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THE EFFECT OF TEACHER ENCOURAGEMENT ON TURKISH HIGH SCHOOL EFL LEARNERS' L2 WILLINGNESS TO COMMUNICATE (L2WTC)

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HAKKARİ

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TEZ BİLDİRİMİ

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ABSTRACT

THE EFFECT OF TEACHER ENCOURAGEMENT ON TURKISH HIGH SCHOOL EFL LEARNERS' L2 WILLINGNESS TO COMMUNICATE (L2WTC)

Aykut AKSIN

Master of Arts Thesis, Department of Foreign Languages Education

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This research aimed to determine the English-speaking willingness of students in a public school in Türkiye and examined how teachers influence these desires. The study focused on how student-teacher interactions affect language learning processes, emphasizing that teachers, in addition to traditional teaching roles, also assume the role of learning advisors. A mixed-method research design was adopted in the study. The participants, 40 high school students, were selected using a convenience sampling method from a high school in Van, Türkiye. Willingness to Communicate (WTC) Scale, What is Happening in This Class (WIHIC) Questionnaire and Semi-Structured questions were utilized as data collection tools. Statistical analyses were conducted applying the IBM SPSS (Statistical Package for the Social Sciences) Statistics 22.0 program, with a significance level set at 0.05. The quantitative data analysis of the research included statistical methods such as testing the normal distribution of variables, t-test, ANOVA, Pearson Correlation Analysis, Simple Linear Regression Analysis, and Multiple Linear Regression Analysis. Quantitative data analysis revealed positive relationships between classroom climate, teacher support, student cohesiveness, and the WTC in English. Qualitative data analysis uncovered themes such as motivation, positive feedback, personal interest, teacher encouragement, interactive classroom activities, and daily English communication, influencing students' WTC in English. The results highlighted the need for a positive classroom climate, interactive teaching methods, and supportive teacher communication styles to enhance students' English language learning experiences.

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

ÖZET

ÖĞRETMEN TEŞVİKİNİN İNGİLİZCE'Yİ YABANCI DİL OLARAK ÖĞRENEN TÜRK LİSE ÖĞRENCİLERİNİN YABANCI DİLİ KONUŞMA İSTEKLİLİKLERİ ÜZERİNDEKİ ETKİSİ

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Bu araştırmanın amacı Türkiye'deki bir devlet okulundaki öğrencilerin İngilizce konuşma isteklerini belirlemek ve öğretmenlerin bu istekleri nasıl etkilediğini incelemekti. Çalışma, öğrenci-öğretmen etkileşimlerinin dil öğrenme süreçlerini nasıl etkilediğine odaklandı ve öğretmenlerin geleneksel öğretim rollerine ek olarak öğrenme danışmanı rolünü de üstlendiğini vurguladı. Çalışmada karma yöntem araştırma tasarımı benimsendi. Katılımcılar, Türkiye'nin Van şehrindeki bir devlet lisesinde kolaylık örnekleme yöntemi kullanılarak seçilen 40 lise öğrencisinden oluşmaktadır. İletişim İstekliliği Ölçeği (İİÖ), Bu Sınıfta Neler Oluyor (BSNO) Anketi ve Yarı Yapılandırılmış sorular, veri toplama araçları olarak kullanıldı. Araştırmanın nicel veri analizi, değişkenlerin normal dağılımının test edilmesi, t-testi, ANOVA, Pearson Korelasyon Analizi, Basit Doğrusal Regresyon Analizi ve Çoklu Doğrusal Regresyon Analizi gibi istatistiksel yöntemleri içermekteydi. nicel veri analizi, sınıf iklimi, öğretmen desteği, öğrenci yaklaşımı ile İngilizce konuşma isteği arasında pozitif ilişkiler ortaya koydu. Nitel veri analizi, motivasyon, pozitif geribildirim, kişisel ilgi, öğretmen teşviki, etkileşimli sınıf etkinlikleri ve günlük İngilizce iletişim gibi temaları ortaya çıkardı ve öğrencilerin İngilizce ile iletişim isteklerini etkileyen faktörleri belirledi. Sonuçlar, olumlu bir sınıf iklimi, etkileşimli öğretim yöntemleri ve destekleyici öğretmen iletişim tarzlarının öğrencilerin İngilizce dil öğrenme deneyimlerini artırmada gerekli olduğunu vurgulamıştır.

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

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LIST OF ABBREVIATIONS

CA:	Communication Apprehension
CEFR:	The Common European Framework of Reference
EFL:	English as a Foreign Language
ELF:	English as a Lingua Franca
ELT:	English Language Teaching
ESL:	English as a Second Language
GTM:	Grammar Translation Method
L1:	Native Language
L2:	Foreign/Second Language
L2WTC:	Second/Foreign Language Willingness to Communicate
NNSs:	Non-Native Speakers
NSs:	Native Speakers
SLA:	Second Language Acquisition
TBL:	Task-Based Learning
TL:	Target Language
UWTC:	Unwillingness to Communicate
WTC:	Willingness to Communicate

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1. INTRODUCTION

Kuzu, Özkan, and Bada (2021) underline the importance of investigating instructional programs. This emphasis is particularly noteworthy as such research endeavours provide essential insights into the effectiveness of these programs in attaining desired outcomes. A program that does not result in students who are motivated to use a second language has essentially failed (MacIntyre et al.,1998). Hitherto, WTC in English becomes essential in this context, as it directly influences the success of instructional programs designed to enhance language skills. Individuals strongly willing to communicate in English will likely engage more actively with the instructional content, fostering a more effective learning environment. Therefore, understanding and promoting WTC in English can significantly contribute to the overall success of language education programs. Teacher-student communication stands as an undeniable verity in the domain of foreign language (FL) education as ‘‘the influence of teacher wax or wane students' willingness to speak English’’ Chen et al., (2022). The support instructors provide to language learners significantly influences the proficiency level of English discourse within the classroom. A pressing need exists for further scholarly inquiry, warranting deeper exploration and investigation. In this vein, this study investigates the levels of Turkish state high school EFL (English as a Foreign Language) learners' WTC and the influence of teacher-related instructional encouragement on students' willingness to engage in classroom interaction. In a way, instructional programs and strategies used in EFL classrooms have been investigated because students’ perceptions regarding encouragement have been thought to be effective in EFL classrooms. The research also seeks to determine whether these factors (WTC and encouragement) have a significant relationship. The underlying reasons for the participants' perceptions of themselves being as willing and unwilling to communicate and as proficient and ineffective in English were examined in this study. This introduction chapter consists of the background of the study, a statement of the problem, the purpose of the study, the research questions, and the study's significance. This section concludes with a glossary of essential terms (operational definitions).

1.1 Background to the Study

As a Lingua Franca (ELF), English has always been spoken most globally. According to (Crystal ,2003), the number of NNSs (non-native speakers) of English is much more than the number of NSs (native speakers) of English in the globe. Hence, this situation makes it essential for all people in the world to become speakers of English. As implicated in Demir Ayaz's (2017) study, high levels of WTC can help students become more fluent while also facilitating international contacts that let them study about other nations and cultures, mingle socially, and ultimately become global citizens (Kang, 2005; MacIntyre et al., 1998; MacIntyre & Doucette 2010;). According to Alptekin (2002), a current concept of communicative competence is needed to recognise English as a global language. This would include local and global contexts as environments for language utilization, native–and non-native discourse participants, and proficient bilinguals with intercultural insights and knowledge as educational models. As a result, it would seek to develop intercultural communication skills in ELT.

The question of how to learn to speak English has been debated scholarly, and according to Ellis (2006), this question was answered in 1970 by the emergence of communicative-based approaches. When speaking English, some speakers construct the flow of speaking owing to some traits they are gifted with. Some prefer staying reticent during the course, which makes communication impossible to a large extent. In this regards, teaching how to speak English should be considered for communication.

Increasing L2 WTC has been identified as a critical global objective of L2 pedagogy globally (Clément, Baker & MacIntyre,2003) and, therefore, in Türkiye. This is because real communication in language acquisition is receiving more attention. In this connection, the student's engagement in the interaction in the class setting enables them to learn within a prepared context. Undoubtedly, investigating this topic is of utmost significance, particularly in EFL classes where learners have limited opportunities to practice English outside the classroom (İlter, 2021, p. 26). It is a well-established fact that students' willingness to converse with their peers and teachers plays a pivotal role in enhancing their language learning skills.

The influential dynamics of language learning and instruction in the language classroom are shaped by teacher support, student cohesiveness, and task orientation Zerey and Cephe (2020). Establishing an enriching educational environment for language acquisition hinges upon the extent of communication within and beyond the classroom. Considering that English classes are mandatory in Türkiye, students must participate in English classes at school, emphasizing the pivotal role of the learning environment in fostering language skills. Hence, students need to be supported by someone more knowledgeable and in state schools, English teachers are responsible for supporting and encouraging them in-class learning and further learning. The development of EFL/ESL students' communicative ability depends heavily on their verbal involvement in class. In conjunction with this statement, (Dörnyei 2005, p.207) points out that speaking activities aim to broaden the language learners' capacity to use language. Hence, practitioners creating a speaking activity-rich atmosphere while running the lesson is essential for an education system because teacher encouragement is thought by the present researcher to impact WTC positively.

Krashen (1982) proposed that teachers should focus on providing students with comprehensible input rather than exclusively teaching formal grammar rules. This approach prioritises the natural acquisition of language through exposure and context rather than relying on rote memorisation and explicit instruction. Krashen's theory highlights the role of immersion and meaningful interaction in language learning by emphasising the importance of comprehensible input. This approach encourages teachers to prioritise communication and understanding over strict adherence to grammar rules, ultimately leading to more effective language acquisition.

To get to the main point, the concept of L2WTC was defined by MacIntyre, Clément, Dörnyei and Noels (1998) as "the readiness to engage in discourse at a particular time with a particular person or persons using L2" (p. 547). If the particular time is school schedule, the specific person or persons should be students and teachers. At the time of silence in the classroom, preparing students for the readiness to communicate is the first step to action. Inviting them with particular strategies and tactics to communicate depends on what teachers can do.

Encouraging them by simply using some motivating verbal language is thought to be the best step to take. Given Maxwell's (2008) assertion that a teacher's word of encouragement can be life-changing for a student, and concurrently, a supportive message from a leader holds the potential to inspire a teacher to attain peak performance, the profound impact of encouragement becomes evident. Furthermore, encouragement is one of the most typical forms of interpersonal support (Hwang et al., 2011; Jose & Bellamy, 2012). Keeping the mentioned theories in mind, it was decided to investigate the effects of teacher encouragement on the L2 WTC, considering that stimulating learning might be the outcome of encouraging students to continue studying.

Richards and Rodgers (2014) express that modern communicative methodologies encourage language learners to communicate in pair or group activities with other language learners. Mastering the art of teaching and learning is always contingent upon students' progress and how students are influenced by the efficacy of every positive attitude toward their education. Numerous factors, such as classroom structure, lessons, various assessments and strategies, teacher-student interaction, and instruction development and efficiency, play a key role in determining student achievement. There are extensive historical explanations regarding why students must be motivated to participate, communicate, and partake in classroom learning activities. According to Gliksman et al. (1982), regarding what teachers can do in classroom interaction, the teacher acts as a mediator by working as a guide who mediates between teaching and learning. Robust interpersonal relationships between teachers and students are essential for involving students in learning activities (referenced in Telli, den Brok, Çakıroğlu, 2008, p. 120; Brekelmans et al., 2000; Wubbels & Levy, 1993).

In light of the above facts, the present study primarily aimed at investigating Turkish state high school EFL students' L2 WTC in English as a foreign language (EFL). Given that language instructions in Türkiye aim to promote effective communication among students, it is necessary to determine why some students are reluctant to speak in language classrooms. Understanding the factors contributing to student hesitancy in speaking can help educators devise strategies to create a supportive and encouraging environment that bolsters active participation and

confidence in language learners. By conducting a thorough analysis of the underlying factors contributing to student reticence, such as fear of making mistakes or lack of confidence, educational institutions can implement effective interventions and instructional approaches to encourage students to participate in oral communication. This would enable students to fully reap the benefits of language learning and improve their language proficiency levels. By taking such measures, educational institutions can demonstrate their commitment to providing high-quality language education to their students, and help them to develop the necessary skills to succeed in today's globalized world.

1.2 Statement of the Problem

A pedagogical issue that interests both language researchers and teachers is how to decrease reluctance in EFL classrooms (Lee & Ng,2010), to increase student engagement in the target language communication. Thusly, L2WTC is essential for the Turkish education context.

According to MacIntyre and Charos (1996), the primary reason for acquiring or learning a second/foreign language is for communicative purposes, such as making new contacts, travelling, studying a new subject about diverse cultures, or for professional purposes. However, only some have access to quality language learning resources or the opportunity to practice in a supportive environment. This can be a significant problem, especially for those who need to communicate in a second language for the abovementioned purposes. It is essential to address this issue and provide equal opportunities for language learning to everyone who needs it. Also, having students merely master grammar causes them to graduate without extending their speaking skills.

As Krashen (1982) noted, it is not uncommon for individuals acquiring a second language to remain quiet and listen until they feel confident enough to participate. This phenomenon underscores the significance of establishing a supportive and encouraging environment for individuals learning a language, allowing them to build confidence and ultimately contribute to the conversation. By recognising and addressing this common hurdle, teachers can better facilitate the language acquisition process and help learners reach their full potential.

Effective communication is essential for exchanging knowledge, with speaking being a productive skill that enables individuals to convey meaning. As a communication channel, speaking is a productive skill consisting of verbal utterances to convey meaning (Bailey, 2003). As such, classrooms should be filled with speaking tasks created by teachers, as language learning is facilitated through speaking. Interpersonal communication has little reason to exist without talking, (McCroskey and Richmond, 1990, p.19), and individuals may miss out on opportunities to share knowledge. Moreover, developing solid interpersonal relationships heavily depends on the amount of communication in which interlocutors are willing to participate (McCroskey & Richmond ,1990, p.72). However, some pupils in the classroom may prefer to stay silent during the entire lesson, which can hinder their learning. Therefore, teachers are responsible for motivating students to participate in speaking activities. At that point, ruining the reticence in the class is a must, and that is possible with teachers' encouraging the students to engage in the flow of talk in class to help them learn better.

Apart from a wide range of research done both abroad and in Türkiye regarding L2 WTC, such as self-confidence, motivation, personality (MacIntyre et al., 1998b; Yashima, 2002; Öz, 2014), communication anxiety (MacIntyre, 1995; Kang, 2005; Baker & MacIntyre, 2000; Cao, 2009; Basöz & Erten, 2019), attitudes (Yashima, 2002; Kim, 2004; Yashima et al., 2004; Çetinkaya, 2005; Yildiz & Piniel, 2020), perceived communication competence (MacIntyre et al., 1998c; Yashima, 2002; Atay & Kurt, 2009), self-confidence (Hashimoto, 2002; Yashima, 2002; Yashima et al., 2004), the effect of teacher encouragement for high school EFL students related to L2WTC has been scarcely investigated. Moreover, in the Turkish context, it maintains its essentiality for classrooms for communication purposes and needs to be examined broadly due to the scarcity of investigations.

1.3 Purpose of Study

This thesis primarily investigated the impact of teachers' encouragement on students' communication in class. As an English teacher, the present researcher's curiosity also affected the conduction of the study. This investigation also aimed to address the existing gap by examining the students' willingness to interact in English regarding the effect of teacher encouragement in their classrooms in

Turkish state high schools. Additionally, since most teacher-student interaction in Türkiye occurs in language classrooms, these interactions are believed to impact students' language learning.

At the potential of oversimplification, instructors play two primary functions in most traditional modalities of instruction Tudor (1993). The first role is that of an expert. The instructor is a knowledge source in terms of both the target language and the methodology employed. In other words, the teacher is an authoritative figure who determines what ought to be learned and how it ought to be learned most effectively. The second function is that of the activity organiser, in which the teacher organises and directs learning activities, motivates and encourages students, and provides authoritative feedback on their performance. Both of these positions will continue in a learner-centred approach, but teachers will also need to implement the role of learning counsellor. Despite teachers' being mediators and promoting moderate input, the lack of teacher encouragement, which the researcher of the present study finds necessary for teaching English, still needs to be investigated regarding the unwillingness to communicate (UWTC) Burgoon (1976) occurring in the classroom. Furthermore, in this study it is aimed to examine the effect of teacher encouragement on Turkish EFL learners' L2 WTC in English classes, along with their perceptions regarding teacher encouragement in helping to initiate speaking. In this study it is also hoped to learn from the students about the level of the effect of teacher encouragement on students' L2 WTC, which is vital to employ at schools.

1.4 Significance of the Study

It is impossible to dispute the need to communicate in many languages in light of how quickly things are developing and how much the world is changing. According to Asmalı (2016), communicating effectively and fluently in a language is more significant than simply understanding its structures and conventions. This study is essential in presenting a vast review of the concept of WTC to the readers. Because promoting WTC has been acknowledged as a critical part of L2 education due to the literature's substantial discussion of the WTC construct and its function in L2 learning (Peng 2014; Clément et al., 2003).

Concerning the overviews, the study aims to show that the impact of teacher encouragement on WTC is essential in Turkish state high schools. Apart from the variables affecting EFL students' L2 WTC in the classroom, this thesis aims to depict the level of encouragement on students' WTC in a foreign language classroom owing to the teacher-related behaviours. With the recent focus on L2 WTC research, the present study extends the scope of the WTC investigation to Turkish state high schools in the eastern part of Türkiye. In the same vein, the researcher also aims to learn students' perceptions regarding the topic and develop himself to teach English effectively.

1.5 Definition of Key Terms

In this study, the terms below were frequently used.

Encouragement: According to Wong (2015), this is both a motivational technique and a process aimed at inspiring students to enhance their (WTC) during speaking activities and to sustain their communication abilities for academic purposes.

Reticence: A reluctance to do or say something due to, for instance, anxiety or caution.

Willingness to communicate(WTC): McCroskey (1997) defined WTC as "the propensity of an individual to initiate communication with others" (p. 77). Moreover, MacIntyre, Clément, Dornyei, and Noels (1998) defined WTC as "The willingness to participate in communication at a particular moment with a specific individual or group using the second language (L2)." (p. 547).

Unwillingness to Communicate(UWTC): Burgoon (1976) defined UWTC as "a chronic tendency to avoid or devalue oral communication" (p. 4)

Target Language: It is a language that is aimed to be learned.

Teacher Credibility: Teacher credibility refers to how students perceive their teacher as trustworthy, knowledgeable, and competent.

Teacher Immediacy: Teacher immediacy refers to the extent to which a teacher displays warmth, approachability, and availability towards their students.

Anxiety: Horwitz et al. (1986) delineate anxiety within the second language (L2) context as "A distinct complex of self-perception, beliefs, emotions, and

behaviours regarding classroom language acquiring arising from the uniqueness of the (foreign) language learning process" (p. 128).

Teacher Stroke: As a behavioural technique, the first of the elements of this theory, stroke, is defined as interpersonal actions that help meet emotional needs and recognise human presence (Pishghadam & Khajavy, 2014)

Shyness: Shyness involves feelings of self-consciousness, anxiety, and avoidance of social interactions.

Self-efficacy: Bandura (1997) defines perceived self-efficacy as “beliefs in one’s abilities to run and execute the courses of event required to produce given attainments” (p. 3).

Motivation: Motivation is considered to be an important factor in language learning. As per Gardner's research in 1985, it is a combination of effort, desire to achieve the goal of learning the language, and positive attitudes towards language acquisition.

2. REVIEW OF THE RELATED LITERATURE

2.1. Introduction

This part of this research includes a review of the related studies regarding WTC, L2WTC and teacher encouragement. The chapter proceeds with a discussion of the theoretical framework of WTC in EFL learning contexts and the application of WTC to language teaching.

Examining the impact of practitioner encouragement on high school EFL learners' WTC aims to improve language teaching and learning practises, empower learners, and lay the groundwork for future research in second language acquisition.

In continuation of the introduction section, relevant concepts and studies are reviewed under the following subtitles: willingness to communicate (WTC), L2 willingness to communicate (L2WTC), previous studies on teacher encouragement and its impact on L2 WTC, relevant research on language learning motivation, shyness, self-efficacy, and anxiety.

2.2. Willingness to Communicate (WTC)

2.2.1. What is Willingness to Communicate (WTC)?

WTC is a psychological construct that refers to an individual's inclination to initiate and participate in communication in a given language or context MacIntyre et al. (1998). It is influential in language learning, intercultural communication, and social interactions. This section provides definitions and introductions of WTC both in L1 and L2 in order to digest its definition thoroughly.

Regarding L1, the definition of WTC has been proposed by many scholars recently. Moreover, the WTC model arose from Philip's (1965) research on reticence, defined as social and verbal interaction avoidance. Burgoon (1976) conducted one of the most significant investigations using the concept of communication difficulty. The researcher argued that this disposition is chronic avoidance or devaluation of oral communication (McCroskey and Baer, 1985 p. 4). In the study, only the opposing orientation of the concept was mentioned, which is concerted as UWTC. Mortensen et al. (1977) highlighted WTC as a tendency towards verbal behaviour. (McCroskey & Richmond ,1982) studied shyness, which is accepted as having the same meaning as communication apprehension. McCroskey (1977) argues that communicative apprehension (CA) hurts the

communication behaviour of speakers, as well as other paramount aspects of their lives. Moreover, it is indicated that shy people show undesirable behaviours during a speech, which puts a speaker in a disadvantaged situation. Accordingly, WTC emerged from these concepts, which underpin the notion of L2WTC. Therefore, all these indicators show significant correlations with persons' WTC (Burgoon, 1976; McCroskey & Richmond, 1991; McCroskey et al., 1987).

Additionally, McCroskey and Baer (1985) initially renamed the construct as WTC. They defined WTC as the likelihood of communicating in L1 when given the option to initiate speaking. For the first time, MacIntyre and Charos (1996) utilized the word for L2 communication, while MacIntyre et al. (1998) presented the most widely recognised depiction for L2WTC, which this study shows within the scope of the investigation. As the main focus of this thesis, the following section presents a detailed description of L2 WTC and related studies.

2.2.2. Theoretical Framework: L2WTC and its Determinants

L2WTC in the context of second language acquisition refers to an individual's motivation and propensity to communicate in their L2. It is an important psychological factor that impacts language learners' participation, engagement, and development of oral proficiency in L2 communication settings (MacIntyre et al., 1998). The WTC in L2 is complex and diverse, incorporating psychological, linguistic, educational, and communicative dimensions. It is significant due to its dynamic nature, as a person's communication propensity can fluctuate during a single communication event. Thus, L2WTC is defined as a situation-based and trait-like indicator predicting an individual's level of desire to communicate (MacIntyre et al., 1998).

MacIntyre et al. (1998) advocate that it is uncommon for WTC in L2 to be a direct display of WTC in L1. Language proficiency, cultural differences, and psychological factors can all impact the variation in WTC between languages. L2 usage entails many intergroup issues with social and political implications that are typically extraneous to L1 usage (MacIntyre et al., 1998, p. 546). In this line, McIntyre and Charos (1996) indicate that a person may be avoided to initiate speaking due to anxiety, introversion, alienation, or a lack of communication, along with other variables. Educators should consider the level of WTC while teaching or

creating materials for learners in the class because his concept is essential for comprehending the dynamics of language use and its effect on individuals' communication skills according to Pawlak and Mystkowska-Wiertelak (2015). Thus far, studies have identified various factors influencing L2WTC in different situations. Therefore, the present research investigates the teacher-student interactions with particularly negative or positive effects on L2WTC.

MacIntyre and Charos (1996) as well as MacIntyre and Clement (1996) conducted statistical examinations to determine the correlation between a learner's inclination to communicate in their L2 and various individual factors that are thought to influence language learning. MacIntyre et al., (1998) transformed WTC by describing L2 WTC as a willingness to engage in dialogue at a specific moment with specific individuals, employing L2 (p. 547). Particularly for adult learners, the WTC in the second language can differ from the L1 version. According to MacIntyre et al., (1998), adult L2 learners who are plausibly conversant with their L1 may range from almost no L2 competence to complete L2 competence. As significant amounts of WTC in L2 enhance L2 utilization (Yu et al., 2011; Lee et al., 2021), L2 researchers have greatly emphasised factors that encourage learners to interact in L2. Because L2WTC and learning are so intertwined, instructors who can generate meaningful activities to promote WTC can better capitalise on psychological factors that encourage language learning MacIntyre and Wang (2021).

Several studies have been conducted scholarly to show the exact difference between L1 WTC and L2 WTC. To start with, McCroskey al., (1985) discovered that Puerto Rican college students are less anxious about communicating in Spanish than U.S. college pupils but are more anxious about communicating in English. Even if this study emphasised the anxiety factor in teaching a language, it is suggested that second language teachers must address the problem of communication apprehension if students are prepared to be truly bilingual. Apart from the findings by McCroskey et al. (1985), McCroskey, Gudykunst, & Nishida's (1985) study also demonstrated similar findings that Japanese pupils showed high communication apprehension (CA) in both Japanese and English, emphasising the need to expand WTC research on second language acquisition (SLA) with cross-

cultural consideration. Such studies underpin the need to investigate factors affecting L2 WTC. So, it was considered worth to discuss here. Similar research was conducted by Lu and Hsu (2008) recently, indicating that Americans were more inclined to communicate with the Chinese than the Chinese were with Americans in China. Keeping this in mind, the effect of territory also must be considered since learning a language is affected by culture. At this point, Genc and Bada (2005) emphasised that learning a language incorporating culture could be regarded as proper and sufficient. In addition, Bada (2000) emphasises the significance of culture in EFL/ESL classes, as exposure to cultural aspects helps students avoid communication difficulties.

According to the outcomes of MacIntyre and Charos's (1996) study, which was held in Ottawa, Canada, with 92 Anglophones speaking English as their L1 and knowing very limited French, communicating in L2 in a bilingual environment tended to be involved in L2 communication among beginning language learners. In another light of their study's findings, the researchers hypothesised that the learners' ability to communicate in the L2 will enhance with practice (MacIntyre & Charos, 1996, p. 17), which depicts that if teachers make students practice in the class with productive tasks and a moderate level of smile, learning the language along with enhancing the ability to communicate develops simultaneously. Another essential immediate behaviour is smiling (Mehrabian, 1981). According to Mehrabian (1981), smiling brings together interlocutors. When one person shows a warm face, the other will likely reciprocate. Because of this, smiling is regarded as a sign of interpersonal friendliness. According to Andersen (1979), smiling is the source of immediateness, encouraging students to participate in speaking activities.

Swain (1985) argued that learners must generate comprehensible output for effective learning. This notion finds support in MacIntyre, Noels, and Clément's (1997) empirical study, which highlights that language learners actively participating in language-related activities are more likely to demonstrate successful language behaviour, upholding Swain's (1985) perspective. Transitioning to a Canadian educational context, MacIntyre et al. (2001) identified a relationship between WTC inside and outside the classroom. Utilizing quantitative methods to analyse L2 WTC, they explored dimensions such as

companionship, understanding, educational accomplishment orientations, communication readiness, and social support from companions, presenting a distinct focus on context and WTC. In another study by MacIntyre et al. (2003), increased WTC in Canada was associated with immersion experiences. The correlation between WTC and motivation among pupils with immersion experience was highlighted as very strong in the study. Moreover, MacIntyre et al. (2011) conducted a qualitative study on L2 WTC to describe the dynamics underlying WTC processes among immersion students. 100 Canadian middle school students were analysed, and Research indicates that several factors, including teachers and classmates, receiving correction on mistakes, feeling confident in one's abilities, influence from family and friends, and media consumption, can all play a role in shaping an individual's WTC. Even though the data-gathering methodology is different, the results highlight the essentiality of teacher and environmental support within both studies.

An example of the mixed method is from Baker & MacIntyre (2000) to compare WTC between immersion and no-immersion students. A questionnaire and focused essay technique were used as instruments, and 195 hours of immersion were conducted for 14–18-year-old non-immersion Canadian students who participated. They discovered that immersion students exhibited greater WTC, that WTC was associated with age and gender, and that WTC was also elevated when travelling, visiting acquaintances, and delivering class presentations.

To examine the factors influencing learners' WTC in whole-class, group, and dyadic interaction, Cao and Philp (2006) used a mixed-method study consisting of the WTC questionnaire, classroom observation, audio recordings of group and pair work, and interviews. A New Zealand private university-based language school had eight language students. The group size, familiarity with interlocutors, interlocutor participation, familiarity with the topic under discussion, self-confidence, medium of communication, and cultural background were all positive indicators of WTC.

de Saint Léger and Storch (2009) investigated learners' perceptions and attitudes about their verbal proficiency and participation in class wide and small-group conversations throughout the lesson. He utilised the mixed method, which

included a questionnaire, a focused group interview, and an instructor's evaluation of engagement in classroom activities. 90 Australian university students participated. Researchers discovered that student views and mind-sets affected their WTC.

Peng (2012) explored the individual and contextual elements influencing WTC in China using partially guided interviews, nonparticipant observational assessments and learning diaries**.** He discovered that WTC was influenced synergistically by various individual and environmental factors. In light of this research, it can be inferred that despite several empirical studies on L2WTC, new studies should continue investigating its potential effects as WTC is a dynamic situational variable (Cao, 2014).

The qualitative study by Kang (2005), which investigated variations in L2 WTC in the course of communication among students with non-native language proficiency and native-speaking practitioners, showed that WTC in an L2 might be subject to continuous variations. Theme, participants, and conversation setting were identified as the most influential situational factors on L2 WTC. Similarly, Cao and Philp (2006), who examined participants' views on influential factors in-class WTC and identified group size, interlocutor, context familiarity and interest, and medium of interaction as variables affecting their WTC, also emphasised the fluidity of second language L2 WTC and the moderating influence of contextual elements.

Class size is a significant factor influencing students' L2WTC in English, according to Aubrey's (2010) study in the Japanese EFL context. According to the study, classroom inspections revealed that students' WTC diminished with increased class size. The interview data showed that students in larger classes had fewer speaking opportunities than those in smaller classes.

MacIntyre and Doucette (2010) conducted quantitative research and found that hesitance was related to higher anxiety levels and decreased individual views on communication proficiency. 238 Canadian high school pupils aged 14 to 18 were administered a questionnaire to research the relationships between variables associated with control and communication and encompassing factors such as WTC.

Reinders and Wattana (2015) examined the accounts of five students who engaged in game-based learning programme at a Thai university for fifteen weeks. They conducted six interviews with each participant for 30 interviews to determine what effect gameplay had on their WTC in English. Gameplay positively affected the study's participants, particularly diminishing anxiety when speaking. Even years later, technology has been attractive to nourish students to initiate and continue communicating. In this essence, Chaisiri (2023) implemented an eight-week intervention in an online English for Communication course. This researcher used a mixed-methods approach with 34 participants, including pre-post WTC questionnaires, a Flip grid questionnaire, and focus-group interviews. The intervention led to a prominent increase in the aggregate WTC of the pupils. In addition, students expressed favourable attitudes towards using technology-mediated oral tasks regarding academic engagement and enhancing speaking and listening skills. Similarly, a recent study regarding the impact of technology on L2 WTC has been conducted by Lee and Lu (2023). Their study suggests new paths for study and pedagogical implications for how the ideal L2 self might support L2 communication direction in digital settings, both within and outside the classroom, which are standard settings for communication in L2 context among contemporary EFL learners.

Toyoda, Yashima, and Aubrey's (2021) study investigates the influence of task-based learning (TBL) on Japanese junior high school students' situational L2 WTC. The mixed-methods approach integrates quantitative and qualitative data to conclude that TBL significantly enhanced L2 learners' WTC and increased their delight in authentic L2 social interaction. The findings imply that TBL can positively affect the situational WTC of learners.

Building on previous studies, MacIntyre et al. (1998) constructed a pyramid named the Heuristic model to depict enduring and situation-based variables affecting L2WTC, expressing that L2WTC could not be considered a personality-based property (see Figure 2.1). Their Heuristic model was significant and can be utilised at all times because it represented the initial endeavour to provide a thorough examination of WTC in L2 (MacIntyre et al., 1998, p. 55). It proposes interactions between roughly 30 determinants that might affect WTC MacIntyre &

Wang (2021). The model consists of six layers, and each layer represents different variables. The initial three layers (I, II, and III) signify context-specific factors affecting WTC at a particular moment. The last three layers (IV, V, and VI) encompass enduring and stable influences on the process. Enduring influences on WTC are long-term factors such as personality traits, language anxiety, and self-efficacy, which impact a person's propensity to communicate in various contexts. On the other hand, situational influences are temporary and context-specific factors such as language proficiency, social context, and topic or task relevance, which can fluctuate and affect WTC in particular situations.

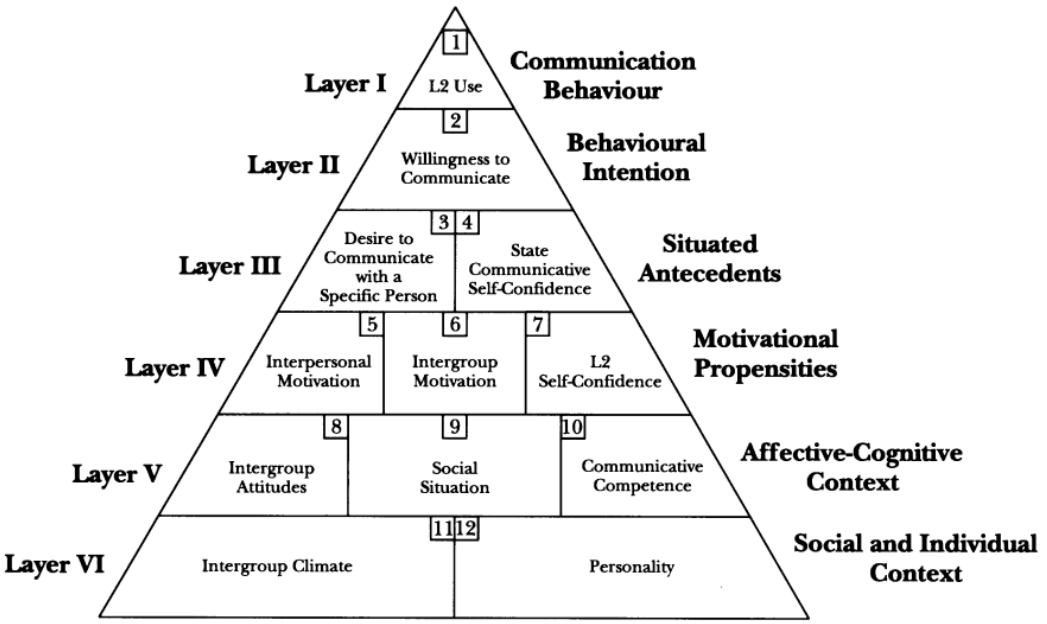


Figure 2.1. Heuristic Model of Variables Influencing L2WTC by (MacIntyre et al.,1998 p. 547.)

Using the pyramid model pictured in Figure 2.1 above, MacIntyre and Wang (2021) analysed data from three Canadian ESL learners and international students. Participants were recorded describing a photograph with personal significance, rated their L2WTC using software in English, and were then interviewed about their L2WTC ratings. The study showed that processes on various timescales interact during L2 communication about photographs, with WTC changing as the topic's relevance affects speakers' motivations and emotions.

As reviewed above, different scales and questionnaires have been used around the globe with different methodologies to measure the determinants mainly affecting WTC on L2. Numerous studies have been presented along with the methodologies used to see what has been studied regarding the WTC level of language learners in L2. With this knowledge in the pocket, the notion of WTC has been digested to initiate an investigation in Türkiye. The following section will present different studies regarding Turkish language learners' and prospective English teachers' perceptions of WTC.

2.2.3. L2 WTC in Turkish Context

Among the most influential determinants are teacher, learning environment, subject matter, per Aydın (2017). Pupils learn English in the classroom, and the teachers are the best model for promoting adequate input. Language classrooms are ideal for EFL speaking practice Yıldız (2022). According to the results conducted by her, teacher support received the highest mean score, indicating that participants are satisfied with their English teachers. To gain insights and understand WTC among EFL learners, it is necessary to examine the fundamental factors in various settings.

Thus far, the importance of L2WTC has been scarcely investigated in Türkiye, and different variables affecting L2WTC in Türkiye have been investigated; for instance, Öz (2014) investigated the connection or correlation between personality traits and L2WTC among 168 university students in Ankara, Türkiye. A certain proportion of individuals exhibited high L2WTC; a majority displayed moderate L2WTC, while a smaller percentage showed low L2WTC. Extraversion, agreeableness, and receptivity to experience were significant predictors of success, establishing the psychological context for L2WTC in English based on the Big Five predictors by Öz (2014). In addition, a positive correlation exists between academic achievement of participants and WTC in L2. The interaction of these characteristics contributes to the development and promotion of L2WTC in second or foreign language learning. In another study by Öz (2016), the study concluded that considering the ideal L2 self as an individual difference variable contributes to enhancing English communication. Furthermore, it has the potential to influence and shape motivated language acquisition. Moreover, in their

study, (Öz, Demirezen, and Pourfeiz ,2015) discovered that 21.6% of the participants exhibited elevated levels of WTC, 13.4% demonstrated high communicative competence, and 18.8% attained elevated performance ratings in communication anxiety. The results of structural equation modelling (SEM), implemented in the study, also revealed that communication competence and apprehension were significant predictors of L2WTC, whereas motivational determinants impacted L2WTC indirectly. As seen from the scholar's results, some factors influence L2 WTC indirectly. However, even indirectly, the effect of motivational factors should not be underestimated in language education Peng (2007). In the same line, according to (Yetkin & Özer ,2022), Turkish secondary school students differ from each other in having the intention to speak regarding their age and gender. They point out that the unwillingness of students to communicate is a significant issue in foreign language instruction. Therefore, examining the determinants of L2WTC should be a top priority to improve English proficiency among learners.

A study by Buckingham and Alpaslan (2017) examined the impact of computer technology on young learners' speaking proficiency and communication willingness. An experimental research design with 3th grade learners in Türkiye found significant improvement in assessment scores for the experimental group but not for the control group. They stressed that technology should be considered to encourage students interested in such materials to participate in activities. As deduced from this research, (Çakir ,2006) similarly acknowledged the inevitability of incorporating technology in the classroom.

Çetinkaya's (2005) research investigated the willingness of college students in Türkiye, who were learning English as a second language, to engage in communication when presented with an opportunity. The study also explored how the WTC model elucidated the connections among social-psychological, linguistic, and communication variables. A mixed design combined quantitative and procedures for collecting and analyzing qualitative data in the study. A questionnaire was employed to 356 college students selected through a random sampling method in Türkiye, followed by interviews with 15 participants. The Structural Equation Model (SEM) analysis investigated the connections among

students' English communication willingness, language learning motivation, communication anxiety, perceived communication competence, attitude toward the international community, and personality traits. Conversational interviews employing qualitative methods were used to extend and elaborate on the quantitative results. The results indicated that students had a favourable attitude towards the global network, expressed enthusiasm for speaking English, had ambition, minimal communication anxiety, and considered learning English a positive experience. As a part of her study in 2005, she worked one more time on the notion of WTC, showing similar results to Buckingham & Alpaslan (2017) and Çakır (2006). Çetinkaya (2023) concluded in her study that games, as digital tools, propel collaboration among students by giving them a fun and secure setting to practice their English. She set out to look whether how Turkish EFL students' WTC levels in the second language were affected by the online game Minecraft. The experimental group's lesson plan included ten weeks of Minecraft playtime, while the control group stuck to the standard schedule. These sessions were designed as both in- and out-of-class activities. The study's findings showed that participants' WTC in L2 significantly increased when Minecraft was included in English classrooms. The study also highlights the unique benefits of incorporating Minecraft into English classrooms, providing students with a stimulating environment for communication. She asserts that technological integration in English classrooms may be necessary to enhance language instruction to boost environments that encourage imaginative and engaging dialogue.

Another study held in Türkiye recently was by Basöz & Erten (2019) at Balıkesir University. Thirty-two undergraduate university students participated, and a qualitative research method was employed. According to the researchers, the classroom WTC of English learners is influenced by a different kinds of variables, incorporating peers, teaching approaches, instructor, class climate, materials, class size, L2 concentration, apprehension of humiliation, L2 anxiety, dread of making mistakes, interest in the topic, familiarity with the subject, timidity, introversion, vocabulary knowledge, pronunciation, practise, self-perceived communication competence, and prior communication experience.

In their study, Asmalı, Bilki, and Duban (2015) compared two groups, one from Türkiye and the other from Romania, to investigate their WTC and found that in terms of the relationships between the constructs, there were significant positive relationships between communication willingness and self-perceived communication competence. In contrast, there are significant negative relationships between communication apprehension and WTC for both groups.

As seen in this study, much of the research done regarding L2WTC is particularly about university students as seen up to now. Evaluating these studies conducted in Türkiye can be beneficial to see what effects have been analysed on L2WTC. One is, for example, from Şener (2014), which examined the WTC in English among Çanakkale Onsekiz Mart University ELT students inside and outside the classroom. Quantitative data was collected from 274 students, while qualitative data was collected from 26 students. The study used a mixed approach, using questionnaires, classroom observations, and interviews. Results showed moderate to high WTC, with high motivation intensity inside and outside the classroom. Most students had positive attitudes towards the English language and English-speaking cultures. Self-confidence, attitude toward the international community, and motivation significantly correlated with WTC in English. The most impactful predictor of students' in-class WTC was their self-confidence, directly influencing their WTC levels.

A qualitative research study on four Turkish students at Hungarian universities was conducted by Yildiz and Piniel (2020). Seven overlapping components were found: interlocutor, topic, learning strategy, attitude, number of people, participant's personality, and perceived English proficiency. The study investigated factors influencing Turkish students' WTC and UWTC in the L3 environment. In the same vein, results were also seen in the WTC Pyramid Model proposed by MacIntyre et al. (1998)

Yıldız (2023) found that with 711 preparatory school students at a state university participating in a classroom environment, motivation, ideal L2 self, learner perceptions, classroom climate, and lexical test were all determined by WTC. Motivation to learn English directly influenced WTC, while vocabulary size indirectly influenced WTC through speaking confidence. These factors profoundly

affect language learners' communicative abilities in the 21st century. She maintained that the communicative component of language learning has become increasingly important. To fill the gap, more research must be conducted on L2 WTC in Turkish EFL contexts.

In Bergil's (2016) study, participants included 73 students taking English as EFL in the preparatory course offered by Amasya University's foreign language department. McCroskey's (1992) WTC scale was used. Results indicate that speaking abilities could be improved and adequate for all students in preparatory classes, which may be connected to the practices that the instructors and curriculum offer for the course content or the capacity of the instructors to adapt the material.

A mixed method was used in Barin and Eyerci's (2021) study in a Turkish university context. Two hundred and eleven students enrolled in the Department of English Language and Literature at a state university in Türkiye participated in the study. Data collection instruments included WTC scale, a learner autonomy (LA) scale, and classroom observation. The findings indicated a noteworthy yet moderate correlation between EFL learners' WTC and LA. The autonomy levels of English EFL learners played a predictive role in L2WTC.

Another related study by Demir Ayaz (2017) was based on a quantitative research design investigating L2WTC. Also, the research was limited to university students, and the researcher suggested extending it to high school students, as done in this thesis. According to the result of the study, despite not increasing L2 success, language learning techniques and WTC in L2 are two significant factors that influence one another. In the existing literature, along the same line, a spectacular study regarding the effect of debilitating and promoting sides of teachers on L2WTC was conducted by İlter (2021). Five adult participants and one individual who is not a native speaker instructor participated in the study at a private language school through semi-structured interviews, non-participant classroom observations, learners' reflective diaries, and a self-reflection report by the teacher. The data obtained were analysed using the qualitative data analysis software NVivo 11 Pro. The outcomes show that instructors' support from peers, pausing for reflection, and correcting errors after a delay, choice of talking subject and activity, and avoidance of in-class and extracurricular use of students' first languages all help learning. A

different setting was recommended in her study to be conducted for further valuable results.

As there have been quite limited studies L2WTC in Türkiye, the effect of teacher encouragement on Turkish EFL state high school learners' L2WTC has been scarcely investigated. Given that the main point of the teachers in Türkiye is to help learners improve their speaking skills, the present school situation needs to be discussed, and possible implications should be highlighted for teachers as learning English continues. Just as Yıldız (2023) stresses in a recent investigation, language teachers' priority should be to lower their students' speaking anxiety in order to assist them develop and growing in their communication confidence. In this case, factors affecting WTC persist even if they have been investigated extensively. That is why the present researcher set to work examine the level of the language learners' L2WTC in English and see the effect of teacher encouragement on the learners' L2WTC; the recent studies related to L2WTC have been analyzed to figure out the fundamental gap regarding students' fluctuating speaking decisions overtime, MacIntyre (2020).

2.3 Previous Studies on Teacher Encouragement and its Impact on L2WTC

Theoretically, Wong (2015) characterized encouragement as the use of language to imbue courage, perseverance, confidence, inspiration, or hope in an individual or group when faced with challenging situations or realizing potential. It functions as a motivational tool and a strategy aimed at fostering students' willingness to participate in speaking activities and sustain communication for academic purposes. Based on this theory, the effect of educational encouragement on learners of English is of great importance to be investigated. Further research has been recommended by Wong et al. (2019) for insight into the notion of encouragement in different contexts.

During this part of the present thesis, studies related to verbal or non-verbal encouragement have been reviewed to depict the impact of tutor-related encouragement on students' WTC in English. Lately, numerous empirical studies have been conducted regarding verbal encouragement used in class to trigger pupils to speak. A teacher can forward a setting conducive to communication by encouraging students' interactions with one another. According to Fallah (2014),

this environment forwards conversations indirectly related to learning, but it is essential for enhancing communication about learning.

A study by Mu et al. (2021) highlights that teachers, parents and counsellors should consider the needs of students at school for academically struggling students. The scholars designed the Academic Encouragement Scale (AES), which consists of two sub-scales, challenge-focused and potential-focused. Encouragement in an academic context demonstrated positive associations with hope, social connectedness, academic self-efficacy, and academic achievement. The inferential results from this study can be that encouraging students is beneficial for educational purposes, and teachers may consider the notion. Houser and Hosek (2018) maintain that adverse academic outcomes are mitigated in schools while positive outcomes are encouraged.

Pishghadam et al. (2021) investigated whether teacher stroke, a positive behaviour, could forecasting the success of teachers by analysing the influence or intervention of students' motivation. The researchers surveyed 437 Iranian university EFL students and found that positive stroke was positively correlated with instructor profession, but it did not directly correlate with or signify success. Instead, it was a positive indicator of success when mediated by active motivation. Additionally, teacher success demonstrated a positive correlation with both active and passive motivation when examined individually. The study also found that stroke, mediated by functional stimulation, was a better indicator of teacher success for female participants. Overall, the findings imply that positive teacher interpersonal communication enhances students' motivation for learning a foreign language, resulting in higher beliefs of English instructors' expert success. Similarly, Shirzadeh and Jajarmi’s (2023) study shows a substantial correlation between teacher stroke and WTC. The results of earlier studies (as cited in Shirzadeh and Jajarmi's study, 2023; Pishghadam et al., 2019; and Rajabnejad et al., 2017), which found a positive connection between stroke and WTC, are similar.

Related research by Alcott (2017) seeks to expand policy discussions on how teachers might affect university access in England. He considered teachers' encouragement to motivate students rather than only considering their job as instructors of course material. He did this by estimating the effect of practitioner

support on students' persistence in education past the required high school years, first to optional, upper level high school courses, and then to collage. According to the article, the findings have important policy implications, primarily as teacher encouragement significantly influences those students who are more likely to be on the verge of attending university. The scholar informs his study that additional investigation is warranted to measure the effect of teacher encouragement on variable educational settings.

For example, a study by Guéguen et al. (2015) indicates that verbal encouragement and reinforcement improve task performance. However, most verbal encouragement is provided multiple times during duties, frequently based on individual characteristics. The study taught children between 3 and 5 to illustrate an unprecedented image. In the verbal encouragement condition, a significant majority of the children correctly responded, compared to a relatively small percentage in the control condition. In a second study, 8- to 9-year-olds were instructed to alphabetically arrange the names of seven well-known fruits. Most of the children succeeded in the verbal encouragement condition compared to the control condition, which comprised forty-seven per cent of all the participants. The scholars discuss the significance of verbal reinforcement for educators. They express in their study the importance of verbal reinforcement by saying, "I am sure you will succeed" in their paper. Similarly, a study was conducted at a small liberal arts university by Furlich (2016) to investigate the correlation between instructor communication behaviours and student motivation to learn. The study focused on the relationship between teacher non-spoken closeness, spoken proximity behaviours, and pupil enthusiasm to learn. The findings revealed that only practitioner spoken proximity behaviours exhibited a pivotal linear regression relationship with learner desire to learn.

Another study by Superstein (1994) examined adolescents' opinions on their schooling and the impact of encouragement and discouragement on their learning atmosphere. 380 Grade 7-11 students were divided into groups and asked about their favourite aspects of school and areas they felt needed improvement. The results indicated that teacher competence, attitudes, and extracurricular activities were considered encouraging factors, while poor attitudes and low competence

were discouraging. The students strongly desired a disciplined learning environment and teachers to attend the educational process actively. They also demanded more activities, competent teachers, and more free time. Educators should take these viewpoints into account if their aim is to establish a positive and efficient learning environment for their students.

Teachers employ different strategies to support high school students for academic purposes. Encouraging specifically the students who hesitate or stay silent about what to do for the next step is one of the duties of teachers. When mentioning the present situation of EFL learners, triggering them to be involved in speaking activities is pivotal. In this connection, Young's (1991) language students discovered that instructors with a sense of humour, friendliness, relaxation, forbearance, comfort, and encouragement of participation reduced apprehension in foreign language classes. He suggests that current communicative approaches view the instructor as a facilitator, providing students with input and authentic language communication opportunities. Teachers should consider the significance of their daily classroom conduct to promote enough information and be acceptable facilitators. The majority of students view their instructor as a role model. Teachers must be ardent, upbeat, and genuine to motivate their pupils to learn English. (Brophy, 2004, p. 28). Rather than incessantly criticising or correcting their pupils, demonstrate that teachers care about them and are there to help them master English. Students believe in teachers who are approachable, compassionate, and reliable (Ebata, 2008). They are to always come to class well-prepared and be willing to answer students' queries. Since all teaching contexts are unique, teachers must adapt their methods to the requirements of their students and the specific teaching environment.

2.3.1. Teacher Immediacy and Credibility

Teachers are vital for creating optimal learning environments Richmond (2002). It has been stated that interactions with instructors provide the single most significant chance for pupils to internalize their desires for education Csikszentmihalyi and McCormack (1986). There are various ways to demonstrate a teacher's proximity and trustworthiness with pupils, such as exhibiting care for

their needs and feelings, being dependable, displaying compassion and attention, or taking pleasure in their interactions Assor et al. (2002).

As per Christophel and Gorham (1995), instructor warmth encompasses both unspoken and spoken manners designed to diminish the spatial or emotional separation between individuals between instructors and learners. Educators play a key role in enhancing learners' confidence in interaction by stimulating a supportive environment and providing constructive verbal or nonverbal feedback. Alhassan and Odame (2014) and Gershenson (2016) found that instructors' communication styles and teaching effectiveness can affect students' class attendance or truancy. In this regard, Pishghadam et al. (2019) identified three key teacher characteristics that influence students' language learning motivation and communication: teacher stroke, credibility, and success. In addition, teachers serve as communication role models by demonstrating excellent speaking and listening skills, specifically in natively prepared contexts Alptekin (1984), incorporating interactive activities, and providing authentic communication tasks. Teachers should corroborate their methods, materials, and topics with the interests and objectives of their students to present an engaging and motivating learning environment. A positive relationship between teacher and student based on trust, respect, and rapport can significantly impact students' L2WTC.

2.3.1.1. The effect of verbal immediacy on L2WTC

Verbal immediacy is a communication style that promotes warmth, engagement, and effective interpersonal interactions. It enhances communication quality and contributes to connection and involvement with listeners. Positive interactions and the development of connection, trust, and rapport are fostered by nonverbal immediacy behaviours, which enhance verbal communication. A joke in the name of inviting a student is practical to help him start speaking. Spoken proximity behaviours encompass expressions of commendation, personal disclosure, humour, and the sustained exploration of subjects initiated by students, conversing with students, posing queries that stimulate them to communicate and request various points of view, and encouraging communication via any channel Frymier (1993). While helping students participate in communication individually, teachers can utilise verbal persuasion, sometimes called social influence. It is

persuading someone through words about what they believe to be true about another person's talents or limitations (Bandura, 1997).

Recently, teacher immediacy and credibility in impacting L2WTC have attracted significant interest from researchers. For example, one from Iran, including a cohort comprising 256 English as EFL students originating from three distinct private language institutes located in Mashhad, Khorasan-e-Razavi, participated in Sheybani's (2019) study. The participants were arbitrarily selected and volunteered to take the WTC and Immediacy questionnaires as part of the study. Analysing the relationships between learners' WTC and their instructors' closeness attributes using the Pearson correlation coefficient and structural equation modelling verbal and nonverbal immediacy predicted all subscales of WTC, with verbal immediacy correlating most strongly with L2WTC. Supporting this investigation, the study findings from Pishghadam et al. (2017) show that greater educator credibility can result in higher achievement scores. Teacher credibility refers to learners' beliefs of how dependable, credible, or plausible their instructor is Teven and McCroskey (1997).

2.3.1.2. The effect of nonverbal immediacy on L2WTC

Mehrabian (1971) emphasised the effectiveness of nonverbal immediacy behaviours based on reinforcement. These behaviours can encourage students to become more motivated, attentive, and involved in class. Scholars have researched the association amid instructor nonverbal proximity and students' cognitive, affective, motivation, self-actualisation, self-esteem, WTC, and engagement (Gholamrezaee & Ghanizadeh, 2018; Hsu, 2010; Sheybani, 2019; Violanti et al., 2018; York, 2013). Since the early 1970s, researchers have examined the association involving the non-spoken speaking of teachers and student learning (Andersen, 1979; Mackay, 2006; Plax et al., 1986; Richmond et al., 1987; Richmond, 1990).

These indicators contribute to effective and immediate communication when used appropriately. Furthermore, Fallah's (2014) study demonstrated that timidity and teacher immediacy could indirectly influence L2WTC by mediating self-confidence and motivation. Similarly, Alrabai (2022) expressed that teacher immediacy indirectly affected learners' WTC in their L2WTC through its impact

on their communication confidence. Alrabai (2022) conducted that research with 214 females and 198 males between the ages of 19 and 38. Using an online questionnaire, learners filled out a different, translated Arabic type of the questionnaire. Information was collected and examined through the application of statistical summary, validation of latent constructs, examination of inter-variable relationships, and consecutive mediation analysis utilizing the bootstrapping technique techniques to describe and validate direct and indirect model paths. Considering this argument, it can be suggested that when students view themselves as proficient in the English language communication, teachers' nonverbal immediacy can influence their willingness to participate in L2WTC.

York's (2014) research emphasises the importance of nonverbal communication in the classroom because it positively influences student learning. The study investigates the historical discourse of educators' non-spoken interaction, the connection between learners' beliefs of learning and standardised measures of student learning, and students' perceptions of teacher credibility. York's (2014) study suggests that instructors' nonverbal communication contributes to their student's academic success. The scholar proposed this study for educational administrators, university faculty, and primary-to-secondary school educators, and officials in charge of professional development with valuable insights for improving their teaching practices. In this regard, the same proposals are intended by the researcher. Regarding this argument, communication affects students' academic achievements in L2 learning. The study's results by Wang, Tseng, Chen, and Cheng (2020) showed that learners' perspectives on group interaction and engagement with the teacher in the name of timidity significantly predict L2WTC and in-class interaction in L2. Constructing a positive relationship with teachers and students in the classroom inevitably provokes students' curiosity for further language learning. Thus, teachers' responsibility in encouraging students to be involved in a conversation should be considered structurally.

According to Zarrinabadi (2014), some factors related to teachers' verbal and nonverbal behaviours potentially trigger WTC in L2. Accordingly, the flow of speaking continues in the name of learning. He carried out a qualitative method employing a targeted essay methodology to investigate the impact of practitioners

on learners' L2WTC. According to him, educators' pause duration and correction of errors, topic selection, and assistance can affect learners' WTC in language courses. Teachers provide learners with specific and helpful feedback that focuses on their language-use strengths, progress, and endeavours. Positive reinforcement and acknowledging learners' contributions can increase their self-confidence and motivation to continue communicating. In addition, Pawlak and Mystkowska-Wiertelak (2015) examined variations in students' tendency to communicate during a discussion activity. They deduced that the WTC in L2 is dynamic, influenced by factors such as the subject matter, preparation time, collaborative efforts, familiarity with conversation partners, the chance to articulate one's thoughts, proficiency in essential vocabulary, and individual variables.

According to Wen and Clément (2003), instructor support substantially affects learners' WTC, affecting their capacity to communicate in one situation and their reluctance to speak in another. Teachers provide comprehensive support in the classroom to empower students, enhance learning experiences, and maintain academic and personal development. Such a classroom setting fosters an environment conducive to learning, enabling students to thrive and realize their maximum potential. Since the classroom is a social environment, lectures are to be organised in this line; social support from an instructor mitigates anxiety and positively impacts students' WTC, as Kang (2005) noted.

Derakhshan (2021) investigated the impact of nonverbal immediacy and credibility of Persian language instructors on academic engagement among Turkman students. A sample of 503 pupils from various educational levels in the province of Golestan was included, with 282 females and 221 males aged 12 to 18 years old. The Nonverbal Immediacy Scale (NIS), Source Credibility Scale (SCS), and Utrecht Work Engagement Scale for Students (UWES-S) were used to analyse the data. The Pearson correlation coefficient tests revealed significant positive correlations between the nonverbal immediacy, credibility, and academic engagement of Persian language instructors and Turkman students. The results of structural equation modelling (SEM) confirmed the findings, suggesting that the credibility and nonverbal immediacy of their Persian language instructors can substantially increase the academic engagement of Turkmen students.

In their investigation, Xie and Derakhshan (2021) presented seven examples of favourable instructor social communication behaviours (see Figure 2.2), including teacher nurturing, lucidity, trustworthiness, connection with students, positive feedback, immediacy, and affirmation, the authors delineated their positive correlation with academic achievements. These encompass motivation, learning, engagement, participation, class attendance, WTC, performance, and overall success among students. Afterwards, in their study, the experts emphasize the crucial significance of teachers' connections and communication in learning a foreign or second language. McIntyre et al. (2020), as referenced in Xie and Derakhshan's (2021) study, affirm that teachers exert a substantial influence... in every instance of classroom learning and that In-the-moment actions of teachers construct a constantly changing perception of the instructor (p. 1).

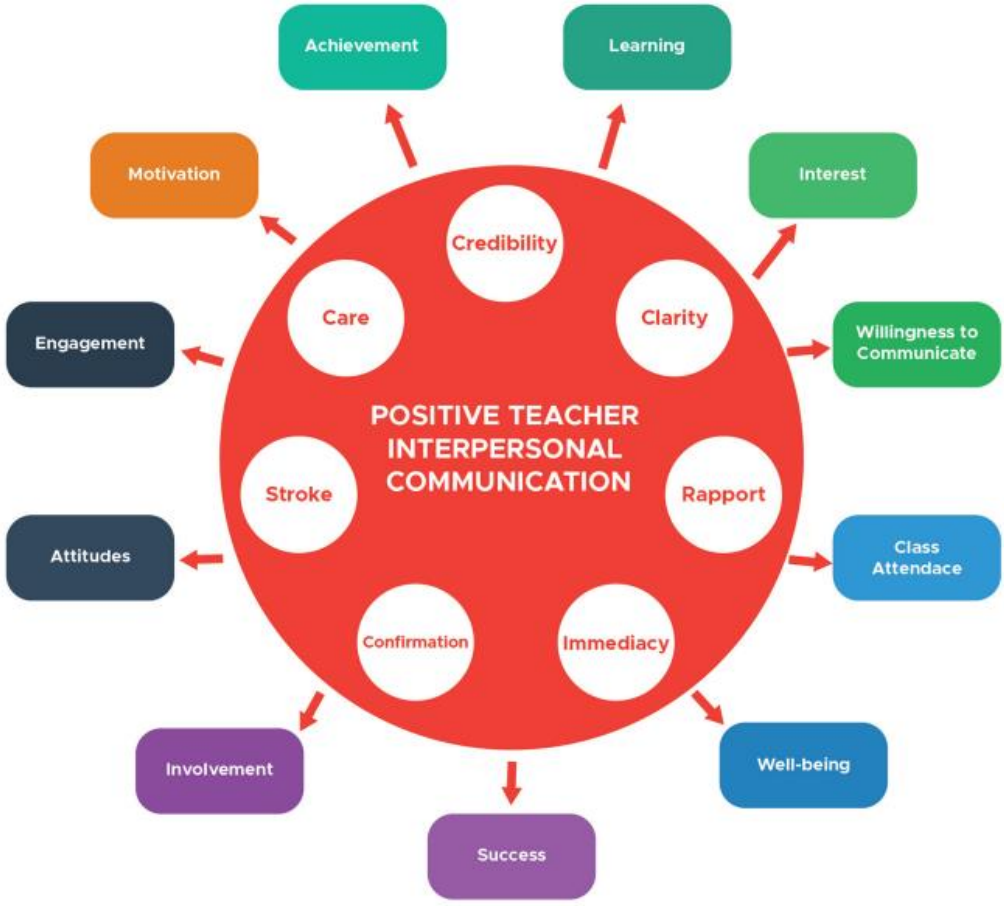


Figure 2.2. The visual depiction illustrates the impact of positive teacher interpersonal communication behaviours on favourable student-related academic outcomes as proposed by (Xie and Derakhshan 2021, p. 5).

Many scholars' studies indicated that verbal and nonverbal proximity and teacher trustworthiness help students become motivated and willing to initiate communication (Stilwell, 2018; Megawati & Hartono, 2020; Hussain et al., 2021). On the other hand, according to McCroskey et al. (1986), a potential drawback of closeness is that it might trigger the anxiety level of a highly anxious person due to the perception of high proximity. This hypothesis can be counted on for classroom practises such as motivational strategies like teacher eagerness (the same as teacher immediacy conceptually) that cannot be efficient if there is student apprehension. These hypotheses and speculations propose that pupil interaction apprehension may interact with teacher proximity in such a way that teacher immediacy would positively affect students with mild to moderate anxiety but negatively affect students with high apprehension. Considering the tactics needed for such situations is vital for English language teachers because communicating determines interpersonal relationships. According to McCroskey and Richmond (1990), most relationships would vanish without talk.

Teachers should utilise verbal and nonverbal strategies to nourish communication in the classroom. According to Richmond and McCroskey (2000), teacher immediacy was viewed as fostering learners' affinity, affection, and control over them. Herein, students must feel free to speak, as they need a clean, secure, and relaxing environment to start communicating. (Mehrabian, 1981, p. 22; Cao, 2011).

2.4. Relevant Research on Language Learning Motivation, Shyness, Self-Efficacy, and Anxiety

2.4.1. Language Learning Motivation

According to Gardner (1985), motivation is a mixture of endeavour, aspiration to accomplish the aim of acquiring the language, and positive perspectives toward learning the language (p. 10). As stressed by Peng (2007), motivation is a powerful indicator of language learning, and teachers should motivate students to create L2WTC. Any sign from the instructor has the possibility to boost students to be involved in communication; therefore, a healthy talking atmosphere for motivation is peculiar to teachers in the classroom. Different

contexts may have other factors, so exploring these factors thoroughly is of great importance Aydın (2017).

MacIntyre and Charos (1996), showing some particular determinants of L2WTC, developed a path (see Figure 2.3) adapted from the socio-educational model by Gardner (1985) to research the relations among attitudes, motivation, perceived competence, and apprehension to examine their impact on language communication and to investigate the influence of overarching personality characteristics. Gardner's socio-educational framework emphasises the significance of social and educational factors, attitudes, motivation, and the learning environment in second language acquisition. MacIntyre and Charos's research in 1996 demonstrated unequivocally that integration, instrumental orientation, attitudes, classroom environment, native-speaker contact, and language policies have a significant impact on motivation and communication in language learning contexts. Furthermore, their study showed that these factors are equally relevant in second-language contexts. By taking these factors into consideration, we can confidently assert that language learning outcomes can be significantly improved, leading to more effective communication. However, additional research was required to disclose the complexity of communication willingness and its impact on language use.

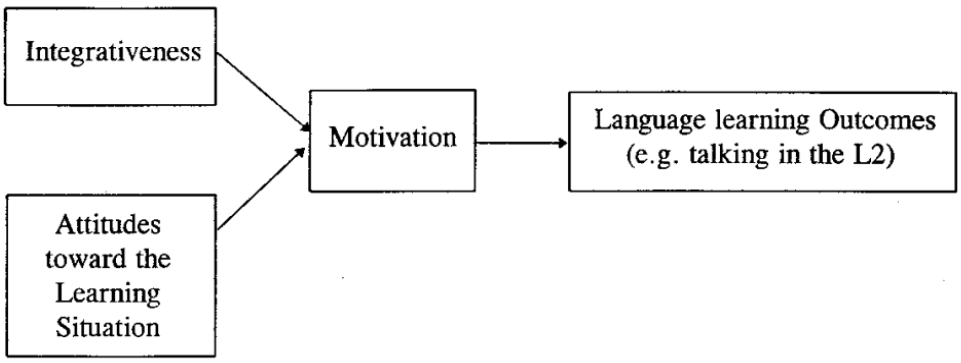


Figure 2.3. MacIntyre & Charos' (1996) model of L2 WTC adapted from Gardner's Socio-educational model.

As a predictor in MacIntyre and Charos's (1996) model path, integrativeness enables individuals to present complex ideas comprehensively and understandably by incorporating diverse information and perspectives. It helps speakers organise

their thoughts, articulate ideas coherently, and critically analyse evidence to suggest a balanced view. This approach promotes critical thinking and engages the audience in thoughtful discussions. Thus, communicating with other communities becomes eligible when learners consider integrativeness.

Attitudes towards the learning circumstance, which is also defined as another predictor in MacIntyre and Charos' (1996) model path, refer to individuals' thoughts, emotions, and beliefs regarding the learning process and the surrounding environment. These attitudes can have a substantial effect on one's motivation, engagement, and learning outcomes as a whole. The perceived significance of learning can affect attitudes towards the learning situation. Individuals are more likely to approach the learning situation positively and actively participate in the learning process if they recognise and appreciate the importance of acquiring knowledge and skills. Both inclusiveness and perspectives towards the learning circumstance contribute to the learners' motivation level for WTC MacIntyre and Charos (1996). Peng and Woodrow (2010) investigated how motivation affected WTC via confidence. They found that motivation is a strong determinant of language learning and, thus, L2WTC. This circumstance consequently impacts language development.

The findings demonstrated by Ortega et al. (2022) that intrinsic and instrumental motivation elements are fundamental for students learning languages. In this regard, English is viewed as a tool for successfully helping university students to complete various academic assignments. In addition, students will inevitably be motivated to participate in speaking activities if adequately supported by the teachers. The tasks play an indispensable role in triggering students. Teachers have the responsibility to prepare students for engagement in speaking activities.

In another study, Sharon (2019) indicated that the learners are less interested in tasks. Though some students find stories enjoyable and participate enthusiastically in activities in class, some find them boring and are unwilling to participate. The findings in the study showed that grouping students to communicate on a particular topic is quite fruitful and enhances students' motivation to speak English and become self-confident for further studies. This

study appeals to the present researcher to stress that teachers should take responsibility for choosing suitable tasks to create a charming communication atmosphere. For example, selecting a fruitful story for the lecture can be an option. Utilising local cultural content is advantageous for enhancing the skills such as reading, speaking, writing, and listening among students (Rahman, 2019; Nambiar et al., 2020). Given the inevitability of addressing cultural norms, values, and practices when teaching a new language (Demiryürek & Bada, 2023), teachers should help learners become familiar with unfamiliar topics to initiate better speaking.

Wongsa and Son (2020) discovered that drama-based learning activities and Facebook could facilitate EFL classroom language learning. The researchers utilised questionnaires, observations, interviews, and English-language tests. The outcomes demonstrated that these activities enhanced students' speaking skills, motivation, and positive attitudes towards English learning. They provided a flexible, interactive learning environment encouraging peer and teacher interaction. Students shared videos and snippets as speaking activities, which further motivated them. According to a supporting study by Çakır (2006), in terms of technology usage in the classroom, utilising video is constructive for foreign language teachers in stimulating and facilitating the target language due to the growing emphasis on communicative tactics.

Khodarahmi and Nia’s (2014) research revealed that the discipline strategies employed by instructors significantly affected students' WTC, either by encouraging them to engage more actively in classroom communication or by discouraging them from communicating with the instructor or other students.

Hashimoto (2002) investigated the impacts of WTC and motivation on actual L2 usage with Japanese ESL students. His hypothesised structural equation model, based on the socio-educational and WTC models, depicted that motivation and WTC could determine the frequency of classroom communication. The same as the previous research, language apprehension and perceived competence are significantly associated with WTC. However, in contrast to Macintyre and Chaos's (1996) study, motivation was mainly associated with WTC.

2.4.2. Shyness

Extremely reticent individuals could lose opportunities to establish intimate relationships with peers of the opposite gender or to meet individuals with similar interests Caspi et al. (1988). They might lose the chance to speak with their professors and teachers at school (Friedman,1980). In this sense, shyness can significantly affect one's L2WTC. Actually, WTC refers to an individual's motivation and eagerness to partake in second-language communication. In contrast, shyness involves feelings of self-consciousness, anxiety, and avoidance of social interactions. When these characteristics manifest in L2 communication, they can inhibit a person's propensity to engage in speech activities and impede language learning progress.

By addressing the obstacles posed by a lack of confidence and fostering a supportive environment, educators and language learners can work together to increase learners' L2 WTC and facilitate more efficient language practice. Shyness can be caused both by personality or cultural properties. In culturally based situations, teachers with well-prepared, culturally rich materials speaking in the class can be willing to say something.

2.4.3. Self-Efficacy

Self-efficacy, as conceptualized by Albert Bandura (1997), refers to one's belief in their own capabilities to successfully organize and execute the necessary actions to accomplish specific tasks or achieve desired goals within a given context. It involves the confidence one has in their ability to effectively navigate challenges, overcome obstacles, and produce desired outcomes through personal effort and problem-solving. Self-efficacy is an important part of social cognitive theory, influencing motivation, behaviour, and the perseverance to attain mastery in various domains of life (Bandura,1977, p.194) explains that efficacy expectations determine the amount of effort people exert and their persistence in the face of adversity, so people's attempts will be more active if they perceive themselves as more competent. Bandura's emphasis on perceived self-efficacy demonstrates that it might impact learners' eagerness to do something, which may also be true for their WTC in the target language, Saka and Merç (2021).

Self-efficacy substantially affects L2 WTC. Self-efficacy beliefs influence the motivation, self-assurance, and persistence of L2 learners in communication situations. Language learners might engage in and persevere with L2 communication tasks when they have high self-efficacy. By developing learners' self-efficacy beliefs in L2 communication, educators can assist students in overcoming obstacles, bolstering their confidence, and cultivating a positive attitude towards utilising and enhancing their language skills.

2.4.4. Anxiety

MacIntyre and Gardner (1994) expresses anxiety in a foreign language as the feeling of tension and avoidance associated with L2 contexts, such as speaking, listening, and learning, or the worry and negative emotional reaction arousal when learning or using a second or foreign language. In this vein, anxiety can result in the dread of negative evaluations from others, causing language learners to fear being judged, criticised, or mocked for their language skills. This dread can be especially pertinent in L2 communication contexts where learners may feel insecure about their pronunciation, grammar, or vocabulary use. The dread of negative evaluation can substantially impact a person's propensity to speak up or engage in conversations.

Many scientific papers have shown the influence of anxiety on speaking a L2. For example, a spectacular study by Arslantaş and Tokel (2018) at Middle East Technical University was conducted, and the participants were preparatory students speaking L2. They examined the level of the students in terms of anxiety, motivation, and self-confidence in an online setting. As a result, they found that students were pretty pleased with speaking English by using task-based activities. Students were made to speak in a 3D virtual world. The effect of the digital world was also examined, and students felt relaxed while speaking within that setting owing to some advantageous situations peculiar to online communication. Similarly, in order to investigate the connection between the L2 motivational self-system, L2 anxiety, and L2 WTC, the study by Yıldız (2023) tested a mediating model using SEM. It accounted for the mediating role of L2 anxiety and considered the particular experiences of EFL students in the age of globalisation. The findings demonstrated that the ideal L2 self and L2 learning experience, two subcomponents

of the L2 motivating self-system, were effective predictors of L2 WTC. The more motivated L2 learners are by their expectations of themselves, the more anxious they are about learning English. L2 anxiety prevented the L2 motivational self-system from having a direct beneficial impact on L2 WTC, which led to a drop in L2 WTC. The study provides further research directions and educational consequences.

Teachers' role in creating a relaxed atmosphere is essential. According to the findings from Çelik et al. (2013), a proficient language instructor adeptly diminishes student anxiety through effective classroom management, underscoring the belief that fostering a conducive learning environment and treating students with warmth and kindness are pivotal components (Yılmaz, 2011; as cited in (Çelik et al., 2013, p. 294) are thought as essential properties for an effective foreign language teacher. These studies investigated students' perceptions regarding how an effective teacher should be. The effect of teacher support on students' L2 WTC can be inferred from the study's results.

To improve language performance in any of the four skills, Nitko (2001) stresses that instructors must be conscious of language learning anxiety, which conversely affects students' performances Supon, (2004) since the presence of anxiety makes language learning harder. Similarly, Horwitz et al. (1986) assert that L2 anxiety hinders the communicative competence development of students.

Using quantitative studies on L2WTC, 547 non-English primary Chinese university students aged 14–21 were interviewed by Liu and Jackson (2008) to investigate the relationship between anxiety and UWTC and self-rated English proficiency. According to their study, WTC correlated with FL anxiety and self-rated proficiency.

Donovan and MacIntyre (2004) found that age and gender affect how much communication anxiety and self-perceived competence predict WTC. Communication anxiety strongly predicts WTC in women in all three age cohorts. However, in all three age categories, self-perceived competence among males becomes a strong predictor of WTC. Furthermore, enjoyment was indicated by Khajavy et al. (2018) as a crucial variety of effecting (WTC) in the classroom. Extending enjoyment to the context of L2 learning, Lee (2020) characterized L2

enjoyment as the delightful sensation language learners encounter when acquiring or comprehending something new about L2. Boudreau et al. (2018) posited that the enjoyment language learners derive from classroom contexts catalyses sustained engagement in the learning process. Li (2020) conducted research that indicates learners who experience pleasure in acquiring a second or foreign language tend to achieve more favourable outcomes. This finding highlights the importance of enjoyment in the language learning process. It is reasonable to infer that learners who find the process enjoyable are more likely to engage with the material, leading to greater proficiency.

By addressing anxiety and creating a supportive environment, educators can assist students in overcoming their apprehensions, boosting their self-assurance, and increasing their L2 WTC. Teachers should progressively expose students to increasingly complex speaking tasks, ensuring they have the support and scaffolding to manage anxiety effectively.

2.6. Conclusion

In conclusion, the present literature review highlights the importance of affective factors, such as anxiety, self-efficacy, and motivation, as well as contextual factors, such as classroom environment and cultural norms, in shaping learners' WTC in L2. Further research is needed to explore these factors and develop effective instructional strategies to enhance learners' L2 communication skills in formal settings. This review underscores the need for a holistic approach to language teaching that considers affective teacher-related factors that can impact learners' communication abilities. There have been many types of research regarding the notion of L2 WTC; however, very few studies studied the effect of teacher encouragement from state high school students’ eyes regarding what teacher-related tactics foster student communication in the classroom. Furthermore, the research methodology and context of the present work are worth evaluating. The research was conducted with mixed method methodology in a public high school in Van in the eastern part of Türkiye.

3. RESEARCH METHODOLOGY

3.1. Research Procedure

This chapter presents a thorough and detailed account of the study's methodology. Clear criteria were established to delineate the research scope and ensure methodological consistency. The formulation of research questions was imperative to address specific issues. The research paradigm was then meticulously selected, and the study's research design was elucidated. Moreover, the characteristics of participants and the research environment were thoroughly delineated. The final sections of this chapter provide a thorough analysis of various data collection methods and tools. The chapter culminates in discussing the study's trustworthiness and ethical considerations.

3.1.1. The Pilot Study

The pilot study was a vital preliminary phase, with the objective to assess whether a particular task is achievable and impactful for the research design and data collection instruments. It involved a small representative sample from the target population to identify and address potential issues in the methodology. The feedback from participants contributed to refining the survey questions for clarity and relevance. Additionally, the pilot study helped assess the time required for data collection and identify logistical challenges. Though not generalizable, the findings strengthened the research design for the subsequent phases of the study. After selecting five participants who were not part of the main study through convenient sampling, pilot study was administered. The participants expressed that they found the survey questions understandable and did not encounter any time-related issues. Consequently, it was concluded that no modifications were required for the survey and interview questions. With this confirmation, the study proceeded to the main phase.

3.2. Research Paradigm

The research framework for the present study encompasses the fundamental principles and beliefs that guide this investigation. As Kuhn (1970) and Creswell (2007) defined, a research paradigm represents a shared set of beliefs and agreements among scientists regarding how research problems should be

understood and addressed. In the context of this research, the paradigm selected is integral to understanding the dynamics of teacher encouragement and its influence on the willingness of Turkish high school EFL learners to engage in L2 communication.

This study acknowledges the diversity and distinct natures of research designs and paradigms, as emphasized by Chilisa and Kawulich (2012). It recognizes that there is no one-size-fits-all paradigm for research, and researchers must choose their paradigms in alignment with their investigations' specific nature and objectives. In this case, the choice of research paradigm is inherently tied to the nature of language learning, classroom dynamics, and the position of teacher encouragement within Turkish high school EFL contexts.

Teacher encouragement plays a key function in language acquisition and language learning motivation. The paradigm selected for this research is rooted in constructivist and social-constructivist principles, emphasizing the significance of social interactions, teacher-student relationships, and motivational factors. The chosen paradigm guides the research process by selecting research methods, data collection techniques, and data analysis tools.

Furthermore, the selection of this research paradigm is driven by the recognition that teacher encouragement can significantly impact a learner's WTC in L2. By employing a constructivist paradigm, the study intends to investigate how teacher encouragement practices influence EFL learners' motivation, self-efficacy, and overall willingness to engage in L2 communication.

The subsequent section of this thesis will provide an in-depth exploration of the research design and methodologies chosen to investigate the effect of teacher encouragement on Turkish high school EFL learners' L2WTC, highlighting the alignment between the research paradigm and the study's objectives.

3.3. Research Design

This study aimed to identify the impact of teacher encouragement on their L2WTC and to analyse the extent of their L2 WTC and teacher encouragement. To explore these objectives, a combination of research techniques was utilized using a mixed methods approach. The research design was developed to explore and provide answers to the questions posed in the study (Creswell & Poth, 2016). The

researcher employed qualitative research since the meanings individuals generate to engage in their social lives is how qualitative research describes the essence of human experience (Hatch, 2002, p. 9). To better understand how teachers and students interact in certain circumstances, qualitative researchers work to hear the voice and see the perspective of learners.

In the scope of this thesis, the present researcher, along with his supervisor, decided to administer surveys in the Turkish language among the relevant Turkish high school students. This choice stemmed from the aim of facilitating students' ease and accuracy in providing responses, and, consequently, I opted not to exclusively present survey questions in the English language. The surveys were conducted under the respective titles of Willingness to Communicate (WTC) and What Is Happening in This Class (WIHIC) in English. This decision was driven by the intention to enhance students' active participation in surveys and facilitate their comfort in responding to questions. In this context, the language preference of the surveys was intended to augment the interaction of the study with Turkish high school students and enhance its overall validity.

Furthermore, statistical analytic techniques and numerical data were used in quantitative research to examine the relationship between variables and provide generalisable findings from an extensive dataset (Dörnyei, 2007; Paltridge & Phakiti, 2015).In addition, by employing a mixed methods design, the present researcher captured both the broader quantitative relationship between teacher encouragement and L2 WTC and the nuanced qualitative insights into the specific aspects and mechanisms of teacher encouragement that impact learners' WTC in L2. The present study triangulated the comprehensive findings by using a mixed method strategy, combining two or more data-gathering methods whose validity and reliability issues are balanced. In this research, a comprehensive approach was taken to collect data by administering the WTC and WIHIC scales together, followed by a semi-structured interview. Having been filled in by the students through google form format, the findings obtained from these research instruments were then thoroughly compared and discussed to provide a robust analysis. It is worth noting that this approach was carefully designed to ensure that the results are reliable and valid, and to minimize any potential biases that may arise during data

collection. Overall, the findings obtained from this study are expected to make a significant contribution to the existing literature on the topic. The present researcher is interested in understanding how teacher encouragement affects L2 learners' WTC; thus, the convergent parallel design was considered much more appropriate for the current investigation to compare the data collected from different instruments.

In a convergent parallel methods approach, quantitative and qualitative data are gathered, combined, and used to comprehend a study topic (Creswell, 2012). The convergent parallel design represents a unified research methodology wherein data of both numerical and descriptive nature are gathered and analyzed independently during a singular phase. The quantitative and qualitative data analysis is compared to determine if the data confirm or disconfirm each other (Creswell & Plano-Clark, 2011).

Quantitative Data Collection and Analysis **+** **→** **Qualitative Data Collection and Analysis**	**Compare or relate → Interpretation.**

Figure 3.1. Convergent Parallel Design (Creswell, 2012, s. 541)

3.4. Research Questions

As previously stated, the purpose of this study is to assess the impact of teacher encouragement on the academic performance of EFL learners in a specific subject area, identified as L2WTC. To achieve this aim, we have formulated research questions that will be addressed based on the data collected. Through this investigation, we aim to provide insights into the potential benefits of teacher encouragement and its effect on EFL learners' academic performance. Our findings will contribute to the existing body of research on EFL teaching practices and may help inform the development of evidence-based teaching methods that promote positive learning outcomes.

1. How does teacher encouragement impact EFL learners' willingness to communicate (WTC)?
2. How do L2 learners perceive and experience teacher encouragement in the context of their willingness to communicate?
3. What aspects and mechanisms of teacher encouragement influence L2 learners' willingness to communicate during English language classes?

3.5. Context and Participants

This research was conducted at a state high school in Van within the 2023-2024 education year. This educational institution is built upon middle school or imam-hatip middle school education. They admit students based on address information, and it provides education for four years. The institution's primary objective is to arrange students for higher education programs based on their interests, abilities, and proficiencies (http://ogm.meb.gov). Van, the hometown of the research site, is one of the metropolis cities of Türkiye in the eastern part.

Twenty high school students in 12th grade and twenty in 11th grade from a state high school participated in this investigation. These students were accepted to be at levels B1 and B2, per the (CEFR). Participants were chosen considering a convenience sampling method design from the age group of 15 to 18, encompassing male and female students at the specified CEFR levels. The students were not selected according to their genders or identities, as the main point of the present study was to see the effect of teacher encouragement on Turkish state high school students' L2WTC regardless of their gender.

3.6. Instrumentation

The WTC scale by McCroskey (1992), the WIHIC Questionnaire by Fraser (1996) and structured and semi-structured interviews were used to collect data.

3.6.1.WTC Scale

In the context of communication, including public speaking, participating in meetings, engaging in group discussions, and having interpersonal conversations, the readiness of Turkish high school students to communicate in English was assessed. The assessment utilised a set of twelve items based on McCroskey's (1992) dialogues among individuals and in group settings, considering various

types of receivers, such as strangers, acquaintances, and friends. Respondents were asked to indicate the percentage of time, indicating the extent to which they would be comfortable communicating in each of these situations; respondents were asked to provide a percentage value, with options ranging from 0% to 100%. The scale demonstrated strong reliability with a Cronbach's alpha coefficient of 0.94, signifying high internal consistency.

The Turkish-translated version of the scale was employed in this study, and its translation was conducted by Çetinkaya (2005) for use in her dissertation. The translation process utilised the back-translation method to ensure accuracy. The Cronbach Alpha of the scholar's adapted version was 0.88.

3.6.2. WIHIC Questionnaire

What is Happening in This Classroom (WIHIC) questionnaire by Fraser et.al. (1996) was adopted and delivered simultaneously with the WTC Scale by McCroskey (1992) in order to understand the effect of teacher encouragement on state high school EFL learners' L2WTC and, later, to determine the relationship between teacher encouragement and WTC in English. The reason for applying this questionnaire is mainly to investigate the relationships between teachers and students (as cited in Telli et al.'s (2006) study, Dorman 2003). The instrument was first created by Fraser et al. (1996) and consisted of seven subscales. The original 90-item nine-scale version was refined through statistical analysis and extensive interviews of junior high school science students (Fraser et al., 1996). Only 54 items in seven scales survived, but the set was expanded to 80 items in eight for field testing Huang et al. (1998). The WIHIC's ultimate version incorporates seven eight-item scales, which have been successfully used among 2310 high school students in Singapore (Chionh & Fraser ,1998). These subscales are student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation and equity, which constitute essential teacher-student interaction factors.

Telli, Çakıroglu, and den Brok (2006) ensured the validity and reliability of the instrument in the Turkish setting by employing a back translation approach. The majority of studies that have used the WIHIC have offered data on both validity and reliability. According to the study by den Brok, Telli, Çakıroglu, Taconis and Tekkaya (2010), the instrument's scales' dependability (Cronbach's Alpha) is often

above 0.70 at the student level and above 0.85 at the class level. Accordingly, after deciding on the most appropriate questionnaire, the WIHIC questionnaire was implemented by the present researcher to obtain data for the present study after piloting to nine students at the same school.

For the present study, the internal consistency coefficient for the "What is Happening in This Class? (WIHIC)" Scale was Crα = 0.970. The internal consistency coefficient for the student cohesiveness sub-dimension was Crα = 0.848, for the teacher support sub-dimension was Crα = 0.946, for the involvement sub-dimension was Crα = 0.837, for the investigation sub-dimension was Crα = 0.871, for the task orientation sub-dimension was Crα = 0.877, for the cooperation sub-dimension was Crα = 0.902, and for the equity sub-dimension was Crα = 0.929.

3.6.3. Semi-Structured Interviews

Interviews enable individuals to express themselves using their language, understanding, and perception of the surrounding environment (Knott et al., 2022). To obtain in-depth information from the students, face-to-face interviews were conducted to gather data for the study's qualitative component. In addition, the interview guide was created to learn more about the level of the language learners' WTC in English, their competency in English and their perceptions regarding teacher-related encouragement on language learners' L2WTC. Nine students, six of whom were 12th and three of whom were 11th, were selected according to a convenient sample to set the interview section of the present investigation. Soon after completing the quantitative part of the research, the researcher interviewed the students according to the convenient sample, which was recorded with an audio recorder by the researcher himself. After meticulous examination with expert Turkish language teachers in the same school in the field of semi-structured questions, the questions were implemented with students. Each interviewer was engaged in a five-minute interview session in previously arranged classroom where there was not any lecture. As soon as the interviews were completed, they were read several times by the researches. The recorded data were transcribed into texts in Turkish first and subsequently analyzed through content analysis. They were translated into English to be kept as documents by the researcher. Coding was

implemented to diminish data into easily separable sections. Similar codes were put together.

Semi-structured interviews allowed participants to express their thoughts and experiences more freely than structured interviews, thus providing more decadent and nuanced insights (Creswell & Poth, 2016). For students to fully grasp the questions and provide sincerer and detailed answers without dealing with translation, during the main study, interview questions were posed to them in their native language.

3.7. The Trustworthiness of this Study

In this study, a mixed-methods approach was employed to ensure the trustworthiness of our research. Decuir-Gunby (2008) emphasised the importance of trustworthiness in mixed-methods research, highlighting distinct criteria for both qualitative and quantitative components. For qualitative research, we adhered to the criteria of credibility, dependability, transferability, and confirmability, as Patton (2002) outlined. These criteria were addressed by encouraging open participant dialogue, dedicating sufficient time to data collection, and conducting member verification. Additionally, research information presentation and triangulation techniques enhanced confirmability by mitigating potential biases and confirming study findings (Creswell & Miller, 2000). Comprehensive documentation of the study's background, participants, and methodologies further ensured the generalizability of our findings. The present study achieved the validity and dependability required for trustworthiness through these rigorous methods.

3.8. Ethical Issues

Mackey and Gass (2005) emphasise that ethical considerations in research typically revolve around two primary issues. The first issue involves obtaining informed consent from the study’s participants. The second issue is related to obtaining approval from the relevant institutional authority. In this particular study, both of these ethical concerns were meticulously addressed. Before commencing the research, permission was secured from the Hakkari University Rectorate's Scientific Research and Publication Ethics Committee, ensuring that the research adhered to institutional guidelines and ethical standards. The university's approval process thoroughly assessed the research proposal, encompassing its objectives,

methodology, and potential participant implications. As the study involved participants under the age of 18, permission was secured from the participants' parents. after providing them with information about the research, its procedures, and the confidentiality of their responses. Participants were promoted to ask questions and were assured that their participation was entirely voluntary, with the option to withdraw at any point without facing any repercussions. Anonymity was rigorously maintained throughout the research, and the research process was transparently explained from the outset. All data collected were anonymized. By addressing these ethical concerns, the study upheld the rights and well-being of the participants, ensuring that the investigation was conducted in an ethically responsible manner in accordance with Hakkari University's guidelines.

4. FINDINGS AND RESULTS

4.1. Introduction

In this section, the research data collected to address the study's primary research inquiries has been thoroughly examined and presented. The researcher initiates the analysis by delving into the quantitative data, encompassing the findings from the WTC and WIHIC scales, after piloting the section with nine students. These quantitative insights offer tangible perspectives illuminating the students' performance and attitudes.

Subsequently, the focus shifts to comprehensively exploring the qualitative data extracted from semi-structured interviews. This component of the analysis assumes particular importance as it facilitates a deeper and more nuanced comprehension of the individual experiences and interactions of the students. By employing triangulation as the method for the present study, connections between the quantitative and qualitative data were merged and established, enabling a more holistic grasp of the research subject.

To conclude this section, the researcher synthesizes all the amassed data, constructing a coherent and lucid narrative of the outcomes. Subsequent sections will further expound on these findings in the context of the broader research domain, specifically within the framework of the effect of teacher encouragement on Turkish high school EFL learners' L2WTC.

4.2. Quantitative Data Analysis

The presumption of a normal distribution for the variables was examined through skewness and kurtosis coefficients. Since the obtained coefficients fell within the ±2 limits, it was assumed that the data originated from a population with a normal distribution, and the variables were presented with mean and standard deviation values. " The analysis involved the use of an independent samples t-test of differences between two groups, and "One-Way Analysis of Variance (ANOVA)" was utilized for differences among three or more groups. Inter-scale relationships were examined using "Pearson Correlation Analysis," and effects were investigated through "Simple Linear Regression Analysis" and "Multiple Linear Regression Analysis." However, statistically significant relationships could

not be identified between students' levels of involvement, investigation, task orientation, cooperation, and perceptions of equity with their willingness to speak English. Therefore, these sub-dimensions were not included in the regression analysis for predicting the WTC in English.

Statistical analyses were conducted utilizing the IBM SPSS Statistics 22.0 program, with a significance level set at 0.05.

4.2.1. Reliability Analyses of the Scales

The internal consistency coefficient of the WTC Scale used for this study group was calculated as Crα = 0.970. The internal consistency coefficient for the "What is Happening in This Class? (WIHIC)" Scale was Crα = 0.970. The internal consistency coefficient for the student cohesiveness sub-dimension was Crα = 0.848, for the teacher support sub-dimension was Crα = 0.946, for the involvement sub-dimension was Crα = 0.837, for the investigation sub-dimension was Crα = 0.871, for the task orientation sub-dimension was Crα = 0.877, for the cooperation sub-dimension was Crα = 0.902, and for the equity sub-dimension was Crα = 0.929.

The reliability coefficient, where $0.60\alpha \leq 0.80$ indicates a reliable scale and $0.80\alpha \leq 1.00$ indicates a highly reliable scale, indicates that the obtained Crα coefficients demonstrate that the scales used are highly reliable.

The characteristics of the students

Table 4.1. Demographic Characteristics of the Students

		N	%
Age	15 age	9	22,5
	16 age	19	47,5
	17 age	11	27,5
	18 age	1	2,5
Class Level	11. class	20	50,0
	12. class	20	50,0

Within the scope of the research, there are 40 Turkish high school students, with 22.5% being 15 years old, 47.5% being 16 years old, 27.5% being 17 years old, and 2.5% being 18 years old. Half of the students (50%) are in the 11th grade, and the other half (50%) are in the 12th grade.

Examination of Students' Perceptions of Classroom Climate and Levels of WTC in English

Table 4.2. Levels of Students' Perceptions of Classroom Climate and WTC in English

	N	Mean	SD	Min	Max	Obtainable Score
Student Cohesiveness	40	3,52	0,69	1,88	4,88	1-5
Teacher Support	40	3,62	0,92	1,13	5	1-5
Involvement	40	3,32	0,69	1,75	4,88	1-5
Investigation	40	3,50	0,71	1,63	5	1-5
Task Orientation	40	4,00	0,71	2	5	1-5
Cooperation	40	3,34	0,81	1,88	5	1-5
Equity	40	3,74	0,91	1,25	5	1-5
WIHIC Scale	40	3,58	0,63	1,98	4,96	1-5
WTC Scale	40	63,44	25,70	7,92	100	0-100

Within the framework of the research, the participating students' perception levels are as follows: Student Cohesiveness (3.52±0.69), Teacher Support (3.62±0.92), Involvement (3.32±0.69), Investigation (3.5±0.71), Task Orientation (4±0.71), Cooperation (3.34±0.81), Equity (3.74±0.91), Classroom Climate (3.58±0.63), and WTC in English (63.44±25.70).

Scores on the five-point Likert scale are interpreted as follows: a score between 1 and 2.33 indicates a low level, 2.34-3.66 indicates a moderate level, and 3.67-5.00 indicates a high level. Upon analyzing the average scale scores, it is evident that students perceive their levels of engagement in task orientation and commitment to equity as high. Meanwhile, their perception levels in student cohesiveness, teacher support, Involvement, investigation, cooperation, and classroom climate are at a moderate level. Additionally, the students' WTC in English is above average.

Examining the Relationship Between Students' Perceptions of Classroom Climate and Their Levels of WTC in English

Table 4.3. Relationship Between Students' Perceptions of Classroom Climate and Their Levels of WTC in English

		WTC Scale
Student Cohesiveness	r	,374*
	p	,017
Teacher Approach	r	,336*
	p	,034
Involvement	r	,236
	p	,143

Investigation	r	,158
	p	,329
Task Orientation	r	,281
	p	,079
Cooperation	r	,227
	p	,159
Equity	r	,196
	p	,226
WIHIC Scale	r	,319*
	p	,045

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

Within the scope of the research, there is a moderately positive linear significant relationship ($p < 0.05$) between students' levels of student cohesiveness ($r=0.374$), teacher support ($r=0.336$), and classroom climate perception ($r=0.319$) with their levels of willingness to speak English. As students' perceptions of student cohesiveness, teacher support, and classroom climate increase, their willingness to speak English also increases.

However, there is no statistically significant relationship ($p > 0.05$) between students' levels of involvement, investigation, task orientation, cooperation, equity perception, and their levels of willingness to speak English.

Examining the Effect of Classroom Climate Perception Levels on the WTC in English

Table 4.4. Outcomes of Simple Linear Regression Analysis on the Prediction of WTC in English by Classroom Climate Perception Levels

	B	SEB	β	t	p-value	R	R Square	F; p-value
Intercept	16,815	22,821		,737	,466	0,319	0,102	4,299; 0,045
WIHIC Scale	13,031	6,285	,319	2,073	,045			

$p < 0.05$, Simple Linear Regression Analysis

Upon examining Table 4, it is observed that the WTC in English is explained by the perception level of the classroom climate ($F=4.299$; $p=0.045$). Approximately 10% of the variance in the level of WTC in English is explained by the WIHIC scale. ($R=0.319$, $R^2=0.102$)

Examining the Effect of Student Cohesiveness and Teacher Support Perception Levels on the WTC in English

Table 4.5. Outcomes of Multiple Linear Regression Analysis on the Prediction of WTC in English by Student Cohesiveness and Teacher Support Perception Levels

	B	SEB	β	t	p-value	R	R Square	F; p Value
Intercept	8,292	20,831		,398	,693			
Student Cohesiveness	10,169	6,594	,273	1,542	,132	0,408	0,166	3,689; 0,035
Teacher Support	5,355	4,943	,192	1,083	,286			

p < 0.05, Multiple Linear Regression Analysis

Table 5 shows that student cohesiveness and teacher support explain the WTC in English (F=3.689; p=0.035). Approximately 17% of the variance in the level of WTC in English is explained by the student cohesiveness and teacher support sub-dimensions. (R=0.408, R^2=0.166) When examining the significance of the regression coefficients based on t-tests, it is noted that the relative significance order is, respectively, student cohesiveness (β=0.273) and teacher support (β=0.192).

Examination of the Perception Levels of Classroom Climate and WTC in English among Students Based on Demographic Characteristics

Table 4.6. Examination of Students' Perception Levels of Classroom Climate and WTC in English Based on Age

		N	Mean	SD	F	p-value	Difference
Student Cohesiveness	15 age	9	3,94	0,51	2,148	0,111	
	16 age	19	3,32	0,71			
	17 age	11	3,47	0,67			
	18 age	1	4,13				
Teacher Support	15 age	9	4,39	0,63	3,898	0,016	15>16,17
	16 age	19	3,45	0,81			
	17 age	11	3,22	1,00			
	18 age	1	4,25				
Involvement	15 age	9	3,68	0,72	1,204	0,322	
	16 age	19	3,15	0,60			
	17 age	11	3,31	0,80			
	18 age	1	3,38				
Investigation	15 age	9	4,10	0,65	3,583	0,023	15>16
	16 age	19	3,31	0,63			
	17 age	11	3,41	0,69			
	18 age	1	2,75				

Task Orientation	15 age	9	4,57	0,47	2,917	0,047	15>16
	16 age	19	3,80	0,70			
	17 age	11	3,92	0,72			
	18 age	1	3,75				
Cooperation	15 age	9	4,04	0,55	3,438	0,027	15>16,17
	16 age	19	3,16	0,77			
	17 age	11	3,11	0,81			
	18 age	1	3,13				
Equity	15 age	9	4,39	0,60	3,141	0,037	15>16,17
	16 age	19	3,72	0,73			
	17 age	11	3,24	1,14			
	18 age	1	4,00				
WIHIC Scale	15 age	9	4,16	0,41	4,173	0,012	15>16,17
	16 age	19	3,41	0,55			
	17 age	11	3,38	0,68			
	18 age	1	3,63				
WTC Scale	15 age	9	80,39	9,07	2,192	0,106	
	16 age	19	61,33	25,46			
	17 age	11	52,67	30,74			
	18 age	1	69,17				

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

Within the scope of the research, there is a statistically significant difference ($p < 0.05$) in the perception levels of teacher support, investigation, task orientation, cooperation, equity, and classroom climate among students based on their ages. Students who are 15 years old have higher perception levels of teacher support, cooperation, equity, and classroom climate compared to students who are 16 or 17 years old. Additionally, 15-year-old students have higher perception levels of investigation and task orientation compared to 16-year-old students. Other scale scores do not show statistically significant differences based on age ($p > 0.05$).

Perception of Classroom Climate and WTC in English According to Students' Grade Levels

Table 4.7. Examination of Students' Perception Levels of Classroom Climate and WTC in English Based on Grade Level

	Grade Level	N	Mean	SD	t	p-value
Student Cohesiveness	11th grade	20	3,71	0,58	1,831	0,075
	12th grade	20	3,33	0,75		
Teacher Support	11th grade	20	3,91	0,87	2,084	0,044
	12th grade	20	3,33	0,89		

Involvement	11th grade	20	3,44	0,67	1,084	0,285
	12th grade	20	3,20	0,71		
Investigation	11th grade	20	3,64	0,75	1,286	0,206
	12th grade	20	3,36	0,66		
Task Orientation	11th grade	20	4,26	0,57	2,456	0,019
	12th grade	20	3,74	0,75		
Cooperation	11th grade	20	3,61	0,78	2,148	0,038
	12th grade	20	3,08	0,76		
Equity	11th grade	20	4,07	0,73	2,406	0,021
	12th grade	20	3,42	0,96		
WIHIC Scale	11th grade	20	3,81	0,56	2,431	0,020
	12th grade	20	3,35	0,62		
WTC Scale	11th grade	20	71,93	20,13	2,189	0,035
	12th grade	20	54,95	28,26		

$p < 0.05$, Independent Samples t-Test

Within the scope of the research, there is a statistically significant difference ($p < 0.05$) in the perception levels of teacher support, task orientation, cooperation, equity, classroom climate, and English communication willingness among students based on their grade levels. 11th-grade students have higher levels of teacher support, task orientation, cooperation, equity, classroom climate perception, and WTC in English compared to 12th-grade students. Other scale scores do not show statistically significant differences based on grade level ($p > 0.05$).

4.3. Qualitative Data Analysis

Following the quantitative data analysis, this section shifted its focus to the qualitative data collected to explore the impact of teacher encouragement on Turkish high school EFL learners' WTC in their second language (L2). This part of the research aimed to gain a deeper understanding of the learners' attitudes, moving beyond the numerical data and statistics of the quantitative analysis to delve into the subjective experiences and perspectives of the students. In this study, content analysis was utilized to scrutinize the qualitative data gathered from semi-structured interviews conducted with the research participants (Creswell & Poth, 2016). As a systematic and unbiased approach, content analysis was applied to examine textual data by recognizing, categorizing, and interpreting patterns or themes within the text (Hsieh & Shannon, 2005). This method is particularly apt for investigating the attitudes and perceptions of the participants, which are necessary in comprehending

the effect of teacher encouragement on L2WTC. The themes identified through content analysis provided valuable insights into the participants' perspectives, addressing the research inquiries concerning the impact of teacher encouragement on Turkish high school language learners' L2WTC. The insights presented in this section were derived from semi-structured interviews, which allowed students to express their views and experiences related to their L2WTC, particularly in the context of teacher encouragement. The qualitative analysis of the interviews depicted the students' thoughts on how teacher encouragement influenced their WTC, including its benefits and challenges, and their overall perceptions of their language learning experiences.

4.3.1. Semi-Structured Interviews

Semi-structured interviews were a crucial component of this study, aiming to comprehend the nature of teacher encouragement in the context of Turkish high school EFL learners' L2WTC. These interviews involved nine randomly selected students from the 11th and 12th grades. The timing of the interviews was strategically planned, occurring after the administration of the WIHIC scale and WTC Scale. This sequencing ensured that the students' responses during the interviews were rooted in their personal experiences with teacher encouragement. Subsequently, the collected data underwent meticulous review and analysis. Employing thematic analysis as a qualitative methodology, the data was systematically broken down into themes and subthemes to represent the participants' perspectives faithfully. Examining the interview data unveiled various themes related to the impact of teacher encouragement on L2 WTC. These themes underwent further analysis using the coding process within content analysis, enhancing the depth of understanding regarding the data and the emerging themes.

Table 4.8. This table shows the number of students the researcher interviewed, categorized by grade level and gender.

Grade Level	Gender	Number of Students
12th Grade	Male	2
12th Grade	Female	4
11th Grade	Male	1

11th Grade	Female	2
Total		9

4.3.2 Findings of Qualitative Data

In this section, a total of eight themes, accompanied by eighteen codes, were identified from the interviews. Each theme and its corresponding code are presented in conjunction with the students' discourse derived from the interviews conducted.

Table 4.9. Themes, codes and student statements

Theme	Code	Student Discourse
Motivation and Interest in Learning English	Accumulated Interest Positive Feedback and Reward Personal Interest and Hobbies	S1,S4,S5
Teacher's Encouragement and Communication Activities	Teacher's Verbal Encouragement Interactive Classroom Activities Everyday Communication in English	S2,S6,S1
Impact of Teacher's Encouragement on Communication Desire	Confidence Boost Motivation and Mood	S3,S5
The Impact of Teacher's Communication Style on Student's Communication Desire	Teacher's Positive Approach Interactive and Engaging Teaching Methods Long-Term Commitment Personal Interests and Dreams	S3,S4,S6,S9
Impact of Teacher's Communication Style on Confidence	Teacher's Belief and Trust Impact on Shyness	S3,S5
Benefits of English Communication Skills	Class Climate Teacher-Induced Confidence Boost	S7,S4
Peer and Family Influence	Motivation from Family and Friends Supportive Environment	S8,S9

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

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

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

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

S6: "English communication is essential for us in our lessons. Our teachers encourage us to communicate in English without forcing us to speak."

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

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

S5: "When encouraged, my desire to speak English increases. If I'm in a bad mood, I don't want to speak much English that day."

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

S4: "We watch English movies. By playing mobile games, we communicate in English. Our English improves by speaking with foreigners."

S6: "I have been studying since I took English lessons at middle school."

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

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

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

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

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

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

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

The qualitative data analysis revealed several key themes and codes related to the impact of teacher encouragement on L2 learners' WTC. Through this thesis research, a rigorous content analysis process was conducted, carefully scrutinizing and interpreting textual data to extract valuable insights and further the overarching research inquiry. The process involved coding and categorizing information to extract meaningful insights. By methodically examining each piece of information, meaningful conclusions were derived and they contributed to the field's understanding of the subject matter. These findings shed light on the motivational factors, teacher communication strategies, and personal influences contributing to students' English language engagement. Notably, the themes highlight the role of accumulated interest, positive feedback, and personal hobbies in bolstering a genuine enthusiasm for learning English. Additionally, teacher verbal encouragement, interactive classroom activities, and everyday communication in English emerged as crucial factors in enhancing students' confidence and desire to communicate in the target language.

The impact of teacher communication style on students' communication desire was evident through themes such as confidence boost, motivation, and the role of a positive approach. Furthermore, the findings underscore the significance of long-term commitment, personal interest, and dreams in sustaining students' engagement with English language learning.

Teacher communication style was also found to influence students' confidence, with themes focusing on the teacher's belief and trust and the impact on shyness. The benefits of English communication skills were highlighted in terms of creating a positive class climate, encouraging communication activities, and fostering a supportive environment.

Lastly, the qualitative data emphasized the influence of peer and family support on students' motivation, emphasizing the importance of a supportive

environment and motivation from family and friends. These thematic insights contribute to a comprehensive understanding of the intricate dynamics between teacher encouragement, communication desire, and the broader context of language learning experiences among L2 learners.

The forthcoming section of the study comprehensively discussed these findings in connection with the existing body of literature. This comparative analysis aimed to understand better the results and their significance within the broader academic context. The pedagogical implications derived from the results was explored, offering practical insights for educators and curriculum designers. Additionally, within this section it was transparently acknowledged about the limitations encountered in the study, contributing to a well-rounded perspective. In conclusion, recommendations for future research were put forward, aiming to inspire further exploration and advancement in the field of teacher-student interaction for language education.

5. DISCUSSION AND CONCLUSION

5.1. Introduction

In this thesis, the investigator meticulously analyzed qualitative and quantitative data to research the impact of teacher encouragement on Turkish high school EFL learners' WTC in English. The quantitative analysis involved various statistical tests, such as independent samples t-test, one-way Analysis of Variance (ANOVA), Pearson Correlation Analysis, Simple Linear Regression Analysis, and Multiple Linear Regression Analysis. The reliability analyses of the scales used indicated high internal consistency, enhancing the credibility of the results. The demographic characteristics of the 40 participating students were also presented, revealing a diverse sample in terms of age and grade level. The quantitative findings showed that there is a moderately positive linear significant connection between students' perceptions of student cohesiveness ($r=0.374$, $p=0.017$), teacher support ($r=0.336$, $p=0.034$), and classroom climate ($r=0.319$, $p=0.045$) and their willingness to speak English ($r=0.319$, $p=0.045$). However, no statistically significant relationship was found between students' levels of involvement, research-exploration, task orientation, cooperation, equity perception, and L2WTC. Contrary to Zerey's (2017) findings indicating that students' willingness to speak increased through students' levels of involvement, research-exploration, task orientation, cooperation, and equity perception, no relationship was found between state high school students' willingness to speak English and the abovementioned variables in this study ($p < 0.05$). This discrepancy highlights the difference in perception between university students and high school students.

Furthermore, the qualitative component of the study, based on semi-structured interviews, delved into the subjective experiences and perspectives of the students. Eight themes and eighteen codes were identified, providing valuable insights into the impact of teacher encouragement on various aspects of language learning, including motivation, communication activities, communication desire, communication style, confidence, benefits of communication skills, class climate, and peer/family influence.

The conclusion and discussion section of this thesis proceeds by addressing the research questions.

5.2. How does Teacher Encouragement Impact EFL Learners' WTC?

The study yielded robust evidence affirming the favourable influence of teacher encouragement on EFL learners' WTC. Quantitative and qualitative data underscore a noteworthy correlation between teacher encouragement and students' English communication readiness. Statistical analyses employing regression models (F=4.299; p=0.045), (R=0.319, R^2=0.102) and correlation studies (r=0.319, p=0.045), (r=0.374, p=0.017), (r=0.336, p=0.034) distinctly illustrate that heightened levels of teacher encouragement correspond to an increased willingness among students to engage in English communication. Insights from semi-structured interviews provide additional depth, elucidating how teacher encouragement, manifested through positive feedback, rewards, and interactive activities, positively shapes students' motivation and confidence in English communication.

These findings resonated with current literature accentuating the pivotal role of teacher-student interactions in shaping learners' attitudes and behaviours. Factors identified, including verbal encouragement (Guéguen et al.,2015), interactive teaching methods, and a positive teacher approach, collectively cultivate a supportive classroom climate, fostering an environment conducive to language learning. This positively impacts students' WTC in English. Notably, the study affirms Dörnyei’s (2011) comprehensive L2 Motivational Self System, recognizing elements like interactive teaching techniques and verbal encouragement. According to this scholar, teachers' behaviour influences learners' development of their ideal L2 selves, affecting motivation and openness to communication. This perspective was echoed in a student's remark:

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

S1's observation underscored the profound impact of the teacher's behaviour on the language learning experience. The teacher's consistent use of English within

and outside formal lessons promotes the notion that teachers significantly influence how learners shape their ideal L2 selves. In this context, the teacher's commitment to using English in diverse situations contributes to constructing an ideal L2 self for students, which is also supported by (Zerey and Cephe ,2020). This affirmed the belief that positive teacher behaviours, including consistent language use, are key in shaping learners' motivation and receptiveness to language communication, propelling an immersive and encouraging language learning environment.

Mu et al.'s (2021) study underscored the pivotal role of academic encouragement for academically struggling students, introducing the AES. This investigation's findings among EFL learners connect with this, highlighting teacher encouragement's pivotal impact on L2WTC. Both studies reveal intrinsic motivations and overcoming challenges through encouragement. Mu et al. (2021) associate it with expectation, social relationship, and academic self-efficacy, while the present data emphasizes enhanced confidence, motivation, and communication desire. Together, these insights contribute to the discourse on encouragement, emphasizing its diverse benefits in education and language learning experiences.

Dörnyei's (2005) exploration of motivation in language learning backs the notion that teacher encouragement is vital in fostering learners' intrinsic motivation. This positive impact resonates with Dörnyei's overarching motivational theories. The socio-educational model highlights the role of affective factors such as teacher encouragement in motivating language learning (MacIntyre & Gardner, 1991). The identified positive correlation in this study seamlessly propounds their emphasis on the socio-emotional dimensions of language acquisition. However, Crookes and Schmidt (1991) introduce the idea that language development may not always stem solely from contact, adding a layer of complexity to understanding how teacher support influences language acquisition. Simultaneously, Horwitz at al. (1986), in their examination of L2 classroom anxiety, underscore the potential adverse effects of certain teacher behaviours on student anxiety levels. Although not directly contradictory to the findings, their work suggests the need for nuanced approaches to encouragement to avoid unintentional increases in anxiety. Moreover, mentioning social support from tutors diminishes anxiety and positively influences students' WTC, which advocates Kang's findings (2005). This underscores the role

of academic content and social dynamics within the classroom in shaping students' experiences and outcomes.

The significance of teacher encouragement in cultivating English language learning, underscored by Aydın (2017) and Yıldız (2022), echoed the present study's findings, emphasizing the pivotal role of teachers and classroom ambience in shaping learners' WTC. Adding depth to this perspective, the work of (Basöz & Erten ,2019) strengthens the understanding that in-class WTC is moulded by various factors, with this research distinctly identifying teacher encouragement as a critical determinant. In tandem with the highlighted role of technology in language learning by (Buckingham and Alpaslan ,2017) and Çakır (2006), the present study broadens this discourse into contemporary terrain, exploring how teacher encouragement, potentially coupled with technology, influences learners' WTC. This can be seen from one of the student's points of view, such as;

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

S4's observation about the teacher consistently speaking English in the class WhatsApp group supported the findings of this study regarding the positive influence of teacher encouragement on learners' WTC in English. The teacher's initiative to interact in English outside the formal lesson setting, primarily through modern communication channels like WhatsApp, fosters a supportive language-learning environment. This practice encourages students to use English actively and creates a platform for informal and spontaneous language interactions. The study's emphasis on verbal encouragement and interactive activities resonates with S4's experience, highlighting the importance of incorporating technology, such as WhatsApp, to enhance language engagement. This finding further reinforces the multifaceted role of teacher behaviour, especially in utilizing contemporary communication tools, in shaping students' motivation and confidence to communicate in English. This places this research as a nuanced investigation into the intersection between teacher support and technological integration in language

education. Indeed, this finding was derived from the viewpoints of the current participants. It may not be universally applicable across some educational contexts and may not consistently yield efficacy. Further comprehensive research could be conducted on this subject matter.

In relationship with Öz's (2014, 2016) examination of personality traits and the ideal L2 self as motivating factors impacting L2WTC, the present study provided a unique contribution by spotlighting the specific influence of teachers in shaping these motivational dynamics. It added a valuable layer to the broader context of motivational factors influencing language learners. Focused on state high school learners, the present thesis provided a significant perspective amid the varied educational levels and settings discussed in studies by (Yetkin & Özer ,2022), Asmalı et al. (2015), and Yıldız (2023). By narrowing the focus, this research offered insights specific to state high school learners, enriching the diversity of contexts considered in the broader mosaic of L2WTC research. In harmony with İlter's (2021) emphasis on the positive impact of instructors' social support on learning, the present investigation also provided a more targeted perspective by concentrating specifically on teacher encouragement. This underscored the nuanced ways teacher support, chiefly through encouragement, can positively shape language learners' communication skills. Drawing on Öz et al.'s (2015) utilization of SEM to analyse factors influencing L2WTC, this study, with its specific focus on teacher encouragement, contributed to understanding the intricate interactions within the complex web of variables influencing language learners' L2WTC.

Compared with the results of Zerey's (2017) study, both studies share a common focus on the WTC in language classrooms and its correlation with various factors related to the classroom environment. Both studies recognized the importance of students actively using the language being learned and acknowledge that not all learners exhibit high WTC. Zerey's (2017) study, conducted in a Turkish EFL setting, explicitly investigated the relationship between WTC and different classroom environment dimensions, including student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation, and equity. Notably, both studies highlighted the significance of positive perceptions of the classroom climate in fostering learners' WTC. Additionally, the present study

supported its findings with statistical analyses, particularly employing Pearson correlation coefficients to establish relationships between WTC and various classroom factors, adding a quantitative dimension to exploring these dynamics.

Consequently, this study shed light on the pivotal role of teacher encouragement in shaping EFL learners' WTC in English. The findings, promoted by quantitative and qualitative data, underscored the positive impact of teachers' behaviours, such as verbal encouragement, interactive teaching methods, and a positive approach, on students' motivation and confidence in language communication. The correlation with established literature, including the influential works of Dörnyei (2005), MacIntyre (2020), and others, further reinforced the significance of teacher-student interactions in maintaining a conducive language learning environment. The nuanced exploration of teacher support and considerations of technological integration offered valuable insights into the contemporary dynamics of language education. Additionally, this research contributed a specific focus on state high school learners, thereby enriching the diversity of contexts within the broader landscape of L2WTC research. This study emphasized the intricate interactions within the complex web of variables influencing language learners' L2WTC, providing a foundation for future research and pedagogical considerations in EFL settings.

5.3. How Do L2 Learners Perceive and Experience Teacher Encouragement in the Context of Their WTC?

The qualitative data gathered via semi-structured interviews shed light on how L2 learners perceive and experience teacher encouragement. Participants expressed that verbal encouragement, positive feedback, and teacher rewards were pivotal in cultivating their interest and motivation to learn English. Additionally, the interactive nature of classroom activities, such as word quizzes and everyday communication in English, emerged as impactful experiences that heightened students' confidence and desire to communicate. This data was explicitly obtained from the statements of the interviewed students. For example;

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

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

This study's practical implications matched with the works of Gardner (1985), who introduced the socio-educational model emphasizing the position of the learning surrounding in language acquisition. The findings supported that cherishing a positive classroom climate through teacher encouragement supported creating conditions facilitating language learning motivation. Furthermore, the study's call for a holistic approach echoed van Lier's ecological perspective of language learning (2004), advocating for understanding language as a social and emotional phenomenon. For instance, S3 answered one of the semi-structured questions, asking what are some examples of teacher encouragement. by listing specific examples of a pleasant class climate motivating students while learning the language.

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

These qualitative insights emphasized teacher encouragement's subjective and multifaceted nature, demonstrating that it goes beyond a mere pedagogical strategy. Learners perceive encouragement as a means to enhance language proficiency and a source of motivation and enjoyment in the language learning process which is also supported by Chen et al. (2022). The personal anecdotes shared by participants emphasize the lasting impact of teachers who employ supportive and encouraging communication styles. Scholars like Ushioda (2013) have highlighted the significance of learner perception in language education. The qualitative data in this study resonated with Ushioda's (2013) emphasis on the importance of positive learning experiences. As evidenced in this study, learners' perceptions of teacher encouragement go beyond instructional effectiveness; they

encompassed the emotional and motivational dimensions of language learning. These findings conformed to Ushioda's argument that a positive psychological environment, shaped by teacher encouragement, contributes to learners' overall language development.

Moreover, the quantitative findings within the scope of the research provided significant insights when correlated with the learners' WTC in English. A Pearson correlation analysis reveals a moderately positive linear significant relationship ($p < 0.05$) between students' perceptions of student approach ($r=0.374$), teacher support ($r=0.336$), and classroom climate ($r=0.319$) with their levels of willingness to speak English. As these perceptions increase, so does their L2 WTC.

The high levels of perception regarding task orientation (4.00 ± 0.71) and equity (3.74 ± 0.91) suggest a positive inclination of learners towards these aspects. However, the moderate levels of perception in student cohesiveness (3.52 ± 0.69), teacher support (3.62 ± 0.92), involvement (3.32 ± 0.69), investigation (3.50 ± 0.71), cooperation (3.34 ± 0.81), and classroom climate (3.58 ± 0.63) indicated potential areas for further improvement. Particularly noteworthy is the learners' above-average willingness to speak in English (63.44 ± 25.70), indicating a positive attitude in their language learning process. In response to the second research question, the way learners perceive the teacher's encouraging role provided a valuable perspective to understand the connectedness between classroom climate and the WTC in English. These findings underlined the essentiality of the teacher's role in language instruction, contributing to the development of more effective teaching strategies.

In relation with the present literature, Telli et al.’s (2006) study complied with the present thesis regarding the geographical context, the focus on student attitudes and learning environment, consideration of influencing factors, practical implications, and acknowledgement of limitations. Both studies contribute valuable insights to understanding learning environments in the Turkish educational context. Furthermore, the theoretical definition by Wong (2015) validates the focus on teacher encouragement in the present thesis, underlining its potential to instil courage and confidence in challenging academic situations. The recommendation for further research on encouragement's varied contexts supports the significance

of the present study. Studies on verbal encouragement, teacher stroke, and teacher characteristics reinforce the positive impact of encouragement on communication, motivation, and overall academic success. Furthermore, Pishghadam et al.'s (2021) study delves into teacher stroke, positive behaviour, and its correlation with teacher success. This substantiates the present researcher's focus on teacher encouragement and its potential impact on student's motivation for foreign language learning. In terms of verbal encouragement and teacher stroke, it is seen in one of the student's speeches;

S7: I need to communicate with others in English. I feel encouraged when our teachers say communicating with foreigners is beneficial, especially when they say politely and smilingly.

The present study also examined language learning motivation and the WTC in English concerning Bandura's concept of perceived self-efficacy (1997). Quantitative data analysis assessed the connection between students' perceptions of classroom climate ($r=0.319$, $p=0.045$) and teacher support ($r=0.336$, $p=0.034$) and their WTC in English, revealing through regression analyses how these perceptions predict students' communication desires. Qualitative data, derived from student interviews, emphasizes the impact of the teacher on student motivation and aligns with (Bandura's ,1997) social cognitive theory by highlighting contributions to students' perceptions of self-efficacy. The findings underscore the importance of effectively utilizing Bandura's theoretical framework to understand student motivation and self-efficacy perceptions in language learning.

5.4. What Aspects and Mechanisms of Teacher Encouragement Influence L2 Learners' WTC During L2 Classes?

The quantitative and qualitative data analysis allowed for a nuanced understanding of the aspects and mechanisms through which teacher encouragement influences L2 learners' WTC during L2 classes. The quantitative results unveiled significant correlations and regression analyses, contributing to our understanding of the statistical associations between variables. Notably, the moderate positive linear relationship between students' perceptions of student

cohesiveness (r=0.374, p=0.017), teacher support (r=0.336, p=0.034), and classroom climate (r=0.319, p=0.045) with their willingness to speak English implies that a positive classroom environment and supportive teacher-student interactions positively influence learners' language engagement and accordingly increasing L2 WTC. However, the absence of significant relationships with certain sub-dimensions, such as involvement and investigation, underscores the need to delve beyond numerical indicators to comprehend the broader context.

Demographic analyses add another layer to the quantitative narrative, revealing that age and grade level impact students' perceptions and WTC. Younger students and those in lower grade levels tend to exhibit higher perceptions of teacher support, cooperation, equity, classroom climate, and English communication willingness. This demographic perspective emphasizes the dynamic nature of language learning experiences throughout different stages of education. Due to the nature of this study, focusing exclusively on language students and considering that these students choose their majors in the 11th grade, which is relatively earlier compared to 12th-grade students, provides a unique perspective. The fact that 11th-grade students seemed to prioritize factors such as teacher support, cooperation, equity, and classroom climate more than 12th-grade students suggests that their expectations from the language department are exceptionally high, just as 12th grades were. The fact that 12th-grade students may not prioritize factors such as teacher support, cooperation, equity, and classroom climate in this study does not necessarily imply a lack of importance for these aspects. Additionally, the simultaneous participation of both grade groups in the study may have contributed to this result. However, based on the findings obtained from both student groups, it is observed that foreign language speaking willingness increases when teacher support is provided.

In tandem with quantitative findings, the qualitative data from semi-structured interviews provide a qualitative depth to our exploration. Learners' narratives articulate the intricate interplay of motivational factors influenced by teacher encouragement. The themes that emerged, such as accumulated interest, positive feedback, and the impact of teachers' communication style on confidence, contribute rich qualitative insights into the lived experiences of learners. Moreover,

acknowledging the role of external factors, including peer and family influence, underscores the interconnected web of motivational sources that shape language learners' journeys.

5.4.1. Aspects of Teacher Encouragement

The findings within this study outlined various aspects of teacher encouragement. Teachers encourage students through verbal support for speaking English, organising interactive classroom activities, and engaging in English communication with students in everyday situations. Teachers' positive approach and effective teaching methods, such as asking students to construct sentences and providing feedback, serve as motivational factors. Teachers' belief and trust in students contribute significantly to fertilizing confidence. These elements collectively enhance students' willingness to speak English and positively impact the classroom atmosphere.

Quantitative results show that verbal encouragement significantly correlates with students' WTC in English. Qualitative data further elucidate that learners feel more motivated and confident when teachers use positive language and encourage students without forcing them to speak (Mehrabian ,1971). Classroom activities such as word quizzes and interactive communication in English contribute significantly to students' perceptions of teacher encouragement. The qualitative findings highlight that interactive teaching methods enhance motivation and create a positive learning atmosphere.

Çelik et al.'s (2013) findings underscored the significance of a comfortable learning environment and the importance of treating students with friendliness and politeness, as Yılmaz (2011) noted. These characteristics were identified as essential for an effective L2 teacher. In the present thesis, exploring teacher encouragement as a factor influencing L2WTC is consistent with the notion presented in the study of Çelik et al. (2013). Both emphasized the significance of teachers not only in delivering language instruction and creating an environment that promotes positive student-teacher interaction and addresses students' emotional needs. On the other hand, Crookes and Schmidt (1991) suggest that interaction itself might not always lead to language development. This perspective added

nuance to understanding how teacher encouragement impacts language learning, slightly contrasting with the present findings.

The present findings coordinate with the broader discussion about the multifaceted roles of instructors in language education. Tudor's (1993) delineation of the teacher's roles as an expert and an activity organizer resonates with the traditional instructional modalities, emphasizing the teacher's authority in determining what and how students learn. Introducing the teacher as a learning counsellor in a learner-centred approach underscores the evolving nature of teaching, where teachers impart knowledge, organize activities and play an important role in facilitating and encouraging learners. The present study delves into the critical aspect of teacher encouragement, echoing the significance scholars like Burgoon (1976) have emphasized in addressing learners' UWTC. By investigating the impact of teacher encouragement on Turkish EFL learners' L2WTC, this research contributes to understanding how this motivational factor influences language communication in English classes.

Consistent with earlier research by Fallah (2014), Hsu (2010), and (Wen & Clement, 2003), non-spoken communication tactics and teacher immediacy, including actions like smiling and nodding in agreement, serve to affirm and stimulate learners' WTC. This, coupled with verbal support, encourages learners to continue speaking. The studies conducted by Cao (2011) and MacIntyre et al. (2011) propose that students become more actively involved in speaking when they have a favourable opinion of their teachers and appreciate their communication style.

5.4.2. Mechanisms of Teacher Encouragement

As inferred from the findings, teacher encouragement mechanisms encompass verbal reinforcement through positive feedback, interactive teaching strategies like word quizzes, and informal English communication outside the classroom. The positive approach and constructive teaching methods, including sentence construction and feedback, contribute to students' confidence. Teachers' belief and trust in students' language capabilities are momentous in sustaining a supportive climate that enhances students' WTC in English. Furthermore, verbal encouragement and positive teacher approaches were identified as mechanisms that

boost students' confidence in communicating in English in the classroom. The qualitative data emphasize that when students feel encouraged, their shyness diminishes, and they tend to become more eager to engage in English communication. Teacher encouragement influenced students' motivation and mood. Positive feedback and rewards were cited as motivational factors that increased students' desire to speak English. The qualitative insights underscored that encouragement plays an indispensable role in shaping students' emotional experiences related to language learning.

Dörnyei and Ushioda (2009) propose the "L2 Motivational Self System," which posits that teacher encouragement contributes to developing learners' ideal L2 self, influencing their motivation and WTC. The aspects and mechanisms identified in this study, such as verbal encouragement, interactive teaching methods, and building confidence, resonated with the motivational factors outlined in the L2 Motivational Self System. The study sustains Dörnyei and Ushioda's (2009) perspective by illustrating how teacher encouragement catalyses positive learner identities and enhances language motivation.

Significant data was collected by conducting semi-structured questions, indicating the effectiveness of teachers as role models. For example, S4's experience emphasizes the teacher's role as a language role model. When the teacher engages in English communication, it demonstrates language use, providing students with a model to follow. This modelling is particularly influential in reducing shyness. The student's statement is as follows;

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

The act of the teacher speaking English directly correlates with a decrease in the student's shyness. Observing the teacher's language competence and initiative to communicate in English positively impacts the student's confidence. The teacher's use of English is instrumental in reducing shyness and is a motivational factor (Friedman,1980). The student expresses increased motivation when the

teacher communicates in English, suggesting that such interactions contribute to a positive affective filter, stimulating a desire to engage with the language. The statement implies a social learning aspect, where observing the teacher's communication becomes a social cue for the student. The impact of peer influence on language learning is highlighted when the teacher initiates English communication, making the student more eager to participate.

The teacher is perceived as significant in shaping students' confidence levels. The act of encouragement, which may involve positive feedback, support, and motivational language, directly impacts reducing the student's shyness. One of the interview highlights this with the following statement;

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

Language learning is not only a cognitive process but also an emotional one. The teacher's encouragement serves as emotional support, helping students overcome inhibitions and fostering a sense of comfort in expressing themselves in English. The teacher's role extends beyond imparting knowledge; it involves building a positive relationship with students. Encouragement is a fundamental element of this relationship, contributing to the overall dynamics between teachers and students.

In the present study, it was found that the teacher's encouragement of English communication through WhatsApp positively impacts students' willingness to engage in English communication. According to the interviewees, as a result of such encouragement, their inclination to converse in English has increased. This phenomenon has been substantiated by student perspectives, demonstrating that encouragement from the teacher, particularly through daily English conversational practices, enhances their English communication skills. As these findings regarding the abovementioned application is confined to the present participants' views and investigation context, such a tactic may not be edible to all educational contexts.

This investigation identified a correlation between the classroom climate and attitudes towards learning English among Turkish state high school L2 learners. A positive classroom atmosphere plays an essential role in fostering favourable

attitudes toward English learning. Key factors contributing to this include the nature of tasks, the effectiveness of teachers, and the engagement of students. Creating an environment where teachers offer support, students collaborate, and tasks are both exciting and challenging enables fostering a positive outlook on the acquisition of English within the classroom. These findings support existing research in educational psychology (e.g., Lee & Fraser, 2002; Telli et al., 2003) and language learning (e.g., Hussain, 2010), which has consistently shown a positive association between tenets and the classroom environment.

Furthermore, the findings harmonize with the observations made, indicating a correlation between the outcomes and the noted patterns made by (Kanat and Mutluoğlu ,2016), who proposed that a learner's strong identification with an ideal second self positively influences the WTC in the target language and ultimately contributes to achieving a high level of foreign language competence.

The study's findings also support prior research indicating that teachers' friendly and supportive attitudes, along with their use of motivational strategies, have a significant impact on learners' active participation in class activities and discussions (Cao, 2011; MacIntyre et al., 2011; Peng, 2012; Zarrinabadi, 2014).

The current findings underscored that student-teacher interaction via WhatsApp serves as an effective tool in improving students' English communication skills. The opportunities provided to students through this application for engaging in English communication in their daily lives contribute significantly to the development of their language skills in practical, everyday usage. These outcomes suggest that mobile applications such as WhatsApp can be utilized effectively in EFL instruction, offering students the opportunity for language practice and thereby augmenting their desire for English communication.

5.6. Pedagogical Implications

Sustaining a positive classroom climate emerges as a key strategy, with a focus on creating an inclusive and engaging learning environment. Acknowledging the varied levels of WTC among students, instructors should employ differentiated teaching strategies to accommodate individual needs. Incorporating verbal encouragement and interactive activities, especially leveraging platforms like WhatsApp, can significantly boost students' confidence and enhance their WTC in

English. Emphasizing the importance of long-term commitment and aligning lessons with students' personal interests contributes to sustaining motivation. Furthermore, recognizing the impact of family and peer support on motivation underscores the need for educators to collaborate with parents and promote supportive networks among students. These implications collectively aim to optimize EFL instruction, cherishing a positive, inclusive, and motivating language-learning environment for high school students.

Educators can leverage these insights to inform pedagogical practices beyond traditional instructional approaches. Emphasizing interactive and engaging teaching methods, incorporating positive reinforcement, and creating a supportive classroom climate are essential considerations. Tailoring approaches based on learners' ages and grade levels could enhance the effectiveness of teacher encouragement strategies.

5.7. Implications for Practice and Future Research

The outcomes of this study emphasize practical implications for educators seeking to enhance language learners' WTC. It underscores the importance of incorporating verbal encouragement, positive teacher approaches, and interactive teaching methods in language classrooms. Additionally, the study advocates for a holistic approach that considers the emotional and motivational aspects of language learning.

For future research, longitudinal studies could delve deeper into the long-term impact of teacher encouragement on language learners, considering variables such as sustained motivation, language proficiency development, and the enduring effects on communication skills. Cross-Cultural and educational comparative analyses would provide valuable insights into the generalizability of the findings, further enriching the existing knowledge base in language education.

While this study provides valuable insights into the impact of teacher encouragement on language learners' L2 WTC, there is a clear need for further research. The current study, confined to specific settings and participants, suggests that investigations with more extensive and diverse participant groups in varied settings could yield more comprehensive data, enhancing the accuracy of generalizations. The study's participants were limited to 40 students as the school

this study was conducted in has two language classes, one 12th grade and the other 11th grade. Future research with increased participant numbers and an extended timeframe would enhance result generalizability. Furthermore, while this study focused on the influence of teacher encouragement on L2 Learners' WTC, future research should explore other language skills, such as the effect of family or peers, to provide a more holistic understanding of learners' L2WTC for language learning.

5.8. Limitations

The limitations of this study are multifaceted. First and foremost, the reliance on self-report scales poses inherent challenges, as survey results are contingent upon respondents' comprehension, honesty, and self-reflection skills, introducing a potential source of bias. The generalization of survey outcomes is confined to the specific context of state high school EFL learners in Van during the academic year 2023-2024, limiting the broader applicability of the findings. The study's exclusive focus on 11th and 12th-grade language class students further restricts its scope, preventing generalization to all types of high schools in Türkiye. Additionally, the demographic characteristics of the participating students reveal a limited age range, predominantly clustering around 15 to 17 years old and primarily concentrated in the 11th grade. This skewed distribution may affect the generalizability of findings to a broader age range or other grade levels.

Regarding the students' perceptions of classroom climate and WTC in English, the study's quantitative findings indicate moderate levels in various dimensions, with high levels only in task orientation and equity. This nuanced pattern may imply variations in students' experiences and preferences that are not fully captured by the measured factors. Furthermore, examining relationships between students' perceptions of classroom climate and their WTC reveals significant correlations for student cohesiveness, teacher support, and classroom climate perception. At the same time, other factors like involvement, investigation, task orientation, cooperation, equity show no statistically significant relationships. However, the study lacks an in-depth exploration of potential mediating variables or contextual nuances that might contribute to these correlations. The investigation into the impact of classroom climate perception levels on the WTC in L2 and the examination of student cohesiveness ($r=0.374$, $p=0.017$) and teacher support

(r=0.336, p=0.034) perception levels reveals statistically significant effects (r=0.319, p=0.045), yet the explained variances are relatively modest. These results suggest that additional factors not considered in this study may contribute to students' WTC.

Moreover, analysing students' perception levels based on demographic characteristics highlights significant differences related to age and grade level, indicating that these factors shape students' experiences. However, the study does not investigate the underlying reasons for these differences, leaving potential influencing factors unexplored. The qualitative data, derived from semi-structured interviews, provide valuable insights into the influence of teacher encouragement on students' WTC in English. However, the qualitative findings are not systematically integrated with the quantitative results, limiting the depth of interpretation and potential synergies between the two data sources. Additionally, the qualitative component involves a relatively small sample size of nine students, potentially restricting the representativeness of the qualitative findings. Overall, while the study offers significant contributions to understanding the dynamics of classroom climate and WTC among high school EFL learners, these limitations highlight the necessity for prudence in extrapolating the findings and underscore potential directions for future research to explore the intricacies of these phenomena in more nuanced ways.

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APPENDICES

Appendix 1: Parental Consent Form (Turkish-English)

Sayın Veli;

Çocuğunuzun katılacağı bu çalışma, Öğretmen teşvikinin İngilizceyi yabancı dil olarak öğrenen lise öğrencilerinin yabancı dili konuşma istekliliği üzerindeki etkisi adıyla, Aykut AKSIN tarafından Mart. 2023-Mart, 2024 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Milli Eğitim Bakanlığı bağlı resmi kurumlarda çalışan öğretmen teşvikinin İngilizceyi yabancı dil olarak öğrenen lise öğrencilerinin yabancı dili konuşma istekliliği üzerindeki etkisi araştırılarak, ilgili kurumlarda çalışan öğretmenlere derslerinde kolaylık olması adına katkı sağlamaktır.

Araştırma Uygulaması: Anket / Görüşme / Gözlem şeklindedir.

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleşmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı **tamamen sizin isteğinize bağlıdır**, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmamama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya

da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı :

İletişim bilgileri :

Velisi bulunduğum ..... sınıfı ..... numaralı öğrencisi .....
……’in yukarıda açıklanan araştırmaya katılmasına izin veriyorum. (Lütfen formu imzaladıktan sonra çocuğunuzla okula geri gönderiniz*).

…../…../……

Veli İsim-So isim İmza:

Telefon Numarası:

Dear Parent,

This study, in which your child will participate, is a research application to be carried out by Aykut AKSIN between March 2023, and March 2024, with the title of The effect of teacher encouragement on Turkish state high school EFL learners’ L2 willingness to communicate.

The Objective of the Study: To contribute to the teachers working in the relevant institutions in order to facilitate their lessons by investigating the effect of teacher incentives working in official institutions affiliated with the Ministry of National Education on the willingness to speak a foreign language of high school students who learn English as a foreign language.

Research Application: It is a Questionnaire / Interview / Observation.

Research takes place with the permission of the Ministry of National Education and the school administration. Participation in the research practice is entirely voluntary. Your child is free to participate in the study or not. The research

does not pose any undesirable effects or risks to your child. Your child's participation **is entirely at your discretion**, and you can refuse or leave at any stage. In case of not participating in or leaving the research, the student's academic achievement will not affect the relations with the school and their teachers.

No identifying information is requested from the students in the study. Only the researchers will evaluate the responses and keep them completely confidential.

Applications generally do not contain questions and situations that will cause personal discomfort. However, if your child feels uncomfortable with questions or for any other reason during participation, they are free to stop answering and leave. In this case, the necessary assistance will be provided to relieve the discomfort. After your child participates in the study, they can withdraw anytime. In such a case, it will be sufficient to tell the person applying the data collection tool that he or she will not be able to complete the study. Not participating in the survey or giving up after participating will not transfer any responsibility to your child.

If there is anything you want to ask before giving your approval, do not hesitate to do so. After the study, you can reach us by phone or e-mail to ask questions and get information about the results. Regards,

Researcher :

Phone Number :

I am the parent of....., and his or her school number and class is..... I consent to him or her participating in the research described above. (Please return the form to school with your child after signing.)

…./…../……

Parent Name-Surname and Signature:

Phone Number:

Appendix 2: WTC Scale by McCroskey 1992, Adapted by Çetinkaya (2005)

WTC Scale (Türkçe)

Asagida her bireyin iletisim kurmayi isteyebilecegi yada istemeyecegi 12 durum verilmistir. Yabancilarla Ingilizce konusacaginizi ve iletisim kurup kurmamanin tamamen sizin seçiminiz oldugunu varsayarak her bir durumda <u>Ingilizce iletisim kurmaya ne derece istekli oldugunuzu</u> 0 ile 100 arasinda durumunuza uygun herhangi bir sayi secerek her ifadenin basindaki bosluga yazarak belirtiniz.

% 0----------% 50----------%100
Ingilizce konusmam (iletisim kurmam) — ingilizce konusurum (iletisim kurarim)

_____ 1-Tanidigim kişilerle kuçuk bir grup içinde Ingilizce konuşmak
_____ 2-Bir grup tanimadigim kişiye ingilizce sunuş yapmak
_____ 3-Bir grup arkadaşima ingilizce sunus yapmak
_____ 4-Kalabalik bir toplulukta tanimadigim kisiler arasinda ingilizce konusmak
_____ 5-Tanimadigim kisilerle kuçuk bir grup içerisinde Ingilizce konusmak
_____ 6-Kalabalik bir toplulukta arkadaslarim arasinda Ingilizce konusmak
_____ 7-Arkadaslarimla Ingilizce konusmak
_____ 8-Kalabalik bir toplulukta tanidigim kisilerle Ingilizce konusmak
_____ 9-Tanidiklarimla Ingilizce konusmak
_____ 10-Bir grup tanidigim kisiye Ingilizce sunus yapmak
_____ 11-Tanimadigim birisiyle Ingilizce konusmak
_____ 12-Bir grup arkadasimla Ingilizce konusmak

Appendix 3: What is happening in this classroom (WIHIC) Scale

Bu Sınıfta Neler Oluyor? (BSNO) **(What is happening in this classroom?) Ölçeği:**	**Hiç bir zaman**	**Çok az**	**Bazen**	**Sık sık**	**Her zaman**
1. I make friendships among students in this class. Sınıfımdaki öğrenciler ile yakın arkadaşlık kurarım.	1❑	2❑	3❑	4❑	5❑
2. I know other students in this class. Sınıfımdaki diğer öğrencileri yakından tanıyorum.	1❑	2❑	3❑	4❑	5❑
3. I am friendly to the member of this class. Bu sınıftaki öğrenciler ile uyum içindeyim.	1❑	2❑	3❑	4❑	5❑
4.The members of the class are my friends. Sınıftaki herkes arkadaşımdır.	1❑	2❑	3❑	4❑	5❑
5. I work well with the other class members. Bu sınıftaki diğer öğrencilerle birlikte çalışırım.	1❑	2❑	3❑	4❑	5❑
6. I help the other class members who are having troubles with their work Derslerinde zorluk çeken arkadaşlarıma yardım ederim.	1❑	2❑	3❑	4❑	5❑
7. Students in this class like me. Sınıftaki diğer öğrenciler beni severler.	1❑	2❑	3❑	4❑	5❑
8. In this class, I get help from the other students. Sınıftaki arkadaşlarımdan yardım alırım.	1❑	2❑	3❑	4❑	5❑
9. The teacher takes a personal interest in me. Öğretmen benim ile kişisel olarak ilgilenir.	1❑	2❑	3❑	4❑	5❑
10. The teacher goes out of his/her way to help me. Öğretmen bana yardım etmek için ders işleme şeklini değiştirebilir.	1❑	2❑	3❑	4❑	5❑
11. The teacher considers my feelings. Öğretmen benim duygularımı dikkate alır.	1❑	2❑	3❑	4❑	5❑
12. The teacher helps me when I have trouble with the work. Öğretmen, derslerle ilgili bir problemim olduğunda bana yardımcı olur.	1❑	2❑	3❑	4❑	5❑
13. The teacher talks with me. Öğretmen benimle diyalog kurar.	1❑	2❑	3❑	4❑	5❑
14. The teacher is interested in my problems. Öğretmen benim problemlerimle ilgilenir.	1❑	2❑	3❑	4❑	5❑
15.The teacher moves about the class to talk with me. Öğretmen sınıf içinde benim ile konuşmak için yanıma gelir.	1❑	2❑	3❑	4❑	5❑
16. The teacher's questions help me to understand. Öğretmen sorduğu sorularla konuları kavramama yardımcı olur.	1❑	2❑	3❑	4❑	5❑
17.I discuss ideas in class. Sınıfta fikirlerimi rahatlıkla tartışabilirim.	1❑	2❑	3❑	4❑	5❑
18. I give my opinions during class discussions. Sınıf tartışmalarında fikirlerimi rahatça söyleyebilirim.	1❑	2❑	3❑	4❑	5❑

19. The teacher asks me questions. Öğretmen bana sorular sorar	1❑	2❑	3❑	4❑	5❑
20. My ideas and suggestions are used during classroom discussions. Fikirlerim ve önerilerim sınıf tartışmalarında kullanılır	1❑	2❑	3❑	4❑	5❑
21. I ask the teacher questions. Öğretmene sorular sorarım.	1❑	2❑	3❑	4❑	5❑
22. I explain my ideas to other students. Diğer öğrencilere fikirlerimi açıklarım.	1❑	2❑	3❑	4❑	5❑
23. Students discuss with me how to go about solving problems. Sınıftaki arkadaşlarım, derste çözemedikleri problemler konusunda benim ile görüşürler.	1❑	2❑	3❑	4❑	5❑
24. I am asked to explain how I solve the problems. Sınıfta problemleri nasıl çözdüğüm açıklamam istenir.	1❑	2❑	3❑	4❑	5❑
25. I carry out investigations to test my ideas. Fikirlerimin doğruluğundan emin olmak için araştırmalar yaparım.	1❑	2❑	3❑	4❑	5❑
26. I am asked to think about the evidence of statements. Söylediklerimi destekleyen veriler bulmam istenir.	1❑	2❑	3❑	4❑	5❑
27. I carry out investigations to answer the questions that puzzle me. Tartışmalarda ortaya çıkan problemleri çözmek için araştırmalar yaparım.	1❑	2❑	3❑	4❑	5❑
28. I explain the meaning of statements, diagrams, and graphs. Söylenen ifadelerin, şekillerin ve grafiklerin anlamını açıklarım.	1❑	2❑	3❑	4❑	5❑
29.I carry out investigations to answer questions that puzzles me. Kafamı karıştıran konuları cevaplayabilmek için araştırmalar yaparım.	1❑	2❑	3❑	4❑	5❑
30. I carry out investigations to answers the teacher's questions. Öğretmenin sorularını cevaplamak için araştırmalar yaparım.	1❑	2❑	3❑	4❑	5❑
31. I found out answers to questions by doing investigations. Araştırmalar yaparak soruların cevaplarını bulmaya çalışırım.	1❑	2❑	3❑	4❑	5❑
32. I solve problems by using information obtained from my own investigations. Araştırmalardan elde ettiğim bilgiler ile problemleri çözerim.	1❑	2❑	3❑	4❑	5❑
33. Getting a certain amount of work done is important to me. Çalışmaları sonuçlandırmak benim için önemlidir.	1❑	2❑	3❑	4❑	5❑
34.I do as much as I set out to do. Çalışabildiğim kadar çalışırım.	1❑	2❑	3❑	4❑	5❑
35.I know the goals for this class. Bu dersin amaçlarını biliyorum.	1❑	2❑	3❑	4❑	5❑
36. I am ready to start this class on time. Ders başladığında derse hazır olurum.	1❑	2❑	3❑	4❑	5❑
37. I know what I am trying to accomplish in this class. Bu sınıfta neyi başarmak için çabaladığımı biliyorum.	1❑	2❑	3❑	4❑	5❑
38. I pay attention during this class. Ders sırasında dikkatimi toparlamaya çalışırım.	1❑	2❑	3❑	4❑	5❑

39. I try to understand the work in this class. Sınıftaki yapılan çalışmaları anlamaya çalışırım.	1❑	2❑	3❑	4❑	5❑
40. I know how much work I have to do. Ne kadar çalışmam gerektiğini bilirim.	1❑	2❑	3❑	4❑	5❑
41. I cooperate with other students when doing assignments work. Ödevlerimi yaparken diğer öğrencilerle işbirliği yaparım.	1❑	2❑	3❑	4❑	5❑
42. I share my boks and resources with other students when doing assignments. Ödevlerimi yaparken arkadaşlarımla kitap ve kaynaklarımı paylaşırım.	1❑	2❑	3❑	4❑	5❑
43. When I work in groups in this class, there is teamwork. Sınıfta grup çalışmaları yapılırken iş bölümü yapılır.	1❑	2❑	3❑	4❑	5❑
44. I work with other students on projects in this class. Sınıfta verilen projelerde diğer öğrencilerle çalışırım	1❑	2❑	3❑	4❑	5❑
45. I learn from other students in this class. Sınıftaki diğer öğrencilerden öğrendiğim şeyler olur.	1❑	2❑	3❑	4❑	5❑
46. I work with other students in this class. Bu sınıfta diğer öğrenci arkadaşlarımla çalışırım.	1❑	2❑	3❑	4❑	5❑
47. I cooperate with other students on class activities. Sınıf içi faaliyetlerde diğer öğrencilerle işbirliği yaparım.	1❑	2❑	3❑	4❑	5❑
48. Students work with me to achieve class goals. Arkadaşlarım sınıftaki hedeflerine ulaşmak için benim ile çalışır.	1❑	2❑	3❑	4❑	5❑
49. The teachers give as much attention to my questions as to other students' questions. Öğretmen sınıftaki diğer öğrencilerin verdiği cevaplara gösterdiği dikkati, benim cevaplarıma da gösterir.	1❑	2❑	3❑	4❑	5❑
50. I get the same amount of help from the teacher as do other students. Öğretmenden, diğer öğrencilerle aynı ölçüde yardım alırım.	1❑	2❑	3❑	4❑	5❑
51. I have the same amount of say in this class as other students. Sınıftaki diğer öğrenciler ile aynı derecede söz hakkı alırım	1❑	2❑	3❑	4❑	5❑
52. I am treated the same encouragement from the teacher as other students do. Bana sınıftaki diğer öğrencilerle aynı biçimde davranılır.	1❑	2❑	3❑	4❑	5❑
53. I receive the same encouragement from the teacher as other students do. Sınıftaki diğer öğrenciler ile aynı derecede öğretmenden destek alırım.	1❑	2❑	3❑	4❑	5❑
54. I get the same opportunity to contribute to class discussions as other students. Sınıf tartışmalarına katılmak için diğer öğrenciler ile aynı fırsatı elde ederim.	1❑	2❑	3❑	4❑	5❑
55. My work receives as much as praise as other students' work. Çalışmalarım sınıftaki diğer öğrenciler ile aynı miktarda takdir edilir.	1❑	2❑	3❑	4❑	5❑
56. I get the same opportunity to answer questions as other students. Sınıftaki diğer öğrenciler ile aynı derecede soruları cevaplama imkanı elde ederim.	1❑	2❑	3❑	4❑	5❑

Appendix 4: The decision of the Scientific Research and Publication Ethics Committee

T.C
HAKKARİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU KURUL KARARI

Oturum Tarihi	Oturum Saati	Oturum Sayısı
12.04.2023	11:00	2023/43

Kurul Karar No
1

12.04.2023 tarihinde saat 11:00'da Prof.Dr. Erdoğan BADA başkanlığında, aşağıda imzaları bulunan üyelerin katılımlarıyla toplanarak gündemdeki konu/konuları görüşmüş ve aşağıdaki karar/kararları almıştır.

Dr. Öğr. Üyesi Tahir YAŞAR'ın "TÜRKİYE'DE ÖĞRETMEN TEŞVİKİNİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN LİSE ÖĞRENCİLERİNİN İKİNCİ DİL OLAN İNGİLİZCE İLETİŞİM KURMA İSTEKLİLİKLERİ ÜZERİNDEKİ ETKİSİ" başlıklı çalışmasının etik açıdan uygun bulunmasına ve konunun Rektörlük Makamına arzına;
Oy birliği ile karar verilmiştir.

Kurul Üyeleri:

Prof.Dr. Erdoğan BADA
Başkan

Prof.Dr. Erdoğan BADA Başkan	Doç.Dr. Habip DEMİRHAN Üye
Dr. Öğr. Üyesi Neşe ATAMAN BOR Üye	Dr. Öğr. Üyesi Ayhan GÜLER Üye
Dr. Öğr. Üyesi Özcan OĞUR Üye	Av. Mehmet TANLAK Üye

Raportör:
Nurcan ÖNEN
Bilgisayar İşletmeni

Belge Doğrulama Kodu :*BS43Z73YNZ* Pin Kodu :98692 Belge Takip Adresi : https://turkiye.gov.tr/ebd?eK=5585&eD=BS43Z73YNZ

Adres:Merzan Mah. Küçük Sanayi Sitesi Arkası 433. Sok. No:51
Merkez/HAKKARİ
Telefon:(0438) 2121212 Faks:0 438 212 1211
Elektronik Ağ:www.hu.edu.tr
Kep Adresi: hu@hs01.kep.tr

Bilgi için: Nurcan ÖNEN
Unvanı: Bilgisayar İşletmeni
Tel No: 1141

Appendix 5: Permission for WTC Scale

Appendix 6: Permission for WIHIC Scale

Appendix 7: Semi-Structured Interview Question (Turkish)

GÖRÜŞME SORULARI

Öğretmenin Öğrenciyi İngilizce İletişime Teşvik Etmesi

1. Ne kadar süredir İngilizce çalışıyorsunuz ve sizi o dersi seçmeye motive eden şey neydi?
2. Öğretmenleriniz sizi İngilizce iletişim etkinliklerine katılmaya ne şekilde teşvik ediyor?
3. Öğretmenin İngilizce konuşmaya teşviki, İngilizce iletişim kurma motivasyonunuzu nasıl etkiler?
4. Öğretmenlerinizin İngilizce iletişim etkinliklerine katılmaya teşvik ettiği belirli örnekleri paylaşabilir misiniz?
5. Öğretmenin sizi İngilizce konuşmaya cesaretlendirdiğinde veya cesaretlendirmediğinde İngilizce iletişim kurma isteğinizde herhangi bir değişiklik fark ettiniz mi? Açıklayınız.

Appendix 8: Semi-Structured Interview Questions (English)

INTERVIEW QUESTIONS

Encouraging Student's English Communication by the Teacher

1. How long have you been studying English, and what motivated you to choose that course?
2. In what ways do your teachers encourage you to participate in English communication activities?
3. How does the teacher's encouragement to speak English affect your motivation to engage in English communication?
4. Can you share specific examples of instances where your teachers encouraged you to participate in English communication activities?
5. Have you noticed any changes in your desire to engage in English communication when the teacher encourages or does not encourage you to speak English? Please explain.

Appendix 9: Confirmed Permission to Conduct Research in the School

T.C.
VAN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-70562350-605.01-87092676 13.10.2023
Konu : Araştırma Uygulama İzni
Aykut AKSIN

MÜDÜRLÜK MAKAMINA

Hakkari Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı tezli yüksek lisans öğrencisi Aykut AKSIN'ın "Öğretmen Teşvikinin İngilizceyi Yabancı Dil Olarak Öğrenen Türk Lise Öğrencilerinin Yabancı Dil İletişim Kurma İsteklilikleri Üzerindeki Etkisi" konulu tez çalışmasını yapabilmesi ile ilgili izin talebi, Araştırma İnceleme Komisyonumuz tarafından incelenmiştir.

Söz konusu tez çalışmasının, Müdürlüğümüze bağlı devlet okullarında uygulamanın yapabilmesi için, derslerin aksatılmaması kaydıyla ve gönüllülük esasına göre yapılması, komisyonumuzca uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Recep TÜRK
İl Milli Eğitim Müdür Yardımcısı

OLUR
Mehmet Nurettin ARAS
İl Milli Eğitim Müdürü

CURRICULUM VITAE

Personal Information

Full Name: Aykut AKSIN

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