists for an immediate answer, they feel like paralyzed or if the teacher turns to another student, they feel unwilling to speak. On the other hand, they state that their WTC is fostered when their teacher keeps waiting for them finishing their words completely as in the following:

Until I tell my teacher I cannot complete my sentences, he waits for me to finish my words. Even if I cannot complete my sentences and say that I cannot express myself, he still waits as if I will go

on speaking. Only when I finally give up, he turns to another student. I mean he doesn't complete my sentences when I cannot complete my sentences. [Defne]

When the participants were asked about their opinions on their teacher's wait time, Kerem states that when his teacher suddenly asks him to speak about something, he gives superficial answers, as he does not prepare himself well enough, and then he asks for speaking for the second time if possible to give full answers.

When the teacher suddenly asks for my opinion, I just think about nothing. Or as I cannot gather my thoughts at once, I just speak superficially. But I generally ask for a second chance to talk about the same topic after thinking about it while others are talking. In my second turn, then, I can express myself completely.

3.5. Teacher's Decision on the Activity

Teacher's decision on the activity type also has an influence on learners' WTC. While some students tend to speak more in a group discussion, other students may like working on their own, speak for their own self. However, relying on the frequency of the response, it may be claimed that participants prefer working in groups or pairs rather than whole class activities.

I think group discussion is very useful. Sometimes the teacher asks us to work in pairs, in this way we have a chance to exchange ideas. We can talk about the topic from different perspectives in this way. Group work motivates me because when I share the same idea with my friend, we enrich our knowledge, so I can use more words and different sentences to talk about a topic, which is really good for me. [Sevil]

On the other hand, Defne stated that they tend to speak more when they are asked to speak for their own opinion rather than speaking for a group.

I think, talking one by one is better. It is because I am not responsible for anyone's speech. Otherwise, you have to think twice for both speakers. I mean you have an idea in your mind but you have to integrate it with your friend's, which makes group work more challenging.

3.6. Teacher's Avoiding Learners' First Language

When they were asked about the situations in which situations their teacher promoted or debilitated their WTC, some students drew attention to L1 of the teacher. They stated that as they know that their teacher does not know Turkish, they feel obliged to speak in English, which makes them more eager to communicate with their teacher in English. On the other hand, they noted that if their teacher is Turkish, they tend to speak in Turkish more often when they feel difficulty to express themselves. Gizem remarks that difference as in the following:

I think, it is advantageous for us to have foreign teachers to speak English, because, for example, sometimes Turkish teachers come to our classes and exchange their classes with our teacher. In that case, even if we see that he talks English just like foreign teachers, as we know he is Turkish, we start to speak in Turkish when we have difficulty to explain something. So, we get lazy to speak English. Our teacher advises us to explain the things in English in other ways as long as we do not speak our native language. I find this really useful.

On the other hand, for some cases, a foreign teacher may frustrate learners when the two cultures and learning traditions are different. Defne talked about her experience with an American teacher who uses an excessive amount of gestures, and who cannot tolerate non-native speakers' hesitations:

We had An American teacher who had a different teaching style, which I did not ever get used to. He frequently made use of imitations. For example, once he came and roared next to my ear when he was talking about vampires. He had strange gestures, mimics that I never liked, I found him annoying. In every class, I was worried to witness a strange situation, where I would feel awkward or confused. So, when he asked me to speak, I could not think about it, as I was not used to that kind of teaching methodology or personality. At the same time, he was shouting at us when we didn't understand him. He made us feel that we weren't understood, which demotivated us all.

4. DISCUSSION AND CONCLUSION

This study attempted to investigate the teacher-related effects on EFL learners' WTC in class. As a result, it is found out that teachers have a crucial role in framing learners' process to acquire English, functioning as an agent to promote English learners WTC through verbal and nonverbal communicative behaviours and their decisions in class. This becomes even more effective and determining in EFL classes, where learners do not have many chances to practice English outside the class. The results of the present study gathered through reflective journals, semi-structured interviews and classroom observation indicated that the situations in which learners experience higher WTC in English are mostly determined by teacher decisions on speaking topics that are negotiating and attracting learners' attention; varied type of activities that may appeal to all; teacher's effort to create a supportive learning environment via both verbal and non-verbal communication strategies; teacher's delayed feedback for error correction; teacher's wait time for learners responses and teacher's avoiding learners' L1 in communication with learners inside and outside the class.

The study findings confirmed results from previous researches indicating teachers' friendly and supportive attitude towards learners and their use of motivational strategies influence learners' participation in class activities and discussions (Cao, 2011; MacIntyre et al., 2011; Peng, 2012; Zarrinabadi, 2014). Similar to the findings of the previous studies (Fallah, 2014; Hsu, 2010; Wen & Clement, 2003), non-verbal communication strategies and teacher immediacy, such as smiling and nodding in agreement, convey the meaning of confirmation and encourages learners' WTC as well as verbal supporting messages to go on speaking. Learners feel more engaged in speaking when they like their teachers, and their way of communication, as suggested in the studies by Cao (2011), MacIntyre and his colleagues (2011).

Relying on the study findings, it is found out that on-the-spot error correction debilitates learners' WTC as suggested in previous studies (MacIntyre et al., 2001; Kang, 2005; Zarrinabadi, 2014). This kind of error correction is discouraging for learners, and they do not want to speak again when they are interrupted in the middle of their conversations. On the other hand, teacher's delayed feedback raises learners' WTC. It is observed that more delayed error correction encourages learners to go on speaking, and feel comfortable when they are about to speak in discussions. This is crucial to create an anxiety-inducing environment for learners not to be afraid of making mistakes. Moreover, when meaning is emphasized and minor structural or lexical mistakes are ignored, learners' WTC is promoted, and they get motivated to communicate as they feel the sense of being understood. Therefore, based on classroom observation of the current study, it is suggested not to interrupt learners' speech when they make a mistake; instead, after they finish speaking, it is useful to repeat what they have said, presenting the correct form or pronunciation, acting like summarizing what they have said. In time, students get used to this, and they become aware of their mistakes before their teacher corrects them.

Data gathered from classroom observation indicated that when teachers are able to modify their speech and even their course plan according to the level, interest or any immediate need of the class, this flexibility makes learners feel comfortable with the teacher and the lesson.

Moreover, when learners are asked for their opinions on decision-making processes, such as choosing a topic to discuss, or an activity to do, they feel more involved and engaged in activities, and become more willing to speak English in class. Similarly, echoing previous research results (Bergil, 2016; Shamsudin, Othman, Jahedi& Aralas 2017) group discussions tend to stimulate learners' WTC more in the study. However, it is recommended to diversify the type of interaction among students as some learners tend to speak more in pairs while others incline to speak more in group discussions or on behalf of themselves in whole class activities.

The study also echoed previous studies' findings, which suggest that the discussion topics affect learners' WTC (Cao & Philp, 2006; MacIntyre et al., 2011; Kang, 2005; Zarrinabadi, 2014). When learners are asked to choose a topic to discuss, they become more willing to speak. Similarly, the topics that relate or interest learners, especially the ones related to their lives, choices, hobbies, or study fields, foster their WTC while more complicated and sensitive topics, such as politics or philosophy, weaken their desire to speak up.

Similarly, data gathered from the study support the previous studies' findings that indicate teacher's wait time promotes learners' WTC as well as their tendency to communicate in future situations (Rowe, 1986; Zarrinabadi, 2014;), especially for low-level language learners. When learners are asked to respond to a question, they feel the need for some time to organize sentences and structures and to choose exact words to express themselves. If teachers do not provide them with necessary time, and skip to other students, or say what they want to say on behalf of them, learners feel the sense of inefficacy, which leads to unwillingness to communicate for the next time. Therefore, teachers had better waiting for their students to finish all what they want to say. During the wait time, teachers may try the strategies of back channelling, or some nonverbal communicative acts, such as nodding in agreement, or smiling to encourage learners to speak more.

Especially for countries like Turkey, where English is a foreign language and L1 of students and English teachers are the same, students tend to use their native language, Turkish, whenever they have a difficulty in expressing themselves in English. The case was the same in the present study. When learners knew that English was the only way they could communicate with their teacher, they felt more obliged, and indirectly more motivated, to speak in English. However, as Savaşçı (2014) suggested, the same feeling of obligation to use English as the only means of communication with their English teachers is essential to be delivered by Turkish teachers of English to their students. By this means, it may be possible to expose learners to the target language as much as possible by providing such an authentic environment for language classes. When learners enter an English class, at the very moment, they are supposed to feel the only medium of communication is English in class because otherwise, English courses just transform into translation courses. In order to achieve this, teachers may form a classroom language with learners, especially with low-level groups, in this way; they use language as a tool to communicate. When learners see their teacher's determination to speak only English in class, they will start to speak English as a motivation to communicate with their teacher and classmates, which, in turn, will raise their WTC in English.

It should be noted that the present study is subject to some limitations. First, the research group is limited to a group of five learners and a teacher at a private language school, in order to talk about the findings in a wider sense, more large-scaled studies may be conducted, combining qualitative and quantitative methods to draw conclusions and to bring methodological suggestions on issues related to classroom WTC in EFL settings. Similarly, the length of time for collecting data is limited to one month; to talk about findings that are more comprehensible, longitudinal multi-case studies may be done in future studies on WTC in EFL settings.

Teacher effects such as those mentioned throughout the article significantly affect learners' willingness or unwillingness to communicate in English in EFL class settings. Relying on the research findings, it is seen that improving learners' WTC begins with teacher's awareness of the students' perceptions of their own ability and feeling to use the language in

communication in English. Therefore, language teachers should consider these effects and modify their methodology and learning environment constantly, as their influences on learners' willingness or unwillingness to communicate in class may play an important role in students' further engagement in target language communication.

5. REFERENCES

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