



ISTANBUL MEDENİYET UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE EDUCATION

**English Preparatory Students' Ambiguity Tolerance,
Foreign Language Anxiety and Willingness to
Communicate in English**

Master's Thesis

Asiye Baştürk Beydilli

July 2023



ISTANBUL MEDENİYET UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE EDUCATION

**English Preparatory Students' Ambiguity Tolerance,
Foreign Language Anxiety and Willingness to
Communicate in English**

Master's Thesis

Asiye Baştürk Beydilli

Supervisor

Asst. Prof. Ferdane Denkci Akkaş

July 23

THESIS JURY APPROVAL

This Master thesis titled “English Preparatory Students’ Ambiguity Tolerance, Foreign Language Anxiety and Willingness to Communicate in English” written by Asiye Bařtürk Beydilli at the Department of Foreign Language Education was accepted by our jury.

JURY MEMBERS

SIGNATURE

Supervisor:

Asst. Prof. Ferdane Denkci Akkař
Istanbul Medeniyet University

Other Jury Members:

Prof. Dr. Selami Aydın
Istanbul Medeniyet University

Asst. Prof. Tuba Arabacı Atlamaz
Abdullah Gül University

Date of Defense: 11/07/2023

STATEMENTS

Style and Reference Manual Statement

Having reviewed this thesis written under my supervision, I confirm that it has been written in accordance with the APA (7th Edition) Manual of Style and used its [footnote/in text] reference format consistently throughout the entire text.

Signature

Asst. Prof. Ferdane Denkci Akkaş

Declaration of Originality

I hereby declare that all information in this dissertation has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conducts, I have fully cited and referenced all material and results that are not original to this work.

Signature

Asiye Baştürk Beydilli

GENİŞ ÖZET

İngilizce Hazırlık Sınıfı Öğrencilerinin Belirsizlik Hoşgörüsü, Yabancı Dil Kaygısı ve İngilizce İletişim Kurma İstekliliği

Baştürk Beydilli, Asiye

Yüksek Lisans Tezi, Yabancı Diller Eğitimi Anabilim Dalı

Danışman: Dr. Öğr. Üyesi Ferdane Denkci Akkaş

Temmuz 2023

İkinci dil öğrenme genellikle zorlayıcı bir süreç olarak algılanmakta ve anadil(ler)in aksine her zaman kesin bir başarı ile sonuçlanmamaktadır. Bu nedenle, ikinci/yabancı dil öğrenme sürecini anlamak üzere yapılan araştırmalar büyük önem arz etmektedir. Dil öğrenmenin bilişsel bir süreç olduğu düşünülür. Fakat ek bir dil öğrenme süreci, bilişsel etkenlerin yanı sıra, iletişim kurma istekliliği gibi bireyin istem ve iradesi ile ilgili (conative); kaygı ve belirsizlik hoşgörüsü gibi duyuşsal ve/veya bireysel fark ve faktörlere de bağlıdır (Ortega, 2013).

Yabancı bir dil öğrenen öğrenciler bu süreçte birçok belirsizlik ile karşılaşılır ve belirsizlik hoşgörüsü ile dil öğrenimi arasında doğrudan bir ilişki vardır (Ely, 1989). Bu sebeple, “belirsiz durumları makbul/istendik algılama eğilimi” (Budner, 1962, s. 29) olarak tanımlanabilecek belirsizlik hoşgörüsü bu öğrencilerin sahip olması gereken önemli özelliklerden biri olarak kabul edilir. İkinci dil öğrenme ortamı; dil bilgisi öğelerinin, kelimelerin, sesbilimsel ve kültürel ipuçlarının yabancı olması ve anlamlı bir yorumlama yapmak için yetersiz kalmaları sebebiyle, yeni ve belirsizdir (Chapelle, 1983). Dolayısıyla Norton (1975, s. 608) tarafından “belirsiz, eksik, parçalanmış, çoklu, olası, yapılandırılmamış, belirsiz, tutarsız, aykırı, çelişkili veya anlamca belirsiz bilgileri gerçek veya potansiyel rahatsızlık veya tehdit kaynakları olarak algılama veya yorumlama eğilimi” olarak tarif edilen belirsizliğe tahammülsüzlük ise yabancı dil öğrenme süreci ile olumsuz ilişkilendirilen bir kişilik özelliğidir. Yabancı dil kaygısı “dil öğrenme sürecinin biricikliğinden kaynaklanan sınıfta dil öğrenimine ilişkin bir öz-algılama, inanç, duygu ve davranış kompleksi” olarak tanımlanabilir (Horwitz vd., 1986, s. 128). Yabancı dil öğrenme sürecinde öneme sahip bir diğer etken de temellerini sosyal psikolojiden alan

istemsel ve iradesel (conative) bir yapı olan iletişim kurma istekliliğidir. 'Ana dil' düşünüldüğünde, iletişim kurma istekliliği geri çekilme, çekingenlik, iletişim kaygısı ve suskunluk (reticence) gibi karakter özellikleriyle ilişkili ve insanların iletişime başlama eğiliminin bir yordayıcısı olarak görülmüştür (Ortega, 2013). MacIntyre (1994) iletişim kurma istekliliğinin kişilik temelli kaynaklarını ele aldığı çalışmasında, iletişim kurma istekliliğinin kökleri içe dönüklük ve özsaygıya dayanan iletişim kaygısı (communication apprehension) ve algılanan yetkinlik (perceived competence) etmenlerinin bir birleşiminden kaynaklandığını ortaya koymuştur.

Alanyazın taraması yapıldığında yabancı dil öğrenme sürecinde etkili olduğuna inanılan iletişim kurma istekliliği, yabancı dil kaygısı ve belirsizlik hoşgörüsü yapıları arasındaki ilişkileri Türkiye'de aynı örneklem üzerinde inceleyen çalışma bulunamamıştır. Bununla birlikte, öğrencilerin kaygı ve belirsizlik hoşgörüsü arasındaki ilişkiyi inceleyen çalışmalar mevcuttur (Aksoy, 2019; Dewaele ve Shan Ip, 2013; Genç, 2016; Sadeghi ve Soleimani, 2016; Erturk-Tikiz vd., 2023). Öğrencilerin yabancı dil kaygısı ile iletişim kurma istekliliği arasındaki ilişkiye yönelik bir alanyazın taraması yapıldığında ise, iki yapı arasında olumsuz yönde ilişkiye işaret eden çalışmalar görülebilmektedir (Chu, 2008; Rastegar ve Karami, 2015; Tabataba'ian, 2012). Alanyazın, öğrencilerin yabancı dilde belirsizlik hoşgörüsü ve iletişim kurma istekliliği arasındaki ilişkiyi inceleyen çalışmalar açısından tarandığında ise oldukça az sayıda araştırma ile karşılaşmaktadır (Ahmedi Safa ve Jamshidi, 2017; Amirian vd., 2020; Vahedi ve Fatemi, 2016) ve bu çalışmalar bu iki yapı arasında olumlu yönde bir ilişkiye işaret etmektedir. Sonuç olarak literatürde yabancı dil öğrenme sürecinde önem arz eden bu üç faktörün (yabancı dil kaygısı, yabancı dil belirsizlik hoşgörüsü ve iletişim kurma istekliliği) birbirleriyle ilişkilerini inceleyen çalışmalar mevcut olmakla birlikte, bu çalışmalar net bir sonuca ulaşmak için yeterli değildir. Bunun yanı sıra, bu alanda Türkiye'de sınırlı sayıda araştırma yapılmış olduğundan bu çalışma bahsi geçen yapıları inceleyerek alanyazına katkıda bulunmayı hedeflemektedir.

Bu çalışma İngilizce hazırlık sınıfı öğrencilerinin belirsizlik hoşgörüsü, yabancı dil kaygısı ve İngilizce iletişim kurma istekliliği arasındaki ilişkileri ortaya koymayı amaçlamaktadır. Ayrıca çalışma kapsamında yukarıda bahsi geçen değişkenlerin öğrencilerin cinsiyeti, kayıtlı oldukları lisans programı, başlangıç düzeyi gibi çeşitli faktörler açısından farklılaşıp farklılaşmadığı da araştırma konusudur.

Betimsel bir araştırma olan bu çalışmada ilişkisel tarama modeli kullanılmıştır. Bu çalışmada değişkenlere müdahale edilmeksizin öğrencilerin yabancı dil kaygı düzeyleri, yabancı dil belirsizlik hoşgörüsü düzeyleri ve iletişim kurma istekliliği düzeylerinin birlikte değişip değişmediği, aralarında bir ilişki olup olmadığı incelenmiştir. Araştırmanın verileri, 2020-2021 akademik yılında İstanbul ilinde yer alan biri devlet biri özel olmak üzere iki ayrı üniversitenin İngilizce hazırlık okullarında öğrenim gören 270 öğrenciden toplanmıştır. Veri toplama sürecinde Kişisel Bilgi Formu, Yabancı Dil Belirsizlik Hoşgörüsü Ölçeği, Yabancı Dil Kaygısı Ölçeği ve İngilizce İletişim Kurma İstekliliği Ölçeği kullanılmıştır. Eğitimin Covid-19 pandemisine bağlı olarak uzaktan gerçekleştirilmesi sebebiyle ilgili veri toplama araçları Google Formlar aracılığıyla internet üzerinden paylaşılmıştır. Toplanan veriler SPSS 21 programına aktarılarak analiz edilmiş ve ANOVA, t-Test, Pearson Korelasyon Katsayısı ve betimleyici istatistik analizleri gerçekleştirilmiştir.

Elde edilen sonuçlara göre çalışmaya katılan yabancı dil öğrenen öğrencilerinin orta derecede iletişim kurma istekliliği, yabancı dil endişesi, iletişim kurma kaygısı, test kaygısı, olumsuz eleştirilme korkusu ve belirsizlik hoşgörüsü olduğu bulunmuştur. Ayrıca, öğrencilerin belirsizlik hoşgörüsü ve iletişim kurma istekliliği ile yabancı dil kaygısı, iletişim kaygısı, sınav kaygısı ve olumsuz eleştirilme korkusu arasında orta düzeyde olumsuz bir ilişki tespit edilmiştir. Öğrencilerin belirsizlik hoşgörüsü ve iletişim kurma istekliliği arasında ise düşük seviyede olumlu bir ilişki bulunmuştur. İlgili analiz sonuçlarına göre öğrencilerin belirsizlik hoşgörüsünün iletişim kurma istekliliğini olumlu yönde yordadığı, yabancı dil kaygısını, iletişim kaygısını, sınav kaygısını ve olumsuz şekilde eleştirilme korkusunu ise olumsuz yönde yordadığı saptanmıştır. Ek olarak öğrencilerin iletişim kurma istekliliğinin de belirsizlik hoşgörüsünün olumlu, ikinci dil kaygısı, iletişim kurmaya yönelik kaygı, sınav kaygısı ve olumsuz şekilde eleştirilme korkusunun ise olumsuz bir yordayıcısı olduğu saptanmıştır. Aynı zamanda, öğrencilerin yabancı dil kaygısının, iletişim kurma kaygısının, sınav kaygısının ve olumsuz yönde eleştirilme korkusunun belirsizlik hoşgörüsünü ve iletişim kurma istekliliğini olumsuz şekilde yordadığı sonucuna ulaşılmıştır.

Öğrencilerin belirsizlik hoşgörüsünün cinsiyet, yabancı bir ülkede bulunma deneyimi ve hazırlık sınıfı başlangıç seviyesi bakımından değişiklik gösterdiği bulunmuştur. Detaylandırmak gerekirse, analiz sonuçları kadın öğrenciler ve yabancı bir ülkede herhangi bir sebeple bulunmuş öğrencilerin belirsizliğe karşı hoşgörüsünün daha yüksek

olduğunu göstermiştir. Ek olarak eğitim yılının başında orta düzey (intermediate) gruba yerleştirilen öğrencilerin başlangıç düzeyi (beginner) grubuna yerleştirilen öğrencilere kıyasla belirsizliğe karşı daha hoşgörülü olduğu görülmüştür. Bir diğer bulgu ise öğrencilerin yabancı dil kaygısının, iletişim kaygısının, sınav kaygısının ve olumsuz eleştiri korkusunun yurtdışında daha önce deneyiminin olup olmamasına göre farklılaştığını göstermiştir. Öncesinde yabancı bir ülkede bulunmuş öğrencilerin yabancı dile, iletişim kurmaya, sınavlara yönelik daha az kaygı duyduğu ve olumsuz eleştirilerden daha az korktuğu saptanmıştır. Ayrıca öğrencilerin olumsuz eleştirilme korkusunun cinsiyetlerine göre farklılık gösterdiği ve kadınların daha fazla korku hissettiği bulunmuştur. Aynı zamanda, öğrencilerin başlangıç seviyesinin yabancı dile kaygılarında, iletişim kaygılarında, sınav kaygılarında ve olumsuz eleştirilmeye yönelik korkularında farklılaşmaya sebep olduğu sonucuna varılmıştır. Eğitim yılının başında orta düzey (intermediate) gruba yerleştirilen öğrencilerin başlangıç (beginner) ve orta-öncesi (pre-intermediate) gruba yerleştirilen öğrencilere kıyasla belirsizliğe karşı daha hoşgörülü olduğu görülmüştür. Son olarak, öğrencilerin iletişim kurma istekliliğinin yurtdışı deneyimine göre değiştiği, yabancı bir ülkeye daha önce gitmiş öğrencilerin İngilizce dilinde iletişim kurmaya daha istekli oldukları sonucuna ulaşılmıştır.

Araştırmanın bulguları alanyazın doğrultusunda tartışılmıştır. Öğrencilerin orta düzey belirsizlik hoşgörüsü olduğu sonucu hem Türkiye’de (Aksoy, 2019; Başöz, 2015; Erten ve Topkaya, 2009; Genç, 2016; Erturk-Tikiz vd., 2023) hem de dünyada (Dokmai, 2019; Hou ve Hou, 2017; Kamran, 2011; Shak, 2015) yapılmış bazı çalışmalara büyük oranda benzerlik gösterirken, farklılaştığı çalışmalar da olmuştur. Kadın öğrencilerin belirsizliğe karşı daha hoşgörülü olması sonucu ise alan yazındaki çalışmalardan büyük oranda farklıdır. Bu durumun kadınların dil öğreniminde genel anlamda daha başarılı olmalarından (Banya ve Cheng, 1997) kaynaklanabileceği belirtilmiştir. Ayrıca, yabancı bir ülkeye giden öğrencilerin hızla zihinsel bir değişim ihtiyacının farkına varması dolayısıyla (Regan vd., 2009), daha önce yabancı bir ülkede bulunmuş öğrencilerin daha hoşgörülü olmasının anlamlı olduğu düşünülmüştür. Orta düzey İngilizce altyapısıyla başlayan öğrencilerin başlangıç grubuna kıyasla belirsizliğe daha hoşgörülü olması da Türkiye’de yapılmış birkaç çalışmayla benzerlik göstermiştir (Erten ve Topkaya, 2009; Suna-Çelikbaş, 2019). Bu çalışmanın sonucuna göre öğrencilerin orta düzeyde yabancı dil kaygısına sahip olmalarının onların dile yönelik inanışları, öğretmen-temelli eğitim ve eğitim dahilindeki öğretim, uygulamalar ve süreçlere yönelik algılarına (Young, 1991)

bağlı gelişmiş olabileceği ve alan yazında birçok çalışma ile benzerlik gösterdiği (Alsowat, 2016; Asmalı, 2019; Punsiri, 2012; Sönmez, 2020; Su, 2022; Tanielian, 2017; Yetkin & Özer, 2022) belirtilmiştir. Ek olarak, öğrencilerin herhangi bir sebeple yurtdışında bulunma deneyiminin yabancı dil kaygısı üzerindeki farklılaştırma etkisi alan yazındaki çalışmalar ile büyük oranda tutarlı olup (Allen ve Herron, 2003; Onwuegbuzie vd., 1999; Thompson ve Lee, 2014), sebebi ne olursa olsun yabancı bir ülkede bulunmanın öğrencilerin kaygısını azaltabileceğine işaret edilmiştir. Kadınların erkek öğrencilere kıyasla olumsuz yönde eleştirilmekten daha fazla korktuğuna yönelik bulgu Türkiye'deki diğer çalışmalarla farklılık gösterdiğinden alan yazına farklı bir bakış açısı kazandırabileceği düşünülmüştür. Ayrıca, orta düzeyde İngilizce seviyesiyle hazırlık eğitimine başlayan öğrencilerin başlangıç ve orta-öncesi seviyedekilerden daha az kaygılı olması bulgusu öğrencilerin önceden edinilmiş dil yeterliliklerinin önemine işaret ettiğinden ve bu alanda yeterince çalışma yapılmamış olması sebebiyle önem arz etmektedir. Öğrencilerin orta düzeyde iletişim kurma istekliliği sonucu ise alan yazındaki birçok çalışma ile benzerlik göstermiş olup (Başöz & Erten, 2018; Bergil, 2016; Bulut, 2017; Campbell, 2016; Khajavy vd., 2018; Shanti Manipuspika, 2018), görece yeni bir konu olması sebebiyle genel bir sonuca ulaşmak için daha fazla çalışma yapılmasına ihtiyaç duyulmaktadır. Ayrıca bu yapının öğrencilerin yurtdışı deneyimine göre farklılaşmasının ana dil yardımı olmadan iletişim kurmaya çalışma zorluğunu daha önce deneyimlemekle ilgili olabileceği tartışılmıştır. Son olarak, katılımcıların yabancı dil kaygısı ve belirsizlik hoşgörüsü arasındaki olumsuz yönlü ilişki (Aksoy, 2019; Asmalı, 2019; Chen, 2023; Dewaele ve Shan Ip, 2013; Erturk-Tikiz vd., 2023); yabancı dil kaygısı ve iletişim kurma istekliliği arasındaki olumsuz yönlü ilişki (Chu, 2008; Dewaele, 2019; Liu ve Jackson, 2008; Rastegar ve Karami, 2015; Tabataba'ian, 2012); belirsizlik hoşgörüsü ve iletişim kurma istekliliği arasındaki olumlu yöndeki ilişki (Amirian vd., 2020; MacIntyre ve Doucette, 2010; Wu ve Lin, 2014) alan yazındaki diğer çalışmalarla büyük ölçüde tutarlı bulunmuştur. Bütün bu bulgular ve değerlendirmeler ışığında uygulayıcılar, okul yöneticileri ve araştırmacılara yönelik çeşitli öneriler sunulmuştur.

Anahtar Kelimeler: Belirsizlik hoşgörüsü, İngilizce iletişim kurma istekliliği, Yabancı dil kaygısı, İngilizce hazırlık öğrencileri

ABSTRACT

English Preparatory Students' Ambiguity Tolerance, Foreign Language Anxiety and Willingness to Communicate in English

Baştürk Beydilli, Asiye

Master's Thesis, Department of Foreign Language Education

Asst. Prof. Ferdane Denkci Akkaş

July 2023

The current study intends to measure students' WTC, SLTA and FLA together with the potential correlation and predictability among these. It also investigates if these variables differ in terms of the participants' gender, entry level, faculty they are registered to, experience abroad, additional languages, high school type or university type. This descriptive correlational study utilized quantitative data collection procedures. The data were collected from 270 English preparatory students of EFL at a private and a state university in İstanbul, Türkiye, via the SLTAS (Ely, 1995), the FLCAS (Horwitz et al., 1986) adapted by Aksoy (2019), the WTC (Cao & Philp, 2006) adapted by Uyanık (2018), and analyzed through SPSS 21. The significant findings indicated a moderate level of WTC, SLTA and FLCA; a low-level of positive correlation between WTC and SLTA; a moderate level of negative correlation between WTC and FLCA, and between SLTA and FLCA. FLCA negatively predicted WTC and SLTA, and vice versa. WTC and SLTA were positive predictors of each other. Females and the students with a previous experience abroad had more SLTA and WTC, and less FLCA. Those with an intermediate entry level had more SLTA than the beginner group, and less FLCA than the beginner and the pre-intermediate groups. Females had more fear of negative evaluation. Several implications were presented based on the literature.

Keywords: Second language tolerance of ambiguity, Willingness to communicate in English, Foreign language classroom anxiety, English preparatory students

ACKNOWLEDGEMENTS

There were several people to whom I am extremely grateful for their trust and invaluable support through this journey.

First of all, words cannot express my gratitude to my thesis supervisor Asst. Prof. Ferdane Denkci Akkaş for her invaluable patience and never-ending motivation and support. I could not have undertaken this journey without her great knowledge and expertise, meticulousness and everlasting encouragement. I also would like to express my deepest gratitude and admiration to her for the inspiration she provided.

I am also grateful to Prof. Dr. Selami Aydın and Assoc. Prof. Özge Cengiz who provided me with precious knowledge and experience through my master's studies.

I would like to extend my sincere thanks to my teachers, friends and colleagues who were there to bear a hand whenever I needed them throughout my thesis writing process.

Lastly, I would be remiss in not mentioning my beloved family and husband. This endeavor would not have been possible without their emotional support, endless trust and belief in me.

Asiye BAŞTÜRK BEYDİLLİ

DEDICATION

Dedicated to my beloved family.

TABLE OF CONTENTS

THESIS JURY APPROVAL	III
STATEMENTS	IV
GENİŞ ÖZET	V
ABSTRACT	X
ACKNOWLEDGEMENTS	XI
DEDICATION	XII
TABLE OF CONTENTS	XIII
LIST OF TABLES	XVI
LIST OF FIGURES	XVIII
LIST OF ABBREVIATIONS	XIX
1. INTRODUCTION	20
1.1 Background of the Study.....	20
1.2 Statement of the Problem	22
1.3 Purpose of the Study.....	25
1.4 Research Questions	25
1.5 Significance of the Study	26
1.6 Limitations of the Study	28
1.7 Definitions of the Terms	29
2. THEORETICAL FRAMEWORK	31
2.1 Anxiety	31
2.2 Foreign Language Anxiety	33
2.2.1 The Construct of Foreign Language Anxiety	35
2.2.2 Sources of Foreign Language Anxiety	36
2.2.3 Effects of Foreign Language Anxiety	37
2.3 Willingness to Communicate	38
2.3.1 Situation-specific Antecedents of WTC	40
2.3.2 Trait-like Antecedents of WTC	43

2.3.3 A Dynamic Approach towards WTC	45
2.4 Ambiguity Tolerance	46
2.5 Literature Review	52
2.5.1 Foreign Language Classroom Anxiety	52
2.5.2 Willingness to Communicate	60
2.5.3 Second Language Tolerance of Ambiguity	70
3. METHOD	83
3.1 Research Design	83
3.2 Participants	84
3.3 Data Collection Tools	85
3.3.1 Background Questionnaire	86
3.3.2 Second Language Tolerance of Ambiguity Scale (SLTAS)	86
3.3.3 Foreign Language Classroom Anxiety Scale (FLCAS)	87
3.3.4 Willingness to Communicate Scale (WTC)	87
3.4 Data Collection Procedure	88
3.5 Data Analysis	88
4. RESULTS	91
4.1 Findings for the First Research Question	91
4.2 Findings for the Second Research Question	91
4.3 Findings for the Third Research Question	92
4.4 Findings for the Fourth Research Question	93
4.5 Findings for the Fifth Research Question	94
4.6 Findings for the Sixth Research Question	94
4.7 Findings for the Seventh Research Question	96
4.8 Findings for the Eighth Research Question	97
4.9 Findings for the Ninth Research Question	98
4.10 Findings for the Tenth Research Question	98
4.11 Findings for the Eleventh Research Question	101
4.12 Findings for the Twelfth Research Question	111
5. DISCUSSION, CONCLUSION, AND RECOMMENDATIONS	114
5.1 Discussion	114

5.1.1 Second Language Tolerance of Ambiguity.....	114
5.1.2 Foreign Language Classroom Anxiety.....	117
5.1.3 Willingness to Communicate	124
5.1.4 Correlational Results	128
5.2 Conclusion.....	132
5.3 Practical Recommendations.....	133
5.3.1 Recommendations for Practitioners	133
5.3.2 Recommendations for School Administrators	134
5.3.3 Recommendations for Further Research.....	135
References	137
Appendices	179
Appendix A – Consent Form for FLCAS	179
Appendix B – Consent form for WTC	180
Appendix C – Background Questionnaire (Turkish).....	181
Appendix D – Second Language Tolerance of Ambiguity Scale (Turkish)	183
Appendix E – Foreign Language Classroom Anxiety Scale (Turkish).....	184
Appendix F – Willingness to Communicate Scale (Turkish).....	186
Appendix G – Ethics Committee Approval.....	187
Appendix H – Özgeçmiş	188

LIST OF TABLES

Table 1. Background Information about the Participant Students	84
Table 2. The results of Kolmogorov-Smirnov Test for SLTA, FLCA and WTC.....	89
Table 3. Means for the SLTAS	91
Table 4. Means for the FLCAS	92
Table 5. Means for the WTC scale.....	92
Table 6. Results for the Pearson Correlation test conducted with FLCAS and SLTAS	93
Table 7. Results for the Pearson Correlation test conducted with WTC and SLTAS	94
Table 8. Results for the Pearson Correlation test conducted with FLCAS and WTC	95
Table 9. The predictive degree of SLTA over FLCA, CA, TA, FNE.....	96
Table 10. The predictive degree of WTC over FLCA, CA, TA, FNE.....	97
Table 11. The predictive degree of SLTA over WTC	98
Table 12. Results of the independent samples t test for SLTA regarding gender, experience abroad, additional languages, high school, and university types.....	99
Table 13. Results of one-way ANOVA for the SLTA regarding entry level	100
Table 14. Results of Tukey HSD for the SLTA regarding the entry level.....	100
Table 15. Results of one-way ANOVA for the SLTA and faculty	101
Table 16. Results of the independent samples t-test for FLCA regarding gender, experience abroad, additional languages, high school, and university types.....	102
Table 17. Results of the independent samples t-test for CA and FNE regarding gender.....	103
Table 18. Results of the Mann Whitney-U test for TA regarding gender.....	104
Table 19. Results of the independent samples t-test for CA and TA regarding high school	105
Table 20. Results of the Mann Whitney-U test for FNE regarding high school.....	105
Table 21. Results of one-way ANOVA for the FLCA and entry level.....	106
Table 22. Results of Tukey HSD for the FLCA and entry level.....	106
Table 23. Results of one-way ANOVA for the CA, TA and FNE, and the entry level	107
Table 24. Results of Tukey HSD for the CA, TA, FNE and entry level	108

Table 25. Results of one-way ANOVA for the FLCA and faculty.....	109
Table 26. Results of one-way ANOVA for the CA, TA and FNE, and faculty	110
Table 27. Results of the independent samples t-test for WTC regarding gender, experience abroad, additional languages, high school, and university types.....	111
Table 28. Results of Kruskal Wallis-H test for the WTC regarding entry level.....	112
Table 29. Results of one-way ANOVA for the WTC regarding faculty	113

LIST OF FIGURES

<i>Figure 1. Heuristic model of variables influencing WTC, MacIntyre et al., (1998)..</i>	40
<i>Figure 2. The proposed framework of situational antecedents of state WTC, Zhang et al., (2018).....</i>	41
<i>Figure 3. Characteristics of ambiguity tolerance, Bochner (1965) as cited in Durmaz (2020).....</i>	47
<i>Figure 4. An assumption of cycle of Tolerance of Ambiguity in cognitive learning, Daqing (2021)</i>	49

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

SLTA: Second Language Tolerance of Ambiguity

FLCA: Foreign Language Classroom Anxiety

FLA: Foreign Language Anxiety

CA: Communication Apprehension

TA: Test Anxiety

FNE: Fear of Negative Evaluation

SLA: Second Language Acquisition

FLL: Foreign Language Learning

SLTAS: Second Language Tolerance of Ambiguity Scale

FLCAS: Foreign Language Classroom Anxiety Scale

WTCS: Willingness to Communicate Scale

LMS: Learning Management System

SPSS: Statistical Package for the Social Science

L1: First Language

L2: Second/Foreign Language

GPA: Grade Point Average

1. INTRODUCTION

This study aims to reveal the relationships among English preparatory class students' tolerance for ambiguity, foreign language anxiety, and their willingness to communicate in English. In addition, within the scope of the study, it is investigated whether the aforementioned variables differ in terms of various factors such as the participant's gender, entry level, the faculty they are registered to, whether they have been to a foreign country, whether they can speak any additional languages, whether they graduated from a state or private high school or whether they are enrolled in a state or private university. In this respect, this section introduces an overview of the research. To begin with, SLTA, WTC and FLCA are briefly introduced. Secondly, the problem is stated. Next, the objective of the research and the research questions are presented. Finally, the limitations of the study are given. Furthermore, the key definitions and necessary abbreviations addressed throughout the study are provided.

1.1 Background of the Study

Second Language Acquisition, unlike first language acquisition, is a research area that seeks the capacity of an individual to learn languages other than their first language in late childhood, adolescence or adulthood, and various complex phenomena that affect this process in various contexts. Learning a second language is generally perceived as a challenging process and, unlike native language(s), does not always result in definite success. Therefore, research to understand the second/foreign language learning process is of great importance. Language learning is considered as a cognitive process. However, as well as cognitive factors, an additional language learning process is related to factors concerned with an individual's will and volition (conation), such as his/her *willingness to communicate*, and affective and/or individual differences such as *anxiety* and *tolerance of ambiguity* (Ortega, 2013).

Students who are learning a foreign language encounter many uncertainties in this process, and there is a direct bond between ambiguity tolerance and L2 learning (Ely, 1989). For this reason, tolerance of ambiguity, which can be defined as “the tendency to perceive ambiguous situations as desirable” (Budner, 1962, p. 29), is considered one of the important characteristics that these students should have. The

second language learning environment is new and uncertain because grammatical elements, words, phonological and cultural clues are not familiar and insufficient to make a meaningful interpretation (Chapelle, 1983). Therefore, *intolerance of ambiguity* which is defined by Norton (1975) as “a tendency to perceive or interpret information marked by vague, incomplete, fragmented, multiple, probable, unstructured, uncertain, inconsistent, contradictory, contradictory, or unclear meanings as actual or potential sources of psychological discomfort or threat” (p. 608) is a personality trait that is negatively associated with the foreign language learning (FLL) process. Intolerance in such an environment of uncertainty may negatively influence students' foreign language success, as the resulting stress may hinder retrieving information or applying language learning strategies (Kamran & Maftoon, 2012). Accordingly, tolerance of ambiguity and anxiety are also two connected constructs when it comes to SLA.

Anxiety is an unpleasant emotional state associated with feelings of uneasiness, discomfort, and fear (Riskind & Rector, 2018) and has a negative effect on language learning (Brown, 2007). While some students achieve their goals in other situations or fields and can be good learners, they have a distinct psychological barrier to foreign language learning in their minds. Likewise, these students with high foreign language anxiety experience feelings of fear and apprehension, especially when they need to use a foreign language in the classroom (Horwitz et al., 1986). Within this scope, foreign language anxiety can be defined as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al., 1986, p. 128). Bochner (1965) considers anxiety to be one of the secondary defining characteristics of intolerance to ambiguity. In other words, as Smock (1955) stated, Bochner argues that an individual who does not tolerate uncertainty will also be anxious. There are studies in the literature that found the intolerance of ambiguity was positively correlated with FLA (Aksoy, 2019; Dewaele & Shan Ip, 2013; Genç, 2016; Sadeghi & Soleimani, 2016).

Another important factor is the willingness to communicate, which is a volitional and conative structure that takes its foundations from social psychology.

When the 'mother tongue' is considered, willingness to communicate is associated with character traits such as withdrawal, shyness, communication anxiety and reticence, and is seen as a predictor of people's tendency to start communication (Ortega, 2013). MacIntyre (1994), in the study of personality-based sources of willingness to communicate, revealed that WTC stems from a combination of factors; perceived competence and communication apprehension rooted in introversion and self-esteem. Within this scope, it is noteworthy that it is associated with anxiety which is another important factor. Similarly, McCroskey (1997) defined this concept as the tendency to initiate communication. In terms of second language learning, WTC refers to as the readiness to participate in a second language discourse with a specific person at a given time (MacIntyre et al., 1998) and has been accepted as 'the primary determinant of second language use' (Clément et al., 2003). In light of this information, the possibility of a relationship between the WTC, which is seen as the primary determinant of foreign language use, and FLA, which can be felt due to various reasons during foreign language use, makes these two constructs a research topic that attracts the attention of researchers. In this respect, there are studies in the literature that found a negative and significant relationship between students' FLA and their WTC (Rastegar & Karami, 2015; Tabataba'ian, 2012). However, there are also studies that conclude that these two constructs were not correlated (Alemi et al., 2011; Bashosh et al., 2013; Ghelichli, 2022).

1.2 Statement of the Problem

Since WTC, FLA and SLTA factors are considered important in the literature regarding learning an additional language, they have often been deemed worthy of investigating both in Turkish EFL context and throughout the world in a broader sense. Even though foreign language anxiety has been a trendy topic for long, willingness to communicate and second language tolerance of ambiguity are relatively new areas of research. There are ample studies investigating English language learners' foreign language anxiety levels discretely or in association with various other variables around the world (e.g., Ali & Fei, 2016; Alsowat, 2016; Dewaele et al., 2016; Duxbury & Tsai, 2010; Zhang, 2011) as well as the ones conducted in Turkish context (e.g., Aydın et al., 2017; Ayhan, 2020; Çakıcı, 2016; Horwitz et al., 1986; Özkaynak, 2020,

Sönmez, 2020). When the results are examined, it is possible to conclude that females' levels of FLA were found to be higher than males' (Ali & Fei, 2016; Dewaele et al., 2016), and they are more anxious in terms of negative evaluation, but less in terms of communication (Aydın et al., 2017). However, there are some studies showing no difference between these two genders (Sönmez, 2020), which keeps this variable on the agenda. Furthermore, foreign language classroom anxiety is also found associated with different constructs such as cooperative learning (Duxbury & Tsai, 2010), ought-to L2 self (Ayhan, 2020), test anxiety (Çakıcı, 2016), reconceptualized L2 motivational self system (Özkaynak, 2020), translanguaging practices of the students (Özkaynak, 2020), students' perceptions on code-switching (Sönmez, 2020) and achievement (Ayhan, 2020; Çakıcı, 2016). Nevertheless, these studies are quite insufficient to draw deeper conclusions related to the FLA as a construct, and indeed more research is needed on the issue.

However, there are respectively fewer studies upon willingness to communicate both around the world (e.g., Baghaei & Dourakhshan, 2012; Garvey & Eades, 2018; MacIntyre et al., 2002) and in Türkiye (e.g., Başöz & Erten, 2018; Buckingham & Alpaslan, 2017; Bursalı & Öz, 2017). Based on the results of the studies in the related literature, it seems that students who are more eager to communicate are more successful (Baghaei & Dourakhshan, 2012; Rastegar & Karami, 2015) and use their L2 more (Hashimoto, 2002; Macintyre & Charos, 1996). Also, students' perceptions on their language competence can be a source for their WTC (Hashimoto, 2002). In addition, students' WTC is influenced by such other factors as motivation (Asmalı, 2016; Hashimoto, 2002), attitude towards the international community (Asmalı, 2016; Bektaş-Çetinkaya, 2005), perceived confidence in language (Bektaş-Çetinkaya, 2005) and in L2 speaking (Asmalı, 2016), extroversion/introversion (Bektaş-Çetinkaya, 2005), ideal L2 self (Bursalı & Öz, 2017), how competent they perceive themselves in communication and communication apprehension (Asmalı et al., 2015). Besides, students tend to be more eager to speak in English out of the classroom than inside the school (Başöz & Erten, 2018). Students' willingness to communicate might also differ in terms of gender (MacIntyre et al., 2002), and it is affected by several factors such as speaking practice outside the classroom (Buckingham & Alpaslan, 2017), using a

virtual world in the classroom (Kartal & Balçıkanlı, 2018) and students' working in groups or independently (Garvey & Eades, 2018).

SLTA has also been studied less in both foreign (e.g., Ely, 1989; Ezzati & Farahian, 2016; Hou & Hou, 2017) and Turkish (e.g., Asmalı, 2019; Durmaz, 2020; Genç, 2016) contexts. Although they are few in number, they somehow allow to draw conclusions related to the construct. For instance, SLTA is found to be correlated with overall language learning (Ely, 1989), grammar achievement (Ezzati & Farahian, 2016), competence in English, multiple intelligences (Hou & Hou, 2017) and foreign language anxiety (Asmalı, 2019), and it moderates the correlation between listening anxiety and metacognitive awareness towards listening (Durmaz, 2020). In addition, based on the results of a couple of studies, ambiguity tolerance of the students differs in terms of gender (Ezzati & Farahian, 2016; Hou & Hou, 2017). Taking the insufficient number and diversity of these studies into account, SLTA deserves more attention to understand the construct better.

When the possible association among these three constructs is also taken into consideration, investigating them seems crucial due to the insufficient number of studies so far. Especially the scarcity of studies in the literature of English language learning in the Turkish environment makes these constructs important research topics and has been drawing the attention of scholars. Within the scope of the associated literature, there are several studies having looked into the relationship between anxiety and tolerance of ambiguity (e.g., Aksoy, 2019; Dewaele & Shan Ip, 2013; Genç, 2016), between FLA and WTC (e.g., Chu, 2008; Rastegar & Karami, 2015), and between tolerance of ambiguity and WTC though very few (e.g., Ahmedi Safa & Jamshidi, 2017, Amirian et al., 2020) with the same sample. Nevertheless, no study was found that aimed to investigate the relationships among WTC, FLA, and SLTA on the same sample. The current study examining these three constructs with the same participants might be significant to bring an explanation for the English prep class students' emotional states and conations.

1.3 Purpose of the Study

In accordance with the problem stated, the purpose of the current study is to measure students' willingness to communicate, L2 ambiguity tolerance and foreign language classroom anxiety. Besides, this study aims to determine if there is a correlation among these three constructs as well as if they predict one another. It also investigates if these variables differ in terms of the participants' gender, entry level, faculty they are registered to, whether they have been to a foreign country, whether they can speak any additional languages, whether they graduated from a state or private high school or whether they are enrolled in a state or private university.

1.4 Research Questions

In line with these purposes, this study addresses the following research questions:

- 1) What is the English preparatory students' ambiguity tolerance level?
- 2) What is the English preparatory students' foreign language anxiety level?
- 3) To what extent are the English preparatory students willing to communicate in English?
- 4) Is there a statistically significant relationship between the students' ambiguity tolerance and foreign language anxiety?
- 5) Is there a statistically significant relationship between the students' ambiguity tolerance and willingness to communicate in English?
- 6) Is there a statistically significant relationship between the students' foreign language anxiety and willingness to communicate in English?
- 7) Does the students' ambiguity tolerance predict their foreign language anxiety?
- 8) Does the students' ambiguity tolerance predict their willingness to communicate in English?
- 9) Does the students' foreign language anxiety predict their willingness to communicate?
- 10) Does the students' ambiguity tolerance vary in terms of their gender, entry level, faculty they are registered to, whether they have been to a foreign country, whether they can speak any additional languages, whether they

graduated from a state or private high school or whether they are enrolled in a state or private university?

11) Does the students' foreign language anxiety vary in terms of their gender, entry level, faculty they are registered to, whether they have been to a foreign country, whether they can speak any additional languages, whether they graduated from a state or private high school or whether they are enrolled in a state or private university?

12) Does the students' willingness to communicate in English vary in terms of their gender, entry level, faculty they are registered to, whether they have been to a foreign country, whether they can speak any additional languages, whether they graduated from a state or private high school or whether they are enrolled in a state or private university?

1.5 Significance of the Study

English preparatory classes are very common systems that are designed to teach English before students start the programs they are enrolled in at university in Türkiye. It is usually compulsory for the students who are registered to the programs with an English medium of instruction so that they can maintain their academic studies in their departments. Since the prep class is an essential part of tertiary education and its main purpose is to equip the students with the necessary skills in L2, the quality of English preparatory classes is always a hot topic. There are a great number of studies conducted with English preparatory class students in the literature EFL field of study. This study is significant since understanding the affective states and personality traits of English language learners can contribute to the field in a way that teachers can draw conclusions from to enhance the educational quality and enable the ultimate attainment of L2.

It is important to draw a distinction between second language learning and foreign language learning, especially when the differences between these two environments play an crucial role in determining the variables involved in the studies (Ortega, 2013). As Ellis (1994) clarifies, in a foreign language context, the target language is mainly taught formally at schools without a significant role in the society it is taught while the language is a medium of communication among the speakers of different languages with a social and corporate role in the second language acquisition

environment. In this respect, Türkiye is a country where English is learnt as a foreign language. However, although the purpose of L2 learning is to use it (Hashimoto, 2002) and communication is both the ultimate goal and a medium to reach that goal (MacIntyre & Charos, 1996) at the same time, foreign language learning classrooms have several misfortunes in this respect due to the lack of the opportunity to communicate outside the class. In addition to this limitation or as an immediate effect of it, as Uyanık (2018) emphasized, many Turkish students abstain from communicating in English, produce limited discourse or no answer at all when asked a question in class, and have trouble in communicating in the target language outside the classroom environment. This can be considered as a serious drawback for their L2 development.

There might be several sources of the above-mentioned unwillingness to speak English in and out of the class which seem to be worth investigating. First, it must be noted that the classroom is naturally full of uncertainties which might have an influence on students' language learning depending on their tolerance of ambiguity as a personal trait. There may be a connection between their SLTA and WTC. Since it is very hard to handle uncertainties resulting from the nature of the foreign language without being sufficiently exposed to the target language in real life, Turkish EFL students might have trouble in learning the language and communicating in English. Therefore, their unwillingness to communicate might be somehow interrelated with their ambiguity intolerance. Second, students might be avoiding L2 communication because they might be feeling anxious to speak or, in a broader sense, towards foreign language classroom as a whole. In other words, their FLA might be decreasing Turkish EFL learners' WTC in the target language. The existence of such a possible association can explain the trouble students are experiencing in the classroom. Finally, as Krashen (1982) hypothesized, students' language acquisition is deeply influenced by such affective factors as anxiety, and he suggested that their affective filter needs to be diminished. In order to cope with the ambiguities during foreign language learning and have the necessary predisposition to communicate in English, a lower level of affective filter is required. Taking the significant roles these affective factors play in the L2 learning process, it is understood that there is an obvious need to reveal any possible connections among these constructs. First, this will contribute to our understanding of

SLA mystery and the reasons behind the great variety among L2 learners. Second, this understanding might help create an effective language learning environment and deal with the associated problems hindering foreign language learners' ultimate attainment of English.

The dynamics of English preparatory classes are quite different from the other formal education environments in Türkiye. Mostly young adults are involved in this kind of learning process, and they can come from different backgrounds. Some might know additional languages which can distinguish them from the ones who only speak their native tongue. Also, students are enrolled in different programs in different disciplines from Molecular Biology and Genetics to Maritime Vocational School. In addition, gender might be another variable having an influence on their willingness to communicate, tolerance of ambiguity and foreign language anxiety. Studying these three constructs in the English prep class context might contribute to understanding these dynamics and their influences on the target language attainment.

1.6 Limitations of the Study

This study is limited in several ways. To start with, the study was conducted with a limited sample. Only 270 students participated in the study, and it is difficult to generalize the results concluded from these data to all English prep classes throughout Türkiye. Secondly, the study is limited to the data collected via SLTAS by Ely (1995), FLCAS by Aksoy (2019) adapted from the scale by Horwitz et al. (1986) and the WTC scale adapted by Uyanık (2018) from the one by Cao and Philp (2006). Furthermore, the study is designed to collect quantitative data alone which might fall short of drawing deeper conclusions. Besides, measurement of these affective and personal factors is limited to the perceptions of the participants since they have not been directly observed. Finally, it has been assumed that the participants were sincere with their perceptions and beliefs and did not give false information. However, this cannot be assured, and the participants might not have responded the items in the scale properly in a way to reflect their real perceptions or beliefs. Also, taking into account that the data was collected online during the Covid-19 pandemic era, it is also possible that the participants' perceptions and beliefs might have been affected by other affective factors stemming from the atmosphere at that time. All in all, this study involved

several limitations and was conducted taking the aforementioned circumstances into consideration.

1.7 Definitions of the Terms

The terms stated below are frequently used in the current study. Thus, they are explained as follows:

1. **Second Language Acquisition:** It is a research area which “is interested in understanding the acquisition of second languages in both naturalistic and instructed contexts” (Ortega, 2013, p. 6).
2. **Foreign Language Learning:** It is a research area which “takes place in settings where the language plays no major role in the community and is primarily learnt only in the classroom” (Ellis, 1994, p. 12).
3. **Anxiety:** It refers to "an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the automatic nervous system" (Spielberger, 1972, p. 482)
4. **Foreign Language Anxiety:** It refers to “a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process” (Horwitz et al., 1986, p. 128).
5. **Willingness to Communicate:** It refers to inclination to begin communicating with other people (McCroskey, 1997).
6. **Second Language Ambiguity Tolerance:** It refers to “the tendency to perceive ambiguous situations as desirable” (Budner, 1962, p. 29).
7. **Intolerance of Ambiguity:** It refers to “a tendency to perceive or interpret information marked by vague, incomplete, fragmented, multiple, probable, unstructured, uncertain, inconsistent, contrary, contradictory, or unclear meanings as actual or potential sources of psychological discomfort or threat” (Norton, 1975, p. 608)
8. **EFL Learner:** It can refer to the learners of English who learn the target language as a foreign language which means “the learning of a nonnative language in the environment of one’s native language” in contrast to “the

learning of a nonnative language in the environment in which that language is spoken” (Gass & Selinker, 2001, p. 5)

9. **English Preparatory (Prep) Class Students:** It refers to the Turkish undergraduate learners of English who are taking one-year language education at “...schools of foreign languages and preparatory departments offering foreign languages education to solve the problem of foreign language in Türkiye and to bring individuals up to an adequate level in terms of foreign languages” (Özkanal & Hakan, 2010, p. 296) for the programs in which the instruction is given in English.

2. THEORETICAL FRAMEWORK

This section gives the theoretical background regarding the main constructs investigated in this study which are foreign language classroom anxiety, willingness to communicate and second language ambiguity tolerance, and their development within the scope of the literature in the related field. Firstly, it starts with explanations concerning the concepts of anxiety, foreign language anxiety, willingness to communicate and ambiguity tolerance. Secondly, the components and distinctions of these constructs are presented. Next, the possible antecedents, sources and effects of FLA, WTC and SLTA are identified. Finally, a comprehensive review of the literature is presented with regard to these variables.

2.1 Anxiety

Anxiety prevails in all aspects of life, and it is an extended form of fear which is a reaction to dangerous situations or events and associated with such bodily responses as increasing heartbeat, tension, and symptoms of the autonomic nervous system. (Riskind & Rector, 2018). Many scholars working on behavioral and medical science consider this basic emotion as the fundamental state of human beings, and, in accordance with the interest in stress in contemporary life, theories and publications on anxiety have always been on the increase (Spielberger, 1972) which is not surprising since such a strong feeling has the right to arouse interest in the academic world (Denkci Akkaş et al., 2020). This affective construct also has a significant place in second language acquisition (SLA) (Brown, 2007). While some students achieve their goals in other situations or areas and can be good learners, they have a distinct psychological barrier in their minds to foreign language learning. Therefore, these students feel highly anxious especially when they are expected to use their L2 in the classroom (Horwitz et al., 1986). Therefore, anxiety has always become a popular construct to be studied in educational and L2 research (Denkci Akkaş et al., 2020).

Anxiety, together with the concept of fear, was on the agenda of many philosophers from Spinoza to Nietzsche and many scientists from Darwin who regards fear as an evolutionary adaptive system inherited from the ancestors to escape from dangerous situations to Freud who studied anxiety to contribute to behavioral research

(Spielberger, 1972). Unlike Izard and Tomkins (1966) who consider anxiety and fear as equal, Spielberger (1972) extends the scope of the concept by emphasizing that anxiety is an affective response involving fear together with other basic feelings. Spielberger (1983) also defines anxiety as a kind of feeling of being tense, apprehensive, nervous and worried in relation to the stimulation of the autonomic nervous system. Abu-Rabia (2004, p. 711) regards anxiety as “fear, panic and worry”. In summary, anxiety is an undesirable state of feeling with respect to such emotions as nervousness, apprehension, unpleasantness, and panic (He, 2018; Riskind & Rector, 2018; Spielberger, 1972).

Spielberger (1972) puts forth a distinction between *state (A-State)* and *trait (A-Trait) anxiety* whereas MacIntyre and Gardner (1991) introduce *situation-specific anxiety* as a separate category. These anxiety types are briefly explained below.

- a. **Trait anxiety:** This is a relatively permanent inclination to being apprehensive and is usually experienced by some individuals about a lot of things. Since it refers to repetitive states of apprehension, trait anxiety is evaluated within the scope of individual differences (Brown, 2007; Spielberger, 1972).
- a. **State anxiety:** This refers to a temporary state of feeling which arises as a result of a specific action and which is changeable in intensity from time to time (Brown, 2007; Spielberger, 1972). It can be illustrated by test anxiety which students feel when they sit a certain exam because this feeling varies in intensity over time (Oteir & Al-Otaibi, 2019).
- b. **Situation-specific anxiety:** This is considered as a kind of trait apprehension, which is restricted to specific situations and does not change or fluctuate in time or in intensity (MacIntyre & Gardner, 1991). For instance, foreign language anxiety is considered as a kind of situation-specific anxiety rather than trait anxiety when the related literature is reviewed (Chen & Chang, 2004; Gardner, 1985; Horwitz, 2010; Horwitz et al., 1986; Luo, 2012; 2013; MacIntyre, 1992; Oteir & Al-Otaibi, 2019; Tran, 2012) because it is identified with a specific situation rather than a stable inclination experienced in all situations (Oxford & Ehrman, 1992).

Another distinction drawn upon anxiety is related to achievement in terms of its *facilitating* or *debilitating* effect (Alpert & Haber, 1960). As *The Alpert and Haber Achievement Anxiety Test* (1960) identifies, *facilitating anxiety* can be explained as an apprehension enhancing performance in a positive way while *debilitating anxiety* inhibits achievement (He, 2018; Moyer, 2008). High level of debilitating anxiety is identified with a low-level competence of problem solving, and accordingly low exam scores; however, facilitating anxiety is identified with a better coping mechanism to solve problems proactively (Rafferty et al., 1997). This categorization might be associated with any kind of physical and academic achievement. Because of its motivating aspect to make feel mentally alert and ready to endeavor, facilitating anxiety can increase success in a competition or exam; on the contrary, debilitating anxiety might result in failure due to its possible immediate effects of avoidance and giving up making efforts (Brown, 2007; Ellis, 1999; Zeidner, 1998). In the learning context, it can have some direct and indirect effects; for example, it might indirectly lead a student to feel frustrated and uneasy and to doubt herself/himself, so she/he can display poor performance, or it directly affects the student's participation in a negative way which drives him to failure in the end (Oxford, 1999).

2.2 Foreign Language Anxiety

As of 1970s, researchers have carried out a lot of studies related to anxiety, most of which have been associated with state anxiety from a situational point of view, considering anxiety influences foreign language learning (Brown, 2007). Most of the research has failed to relate anxiety to foreign language achievement explicitly (Tran, 2012) until the study by Horwitz et al. (1986) suggested that apprehension in the learning context where the language is a foreign one is different from the anxiety concept regarding other learning environments with its unique characteristics. Horwitz et al. (1986) consider that one source of this failure is that research conducted has lacked the anxiety measures which have been specifically developed for foreign language learning. Based on the data they collected throughout their higher education teaching process with foreign language students and feedback they got from 30 students registered to a language learning support group, they concluded that FLA had better be considered as a situation-specific anxiety since it is not derived from general

classroom anxiety. Instead, FLA is different from classroom-oriented anxiety. From this point forth, FLA has been defined as “a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process” (Horwitz et al., 1986, p. 128). Young (1992) also defines foreign language anxiety as a psychological incidence which is complex and specific to language learning. MacIntyre and Gardner (1994, p. 284) give the definition of FLA as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning”. The construct is also defined as the psychological pressure on language learners during a learning task (Zhang, 2001). As Tran (2012) suggested, all these definitions are mostly grounded in *Horwitz, Horwitz, and Cope’s Theory of Foreign Language Anxiety* (1986).

“Intricately intertwined with self-esteem and inhibition and risk-taking, the construct of anxiety plays an important affective role in second language acquisition.” (Brown, 2007, p. 152). Due to its affective aspect, anxiety research brings us to Krashen’s Affective Filter Hypothesis (1982) which deserves attention. To begin with, affect is defined as “emotion or feeling” (Brown, 2007, p. 145), and affective filter, first introduced by Dulay and Burt (1977), refers to an imaginary barrier that “acts to prevent input from being used for language acquisition” (Krashen, 1982). From this point forth, this theory gives an explanation for the association between emotional factors and achievement in second language acquisition (Oteir & Al-Otaibi, 2019), and anxiety has been proposed as one of the affective factors together with motivation and self-confidence by Krashen (1982). As Oteir and Al-Otaibi (2019) clarified, when the affective filter is high, learners might lack self-confidence and feel anxious and tense, which hinders success, while students with a low affective filter may understand the input in an easier way since they will not experience anxiety. Thus, taking its basis from The Input Hypothesis, which “claims to explain the relationship between what the learner is exposed to of a language (the input) and language acquisition” and supports the idea that “people acquire language best by understanding input that is slightly beyond their current level of competence” (Krashen & Terrell, 1983, p. 182), Krashen’s Affective Filter Hypothesis brings a new definition to the language teacher as “someone who can provide input and help make it comprehensible in a low anxiety

situation” (1982, p. 31). In conclusion, as can be inferred from these theories, low level of apprehension is considered as contributory in SLA (Krashen, 1982) and FLA needs to be diminished.

2.2.1 The Construct of Foreign Language Anxiety

Foreign language anxiety is associated with the evaluation of achievement; therefore, it seems appropriate to compare it with three related achievement apprehension types which are *communication apprehension (CA)*, *test anxiety (TA)* and *fear of negative evaluation (FNE)* (Horwitz et al., 1986). That is why they are accepted to make up the main construct of FLA.

First, *CA* is a detailed and comprehensive kind of anxiety regarding verbal communication (McCroskey, 1970) and can be defined as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (McCroskey, 1984, p. 13). A great number of researchers regarded the concept as a kind of trait anxiety which is related to personal characteristics whereas it was also viewed as a kind of trait and situational anxiety (McCroskey, 1977) and a kind of trait and state anxiety together (Richmond, 1978). Horwitz et al. (1986) also consider communication anxiety as “a type of shyness” (p. 127) and this kind of apprehension manifests itself as “oral communication anxiety”, “stage fright”, “receiver anxiety” giving trouble in pair, group, or public communication contexts and in the comprehension of an oral message (p. 127).

As to *TA*, which is a kind of apprehension of achievement resulting from a fear of failure (Gordon & Sarason, 1955), has a direct association with academic performance (MacIntyre & Gardner, 1989). As Denkci Akkaş et al. (2020) defined “Test anxiety refers to the stress, uneasiness, and worry one feels when his performance is evaluated; that is, it is a term that describes the fear of failure in a test.” (Denkci Akkaş et al., 2020, p. 8-9), which is expectedly very common in foreign language learning environments (Aida, 1994). Students who develop apprehension against exams have frequently higher self-expectations and tend to feel unsuccessful for non-perfect exam performances, which means they will have a difficult life in language learning contexts taking the frequent quizzes and tests into consideration. (Horwitz et al., 1986).

The third and final sub-construct of FLA is *FNE*. Not being confined to exam situations, this feeling whose scope is broader than test anxiety is possible to be experienced in “any social, evaluative situation such as interviewing for a job or speaking in foreign language class” (Horwitz et al. 1986, p. 128). Watson and Friend (1969) define *FNE* as “apprehension about others' evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (p. 449), and it is noticeable “when foreign language learners feel incapable of making the proper social impression” (Aydın, 2008, p. 423). Therefore, it may have an impact on learners' competence and willingness to take part, read and/or write in the language learning context (MacIntyre & Gardner, 1991). All these three subcategories of FLA are attached major importance in foreign language learning literature.

2.2.2 Sources of Foreign Language Anxiety

There are several sources of FLA. According to Horwitz et al. (1986), communicative anxiety, test apprehension and fear of being negatively evaluated are causes of achievement-related foreign language anxiety. Young (1991) suggests that apprehension can be caused by individual and non-individual apprehension types, students' beliefs on foreign language learning, implementation of teacher-directed education, teachers' perceptions related to how to teach the target language, procedures dominating the classroom and examinations. Personal traits and interpersonal concerns provoke foreign language anxiety; for example, whether a person is frightened of interacting in the L2, if he/she perceives himself/herself as not proficient enough or whether he/she lacks self-esteem increases target language apprehension (Mahmoodzadeh, 2013). Yamini & Tahriri's study (2006) concludes that self-esteem and FLA were negatively correlated. Besides, Cheng et al. (1999) found that students' beliefs on their speaking and writing competence also predict their anxiety. Dewaele et al. (2008) also considered students' beliefs as a significant source of language apprehension. Another point also suggested by Oteir and Al-Otaibi (2019) is that the learning environment and the teacher in the classroom might distress students in foreign language learning classes as can be exemplified by such acts as calling on names of the students. The teacher's way of error correction impacts students' anxiety levels, as well

(Aydın, 2008). Teachers' manners and characteristics are also regarded as two sources of L2 apprehension (Argaman & Abu-Rabia, 2002). Moreover, students' characteristics, the classroom atmosphere, the foreign language, and the language learning experience itself influence this type of apprehension (Luo, 2012). Ganschow and Sparks (1996) also consider language aptitude as one of the factors affecting L2 anxiety. Another indicator of foreign language apprehension is how many languages one can speak. Dewaele's study (2007) displayed that multilinguals were less anxious in the target language than bilinguals. One other reason why students feel anxious in foreign language learning environments might be that they are afraid of losing their selves to the target culture (Oxford & Ehrman, 1992).

2.2.3 Effects of Foreign Language Anxiety

When the literature is reviewed, it can be understood that research regarding foreign language learning and apprehension is mostly correlational and thus the causal association between these two constructs is not easy to distinguish (Salehi & Marefat, 2014). There are several studies suggesting language anxiety might have a positive effect on foreign language learning (Bailey, 1983; Kleinmann, 1977; MacIntyre & Gardner, 1994; Tobias, 2013). For example, Oxford and Ehrman (1995) found that language anxiety concerning speaking the target language in class is positively associated with language learning strategy use. These studies demonstrates that foreign language anxiety has a facilitative aspect, and a fair amount of anxiety preventing students from insipidness exists in order for a task to be achieved (Brown, 2000).

As opposed to the research demonstrating positive correlations between FLL and FLA, previous studies (e.g., Horwitz et al., 2010; MacIntyre, 1999; Marwan, 2016) predominantly displays foreign language anxiety affects foreign language learning negatively. This relationship can be examined from different aspects. To begin with, there is a correlation between foreign language anxiety and learners' language performances (Horwitz et al., 1986; MacIntyre & Gardner, 1989; 1991). While there are several researchers emphasizing that low level of achievement is a source of high levels of apprehension (MacIntyre & Gardner, 1989, MacIntyre & Gardner, 1994), some other scholars suggest that poor performance stems from being anxious (Elkhafaifi, 2005, Matsuda & Gobel, 2004; Oteir & Al-Otaibi, 2019). As mentioned in MacIntyre and Gardner's study (1994), when course scores and standardized proficiency tests are

specifically taken into account, there are many studies showing negative associations between L2 anxiety and achievement (e.g., Aida, 1994; Clément et al., 1977; Gardner & MacIntyre, 1993; Gardner et al., 1984; Horwitz et al., 1986; Phillips, 1992; Trylong, 1987) in literature. From the cognitive aspect, foreign language anxiety might also perform as an affective filter which prevents knowledge from going into the processing system of a learner at all (Krashen, 1982). Luo (2013) points out that school dropouts or attrition is another academic effect of foreign language anxiety. There are several studies (e.g., Bailey et al., 2003; Gardner et al., 1987) demonstrating students with high levels of anxiety tend to drop out of school more than the ones with lower levels of anxiety. As a result of foreign language anxiety, students can also experience some physical or emotional manifestations such as being “miserable, worried, forgetful, sweaty, and such other symptoms” (Oteir & Al-Otaibi, 2019, p. 314). As one of the affective factors in language attainment, it may have a negative impact on motivation (Liu & Huang, 2011) and attitude (Horwitz et al., 2010) which are also two affective constructs (Oteir & Al-Otaibi, 2019, p. 314). Another effect of FLA is on learners’ WTC, which manifests itself as being unwilling to speak in English (Horwitz et al., 2010).

2.3 Willingness to Communicate

In the scope of first language, *willingness to communicate* (WTC) was regarded as interrelated with character traits like being withdrawn, shy, anxious in communication and reticent, and as a predictor of the predisposition of people to start communication (Ortega, 2013) earlier in literature. Similarly, McCroskey (1997) defined this construct as the inclination to begin communicating with other people. In terms of second language learning, it was elaborated as the state of preparedness to participate in L2 discourse with a certain person at a certain time (MacIntyre et al., 1998) and accepted as ‘the most immediate determinant of L2 use’ (Clément et al., 2003).

Willingness to communicate is a concept extended from the field of study related to individual differences (Uyanık, 2018), and it was first formed in the field of L1 research by McCroskey and Baer (1985) who were inspired by the study on ‘unwillingness to communicate’ (Burgoon, 1976). They developed a situation-based

Willingness to Communicate Scale (WTCS) with 20 items with higher internal reliability and content validity, and twelve items consisted of four contexts ‘public speaking, talking in meetings, talking in small groups, and talking in dyads’ and three kinds of people who are talked to as ‘strangers, acquaintances, and friends’ (McCroskey & Baer, 1985; McCroskey, 1992) unlike *Unwillingness to Communicate Scale (UCS)* with twenty Likert-type items. McIntyre (1994) also studied WTC in terms of individual differences like one’s perception of his/her competence, anxiety of communication, anomie, being introverted or self-esteem.

Towards the end of the 1990s, focus of willingness to communicate research turned from L1 to L2 field of study because communication language is the primary factor changing the context of communication (MacIntyre et al., 1998). Also, WTC antecedents might greatly differ; for instance, communicative competence is always higher in L1 while it may vary in L2 (Uyanık, 2018). In their study, MacIntyre and Charos (1996) used a hybrid model they designed utilizing the Gardnerian socio-educational model (1985) and the L1 WTC model of MacIntyre (1994) with a sample of 92 students with English native tongue. They found that the frequency for L2 communication is higher with the motivated students with higher WTC and higher chance to communicate. Afterwards, with the study of MacIntyre et al. (1998), the commonly used model of WTC construct came into practice. In this study, they developed the twelve-factor heuristic model in the shape of a pyramid with six layers which is more situation-based, more detailed and comprehensive. Their model is summarized in Figure 1 below.

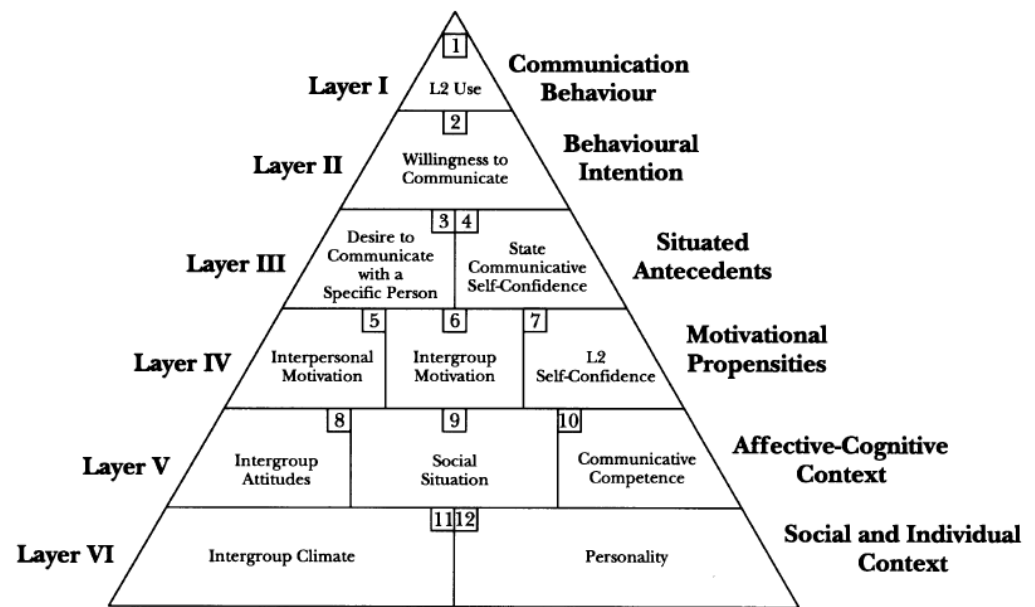


Figure 1. Heuristic model of variables influencing WTC, MacIntyre et al., (1998)

The heuristic model (MacIntyre et al., 1998) shown in Figure 1 displays six different variables which affect one's WTC in the target language. These variables are comprised of both situation-specific and trait-like sources of WTC. While Layer I, II and III represents situational antecedents, Layer IV, V and VI include more stable constructs (MacIntyre et al., 1998).

2.3.1 Situation-specific Antecedents of WTC

Situational variables influencing WTC consist of L2 learners' *communication behavior*, their *behavioral intention to communicate* and *situated antecedents* which are *desire to communicate with a specific person* and *state communicative self-confidence*. *Communication behavior* involves some kinds of activities like "speaking up in class, reading L2 newspapers, watching L2 television, or utilizing a L2 on the job" (p. 547) and the ultimate goal of L2 learning is to enable students to be willing to look for opportunities to communicate in the target language and to communicate in the target language when they have the opportunity (MacIntyre et al., 1998). *Behavioral intention* is not only presented as a trait construct (McCroskey & Baer, 1985), but it can also be examined from a situational aspect with the definition of "a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (MacIntyre et al., 1998, p. 547). If the learner is ready and has an intention

to communicate in L2 when he/she gains the potential opportunity because he/she feels motivated and self-confident enough to speak at that certain moment in that specific context (e.g., when asked to answer a question by the teacher), he/she displays a high level of situational willingness to communicate even though he/she may not actually have the chance to communicate (MacIntyre et al., 1998). Finally, as suggested by MacIntyre et al. (1998), *situated antecedents of communication* are *desire to communicate with a specific person* which takes its basis from motivations both between the individuals and within the groups, and state *communicative self-confidence* which is comprised of *perceived competence* and *a lack of anxiety* (Clément, 1980).

Zhang et al. (2018) proposed an extended framework for situational antecedents of the WTC construct after a comprehensive literature review. The proposed framework is presented in Figure 2 below.

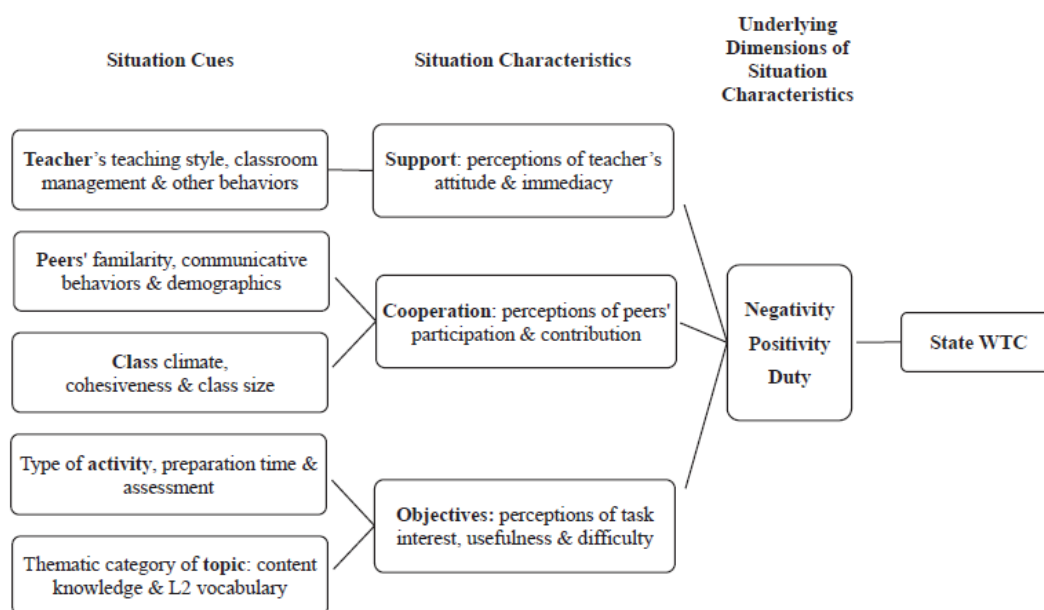


Figure 2. The proposed framework of situational antecedents of state WTC, Zhang et al., (2018)

As can be understood from Figure 2, situational sources of willingness to communicate are put into three interrelated categories which are *situation cues*, *characteristics* and their *underlying dimensions* (Zhang et al., 2018). One of the *situational cues* is the situations related to the interlocutor who is the specific person

that is talked to (MacIntyre et al., 1998). As Zhang et al. (2018) suggested in their review, there are several studies demonstrating that some features of the *interlocutors* such as interlocutors' familiarity level, whether they are cooperative and participating actively and interlocutors' demographic characteristics like age, gender and proficiency in L2 are sources for learners' WTC in the target language. In addition, *classroom atmosphere* is another factor influencing willingness to communicate. Variables such as classmates, class size and teachers might cause a change in learners' willingness to communicate levels based on related literature. Besides, such *task-related* variables as topic, type of activity, preparation time and assessment can be regarded as sources of WTC based on a various range of studies (Zhang et al., 2018). As to *situation characteristics*, three concepts which take learners' perceptions as the basis are examined under Zhang et al.'s framework (2018). *Support* concerns how a learner perceives the teacher's attitude and immediacy in relation to the teacher-associated cues such as classroom management, the teacher's smile, his/her nodding, and teaching style as shown in the figure. Another concept under situation characteristics is *cooperation* which can be defined as "student's perception of their peers' participation and cooperation" (p. 233). It can be exemplified by such factors as cohesiveness in class, classroom atmosphere, and size of the classroom in terms of whole-class activities and with interlocutor-related factors such as "one's relationship with the respective interlocutor, the interlocutor's communicative behaviors and demographic features" in terms of pair and group activities (p. 233). *Objectives* regarding learners' perceptions of the task in terms of "task-interest, task-usefulness, and task-difficulty" (p. 233) are influenced by the type of activity, preparation time of the activity and evaluation of it together with the thematic category of the topic which can concern content knowledge and related vocabulary as demonstrated in the figure. All these variables form one's feelings towards the L2 situation, and therefore form one's eagerness to communicate in the target language. Influenced by aforementioned antecedents, the learner might develop *negativity* or *positivity* caused by the situation, or he/she might develop a perception of the essentialness degree of the task which is referred as *duty* by Zhang et al. (2018).

2.3.2 Trait-like Antecedents of WTC

When the heuristic model by MacIntyre et al. (1998) shown in Figure 1 is revisited, it is given that Layer IV, V and VI demonstrate the trait-like predisposition of willingness to communicate construct. According to MacIntyre et al. (1998), one of the stable constructs influencing one's L2 WTC is *motivational propensities*. It is comprised of three variables which are *interpersonal motivation*, *intergroup motivation* and *L2 self-confidence*. As the study (MacIntyre et al., 1998) suggested, "Interpersonal and intergroup motivations constitute the affective and social aspects of the motivation to communicate" (p. 551), and *control* and *affiliation* are regarded as the two backbones of the referred motivation to communicate in L2. *Control* motive which is available mostly in hierarchical task-related contexts aims to establish the power relationship between individuals or among groups while *affiliation* motive is an inclination to build an interpersonal or intergroup rapport. Unlike interpersonal and intergroup motivational predispositions, *L2 self-confidence* focuses more on the association between L2 and the learner. It is defined as the "overall belief in being able to communicate in the L2 in an adaptive and efficient manner" (p. 551) and is determined by one's anxiety and one's belief on his/her L2 proficiency.

As suggested in the aforementioned figure, Layer V addresses *the affective and cognitive context* which is more related to the extensive and long-running personal attitudes and motives. Within this scope, *intergroup attitudes* consisting of *integrativeness*, *fear of assimilation* and *motivation to learn the L2* variables play an important role in one's WTC by influencing the frequency and quality of communication in the target language. Besides, *social situations* constitute another box of the affective and cognitive context of the heuristic model. It is a complex variable which describes "a social encounter in a particular setting" (p. 553) and varies in accordance with "the type of the communicative event" (p. 553). Under the scope of this construct, the participant-associated variables (e.g., age, gender, the intimacy level of the speakers), the setting-related influences (e.g., the location and time of the communication event), the purpose of the communication, its topic (e.g., familiarity with the topic) and the medium of communication (e.g., written/spoken, telephone/face-to-face conversation) might be significant sources having an impact on a language learner's WTC. The final component of *the affective and cognitive context*

is one's *communicative competence* which refers to "one's degree of L2 proficiency" (p. 554). It is regarded as a composite construct being comprised of one's *linguistic competence*, *discourse competence*, *actional competence* (i.e., pragmalinguistic competence), *sociocultural competence*, and *strategic competence* together. Communicative competence is an important trait-like source influencing a learner's willingness to communicate; however, as MacIntyre et al. (1998) emphasized, it is also worth considering that one's perceived competence and actual competence might vary, thus influencing his/her willingness to communicate in variation.

Layer VI addresses to the societal and individual context which refers to the "interaction of two factors: the society and the individual" (p. 555), namely the relationship between *the intergroup climate* and one's *personality*. Though not a direct determinant of a learner's willingness to communicate, these two factors provide the underlying basis for second language communication as can be implied from the figure displaying the heuristic model by MacIntyre et al. (1998).

Later in the relevant literature, several other trait-like antecedents which had been proposed by McCroskey and Richmond (1990) before were brought to the agenda again by the study conducted by MacIntyre et al. (1999) examining WTC via the structural equation model. One of the antecedents of WTC is presented as one's *introversion vs extraversion* since introverts do not necessarily need to communicate as frequently as extraverts due to their already being socially a bit passive (McCroskey & Richmond, 1990). Another trait-associated variable influencing a learner's eagerness for communication is *emotional stability vs neuroticism* dimension which is grounded in the Five Factor Model by Costa & McCrae (1987) and in Eysenck's personality typology (1970) as suggested in the study by MacIntyre et al. (1999). While emotionally stable individuals are inclined to demonstrate calmness and self-assurance and predisposed to feel secure, those who are emotionally less stable tend to display neurotic predispositions such as feeling nervous, being emotionally uncomfortable, feeling insecure and perceiving themselves as incompetent (Costa & McCrae, 1985). *Self-esteem* which can be defined as one's evaluation of self-worth in a positive or negative way (Rosenberg, 1979) is regarded as another source of willingness to communicate because a person having less self-esteem is prone to have less eagerness for communication, though these two constructs might not be

significantly associated at all times (McCroskey & Richmond, 1990). Finally, *communication apprehension* and *perceived communication competence* were also put forward as the antecedents of WTC construct in the study mentioned before (MacIntyre et al., 1999) even though it was found that communicative anxiety influences WTC only through perceived communication competence unlike the previous research by McCroskey and Richmond (1990) which considers apprehension as the primary predictor of WTC.

2.3.3 A Dynamic Approach towards WTC

Together with the influence of complex dynamic systems theory (CDST) and the CDST framework by Larsen-Freeman and Cameron (2008), willingness to communicate research adopted a more dynamic approach taking into consideration that it might be possible to experience a highly different communicative consequence even if the same interacting elements come together in another opportunity (MacIntyre, 2020). In the course of time, the issue of ‘timescales’ which was neglected in the frequently addressed pyramid (MacIntyre et al., 1998) has come to the forefront (MacIntyre, 2020). Early in the research, WTC was studied as a trait-like construct (Burgoon, 1976; McCroskey, 1997) over a long timescale, and later being grounded on the heuristic model of variables influencing WTC (MacIntyre et al., 1998), WTC research mostly concentrated on the construct in terms of both trait-like and situational dimensions on a brief timescale. However, they lacked state dimension of willingness to communicate, and fluctuations of the construct over time were ignored. The need to measure per-second changes in willingness to communicate led people to adopt new research methods appropriate to find out about moment-by-moment fluctuations in the feeling during communication. In order to meet the need to evaluate one’s willingness to communicate without disregarding fluctuations due to unpredictable moments, the *idiodynamic method* which concentrates on the individual rather than a group and allows a person to simultaneously rate his/her own willingness to communicate level have come into use in several studies (e.g., Ducker et al., 2020; MacIntyre, 2012; MacIntyre & Legatto, 2011; Mulvaney, 2016; Nematizadeh & Wood, 2019; Wood, 2016). Considering the complex nature of learners which seeks a dynamic research system, research which implements this new *idiodynamic method* has been on the rise lately (Mardian & Nushi, 2022), and it seems that willingness to communicate will

remain in the agenda of the relevant research in the field, not only from trait-like and situational perspectives, but also from a state perspective.

2.4 Ambiguity Tolerance

Considering that there is ambiguity in existence which must be dealt with, people develop tolerance or intolerance towards it in various ways (Owen & Sweeney, 2002), so the concept lies in the research history. An ambiguous situation refers to a situation “which cannot be structured or categorized by the individual because of lack of sufficient cues” (Budner, 1962, p. 30). Associatively, intolerance of ambiguity is regarded as “a tendency to resort to black-and-white solutions” (Frenkel-Brunswik, 1949, p. 115) which is a predictor of an individual’s behavior in situations involving ambiguity. Intolerance of ambiguity was sometimes confused with rigidity which Frenkel-Brunswik (1951) viewed as a term covering both being intolerant towards ambiguity and resisting to change. In addition, as Atamanova and Bogomaz (2014) emphasized, several researchers used ambiguity and uncertainty interchangeably, though Krohne (1989) distinguished between two concepts defining ambiguity as concerned with a stimulus and uncertainty as a variable shaping an individual’s emotional state in return for this stimulus. However, according to Budner (1962) intolerance of ambiguity is “the tendency to perceive ambiguous situations as sources of threat” (p. 20) whereas tolerance of ambiguity is “the tendency to perceive ambiguous situations as desirable”. Likewise, from Norton’s (1975) point of view, intolerance of ambiguity is “a tendency to perceive or interpret information marked by vague, incomplete, fragmented, multiple, probable, unstructured, uncertain, inconsistent, contrary, contradictory, or unclear meanings as actual or potential sources of psychological discomfort or threat” (p. 608). Ambiguity tolerance was also defined as “a range, from rejection to attraction, of reactions to stimuli perceived as unfamiliar, complex, dynamically uncertain or subject to multiple conflicting interpretations” (p. 184) by McLain (1993). Brown (1994) suggested that ambiguity tolerance means one’s consent in diverse and uncertain situations in a broad-minded way.

Although Durrheim and Foster (1997) viewed tolerance of ambiguity as a content-specific construct, it was considered as a personality variable by many scholars dating back to Frenkel-Brunswik (1949) which associated the concept with other personality constructs predicting authoritarianism and Rokeach (1948) which related

it with ethnocentrism. Bochner (1965), who regarded ambiguity tolerance as a personality characteristic, put the intolerance of ambiguity concept into categories in terms of its primary and secondary features (Durmaz, 2020). It was presented as Figure 3 in Durmaz's study (2020).

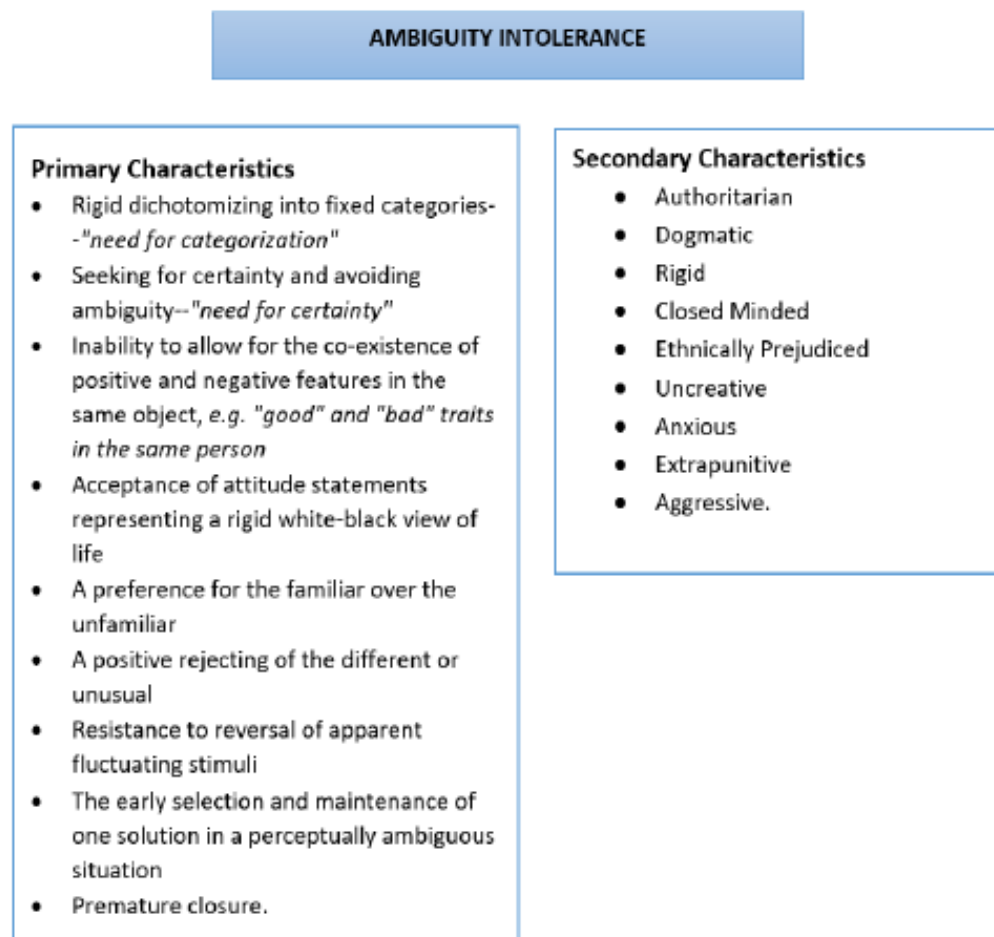


Figure 3. Characteristics of ambiguity tolerance (Bochner, 1965 as cited in Durmaz, 2020)

In addition to its relationship with various concepts such as authoritarianism and ethnocentrism, the variable itself also attracted attention of researchers in the field (MacDonald, 1970). There was a considerable effort by many researchers in order to give an explanation for the concept and put it into categories, and several researchers (Budner, 1962; Norton, 1975; MacDonald, 1970; McLain, 1993) made an effort to develop tools to measure one's tolerance of ambiguity (Owen & Sweeney, 2002). As Furnham and Marks (2013) stated, one of the earliest instruments used to measure the construct was a 16-item Likert scale by Budner (1962). It was one of the most utilized

and popular measurement tools in the related literature, and items indicated three kinds of situations involving ambiguity which are novelty, complexity, and insolubility. It was modified by Nutt (1988) as cited in Liu (2015) and named as *the Scale of Tolerance/Intolerance Ambiguity*. In 1966, a 16-item true-false scale was developed by Rydell and Rosen. Adding two items from *the California Personality Inventory* and two from *Barron's Conformity Scale* into Rydell and Rosen's scale (1966), MacDonald (1970) generated the AT-20 scale which has a higher reliability and internal consistency. Although they appreciated *the AT-scale* for its construction, Lange and Houran (1999) suggested *The Rasch Model* (Rasch, 1960) which is extensively utilized in testing concerning the education and psychology fields of study due to its non-repetitive estimation procedures and removed two items from the original scale (Furnham & Marks, 2013). In addition to Norton's commonly used 50-item scale MAT-50 (1975) and Durrheim and Foster's the Attitudinal Ambiguity Tolerance scale (AAT) who evaluates the concept in terms of content-specific point of view (1997), McLain's 22-item Likert response instrument, *the Multiple Stimulus Types Ambiguity Tolerance* (MSTAT-I) scale (1993), was made use of in various studies being one of the most well-known tools in recent years. In 2009, MSTAT-I was turned into a 13-item data collection tool created from the original scale (McLain, 2009). Herman et al. (2010) also developed another measure in recent years with regard to the connection between the concept and cross-cultural phenomena. Finally, together with one of the most significant and popular scales, *the Second Language Tolerance of Ambiguity Scale* (SLTAS) promoted by Ely (1995), several other scales related to second language learning have been continuing to be generated due to the fact that students learning a foreign language encounter many uncertainties in this process, and there is a direct connection between tolerance of ambiguity and language learning (Ely, 1989).

Research on tolerance of ambiguity in the field of second language learning have started as a facet to research on how successful language learners have managed to learn it (Kimura, 2016). It was considered as a manifestation of being the good language learner (Dewaele & Shan Ip, 2013) and good language learners do not mind ambiguity and accept 'change' as a component within the process of learning a language (Rubin, 2008). Since L2 learners always face an immense range of

ambiguous stimuli such as confounding sounds, proper meanings of lexical items, linguistic elements, and sociocultural aspects (Ely, 1989), students might be confounded and experience discomfort in the instances of these kinds of difficulties if they are not reasonably tolerant towards uncertainty (White, 1999). For example, they usually have trouble comprehending tenses, understanding the actual meaning of new words and making sure they pronounce words correctly in the target language (Suna-Çelikbaş, 2019). They may come across insufficient or unfamiliar cues related to grammar, vocabulary, phonology or culture, which prevents them from building meaning using these (Chapelle, 1983). As Doughty et al. (2010) suggested, ambiguity tolerance is being able to keep the input even if it is conflicting or not complete, and it can be a crucial ability considering the possibility of the input to reach significance in time during foreign language learning.

Ehrman (1993), who used the terms tolerance of ambiguity, language ego and cognitive flexibility in the same meaning, puts forward three components of the variable; the ability of intake of new information, the ability of accepting contradictions and incompleteness and the ability of accommodating new information into existing schemata from cognitive, social and affective aspects. Grounding on Piaget's cognitive learning (1958), which suggests that the development of cognition is a cycle from a phase of being dubious to being sure and from further ambiguity to resolution, these three components are assumed to be cyclical as stated in the analysis of Daqing (2021).

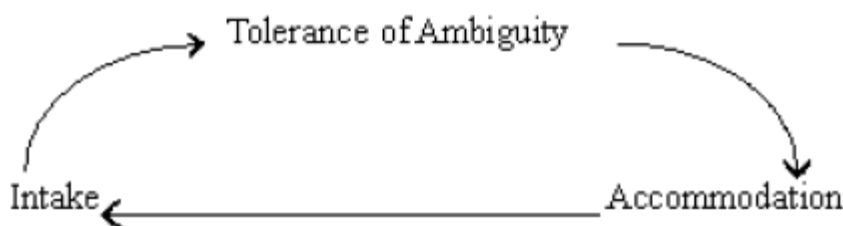


Figure 4. An assumption of cycle of Tolerance of Ambiguity in cognitive learning, Daqing (2021)

As explained in the analysis (Daqing, 2021), during the intake phase, second language learners should have tolerance of ambiguity to let uncertain information go into their conceptual schemata discretely to be resolved later. In tolerance of ambiguity

proper phase, they need to cope with conflicting or incomplete information/constructs to be equally abstract or concrete. Finally, L2 learners rebuild their cognitive schemata by making distinctions, setting priorities, and putting information in hierarchies, which mostly occurs by creating new information derived from the existing schemata and the new information taken in. In addition to the cognitive aspect of the association between ambiguity tolerance and L2 learning, the relationship also takes its basis from several affective-based methods such as Community Counseling by Curran, Suggestopedia by Lazanov, Total Physical Response by Asher and Natural Approach by Terrell (Daqing, 2021). When the importance of anxiety is considered in Suggestopedia, it will not be surprising that intolerance of ambiguity plays an important role in affective methods as an affective construct.

In literature regarding ambiguity tolerance, *language ego*, *tolerance of ambiguity* and *cognitive flexibility* were sometimes observed to be used interchangeably (Ehrman, 1993). Likewise, it is also important to point out that scholars are inclined to use various terms in reference to the concept such as *tolerance/intolerance of ambiguity*, *tolerance for ambiguity*, *ambiguity tolerance* and *tolerance/intolerance for uncertainty* as stated in Atamanova and Bogomaz' study (2014). In L2 research, it can be observed that the terms *ambiguity* and *uncertainty* were used referring to each other, and *ambiguity* substituted for *linguistic uncertainty* considering learners' tendency to feel ambiguous in the instances of linguistic uncertainty of the L2 inputs and outputs (Kimura, 2016). Moreover, *uncertainty* refers to "a feeling that may inhibit students' risk taking and interfere with their acquisition of new learning strategies" (Ely, 1995, p. 87). Therefore, uncertainty/ambiguity was sometimes used together with risk-taking in an interrelated way. For example, Oxford (1999) concluded that ambiguity intolerant students refrain from taking risks. In addition, risk-taking is one of the features shaping creativity whose qualities are integrated by ambiguity tolerance (Liu, 2015).

Taking into account that the language learning process is relatively social, it is necessary to conduct research focusing on social situations involving ambiguity in second language learning because of the high possibility of interpersonal ambiguities since language learners are not competent enough to interact in the target language (Kimura, 2016). Therefore, several studies (Chu et al., 2015; Ely, 1986; 1989; Lee,

1998) were conducted investigating social aspect of the concept. In a broader sense, tolerance of ambiguity was widely examined with respect to second language learning strategies. Many researchers carried out research on the relationship between ambiguity tolerance and learning strategies (Ely, 1989; Nosratinia et al., 2013; Varasteh et al., 2016). Furthermore, Ely (1995), who was the first to concentrate on the concept in the L2 field, argued that it is worth attaching importance to students' ambiguity levels and emotions resulting from uncertainties during the L2 process (Aksoy, 2019). Since it prevents students from attaining the target language, it is better for L2 learners and teachers to refrain from these situations including ambiguity and make an effort to be intolerant towards uncertainty (Daqing, 2021). Besides, it means language learners with a low level of tolerance of ambiguity seek out more teacher support to handle these situations (Atamanova & Bogomaz, 2014). Within this scope, the concept might be considered as a construct blocking L2 learning or making it easier (Kamran, 2011).

Tolerance of ambiguity construct was studied from many perspectives throughout the literature. The correlation between ambiguity tolerance and language learning success is one of the mainly investigated aspects in the tolerance of ambiguity research. There are many studies examining the construct from achievement aspect (e.g., Atef-Vahid et al., 2011; Başöz, 2015; Chapelle, 1983; Erten & Topkaya, 2009; Genç, 2016; Osiecki, 2014). In addition, some other studies investigated its association with field dependence/independence (e.g., Chapelle & Roberts, 1986). Tolerance of ambiguity was also studied in terms of various personality variables such as foreign language anxiety (Dewaele & Shan Ip, 2013), creativity (Zenasni et al., 2008), extroversion-introversion (Ahmadi Safa & Jamshidi, 2017), willingness to communicate (Vahedi & Fatemi, 2016), risk taking (Ehrman & Oxford, 1995), self-efficacy (Almutlaq, 2018) and enjoyment (Rezazadeh & Zarrinabadi, 2023). When literature was reviewed in terms of tolerance of ambiguity, it can be seen that there are several studies in which ambiguity tolerance was investigated in terms of various other aspects like multilingualism (Dewaele & Wei, 2013), satisfaction (Owen & Sweeney, 2002), reading strategy awareness (Kamran & Maftoon, 2012), perceptual learning styles (Li & He, 2016) participation in EFL classes (Tayebinik & Puteh, 2013) and

need for support (Chu et al., 2015). As can be understood, the research regarding the construct of ambiguity tolerance will survive the test of time and stay as a hot topic.

2.5 Literature Review

This section aims to review the literature on FLCA, WTC and SLTA. To begin with, it reviews the literature regarding all three constructs in terms of whether there exist studies related to gender, entry level, faculty that students are registered to, whether they have been to a foreign country, whether they can speak any additional languages, whether they graduated from a state or private high school or whether they are enrolled in a state or private university. Next, it investigates literature concerning the studies investigating SLTA, WTC and FLCA from various aspects. Finally, it presents information upon research regarding the interrelatedness of these three variables.

2.5.1 Foreign Language Classroom Anxiety

There are a few studies concerning FLCA and its correlation with variables focusing on profile and background such as gender, age, speaking an additional language and grade. Aydın et al. (2017) investigated whether there are any differences among age, gender and grade, and foreign language anxiety and its three elements which are CA, FNE, and TA. The data were collected from 494 EFL children at 2nd, 3rd, 4th, 5th, 6th and 7th grades in Balıkesir in Türkiye. The researchers administered a background questionnaire and FLCAS which is an adapted version of Horwitz et al.'s (1986) FLCAS to the participants. The findings demonstrated a significant difference among the variables. To exemplify, older students were less anxious than younger ones with regard to evaluation anxiety, communication apprehension and negative evaluation fear. In addition, female children felt less anxiety of communication, but more apprehension of negative evaluation. Besides, being corrected by the teacher, being tested and not being ready are more anxiety-provoking experiences for children at younger grades whereas higher graders are more apprehensive to communicate in English, to be negatively evaluated and to learn structural points. In addition, Ali & Fei (2016) investigated the elements affecting foreign language anxiety of Iraqi postgraduate EFL students and whether their anxiety differed in terms of their gender and GPA scores. They collected the data from 50 adult learners of English at three different universities in Malaysia during the 2014-2015

academic year. The researchers implemented a questionnaire for Arabic as a foreign language by Al-Saraj (2014) adapted from Horwitz et al.' (1986). The also interviewed 6 of the participants to find out the students' inner perceptions on the factors contributing to FLCA. The results indicated that the main contributor to the students' foreign language anxiety was exam anxiety. The statistical analysis also revealed that CA and FNE also contributed to the foreign language anxiety of the participants. In addition, there was a negative correlation between students' anxiety and language performance. Another significant finding demonstrated the female participants were more apprehensive. Besides, Dewaele et al. (2016) investigated whether the students' FLCA and foreign language enjoyment differ in terms of gender at the item level. 1287 female and 449 male students learning a foreign language all over the world took part in the study. The instruments consisted of an open-ended question and a 29-item Likert-type questionnaire involving eight items from the FLCAS by Horwitz et al. (1986) and 21 items describing foreign language enjoyment (Dewaele & MacIntyre, 2014) which utilized *Interest/Enjoyment subscale* by Ryan et al. (1990) as the initial point. The findings indicated that the female students enjoyed the foreign language classes significantly more. On the other hand, they were more anxious than the male participants. The purpose of Spahi-Kovaç's (2020) study was to investigate whether FLCA varied depending on students' gender and the university they were registered to. The data were collected from 282 English preparatory students enrolled in different programs at Anadolu University, Osmangazi University and Dumlupınar University during the 2017-2018 academic year through the Turkish version of FLCAS (Horwitz et al., 1986) translated by Aydın (1999). The findings indicated that the students enrolled in the three universities had a moderate level of anxiety. However, the results revealed that anxiety didn't differ significantly in terms of the universities they were enrolled in while the female students were found to have a significantly higher level of apprehension. In addition, in Sönmez's (2020) study, it was aimed to determine whether there was a correlation between 458 preparatory education students' L2 classroom apprehension and their beliefs on code-switching. Also, it was investigated whether students' classroom anxiety and code-switching beliefs differ in terms of some other variables; gender, the high school they graduated from and their view regarding their teacher's use of code-switching. She used two data collection tools

which are *Code-switching Beliefs Scale* by Coşkun-Yaşar and Yıldız (2018) and FLCAS by Horwitz et al. (1986) which were translated into Turkish by Gürsu (2011). The results indicated a low positive relationship between students' anxiety and views on code-switching, and it was found that they use code-switching mostly to clarify something. It was also revealed that the students' FLCA and beliefs on code-switching significantly differed regarding the high school type, their L2 level, and their view on the amount of their teacher's code-switching whereas there was no significant difference regarding gender and their previous preparatory education. Besides, Thompson and Khawaja (2016) compared bilingual and multilingual students in addition to perceived positive language interaction (PPLI) and not perceived positive language interaction (NPPLI) in terms of FLCA. They collected data from 156 EFL students at different universities in Türkiye through a comprehensive questionnaire consisting of FLCAS and open-ended questions to distinguish PPLI and NPPLI. The findings demonstrated that bilingual students were significantly more anxious than multilinguals who also had more self-confidence in the language. In addition, bilinguals felt more negatively to the classes of English and had more ambiguity fear. Furthermore, the students who perceived positive language interaction displayed a lower level of English class achievement apprehension and fear of ambiguity, and a higher level of confidence compared to the participants who did not perceive positive language interaction between the languages they were trying to attain.

There are also several studies investigating the construct in terms of language learners' proficiency and success. For instance, in Alsowat's (2016) study conducted at Taif University, it was aimed to determine 373 Foreign Language Department students' foreign language anxiety level, the sources of their anxiety, whether there was a relationship between their anxiety and proficiency levels, and if it varied according to their gender and academic level. The data were collected with a modified FLCAS by Horwitz et al. (1986) and *Inventory of Foreign Language Anxiety Factors* (IFLAF) formed by Alsowat (2016) based on a revision of several studies, the students' academic records and a semi-structured interview. The findings indicated a moderate apprehension level and a statistically significant negative relationship between students' academic performance and their foreign language apprehension, but there was no significant difference in terms of gender and the students' academic level. In

addition, primary sources of their apprehension were found to be their concern about failure, not remembering the things they had in their minds and their test anxiety. In his study, Amengual-Pizarro (2018) administered 67 ESP learners of English for Philology and English for Biology at the University of the Balearic Islands a three-part questionnaire; a section to collect data on students' background information, the FLCAS by Horwitz et al. (1986) in Spanish and a section for students to rate themselves to determine their perceived performance in English. The findings showed that 44.3% of the participants had an average level of apprehension, and 26.6 % were highly anxious, and also communication apprehension was identified as the primary cause affecting learners' foreign language anxiety. Besides, the statistical analysis revealed that students' perceived proficiency in English and their apprehension related to listening and speaking skills were significantly and negatively correlated, and that English for Philology students significantly differed from English for Biology ones in terms of test anxiety and fear of negative evaluation, but there weren't any significant differences in foreign language anxiety in terms of gender. Zheng and Cheng (2018) investigated whether there were any correlations among foreign language classroom anxiety, cognitive test anxiety and College English Test Band 4 (CET-4) scores of 921 participants who were students at a university in China. Twelve of the participants were also interviewed after the implementation of a modified version of FLCAS (Horwitz et al., 1986) taking Aida's (1994) study into consideration, and the *Cognitive Test Anxiety Scale* (Cassady & Johnson, 2002) which was adapted by the researchers to comply with the context. The statistical analysis demonstrated that cognitive test anxiety of the participants significantly and reversely predicted their performance, but the data collected from the interviews did not comply with the statistical results. The participants stated they displayed apprehension of communication in the target language; however, they did not express classroom-related anxiety and evaluation apprehension. In their study, Azher et al. (2010) examined anxiety-provoking classroom situations with a sample of 149 students from University of Sargodha. They also aimed to find out whether the students' foreign language classroom anxiety was correlated with their academic success and if it differed in terms of several aspects; the students' gender, where they came from, and their parents' education level. The data were collected through a shortened version of the FLCAS by Horwitz et al. (1986) and

an inventory by Williams & Andrade (2008) to find the sources of anxiety. The findings showed that the male participants were more anxious than the females. Despite not being significant, the students coming from rural places and those whose mother had a low level of education displayed more anxiety. In addition, it was revealed that there was a negative correlation between the students' academic achievement and anxiety. Besides, the participants mentioned speaking in the target language, making structural and pronunciation mistakes in L2 and lacking the ability to give immediate responses as the major sources of anxiety.

There are also several studies related to achievement conducted in Türkiye foreign language classroom context. To illustrate, in Ayhan's (2020) study, it was aimed to determine whether there was a correlation among *FLCA*, *reconceptualized motivational self system* and *perceived wellness* of 17 repeat and 147 non-repeat English preparatory students at a foundation university in Türkiye, and if learners' performances were predicted by any of these constructs. The analysis of the data gathered via an adapted version of *Reconceptualized L2 Motivational Self System Scale* by Peker (2016), the *FLCAS* by Horwitz et al. (1986) and the *Perceived Wellness Scale* by Adams et al. (1997) indicated that the non-repeat participants perceived was a lower level of wellness than the repeaters whereas there were not any significant differences between them in terms of students' ought-to L2 self, feared L2 self and ideal L2 self which are the elements of reconceptualized motivational L2 self system. In addition, the findings showed that there was a positive correlation between FLCA and ought-to L2 self or feared L2 self, and, of all the concepts, FLA was the only predictor of the participants' achievement. In her descriptive study, Çakıcı (2016) aimed to find out whether there existed any relations among EFL learners' foreign language anxiety, test anxiety and English proficiency level with a sample of 301 English preparatory students enrolled at Ondokuz Mayıs University in Türkiye in 2015-2016 academic year. The data were collected via the Turkish versions of the *FLCAS* (Horwitz et al., 1986) and *Test Anxiety Inventory* (Spielberger, 1980) translated by Aydın (1999). The results showed that the students' FLA and test anxiety were positively correlated while there was a negative relationship between their language performance and FLA. Both results were statistically significant; however, it was found that no correlation between test anxiety and academic achievement score

existed. In another study conducted in Türkiye (Doğan & Tuncer, 2016) investigated the relation between FLA and language performance of 683 English preparatory class students at Fırat University. They also aimed to reveal if their anxiety level differed according to several independent variables such as their gender, additional languages they spoke, their experience in foreign countries and their perceived socioeconomic level. The statistical analysis demonstrated a negative relationship between the EFL students' language anxiety and academic performance. Besides, the male participants were found to be more interested in English classes and more anxious to speak to native speakers, which was statistically significant. On the other hand, the females were more successful in foreign language classes. There wasn't any significant difference in their anxiety and success from the aspects of their foreign country experience, additional languages or income level. With a sample of 605 language learners registered to the English Language Department during the 2018-2019 academic year, Oruç and Demirci (2020) investigated whether language engagement mediated between FLA and success in English language through *Language Engagement Scale* (Oruç, 2020) and the FLCAS (Horwitz et al., 1986), validated by Oruç (2020). The analysis conducted with a structural equation model indicated that engagement is a reverse and partial mediator between students' language performance and FLA, which means language engagement might eliminate the negative effect of FLA on students' success. Özkaynak (2020) aimed to determine if there was a correlation among emergent bilinguals' language performance, *reconceptualized L2 motivational self system*, *foreign language anxiety* and *translanguaging practices*. In this study, the quantitative data were collected from 386 English preparatory school students at a foundation university in Türkiye during the 2019-2020 academic year via *Translanguaging Practices Scale* (Özkaynak, 2020), the FLCAS (Horwitz et al., 1986), and *Motivational Factors Questionnaire* (Dörnyei, 2010; Peker, 2016). The findings suggested a significant correlation among the three constructs reconceptualized L2 motivational self system, foreign language anxiety and translanguaging practices of the students, but there was a nonsignificant relation between the students' formative and summative language scores and translanguaging practices.

It is also possible to find studies in association with other constructs in the second language learning context such as cooperative learning, and several variables

related to students' personality or belief systems such as foreign language enjoyment, students' beliefs about language learning and self-efficacy. To begin with, Aydın (1999) investigated the sources of FLCA regarding speaking and writing skills. At the first stage, the data were collected from 36 intermediate level students through the FLCAS by Horwitz et al. (1986). Based on their anxiety levels, they were grouped into three categories (high, medium and low) for each productive skill separately. All the participants were asked to keep a four-week diary related to their experience in writing and speaking classes. In addition, the researcher interviewed 12 students (4 students from each category) about their FLCA. All the students were also given a Turkish translation of the *Beliefs About Language Learning Inventory* by Horwitz (1988) to determine the relationship between their language anxiety and beliefs about language learning. The results of the students' interviews and diaries demonstrated that the three major sources of anxiety were the individual causes, attitudes of the teachers and the methods used in the class to teach speaking and writing. Moreover, in their comparative study, Duxbury and Tsai (2010) aimed to determine the FLCA level and whether there was a relationship between the students' anxiety and cooperative learning. 385 students studying at three Taiwanese and one American universities took part in the study. The tools used to collect the data consisted of the FLCAS by Horwitz et al. (1986), the *Style Analysis Survey* by Oxford et al. (1999) and ten questions prepared by the researchers. The results revealed a significant relation between FLCA and attitudes and practices of cooperative learning only at one of the Taiwanese universities. However, no significant relationship was found between these two variables when the other three universities were compared. Also, in their pseudo-longitudinal study, Dewaele & Dewaele (2017) aimed to investigate the students' foreign language enjoyment (FLE) and FLCA levels, the relation between these two variables and the independent variables predicting them. The data were collected from 189 secondary school students in the UK. In the first section of the instrument utilized, the researchers collected demographic information and some data regarding pupils' attitudes towards their teachers, the amount of foreign language use in the class, time the teachers spent on different skills and students' perceptions about their teachers' predictability. They also used a questionnaire taking 10 items from the *Foreign Language Enjoyment Questionnaire* by Dewaele & MacIntyre (2014) and 8 items from

the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986). The statistical analysis demonstrated that different age groups showed little change in language anxiety and a little rise in foreign language enjoyment. As a result, it was revealed that the sources of the students' feelings showed an alteration in time, and they were dynamic. In Yelgeç and Dağyar's (2020) descriptive study with a relational survey model, the purpose was to explore whether there is a mediating impact of students' metacognitive awareness and their beliefs on their self-efficacy upon foreign language learning anxiety through structural equation modeling. The researchers administered a personal information form, the *Junior Metacognitive Awareness Inventory* developed by Sperling et al. (2002) and translated into Turkish by Karakelle and Saraç (2007), the *Self-Efficacy Questionnaire for Children* developed by Muris (2001) and modified by Telef and Karaca (2012) and the FLCAS by Baş (2013) for data collection. The participants included 285 7th and 8th grade Middle School students from Türkiye. The findings pointed out that the participants' metacognitive awareness, language learning anxiety and perceived self-efficacy levels were moderate, and these constructs were related to each other while metacognitive awareness was not a partial mediator on self-efficacy and FLA of the participants.

When the literature is reviewed, it can be seen that there are very few experimental studies carried out. An example of a quasi-experimental study might be Alrabai's (2015) study upon the implementation of anxiety-reducing strategies in order to diminish the students' FLA levels. To be more precise, Alrabai (2015) investigated whether anxiety-reducing strategies affected students' foreign language anxiety using the FLCAS by Horwitz et al. (1986), in a quasi-experimental study he carried out in two stages. In the first phase, she collected data from 596 Saudi English-learning participants to find out their FLA sources. In the second phase, she included 465 students learning English and 12 teachers to implement the strategies to decrease apprehension in the treatment group. The statistical analysis showed a significant decrease in the anxiety level of the treatment group and an increase in their self-confidence unlike the one in the control group. It was also revealed that there was a causal relation between apprehension of foreign language and strategies to diminish apprehension.

As can be seen from the literature, there are several papers reviewing the foreign language anxiety construct. First of all, Zheng (2008) reviewed the literature regarding the anxiety construct in the foreign/second language learning field. The paper started with the development of anxiety in terms of definitions and instruments to measure it. Then the researcher examined studies which investigated its association with other affective variables such as students' perfectionist tendencies, stylistic preferences, attitudes and motivation, and defense mechanisms. In addition, studies related to the sources and effects of FLA were investigated throughout the paper. Furthermore, the paper presented a concise revision of language apprehension from three different points of view; curriculum, cultural and cognitive. Furthermore, Tran (2012) presented a review regarding Horwitz, Horwitz and Cope's prominent theory of FLA. The paper began with an elaborative description of the theory and its developmental process. The researcher also investigated the related literature in terms of criticisms of the theory from four different aspects; the way of causal relations between language learning and FLA, the importance of FLA on foreign language performance, the elements of FLA and the effectiveness of the FLCAS (Horwitz et al., 1986). It was concluded that FLA is a distinctive type; therefore, it differs from other kinds of anxieties despite being related. Finally, Al-Shboul et al. (2013) presented a review of literature in the field of foreign language anxiety (FLA) with regard to achievement. The paper started with the components of anxiety and their definitions. Then the researchers clarified foreign language anxiety as a different construct from other relevant anxiety types such as state-trait anxiety, CA, FNE and TA. The components of FLA were also investigated through several different studies. Lastly, the researchers put forward a systematic revision of the studies regarding the relationship between FLA and achievement, and concluded FLA has an impact on language learning and performance. The results of the studies also demonstrated a negative relationship mostly ranging from moderate to strong.

2.5.2 Willingness to Communicate

As a starting point for the review of literature, it seems better to begin with a study conducted with the aim of measuring the learners' beliefs on their willingness to communicate which also made an effort to determine the possible difference between in-class and out-of-the-class WTC levels. Başöz and Erten (2018) investigated 701

EFL learners' perceived WTC and aimed to explore if the students' WTC within the class was different from their WTC in English outside of the class. The data were collected from the students majoring in Tourism Management and Tourism Guidance at Balıkesir University during the 2016-2017 academic year. In the study, the researchers utilized a back-translated version of *L2 WTC* developed by MacIntyre et al. (2001) which also measured the participants' WTC in the class and out of the class separately. Based on the statistical analysis, the results demonstrated a moderate level of WTC in the target language. Besides, the participants were found to be more eager to speak in English out of the classroom than inside the school.

There are few experimental studies concerning WTC variable. Buckingham and Alpaslan (2017) aimed to explore whether speaking practice outside the classroom had an impact on the students' speaking performance and WTC. 40 Turkish young learners in Grade 3 were included as the participants in this study. The researcher assigned the participants randomly into the experimental and control groups, and the students were given a rubric adapted from the *Heuristic Model of Variables Influencing Willingness to Communicate* (MacIntyre et al., 1998) to measure their WTC scale as pre- and post-tests. Several asynchronous A/V speaking activities were given to the experimental group as out-of-class speaking practice for four months. The findings demonstrated a significant improvement on the oral performances of the students' in the experimental group. In addition, a significant but gradual overall improvement was also observed in their WTC by the end of the study. However, this improvement wasn't observable month-to-month succeedingly. As another study conducted in an experimental design, Garvey and Eades (2018) aimed to explore the EFL Japanese students' overall WTC and whether there was a relationship among their perceived WTC, the changes on their WTC during the data collection procedure, their performance in the interaction part of the post-task and the social framework of the task (the division of the groups). Both quantitative and qualitative data were collected from 81 students studying the major of International Communication at a Japanese university. The researchers splitted the participants into four groups; two of them carried out the tasks in the 'group' work condition while the other two worked independently in terms of the way of the instructions given by the teacher. The students in each group were rotated in each task. The pre-task and post-task survey results and

the analysis of the qualitative data indicated a slight change in the students' self-reported WTC throughout the treatment process. In addition, the findings did not demonstrate a very strong relationship between the grouping structure of the participants and the change in the students' perceived WTC.

In their experimental study in the Turkish context, Kartal and Balçıkanlı (2018) aimed to determine whether using a virtual world in the classroom has an impact on the learners' perceived willingness to communicate and communication apprehension. The data were collected from 65 EFL students who were studying the major of English Language Teaching at a state university in Türkiye. The participants were given ten real-life tasks (one each week) and the qualitative and quantitative data collection tools included a questionnaire, interviews, evaluation forms and observation. The questionnaire was comprised of the WTCS by McCroskey (1992) and the communication anxiety questionnaire employed by Yashima (2002). The findings pointed out that the use of a virtual world in the EFL classroom positively influenced the participants' self-reported WTC and communication apprehension.

When the literature is reviewed, it can be observed that there are a few studies concerning WTC and its association with variables focusing on students' profile and background such as gender, age, speaking an additional language and grade. For example, MacIntyre et al. (2002) investigated whether gender, age and language influenced anxiety, WTC and perceived competence, and if gender and grade the students were studying have an impact on motivation, integrativeness and attitudes towards learning. The data were collected from 268 students who were registered to a French immersion program at a high school. Eight different scales were used in this study; WTCS by McCroskey and Baer's (1985), *Perceived Communicative Competence Scale* by McCroskey et al. (1987), a modified version of *Perceived Communicative Competence Scale* by McCroskey et al. (1987) to measure communication and language anxiety, twelve items from MacIntyre and Charos (1996) to find out communication frequency, and *Integrativeness Scale* and several items to measure motivation and attitude toward the learning situation from Gardner and MacIntyre (1993). The results demonstrated that the grade variable led to an increase in the students' WTC in the target language, French communication frequency and perceived competence; however, the same variable caused a decrease in motivation

and the learners' anxiety remained steady. The statistical analysis also indicated a significant difference in the students' WTC and anxiety in terms of their language, but no significant difference in their attitude and motivation in terms of gender while sex influenced the participants' WTC. Moreover, Hişmanoğlu and Özüdoğlu (2017) investigated 328 state university students' WTC and whether it differed in terms of the students' age, their gender, the program they were registered to and their interaction with the people speaking English at the university they were in. The data were collected from a university in the western part of Türkiye through a questionnaire. The data collection tool consisted of the WTCS by McCroskey (1992) and a section to find out information about the other variables such as age and major. The findings revealed the participants were moderately WTC in the target language. In addition, the results demonstrated that the students' WTC did not differ in terms of age and gender while their major and their direct communication with the people speaking the L2 influenced their WTC.

There are also several studies investigating the construct in terms of language learners' proficiency and achievement. Baghaei and Dourakhshan (2012) aimed to find whether there was a relationship between students' WTC and their success in learning English. The data were collected from 148 university students. In order to measure the WTC level of the students, the researchers used the *Willingness to Communicate in a Foreign Language Scale* (WTC-FLS) which was developed by Baghaei (2011). The 20-item questionnaire consisted of three subscales which measured students' WTC in the classroom, with native and non-native English speakers. The findings pointed out a moderate correlation between students' achievement and WTC with native speakers as well as their willingness to communicate in the school environment. However, the results didn't demonstrate a relationship between the participants' success and WTC with foreigners who speak English as a second/foreign language. In addition, in their study, Rastegar and Karami (2015) examined the relationship between FLA, WTC and scholastic success. The data were collected from 74 Iranian students studying English as a foreign language who were registered to English Literature and English Translation Departments at the Shahid Bahonar University of Kerman. The instruments used in the study consisted of the *Foreign Language Classroom Anxiety Scale* (FLCAS) by Horwitz et al. (1986) and the *Willingness to Communicate Scale* by

MacIntyre et al. (2001) together with the GPAs of the students. A significant negative correlation was found between FLA and WTC. Besides, the findings also demonstrated a significant negative relationship between the students' scholastic success and FLA whereas the students' WTC was found to be positively correlated with their scholastic success. As another study concerning the WTC and student performance, Bergil (2016) aimed to explore the WTC levels of the 73 preparatory class students at Amasya University during the 2015-2016 academic year. Besides, it was aimed to discover whether the participants' WTC levels differ in terms of their individual differences such as their experience abroad and personality type, and their speaking performance. The data were collected through a scale (McCroskey, 1992) to measure the students' WTC levels and get demographic information. The participant students' speaking performances were evaluated by native speaker teachers based on a rubric which was compatible with the WTC scale. The findings revealed that the students had an average level of WTC in English, and their overall speaking skills were generally weak and adequate which may depend on the curriculum and the instructor.

It is also possible to find studies in association with several volitional and affective constructs in the second language learning context, and variables related to students' personality or belief systems. To begin with, Yashima (2002) aimed to explore the relationship between FLL and L2 communication variables which grounds on the socioeducational model and the WTC model. The data were collected from 297 Japanese students studying information science at a university in Osaka who had chosen English as their foreign language. During the data collection procedure, the constructs were measured via several items which were either adapted from other studies in the related field, or developed by the researcher. The results revealed that international posture was a predictor of motivation, and motivation was one of the predictors of L2 proficiency. It was also found that there was a significant direct path from international posture to L2 WTC. In addition, the findings pointed out a significant path from motivation to L2 speaking self-confidence (presented as a combination of lack of anxiety and perceived competence in this study) whereas no significant paths from motivation to WTC were observed. Hashimoto (2002) aimed to determine the affective predictors of self-reported L2 use. The data of the study which was indeed a partial replication of Macintyre and Charos (1996) were collected from

56 Japanese ESL students studying at the University of Hawaii at Manoa (UHM) in Honolulu. The back-translated instrument used to collect data consisted of a shortened form of the *Attitude/Motivation Test Battery* (the mini-AMTB) by Gardner and Macintyre (1993), the *WTCS* by McCroskey (1992), an adapted questionnaire by Macintyre and Charos (1996) to measure the students' perceived L2 competence and the L2 use in the classroom and twelve items by Yashima (2002) to find the communication anxiety level of the participants. Some of the items had not been not employed in the study by Macintyre and Charos (1996). The Structural Equation Modeling (SEM) analysis results revealed that the participants' WTC and motivation were the predictors of the amount of self-reported L2 use. Besides, it was found that perceived competence was negatively predicted by apprehension, and these two constructs existed as the sources of WTC. All of these findings demonstrated a resemblance to the original study by Macintyre and Charos (1996); however, a significant association between motivation and WTC was also discovered in the replication. Also, this study (MacIntyre & Doucette, 2010) aimed to determine the relationship among the WTC in and out of the classroom, perceived competence, anxiety and three action control constructs suggested by Julius Kuhl; hesitation, preoccupation and volition. 238 learners of French studying at high school participated in the study. The data were collected through questionnaires adapted from the instruments employed in different studies. The results revealed that there was a relationship among all three antecedents of WTC. Besides, all these subconstructs were positively related to perceived communication competence and negatively associated with communication anxiety in the target language. Moreover, the measures of the students' perceived L2 competence were positively interrelated to each other, and there was a negative correlation between each and language anxiety. The findings from the action control measure were also compatible with the pattern in the theory, and there was a significant relationship between hesitation and preoccupation as in Kuhl's (1994) original study. In addition, based on the path analysis, it was found that hesitation predicted low perceived communication competence and was one of the antecedents of anxiety. Dewaele (2019) investigated whether the students' WTC was predicted by several variables such as the students' attitude towards English as a foreign language, their FLE, their FLA, their perception on the teacher's strictness and

friendliness, the teacher's use of the target language and whether the teacher has a foreign accent. The data were collected from 210 Spanish EFL students at different levels of education through an online questionnaire. The questionnaire consisted of some items to measure the students' WTC, their attitudes towards English, how strict and friendly the teacher was, how frequently he/she used English and how strong his/her accent was. It also involved eight items from the FLCAS by Horwitz et al. (1986) and all the items of the *Foreign Language Enjoyment Questionnaire* by Dewaele et al. (2018). The results pointed out that the students' FLE and the teacher's use of the target language positively predicted their WTC whereas FLA was the primary negative predictor of it. Zhou et al. (2020) investigated whether FLA moderated the correlation between WTC and second language proficiency. The data were collected from 129 Chinese ESL learners studying abroad in Belgium. L2 achievement was measured via the students' IELTS scores. In addition, the instruments included the translated version of the *Bilingualism and Emotions Questionnaire* (BEQ) by Dewaele and Pavlenko (2001; 2003) and an adaptation of the *WTC Scale* by McCroskey (1992). The findings indicated the students were highly willing to communicate and their foreign language anxiety levels were low. Besides, it was pointed out that the analysis verified the relationship between the students' WTC, and their overall L2 achievement and skill-specific competence. The results also demonstrated that the students' FLA had a moderating effect on the correlations between the students overall L2 proficiency and WTC; between their reading achievement and WTC; and their writing achievement and WTC; nevertheless, it wasn't a moderator of the correlation between the students' speaking achievement and WTC, or their listening achievement and WTC.

Throughout the literature, it is quite intriguing that there is a considerable number of studies in Turkish context investigating the relationship between WTC, and other affective SLA variables and learners' self-perceptions. To illustrate, Bektaş-Çetinkaya (2005) investigated Turkish university students' WTC in English and the possible relationship among their WTC and several other variables such as motivation, communication competence the students perceived, speaking anxiety, personality and their attitude towards the international community. In this hybrid study, the data were collected from 356 preparatory class students at Dokuz Eylül University in Türkiye

using both qualitative and quantitative methods. The participants, 15 of whom were also interviewed, were administered a questionnaire. The questionnaire included twelve items from the Turkish translation of the *WTCS* by McCroskey (1992); twelve items from an adaptation of the *Perceived Communicative Competence Scale* by Yashima (2002) and MacIntyre and Charos (1996); twelve items from Yashima (2002) to measure communication anxiety; seventeen items adapted from Gardner (1985) to find out the students' desire to learn English, motivational intensity and attitudes towards learning English; four items from Yashima (2002) and Gardner (1985) for their integrative orientation; fourteen items from Yashima (2002) for their approach-avoidance tendency, interest in international vocation/activities and interest in foreign affairs; ten items from Goldberg (1992) to measure their personality traits; and some items for background information. Based on the Structural Equation Model (SEM) analysis, the findings demonstrated a correlation between the students' attitudes towards the international community and their personality and also a direct relationship among the students' attitude towards the international community, their perceived linguistic self-confidence and their WTC in English. In addition, it was found that there was an indirect correlation between the students' WTC, their motivation and personality in terms of their being introverted or extroverted. In their study, Asmalı et al. (2015) investigated whether Turkish students differed from Romanian students in terms of their WTC, perceived competence of communication and communication anxiety. The data were collected from 65 Turkish and 65 Romanian learners of English majoring in English Language and Literature. The participants were given three different instruments; the *WTCS* by McCroskey & Richmond (1985; 1987), the *Personal Report of Communication Apprehension* (PRCA-24) by McCroskey (1982) and the *Self-Perceived Communication Competence Scale* (SPCC) (McCroskey & McCroskey, 1986). Based on the statistical analysis, the Romanian students were found to be significantly more willing to communicate and perceived themselves more competent in the target language. Communication anxiety levels of Turkish and Romanian students were very close. Besides, the results indicated a strong positive correlation between the participants' WTC and perception on their communication competence, but a negative correlation between the learners' WTC and anxiety of communication. In another study, Asmalı

(2016) investigated WTC and its antecedents with a sample of 251 Turkish students at a state university. The data were collected via questionnaires. The structure of the study had five latent variables (*WTC in English, confidence in English communication, English learning motivation, attitude (International Posture)* and *personality*). and several different indicator variables (*communication anxiety* and *interest in foreign affairs*), items of which were taken from different sources (e.g., Gardner & Lambert, 1972; McCroskey, 1992; Yashima, 2002). The results revealed that the students' attitudes towards the international community, motivation to attain the target language and self-confidence in L2 speaking significantly influenced their WTC. There was also a positive relationship between the participants' attitudes to the international community and their motivation as well as the relation between their personality and self-confidence. Furthermore, Kanat-Mutluoğlu (2016) investigated if ideal L2 self, academic self-concept and intercultural communicative competence predicted WTC. The data were collected from 173 undergraduate EFL students taking preparatory education during the 2015-2016 academic year. The instruments in the study were an adapted version of the *L2 Self Measure* by Dörnyei and Taguchi (2010), the *Self-Efficacy for Learning and Performance Subscale (SELP)* from *Motivated Strategies for Learning Strategies Scale (MLSQ)* by Pintrich et al. (1991) to measure the students' academic self-concepts, the *Intercultural Communicative Competence Questionnaire (ICCQ)* by Mirzaei and Forouzandeh (2013) and the *WTCS* by McCroskey (1992). Based on the statistical analysis, the results indicated that all the motivational subconstructs were related to each other. In addition, it was revealed that the participants' WTC was significantly predicted by their academic self-concept and ideal L2 self, the latter of which was the primary predictor. Bulut (2017) aimed to find out the students' reasons to learn English, their approach towards learning English, motivation, attitudes and WTC, and also the correlation among these constructs. The data were collected from 234 adult EFL learners from eight different cities in Türkiye in 2016. The researcher implemented a Turkish version of the *Attitude/Motivation Test Battery (AMTB)* developed by Gardner (1985) and adapted by Hashimoto (2002) on the participants to measure their approach, motivation and attitudes towards the target language. Besides, an adapted version of a questionnaire by Zarrinabadi and Abdi (2011) was used to measure the students' orientations to learn English. Lastly, in order

to measure the participants' WTC levels, a questionnaire by Hashimoto (2002) was adapted and administered. The results showed that the participants primarily learnt English for job-related issues. They were also found to be motivated and positive towards English, and more willing to speak to familiar people than to people they do not know. Moreover, based on the statistical analysis, it was discovered that there was a significant relationship among all the constructs measured. In another study the same year, Bursalı and Öz (2017) investigated whether there was a correlation between WTC in L2 and ideal L2 self. The data were collected from 56 students of the English Language Teaching program at a private university in Ankara in Türkiye during the 2016-2017 academic year. In order to collect the quantitative data, the researchers used *The Willingness to Communicate inside the Classroom Scale* by MacIntyre et al. (2001) and *The Ideal L2 Self Measure* by Dörnyei & Taguchi (2010). The findings revealed a positive relationship between the participants' WTC in English and their ideal L2 self with high significance.

Concerning the sources of the construct, Eddy-U (2015) aimed to explore the factors motivating or demotivating students to be willing to take part and communicate in group tasks. During the data collection process, the researcher conducted semi-structured focus group interviews with 25 students studying different majors other than English at two different tertiary institutions in China. 12 students were registered to a university with a Chinese medium of instruction (CM) which didn't require English proficiency before starting while 13 students were enrolled to a hospitality training institute with an English medium of instruction (EM) accepting students based on their oral and written English exam results. Students were first proposed some ELT group tasks which they are familiar with and are frequently used in ELT classes, and then the interviews were carried out to discover the students' motivations and reasons for their task-situated WTC. The results revealed that the students were motivated by seven different themes which were *interest, perceived effectiveness, good groupmates, good classroom social situation, personal vision, self-confidence, and marks* while they were demotivated by *disinterest, inappropriateness for English level, bad groupmates, bad classroom atmosphere, lack of personal vision and lack of confidence*. Besides, without a direct relationship, all the motivating conglomerates by Dörnyei (2009) were evident in the students' statements, which was one of the research questions of the

study. In another study which takes advancements in technology and e-learning, Lee (2019) aimed to explore the sources of WTC in an extramural digital (ED) context. In order to collect data, the researcher interviewed 98 EFL students studying at three different universities in Korea. The results revealed that the students' WTC in the target language was influenced by K-12 instruction in Korea, being familiar with the communities and interlocutors, self-confidence and anxiety. Furthermore, it was found that there was a simultaneous interaction among these variables at the time of the communication in the target language in the extramural digital environment.

In their comprehensive research, Zhang et al. (2018) presented a review of the literature related to the situational antecedents of WTC. So as to collect data, the researchers examined several databases which were Web of Science, ERIC and the British Education Index. Taking methodological concerns into consideration, 35 studies in the related field were analyzed in terms of situation cues (interlocutors, classroom atmosphere and tasks), situation characteristics (task-confidence, task-interest and task-usefulness) and systematicity of previous studies. Subsequently, a framework of situational antecedents of state WTC and its fluctuations in different situations was proposed as can be seen in Figure 2.

2.5.3 Second Language Tolerance of Ambiguity

Within the scope of second language tolerance of ambiguity literature, as one of the studies regarding gender, Hou and Hou (2017) investigated whether the students' ambiguity tolerance, their multiple intelligences and being male or female influenced the attainment of English. The data were collected from 284 Taiwanese university students who were registered to programs with English or non-English medium of instruction. In order to measure the participants' English proficiency, their *Taiwan College Entrance Advanced Subjects Test* (CEAST) results were used. In addition, two questionnaires were administered to the participants: Gardner's *Multiple Intelligences Questionnaire* (1983) and the SLTAS by Ely (1995). The findings indicated that the participants were stronger in terms of Existential Intelligence, Musical Intelligence, Intrapersonal Intelligence, Visual/Spatial Intelligence and Interpersonal Intelligence, and they showed a moderate level of SLTA. The findings also displayed that there was a relationship among the learners' competence in English, their tolerance of ambiguity and multiple intelligences. It was found that second

language ambiguity tolerance predicted the English levels of the participants in a negative direction. Besides, reading ambiguity tolerance was found to be a negative predictor of the students' English levels. Some of the intelligence types were found to predict ambiguity tolerance, and thus English language competence. These intelligent types were logical/mathematical intelligence and visual/spatial intelligence which negatively influenced ambiguity tolerance. The researchers also drew the conclusion that the female students were considered as more competent because they had more ambiguity tolerance and they were strong in terms of Verbal/Linguistic Intelligence. In another study, Ezzati and Farahian (2016) aimed to explore the students' tolerance of ambiguity, its potential relationship with grammar, and gender influence on this relationship. The data were collected from 75 EFL students at intermediate and advanced levels of proficiency from different language schools in Kermanshah. In order to measure the students' grammar competence, a kind of TOEFL test was implemented, and the participants were categorized as low, intermediate and high levels. 6 students out of 75 were taken out of the study because their levels were found to be elementary. The instrument employed to gather the data consisted of the *Second Language Tolerance of Ambiguity Scale* (SLTAS) by Ely (1995) together with a section to find out background information about the participants. The findings indicated that the participants' tolerance of ambiguity level varied depending on the context. For instance, the learners remarked they demonstrated more ambiguity tolerance when their teacher used an unknown English vocabulary item, when they could not orally communicate their idea clearly, when they could not find the exact counterparts of some English words in their native tongue and when they had to guess the meaning of something while reading. Nevertheless, they stated they showed less tolerance of ambiguity when they did not understand the teacher fully, when they had difficulty using the grammar even if they studied and when they could not express what they wanted while writing. In addition, the results revealed that there was a significant positive relation between the students' grammar achievement and ambiguity tolerance, which meant more ambiguity-tolerant students scored better at grammar. Besides, the learners' ambiguity tolerance was found to demonstrate a significant difference in terms of gender, males with more tolerance towards ambiguity.

There are several studies concerning the relationship between SLTA and language level, success and competency. For instance, Atef-Vahid et al. (2011) aimed to discover the potential relationship between the students' tolerance of ambiguity and their performance in cloze tests. The data were collected from 38 EFL students studying at high school in Iran. The data collection tools included the SLTAS developed by Ely (1995) and an English cloze test implemented by the researchers to measure the participants' performance. Based on the correlational analysis, the findings indicated a significant highly positive relationship between ambiguity tolerance and cloze test competence. In addition, Dewaele and Shan Ip (2013) investigated the relationship among the second language tolerance of ambiguity, foreign language classroom anxiety and self-reported L2 proficiency. In order to collect data, an online questionnaire combining the *FLCAS* by Horwitz et al. (1986), the *SLTAS* by Ely (1995) and some items to receive background information were administered to 73 students studying at several secondary schools in Hong Kong. The findings pointed out that the students with a higher level of ambiguity tolerance demonstrated a lower level of FLA, and they perceived themselves more competent in English. All of the correlations were also found to be significant. In another study, Hou (2016) investigated whether there was a correlation among the students' ambiguity tolerance, their multiple intelligences and English proficiency. The data were collected from 173 Taiwanese private university students who were registered to programs with English medium of instruction. In order to measure the participants' English proficiency, their *College Entrance Exam* (CEE) (2015) results and/or their *College Entrance Advanced Subjects Test* (CEAST) (2015) scores were used. In addition, two questionnaires were administered to the participants. They were *Gardner's Multiple Intelligences questionnaire* (1983) and the *SLTAS* by Ely (1995). The results revealed that there was a relationship among the learners' competence in English, their tolerance of ambiguity and multiple intelligences. Ambiguity tolerance was discovered to predict English levels negatively. It was found that the students' ambiguity tolerance was negatively predicted by logical/mathematical intelligence, verbal/linguistic intelligence and visual/spatial intelligence. The findings also demonstrated that the participants' ambiguity tolerance and English proficiency differed in terms of gender. The male participants were found to be more successful and tolerant of ambiguity. In

another study conducted in Türkiye, Asmalı (2019) aimed to explore the students' SLTA, FLCA and self-perceived communication competence (SPCC) as well as the potential influence of ambiguity tolerance and communicative competence upon classroom anxiety. The data were collected from 156 state university students in Türkiye through questionnaires and semi-structured interviews. As the main instruments, the back-translated versions of the FLCAS by Horwitz et al. (1986), the SLTAS by Ely (1995) and the *Self-perceived Communication Competence Scale* (SPCCS) by McCroskey & McCroskey (1986) were employed in the study. Apart from the questionnaires, four semi-structured interviews were also conducted. The findings showed that the participants had a low level of SLTA and self-perceived communication competence, but they were moderately anxious towards the foreign language classroom. It was also found that there was a negative relationship between SPCC and FLCA and between SLTA and FLCA. In addition, the findings demonstrated SPCC and SLTA were the two significant predictors of FLCA.

Reviewing the literature, it can be concluded that there is a considerable number of studies investigating the association between ambiguity tolerance, and affective factors and individual differences. For example, Dewaele and Wei (2013) aimed to explore whether there was a correlation between ambiguity tolerance and multilingualism. The data were collected from 2158 participants with different L1s from different nationalities across countries, and the participants were from different academic degrees. The majority of them were multilingual whereas there were 41 monolinguals and 399 bilinguals. In order to gather data on ambiguity tolerance, a modified version of the *Tolerance for Ambiguity Scale* (TAS) by Herman et al. (2010) was employed. The data related to the participants' perceived competence were gathered through a five-point Likert scale in the range of the minimum and maximum levels of fluency. The participants who can speak more than two languages were found to have a significantly higher level of ambiguity tolerance than the monolingual and bilingual ones. The findings also demonstrated a positive relationship between the tolerance of ambiguity and the duration spent abroad, but not any correlations between ambiguity tolerance and being raised by a polyglot family. Later, Dewaele and Wei (2014) investigated whether there was a correlation among the linguistic practice background, sociobiographical variables, the amount of self-reported code-switching

use, and personality traits and attitudes towards code-switching. The data were collected from 2070 polyglots with a variety of different degrees (BAs, Master's and Ph. D.) and from different nationalities with different L1 backgrounds. The online data collection instrument consisted of a sociobiographical section, an adaptation of the *Eysenck Personality Questionnaire* (EPQr) by Eysenck et al. (1985), a modified version of the *Tolerance for Ambiguity Scale* (TAS) by Herman et al. (2010), five items from the scale by Lawrence et al. (2004) to measure cognitive empathy and several questions to find out the frequency of code-switching use. The results revealed that there was a significant positive relationship between the participants' ambiguity tolerance and attitudes towards code-switching, and the participants with a higher level of ambiguity tolerance showed a higher level of positive attitudes towards code-switching. However, the students who were less tolerant of ambiguity did not appreciate code-switching much since it made them feel ambiguous during the interaction. A significant positive correlation was also found between cognitive empathy and attitudes towards code-switching. The findings also showed that the participants with a higher level of Neuroticism demonstrated negative attitudes towards code-switching. In addition, it was found that being a multilingual positively influenced the other variables. In another study, Vahedi and Fatemi (2016) aimed to explore the potential relation between emotional intelligence, WTC and SLTA. The data were collected from 64 intermediate or advanced levels of university students studying English as a foreign language. The instruments of the study consisted of the *Bar-On Emotional Quotient Inventory* by Bar-On (1997), the *Second Language Tolerance of Ambiguity Questionnaire* by Ely (1995) and the *Willingness to Communicate Questionnaire* by MacIntyre et al. (2001). The findings indicated no significant correlation between the participants' emotional intelligence and ambiguity tolerance, but a significant positive relationship between their emotional intelligence and WTC. In addition, the results demonstrated that there was a high positive correlation between the participants' tolerance of ambiguity and WTC which means the students who were more tolerant of ambiguity displayed more WTC in the target language. Besides these, Ahmadi Safa and Jamshidi (2017) aimed to explore the possible relationship between WTC and tolerance of ambiguity of introverted and extroverted EFL students respectively. The data were gathered from 79 introverted and

71 extroverted students studying English as a foreign language at several private institutes in Iran. The instruments consisted of the *Introversion/Extroversion Scale* by McCroskey (1998), the *Willingness to Communicate Questionnaire* by MacIntyre et al. (2001) and the *SLTAS* by Ely (1995). The results suggested that introverted participants' ambiguity tolerance was significantly correlated with their WTC in a positive direction, and there was also a significant positive correlation between extroverted participants' AT and their WTC. Besides, the participants' AT and WTC levels differed in terms of their being introverted and extroverted. To clarify, the introverted students demonstrated more ambiguity tolerance while the extroverted learners showed more WTC. Moreover, Allahdadi and Ghanizadeh (2017) investigated the relationship among ambiguity tolerance, the ability to adapt, language proficiency, cultural intelligence and approach to learning. The data were collected from 180 undergraduate and master's students studying the majors of English Language Teaching and Translation at Imam Reza International University in Iran. The instrument to collect the data included eight items from the *Persian Emotional Intelligence Inventory* by Dehshiri (2003), twelve items from the *SLTAS* which was developed by Ely (1995) and adapted by Ghanizadeh and Allahdadi (2015), twenty items from the *Cultural Intelligence Questionnaire* modified by Khodadady and Ghahari (2011), twenty items from the Persian adaptation of the *Revised Study Process Questionnaire* by Ghanizadeh and Allahdadi (2015) and an item to find out their GPA. The findings indicated that all the constructs excluding adaptability predicted language competence, and *deep approach* was the primary predictor. Besides, tolerance of ambiguity significantly influenced *deep approach* in a positive direction. Moreover, adaptability and ambiguity tolerance were the two predictors of cultural intelligence. In another study conducted the same year, Atai and Zare Alanagh (2017) investigated how task situations -which differed in terms of goal orientation and distribution of information- predicted the L2 learners' communication competence and if the influence of these task situations were mediated by ambiguity tolerance and self-efficacy. The data were collected from 62 EFL learners from private language institutes in Tehran. The instruments employed in order to gather data consisted of dyadic decision-making tasks taken from Lambert and Engler's (2007) study, the *SLTAS* by Ely (1995) and the *Questionnaire of English Self-efficacy* (QESE) by Wang

et al. (2014). The students' communication performances were examined from accuracy, complexity and fluency (CAF) aspects. The results revealed that goal orientation and information distribution were significant predictors of oral competence, which was compatible with the cognition hypothesis by Robinson (2015). It was also significantly found that there was a positive correlation between SLTA and CAF, and between self-efficacy and CAF. The students with a higher level of ambiguity tolerance showed a higher level of performance in terms of complexity, accuracy and fluency. Besides, in their comprehensive study, Amirian et al. (2020) investigated whether there existed a correlation among WTC and other variables which were communication anxiety, self-perceived communicative competence, self-regulation, need for closure, ambiguity tolerance and aggression. The data were gathered from 300 students studying English as a foreign language at English language institutes in Iran. The instruments employed involved the *Willingness to Communicate* developed by MacIntyre et al. (2001) and adapted by Zarrinabadi and Abdi (2011), the *Aggression Questionnaire* by Orpinas and Frankowsk (2001), an adapted version of the *Personal Report of Communication Apprehension Questionnaire* by McCroskey (1977), the *Self-perceived Communication (Communicative) Competence Questionnaire* by McCroskey and McCroskey (1988), the *Need for Closure* scale by Roets and Van Hiel (2011), the *Self-Regulation Questionnaire* (Brown, 2000; Miller & Brown, 1991) and the *Tolerance of Ambiguity Questionnaire* by Budner (1962). Based on the inferential statistics, the findings indicated no significant correlations between the need for closure and WTC, aggression and WTC and self-regulation and WTC. However, ambiguity tolerance and WTC were found to be significantly correlated in the positive direction. That is to say, the participants who were more tolerant of ambiguity displayed more WTC. Besides, the results demonstrated a significantly positive relationship between self-perceived communication competence and WTC, but a significantly negative correlation between communicative apprehension and WTC. Based on the Structural Equation Modeling results, it can be stated that SPCC was a significant predictor of WTC. In addition, there was a negative causal relationship between communicative anxiety and WTC, in which communication anxiety predicted WTC. Ambiguity tolerance was also found to have positively influenced WTC.

As to the Turkish SLA context, Öz (2015) aimed to explore whether there was a relationship between the students' attitudes towards computer-assisted language learning (CALL) and their attitudes towards foreign language learning. The data were collected from 128 EFL learners studying at a state university in Türkiye. In order to collect data, the researchers made use of the adapted versions of the *Attitudes towards Foreign Language Learning* (A-FLL) and *Attitudes towards Computer-Assisted Language Learning* (A-CALL) scales by Vandewaetere and Desmet (2009). The A-FLL was composed of the cognitive, affective/evaluative and behavioral components. The findings indicated a positive relationship between attitudes towards CALL and foreign language learning. In addition, the major predictors of the students' attitudes towards CALL were found to be the teacher influence, ambiguity tolerance and extrinsic motivation which were the subcomponents of affective/evaluative and behavioral elements of the attitudes towards foreign language learning construct. A negative relationship was found between the effectiveness of CALL and the participants' tolerance of ambiguity. Moreover, Genç (2016) investigated the potential relationship between the tolerance of ambiguity and foreign language reading anxiety. The data were collected from 295 tertiary level EFL learners studying in the prep class. The data collection instruments employed consisted of a background information section, the SLTAS by Ely (1995) and the *Foreign Language Reading Anxiety Scale* (FLRAS) by Şahin (2011). The results demonstrated that the participants showed a low level of ambiguity tolerance. Besides, of subcomponents causing reading anxiety, personal elements and the nature of the text involved in the scale employed increased the students' reading anxiety more. It was also found that reading anxiety was significantly and strongly predicted by gender, reading competence and tolerance of ambiguity. In addition, Durmaz (2020) investigated the correlation between listening anxiety, tolerance of ambiguity and listening metacognitive awareness. The data were collected from 374 EFL learners registered to the preparatory classes at state and foundation universities during the 2019-2020 academic year. The data collection tools consisted of the adapted version of the *Metacognitive Awareness Listening Questionnaire* by Vandergrift et al. (2006); the *Foreign Language Listening Anxiety Scale* developed by Kim (2000) and modified by Kılıç (2007); and the SLTAS developed by Ely (1995) and adapted by Erten and Topkaya (2009). In order to gather

qualitative data, semi-structured interviews were conducted with 16 of the total participants. The results revealed that the students who were more tolerant of ambiguity demonstrated a lower level of listening metacognitive awareness and foreign language listening anxiety. In addition, the findings indicated that the students' ambiguity tolerance moderated the correlation between listening anxiety and metacognitive awareness towards listening. That is, when there was a decrease in ambiguity tolerance, the effect of linguistic metacognitive awareness and listening anxiety increased significantly whereas there was no change when the ambiguity tolerance increased (to higher than 36,10).

When the literature is reviewed, studies investigating the connection between SLTA and language learning strategies stand out. For example, Chu et al. (2015) examined whether there was a correlation among tolerance of ambiguity, L2 competence in Chinese and L2 learning strategies. The data were collected from 60 L2 learners studying Chinese as a second language in Taiwan. The participants were intermediate and high-intermediate level learners from various countries and were not trained on language learning strategies. In order to gather the quantitative data, the translated versions of the *SLTAS* by Ely (1995) and the *Strategy Inventory for Language Learning (SILL) Survey* by Oxford (1990) were used. Besides, the researchers carried out semi-structured interviews with randomly selected two participants from various groups ranging from low level to high according to their tolerance of ambiguity scores so as to figure out how they used the language learning strategies. L2 proficiency of the students were measured through the learners' exams, their homework and in-class activities, all of which were evaluated by four professors teaching Chinese language skills. The results revealed no significant correlation between the students' tolerance of ambiguity and their overall learning strategies. It was also found that a high level of tolerance of ambiguity predicted Chinese proficiency and L2 learning strategy use of the students. In another study upon strategy training on reading which was conducted in the Turkish context, Erten and Topkaya (2009) aimed to explore EFL Turkish learners' tolerance of ambiguity. The data were collected from 188 EFL students studying preparatory education at a state university during the 2007-2008 academic year. The study was carried out via the adapted version of the *SLTAS* by Ely (1995). The results revealed that the participants showed a

moderate level of ambiguity. In addition, the findings demonstrated that the male learners were more ambiguity-tolerant when compared to the female ones. The findings also indicated that the ambiguity tolerance slightly differed in terms of the students' language levels despite only being significant between elementary and intermediate level learners. A significant relationship was also found among the students' strategy training on reading, perceived competence and tolerance of ambiguity. To be more precise, more anxious participants perceived themselves as more successful at reading skills. Besides, the students who took a higher amount of instruction on how to handle problems of the reading skill demonstrated more tolerance of ambiguity. Also, Aksoy (2019) aimed to explore whether there was a correlation among tolerance of ambiguity, language learning strategy preferences, foreign language classroom anxiety and gender. The data were collected from 202 students registered to programs related to aviation at a private vocational university in Nevşehir, Türkiye. The data collection instruments consisted of translated versions of the SLTAS by Ely (1995), The *Strategy Inventory for Language Learning* (SILL) by Oxford (1990), the FLCAS by Horwitz et al. (1986) and a demographic questionnaire. The findings indicated a moderate level of ambiguity tolerance. Male participants were found to have demonstrated more ambiguity tolerance. In addition, the results revealed not any association between the students' SLTA and choices of strategies for language learning, but there was a correlation between ambiguity tolerance and the three subfactors of anxiety despite being very low. In other words, the participants whose second language anxiety level was higher were found to be more intolerant of ambiguity, especially in terms of the communication anxiety dimension. Later the same year, Suna-Çelikbaş (2019) investigated whether there was a correlation between ambiguity tolerance and strategies for language learning. The related study was done with 105 students studying English in a prep school at a foundation university in İstanbul. The data were collected through the SLTAS developed by Ely (1995) and adapted by Erten and Topkaya (2009) and the *Strategy Inventory for Language Learners* developed by Oxford (1990) and translated by the researchers. The findings demonstrated that the participants' ambiguity tolerance differed in terms of their language level. The students ranging from pre-intermediate to upper-intermediate showed an increasing amount of ambiguity tolerance. Besides, the students' language

learning strategies and all the subcomponents of the language learning strategy scale excluding compensation strategies were found to be significantly correlated with ambiguity tolerance. That is, the participants who had a higher score from the language learning strategy inventory showed more ambiguity tolerance.

In their broad review, Furnham and Marks (2013) presented a review of literature regarding the tolerance of ambiguity and related concepts. The paper began with the early studies on the concept and pointed out that these mostly psychometric studies concentrated on developing a valid measure to find out the predisposition level of ambiguity tolerance (Furnham and Marks, 2013). Subsequently, the researchers examined the related literature in terms of similar concepts and definitions such as ‘uncertainty avoidance’ and ‘risk-taking propensity’. Finally, several studies measuring the correlation between ambiguity tolerance and other constructs like personality variables were presented in the paper. The paper included some experimental studies, as well, despite being very few in number. These correlational and experimental studies were conducted through various questionnaires or scales developed by different researchers, and those scales were also mentioned and tabulated in the paper (e.g., Budner, 1962; MacDonald, 1970; Norton, 1975). Eventually, the researchers concluded that a great number of measures of ambiguity tolerance, many of which did not demonstrate much correlation with one another, were employed in the studies. They also stressed that many studies involved a small number of people to be able to draw reliable conclusions, and the correlational studies consisted of manifold constructs which makes it harder to draw thematic inferences.

2.5.4 Correlational studies regarding the three constructs

Throughout the related literature, no study was found that aimed to investigate the relationships between WTC, FLA, and SLTA in the same sample, though all three variables are viewed to be influential in the foreign language learning process. However, when the literature was reviewed, it can be seen that there are studies specifically focusing on the relationship between *students' anxiety* and *tolerance of ambiguity* (Aksoy, 2019; Dewaele & Shan Ip, 2013; Genç, 2016; Sadeghi & Soleimani, 2016). Dewaele and Shan Ip (2013) investigated the relationship utilizing Horwitz et al.'s (1986) SLTAS and Ely's (1995) FLCAS among 73 secondary school

students in Hong Kong. A statistical analysis of the data collected revealed that students with higher tolerance of ambiguity were less anxious in classrooms where English was taught as a foreign language. Sadeghi and Soleimani (2016), in their study with 132 students aged between 16 and 18 at the advanced and pre-intermediate levels in Iran, concluded that the students with the highest ambiguity tolerance had the lowest level of anxiety. When the studies carried out in Türkiye are examined, it is seen that Genç (2016) carried out a quantitative study using the Turkish adaptations of the *Foreign Language Reading Anxiety Scale* and the *SLTAS* with 180 female and 115 male EFL students in the 2015-2016 academic year. Based on the results, a significant negative relationship was found between students' tolerance for ambiguity and their anxiety levels in reading in a foreign language. In addition, in Aksoy's (2019) master's thesis study, data were collected from 202 second-year students enrolled in aviation programs at Cappadocia University, who are learning English as a foreign language. In the study, the piloted Turkish translations of the *FLCAS* and the *SLTAS* were utilized. As a result of the analyzes made, a very low but significant relationship emerged between the two structures. Besides this, in a study investigating FLA (Thompson & Lee, 2013), as a result of the factor analysis applied to the data collected from 123 university students learning English as a foreign language, it was determined that fear of ambiguity was a sub-factor. Another significant study conducted by Erturk-Tikiz et al. (2023), aimed to measure EFL learners' second language ambiguity tolerance and foreign language anxiety. Also, the purpose of the study was to investigate if there was a correlation between these two constructs and if they varied in terms of gender, language proficiency and medium of instruction. The data of this descriptive study were gathered from 139 students studying at a state university in 2017-2018 academic year. The study employed the *FLCAS* by Horwitz et al. (1986) and the *SLTAS* by Ely (1995) during the data collection process. The results of the study pointed out a moderately high level of ambiguity tolerance, and a moderately low level of FLA. Based on the statistical analysis, the students' second language ambiguity tolerance was found to be negatively associated with their foreign language classroom anxiety. However, the variables did not significantly differ in terms of gender, proficiency or medium of instruction.

When a literature review is conducted on the relationship between students' FLA and their WTC, studies indicating a negative relationship between the two constructs can be seen (Chu, 2008; Rastegar & Karami, 2015; Tabataba'ian, 2012). Chu (2008), in his study with 364 participants studying at a private university in Taipei, concluded that there was a negative correlation between anxiety levels and their WTC in both Chinese and English languages. In addition, in this study, it was determined that the relationship between English language anxiety and WTC in English was stronger than the relationship between Chinese language anxiety and WTC in Chinese. Tabataba'ian (2012) in his study examining the relationship between emotional intelligence, FLA and WTC with a sample of 88 upper-intermediate and advanced English learners; Rastegar and Karami (2015) in their study examining the relationship between FLA, WTC and scholastic success with the participation of 74 Iranian students studying English as a foreign language and studying at the Departments of English Literature and English Translation, and Amirian et al. (2020) who aimed to investigate the relationship between the WTC and communication anxiety of 300 Iranian students learning English as a foreign language, as well as personality traits and some important cognitive studies in foreign language learning also found a significant relationship between FLA and WTC. However, there are also studies which did not find a significant relationship between FLA and WTC, as in the study of Alemi et al. (2011) conducted with 90 university students in Iran and in the study by Bashosh et al. (2013) carried out with 60 English Translation Department students.

When the literature was revisited in terms of studies examining the relationship between students' tolerance of ambiguity in a foreign language and their WTC, very few studies were encountered (e.g., Ahmedi Safa & Jamshidi, 2017; Amirian et al., 2020; Vahedi & Fatemi, 2016) and they indicate a positive relationship between these two constructs. As a result, although there are studies in the literature investigating the relationships between these three factors (FLA, SLTA and WTC) that are important in the foreign language learning process, these studies are not sufficient to reach a clear conclusion. For this reason, this study aims to contribute to the literature by investigating the aforementioned structures, since there has been limited research in this area, especially in the Turkish context.

3. METHOD

The purpose of this section is to give detailed information with respect to the research methodology followed so as to investigate English preparatory students' ambiguity tolerance, willingness to communicate in English and foreign language anxiety. First, this section presents information and justifications for the research design adopted. Second, based on the data gathered via the background questionnaire, it introduces the learners who participated in this study. Next, it gives information on the data collection tools employed and the data collection procedures undergone throughout this study. Last but not least, this part explains the data analysis processes for the data collected employing quantitative methods.

3.1 Research Design

The current study was designed as a descriptive research model. Descriptive research provides "...descriptions of phenomena that occur naturally, without the intervention of an experiment or an artificially contrived treatment" (Seliger & Shohamy, 1989, p. 116), so it is "useful for providing a picture of factors connected with second language development" (Seliger & Shohamy, 1989, p. 129). Likewise, the research questions addressed in this study aim to describe what the English preparatory students' foreign language anxiety and ambiguity tolerance levels are, and to what extent these students are willing to communicate in English. Besides, the purpose of this study is to determine whether such variables as students' gender, entry level, faculty, previous experience visiting abroad, additional foreign/second languages, high school and university types cause any significant difference in their FLA, SLTA or WTC levels. In other words, it is aimed to describe the existing conditions of the mentioned phenomena without any manipulation in the process. In addition, this descriptive study was planned in the correlational survey model. A correlational survey study aims to find out whether more than one variable change together or not and to determine the level of change although the results cannot be evaluated in terms of cause and effect, but may provide some clues (Karasar, 2005). In the same vein, this study investigates the potential relations among the students' FLA, SLTA and WTC without intervening in the variables.

3.2 Participants

In this section, it is aimed to provide detailed information about the participants of the study. The data were collected from 270 EFL learners studying in English preparatory schools at a private and a state university in İstanbul, Türkiye. English preparatory school is a one-year English teaching course for students who are registered to programs with an English medium of instruction. It aims to enable students to gain the necessary English proficiency before starting their major. Considering the small number of students in preparatory schools, the questionnaires were shared with all learners at both schools in the 2020-2021 academic year and 270 of them responded properly. Further information about the participants gathered through the background questionnaire is given below in Table 1.

Table 1. Background Information about the Participant Students

Variables	Groups	N	%
Gender	Female	122	45.2
	Male	148	54.8
Entry Level	Beginner	153	56.7
	Pre-intermediate	78	28.9
	Intermediate	39	14.4
Faculty	Faculty of Engineering	77	28.5
	Faculty of Economics and Administrative Sciences	120	44.4
	Maritime Vocational School	43	15.9
	Faculty of Social Studies	30	11.1
Experience	Yes	41	15.2
Abroad	No	229	84.8
Additional	Yes	58	21.5
Languages	No	212	78.5
High School	State	205	75.9
	Private	65	24.1
University	State	160	59.3
	Private	110	40.7

As shown in Table 1, 122 (45.2%) of the participants are comprised of female students whereas 148 (54.8%) of them are male. Also, the table shows that 153 (56.7%) students with a beginner entry level, 78 (28.9 %) students with a pre-intermediate entry level and 39 students with an intermediate entry level participated in the study. The entry level refers to the groups which are determined based on the placement exam administered by the institutions before the academic year begins so as to specify the students' levels of proficiency when they started the English preparatory school. Accordingly, 153 students started with beginner or elementary level materials to be covered. 78 (14.4%) students began with pre-intermediate level materials and 39 students started with intermediate level materials. In addition, 120 (44.4%) students were registered to the Faculty of Economics and Administrative Sciences and 77 (28.5%) students were registered to the Faculty of Engineering. 43 (15.9%) students were enrolled in Maritime Vocational School and 30 (11.1%) students were studying in the Faculty of Social Sciences. Besides this, 41 (15.2%) students stated they had been to a foreign country at least once in their lives while 229 (84.8%) students reported they had never been to another country. Moreover, 58 (21.5%) students stated they can speak an additional language other than English and their mother tongue whereas 212 (78.5%) students reported they cannot speak any additional languages. Furthermore, 205 (75.9%) students graduated from a state high school, and 65 (24.1%) students were graduates of a private high school. Finally, 160 (59.3%) students were enrolled in a state university, and 110 (40.7%) students were registered to a private university at the time of the data collection process.

3.3 Data Collection Tools

Designed as a descriptive study with a correlational survey model, this study utilizes quantitative data collection procedures. As Allen-Meares and Lane (1990, p. 453) suggest, "quantitative data collection techniques are designed to yield objective, observable, reliable, numerical facts about particular, operationally defined components of social reality." Also, using questionnaires is advantageous because they give the opportunity to reach a lot of participants at the same time, it is easier to collect data regarding sensitive information due to their anonymity, they provide more uniform and standard data, and the researcher can reach more accurate data since they can be given exactly at the same time (Seliger & Shohamy, 1989). In the same vein,

this study employs quantitative data collection tools to gather data in order to get background information and determine the students' second language ambiguity tolerance levels, classroom anxiety in the foreign language and desire to communicate. First, a background questionnaire was given to the participants to get background information. Second, the *Second Language Tolerance of Ambiguity Level Scale* (SLTAS) was utilized to determine the students' SLTA level. Third, the *Foreign Language Classroom Anxiety Scale* (FLCAS) was administered with the aim of finding the students' FLA. Finally, the data regarding the students' WTC in English were collected via the *Willingness to Communicate Scale* (WTC). In order to use these scales, the consent of the researchers were taken (See Appendix A and B). Further information about the data collection tools is presented below.

3.3.1 Background Questionnaire

A questionnaire form with 7 items was administered to get background information about the participants (See Appendix C). The questionnaire was prepared by the researcher in order to collect data regarding the students' gender, entry level, faculty they are registered to, whether they have been to a foreign country, whether they can speak any additional languages, whether they graduated from a state or private high school or whether they are enrolled in a state or private university.

3.3.2 Second Language Tolerance of Ambiguity Scale (SLTAS)

This scale which aims to determine the level of the participants' ambiguity tolerance in L2, was generated by Ely (1995). The original scale is a Likert-type scale comprised of 4 points which has a one-dimensional structure with 12 items in English. However, an additional anchor (undecided) was added to the scale for this study. The participants are expected to indicate their agreement levels with each item by choosing one of the following options: "strongly agree (1)", "agree (2)", "undecided (3)", "disagree (4)" and "strongly disagree (5)". If students get low scores from the scale, it shows that their second language ambiguity tolerance is low. Since the study would be carried out in Türkiye and the students do not know enough English to read and understand the scale items in their original language although they were studying in an English preparatory school, the scale was adapted to get a Turkish version via the back-translation method. The original scale items were translated from English to

Turkish by the researcher and the thesis advisor, and the translations were compared, and a consensus was reached on the expressions that best matched the original items. The final draft translation form was checked by two people who have expertise in English and Turkish education for the appropriateness of the translations, the clarity and correctness of the expressions. Necessary adjustments were made in line with the feedback from these experts. Afterwards, the final Turkish form was translated back into English separately by two English teachers. The appropriateness of the Turkish translation was evaluated by comparing the translated English items with the original English items. By contacting the teachers who translated, a consensus was reached at necessary points in order to determine the Turkish expressions that best matched the English items. In addition, all translations have been checked and approved by a professional translator, as well. Finally, the Turkish form was piloted with 59 students studying English Language Teaching in the 2019-2020 academic year spring term. The Cronbach Alpha value was found to be .81.

3.3.3 Foreign Language Classroom Anxiety Scale (FLCAS)

This scale was created by Horwitz et al. (1986), and it was adapted to Turkish by Aksoy (2019). For this purpose, Aksoy (2019) translated the original scale items from English to Turkish, and the resulting draft translation form was checked by a person with English education. In addition, a piloting was conducted for the prepared Turkish scale form with 55 students and the internal consistency Cronbach Alpha value of the scale was calculated as .84. This 5-point Likert-type scale, consisting of 33 items, aims to identify three types of performance anxiety which are communication anxiety (11 items), test anxiety (15 items), and fear of negative evaluation (7 items). The Cronbach Alpha value was calculated as .82 for CA, .88 for TA and .85 for FNE in this study. The participants are expected to indicate their level of agreement with each item by choosing one of the following options: "strongly agree (5)", "agree (4)", "undecided (3)", "disagree (2)" and "strongly disagree (1)". Higher scores on the scale indicate higher levels of FLA.

3.3.4 Willingness to Communicate Scale (WTC)

This scale was adapted by Cao and Philp (2006) to be able to address foreign language (L2) classes. The adapted version was formed by taking 7 items from

Hashimoto (2002) and 12 items from McCroskey (1992) in addition to 6 more items written by Cao and Philp (2006). The scale was adapted to Turkish by Uyanık (2018) using the back-translation method, and the Cronbach Alpha value was calculated as .98 after the piloting. The scale includes 25 situations in which participants may be willing or unwilling to communicate in English. The participants are required to choose an appropriate number from 0 to 100 expressing how often they would prefer (will be willing) to communicate for each situation and write them in the relevant spaces with numbers. Therefore, high scores on the scale indicate higher levels of willingness to communicate.

3.4 Data Collection Procedure

Prior to data collection, the ethics committee approval was taken from the Istanbul Medeniyet University Faculty of Educational Sciences Ethical Committee (See Appendix G). Subsequently, together with the Ethics committee approval report and a petition, the researcher applied for permission by the institutions, and upon their approval, the quantitative data were collected.

In order to collect the data, the background questionnaire, the SLTAS, the FLCAS and the WTC scale were converted into a Google forms document since it was not possible to collect the data face-to-face under the Covid-19 pandemic conditions. With the aim of taking the consent of the participants, a checkbox was added to the Google forms document. In addition, an explanatory part was included so as to give brief information related to the aim and scope of the study, the contact information of the researcher and the approximate duration to complete the questionnaires. The participants were particularly informed that the data gathered would only be used for this study and their identity was going to be protected for confidentiality concerns. The Google form links were shared with the students on the LMS platforms used at the preparatory schools in November and December 2020.

3.5 Data Analysis

All the data gathered through the background questionnaire and the scales were analyzed through the Statistical Package for the Social Science (SPSS 21) program. First, the frequencies of the independent variables in the background questionnaire were calculated via descriptive statistics. Second, so as to confirm the reliability of the

data collection tools, Cronbach's Alpha Coefficient was identified for each. The Cronbach's Alpha Coefficient value was calculated as .83 for the SLTAS, .94 for the FLCAS and .97 for the WTC. These values show that all three scales are reliable enough to use in this study.

Next, the normality of distribution and homogeneity were tested to determine whether to use parametric or non-parametric statistical analysis techniques. With this purpose in mind, first, Kolmogorov-Smirnov Test was conducted to find the normality of distribution because it is necessary for the data to distribute normally for parametric testing (Martin & Bridgmon, 2012, p. 35, 144). The results of the normality test are tabulated below.

Table 2. The results of Kolmogorov-Smirnov Test for SLTA, FLCA and WTC

Values		SLTA	FLCA	WTC
N		270	270	270
Normal Parameters	$\bar{X}$	2.50	2.83	52.14
	Sd	.654	.722	24.884
Kolmogorov-Smirnov Z		1.014	.595	.598
P		.25*	.87*	.86*

* $p > .05$

As can be understood from Table 2, the data show a normal distribution for the SLTAS ($p = .25$), the FLCAS ($p = .87$), and the WTC ($p = .86$) since the results are considered significant at the level of $p > .05$ (Fisher, 1925). Besides, it is seen that there is no problem in terms of normality of the data distribution when the analysis is conducted for each sub-dimension of all three scales since the calculated p values range between .30 and .60.

As for the homogeneity confirmation, the test of homogeneity of variance of one-way ANOVA was utilized and the findings were considered significant at the level of $p > .05$ (Fisher, 1925). In this regard, the requirement for a homogenous distribution was not met in three cases. First, the test results showed that the data for test anxiety did not distribute homogeneously in terms of gender ($p = .03$). Besides, a homogenous distribution was not observed for the data regarding the FNE in terms of the school

type ($p=.04$). Finally, the data related to the students' entry level did not distribute homogeneously for willingness to communicate ($p=.01$). Consequently, non-parametric testing techniques were utilized for these factors and variables. On the other hand, it is seen that all the other variables were suitable for parametric testing because the data gathered for them was distributed homogeneously with p-values ranging between .06 and .96.

In order to determine the students' second language tolerance of ambiguity, foreign language classroom anxiety and willingness to communicate levels, the standard deviations, minimum and maximum values and means were calculated. In addition, Pearson Correlation scores were evaluated so that the potential relationships among SLTA, FLA and WTC in English could be investigated. Regression analysis was also conducted to find whether the students' SLTA predicted their WTC and/or FLA, and whether their anxiety was a predictor of their WTC. Next, for the data with homogeneous distribution, Independent Samples t-Test was exploited to find whether the students' L2 ambiguity tolerance, EFL anxiety and willingness to communicate vary in terms of their being male or female, previous experience in a foreign country, their additional L2s, high school or university types. Also, one-way ANOVA was conducted in order to determine if these constructs differ in terms of the students' entry level or faculty they are registered to. On the other hand, for the data which did not distribute homogeneously, non-parametric testing techniques were utilized since it might be better to use non-parametric statistical methods when preliminary conditions such as normality and homogeneity are not met, as stated by Genç and Soysal (2018). In this regard, Mann-Whitney U Test was carried out in order to determine whether the students' TA level differs in terms of their gender and to find the potential variance in the learners' FNE according to their high school type (private or state). Finally, Kruskal-Wallis Test was exploited to investigate whether the students' WTC in English varies in accordance with their entry level.

4. RESULTS

This chapter presents the findings of the statistical analysis conducted with the quantitative data collected through the SLTA, FLCA and WTC scales together with the background questionnaire. The results are given for each research question addressed in the study. Moreover, the calculations are demonstrated in tables along with brief descriptions.

4.1 Findings for the First Research Question

The first research question was stated as follows: *What is the level of the English preparatory students' second language tolerance of ambiguity?*. It seeks information related to the SLTA in the target language. The mean score which was calculated with the data from the SLTA scale is shown in Table 3.

Table 3. Means for the SLTAS

Scale	$\bar{x}$	sd
<i>Second Language Tolerance of Ambiguity Scale (SLTAS)</i>	2.50	.65

As can be observed in Table 3, the mean score ($\bar{x}$) for SLTAS is 2.50. This score demonstrates that the participants have a moderate level of ambiguity tolerance in the target language. That is to say, they can relatively tolerate the ambiguous aspects and situations they face when they are learning English in a foreign language context.

4.2 Findings for the Second Research Question

The second research question addressed in the study was formulated as “*What is the English preparatory students' foreign language classroom anxiety level?*”. It aimed to investigate to what extent the English preparatory class students felt anxious in the foreign language classroom. Their communication apprehension, test anxiety and fear of negative evaluation levels were also examined in order to get a deeper understanding. Thus, the mean values for the participant students' foreign language

classroom anxiety, possible apprehension towards communication, exam apprehension and fear of negative criticism are presented in Table 4.

Table 4. Means for the FLCAS

Scale	$\bar{x}$	sd
<i>Foreign Language Classroom Anxiety Scale (FLCAS)</i>	2.83	.72
<i>Communication Apprehension (CA)</i>	2.94	.71
<i>Test Anxiety (TA)</i>	2.78	.73
<i>Fear of Negative Evaluation (FNE)</i>	2.75	.90

As is shown in Table 4, the mean score ($\bar{x}$) for FLCAS is 2.83. This score demonstrates that the participants have a moderate level of foreign language classroom anxiety in the target language. Besides, the mean scores for CA, TA and FNE which are the subdimensions of the FLCAS were found as 2.94, 2.78 and 2.75 respectively. These scores indicate that the participants show a medium level of CA, TA and FNE. That means, the students of the English preparatory program tend to get anxious when they are supposed to enter communication in the target language. Besides, they feel apprehensive in the English language examinations and when they are negatively evaluated. In general terms, these findings show that they feel relatively anxious when learning English as a foreign language in formal education.

4.3 Findings for the Third Research Question

The third question in the study was asking *to what extent the English preparatory students are willing to communicate in English*. The purpose of this research question was to find if the students feel eager to communicate in English or not. The mean score which was calculated to have an understanding of their WTC level, is shown in Table 5.

Table 5. Means for the WTC scale

Scale	$\bar{x}$	sd
<i>Willingness to Communicate (WTC)</i>	52.14	24.88

As can be inferred from Table 4, the mean score ($\bar{x}$) for WTC is 52.14. This score points out that the students demonstrated a moderate level of willingness to communicate. That is to say, most of the students who participated in this study are relatively willing to interact with others in the target language when they are to communicate.

4.4 Findings for the Fourth Research Question

The fourth research question aims to reveal *whether there is a statistically significant relation between the students' tolerance of ambiguity and their foreign language classroom anxiety*. In other words, it addresses the possible association between the students' ambiguity tolerance and foreign language classroom anxiety. The results of the Pearson Correlation Test conducted to find any possible correlation between these two constructs are presented in Table 6.

Table 6. Results for the Pearson Correlation test conducted with FLCAS and SLTAS

Scales	<i>Second Language Tolerance of Ambiguity Scale (SLTAS)</i>		
	N	r	p
<i>Foreign Language Classroom Anxiety Scale (FLCAS)</i>	270	-.59	.00*
<i>Communication Apprehension (CA)</i>	270	-.59	.00*
<i>Test Anxiety (TA)</i>	270	-.56	.00*
<i>Fear of Negative Evaluation (FNE)</i>	270	-.52	.00*

*p<.05

According to Table 6, there is a medium level negative correlation between the students' levels of foreign language classroom anxiety and second language ambiguity tolerance ($r=-.59$) and this correlation is statistically significant ($p=.00$). Namely, as the students' second language tolerance of ambiguity increases, their anxiety level in the target language decreases. The students who are more tolerant towards the ambiguous aspects of their L2 tend to display less anxiety towards learning the target language. Besides, the related analysis reveals there is also a medium level negative association between the students' tolerance of ambiguity and all the subdimensions of FLCA which are communication apprehension ($r=-.59$, $p=.00$), test anxiety ($r=-.56$, $p=.00$) and fear of negative evaluation ($r=-.52$, $p=.00$). In other words, the students

who can tolerate ambiguity are less apprehensive to communicate in English. In addition, they fear tests and negative evaluations less. Nevertheless, the students with a low level of ambiguity tolerance are more anxious in terms of communication, tests and being negatively evaluated.

4.5 Findings for the Fifth Research Question

The fifth research question of this study is asking whether *there is a statistically significant relation between the students' ambiguity tolerance and willingness to communicate in English*. It seeks for an answer to whether ambiguity tolerant students are also willing to communicate at the same time. The findings of the Pearson Correlation Test conducted to reveal the relationship mentioned above are given in Table 7.

Table 7. Results for the Pearson Correlation test conducted with WTC and SLTAS

Scales	<i>Second Language Tolerance of Ambiguity Scale (SLTAS)</i>		
	N	r	p
<i>Willingness to Communicate (WTC)</i>	270	.34	.00*

*p<.05

According to Table 7, there is a low-level but statistically significant positive relation between the students' second language tolerance of ambiguity and willingness to communicate in English ($p=.00$, $r=.34$). In other words, the more willing the students are to communicate in English, the more tolerant they will be towards ambiguity in the target language. That is to say, the findings point out that the students' willingness to communicate increases as their second language tolerance of ambiguity goes up. On the other hand, the students who are less tolerant towards ambiguous situations during their additional language learning process also feel less eager to speak in the target language.

4.6 Findings for the Sixth Research Question

The sixth research question specified in the study is asking whether *there is a statistically significant relation between the students' foreign language anxiety and willingness to communicate in English*. Here it is aimed to find out whether the

students' willingness to speak in the target language is somehow associated with their apprehension towards English and its subconstructs. The possible correlations between WTC and CA, between WTC and TA, and between WTC and FNE were investigated, and the results of the Pearson Correlation Test conducted to find the potential relationships are demonstrated in Table 8.

Table 8. Results for the Pearson Correlation test conducted with FLCAS and WTC

Scales	<i>Willingness to Communicate (WTC)</i>		
	N	R	p
<i>Foreign Language Classroom Anxiety Scale (FLCAS)</i>	270	-.51	.00*
<i>Communication Apprehension (CA)</i>	270	-.54	.00*
<i>Test Anxiety (TA)</i>	270	-.50	.00*
<i>Fear of Negative Evaluation (FNE)</i>	270	-.41	.00*

*p<.05

According to Table 8, there is a medium level negative relationship between the students' foreign language classroom anxiety and willingness to communicate ($r = -.51$), which is statistically significant ($p = .00$). That is to say, when the students' foreign language classroom anxiety increases, they tend to become less willing to communicate in the target language, which is an undesirable circumstance in an EFL context. Also, that means the students who are less anxious in the foreign language classroom context feel more eager to communicate in English, which poses support for L2 learning. In addition, the findings have shown a medium level and statistically significant relationship between the students' willingness to communicate and communication apprehension ($p = .00$, $r = -.54$) and between their willingness to communicate and test anxiety ($p = .00$, $r = -.50$); however, there has been found a relatively lower but still statistically significant correlation between the participants' WTC in English and their FNE ($p = .00$, $r = -.41$). It is seen that all the correlations discovered here are in the negative direction. That means, students who feel more anxious when they need to communicate in English are less willing to speak in that language. In other words, the English prep class students who display exam-oriented apprehension and the ones who are afraid of being evaluated in a negative way are

more reluctant to communicate in English. As a result, it is possible to summarize that the students' WTC and FLA are significantly interrelated in a negative way.

4.7 Findings for the Seventh Research Question

The seventh research question specified in the study aims to reveal *whether the students' ambiguity tolerance predicts their foreign language anxiety or not*. The findings of the Regression Analysis conducted to answer this question are presented in Table 9.

Table 9. The predictive degree of SLTA over FLCA, CA, TA, FNE

Variables		R	R ²	B	SH _B	β	T	p
SLTA	FLCA	.59	.35	-.65	.05	-.59	-12.19	.00*
	Constant			4.483	.14		32.01	
SLTA	CA	.59	.35	-.65	.05	-.59	-12.23	.00*
	Constant			4.581	.13		33.17	
SLTA	TA	.56	.32	-.63	.05	-.56	-11.30	.00*
	Constant			4.374	.14		30.04	
SLTA	FNE	.52	.27	-.72	.07	-.52	-10.01	.00*
	Constant			4.563	.18		24.40	

*p<.05

According to Table 9, the students' second language tolerance of ambiguity significantly predicts their foreign language anxiety with a variance of $R^2=.35$. In other words, % 35 of their foreign language classroom anxiety depends on their ambiguity tolerance, which is statistically significant ($p=.00$). In addition, the table displays the regression analysis results regarding to what extent the students' ambiguity tolerance explains the subconstructs of FLA. In line with the findings, the students' ambiguity tolerance is a statistically significant predictor of communication apprehension ($r^2=.35$). That means, %35 of their communicative apprehension is explained by their tolerance of ambiguity. Besides, the students' test anxiety is significantly predicted by their ambiguity tolerance with a variance of $R^2=.32$. In other words, %32 of their test anxiety relies on their tolerance of ambiguity, which is statistically significant ($p=.00$). Finally, the students' ambiguity tolerance explains %27 of their fear of negative

evaluation ($R^2=.27$), which means that their tolerance of ambiguity significantly predicts their fear of negative evaluation ($p=.00$).

4.8 Findings for the Eighth Research Question

The eighth research question specified in the study is asking *whether the students' willingness to communicate predicts their foreign language anxiety or not*. The findings of the Regression Analysis conducted to answer this question are given in Table 10.

Table 10. The predictive degree of WTC over FLCA, CA, TA, FNE

	Variables	R	R²	B	SH_B	B	T	P
WTC	FLCA	.51	.26	-.01	.00	-.51	-9.90	.00*
	Constant			3.614	.08		41.24	
WTC	CA	.54	.29	-.01	.00	-.54	-10.51	.00*
	Constant			3.754	.08		44.14	
WTC	TA	.50	.25	-.01	.00	-.50	-9.47	.00*
	Constant			3.550	.09		39.53	
WTC	FNE	.41	.16	-.01	.00	-.41	-7.36	.00*
	Constant			3.530	.11		30.12	

* $p<.05$

According to Table 10, the students' willingness to communicate significantly predicts their foreign language anxiety with a variance of $R^2=.26$. In other words, % 26 of their foreign language classroom anxiety is predicted by their willingness to communicate, which is statistically significant ($p=.00$). In addition, the table displays the regression analysis results regarding to what extent the students' willingness to communicate explains the subconstructs of foreign language anxiety. According to the findings, willingness to communicate is a statistically significant predictor of communication apprehension ($R^2=.29$, $p=.00$). That means, %29 of their communicative apprehension depends on their tolerance of ambiguity. Besides, the students' test anxiety is significantly predicted by their willingness to communicate with a variance of $R^2=.25$. In other words, %25 of their test anxiety is significantly

explained by their willingness to communicate ($p=.00$). Finally, the students' willingness to communicate explains %16 of their fear of negative evaluation, which means that their willingness to communicate significantly predicts their fear of negative evaluation ($p=.00$).

4.9 Findings for the Ninth Research Question

The ninth research question specified in the study aims to reveal *whether the students' ambiguity tolerance predicts their willingness to communicate or not*. The findings of the Regression Analysis conducted to answer this question are displayed in Table 11.

Table 11. The predictive degree of SLTA over WTC

Variable		R	R ²	B	SH _B	β	T	p
SLTA	WTC	.34	.11	12.94	2.18	.34	5.93	.00*
	Constant			19.669	5.65		3.47	

* $p<.05$

According to Table 11, the students' ambiguity tolerance significantly predicts their willingness to communicate with a variance of $R^2=.11$. In other words, % 11 of their willingness to communicate is predicted by their second language tolerance of ambiguity, which is statistically significant ($p=.00$).

4.10 Findings for the Tenth Research Question

The tenth research question addressed in the study aims to discover *whether the students' ambiguity tolerance varies in terms of their gender, entry level, faculty they are registered to, previous experience in a foreign country, other foreign/second languages, high school, or university types*. The results for the independent samples t test, which was conducted to reveal any variations regarding gender, experience abroad, additional languages, high school, and university types are presented in Table 12 whereas the One-Way ANOVA analysis was implemented to reveal any variations regarding entry level and faculty and the results are displayed in Tables 12-15 below.

Table 12. Results of the independent samples t-test for SLTA regarding gender, experience abroad, additional languages, high school, and university types

Scale	Groups	N	$\bar{x}$	sd	independent samples t-test			
					t	df	p	
SLTA	Gender	Male	148	2.41	.636	2.60	268	.01*
		Female	122	2.62	.661			
	Experience Abroad	Yes	41	2.69	.753	1.994	268	.04*
		No	229	2.47	.631			
	Additional Languages	Yes	58	2.57	.683	.890	268	.37
		No	212	2.48	.647			
	High School	State	205	2.50	.647	-.226	268	.82
		Private	65	2.52	.681			
	University	State	160	2.52	.613	.630	268	.52
		Private	110	2.47	.711			

*p<.05

As can be inferred from the table, the students' second language ambiguity tolerance significantly differs in terms of their gender ($p=.01$) and experience in a different country ($p=.04$). When the mean scores are considered, it is understood that the female students ($\bar{x} = 2.62$) are relatively more tolerant towards ambiguity in the target language than the males ($\bar{x} = 2.41$), which is a statistically significant difference. Likewise, it is seen that the students who have visited a foreign country for any reason ($\bar{x} = 2.69$) tend to display more tolerance of ambiguity in comparison to the students who have not visited a foreign country before ($\bar{x} = 2.47$).

On the other hand, Table 12 shows that there is no significant difference in terms of the other three variables. First, additional foreign/second languages the students speak do not cause any significant difference in their second language ambiguity tolerance ($p=.37$) even though the mean scores indicate a slightly higher tolerance for ambiguity among the students who can speak another language ($\bar{x} = 2.57$) compared to the ones who cannot ($\bar{x} = 2.48$). Second, the students' ambiguity tolerance does not differ in terms of having graduated from a state or a private high school ($p=.82$) or being enrolled in a state or private university ($p=.52$). On the other hand, the students who have graduated from a state high school were found to demonstrate a relatively lower level of second language tolerance of ambiguity ($\bar{x} = 2.50$) while the

ones who are the graduates of private high schools tend to be a little more tolerant ($\bar{x}$ =2.52). In addition, the students who are registered to a private university display a relatively lower level of tolerance of ambiguity ($\bar{x}$ =2.47) whereas the students studying at a state university were found to be somewhat more tolerant ($\bar{x}$ =2.52).

Table 13. Results of one-way ANOVA for the SLTA regarding entry level

Variables	Groups	N	$\bar{x}$	Sd.	Std. Error Mean	F	P
<i>Entry Level</i>	Beginner	153	2.43	.71	.057	3.517	.03*
	Pre-intermediate	78	2.53	.54	.062		
	Intermediate	39	2.73	.56	.090		
	Total	270	2.50	.65	.039		

*p<.05

As can be understood from Table 13, the students' second language tolerance of ambiguity differs significantly in terms of their entry level ($p=.03$). That means the students' level specified by the placement exam held at the beginning of the academic year causes a difference in how tolerant they are towards ambiguity in English. The results for the post-hoc test which reveals the groups creating this difference are presented in Table 14.

Table 14. Results of Tukey HSD for the SLTA regarding the entry level

Entry Level (I)	Entry Level (J)	$\bar{x}$ (I-J)	Std. Error	P
Beginner	Pre-intermediate	-.101	.090	.50
	Intermediate	-.304	.116	.02*
Pre-intermediate	Beginner	.101	.090	.50
	Intermediate	-.202	.127	.24
Intermediate	Beginner	.304	.116	.02*
	Pre-intermediate	.202	.127	.24

*p<.05

Based on the Tukey HSD results, the significant difference in terms of the students' entry level stems from the differences between the students who started from the beginner level and intermediate level ($p=.02$). To elaborate, the students who were placed in the intermediate group ($\bar{x}$ =2.73) are significantly more tolerant towards ambiguity in English than those who started in the beginner group ($\bar{x}$ =2.43). The

students in the intermediate group ($\bar{x} = 2.73$) also have more tolerance for ambiguity than the ones starting with the pre-intermediate group ($\bar{x} = 2.53$) although this difference is not statistically meaningful. Therefore, it is possible to infer that the students in higher proficiency groups tend to have more tolerance of ambiguity while learning English.

Table 15. Results of one-way ANOVA for the SLTA and faculty

Variables	Groups	N	$\bar{x}$	Sd.	Std. Error Mean	F	P
Faculty	Faculty of Engineering	77	2.44	.55	.063	1.348	.25
	Faculty of Economics and Administrative Sciences	120	2.47	.66	.060		
	Maritime Vocational School	43	2.55	.73	.112		
	Faculty of Social Studies	30	2.71	.70	.129		
	Total	270	2.50	.65	.039		

* $p < .05$

As can be understood from Table 15, the students' second language tolerance of ambiguity does not differ significantly in terms of the faculty they are registered to ($p = .25$). In other words, the faculties where the students would start their academic program after the prep class does not cause any difference in how tolerant they are for ambiguity in English. On the other hand, it can be inferred from the table that the students who are registered to the Faculty of Social Studies ($\bar{x} = 2.71$) had a relatively higher level of second language ambiguity tolerance compared to those who are registered to the Maritime Vocational School ($\bar{x} = 2.55$), the Faculty of Economics and Administrative Sciences ($\bar{x} = 2.47$) or the Faculty of Engineering ($\bar{x} = 2.44$) although these differences are not statistically significant.

4.11 Findings for the Eleventh Research Question

The eleventh research question addressed in the study is asking *whether the students' foreign language classroom anxiety varies in terms of their gender, entry level, faculty they are registered to, previous experience in a foreign country, other foreign/second languages, high school, or university types*. The results for the independent samples t test, which was conducted to reveal any variations regarding gender, experience abroad, additional languages, high school, and university types are

presented in Tables 16-20 whereas the One-Way ANOVA analysis was implemented to reveal any variations regarding entry level and faculty and the results are displayed in Tables 21-26 below.

Table 16. Results of the independent samples t-test for FLCA regarding gender, experience abroad, additional languages, high school, and university types

Scale	Groups	n	$\bar{x}$	Sd	independent samples t-test			
					T	df	P	
FLCA	Gender	Male	148	2.76	.748	1.54	268	.12
		Female	122	2.90	.685			
	Experience Abroad	Yes	41	2.54	.771	-2.77	268	.00*
		No	229	2.88	.702			
	Additional Languages	Yes	58	2.69	.772	-1.61	268	.10
		No	212	2.86	.705			
	High School	State	205	2.83	.699	.036	268	.97
		Private	65	2.82	.794			
	University	State	160	2.84	.691	.337	268	.73
		Private	110	2.81	.767			

* $p < .05$

As can be seen in Table 16, the students' foreign language classroom anxiety differs significantly in terms of their previous experience abroad ($p = .00$). To clarify, the students who have been to a foreign country ($\bar{x} = 2.54$) are less anxious in learning the target language than those who have never been abroad before ($\bar{x} = 2.88$). Likewise, visiting a foreign country causes a significant difference in the students' communication anxiety ($p = .01$), test apprehension ($p = .00$) and fear of negative evaluation ($p = .01$) which are the three important constructs falling under foreign language classroom anxiety. To elaborate, the students who have never been to another country ($\bar{x} = 2.99$) show more communicative apprehension than those who have experience abroad ($\bar{x} = 2.68$). In other words, the students who have visited a foreign country are less anxious than those who have not when they communicate in English. Moreover, the students who have been abroad ($\bar{x} = 2.48$) display less test anxiety than those who have not ($\bar{x} = 2.83$). That is, those who have not got a chance to go abroad are more anxious about exams. In addition, the findings demonstrate that the students who have not been abroad ($\bar{x} = 2.80$) experience more fear of negative evaluation when

compared to the ones having visited a foreign country before ($\bar{x}=2.44$). To put in a nutshell, visiting a foreign country significantly decreases the students' communication anxiety, test apprehension and fear of negative evaluation in English.

On the other hand, Table 16 shows that there is no significant difference in terms of the other four variables. First, the ability to speak other foreign/second languages ($p=.10$) or being registered to a private or state university ($p=.73$) does not cause any significant difference in the students' foreign language classroom anxiety. However, it can be concluded from the mean scores that the students who can speak another language are less anxious in the target language ($\bar{x}=2.69$) compared to the ones who cannot ($\bar{x}=2.86$). In addition, the students who are registered to a private university display a slightly lower level of foreign language classroom apprehension ($\bar{x}=2.81$) than the students studying at a state university ($\bar{x}=2.84$). Second, the students' foreign language anxiety does not differ significantly in terms of their gender ($p=.12$); however, it is seen that the female students ($\bar{x}=2.90$) are slightly more anxious than the male students ($\bar{x}=2.76$) even though this difference is not significant. Third, the results point out that the students' foreign language anxiety does not differ in terms of having graduated from a state or private high school ($p=.97$) with almost the same mean scores for both groups ($\bar{x}=2.82, 2.83$).

On the other hand, various results have been obtained when the subconstructs of FLCA are considered in terms of the same variables. First, the findings regarding gender and the subconstructs of FLCA are displayed in Tables 17 and 18.

Table 17. Results of the independent samples t-test for CA and FNE regarding gender

Scale	Groups		n	$\bar{x}$	Sd	independent samples t-test		
						T	df	P
CA	Gender	Male	148	2.87	.722	1.934	268	.05
		Female	122	3.03	.692			
FNE	Gender	Male	148	2.64	.938	2.091	268	.03*
		Female	122	2.87	.853			

* $p<.05$

As shown in Table 17, the students' fear of negative evaluation differs significantly in terms of their gender ($p=.03$) while it does not cause any significant difference in their communication apprehension ($p=.05$). To be more precise, the female students ($\bar{x}=2.87$) are afraid of negative evaluation significantly more than the male ones ($\bar{x}=2.64$). Also, it can be understood from the mean scores that the female students ($\bar{x}=3.03$) have more communication anxiety than the male participants ($\bar{x}=2.87$) even though the difference is not statistically significant. As mentioned before, since the data related to gender do not distribute homogenously in terms of test anxiety, the Mann Whitney-U Test was utilized in the analysis of this subconstruct, and similar results were obtained, as shown in Table 18.

Table 18. Results of the Mann Whitney-U test for TA regarding gender

Scale	Dimension	Variable	Groups	N	Mean Rank	Sum of Ranks	U	p
FLCA	TA	Gender	Male	148	131.72	19494.50	8468.5	.38
			Female	122	140.09	17090.50		
			Total	270				

* $p<.05$

As can be seen in Table 18, the students' test anxiety does not differ significantly in terms of their gender ($p=.38$) even though the female participants ($\bar{x}=140.09$) seem to experience slightly more test anxiety than the male students ($\bar{x}=131.72$) considering the mean scores.

Second, insignificant differences are observed in the analysis of the subconstructs of FLCA regarding the high school type. The related findings are displayed in Tables 19 and 20 below.

Table 19. Results of the independent samples t-test for CA and TA regarding high school

Scale	Variable	Group	N	$\bar{x}$	sd	independent samples t-test		
						T	df	p
CA	High School	State	205	2.94	.689	-.236	268	.81
		Private	65	2.96	.788			
TA	High School	State	205	2.78	.713	.096	268	.92
		Private	65	2.77	.791			

*p<.05

As shown in Table 19, the students' communication apprehension ($p=.81$) and test anxiety ($p=.92$) do not differ significantly in terms of the high school they graduated from. In addition, it is seen that the students who are graduates of state high schools ($\bar{x}=2.78$) are nearly as anxious of tests as the ones who graduated from private high schools ($\bar{x}=2.77$). Likewise, the students who graduated from private high schools ($\bar{x}=2.96$) seem to have communication anxiety just a little bit more than those who graduated from state high schools ($\bar{x}=2.94$). As mentioned before, since the data related to high school which the students graduated from do not distribute homogenously in terms of fear of negative evaluation, the Mann Whitney-U Test was utilized in the analysis of this subconstruct and similar results were obtained as shown in Table 20.

Table 20. Results of the Mann Whitney-U test for FNE regarding high school

Scale	Variable	Groups	N	Mean Rank	Sum of Ranks	U	p
FNE	High School	State	205	136.27	27935.50	6504.5	.77
		Private	65	133.07	8649.50		
		Total	270				

*p<.05

According to Table 20, the students' fear of negative evaluation does not differ significantly in terms of their high school type ($p=.77$), either. Still, the graduates of state high schools ($\bar{x}=136.27$) seem to experience slightly more fear of negative evaluation than the graduates of private high schools ($\bar{x}=133.07$) even though it is not a significant difference.

Table 21. Results of one-way ANOVA for the FLCA and entry level

Variables	Groups	N	$\bar{x}$	Sd.	Std. Error Mean	F	P
<i>Entry Level</i>	Beginner	153	2.89	.71	.057	6.740	.00*
	Pre-intermediate	78	2.90	.69	.078		
	Intermediate	39	2.44	.70	.112		
	Total	270	2.83	.72	.043		

*p<.05

According to Table 21, the students' foreign language classroom anxiety differs significantly in terms of their entry level ($p=.00$). That is to say, the students' level measured by the placement exam held at the beginning of the academic year creates a difference in how anxious they are towards foreign language classroom. The results for the post-hoc test which reveals the groups creating this difference are presented in Table 22.

Table 22. Results of Tukey HSD for the FLCA and entry level

Entry Level (I)	Entry Level (J)	$\bar{x}$ (I-J)	Std. Error	P
Beginner	Pre-intermediate	-.014	.098	.98
	Intermediate	.444	.126	.00*
Pre-intermediate	Beginner	.014	.098	.98
	Intermediate	.458	.138	.00*
Intermediate	Beginner	-.444	.126	.00*
	Pre-intermediate	-.458	.138	.00*

*p<.05

As shown in Table 22, the significant difference in FLCA regarding the students' entry level stems from the differences between the students from the intermediate group and the ones from the beginning and pre-intermediate levels. In other words, the students who start with the intermediate level ($\bar{x}=2.44$) demonstrated significantly less foreign language classroom anxiety than those who started from the beginner level ($\bar{x}=2.89$) and the ones starting from the pre-intermediate level ($\bar{x}=2.90$).

Likewise, significant differences have been observed for the subconstructs of FLCA regarding the entry level of the participant students. The results of One-Way ANOVA conducted for the CA, TA and FNE are given in Table 23 below.

Table 23. Results of one-way ANOVA for the CA, TA and FNE, and the entry level

Variables	Groups	N	$\bar{x}$	Sd.	Std. Error Mean	F	P
<i>Entry Level</i>	CA	Beginner	153	3.00	.71	8.096	.00*
		Pre-intermediate	78	3.03	.65		
		Intermediate	39	2.53	.67		
		Total	270	2.94	.71		
	TA	Beginner	153	2.85	.72	6.325	.00*
		Pre-intermediate	78	2.82	.69		
		Intermediate	39	2.40	.73		
		Total	270	2.78	.73		
	FNE	Beginner	153	2.78	.89	3.798	.02*
		Pre-intermediate	78	2.86	.90		
		Intermediate	39	2.39	.87		
		Total	270	2.75	.90		

*p<.05

Table 23 indicates that similar to foreign language anxiety, the dimensions of it also differ significantly in terms of the students' entry level. That is, whether the students start from beginner, pre-intermediate or intermediate level causes a significant difference in their communication anxiety ($p=.00$), test anxiety ($p=.00$) and fear of negative evaluation ($p=.02$). The results for the post-hoc test which reveals the groups creating these differences are presented in Tables 24.

Table 24. Results of Tukey HSD for the CA, TA, FNE and entry level

Subdimensions	Entry Level (I)	Entry Level (J)	$\bar{x}$ (I-J)	Std. Error	P
CA	Beginner	Pre-intermediate	-.027	.096	.95
		Intermediate	.473	.124	.00*
	Pre-intermediate	Beginner	.027	.096	.95
		Intermediate	.501	.136	.00*
	Intermediate	Beginner	-.473	.124	.00*
		Pre-intermediate	-.501	.136	.00*
TA	Beginner	Pre-intermediate	0.27	.099	.95
		Intermediate	.449	.128	.00*
	Pre-intermediate	Beginner	-.027	.099	.95
		Intermediate	.422	.140	.00*
	Intermediate	Beginner	-.449	.128	.00*
		Pre-intermediate	-.422	.140	.00*
FNE	Beginner	Pre-intermediate	-.083	.124	.78
		Intermediate	.386	.160	.04*
	Pre-intermediate	Beginner	.083	.124	.78
		Intermediate	.470	.175	.02*
	Intermediate	Beginner	-.386	.160	.04*
		Pre-intermediate	-.470	.175	.02*

*p<.05

Table 24 shows that the students' communication apprehension, test anxiety and fear of negative evaluation vary significantly because of the difference between the students from the intermediate group and the ones from the beginning and pre-intermediate levels. In other words, the students who started with a beginner entry level ($\bar{x}$ =3.00) and the pre-intermediate level ($\bar{x}$ =3.03) experience communication anxiety more than the ones with an intermediate entry level ($\bar{x}$ =2.53). Besides, the students with an intermediate entry level ($\bar{x}$ =2.40) show significantly less test anxiety than the ones with a beginner ($\bar{x}$ =2.85) or pre-intermediate entry level ($\bar{x}$ =2.82). Finally, the students who started from the beginning level ($\bar{x}$ =2.78) and those who began from the pre-intermediate level ($\bar{x}$ =2.86) are more frightened of being negatively evaluated when compared to the students with an intermediate entry level ($\bar{x}$ =2.39).

On the other hand, insignificant differences have been revealed in FLCA and its subconstructs regarding the participant students' faculties. The findings for the One-Way ANOVA conducted for FLCA and faculties are presented in Tables 25-26 below.

Table 25. Results of one-way ANOVA for the FLCA and faculty

Variables	Groups	N	$\bar{x}$	Sd.	Std. Error Mean	F	P
<i>Faculty</i>	Faculty of Engineering	77	2.93	.66	.075	1.381	.24
	Faculty of Economics and Administrative Sciences	120	2.82	.74	.067		
	Maritime Vocational School	43	2.78	.81	.123		
	Faculty of Social Studies	30	2.63	.62	.113		
	Total	270	2.83	.72	.043		

*p<.05

As can be understood from Table 25, the students' foreign language classroom anxiety does not differ significantly in terms of the faculty they are registered to ($p=.24$). That means the faculty where the students would study their academic program after the prep class does not cause any significant variance in their foreign language anxiety level. On the other hand, it can be inferred from the table that the students who are registered to the Faculty of Engineering ($\bar{x}=2.93$) have a relatively higher level of foreign language classroom anxiety compared to those who are registered to the Maritime Vocational School ($\bar{x}=2.78$), the Faculty of Economics and Administrative Sciences ($\bar{x}=2.82$) or the Faculty of Social Studies ($\bar{x}=2.63$).

Table 26. Results of one-way ANOVA for the CA, TA and FNE, and faculty

Variables	Groups	N	$\bar{x}$	Sd.	Std. Error Mean	F	P
CA	<i>Faculty of Engineering</i>	77	3.02	.67	.076	1.525	.20
	<i>Faculty of Economics and Administrative Sciences</i>	120	2.97	.73	.066		
	<i>Maritime Vocational School</i>	43	2.89	.77	.118		
	<i>Faculty of Social Studies</i>	30	2.71	.60	.109		
	<i>Total</i>	270	2.94	.71	.043		
Faculty TA	<i>Faculty of Engineering</i>	77	2.88	.66	.076	1.187	.31
	<i>Faculty of Economics and Administrative Sciences</i>	120	2.77	.74	.068		
	<i>Maritime Vocational School</i>	43	2.74	.85	.130		
	<i>Faculty of Social Studies</i>	30	2.60	.60	.110		
	<i>Total</i>	270	2.78	.73	.044		
FNE	<i>Faculty of Engineering</i>	77	2.89	.85	.097	1.248	.29
	<i>Faculty of Economics and Administrative Sciences</i>	120	2.72	.93	.085		
	<i>Maritime Vocational School</i>	43	2.69	.94	.143		
	<i>Faculty of Social Studies</i>	30	2.55	.82	.151		
	<i>Total</i>	270	2.75	.90	.055		

*p<.05

As can be seen in Table 26, communication anxiety ($p=.20$), test anxiety ($p=.31$) and fear of negative evaluation ($p=.29$) which are the subconstructs of foreign language classroom anxiety do not differ significantly in terms of the faculty the participant students are registered to. Nevertheless, even though it is not statistically significant, the students from the Faculty of Engineering ($\bar{x}=3.02$) are a bit more anxious to communicate when compared to the students from the Maritime Vocational School ($\bar{x}=2.89$), the Faculty of Economics and Administrative Sciences ($\bar{x}=2.97$) or the Faculty of Social Studies ($\bar{x}=2.71$). In addition, it is understood that the students

from the Faculty of Engineering ($\bar{x}=2.88$) experience relatively more test anxiety when compared to the ones from the Maritime Vocational School ($\bar{x}=2.74$), the Faculty of Economics and Administrative Sciences ($\bar{x}=2.77$) or the Faculty of Social Studies ($\bar{x}=2.60$). Finally, the students from the Faculty of Engineering ($\bar{x}=2.89$) tend to experience fear of negative evaluation a little more compared to the ones from the Maritime Vocational School ($\bar{x}=2.69$), the Faculty of Economics and Administrative Sciences ($\bar{x}=2.72$) or the Faculty of Social Studies ($\bar{x}=2.55$).

4.12 Findings for the Twelfth Research Question

The twelfth research question specified in the study is asking *whether the students' willingness to communicate varies in terms of their gender, entry level, faculty they are registered to, previous experience in a foreign country, other foreign/second languages, high school, or university types*. The results for the independent samples t-test, which was conducted to reveal any variations regarding gender, experience abroad, additional languages, high school, and university types are presented in Table 27 whereas the findings for the One-Way ANOVA analysis implemented to reveal any variations regarding entry level and faculty are displayed in Tables 28-29 below.

Table 27. Results of the independent samples t-test for WTC regarding gender, experience abroad, additional languages, high school, and university types

Scale	Groups	n	$\bar{x}$	sd	independent samples t-test			
					T	df	p	
WTC	Gender	Male	148	50.82	25.35	.95	268	.33
		Female	122	53.74	24.30			
	Experience Abroad	Yes	41	64.49	23.36	3.52	268	.00*
		No	229	49.93	24.54			
	Additional Languages	Yes	58	54.90	26.35	.95	268	.34
		No	212	51.39	24.47			
	High School	State	205	52.09	24.91	-.05	268	.95
		Private	65	52.29	24.97			
	University	State	160	51.52	23.46	-.49	268	.62
		Private	110	53.04	26.89			

*p<.05

As can be concluded from Table 27, the students' willingness to communicate differs significantly in terms of their previous experience abroad ($p=.00$). In other words, the students who have been to a foreign country ($\bar{x}=64.49$) are more willing to communicate in their L2 than the ones who have never been abroad before ($\bar{x}=49.93$).

On the other hand, Table 27 shows that there is no significant difference in terms of the other four variables. First, the students' willingness to communicate does not differ significantly in terms of their gender ($p=.33$). Nonetheless, the female students ($\bar{x}=53.74$) seem more willing than the male students ($\bar{x}=50.82$) to communicate in English even though this finding is not statistically significant. Second, the ability to speak other foreign/second languages ($p=.34$) does not cause any significant difference in the students' willingness to communicate in English. However, it can be concluded from the mean scores that the students who can speak another language are relatively more willing to speak in the target language ($\bar{x}=54.90$) compared to the ones who cannot ($\bar{x}=51.39$). Third, the students' WTC does not differ in terms of having graduated from a state or private high school ($p=.95$) or being enrolled to a state or private university ($p=.62$). On the other hand, the students who graduated from a state high school ($\bar{x}=52.09$) seem to be as willing to communicate as the ones who are the graduates of private high schools tend to be slightly more willing for communication ($\bar{x}=52.29$). In addition, the students who are registered to a private university display a relatively higher level of WTC ($\bar{x}=53.04$) whereas the students studying at a state university have less WTC ($\bar{x}=51.52$).

Table 28. Results of Kruskal Wallis-H test for the WTC regarding entry level

Variables	Groups	N	$\bar{x}$	X^2	df	P
<i>Entry Level</i>	Beginner	153	127.33	5.544	2	.06
	Pre-intermediate	78	139.57			
	Intermediate	39	159.41			
	Total	270				

* $p<.05$

Similarly, Table 28 shows that the students' willingness to communicate does not differ significantly in terms of their entry level ($p=.06$). That is to say, the students' level measured by the placement exam held at the beginning of the academic year does

not cause any difference in how willing they are to communicate in the target language. However, it is possible to say that the students who started with an intermediate entry level ($\bar{x}$ =159.41) have more WTC than the ones in the beginner ($\bar{x}$ =127.33) or pre-intermediate groups ($\bar{x}$ =139.57) even though these differences are not statistically significant.

Table 29. Results of one-way ANOVA for the WTC regarding faculty

Variables	Groups	N	$\bar{x}$	Sd.	Std. Error Mean	F	P
<i>Faculty</i>	Faculty of Engineering	77	52.50	24.45	2.786	.008	.99
	Faculty of Economics and Administrative Sciences	120	52.03	24.63	2.248		
	Maritime Vocational School	43	51.83	28.04	4.277		
	Faculty of Social Studies	30	52.08	23.39	4.271		
	Total	270	52.14	24.88	1.514		

* $p < .05$

Finally, Table 29 presents that the students' willingness to communicate does not differ significantly in terms of the faculty they are registered to ($p = .99$). It can be understood from the table that the students who are registered to the Faculty of Engineering ($\bar{x} = 52.50$), the Maritime Vocational School ($\bar{x} = 51.83$), the Faculty of Economics and Administrative Sciences ($\bar{x} = 52.03$) and the Faculty of Social Studies ($\bar{x} = 52.08$) are almost equally willing to communicate in their L2.

5. DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

This chapter aims to put the results under discussion, draw several conclusions and present recommendations. To begin with, the findings of this study are revised and discussed in consideration of the related literature. Later, several conclusions concerning the findings are presented. Lastly, some practical implications and recommendations are provided for the practitioners, administrators, and researchers.

5.1 Discussion

In this section, the results of the study were discussed in consideration of the related research in the literature. First, the level of the students' second language tolerance of ambiguity, willingness to communicate, foreign language anxiety, communicative apprehension, test anxiety and fear of negative evaluation was explained in line with the studies conducted on these issues in foreign language learning literature. Besides, the findings related to the factors creating differences in their ambiguity tolerance, desire to communicate, L2 anxiety, communication apprehension, exam apprehension and fear of negative evaluation were put under discussion with reference to the related research. Finally, the relationship and predictability among the constructs were discussed.

5.1.1 Second Language Tolerance of Ambiguity

This study has various conclusions regarding second language tolerance of ambiguity. First, students were found to be moderately tolerant towards ambiguity in English. In other words, most of the students could relatively tolerate the ambiguous aspects and situations they faced when they were learning English as a foreign language. This result is consistent with the findings of the studies by Aksoy (2019), Başöz (2015), Erten and Topkaya (2009), Genç (2016) and Erturk-Tikiz et al. (2023) which were all conducted in Türkiye context. Especially the ones by Genç (2016) and Erturk-Tikiz et al. (2023) which have similar results with this study might shed light on the understanding of second language tolerance of ambiguity specifically in English preparatory programs in Türkiye since both were carried out in different English prep

classes. There are also some other studies from different EFL contexts around the world indicating a medium level of ambiguity tolerance (Dokmai, 2019; Hou & Hou, 2017; Kamran, 2011; Shak, 2015) as well as the ones with contradictory results (Asmalı, 2019; Kocaman & Pamukoğlu, 2018) because their participants demonstrated a low level of ambiguity tolerance. A moderate level of tolerance of ambiguity while learning English as an additional language is assumed optimal because a low level of ambiguity tolerance may create unwilling learners in terms of taking language-related risks and a high level of ambiguity tolerance might result in EFL students who accept things without questioning and are cognitively passive (Oxford & Ehrman, 1992). This study concluded that EFL learners were relatively open to vague, incomplete, unclear and inconsistent aspects of English language. It might have resulted from that they were young adult university students, and so far, they might have gained tolerance of ambiguity in English language to some extent throughout their primary and secondary school years.

Second, it was found that female language learners had more tolerance of ambiguity towards the target language. When the related literature was reviewed, it was seen that there were studies mostly showing contradicting results to the current study (Asmalı, 2019; Erten & Topkaya, 2009; Ezzati & Farahian, 2016; Marzban et al., 2012; Maubach & Morgan, 2001). Besides, there were several studies with no significant difference between males and females (Başöz, 2015; Hou & Hou, 2017; Kamran, 2011). No study displaying consistency with this study was found. As Banya & Cheng (1997) suggested, females are predisposed to find English less challenging, like to engage in English, put more strategies into use and exert themselves more into the target language, namely being better at overall language learning. Also, they enjoy more in foreign language learning classes (Dewaele et al., 2016). This might have been a source for their high level of tolerance of ambiguity within the scope of the current study since they seemed to be more into and motivated by the language which might have enabled them to handle ambiguous instances more easily.

Third, it was revealed that the students who had been abroad before for any reason could tolerate situations involving ambiguity during their language learning process more than the ones who had never visited another country. This result is consistent with the studies by Bakalis and Joiner (2004) and by Dewaele and Wei

(2013). As Regan et al. (2009) suggested, an individual who sets foot in a foreign country is quick to find out that a mental switch is necessary to achieve authentic communication in the new language. Considering this, the students with the experience of visiting another country might have changed their mental mode in accordance with the new circumstances, which may have increased their ambiguity tolerance levels. It is also very probable that those students had already experienced a great number of ambiguous instances of speaking a foreign language at which they were not competent when they have been to the foreign country. Those experiences might have encouraged them to handle unclear and uncertain aspects of a foreign language more easily and to be fearless to take risks in ambiguous language-related situations.

Another salient finding regarding the students' ambiguity tolerance was that the ones who had begun their English prep class education with a higher level of English in the first place were more tolerant towards the ambiguities occurring during their language learning process compared to those who were placed in the beginner group based on their placement test results. This finding is consistent with several studies in the related literature (Erten & Topkaya, 2009; Suna-Çelikbaş, 2019), and those studies were the ones conducted in the Türkiye context. This is not surprising considering the almost unique English preparatory education programs that are specific to universities in Türkiye since the regulations of these institutions including programs with an English medium of instruction require a one-year preparatory class to learn the mediating language for those who are not competent enough in the first place. Especially, this result bears a striking similarity to the findings of Erten and Topkaya's study (2009) as the students who were put at the intermediate level were more ambiguity-tolerant than those who started without any (or too limited) competency in English language. It seems that students' second language tolerance of ambiguity increases as their English level increases. This might be resulting from that their prior experiences of the ambiguous situations when learning the target language makes them more prepared and tolerant towards the unexpected and uncertain sides of the language learning process. As their L2 improves, they feel readier to handle new information (Erten & Topkaya, 2009). However, it is also possible to encounter another study contradicting the aforementioned (Erturk-Tikiz et al., 2023), which keeps this issue a relevant topic of research for further studies.

Lastly, the students' second language tolerance of ambiguity did not vary in terms of the faculty they were registered to, other foreign/second languages they knew, their high school, or university types. To begin with, whether the students speak any additional languages other than English and their mother tongue did not create any differences in their ambiguity tolerance, and this result is consistent with the study by Dewaele and Shan Ip (2013) while contradicting with several others (Dewaele & Wei, 2013; Van Compernelle, 2016). This might have been because a limited number of students who could speak an additional language participated in the study. Also, it might be stemming from that the study was carried out in a mostly mono-lingual context where Turkish was the dominating language. Since it was a foreign language learning context, the student profile was mainly comprised of mono-lingual students who had little access to other languages. It is still a surprising result and issue, which requires further research to develop a deeper understanding, though. Besides, whether the students graduated from a private or state high school or whether they were registered to a private or state university at the time did not cause a change in their second language ambiguity tolerance. Considering there was no study investigating the issue from these aspects, it would be taking the easy way out to conclude that there is no variation between the students' tolerance of ambiguity in their L2 and their high school or university types. Being a graduate of a private school or a student of a private university could result in more ambiguity-tolerant students with a different sampling in a different context, so this issue must be studied more to gain a better understanding. As a final point, the students' ambiguity tolerance did not display any difference in terms of the faculty they were registered to. No study was found investigating the issue from this aspect; however, one study (Erturk-Tikiz et al., 2023) investigated whether the students' ambiguity tolerance varied in terms of being registered to an English or non-English medium of instruction program. They also found no difference between the constructs.

5.1.2 Foreign Language Classroom Anxiety

This study presents various conclusions related to foreign language classroom anxiety. First, according to the results of the current study, students had a moderate level of foreign language anxiety in English. In other words, most of the students felt relatively anxious while learning English as an additional language. There are several

studies which do not completely correspond, such as Amengual-Pizarro's study (2018) showing a level of foreign language anxiety ranging from average to high and Zheng and Cheng's study (2018) showing no overall classroom anxiety at all. However, this result is mostly consistent with the findings of the studies in the related literature (Alsowat, 2016; Asmalı, 2019; Punsiri, 2012; Sönmez, 2020; Su, 2022; Tanielian, 2017; Yetkin & Özer, 2022). Especially the results of the studies by Spahi-Kovaç (2020) and Yeşilçınar and Erdemir (2022), which are also consistent with the current study, are noteworthy since they were conducted in English preparatory school contexts in Türkiye. Students' being relatively anxious while learning English might be due to some commonly associated factors such as students' language-oriented beliefs, implementation of teacher-directed education, teachers' perceptions of teaching, practices and procedures in the classroom and exams (Young, 1991) and several others such as fear of communication in class, self-perceived proficiency and lack of self-esteem which trigger their apprehension (Mahmoodzadeh, 2013). Considering they were tertiary level students and thus young adults, their apprehension might also have resulted from their age as adults tend to feel more anxious compared to children and teenagers (Bailey et al., 2000; Dewaele, 2007; Donovan & MacIntyre, 2004).

The students were also relatively anxious to communicate in English. This finding is consistent with the results of the studies by Hassani and Rajab (2012), Özkaynak (2020) and Yahya (2013) while not corresponding with Su's (2021) and Khan and Al-Mahrooqi's (2015) studies displaying a high level of communication apprehension. In addition, the participant students in the current study felt slightly more anxious in terms of communication when compared to their exam situations or the possibility of negative evaluation. In contrast to reading and writing skills allowing the person to think deeply and correct the mistakes if any, listening and speaking skills require intensive concentration in an uncontrollable time limit (Ay, 2010), which causes a rise in the pressure put on the student since successful processing of the input or output is an only one-time opportunity (Young, 1991). Considering this, it can be deduced that having to communicate in the foreign language classroom might have been more anxiety-provoking than the other subdimensions of foreign language anxiety as Ay (2010) put forth.

Another result regarding foreign language anxiety was related to the students' test anxiety. The participant students demonstrated a medium level of anxiety towards the exams. This finding mostly shows consistency to the related literature (Aydın et al., 2021; Gürsoy & Arman, 2016; Rezazadeh & Tavakoli, 2009) since it widely emerges in language learning contexts, mainly posing a problem for the process (Ali et al., 2013; El-Banna, 1989; Julkunen, 1992; Rezazadeh & Tavakoli, 2009). Because "tests are inevitable elements in academic life" (Denkci Akkaş et al., 2020, p. 9), it is a big part of the English language education, as well. Having great importance, proficiency exams are becoming more and more common around the world (Santana & Eccius-Wellman, 2018). Especially in the English prep classes comprising the target population of the current study, students take proficiency exams at certain intervals. Given that comprehensive high stakes examinations with a time limitation like proficiency tests might trigger the students' test anxiety (Aydın, 2009; Hurley & Padró, 2006), the students might have felt relatively anxious.

Concerning another subconstruct of foreign language anxiety, one other important result was that the students felt moderately frightened of negative evaluation. Despite displaying resemblance to test anxiety, fear of negative evaluation has a wider scope in that it might develop under various circumstances like social conveniences including evaluation apart from the exam situations (Chan & Wu, 2004). For instance, in Ali and Fei's study (2016), the students reported that their fear to make mistakes in the target language while communicating caused them to be usually passive. Besides, in Aydın's study (2008), it was revealed that "... the sources of fear of negative evaluation were negative judgments and thoughts of others, leaving unfavorable impressions on others, fear of making verbal or spelling mistakes, disapproval by other students, shortcomings and faults found by others." (Aydın, 2008, p. 435). From this point forth, the students in the current study might have been frightened by negative evaluation for various reasons such as committing mistakes and those mistakes' being spotted by others, and not being approved by peers as well as being under the pressure of peers, family, and teachers in class, and of achieving successful task completion which is the nature of a foreign language learning classroom (Cinkara, 2016).

Second, the students who had been to a foreign country were less anxious in the target language than those who had never been abroad before. Although Doğan and Tuncer (2016) found no significant difference between these two variables, this result was mostly found to be consistent with the related literature (Allen & Herron, 2003; Onwuegbuzie et al., 1999; Thompson & Lee, 2014). It might indicate that, regardless of their reasons to go, having an experience of being in a foreign country decreases the language learners' foreign language anxiety. As in Coleman's study (1997) in which students expressed that they did not feel guilty as much as before when they made errors subsequent to their experience abroad, those students might be less frightened of making mistakes. Errors are an inevitable part of the language attainment process as being viewed as a tool to learn (Corder, 1967), so being comfortable when making mistakes is crucial for L2 learning. In addition, considering they had also less fear of negative evaluation based on the current study's findings, visiting another country can be evaluated as a crystal-clear advantage for foreign language learners. Taking all these into account, it is also not surprising that the participants of this study who had been abroad were less anxious when they had to sit an exam, or when they needed to communicate in English compared to the ones who had never been in another country as taking exams and communicating in L2 are also an indivisible part of language learning in a classroom context.

Another salient finding of the study was that the female students were more frightened of negative evaluation than the male ones, though their test anxiety and communication apprehension did not differ. Considering the standpoint towards women and its reflection in their personality in the Eastern cultures, it might be a reason why fear of negative evaluation which is "a strong source of language anxiety" (Aydın, 2008, p. 421) was more common among the female students. This result is noteworthy in that it can contribute to the related field of study with a different point of view since most of the studies carried out in the Turkish context did not find a meaningful difference regarding gender (Akyıl, 2000; Aydın, 2008; Koydemir & Demir, 2007; Öztaş, 1996). There are also several studies in which gender caused variance, which has consistency with the present study. For instance, Aydın et al. (2017) found that female students were more frightened of being evaluated negatively. That study also demonstrated that female students had more communication

apprehension while the current study displayed no difference. The result of this study regarding communication apprehension is also consistent with several other studies in the literature (Dewaele, 2007; Tianjian, 2010) in terms of not displaying any variance in terms of gender. However, there are several other studies demonstrating different results having found females more anxious in communication (Çağatay, 2015; Dalkılıç, 2001) as well as the ones having found males were more apprehensive when they had to communicate (Doğan & Tuncer, 2016; Kitano, 2001). All these results demonstrate that no consensus has been reached regarding gender and communication anxiety yet, and it is a hot topic seeking more research to be conducted. As to test anxiety, this study revealed that the students' anxiety in exam situations did not vary in terms of gender. This result corresponds to a few studies in literature (Aida, 1994; Aliakbari & Gheitasi, 2016; Aydın, 2013; Nemati, 2012). However, a great number of studies revealed that female participants were more anxious when they had an exam (Aydın, 2008; 2013; Aydın, 2017; 2019; Aydın et al., 2021; Çakıcı, 2016; Gürsoy & Arman, 2016; Hembree, 1988; Putwain, 2007; Rasor & Rasor, 1998; Rezazadeh & Tavakoli, 2009; Zeidner, 1998). This might have been due to the student profile of the English preparatory classes in Türkiye. When female students started their prep class education at university, they were already young adults who gained self-efficacy and self-confidence since they succeeded in a high-stake exam for university entrance. Thus, considering the reverse relationship between test anxiety and self-efficacy (Erzen & Odacı, 2016) and the potential increase in their self-confidence for the same reason, it might have eliminated the difference between females and males. Finally, finding no variance between males and females, this study contradicts most of the studies regarding overall foreign language anxiety in terms of gender (Ali & Fei, 2016; Dewaele et al., 2016; Rahim & Maulina, 2023; Spahi-Kovaç, 2020; Erturk-Tikiz et al., 2023) as they suggested female students were more apprehensive in foreign language learning process than males. There are also very few studies which demonstrated males had more foreign language anxiety compared to females (Azher et al., 2010; Elaldı, 2016; Park & French, 2013; Sönmez, 2020). Revealed by Matsuda and Gobel (2004) and Pappamihel (2001), there are some studies complying with the current one showing no difference between gender and overall language anxiety in EFL and ESL classrooms, though very few in number. This finding might also have stemmed from

the same reason as mentioned above. The female students who were already at university level with more cognitive and emotional awareness, and self-confidence compared to their childhood and adolescence might have gained competency to overcome their overall foreign language anxiety as much as males usually did, thus getting rid of the variance between two different sexes.

Another crucial finding was that the students' level measured by the placement exam held at the beginning of the academic year created a difference in how anxious they were towards foreign language classrooms. To be more precise, based on the placement test held at the beginning of the year, the students who started with the intermediate level demonstrated less FLCA, CA, TA and FNE than those who started from the beginner level and the ones starting from the pre-intermediate level. When the literature is revisited, it can be encountered that there are a great number of studies having investigated the variance between language success and foreign language anxiety both in Türkiye (Ayhan, 2020; Balemir, 2009; Çakıcı, 2016; Dalkılıç, 2001; Doğan & Tuncer, 2016; Oruç & Demirci, 2020; Özkaynak, 2020; Tercan & Dikilitaş, 2015; Tuncer & Doğan, 2015) and around the world (Aida, 1994; Alsowat, 2016; Amengual-Pizarro, 2018; Azher et al., 2010; Horwitz, 2001; Li & Wei, 2023; Liu, 2006; Pappamihel, 2001; Zheng & Cheng, 2018). However, language success examined in this study is different from what those studies referred to in that the current study worked on the students' language level measured via the placement exam held at the beginning of the academic year instead of their at-the-time language proficiency. This result is well worth attention since it highlights the importance of prior foreign language knowledge and competency in language anxiety of the students. As the students' L2 improves, they feel readier to handle new information (Erten & Topkaya, 2009), so the students' respectively higher proficiency levels placed into the intermediate level group might have reduced their anxiety. Despite being very limited in number in the related literature, there are a couple of studies having partly investigated this concept. For instance, to a limited extent, this finding complies with the study by Çakar (2009) suggesting that the students' past language learning experiences, namely their language learning background such as being in a foreign country, having a language teacher with an English native tongue and studying another language except for English creates a difference in their foreign language anxiety. It is

also relatively consistent with Onwuegbuzie et. al.'s study (1999) which found a connection between the students' high school L2 learning experience and their anxiety in the foreign language while contradicting Karabıyık and Özkan's study (2017) since no difference was found between the variables. Considering the limited number of studies in the related literature, this issue needs to be investigated more, particularly concentrating on the students' language proficiency levels at the beginning of the language learning process in Turkish prep classes, not on the at-the-time or at-the-end proficiency levels in order to bring a deeper explanation to their foreign language anxiety within this scope.

The current study also displayed that such variables as whether the students spoke any additional languages other than English and their mother tongue, whether they graduated from a private or state high school, whether they were studying at a private or state university or which faculty they were registered to did not cause any variance in their CA, TA and FNE as well as their overall FLA. To begin with, the result showing no significant variance between their anxiety and having an L2 excluding English mostly contradicts the studies in the literature since they often revealed that the learners' language learning anxiety was inclined to lower as the number of the languages they speak increased (Dewaele, 2007; Dewaele et al., 2008; Thompson & Khawaja, 2016; Thompson & Lee, 2013) while complying with the study by Phongsa et al. (2018). It seems very difficult to interpret this finding since the ability to speak additional languages has an impact on foreign language learning since "higher levels of multilingualism were associated with higher levels of enjoyment and lower levels of anxiety in FL learners" (Botes et al., 2020, p. 279), also increasing the students' ideal L2 self (Thompson & Erdil-Moody, 2016) which is also crucial considering foreign language attainment depends on positive motivation (Engin, 2009). However, this result might have been caused by the specific features of the language learning environment of this study. Several factors they shared like being a young adult with an open mind, being in the first year of university education and living in a multicultural city might have eliminated the potential difference that knowing more languages might create. Secondly, this study found no difference between the students' foreign language classroom anxiety and their being graduates of a private or state high school. When the literature is revisited, it can be inferred that

there are not many studies examining foreign language anxiety in terms of their high school background. There are indeed a couple of studies that were conducted with the sampling of the language learners both from state and private schools (Altunel, 2019; Özer & Yetkin, 2021); however, they did not investigate the difference from this aspect. Instead, they were carried out in different high school contexts for validity and trustworthiness concerns of the data. The current study contradicts the one by Al-Shuaibi et al., (2014) which was conducted among the graduates of private, high and international schools who were studying at university since it was revealed that state ones differ from private in terms of their overall FLA, CA and FNE. Their test anxiety did not vary as in this study, though. Finally, this study demonstrated no variance among the students' anxiety levels, their university type (private vs state university) and their faculty. As in the high school type variable, there is not enough studies investigating these issues to draw conclusions. As in the study by Altunel (2019), the students' faculty type and university type were mostly given as descriptives of the studies. Considering the importance of the demographic variables ranging from age to socio-economic factors, there is a greater need to study anxiety concerning these issues and contribute to the body of research in order to gain an understanding related to the connection among these variables.

5.1.3 Willingness to Communicate

This study has several conclusions regarding willingness to communicate. First, most of the participant students in this study were moderately eager to interact with others in the target language. This result complies with many studies both in Türkiye (Başöz & Erten, 2018; Bergil, 2016; Bulut, 2017; Demir & Okyar, 2021; Hişmanoğlu & Özüdoğru, 2017; Öz, 2014; Öz, 2016; Öz et al., 2015; Yetkin & Özer, 2022) and around the world (Campbell, 2016; Fahim & Dhamotharan, 2016; Khajavy et al., 2018; Shanti Manipuspika, 2018). Nevertheless, there are also several studies contradicting this study in terms of finding results in different ranges such as considerably low (Asmalı et al., 2015), relatively low (Altınır, 2018; Bursalı & Öz, 2017; Bektaş-Çetinkaya, 2005; Wang et al., 2022), between moderate and high (Şener, 2014) and high (Kun et al., 2020; Zhou et al., 2020) levels. Being a fundamental part of language learning and a crucial element for an L2 learner (Maranatha, & Sengkey,

2023), the foreign language learners' WTC is regarded as a determinant of the tendency to begin communication (Ortega, 2013), or the predisposition itself (McCroskey, 1997), and the primary predictor of second/foreign language use (Clément et al., 2003; Hashimoto, 2002; Macintyre & Charos, 1996). Considering the vitality of communication in interacting with others nowadays (Maranatha, & Sengkey, 2023), this factor, defined as the state of being prepared to take part in a foreign/second language discourse with a certain person at a certain time (MacIntyre et al., 1998), is an important element which language teachers must take into account and have an attempt to increase all the time. Such implementations as assigning speaking practice tasks outside the classroom as Buckingham and Alpaslan (2017) applied in their study or building a virtual world in line with the modern era of technology-enhanced learning and assigning real-life tasks as in Kartal and Balçıkanlı's study (2018), might help them be more eager to participate in spoken (or also written) communication. Moreover, since there is a scarcity of studies having investigated this factor, and there hasn't been a consensus reached on this issue yet, this study might shed light on the growing body of research by proposing an understanding of the students' individual differences.

Second, the current study revealed that the students who had been to a foreign country were more willing to communicate in the target language than those who had never been abroad before. The literature review demonstrated that the studies mostly concentrated on whether having a study abroad opportunity in an L1 English-speaking country influenced their WTC and revealed a positive effect of it (De Poli et al., 2018; Humphries et al., 2023; Kang, 2014; Lee, 2018; Yashima et al., 2004). However, the scope of this study was not limited to studying abroad or being in an English-speaking context. The students' willingness to communicate was investigated in a broader sense, and those who had been in a foreign country for any reason showed a higher level of WTC, which might have resulted from the experience they gained thanks to the difficulties of communication without the L1 support in contrast to a foreign language learning context where the students had the opportunity to speak in their native tongue when necessary. As mentioned above, the students of the current study who had the experience of being abroad were also found to have less communication apprehension and more ambiguity tolerance in English. Considering the contribution of a low level

of anxiety in SLA (Krashen, 1982) and the importance of a low level of intolerance of ambiguity, it can be concluded that visiting another country plays a positive role in L2 learning, especially in L2 communication as communicating in L2 is an indivisible part of language learning in a classroom context. The increase in the students' willingness to communicate might have been caused by such reasons as having less fear of making mistakes (Coleman, 1997) in L2, the possibility to have switched their mental mode in the new country in accordance with the needs of authentic communication (Regan et al., 2009) and the competency to handle unclear and ambiguous situations in the instances of communication, and those kinds of states might have strengthened their self-confidence and thus eagerness for communicative situations. Also, because the students who have a high level of willingness to communicate are predisposed to develop an interest in foreign countries and having an education abroad (Fujii, 2023), this might also lead them to seek communication opportunities with people from various countries and gain more exposure to the language, which might also increase their WTC in return.

Finally, the current study also demonstrated that such variables as gender, whether the students spoke any additional languages other than English and their mother tongue, whether they graduated from a private or state high school, whether they were studying at a private or state university, their entry level or which faculty they were registered to did not cause any variance in their willingness to communicate. To begin with, there is a great body of research studying willingness to communicate in terms of gender (Arshad et al., 2015; Barraclough et al., 1988; Donovan & MacIntyre, 2004; Hişmanoğlu & Özüdoğru, 2017; MacIntyre et al., 2002; Maftoon & Najafi Sarem, 2015; Yetkin & Özer, 2022). The result of this study corresponds to most of the studies in the related literature both in Türkiye (Bursalı & Öz, 2017; Hişmanoğlu & Özüdoğru, 2017; Öz, 2014; Öz et al., 2015; Sinnett & Alishah, 2021) and around the world (Afghari & Sadeghi, 2012; Barraclough et al., 1988; Bashosh et al., 2013; MacIntyre et al., 2002; Maftoon & Najafi Sarem, 2015; Valadi et al. 2015) in that they found the students' WTC did not differ between female and male students. Nonetheless, there are several studies having revealed that female students were more willing to take part in a communicative situation in the target language (Alavinia & Alikhani, 2014; Amiryousefi, 2018; Fernández-García & Fonseca-Mora, 2022;

Gholami, 2015; Yetkin & Özer, 2022; Zerey & Cephe, 2020) whereas not many studies were found to have demonstrated vice versa with males being more willing (Arshad et al., 2015). Although the literature indicates no variance in general, considering females are better at overall language learning (Banya & Cheng, 1997) and enjoy more while learning a language (Dewaele et al., 2016), this issue still deserves attention. Another finding of the study was that the students' knowledge of any other additional language (other than their native tongue) did not make any difference in their eagerness for L2 communication. However, given that even bilinguals were found to be less self-confident, more anxious and more ambiguity intolerant by having less positive attitudes towards learning a language compared to multilingual students (Thompson & Khawaja, 2016), being a monolingual has the potential to make a difference in the students' WTC in further studies, too. Besides, their WTC did not display variance in terms of having a state or private high school or university education which might be surprising since the education given in different types of educational contexts can influence the students' attitudes towards language and willingness to speak. No studies were found studying these issues in the related literature in Türkiye or around the world. This might have resulted from the variety of educational procedures and a lack of standardization in different private (or public) schools. Since education systems are unique to the countries and even to the institutions, it may become more difficult to draw conclusions, thus maybe creating avoidance to study from this aspect. Not revealing a difference in the students' WTC in terms of the faculty they were registered to, this study is similar to the one by Alemi et al. (2013) which found no variance among science, maths and arts groups despite being contradictory with Hişmanoğlu and Özüdoğru's study (2017) which indicated a significant difference among several disciplinary groups. Since the students were at the beginning of their tertiary education, they might not have gained an awareness and background related to their major, and this may be the reason for this finding. However, this aspect requires further research due to the lack of studies having examined it. Lastly, in this study, it was found that there was no difference among the students who had started their prep school education with a different language level. Though there are a lot of studies which aimed to determine the possibility of difference between the students' WTC and their proficiency or achievement (Baghaei & Dourakhshan, 2012; Bergil, 2016; Rastegar &

Karami, 2015), this topic also needs further research directly focusing on the starting proficiency of the students which is more associated with their background. To conclude, being a relatively new topic of research, the students' WTC must be investigated from various aspects such as individual differences and backgrounds to get a deeper understanding on them.

5.1.4 Correlational Results

This study presented notable results concerning the relationship among the foreign language anxiety, second language tolerance of ambiguity and willingness to communicate of the students who were studying in English prep classes. First of all, it was found that the students' FLA is associated with their SLTA. To elaborate, as their SLTA increased, their FLA was inclined to decrease. This finding was consistent with the literature (Aksoy, 2019; Asmalı, 2019; Chen, 2023; Dewaele & Shan Ip, 2013; Erturk-Tikiz et al., 2023) since no study was encountered which found no relationship. Another significant result is that the students' SLTA predicted their FLCA as well as the opposite. Despite being very few in the literature, this study complies with the one by Dewaele and Shan Ip (2013) which revealed the constructs were a predictor of one another. Additionally, it is partly consistent with the study by Asmalı (2019) as it indicated that the students' FLA was predicted by their SLTA, but not presenting a result for the opposite. Within this scope, Rezazadeh and Zarrinabadi (2023) also revealed that ambiguity tolerance was an indirect predictor of foreign language anxiety through their need for cognition between the two factors. Both the relationship and the predictability of these factors might display salient implications related to foreign language learning. For instance, considering "the good language learner is both comfortable with uncertainty (indeed he may enjoy it) and willing to try out his guesses" as Rubin suggested (1975, p. 45), a student who is less anxious during the course of time they learn a foreign language might be accepted as a good language learner who tends to be successful in L2 attainment. Besides, it can be concluded that a language learner who has a high level of anxiety might be having difficulty overcoming the ambiguities he/she encounters, which might also create a fear of ambiguity which was presented as a sub-factor of foreign language anxiety as in Thompson and Lee's study (2013). Being a relatively new topic, second language

ambiguity tolerance is an issue that seeks more research to gain insight into it, so it needs further studies investigating it in relation to other cognitive, affective and volitional variables.

Another important finding is that the students' ambiguity tolerance was related to their communication apprehension, test anxiety and fear of negative evaluation which are the subdimensions of their FLA. Although there are several studies investigating overall language anxiety and ambiguity tolerance as mentioned above, the related literature lacks research directly addressing to the relationship and/or predictability between tolerance of ambiguity and the subfactors of the FLA except for the one by Varasteh et al. (2016) which investigated tolerance of ambiguity in terms of test anxiety and found no direct path. Therefore, the result of this study which demonstrated that test anxiety of the students was negatively associated with their ambiguity tolerance, and they were the predictors of each other might shed light on the literature on this issue. Moreover, communicating in L2 requires risk taking, and thus troublesome since attempting to communicate deals with ambiguous or unfamiliar linguistic domain and social class and culture, and it necessitates cognitive operations which are not basic or instantaneous, therefore giving a hard time to an individual in terms of self-perceived communicative competence, self-consciousness, being reserved, and feeling frightened and panicked (Horwitz et al., 1986). Considering the negative influence of both FLA and intolerance of ambiguity on risk taking (Dittman, 2018), it can be concluded that the students' communicative apprehension might be predicted by their ambiguity tolerance through a path by their risk-taking levels, which needs further research to prove. As to fear of negative evaluation, the research concerning the association between risk taking and FNE is not limited to foreign/second language learning/acquisition, but rather in a broader sense (Kim, 2005; Üztemur, 2020). Given that fear of negative evaluation and tolerance of ambiguity were negatively correlated and predicted each other in this study, these variables together with risk taking might also be looked into under the umbrella of foreign/second language education to gain a better understanding of the factors influencing foreign language learning.

Second, it was pointed out that there was a reverse relationship between the students' foreign language anxiety and willingness to communicate. That is to say, the

students with a higher level of willingness to communicate were less anxious in L2-associated situations. This finding mostly corresponds to the results found in the studies by many scholars in the related field of study (Chu, 2008; Dewaele, 2019; Fathi et al., 2021; Fujii, 2021; Kalsoom et al., 2020; Liu & Jackson, 2008; Rastegar & Karami, 2015; Tabataba'ian, 2012). However, there are also contradicting results such as the studies by Alemi et al. (2011) and Bashosh et al. (2013) which revealed no significant correlation. It is also worth of attention that the current study demonstrated FLA and WTC as negative predictors of one another. This result also confirms several studies since they revealed that the students' FLA negatively predicted their WTC (Dewaele, 2019; Fathi et al., 2021; Kalsoom et al., 2020; Khajavy et al., 2018; Liu & Jackson, 2008; Piechurska-Kuciel, 2018). As Krashen (1982) proposed, a high level of motivation and self-confidence, and low level of apprehension seems to contribute to second language acquisition. Therefore, this correlational result might also indicate the L2 learners' willingness to communicate could be conducive to the whole attainment process. Besides, the language learners' grit which is both one of the predictors of willingness to communicate (Fathi et al., 2021) and a factor which influences foreign language performance (Wei et al., 2019) could also be associated with low level of FLA despite seeking for research to be confirmed. If so, those students might regulate themselves better and be more likely to persevere while learning a language in a foreign context, which may also increase their desire to communicate in the target language (Fathi et al., 2021) and possibly decrease their overall language anxiety due to their enhanced self-confidence (in relation to their grit) (Malureanu et al., 2021) in a cyclical tendency. All these might generate a desirable foreign language classroom environment and present implications for language teachers.

The other major finding regarding the relationship between foreign language classroom anxiety and willingness to communicate is that the students' willingness to communicate was negatively related to the foreign language anxiety subconstructs, as well. First and foremost, this study revealed that the students who were more anxious to communicate in their L2 were, not surprisingly, less willing to have communication in the additional language they were studying. This result complies with the literature in terms of the relationship between the variables (Amirian et al., 2020; MacIntyre &

Doucette, 2010; Wu & Lin, 2014) and their predictability (MacIntyre & Doucette, 2010) now that the current study also displayed the students' WTC predicted their FLA, and vice versa. As the majority of people primarily learn foreign languages for communication purposes (Ya-Ni, 2007), and communication is crucial for interactions with other individuals in today's world (Maranatha, & Sengkey, 2023), the language learners' willingness to communicate is an indispensable issue for language learning. Taking it into account that L2 use is also mainly predicted by willingness to communicate (Clément et al., 2003; Hashimoto, 2002; Macintyre & Charos, 1996), it would be appropriate to draw a conclusion claiming, for a better language learning environment, it is also a necessity to diminish the students' communication apprehension based on its negative correlation with WTC found in the current study. Another finding concerning the factors of FLA is that the students' test anxiety and fear of negative evaluation were negatively associated with their WTC. Furthermore, their test anxiety and fear of negative evaluation were two predictors of their eagerness to communicate in English as well as the other way around. Since the relationship between these variables is not a popular topic of research and has not been investigated directly, this finding could contribute to the growing body of research and encourage scholars to look into it. At first glance, these individual factors might seem irrelevant. However, considering the importance of spoken exams in the assessment of the target language, it is possible to associate test anxiety and willingness to communicate hypothesizing a negative association between them (also confirmed by the current study) and put on the agenda of the related research. Besides, the students who are less willing to interact in English might be experiencing a fear to be negatively evaluated by others. Especially in the Turkish context, taking the cultural influence into account, the students might be feeling shy and afraid of peer pressure in the classrooms which can be commonly viewed among the students at closer ages.

Finally, this study demonstrated that the students' second language tolerance of ambiguity is positively associated with their willingness to communicate. In other words, the students' desire to get into spoken or written communication tended to increase as their tolerance of ambiguous situations during their L2 learning increased. This finding is mostly consistent with the studies conducted in the related field (Ahmadi Safa & Jamshidi, 2017; Amirian et al., 2020; Vahedi & Fatemi, 2016). In

addition, in the current study, it was uncovered that the students' SLTA and their WTC predicted each other, which is consistent with the study by Amirian et al. (2020) and Piechurska-Kuciel (2018) in terms of finding the AT as a predictor of WTC. Also, it partly corresponds to the one by Fatemi et al. (2016) in that there was an indirect path from tolerance of ambiguity to willingness to communicate mediated by ethnocentrism. However, in the current study, very little amount of the students' WTC was predicted by their SLTA, which might discredit the result itself. Besides this, the insufficiency of studies on the issue makes it difficult to draw comprehensible conclusions. Thus, the relationship and the predictability between these constructs necessitate further research for getting a better understanding on these concepts which have a potential influence on foreign/second language attainment.

5.2 Conclusion

The purpose of this study was to determine the EFL students' foreign language anxiety, second language tolerance of ambiguity and willingness to communicate, the relationship and predictability among those constructs and whether they differ in terms of their gender, entry level, faculty they are registered to, previous experience in a foreign country, other foreign/second languages, high school, or university types. In line with the findings, the following issues can be concluded.

First of all, the EFL students had a moderate level of foreign language anxiety, communication apprehension, test anxiety and fear of negative evaluation as well as a medium level of second language tolerance of ambiguity and willingness to communicate. Secondly, there was a moderate level of negative correlation between the students' SLTA and FLA, CA, TA and FNE. Besides, there was a low-level positive relationship between the students' tolerance of ambiguity and WTC. Also, there was a moderate level of negative association between their WTC and FLA, CA, TA and FNE. Furthermore, the students' FLCA was a reverse predictor of their SLTA and WTC. Their willingness to communicate positively predicted their tolerance of ambiguity while negatively predicting their FLA. Also, their ambiguity tolerance was a positive moderator of their WTC and a negative predictor of their FLCA, CA, TA and FNE. Finally, the students' SLTA significantly differed in terms of their gender, experience in a different country and entry level specified based on the placement

exam held at the beginning of the academic year. To be more precise, female students and the students who had been abroad were found to be more tolerant towards ambiguity. Also, the students who were placed in the intermediate group were significantly more tolerant towards ambiguity in English than those who started in the beginner group. Another finding was that the students' FLA, CA, TA and FNE demonstrated differences in terms of their previous experience abroad. To elaborate, those who had been to another country for any reason displayed less communicative anxiety, exam apprehension, fear to be negatively evaluated and overall foreign language anxiety. Besides, the students' FNE showed variance in terms of gender, females having more FNE. Moreover, the students' language anxiety, along with their CA, TA and FNE, differed in terms of their entry level, the intermediate level students being less anxious compared to the beginner and pre-intermediate level ones. Another important finding was that the students' WTC differed in terms of their experience in a foreign country, those who had the experience being more willing.

5.3 Practical Recommendations

In this section, several recommendations are presented for foreign language teachers, administrators, and further research in accordance with the results of the current study.

5.3.1 Recommendations for Practitioners

This study provides several implications teachers can put into practice in foreign language classrooms. To begin with, since the language learners' non-cognitive features such as foreign language anxiety, communicative anxiety, test anxiety, fear of negative evaluation, tolerance of ambiguity and willingness to communicate in English are significant during their language learning process and for their ultimate attainment, teachers can try to identify the anxiety-provoking aspects of the language learning via in-class observations or action research and make an effort to diminish them. Another point is that teachers are advised to get feedback about the practices in the classroom in terms of their attitudes and feelings towards them. Through this feedback, teachers can redesign their curriculum and language instruction accordingly in a way that will eliminate the possible obstacles raising the students'

affective filter. Also, they can focus more on in-class assessments which are more or less anxiety-free rather than high-stake exams which cause apprehension. Another practical recommendation is that the language teachers can try to establish a positive rapport with and among the students in order to decrease their fear of negative evaluation and peer pressure. Also, it can help their ambiguity-related concerns because students can be scaffolded better by their teacher in a positive classroom environment and get used to the uncertainties of the learning process and the language itself. What is more, involving several meditation techniques such as mindfulness and self-affirmation ones during the classes, which might be interesting and attention-grabbing could be a practical idea. These techniques may also break the ice among the students, if there is, and increase their willingness to communicate by diminishing their fear and anxiety towards being negatively evaluated. Particularly for English prep class teachers in Türkiye, it can be advised that they collaborate with the school administration and organize workshops or webinars on related issues which will provide practical suggestions and attract the students' attention. In addition, even though their student profile is comprised of young adult students, they can make an attempt to involve gamification in their classes to create fun and lower their affective filter.

5.3.2 Recommendations for School Administrators

In this part of the section, several recommendations concerning the administrators of foreign language schools are provided. Firstly, as mentioned above, administrators can try to identify the students' problems related to anxiety-provoking situations, the reasons for their unwillingness to interact with others and uncertainties via various tools to gather data such as questionnaires or interviews and through the observations of the teachers. Later, they can arrange webinars and workshops aiming to make practical recommendations for students via the specialists of the issues. In addition, they are advised to offer psychological consultancy services that students with anxiety problems could resort to. Another salient recommendation is that the administrators should take the influence of having a foreign country experience into account and use their resources to give their students the opportunity to go abroad during their prep class education.

5.3.3 Recommendations for Further Research

The following recommendations can also be made for further research. Firstly, since the data in this study were gathered utilizing quantitative data collection methods, further studies might be conducted involving both quantitative and qualitative ones. Such studies will provide deeper understandings for these factors since data collection techniques such as interviews, focus groups and written essays enable the students to express their feelings better without being confined to the numbers or short phrases. Secondly, the studies concerning these constructs are still insufficient to draw conclusions. Especially SLTA and WTC are relatively new constructs, thus it is essential to realize further research in order to explain the concepts in a better way. Moreover, these variables require further examination since they are likely to be the antecedents of each other and other cognitive and non-cognitive constructs. They carry the potential to be associated with various other constructs and demographic variables in psychology and foreign language learning domains such as motivation, self-regulation, socio-cultural background, mindful self-compassion and academic proficiency. Therefore, they deserve attention in terms of bringing an explanation to the language learners' behaviors. It is also advised that they be studied in relation to strategies to overcome the problems concerning these variables. Another recommendation is that because this study was carried out with a limited number of students studying in the English prep classes in Türkiye, other studies should be conducted involving more students from various universities throughout the country. Since the participants of this study were comprised of young adults, conducting further studies with different age groups is also advised. In addition, the current study is limited to the data collected via *Second Language Tolerance of Ambiguity Level Scale* (SLTAS) by Ely (1995), *Foreign Language Classroom Anxiety Scale* (FLCAS) by Aksoy (2019) which was an adaptation of the scale proposed by Horwitz et al. (1986) and the *Willingness to Communicate Scale* (WTC) adapted by Uyanık (2018) from the scale by Cao and Philp (2006). Taking the sociocultural and individual differences of Turkish students from those in other countries into consideration, scholars can head for developing measures that are specific to the English prep class context in Türkiye with the aim of obtaining more reliable results. Finally, when the literature is

reviewed, it can be understood that there are very few experimental studies touching upon SLTA, WTC and FLA. Considering these kinds of studies are essential to establish causal relationships among various factors, further experimental research might be implemented to get a deeper understanding of their sources and effects. Finally, all the constructs investigated in this study are prone to fluctuations over time. Thus, longitudinal research is also necessary to observe these changes in time.

References

- Abu-Rabia, S. (2004). Teachers' role, learners' gender differences, and FL anxiety among seventh-grade students studying English as a FL. *Educational Psychology*, 24(5), 711-721. <https://doi.org/10.1080/0144341042000263006>
- Adams, T., Bezner, J., & Steinhardt, M. (1997). The conceptualization and measurement of perceived wellness: Integrating balance across and within dimensions. *American Journal of Health Promotion*, 11(3), 208-218. <https://doi.org/10.4278/0890-1171-11.3.208>
- Afghari, A., & Sadeghi, E. (2012). The effect of EFL learners' gender and second language proficiency on willingness to communicate. *Journal of Foreign Language Teaching and Translation Studies*, 1(1), 49-66. <https://doi.org/10.22034/EFL.2012.79161>
- Ahmadi Safa, M., & Jamshidi, R. Z. (2017). Introvert and extrovert EFL learners' willingness to communicate and ambiguity tolerance. *The Journal of Applied Linguistics and Applied Literature: Dynamics and Advances*, 5(1), 27-41. <https://doi.org/10.22049/JALDA.2018.26268.1072>
- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal*, 78(2), 155-168. <https://doi.org/10.2307/329005>
- Akyıl, Y. (2000). *Perceived parental child-rearing practices and social anxiety in Turkish adolescents* [Unpublished master's thesis]. Boğaziçi University.
- Aksoy, A. (2019). *Relationship between ambiguity tolerance and learners' gender, anxiety levels and language learning strategies choice* [Unpublished master's thesis]. Çağ University.
- Allahdadi, S., & Ghanizadeh, A. (2017). The dynamic interplay among EFL learners' ambiguity tolerance, adaptability, cultural intelligence, learning approach, and language achievement. *Iranian Journal of Language Teaching Research*, 5(1), 37-50. <https://doi.org/10.30466/ijltr.2017.20341>

- Alavinia, P., & Alikhani, M. A. (2014). Willingness to communicate reappraised in the light of emotional intelligence and gender differences. *Procedia-Social and Behavioral Sciences*, 98, 143-152. <https://doi.org/10.1016/j.sbspro.2014.03.400>
- Alemi, M., Daftarifard, P., & Pashmforoosh, R. (2011). The impact of language anxiety and language proficiency on WTC in EFL context. *Cross-Cultural Communication*, 7(3), 150-166. <https://doi.org/10.3968/j.ccc.1923670020110703.152>
- Alemi, M., Tajeddin, Z., & Mesbah, Z. (2013). Willingness to communicate in L2 English: Impact of learner variables. *Journal of Research in Applied Linguistics*, 4(1), 42-61.
- Ali, M. S., Awan, A. S., Batool, S., & Muhammad, N. (2013). Secondary school students' test anxiety and achievement in English. *International Journal of English and Literature (IJEL)*, 3(1), 131-138.
- Ali, T. T., & Fei, W. F. (2016). Foreign language classroom anxiety among Iraqi students and its relation with gender and achievement. *International Journal of Applied Linguistics and English Literature*, 6(1), 305-310. <https://doi.org/10.7575/aiac.ijalel.v.6n.1p.305>
- Aliakbari, M., & Gheitasi, M. (2016). Investigating students' test anxiety and attitude toward foreign language learning in secondary school in Ilam. *Journal of Pan-Pacific Association of Applied Linguistics*, 20(2), 51-69.
- Allen, H. W., & Herron, C. (2003). A mixed-methodology investigation of the linguistic and affective outcomes of summer study abroad. *Foreign Language Annals*, 36(3), 370-385. <https://doi.org/10.1111/j.1944-9720.2003.tb02120.x>
- Allen-Meares, P., & Lane, B. A. (1990). Social work practice: Integrating qualitative and quantitative data collection techniques. *Social Work*, 35(5), 452-458. <https://doi.org/10.1093/sw/35.5.452>

- Almutlaq, S. (2018). *Second language writing self-efficacy and tolerance of ambiguity: an investigation of their interactions and developmental change in the Saudi higher education context* [Unpublished doctoral dissertation]. University of Salford.
- Alpert, R., & Haber, R. N. (1960). Anxiety in academic achievement situations. *Journal of Abnormal Psychology*, 61(2), 207-215. <https://doi.org/10.1037/h0045464>
- Alrabai, F. (2015). The influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety. *Innovation in Language Learning and Teaching*, 9(2), 163-190. <https://doi.org/10.1080/17501229.2014.890203>
- Al-Saraj, T. M. (2014). Foreign language anxiety in female Arabs learning English: Case studies. *Innovation in Language Learning and Teaching*, 8(3), 257-278. <https://doi.org/10.1080/17501229.2013.837911>
- Al-Shboul, M. M., Ahmad, I. S., Nordin, M. S., & Rahman, Z. A. (2013). Foreign language anxiety and achievement: Systematic review. *International Journal of English Linguistics*, 3(2), 32-45. <http://dx.doi.org/10.5539/ijel.v3n2p32>
- Al-Shuaibi, J., Hamdan-Mansour, A. M., & Azzeghaiby, S. N. (2014). Foreign language anxiety among students studying foreign languages. *Life Science Journal*, 11(8), 197-203.
- Alsowat, H. H. (2016). Foreign language anxiety in higher education: A practical framework for reducing FLA. *European Scientific Journal*, 12(7), 193-220. <https://doi.org/10.19044/esj.2016.v12n7p193>
- Altiner, C. (2018). Turkish EFL Learners' willingness to communicate in L2 and motivation. *Journal of Education and Training Studies*, 6(11a), 181-185. <https://doi.org/10.11114/jets.v6i11a.3815>
- Altunel, İ. (2019). Bridging the gap: A study on the relationship between mindset and foreign language anxiety. *International Online Journal of Education and Teaching (IOJET)*, 6(3), 690-705. <http://iojet.org/index.php/IOJET/article/view/616>

- Amengual-Pizarro, M. (2018). Foreign language classroom anxiety among English for Specific Purposes (ESP) students. *International Journal of English Studies*, 18(2), 145-159. <https://doi.org/10.6018/ijes/2018/2/323311>
- Amirian, Z., Karamifar, Z., & Youhanaee, M. (2020). Structural equation modeling of EFL learners' willingness to communicate and their cognitive and personality traits. *Applied Research on English Language*, 9(1), 103-136. <https://doi.org/10.22108/ARE.2019.116248.1451>
- Amiryousefi, M. (2018). Willingness to communicate, interest, motives to communicate with the instructor, and L2 speaking: A focus on the role of age and gender. *Innovation in Language Learning and Teaching*, 12(3), 221-234. <https://doi.org/10.1080/17501229.2016.1170838>
- Argaman, O., & Abu-Rabia, S. (2002). The influence of language anxiety on English reading and writing tasks among native Hebrew speakers. *Language Culture and Curriculum*, 15(2), 143-160. <https://doi.org/10.1080/07908310208666640>
- Arshad, Z., Shahbaz, M., & Barjas Al-Bashabsheh, A. M. (2015). Willingness to communicate in English: A gender based study. *International Journal of English and Education*, 4(4), 311-319.
- Asmalı, M. (2016). Willingness to communicate of foreign language learners in Turkish context. *Procedia-Social and Behavioral Sciences*, 232, 188-195. <https://doi.org/10.1016/j.sbspro.2016.10.044>
- Asmalı, M. (2019). How anxious are Turkish EFL learners? Tolerance of ambiguity and self-perceived communication competence as predictors. *The Literacy Trek*, 5(2), 25-46. Retrieved from <https://dergipark.org.tr/en/pub/literacytrek/issue/50626/595224>
- Asmalı, M., Bilki, U., & Duban, C. A. (2015). A comparison of the Turkish and Romanian students' willingness to communicate and its affecting factors in English. *Journal of Language and Linguistic Studies*, 11(1), 59-74. Retrieved from <https://dergipark.org.tr/en/pub/jlls/issue/36119/405586>

- Atai, M. R., & Zaré Alanagh, A. (2017). Task condition and EFL learners' individual differences: The mediation of tolerance of ambiguity and self-efficacy. *Journal of Teaching Language Skills*, 35(4), 71-102. <https://doi.org/10.22099/jtls.2017.3973>
- Atamanova, I., & Bogomaz, S. (2014). Ambiguity tolerance as a psychological factor of foreign language communicative competence development. *Procedia-Social and Behavioral Sciences*, 154, 345-352. <https://doi.org/10.1016/j.sbspro.2014.10.161>
- Atef-Vahid, S., Kashani, A. F., & Haddadi, M. (2011). The relationship between level of ambiguity tolerance and cloze test performance of Iranian EFL learners. *Linguistic and Literary Broad Research and Innovation*, 2(2), 149-169.
- Ay, S. (2010). Young adolescent students' foreign language anxiety in relation to language skills at different levels. *Journal of International Social Research*, 3(11), 83-91.
- Aydın, B. (1999). *A study of sources of foreign language classroom anxiety in speaking and writing classes* [Unpublished doctoral dissertation]. Anadolu University.
- Aydın, S. (2008). An Investigation on the language anxiety and fear of negative evaluation among Turkish EFL learners. *Asian EFL learner*, 421-444.
- Aydın, S. (2009). Test anxiety among foreign language learners: A review of literature. *Journal of Language and Linguistic Studies*, 5(1), 0-137. Retrieved from <https://dergipark.org.tr/en/pub/jlls/issue/9928/122884>
- Aydın, S. (2013). Factors affecting the level of test anxiety among EFL learners at elementary schools. *Online Submission*, 4(1), 63-81.
- Aydın, S., Denkci-Akkas, F., Turnuk, T., Basturk-Beydilli, A., & Saydam, I. (2021). A descriptive study on test anxiety among foreign language learners. *FIRE: Futuristic Implementations of Research in Education*, 2(2), 43-55. Retrieved from <http://firejournal.org/index.php/fire/article/view/47>

- Aydın, S., Harputlu, L., Çelik, S. S., Uştuk, O., & Güzel, S. (2017). Age, gender and grade effect on foreign language anxiety among children. *TEFLIN Journal*, 28(2), 133-154. <http://dx.doi.org/10.15639/teflinjournal.v28i2/133-154>
- Aydın, U. (2017). Test anxiety: Do gender and school-level matter?. *European Journal of Educational Research*, 6(2), 187-197. <https://doi.org/10.12973/eu-jer.6.2.187>
- Aydın, U. (2019). Test anxiety: Gender differences in elementary school students. *European Journal of Educational Research*, 8(1), 21-30. <https://doi.org/10.12973/eu-jer.8.1.21>
- Ayhan, A. (2020). *Investigation of the reconceptualized L2 motivational self system, foreign language classroom anxiety, perceived wellness, and achievement of repeat and non-repeat students* [Unpublished master's thesis]. Bilkent University.
- Azher, M., Anwar, M. N., & Naz, A. (2010). An investigation of foreign language classroom anxiety and its relationship with students achievement. *Journal of College Teaching & Learning (TLC)*, 7(11), 33-40. <https://doi.org/10.19030/tlc.v7i11.249>
- Baghaei, P., & Dourakhshan, A. (2012). The relationship between willingness to communicate and success in learning English as a foreign language. *Modern Journal of Applied Linguistics*, 4(2), 53-67.
- Bailey, K. M. (1983). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. *Classroom Oriented Research in Second Language Acquisition*, 3(5), 67-102.
- Bailey, P., Onwuegbuzie, A. J., & Daley, C. E. (2000). Correlates of anxiety at three stages of the foreign language learning process. *Journal of Language and Social Psychology*, 19(4), 474-490. <https://doi.org/10.1177/0261927X00019004005>
- Bailey, P., Onwuegbuzie, A. J., & Daley, C. E. (2003). Foreign language anxiety and student attrition. *Academic Exchange Quarterly*, 7(3), 304-308.

- Bakalis, S., & Joiner, T. A. (2004). Participation in tertiary study abroad programs: The role of personality. *International Journal Of Educational Management*, 18(5), 286-291. <https://doi.org/10.1108/09513540410543420>
- Balemir, S. H. (2009). *The sources of foreign language speaking anxiety and the relationship between proficiency level and degree of foreign language speaking anxiety* [Unpublished doctoral dissertation]. Bilkent University.
- Banya, K., & Cheng, M. (1997, March). *Beliefs about foreign language learning--A study of beliefs of teachers' and students' cross cultural setting* [Paper presentation]. The Annual Meeting of the Teachers of English to Speakers of Other Languages, Orlando, USA.
- Bar-On, R. (1997). *BarOn emotional quotient inventory (EQ-i): Technical manual*. Multi-Health Systems.
- Barracough, R. A., Christophel, D. M., & McCroskey, J. C. (1988). Willingness to communicate: A cross-cultural investigation. *Communication Research Reports*, 5(2), 187-192. <https://doi.org/10.1080/08824098809359822>
- Bashosh, S., Nejad, M. A., Rastegar, M., & Marzban, A. (2013). The relationship between shyness, foreign language classroom anxiety, willingness to communicate, gender, and EFL proficiency. *Theory and Practice in Language Studies*, 3(11), 2098-2106. <https://doi.org/10.4304/tpls.3.11.2098-2106>
- Başöz, T. (2015). Exploring the relationship between tolerance of ambiguity of EFL learners and their vocabulary knowledge. *Journal of Language and Linguistic Studies*, 11(2), 53-66. Retrieved from <https://dergipark.org.tr/en/pub/jlls/issue/36118/405577>
- Başöz, T., & Erten, I. H. (2018). Investigating tertiary level EFL learners' willingness to communicate in English. *English Language Teaching*, 11(3), 78-87. <http://doi.org/10.5539/elt.v11n3p78>
- Bektaş-Çetinkaya, Y. (2005). *Turkish college students' willingness to communicate in English as a foreign language* [Unpublished doctoral dissertation]. The Ohio State University.

- Bergil, A. S. (2016). The influence of willingness to communicate on overall speaking skills among EFL learners. *Procedia-Social and Behavioral Sciences*, 232(2), 177-187. <https://doi.org/10.1016/j.sbspro.2016.10.043>
- Bochner, S. (1965). Defining intolerance of ambiguity. *The Psychological Record*, 15(3), 393-400. <https://doi.org/10.1007/BF03393605>
- Brown, H. D. (1994). *Principles of language learning and teaching* (3rd ed.). Prentice Hall.
- Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). Pearson Education.
- Brown, H. D. (2007). *Principles of language learning and teaching*. Pearson-Longman.
- Botes, E. L., Dewaele, J. M., & Greiff, S. (2020). The power to improve: Effects of multilingualism and perceived proficiency on enjoyment and anxiety in foreign language learning. *European Journal of Applied Linguistics*, 8(2), 279-306. <https://doi.org/10.1515/eujal-2020-0003>
- Buckingham, L., & Alpaslan, R. S. (2017). Promoting speaking proficiency and willingness to communicate in Turkish young learners of English through asynchronous computer-mediated practice. *System*, 65, 25-37. <https://doi.org/10.1016/j.system.2016.12.016>
- Budner, N. Y. (1962). Intolerance of ambiguity as a personality variable. *Journal of Personality*, 30(1), 29-50. <https://doi.org/10.1111/j.1467-6494.1962.tb02303.x>
- Bulut, H. (2017). *Turkish adult learners' approach to learning English with regard to motivation, attitudes, reasons and willingness to communicate* [Unpublished doctoral dissertation]. Çağ University.
- Burgoon, J. (1976). The unwillingness-to-communicate scale: Development and validation. *Communication Monographs*, 13, 59-69. <https://doi.org/10.1080/03637757609375916>

- Bursalı, N., & Öz, H. (2017). The relationship between ideal L2 self and willingness to communicate inside the classroom. *International Journal of Higher Education*, 6(4), 229-239. <https://doi.org/10.5430/ijhe.v6n4p229>
- Campbell, N. (2016). Ethnocentrism and intercultural willingness to communicate. *Journal of Intercultural Communication*, 40, 1404-1634.
- Cao, Y., & Philp, J. (2006). Interactional context and willingness to communicate: A comparison of behavior in whole class, group and dyadic interaction. *System*, 34, 480-493. <https://doi.org/10.1016/j.system.2006.05.002>
- Cassady, J. C., & Johnson, R. E. (2002). Cognitive test anxiety and academic performance. *Contemporary Educational Psychology*, 27(2), 270-295. <https://doi.org/10.1006/ceps.2001.1094>
- Chan, D. Y. C., & Wu, G. C. (2004). A study of foreign language anxiety of EFL elementary school students in Taipei County. *Journal of National Taipei Teachers College*, 17(2), 287-320.
- Chapelle, C. A. (1983). *The relationship between ambiguity tolerance and success in acquiring English as a second language in adult learners*. University of Illinois at Urbana-Champaign ProQuest Dissertations Publishing.
- Chapelle, C., & Roberts, C. (1986). Ambiguity tolerance and field independence as predictors of proficiency in English as a second language. *Language Learning*, 36(1), 27-45. <https://doi.org/10.1111/j.1467-1770.1986.tb00367.x>
- Chen, L. (2023). Learner autonomy and English achievement in Chinese EFL undergraduates: The mediating role of ambiguity tolerance and foreign language classroom anxiety. *Language Learning in Higher Education*, 13(1), 295-308. <https://doi.org/10.1515/cercles-2023-2001>
- Chen, T. Y., & Chang, G. B. Y. (2004). The relationship between foreign language anxiety and learning difficulties. *Foreign Language Annals*, 37(2), 279-289. <https://doi.org/10.1111/j.1944-9720.2004.tb02200.x>

- Cheng, Y. S., Horwitz, E. K., & Schallert, D. L. (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning*, 49(3), 417-446. <https://doi.org/10.1111/0023-8333.00095>
- Chu, H. N. (2008). *Shyness and EFL learning in Taiwan: A study of shy and non-shy college students' use of strategies, foreign language anxiety, motivation, and willingness to communicate*. The University of Texas at Austin ProQuest Dissertations Publishing.
- Chu, W. H., Lin, D. Y., Chen, T. Y., Tsai, P. S., & Wang, C. H. (2015). The relationships between ambiguity tolerance, learning strategies, and learning Chinese as a second language. *System*, 49, 1-16. <https://doi.org/10.1016/j.system.2014.10.015>
- Cinkara, E. (2016). Reflective practice and foreign language classroom anxiety: Video-stimulated recall at work. *Reflective Practice*, 17(6), 694-707. <https://doi.org/10.1080/14623943.2016.1206880>
- Clément, R. (1980). Ethnicity, contact and communicative competence in a second language. In H. Giles, W. P. Robinson, & P.M. Smith (Eds.), *Language: Social psychological perspectives* (pp. 147-154). Pergamon.
- Clément, R., Baker, S. C., & MacIntyre, P. D. (2003). Willingness to communicate in a second language: The effects of context, norms, and vitality. *Journal of Language and Social Psychology*, 22, 190-209. <https://doi.org/10.1177/0261927X03022002003>
- Clément, R., Gardner, R. C., & Smythe, P. C. (1977). Motivational variables in second language acquisition: A study of francophones learning English. *Canadian Journal of Behavioural Science*, 9(2), 123-133. <https://doi.org/10.1037/h0081614>
- Coleman, J. (1997). Residence abroad within language study. *Language Teaching*, 30(1), 1-20. <https://doi.org/10.1017/S0261444800012659>

- Corder, S. P. (1967). The significance of learners' errors. *International Review of Applied Linguistics in Language Teaching*, 5(4), 161-170. <https://doi.org/10.1515/iral.1967.5.1-4.161>
- Costa, P. T., & McCrae, R. R. (1985). Hypochondriasis, neuroticism, and aging: When are somatic complaints unfounded?. *American Psychologist*, 40(1), 19-28. <https://doi.org/10.1037/0003-066X.40.1.19>
- Costa Jr, P. T., & McCrae, R. R. (1987). Neuroticism, somatic complaints, and disease: is the bark worse than the bite?. *Journal of Personality*, 55(2), 299-316. <https://doi.org/10.1111/j.1467-6494.1987.tb00438.x>
- Coşkun-Yaşar, G., & Yıldız, S. (2018). Code-switching beliefs scale: A scale development study. *Kastamonu Education Journal*, 26(2), 461-473.
- Çağatay, S. (2015). Examining EFL students' foreign language speaking anxiety: The case at a Turkish state university. *Procedia-Social and Behavioral Sciences*, 199, 648-656. <https://doi.org/10.1016/j.sbspro.2015.07.594>
- Çakar, G. G. (2009). *The relationship between past language learning experiences and foreign language anxiety of Turkish university EFL students* [Unpublished doctoral dissertation]. Bilkent University.
- Çakıcı, D. (2016). The correlation among EFL learners' test anxiety, foreign language anxiety and language achievement. *English Language Teaching*, 9(8), 190-203. <http://dx.doi.org/10.5539/elt.v9n8p190>
- Daqing, W. (2021). An analysis of tolerance of ambiguity in second language learning. *Sino-US English Teaching*, 18(9), 250-256. <https://doi.org/10.17265/1539-8072/2021.09.003>
- Dalkılıç, N. (2001). The role of foreign language classroom anxiety in English speaking courses. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 8(8), 70-82. Retrieved from <https://dergipark.org.tr/en/pub/cusosbil/issue/4364/59690>
- Dehshiri, R. (2003). *The reliability and validity of EQ-I in Iran's context* [Unpublished master's thesis]. Allame Tabataba'i University.

- Demir, Y., & Okyar, H. (2021). A path-analytic study into foreign language enjoyment, willingness to communicate in english, self-efficacy, and academic achievement. *Excellence in Education Journal*, 10(1), 33-69.
- Denkci Akkaş, F., Aydın, S., Baştürk Beydilli, A., Türnük, T. & Saydam, İ. (2020). Test anxiety in the foreign language learning context: A theoretical framework. *Focus on ELT Journal (FELT)*, 2(1), 4-19. <https://doi.org/10.14744/felt.2020.00014>
- De Poli, S., Vergolini, L., & Zanini, N. (2018). The impact of a study abroad programme on learning abilities and personality traits: Evidence from a randomization. *Applied Economics Letters*, 25(8), 562-566. <https://doi.org/10.1080/13504851.2017.1346354>
- Dewaele, J. M. (2007). The effect of multilingualism, sociobiographical, and situational factors on communicative anxiety and foreign language anxiety of mature language learners. *The International Journal of Bilingualism*, 11(4), 391-410. <https://doi.org/10.1177/13670069070110040301>
- Dewaele, J. M. (2019). The effect of classroom emotions, attitudes toward English, and teacher behavior on willingness to communicate among English foreign language learners. *Journal of Language and Social Psychology*, 38(4), 523-535. <https://doi.org/10.1177/0261927X19864996>
- Dewaele, J. M., & Dewaele, L. (2017). The dynamic interactions in foreign language classroom anxiety and foreign language enjoyment of pupils aged 12 to 18. A pseudo-longitudinal investigation. *Journal of the European Second Language Association*, 1(1), 12-22. <http://doi.org/10.22599/jesla.6>
- Dewaele, J. M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in second language learning and teaching*, 4(2), 237-274. <http://doi.org/10.14746/sslt.2014.4.2.5>
- Dewaele, J. M. & Shan Ip, T. (2013) The link between foreign language classroom anxiety, second language tolerance of ambiguity and self-rated English proficiency among Chinese learners. *Studies in Second Language Learning and Teaching*, 3(1), 47-66.

- Dewaele, J. M., MacIntyre, P. D., Boudreau, C., & Dewaele, L. (2016). Do girls have all the fun? Anxiety and enjoyment in the foreign language classroom. *Theory and Practice of Second Language Acquisition*, 2(1), 41-63.
- Dewaele, J. M., Petrides, K. V., & Furnham, A. (2008). Effects of trait emotional intelligence and sociobiographical variables on communicative anxiety and foreign language anxiety among adult multilinguals: A review and empirical investigation. *Language learning*, 58(4), 911-960.
<https://doi.org/10.1111/j.1467-9922.2008.00482.x>
- Dewaele, J. M., & Wei, L. (2013). Is multilingualism linked to a higher tolerance of ambiguity?. *Bilingualism: Language and Cognition*, 16(1), 231-240.
<https://doi.org/10.1017/S1366728912000570>
- Dewaele, J. M., & Wei, L. (2014). Attitudes towards code-switching among adult mono-and multilingual language users. *Journal of Multilingual and Multicultural Development*, 35(3), 235-251.
<https://doi.org/10.1080/01434632.2013.859687>
- Dewaele, J. M., Witney, J., Saito, K., & Dewaele, L. (2018). Foreign language enjoyment and anxiety: The effect of teacher and learner variables. *Language Teaching Research*, 22(6), 676-697.
<https://doi.org/10.1177/1362168817692161>
- Dittmann, A. (2018). Correlation between tolerance of ambiguity, anxiety, and willingness to communicate with risk taking in the second language class. *Proceedings of MAC 2018 Prag*, 291-300.
- Dokmai, B. (2019). A study of relationship between ambiguity tolerance and English writing proficiency of Thai EFL learners. *Liberal Arts Review*, 14(2), 15-25. Retrieved from <https://so04.tci-thaijo.org/index.php/larhcu/article/view/228916>
- Donovan, L. A., & MacIntyre, P. D. (2004). Age and sex differences in willingness to communicate, communication apprehension, and self-perceived competence. *Communication Research Reports*, 21(4), 420-427.
<https://doi.org/10.1080/08824090409360006>

- Doğan, Y., & Tuncer, M. (2016). Examination of foreign language classroom anxiety and achievement in foreign language in Turkish university students in terms of various variables. *Journal of Education and Training Studies*, 4(5), 18-29. <http://dx.doi.org/10.11114/jets.v4i5.1337>
- Doughty, C. J., Campbell, S. G., Mislevy, M. A., Bunting, M. F., Bowles, A. R., & Koeth, J. T. (2010, December). Predicting near-native ability: The factor structure and reliability of Hi-LAB. In *Selected proceedings of the 2008 second language research forum* (pp. 10-31). Cascadilla Proceedings Project.
- Dörnyei, Z. (2009). Individual differences: Interplay of learner characteristics and learning environment. *Language Learning*, 59, 230-248. <https://doi.org/10.1111/j.1467-9922.2009.00542.x>
- Dörnyei, Z. (2010). Researching motivation: From integrativeness to the ideal L2 self. *Introducing Applied Linguistics: Concepts and Skills*, 3(5), 74-83.
- Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research: Construction, administration and processing* (2nd ed.). Routledge.
- Ducker, N. T., Clements, P., Krause, A., & Gentry, R. (2020). Variety, volatility, intensity: Understanding key characteristics of individual learner differences. *Teacher Efficacy, Learner Agency*, 73-83. <https://doi.org/10.37546/JALTPCP2019-10>
- Dulay, H., & Burt, M. (1977). Remarks on creativity in language acquisition. *Viewpoints on English as a Second Language*, 2, 95-126.
- Durmaz, B. N. (2020). *The relationship between listening metacognitive awareness, foreign language listening anxiety and ambiguity tolerance of Turkish EFL students* (Unpublished master's thesis). Gazi University.
- Durrheim, K., & Foster, D. (1997). Tolerance of ambiguity as a content specific construct. *Personality and Individual Differences*, 22(5), 741-750. [https://doi.org/10.1016/S0191-8869\(96\)00207-3](https://doi.org/10.1016/S0191-8869(96)00207-3)

- Duxbury, J. G., & Tsai, L. L. (2010). The effects of cooperative learning on foreign language anxiety: A comparative study of Taiwanese and American Universities. *International Journal of Instruction*, 3(1), 3-18.
- Eddy-U, M. (2015). Motivation for participation or non-participation in group tasks: A dynamic systems model of task-situated willingness to communicate. *System*, 50, 43-55. <https://doi.org/10.1016/j.system.2015.03.005>
- Ehrman, M. E. (1993). Ego boundaries revisited: Toward a model of personality and learning. In J. E. Alatis (Ed.), *Georgetown University round table on languages and linguistics 1993* (pp. 330-362). Georgetown University Press.
- Ehrman, M. E., & Oxford, R. L. (1995). Cognition plus: Correlates of language learning success. *The Modern Language Journal*, 79(1), 67-89. <https://doi.org/10.1111/j.1540-4781.1995.tb05417.x>
- Elaldı, S. (2016). Foreign language anxiety of students studying English language and literature: A sample from Turkey. *Educational Research and Reviews*, 11(6), 219-228. <https://doi.org/10.5897/ERR2015.2507>
- El-Banna, A. I. (1989). Language anxiety and language proficiency among EFL/ESL learners at university level: An exploratory investigation. Retrieved from ERIC Database (ED308698).
- Ellis, R. (1994). *The study of second language acquisition*. Oxford University Press.
- Ellis, R. (1999). *The study of second language acquisition*. Oxford University Press.
- Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *The Modern Language Journal*, 89(2), 206-220. <https://doi.org/10.1111/j.1540-4781.2005.00275.x>
- Ely, C. M. (1986). An analysis of discomfort, risktaking, sociability, and motivation in the L2 classroom. *Language learning*, 36(1), 1-25. <https://doi.org/10.1111/j.1467-1770.1986.tb00366.x>

- Ely, C. M. (1989). Tolerance of ambiguity and use of second language strategies. *Foreign Language Annals*, 22, 437-446. <https://doi.org/10.1111/j.1944-9720.1989.tb02766.x>
- Ely, C. M. (1995). Tolerance of ambiguity and the teaching of ESL. In J. M. Reid (Ed.), *Learning styles in the ESL/EFL classroom* (pp. 216-217). Heinle & Heinle.
- Engin, A. O. (2009). Second language learning success and motivation. *Social Behavior and Personality: An International Journal*, 37(8), 1035-1041. <https://doi.org/10.2224/sbp.2009.37.8.1035>
- Erten, I. H., & Topkaya, E. Z. (2009). Understanding tolerance of ambiguity of EFL learners in reading classes at tertiary level. *Novitas-Royal*, 3(1), 29-44.
- Erturk-Tikiz, G. Denkci-Akkas, F., Ozturk, K. (2023). Investigating foreign language ambiguity tolerance and class anxiety of preparatory level students at tertiary level. *Language Education & Technology*, 3(1), 1-20.
- Erzen, E., & Odacı, H. (2016). The effect of the attachment styles and self-efficacy of adolescents preparing for university entrance tests in Turkey on predicting test anxiety. *Educational Psychology*, 36(10), 1728-1741. <https://doi.org/10.1080/01443410.2014.923555>
- Eysenck, H. J. (1970). *The structure of human personality*. Methune.
- Eysenck, H. J., Barrett, P., & Eysenck, S. B. G. (1985). Indices of factor comparison for homologous and non-homologous personality scales in 24 different countries. *Personality and Individual Differences*, 6(4), 503-504.
- Ezzati, M., & Farahian, M. (2016). Exploring tolerance of ambiguity and grammar achievement of advanced EFL learners. *Journal for the Study of English Linguistics*, 4(2), 1-12. <http://dx.doi.org/10.5296/jsel.v4i2.9919>
- Fahim, A., & Dhamotharan, M. (2016). Willingness to communicate in English among trainee teachers in a Malaysian private university. *Journal of Social Sciences*, 12(2), 105-112. <https://doi.org/10.3844/jssp.2016.105.112>

- Fatemi, A. H., Khajavy, G. H., & Choi, C. W. (2016). Testing a model of intercultural willingness to communicate based on ethnocentrism, ambiguity tolerance and sensation seeking: The role of learning English in Iran. *Journal of Intercultural Communication Research*, 45(4), 304-318. <https://doi.org/10.1080/17475759.2016.1190776>
- Fathi, J., Mohammaddokht, F., & Nourzadeh, S. (2021). Grit and foreign language anxiety as predictors of willingness to communicate in the context of foreign language learning: A structural equation modeling approach. *Issues in Language Teaching*, 10(2), 1-30. <https://doi.org/10.22054/ilt.2021.63362.627>
- Fernández-García, A., & Fonseca-Mora, M. C. (2022). EFL learners' speaking proficiency and its connection to emotional understanding, willingness to communicate and musical experience. *Language Teaching Research*, 26(1), 124-140. <https://doi.org/10.1177/13621688198918>
- Fisher, R. A. (1925). *Statistical methods for research workers*. Oliver and Boyd.
- Frenkel-Brunswik, E. (1949). Intolerance of ambiguity as an emotional and perceptual personality variable. *Journal of Personality*, 18, 108-143. <https://doi.org/10.1111/j.1467-6494.1949.tb01236.x>
- Frenkel-Brunswik, E. (1951). Personality theory and perception. In R. R. Blake & G. V. Ramsey (Eds.), *Perception: An approach to personality* (pp. 356-419). Ronald Press Company.
- Fujii, S. (2021). Relationships between foreign language anxiety and willingness to communicate among Japanese EFL learners. *Journal of Management and Training for Industries*, 8(1), 1-12. <https://doi.org/10.12792/JMTI.8.1.1>
- Fujii, S. (2023). English learning goals and willingness to communicate: a qualitative analysis in a Japanese EFL context. *TEFLIN Journal*, 34(1), 39-59. <https://doi.org/10.15639/teflinjournal.v34i1/39-59>
- Furnham, A., & Marks, J. (2013). Tolerance of ambiguity: A review of the recent literature. *Psychology*, 4(9), 717-728. <https://doi.org/10.4236/psych.2013.49102>

- Ganschow, L., & Sparks, R. (1996). Anxiety about foreign language learning among high school women. *The Modern Language Journal*, 80(2), 199-212. <https://doi.org/10.1111/j.1540-4781.1996.tb01160.x>
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning*. Newbury House Publishers.
- Gardner, R. C., & MacIntyre, P. D. (1993). On the measurement of affective variables in second language learning. *Language Learning*, 43(2), 157-194. <https://doi.org/10.1111/j.1467-1770.1992.tb00714.x>
- Gardner, R. C., Moorcroft, R., & MacIntyre, P. D. (1987). *The role of anxiety in second language performance of language dropouts*. (Research Bulletin No. 657). The University of Western Ontario.
- Gardner, R. C., Smythe, P. C., & Lalonde, R. N. (1984). *The nature and replicability of factors in second language acquisition* (Research Bulletin No. 605). The University of Western Ontario.
- Garvey, K. & Eades, J. (2018). Willingness to communicate (WTC) intervention activities for the EFL Japanese university context. *Research Institute Of Language Studies and Language Education (RILS)*, 1-18.
- Gass, S. & Selinker, L. (2001). *Second language acquisition. An introductory course*. Lawrence Erlbaum Associates.
- Genç, G. (2016). Can ambiguity tolerance, success in reading, and gender predict the foreign language reading anxiety?. *Dil ve Dilbilimi Çalışmaları Dergisi*, 12(2), 135-151. Retrieved from <https://dergipark.org.tr/en/pub/jlls/issue/36115/405546>
- Genç, S. & Soysal, M. İ. (2018). Parametrik ve parametrik olmayan çoklu karşılaştırma testleri [Parametric and non-parametric multiple comparison tests]. *Black Sea Journal of Engineering and Science*, 1(1), 18-27. Retrieved from <https://dergipark.org.tr/en/pub/bsengineering/issue/38497/448288>

- Ghanizadeh, A., & Allahdadi, S. (2015). Validating the Persian versions of L2 ambiguity tolerance and learning approach scales and probing possible associations. *International Journal of Research Studies in Psychology*, 4(3), 77-87.
- Ghelichli, Y. (2022). Foreign language anxiety and willingness to communicate: High level vs. low level Iranian EFL learners. *Applied Linguistic Studies*, 1(1), 1-9.
- Gholami, L. (2015). Willingness to communicate and its relationship with emotional intelligence and gender differences. *International Letters of Social and Humanistic Sciences*, 52, 87-94. Retrieved from <https://www.learntechlib.org/p/176707/>
- Goldberg, L. R. (1992). The development of markers for the Big-Five factor structure. *Psychological Assessment*, 4(1), 26–42. <https://doi.org/10.1037/1040-3590.4.1.26>
- Gordon, E. M., & Sarason, S. B. (1955). The relationship between "text anxiety" and "other anxieties". *Journal of Personality*, 23, 317–323. <https://doi.org/10.1111/j.1467-6494.1955.tb01158.x>
- Gürsoy, E., & Arman, T. (2016). Analyzing Foreign Language Test Anxiety among High School Students in an EFL Context (Note 1). *Journal of Education and Learning*, 5(4), 190-200. <http://dx.doi.org/10.5539/jel.v5n4p190>
- Gürsu, F. (2011). *The Turkish equivalence, validity, and reliability study of the foreign language classroom anxiety scale* [Unpublished master's thesis]. Yeditepe University.
- Hashimoto, Y. (2002). Motivation and willingness to communicate as predictors of reported L2 use: The Japanese ESL context. *University of Hawai'i Second Language Studies Paper*, 20(2), 29-70.
- Hassani, S., & Rajab, A. (2012). General communication anxiety among EFL students; a case of Iranian students of intensive english programs. *Procedia-Social and Behavioral Sciences*, 66, 410-418. <https://doi.org/10.1016/j.sbspro.2012.11.284>

- He, D. (2018). *Foreign language learning anxiety in China: Theories and applications in English language teaching*. Springer.
- Hembree, R. (1988). Correlates, causes, effects, and treatment of test anxiety. *Review of Educational Research*, 58(1), 47-77. <https://doi.org/10.3102/00346543058001047>
- Herman, J. L., Stevens, M. J., Bird, A., Mendenhall, M., & Oddou, G. (2010). The tolerance for ambiguity scale: Towards a more refined measure for international management research. *International Journal of Intercultural Relations*, 34(1), 58-65. <https://doi.org/10.1016/j.ijintrel.2009.09.004>
- Hişmanoğlu, M., & Özüdoğru, F. (2017). An investigation of university students' willingness to communicate in English in relation to some learner variables. *Karabük Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 7(2), 449-461. Retrieved from <https://dergipark.org.tr/en/pub/joiss/issue/32387/360210>
- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112-126. <https://doi.org/10.1017/S0267190501000071>
- Horwitz, E. K. (2010). Foreign and second language anxiety. *Language Teaching*, 43(2), 154-167. <https://doi.org/10.1017/S026144480999036X>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132. <https://doi.org/10.2307/327317>
- Horwitz, E. K., Tallon, M., & Luo, H. (2010). Foreign language anxiety. In J. C. Cassady (Ed.), *Anxiety in schools: The causes, consequences, and solutions for academic anxieties* (pp. 95-115). Peter Lang Publishing.
- Hou, Y. A. (2016). The impacts of multiple intelligences on tolerance of ambiguity and English proficiency—A Case study of Taiwanese EFL college students. *Open Journal of Modern Linguistics*, 6(04), 255-275. <https://doi.org/10.4236/ojml.2016.64028>

- Hou, Y. J., & Hou, Y. A. (2017). Are females better language learners-From an aspect of Multiple Intelligences and ambiguity tolerance. *International Journal of Teaching and Education*, 5(2), 32-56. <https://doi.org/10.20472/TE.2017.5.2.003>
- Humphries, S., Aubrey, S., & King, J. (2023). Fluctuations in Japanese English majors' capacity to speak before, during and after studying abroad. *System*, 113, 103001. <https://doi.org/10.1016/j.system.2023.103001>
- Hurley, M., & Padró, F. F. (2006). Test Anxiety and high stakes testing. *International Journal of Learning*, 13(1), 163-170.
- Izard, C. E., & Tomkins, S. S. (1966). Affect and behavior: Anxiety as a negative affect. *Anxiety and Behavior*, 1, 81-125.
- Julkunen, K. (1992). *Trait and test anxiety in the FL classroom*. The revised version of a paper presented at a Teaching Symposium, Helsinki, Finland.
- Kalsoom, A., Soomro, N. H., & Pathan, Z. H. (2020). How social support and foreign language anxiety impact willingness to communicate in English in an EFL classroom. *International Journal of English Linguistics*, 10(2), 80-91. <https://doi.org/10.5539/ijel.v10n2p80>
- Kamran, S. K. (2011). Effect of gender on ambiguity tolerance of Iranian English language learners. *Journal of Education and Practice*, 2(11), 25-32.
- Kamran, S. K., & Maftoon, P. (2012). An analysis of the associations between ambiguity tolerance and EFL reading strategy awareness. *English Language Teaching*, 5(3), 188-196. <http://dx.doi.org/10.5539/elt.v5n3p188>
- Kanat-Mutluoğlu, A. (2016). The influence of ideal L2 self, academic self-concept and intercultural communicative competence on willingness to communicate in a foreign language. *Eurasian Journal of Applied Linguistics*, 2(2), 27-46. <https://doi.org/10.32601/ejal.461012>
- Kang, D. M. (2014). The effects of study-abroad experiences on EFL learners' willingness to communicate, speaking abilities, and participation in classroom interaction. *System*, 42, 319-332. <https://doi.org/10.1016/j.system.2013.12.025>

- Karabıyık, C., & Özkan, N. (2017). Foreign language anxiety: A study at Ufuk University preparatory school. *Journal of Language and Linguistic Studies*, 13(2), 667-680. Retrieved from <https://dergipark.org.tr/en/pub/jlls/issue/36120/405637>
- Karasar, N. (2005). *Bilimsel araştırma yöntemi*. Nobel Yayın Dağıtım.
- Kartal, G., & Balçıkanlı, C. (2018). Willingness to communicate and communication anxiety of EFL learners in a virtual world. *Educational Technology*, 15(3), 7-24. <https://doi.org/10.26634/jet.15.3.14549>
- Khan, A., & Al-Mahrooqi, R. (2015). Foreign language communication anxiety (FLCA) among tertiary level Omani EFL learners. *The Asian EFL Journal Quarterly*, 17(1), 57-89.
- Khajavy, G. H., MacIntyre, P. D., & Barabadi, E. (2018). Role of the emotions and classroom environment in willingness to communicate: Applying doubly latent multilevel analysis in second language acquisition research. *Studies in Second Language Acquisition*, 40(3), 605-624. <https://doi.org/10.1017/S0272263117000304>
- Khodadady, E., & Ghahari, S. (2011). Validation of the Persian cultural intelligence scale and exploring its relationship with gender, education, travelling abroad and place of living. *Global Journal of Human Social Science*, 11(7), 65-75.
- Kim, K. (2005). *Fear of negative evaluation, subject size of social network, and risk taking*. The University of Texas at Austin.
- Kimura, H. (2016). L2 Intolerance of ambiguity revisited: Toward a comprehensive understanding. *Konińskie Studia Językowe*, 4(2), 197-216.
- Kitano, K. (2001). Anxiety in the college Japanese language classroom. *The Modern Language Journal*, 85(4), 549-566. <https://doi.org/10.1111/0026-7902.00125>
- Kleinmann, H. H. (1977). Avoidance behavior in adult second language acquisition. *Language Learning*, 27(1), 93-107. <https://doi.org/10.1111/j.1467-1770.1977.tb00294.x>

- Kocaman, O., & Pamukoğlu, M. (2018). Exploring the perceptions of EFL learners on ambiguity tolerance: Sakarya University sample. *Sakarya University Journal of Education*, 8(2), 224-233. <https://doi.org/10.19126/suje.430219>
- Koydemir, S., & Demir, A. (2007). Psychometric properties of the brief version of the fear of negative evaluation scale in a Turkish sample. *Psychological Reports*, 100(3), 883-893. <https://doi.org/10.2466/pr0.100.3.883-893>
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Krashen, S. D., & Terrell, T. (1983). *The natural approach: Language acquisition in the classroom*. Pergamon Press.
- Krohne, H. W. (1989). The concept of coping modes: Relating cognitive person variables to actual coping behavior. *Advances in Behaviour Research and Therapy*, 11(4), 235-248. [https://doi.org/10.1016/0146-6402\(89\)90027-1](https://doi.org/10.1016/0146-6402(89)90027-1)
- Kuhl, J. (1994). Action versus state orientation: Psychometric properties of the Action Control Scale (ACS-90). In J. Kuhl & J. Beckmann (Eds.), *Volition and personality: Action versus state orientation* (pp. 47–59). Hogrefe.
- Kun, Y., Senom, F., & Peng, C. F. (2020). Relationship between willingness to communicate in English and foreign language enjoyment. *Universal Journal of Educational Research*, 8(10), 4853-4862. <https://doi.org/10.13189/ujer.2020.081057>
- Lambert, C. P., & Engler, S. (2007). Information distribution and goal orientation in second language task design. In M. P. Garcia Mayo (Ed.) *Investigating tasks in formal language learning* (pp. 27-43). Multilingual Matters.
- Lange, R., & Houran, J. (1999). Scaling MacDonald's AT-20 using item-response theory. *Personality and Individual Differences*, 26(3), 467-475. [https://doi.org/10.1016/S0191-8869\(98\)00152-4](https://doi.org/10.1016/S0191-8869(98)00152-4)
- Larsen-Freeman, D., & Cameron, L. (2008). Research methodology on language development from a complex systems perspective. *The Modern Language Journal*, 92(2), 200-213. <https://doi.org/10.1111/j.1540-4781.2008.00714.x>

- Lawrence, E. J., Shaw, P., Baker, D., Baron-Cohen, S., & David, A. S. (2004). Measuring empathy: Reliability and validity of the Empathy Quotient. *Psychological Medicine*, 34(5), 911-920. <https://doi.org/10.1017/S0033291703001624>
- Lee, J. H. (2018). The effects of short-term study abroad on L2 anxiety, international posture, and L2 willingness to communicate. *Journal of Multilingual and Multicultural Development*, 39(8), 703–714. <https://doi.org/10.1080/01434632.2018.1435666>
- Lee, J. S. (2019). EFL students' views of willingness to communicate in the extramural digital context. *Computer Assisted Language Learning*, 32(7), 692-712. <https://doi.org/10.1080/09588221.2018.1535509>
- Lee, J. Y. (1998). *Language learning strategies and tolerance of ambiguity of Korean midshipmen learning English as a foreign language*. Ball State University.
- Li, C., & Wei, L. (2023). Anxiety, enjoyment, and boredom in language learning amongst junior secondary students in rural China: How do they contribute to L2 achievement?. *Studies in Second Language Acquisition*, 45(1), 93-108. <https://doi.org/10.1017/S0272263122000031>
- Li, H., & He, Q. (2016). Ambiguity tolerance and perceptual learning styles of Chinese EFL learners. *English Language Teaching*, 9(6), 213-222. <http://dx.doi.org/10.5539/elt.v9n6p213>
- Liu, C. (2015). Relevant researches on tolerance of ambiguity. *Theory and Practice in Language Studies*, 5(9), 1874-1882. <http://dx.doi.org/10.17507/tpls.0509.15>
- Liu, M. (2006). Anxiety in Chinese EFL students at different proficiency levels. *System*, 34(3), 301-316. <https://doi.org/10.1016/j.system.2006.04.004>
- Liu, M., & Huang, W. (2011). An exploration of foreign language anxiety and English learning motivation. *Education Research International*, 2011, 1-8. <https://doi.org/10.1155/2011/493167>

- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92(1), 71-86. <https://doi.org/10.1111/j.1540-4781.2008.00687.x>
- Luo, H. (2012). Sources of foreign language anxiety: Towards a four-dimension model. *Contemporary Foreign Language Studies*, 12, 49-61
- Luo, H. (2013). Foreign language anxiety: Past and future. *Chinese Journal of Applied Linguistics*, 36(4), 442-464. <https://doi.org/10.1515/cjal-2013-0030>
- MacDonald Jr, A. P. (1970). Revised scale for ambiguity tolerance: Reliability and validity. *Psychological Reports*, 26(3), 791-798. <https://doi.org/10.2466/pr0.1970.26.3.791>
- MacIntyre, P. D. (1992). *Anxiety, language learning and stages of processing* [Unpublished doctoral dissertation]. University of West Ontario.
- MacIntyre, P.D. (1994). Variables underlying willingness to communicate: A causal analysis. *Communication Research Reports*, 11(2), 135-142. <https://doi.org/10.1080/08824099409359951>
- MacIntyre, P. D. (1999). Language anxiety: A review of the research for language teachers. In D. J. Young (Ed.), *Affect in foreign language and second language learning: A practical guide to creating a low anxiety classroom atmosphere* (pp. 24-45). McGraw-Hill.
- MacIntyre, P. D. (2012). The idiodynamic method: A closer look at the dynamics of communication traits. *Communication Research Reports*, 29, 361-367. <https://doi.org/10.1080/08824096.2012.723274>
- MacIntyre, P. (2020). Expanding the theoretical base for the dynamics of willingness to communicate. *Studies in Second Language Learning and Teaching*, 10(1), 111-131.
- MacIntyre, P. D. & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 15, 3-26. <https://doi.org/10.1177/0261927X960151001>

- MacIntyre, P. D., & Doucette, J. (2010). Willingness to communicate and action control. *System*, 38(2), 161-171. <https://doi.org/10.1016/j.system.2009.12.013>
- MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second-language learning: Toward a theoretical clarification. *Language Learning*, 39(2), 251-275. <https://doi.org/10.1111/j.1467-1770.1989.tb00423.x>
- MacIntyre, P. D., & Gardner, R. C. (1991). Investigating language class anxiety using the focused essay technique. *Modern Language Journal*, 75, 296-313. <https://doi.org/10.2307/328723>
- MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. *Language Learning*, 41(1), 85-117. <https://doi.org/10.1111/j.1467-1770.1991.tb00677.x>
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2), 283-305. <https://doi.org/10.1111/j.1467-1770.1994.tb01103.x>
- MacIntyre, P. D., & Legatto, J. J. (2011). A dynamic system approach to willingness to communicate: Developing an idiodynamic method to capture rapidly changing affect. *Applied Linguistics*, 32, 149-171. <https://doi.org/10.1093/applin/amq037>
- MacIntyre, P. D., Babin, P. A., & Clément, R. (1999). Willingness to communicate: Antecedents & consequences. *Communication Quarterly*, 47(2), 215-229. <https://doi.org/10.1080/01463379909370135>
- MacIntyre, P. D., Baker, S. C., Clément, R., & Conrod, S. (2001). Willingness to communicate, social support, and language-learning orientations of immersion students. *Studies in Second Language Acquisition*, 23(3), 369-388. <https://doi.org/10.1017/S0272263101003035>
- MacIntyre, P. D., Baker, S. C., Clément, R., & Donovan, L. A. (2002). Sex and age effects on willingness to communicate, anxiety, perceived competence, and L2 motivation among junior high school French immersion students. *Language Learning*, 52(3), 537-564. <https://doi.org/10.1111/1467-9922.00226>

- MacIntyre, P. D., Dörnyei, Z., Clément, R., & Noels, K. A. (1998). Conceptualizing willingness to communicate in L2: a situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545-562. <https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>
- Maftoon, P., & Najafi Sarem, S. (2015). Gender and willingness to communicate. *Iranian Journal of Language Issues*, 1(1), 1-18.
- Mahmoodzadeh, M. (2013). Investigating foreign language anxiety in Iranian classrooms: The effect of gender. *International Journal of Research Studies in Language Learning*, 2(1), 61-70. <https://doi.org/10.5861/ijrsl.2012.109>
- Malureanu, A., Panisoara, G., & Lazar, I. (2021). The relationship between self-confidence, self-efficacy, grit, usefulness, and ease of use of elearning platforms in corporate training during the Covid-19 pandemic. *Sustainability*, 13(12), 1-20. <https://doi.org/10.3390/su13126633>
- Maranatha, M., & Sengkey, V. G. (2023). Insights into Indonesian students' willingness to communicate in English in the classroom. *Elsya: Journal of English Language Studies*, 5(2), 135-146. <https://doi.org/10.31849/elsya.v5i2.13029>
- Mardian, F., & Nushi, M. (2022). The idiodynamic method in individual differences research: A review of applications and contributions. *Innovation in Language Learning and Teaching*, 17(3), 723-737. <https://doi.org/10.1080/17501229.2022.2130335>
- Martin, W. E., & Bridgmon, K. D. (2012). *Quantitative and statistical research methods: From hypothesis to results*. Jossey-Bass.
- Marwan, A. (2016). Investigating students' foreign language anxiety. *Malaysian Journal of ELT Research*, 3(1), 37-55.
- Marzban, A., Barati, H., & Moinszadeh, A. (2012). An investigation into ambiguity tolerance in Iranian senior EFL undergraduates. *English Language Teaching*, 5(1), 76-85. <http://dx.doi.org/10.5539/elt.v5n1p76>

- Matsuda, S., & Gobel, P. (2004). Anxiety and predictors of performance in the foreign language classroom. *System*, 32(1), 21-36. <https://doi.org/10.1016/j.system.2003.08.002>
- Maubach, A. M., & Morgan, C. (2001). The relationship between gender and learning styles amongst A level modern languages students. *Language Learning Journal*, 23(1), 41-47. <https://doi.org/10.1080/09571730185200081>
- McCroskey, J. C. (1970). Measures of communication-bound anxiety. *Speech Monographs*, 37(4), 269-277. <https://doi.org/10.1080/03637757009375677>
- McCroskey, J. C. (1977). Oral communication apprehension: A summary of recent theory and research. *Human Communication Research*, 4(1), 78-96. <https://doi.org/10.1111/j.1468-2958.1977.tb00599.x>
- McCroskey, J. C. (1984). The communication apprehension perspective. In J. A. Daly and J. C. McCroskey (Eds.), *Avoiding communication: Shyness, reticence, and communication apprehension* (pp. 13-38). Hampton.
- McCroskey, J. C. (1992). Reliability and validity of the willingness to communicate scale. *Communication Quarterly*, 40, 16-25. <https://doi.org/10.1080/01463379209369817>
- McCroskey, J. C. (1997). Willingness to communicate, communication apprehension, and self-perceived communication competence: Conceptualizations and perspectives. In J. A. Daly and J. C. McCroskey (Eds.) *Avoiding communication: Shyness, reticence, and communication apprehension*, (pp. 75-108). Hampton.
- McCroskey, J.C. & Baer, J.E. (1985, November). *Willingness to communicate: The construct and its measurement* [Paper presentation]. The Annual Meeting of the Speech Communication Association, Denver, USA.
- McCroskey, J. C., & McCroskey, L. L. (1988). Self-report as an approach to measuring communication competence. *Communication Research Reports*, 5(2), 108-113. <https://doi.org/10.1080/08824098809359810>

- McCroskey, J. C., & Richmond, V. P. (1990). Willingness to communicate: A cognitive view. *Journal of Social Behavior and Personality*, 5(2), 19-37.
- McLain, D. L. (1993). The MSTAT-I: A new measure of an individual's tolerance for ambiguity. *Educational and Psychological Measurement*, 53(1), 183-189. <https://doi.org/10.1177/0013164493053001020>
- McLain, D. L. (2009). Evidence of the properties of an ambiguity tolerance measure: The multiple stimulus types ambiguity tolerance scale-II (MSTAT-II). *Psychological Reports*, 105(3), 975-988. <https://doi.org/10.2466/PRO.105.3.975-988>
- Moyer, K. H. (2008). Debilitating and facilitating anxiety effects on identification. *Journal of Undergraduate Psychological Research*, 3(01), 6-10.
- Mulvaney, D. (2016, May). *Exploring the complexity and dynamics of the willingness to communicate in English during group interaction* [Paper presentation]. The 7th International Conference on Language and Communication, Osaka University, Japan.
- Nemati, A. (2012). On the dimensions of test anxiety and foreign language learners. *International Journal of English and Literature*, 3(4), 97-102. <https://doi.org/10.5897/IJEL11.116>
- Nematizadeh, S., & Wood, D. (2019). Willingness to communicate and second language speech fluency: An investigation of affective and cognitive dynamics. *Canadian Modern Language Review*, 75(3), 197-215. <https://doi.org/10.3138/cmlr.2017-0146>
- Norton, R. W. (1975). Measurement of ambiguity tolerance. *Journal of Personality Assessment*, 39(6), 607-619. https://doi.org/10.1207/s15327752jpa3906_11
- Nosratinia, M., Niknam, M., & Sarabchian, E. (2013). The role of emotional intelligence and tolerance of ambiguity in predicting EFL learners' language learning strategies. *IOSR Journal of Humanities and Social Science*, 17(1), 22-29.

- Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999). Factors associated with foreign language anxiety. *Applied Psycholinguistics*, 20(2), 217-239. <https://doi.org/10.1017/S0142716499002039>
- Ortega, L. (2013). *Understanding second language acquisition*. Routledge.
- Oruç, E., (2020). *İngilizce hazırlık programında yabancı dil kaygısının İngilizce başarısına etkisinde öğrenci katılımının rolü [The role of student participation in the effect of foreign language anxiety on English success in the English preparatory program]* [Unpublished doctoral dissertation]. Eskişehir Osmangazi University.
- Oruç, E., & Demirci, C. (2020). Foreign language anxiety and English language achievement in higher education: The mediating role of student engagement. *European Journal of Education Studies*, 7(3), 199-212. <http://dx.doi.org/10.46827/ejes.v0i0.3012>
- Osiecki, M. (2014). The relationship between ambiguity tolerance and success in reading comprehension in a foreign language. *Anglica Wratislaviensia*, 52, 115-128.
- Oteir, I. N., & Al-Otaibi, A. N. (2019). Foreign language anxiety: A systematic review. *Arab World English Journal*, 10(3), 309-317. <http://dx.doi.org/10.2139/ssrn.3466022>
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Heinle & Heinle Publishers.
- Oxford, R. (1999). Anxiety and the language learner: new insights. In J. Arnold (Ed.) *Affect in language learning*. Cambridge University Press.
- Oxford, R. L., & Ehrman, M. (1992). Second language research on individual differences. *Annual Review of Applied Linguistics*, 13, 188-205. <https://doi.org/10.1017/S0267190500002464>
- Oxford, R. L., & Ehrman, M. E. (1995). Adults language learning strategies in an intensive foreign language program in the United States. *System*, 23(3), 359-386. [https://doi.org/10.1016/0346-251X\(95\)00023-D](https://doi.org/10.1016/0346-251X(95)00023-D)

- Mulvaney, D. (2016, May). *Exploring the complexity and dynamics of the willingness to communicate in English during group interaction* [Paper presentation]. The 7th International Conference on Language and Communication, Osaka University, Japan.
- Owen, W., & Sweeney, R. (2002). *Ambiguity tolerance, performance, learning, and satisfaction: A research direction* [Paper presentation]. The Information Systems Education Conference, San Antonio, USA.
- Öz, H. (2014). Big five personality traits and willingness to communicate among foreign language learners in Turkey. *Social Behavior and Personality: An International Journal*, 42(9), 1473-1482. <https://doi.org/10.2224/sbp.2014.42.9.1473>
- Öz, H. (2015). Investigating the relationship between foreign language learning and call attitudes among EFL freshman students. *Procedia-Social and Behavioral Sciences*, 176, 1041-1049. <https://doi.org/10.1016/j.sbspro.2015.01.576>
- Öz, H. (2016). Role of the ideal L2 self in predicting willingness to communicate of EFL students. In H. H. Mirici, I. H. Erten, H. Öz & I. Vodopija-Krstanović (Eds.), *Research papers on teaching English as an additional language* (pp. 163-182). Faculty of Humanities and Social Sciences, University of Rijeka.
- Öz, H., Demirezen, M., & Pourfeiz, J. (2015). Willingness to communicate of EFL learners in Turkish context. *Learning and Individual Differences*, 37, 269-275. <https://doi.org/10.1016/j.lindif.2014.12.009>
- Özer, Z., & Yetkin, R. (2021). Exploring the link between foreign language anxiety and attitudes towards English among Turkish high school EFL learners. *FIRE: Forum for International Research in Education*, 7(2), 37-47. <https://doi.org/10.32865/fire202172272>
- Özkanal, Ü., & Hakan, A. G. (2010). Effectiveness of university English preparatory programs: Eskisehir Osmangazi University foreign languages department English preparatory program. *Journal of Language Teaching and Research*, 1(3), 295-305. <https://doi.org/10.4304/jltr.1.3.295-305>

- Özkaynak, O. (2020). *Structural equation model on translanguaging practices, foreign language classroom anxiety, reconceptualized l2 motivational self system, and foreign language achievement of emergent bilinguals* [Unpublished master's thesis]. Bilkent University.
- Öztaş, T. (1996). *A cross-cultural study of social anxiety in university students* [Unpublished master's thesis]. Boğaziçi University.
- Pappamihel, N. E. (2001). Moving from the ESL classroom into the mainstream: An investigation of English language anxiety in Mexican girls. *Bilingual Research Journal*, 25(1-2), 31-38. <https://doi.org/10.1080/15235882.2001.10162783>
- Park, G. P., & French, B. F. (2013). Gender differences in the foreign language classroom anxiety scale. *System*, 41(2), 462-471. <https://doi.org/10.1016/j.system.2013.04.001>
- Peker, H. (2016). *Bullying victimization, feared second language self, and second language identity: Reconceptualizing the second language motivational self system* [Unpublished doctoral dissertation]. University of Central Florida.
- Phillips, E. M. (1992). The effects of language anxiety on student oral test performance and attitudes. *The Modern Language Journal*, 76, 14-26. <https://doi.org/10.2307/329894>
- Phongsa, M., Mohamed Ismail, S. A. M., & Low, H. M. (2018). Multilingual effects on EFL learning: a comparison of foreign language anxiety experienced by monolingual and bilingual tertiary students in the Lao PDR. *Journal of Multilingual and Multicultural Development*, 39(3), 271-282. <https://doi.org/10.1080/01434632.2017.1371723>
- Piaget, J. (1958). *The growth of logical thinking from childhood to adolescence*. Oxford University Press.

- Piechurska-Kuciel, E. (2018). The influence of ambiguity tolerance on willingness to communicate in L2. In M. Pawlak & A. Mystkowska-Wiertelak (Eds.), *Challenges of Second and Foreign Language Education in a Globalized World: Studies in Honor of Krystyna Drożdżal-Szelest* (pp. 167-184). Springer, Cham.
- Punsiri, B. (2012). *The effectiveness of drama techniques on foreign language classroom anxiety reduction of Thai EFL students* [Unpublished doctoral dissertation]. Srinakharinwirot University.
- Putwain, D. W. (2007). Test anxiety in UK schoolchildren: Prevalence and demographic patterns. *British Journal of Educational Psychology*, 77(3), 579-593. <https://doi.org/10.1348/000709906X161704>
- Raffety, B., Smith, R., & Ptacek, J. (1997). Facilitating and debilitating trait anxiety, situational anxiety and coping with an anticipated stressor: A process analysis [Abstract]. *Journal of Personality and Social Psychology*, 72, 892-906. <https://doi.org/10.1037/0022-3514.72.4.892>
- Rahim, T. R. & Maulina, (2023); Examining EFL anxiety: A case at Indonesian Islamic Colleges. *Hmlyan Jr Edu Lte*, 4(1), 33-45.
- Rasch, G. (1960). *Probabilistic models for some intelligence and attainment tests* (Expanded ed.). University of Chicago Press.
- Rasor, L. T., & Rasor, R. A. (1998). Test anxiety and study behavior of community college students in relation to ethnicity, gender, and age. Retrieved from ERIC Database (ED415942).
- Rastegar, M., & Karami, M. (2015). On the relationship between foreign language classroom anxiety, willingness to communicate and scholastic success among Iranian EFL learners. *Theory and Practice in Language Studies*, 5(11), 2387-2394. <http://dx.doi.org/10.17507/tpls.0511.25>
- Regan, V., Howard, M., & Lemée, I. (2009). *The acquisition of sociolinguistic competence in a study abroad context*. Multilingual Matters.

- Rezazadeh, M., & Tavakoli, M. (2009). Investigating the relationship among test anxiety, gender, academic achievement and years of study: A case of Iranian EFL university students. *English Language Teaching*, 2(4), 68-74.
- Rezazadeh, M., & Zarrinabadi, N. (2023). Examining need for closure and need for cognition as predictors of foreign language anxiety and enjoyment. *Journal of Multilingual and Multicultural Development*, 44(2), 1-13. <https://doi.org/10.1080/01434632.2020.1798972>
- Richmond, V. P. (1978). The relationship between trait and state communication apprehension and interpersonal perceptions during acquaintance stages. *Human Communication Research*, 4(4), 338-349. <https://doi.org/10.1111/j.1468-2958.1978.tb00720.x>
- Riskind, J. H., & Rector, N. A. (2018). *Looming vulnerability: Theory, research and practice in anxiety*. Springer.
- Robinson, P. (2015). The cognition hypothesis, second language task demands, and the SSARC model of pedagogic task sequencing. *Domains and Directions in the Development of TBLT*, 8, 87-121.
- Rokeach, M. (1948). Generalized mental rigidity as a factor in ethnocentrism. *The Journal of Abnormal and Social Psychology*, 43(3), 259-278. <https://doi.org/10.1037/h0056134>
- Rosenberg, M. (1979). *Conceiving the self*. Basic Books, Inc., Publishers.
- Rubin, J. (1975). What the "good language learner" can teach us. *TESOL Quarterly*, 41-51. <https://doi.org/10.2307/3586011>
- Rubin, J. (2008). Reflections. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 10-15). Cambridge University Press.
- Ryan, R. M., Connell, J. P., & Plant, R. W. (1990). Emotions in nondirected text learning. *Learning and Individual Differences*, 2(1), 1-17. [https://doi.org/10.1016/1041-6080\(90\)90014-8](https://doi.org/10.1016/1041-6080(90)90014-8)

- Rydell, S. T., & Rosen, E. (1966). Measurement and some correlates of need-cognition. *Psychological Reports*, 19(1), 139-165. <https://doi.org/10.2466/pr0.1966.19.1.139>
- Salehi, M., & Marefat, F. (2014). The effects of foreign language anxiety and test anxiety on foreign language test performance. *Theory & Practice in Language Studies*, 4(5), 932-940. <https://doi.org/10.4304/tpls.4.5.931-940>
- Sadeghi, K., & Soleimani, M. (2016). The relationship between anxiety, shyness, ambiguity tolerance, and language learning strategies. *International Journal of Pedagogies and Learning*, 11(1), 70-87. <https://doi.org/10.1080/22040552.2016.1187652>
- Santana, J. C., & Eccius-Wellmann, C. (2018). Gender differences in test anxiety in high-stakes English proficiency tests. *Electronic Journal of Foreign Language Teaching*, 1(15), 100-111.
- Seliger, H. W. & Shohamy, E. G. (1989). *Second language research methods*. Oxford University Press.
- Shak, M. S. (2015, November). Tolerance of ambiguity and the use of language learning strategies among ESL learners at the tertiary level. In *Proceedings of Academics World 9th International Conference, Kuala Lumpur, Malaysia*.
- Shanti Manipuspika, Y. (2018). Correlation between anxiety and willingness to communicate in the Indonesian EFL context. *Arab World English Journal (AWEJ) Volume*, 9(2). 200-217. <http://dx.doi.org/10.2139/ssrn.3201946>
- Smock, C. (1955). The influence of psychological stress on the intolerance of ambiguity. *Journal of Abnormal and Social Psychology*, 5, 177-182. <https://doi.org/10.1037/h0047951>
- Sönmez, B. (2020). *The relationship between code-switching beliefs of university preparatory class students and their foreign language classroom anxiety* [Unpublished master's thesis]. Maltepe University.

- Spahi-Kovaç, E. (2020). Foreign language learning anxiety among low intermediate level EFL students: a comparison of the anxiety levels of students attending three different Turkish state universities. *Prizren Social Science Journal*, 4(2), 41-48.
- Spielberger C. D. (1972). Anxiety as an emotional state. In C. D. Spielberger (Ed.), *Anxiety: Current trends in theory and research* (Vol. 1). Academic Press.
- Spielberger, C. D. (1983). *State-trait anxiety inventory for adults (Form Y)*. Consulting Psychologists Press.
- Sinnett Jr, T. J., & Alishah, A. R. (2021). The effects of gender on willingness to communicate among Turkish EFL Learners. *European Journal of English Language Teaching*, 6(4).17-33. <http://dx.doi.org/10.46827/ejel.v6i4.3731>
- Su, Y. C. (2021). College students' oral communication strategy use, self-perceived English proficiency and confidence, and communication anxiety in Taiwan's EFL learning. *Educational Studies*, 57(6), 650-669. <https://doi.org/10.1080/00131946.2021.1919677>
- Su, H. (2022). Foreign language enjoyment and classroom anxiety of chinese EFL learners with intermediate and low English proficiency. *Journal of Language Teaching and Research*, 13(1), 101-109. <https://doi.org/10.17507/jltr.1301.12>
- Suna-Çelikbaş, E. E. (2019). *Analysis of the relationship between Turkish prep school students' tolerance of ambiguity level and language learning strategies* [Unpublished master's thesis]. İstanbul University.
- Şener, S. (2014). Turkish ELT students' willingness to communicate in English. *ELT Research Journal*, 3(2), 91-109. Retrieved from <https://dergipark.org.tr/en/pub/eltrj/issue/5482/74454>
- Tabataba'ian, M. S. (2012). The interrelationships among emotional intelligence, foreign language anxiety, and willingness to communicate. *Journal of American Science*, 8(8), 725-730.

- Tanielian, A. R. (2017). Foreign language anxiety among first-year Saudi university students. *The International Education Journal: Comparative Perspectives*, 16(2), 116-130.
- Tayebinik, M., & Puteh, M. (2013). The role of ambiguity tolerance in participation in online EFL courses. *British Journal of Educational Technology*, 44(6), E207-E208.
- Tercan, G., & Dikilitaş, K. (2015). EFL students' speaking anxiety: A case from tertiary level students. *ELT Research Journal*, 4(1), 16-27. Retrieved from <https://dergipark.org.tr/en/pub/eltrj/issue/5485/74474>
- Tianjian, W. (2010). Speaking anxiety: More of a function of personality than language achievement. *Chinese Journal of Applied Linguistics (Foreign Language Teaching & Research Press)*, 33(5), 95-109.
- Thompson, A. S., & Erdil-Moody, Z. (2016). Operationalizing multilingualism: Language learning motivation in Turkey. *International Journal of Bilingual Education and Bilingualism*, 19(3), 314-331. <https://doi.org/10.1080/13670050.2014.985631>
- Thompson, A. S., & Khawaja, A. J. (2016). Foreign language anxiety in Turkey: The role of multilingualism. *Journal of Multilingual and Multicultural Development*, 37(2), 115-130. <https://doi.org/10.1080/01434632.2015.1031136>
- Thompson, A. S., & Lee, J. (2013). Anxiety and EFL: Does multilingualism matter?. *International Journal of Bilingual Education and Bilingualism*, 16(6), 730-749. <https://doi.org/10.1080/13670050.2012.713322>
- Thompson, A. S., & Lee, J. (2014). The impact of experience abroad and language proficiency on language learning anxiety. *Tesol Quarterly*, 48(2), 252-274. <https://doi.org/10.1002/tesq.125>
- Tobias, S. (2013). Anxiety and cognitive processing of instruction. In *Self-related cognitions in anxiety and motivation* (pp. 45-64). Psychology Press.

- Tran, T. T. T. (2012). A review of Horwitz, Horwitz and Cope's theory of foreign language anxiety and the challenges to the theory. *English Language Teaching*, 5(1), 69-75. <http://dx.doi.org/10.5539/elt.v5n1p69>
- Trylong, V. L. (1987). *Aptitude, attitudes, and anxiety: A study of their relationships to achievement in the foreign language classroom*. Purdue University.
- Tuncer, M., & Doğan, Y. (2015). Effect of foreign language classroom anxiety on Turkish university students' academic achievement in foreign language learning. *Journal of Education and Training Studies*, 3(6), 14-19. <http://dx.doi.org/10.11114/jets.v3i6.998>
- Uyanık, B. (2018). *The relationship between students' willingness to communicate and motivation: An ESP case at a tertiary program in Turkey* [Unpublished master's thesis]. Gazi University.
- Üztemur, S. (2020). What if people judge me unfairly: The mediating role of fear of negative evaluation on the relationship between perceived autonomy support and academic risk-taking behavior in social studies courses. *Journal of International Social Studies*, 10(1), 62-91.
- Vahedi, V. S., & Fatemi, A. H. (2016). The role of emotional intelligence and tolerance of ambiguity in academic Iranian EFL learners' willingness to communicate. *Journal of Language Teaching and Research*, 7(1), 178-184. : <http://dx.doi.org/10.17507/jltr.0701.20>
- Valadi, A., Rezaee, A., & Baharvand, P. K. (2015). The relationship between language learners' willingness to communicate and their oral language proficiency with regard to gender differences. *International Journal of Applied Linguistics and English Literature*, 4(5), 147-153. <https://doi.org/10.7575/aiac.ijalel.v.4n.5p.147>
- Van Compernelle, R. A. (2016). Are multilingualism, tolerance of ambiguity, and attitudes toward linguistic variation related?. *International Journal of Multilingualism*, 13(1), 61-73. <https://doi.org/10.1080/14790718.2015.1071821>

- Varasteh, H., Ghanizadeh, A., & Akbari, O. (2016). The role of task value, effort-regulation, and ambiguity tolerance in predicting EFL learners' test anxiety, learning strategies, and language achievement. *Psychological Studies*, 61(1), 2-12. <https://doi.org/10.1007/s12646-015-0351-5>
- Wang, M., Shim, J., & Lee, H. (2022). WTC and motivation in English learning among Chinese senior high school students. *Studies in English Language and Literature*, 48(3), 105-130. <http://dx.doi.org/10.21559/aellk.2022.48.3.006>
- Watson, D., & Friend, R. (1969). Measurement of social-evaluative anxiety. *Journal of Consulting and Clinical Psychology*, 33(4), 448-457. <https://doi.org/10.1037/h0027806>
- Wei, H., Gao, K., & Wang, W. (2019). Understanding the relationship between grit and foreign language performance among middle school students: The roles of foreign language enjoyment and classroom environment. *Frontiers in Psychology*, 10, 1508. <https://doi.org/10.3389/fpsyg.2019.01508>
- White, C. (1999). Expectations and emergent beliefs of self-instructed language learners. *System*, 27, 443-457. [https://doi.org/10.1016/S0346-251X\(99\)00044-5](https://doi.org/10.1016/S0346-251X(99)00044-5)
- Williams, K. E., & Andrade, M. R. (2008). Foreign language learning anxiety in Japanese EFL university classes: Causes, coping, and locus of control. *Electronic Journal of Foreign Language Teaching*, 5(2), 181-191.
- Wood, D. (2016). Willingness to communicate and second language speech fluency: An idiodynamic investigation. *System*, 60, 11-28. <https://doi.org/10.1016/j.system.2016.05.003>
- Wu, C. P., & Lin, H. J. (2014). Anxiety about speaking a foreign language as a mediator of the relation between motivation and willingness to communicate. *Perceptual and Motor Skills*, 119(3), 785-798. <https://doi.org/10.2466/22.PMS.119c32z7>

- Yeşilçınar, S., & Erdemir, N. (2022). Are enjoyment and anxiety specific to culture? An investigation into the sources of Turkish EFL learners' foreign language enjoyment and anxiety. *Innovation in Language Learning and Teaching*, 1-16. <https://doi.org/10.1080/17501229.2022.2063295>
- Yahya, M. (2013). Measuring speaking anxiety among speech communication course students at the Arab American University of Jenin (AAUJ). *European Social Sciences Research Journal*, 1(3), 229-248.
- Yamini, M., & Tahriri, A. (2006). On the relationship between foreign language classroom anxiety and global self-esteem among male and female students at different educational levels. *Iranian Journal of Applied Linguistics*, 9(1), 101-129.
- Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *The Modern Language Journal*, 86(1), 54-66. <https://doi.org/10.1111/1540-4781.00136>
- Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning*, 54(1), 119-152. <https://doi.org/10.1111/j.1467-9922.2004.00250.x>
- Ya-Ni, Z. (2007). Communication strategies and foreign language learning. *US-China Foreign Language*, 5(4), 43-48.
- Yelgeç, N., & Dağyar, M. (2020). A structural equation modelling of middle school students' metacognitive awareness, self-efficacy beliefs and foreign language learning anxiety. *International Journal of Contemporary Educational Research*, 7(1), 127-148. <https://doi.org/10.33200/ijcer.657172>
- Yetkin, R., & Özer, Z. (2022). Age, gender, and anxiety as antecedents of willingness to communicate: Turkish EFL context. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 7(2), 195-205. <https://doi.org/10.35974/acuity.v7i2.2800>

- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest?. *The Modern Language Journal*, 75(4), 426-437. <https://doi.org/10.2307/329492>
- Young, D. J. (1992). Language anxiety from the foreign language specialist's perspective: Interviews with Krashen, Omaggio, Hadley, Terrell, and Rardin. *Foreign Language Annals*, 25(2), 157-172. <https://doi.org/10.1111/j.1944-9720.1992.tb00524.x>
- Zarrinabadi, N., & Abdi, R. (2011). Willingness to communicate and language learning orientations in Iranian EFL context. *International Education Studies*, 4(4), 206-214. <http://dx.doi.org/10.5539/ies.v4n4p206>
- Zeidner, M. (1998). *Test anxiety: The state of the art*. Kluwer Academic Publishers.
- Zenasni, F., Besançon, M., & Lubart, T. (2008). Creativity and tolerance of ambiguity: An empirical study. *The Journal of Creative Behavior*, 42(1), 61-73. <https://doi.org/10.1002/j.2162-6057.2008.tb01080.x>
- Zerey, M. Ö., & Cephe, P. T. (2020). An investigation into the relationship between willingness to communicate and classroom environment in a Turkish EFL context. *Journal of Language and Linguistic Studies*, 16(2), 896-911. <https://doi.org/10.17263/jlls.759338>
- Zhang, L. (2001). Exploring variability in language anxiety: Two groups of PRC students learning ESL in Singapore. *RELC journal*, 32(1), 73-91. <https://doi.org/10.1177/003368820103200105>
- Zhang, H. (2011). *A study on ESL writing anxiety among Chinese English majors: Causes, effects and coping strategies for ESL writing anxiety* [Unpublished master's thesis]. Kristianstad University.
- Zhang, J., Beckmann, N., & Beckmann, J. F. (2018). To talk or not to talk: A review of situational antecedents of willingness to communicate in the second language classroom. *System*, 72, 226-239. <https://doi.org/10.1016/j.system.2018.01.003>

- Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. *Canadian Journal for New Scholars in Education*, 1(1), 1-12.
- Zheng, Y., & Cheng, L. (2018). How does anxiety influence language performance? From the perspectives of foreign language classroom anxiety and cognitive test anxiety. *Language Testing in Asia*, 8(13), 1-19. <https://doi.org/10.1186/s40468-018-0065-4>
- Zhou, L., Xi, Y., & Lochman, K. (2020). The relationship between second language competence and willingness to communicate: The moderating effect of foreign language anxiety. *Journal of Multilingual and Multicultural Development*, 1-15. <https://doi.org/10.1080/01434632.2020.1801697>

Appendices

Appendix A – Consent Form for FLCAS

Ölçek Kullanım İzni Talebi

Etiket ekle

Asiye BAŞTÜRK... 14.10.2020
Alıcılar: as

Sayın Hocam,

İstanbul Medeniyet Üniversitesi, Lisansüstü Eğitim Enstitüsü, İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı'na kayıtlı tez aşamasında bir öğrenciyim. İzniniz olursa *Foreign Language Classroom Anxiety Scale* isimli Türkçe ölçeğinizi, *English Preparatory Students' Ambiguity Tolerance, Foreign Language Anxiety and Willingness to Communicate in English* başlıklı tez çalışmam için kullanmak istiyorum. Tez danışmanım Dr. Öğr. Üyesi Ferdane Denkci Akkaş'ın (fe) rehberliğinde çalışmamın verilerini

İngilizce hazırlık programlarında öğrenim görmekte olan öğrencilerden toplamayı planlamaktayım. Ölçeği kullanabilmem için izin verebilirseniz çok müteşekkirim.

Tüm çalışmalarınızda kolaylıklar ve başarılar dilerim.

Saygılarımla,

Öğr. Gör. Asiye BAŞTÜRK BEYDİLLİ
İstanbul Medeniyet Üniversitesi

Ölçek kullanımı hk Gelen Kutusu

A AKSOY 19.10.2020
Alıcılar: ben

Merhaba hocam,

Yoğunluktan dolayı cevabım gecikti kusura bakmayın. FLCAS' in tarafımdan oluşturulmuş olan Türkçe versiyonunu kullanmanızın benim için bir mahsuru yok. Yalnız ben tercüme etmeden önce ölçeği kullanmak için Elaine Horwitz' den izin almıştım. İsterseniz bunu değerlendirin. Sonuçta tercüme bana ait ama ölçek değil. Çalışmanızda başarılar ve kolaylıklar dilerim.

Saygılarımla,
Aksoy

Appendix B – Consent form for WTC

Sayın Hocam,

İstanbul Medeniyet Üniversitesi, Lisansüstü Eğitim Enstitüsü, İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı'na kayıtlı tez aşamasında bir öğrenciyim. İziniz olursa *Willingness to Communicate in English Scale* isimli Türkçe ölçeğinizi, *English Preparatory Students' Ambiguity Tolerance, Foreign Language Anxiety and Willingness to Communicate in English* başlıklı tez çalışmam için kullanmak istiyorum. Tez danışmanım Dr. Öğr. Üyesi Ferdane Denkci Akkaş'ın (fe) rehberliğinde çalışmamın verilerini

İngilizce hazırlık programlarında öğrenim görmekte olan öğrencilerden toplamayı planlamaktayım. Ölçeği kullanabilmem için izin verebilerseniz çok müteşekkirim.

Tüm çalışmalarınızda kolaylıklar ve başarılar dilerim.

Saygılarımla,

Öğr. Gör. Asiye BAŞTÜRK BEYDİLLİ



B UYANIK 23.05.2021

Alicılar: ben v



Merhaba hocam,
Kusura bakmayın e-mailinizi eski mailleri karıştırırken gördüm, çok üzgünüm, geç mi kaldım?.
Kullanabilirsiniz.

Appendix C – Background Questionnaire (Turkish)

Kişisel Bilgi Formu

Sayın Katılımcı,

Bu form, İngilizce hazırlık sınıfı öğrencilerinin belirsizlik hoşgörüsü, yabancı dil kaygısı ve İngilizce iletişim kurma istekliliği düzeylerini belirlemek amacıyla hazırlanmıştır. Form 4 bölümden oluşmaktadır ve cevaplama süresi yaklaşık 10 dakikadır. Toplanan bilgiler yalnızca bu tez çalışması için kullanılacak olup isminizi yazmanız gerekmemektedir. Ayıracağınız zaman için teşekkür ederim.

Çalışmanın adı: İngilizce Hazırlık Sınıfı Öğrencilerinin Belirsizlik Hoşgörüsü, Yabancı Dil Kaygısı ve İngilizce İletişim Kurma İstekliliği

Araştırmacı: Asiye Baştürk Beydilli (Öğrenci)

İletişim e-posta: asiyebasturkbeydilli@gmail.com

Veri toplama amacı: Yüksek Lisans Tezi, İstanbul Medeniyet Üniversitesi

Verilen bilgileri okudum ve benden ne beklendiğini ve veri toplama sürecini anladım. Katılımımın gönüllü olduğunu ve bu çalışmaya katılmaktan istediğim zaman çekilebileceğimi doğruluyorum.

☐

Bu bölümde lütfen sizden istenen bilgileri doldurun ve sizin için doğru olan seçeneği işaretleyin.

Cinsiyetiniz:

Kadın ☐

Erkek ☐

Hazırlık okuma durumunuz:

Bu kurumda ilk kez hazırlık okuyorum. ☐

Bu kurumda ikinci kez hazırlık okuyorum. ☐

Hazırlık okulundaki kurunuz (grubunuz):

A Grubu ☐

B Grubu ☐

C Grubu ☐

Üniversiteniz:

Devlet Üniversitesi ☐

Özel Üniversite/Vakıf Üniversitesi ☐

Bölümünüz:

Mezun olduğunuz lise türü:

Devlet Lisesi ☐

Özel Lise (Kolej vb.) ☐

Daha önce hiç yurt dışında bulundunuz mu?

Evet ☐

Hayır ☐

Ana diliniz ve İngilizce haricinde başka bir dil biliyor musunuz?

Evet ☐

Hayır ☐

Appendix D – Second Language Tolerance of Ambiguity Scale (Turkish)

Lütfen ifadeleri dikkatlice okuyun ve her bir ifadeye ne dereceye kadar katılıp katılmadığınızı en iyi açıklayan seçeneği işaretleyin.

	Kesinlikle Katılıyorum (1)	Katılıyorum (2)	Kararsızım (3)	Katılmıyorum (4)	Kesinlikle Katılmıyorum (5)
1. İngilizce bir metin okurken, tam olarak anlamadığımda buna tahammül edemem.					
2. Öğretmenim İngilizce konuştuğunda söylediği her şeyi anlayamazsam rahatsız olurum.					
3. İngilizce kompozisyon yazarken fikirlerimi tam olarak ifade edememekten rahatsız olurum.					
4. İngilizce dil bilgisi kurallarını tam olarak anlayamamak sinirimi bozar.					
5. İngilizce telaffuzumun pek doğru olmadığını hissettiğimde rahatsız olurum.					
6. Tam olarak anlaşılması zaman alacak İngilizce bir metni okumaktan keyif almam.					
7. İngilizce dil bilgisi konularını çalışmama rağmen konuşurken veya yazarken bazı kalıpları kullanmanın zorluğu beni rahatsız eder.					
8. İngilizce bir metin yazarken, anlatmak istediklerimi tam olarak ifade edememekten hoşlanmam.					
9. Öğretmenimin İngilizce konuşurken bilmediğim bir kelime kullanması beni rahatsız eder.					
10. İngilizce konuşurken, fikirlerimi net bir şekilde aktaramadığımda huzursuz olurum.					
11. İngilizce kelimelerin anadilimde birebir karşılığını bulamamak beni rahatsız eder.					
12. İngilizce okuma yaparken beni rahatsız eden şeylerden biri metnin anlamını tahmin etmek zorunda kalmamdır.					

Appendix E – Foreign Language Classroom Anxiety Scale (Turkish)

Lütfen ifadeleri dikkatlice okuyun ve her bir ifadeye ne dereceye kadar katılıp katılmadığınızı en iyi açıklayan seçeneği işaretleyin.

	Kesinlikle Katılıyorum (5)	Katılıyorum (4)	Kararsızım (3)	Katılmıyorum (2)	Kesinlikle Katılmıyorum (1)
1. Yabancı dil dersinde konuşurken hiçbir zaman kendimden fazla emin olmam.					
2. Yabancı dil dersinde hata yapmak beni endişelendirmez.					
3. Yabancı dil dersinde söz hakkı alacağımı bildiğim zaman strese girerim.					
4. Öğretmenimin yabancı dilde ne dediğini anlamamaktan korkarım.					
5. Daha fazla yabancı dil dersi almamın bir mahsuru yoktur.					
6. Yabancı dil derslerinde, kendimi dersle ilgisi olmayan başka şeyler düşünürken bulurum.					
7. Sürekli olarak diğer öğrencilerin yabancı dilde benden daha iyi olduklarını düşünürüm.					
8. Yabancı dil sınavlarında genellikle rahat olurum.					
9. Yabancı dil sınıfında hazırlık yapmadan konuşmak durumunda kaldığımda panik yapmaya başlarım.					
10. Yabancı dil dersi sınavından başarısız olmamın sonuçları beni endişelendirir.					
11. Bazı kişilerin yabancı dil sınıfında neden çok mutsuz olduklarını anlamıyorum.					
12. Yabancı dil derslerinde o kadar çok gerilirim ki bildiklerimi unuturum.					
13. Yabancı dil dersinde soru cevaplamak için el kaldırmaya utanırım.					
14. Yabancı dil ana dili olan kişilerle konuşmaktan çekinmem.					
15. Öğretmenin neyi düzelttiğini anlamadığım zaman moralim bozulur.					

16. Yabancı dil dersine iyi hazırlanmış olsam bile endişelenirim.		
17. Sık sık yabancı dil dersine katılmak konusunda isteksizlik duyarım.		
18. Yabancı dilde konuştuğum zaman kendimi güvende hissedirim.		
19. Yabancı dil öğretmenimin yaptığım her hatayı düzeltmeye hazır olması beni korkutur.		
20. Yabancı dil sınıfında söz hakkı verileceğini bildiğim zaman kalbim hızlı çarpmaya başlar.		
21. Yabancı dil sınavına ne kadar çok çalışsam o kadar çok kafam karışır.		
22. Yabancı dil dersine çalışmak için üstümde baskı hissetmem.		
23. Her zaman diğer öğrencilerin yabancı dili benden daha iyi konuştuklarına inanırım.		
24. Diğer öğrencilerin önünde yabancı dilde konuşmaktan sıkılırım.		
25. Yabancı dil dersi o kadar hızlı ilerler ki geri kalacağımdan endişelenirim.		
26. Yabancı dil dersinde diğer derslerden daha gergin ve sinirli hissedirim.		
27. Yabancı dil dersinde konuşurken gerilirim ve kafam karışır.		
28. Yabancı dil dersine giderken son derece kendimden emin ve rahat hissedirim.		
29. Yabancı dil öğretmenimin söylediği her kelimeyi anlamadığım zaman gerilirim.		
30. Yabancı dili konuşmak için öğrenmem gereken kuralın çokluğundan bunalırım.		
31. Yabancı dili konuşurken diğer öğrencilerin bana güleceğinden korkarım.		
32. Yabancı dil ana dili olan kişilerin arasında olmak rahat hissettirebilirdi.		
33. Yabancı dil öğretmenim daha önceden hazırlanmadığım sorular sorduğunda gerilirim.		

Appendix F – Willingness to Communicate Scale (Turkish)

Aşağıda İngilizce iletişim kurmak için istekli ya da isteksiz olabileceğiniz 25 durum göreceksiniz. İletişim kurma konusunda seçimin tamamen size ait olduğunu varsayın ve her bir durum için iletişim kurmayı ne sıklıkla tercih edeceğinizi (istekli olacağınızı) ifade eden 0 ile 100 arasında uygun bir sayı seçerek ilgili boşluğa rakamla yazın.

%0-----%10-----%20-----%30-----%40-----%50-----%60-----%70-----%80-----%90-----%100

Hiç tercih etmem.

Bazen tercih ederim.

Hep tercih ederim .

[Hiç istekli olmam.)

(Bazen istekli olurum.)

(Hep istekli olurum.)

- _____ 1. Asansörde bir tanıdıkla İngilizce konuşmak
- _____ 2. Otobüste tanımadığım bir kişiyle İngilizce konuşmak
- _____ 3. Toplum içinde tanımadığım bir grup kişiyle (yaklaşık 30 kişiyle) İngilizce konuşmak
- _____ 4. Sırada beklerken bir tanıdıkla İngilizce konuşmak
- _____ 5. Bir mağazada satış elemanı ile İngilizce konuşmak
- _____ 6. Hoca derste soru sorduğunda İngilizce cevap vermeye gönüllü olmak
- _____ 7. Kalabalık bir arkadaş buluşmasında (yaklaşık 10 kişi) İngilizce konuşmak
- _____ 8. Dersten sonra hocala İngilizce konuşmak
- _____ 9. Derste İngilizce olarak bir soru sormak
- _____ 10. Tanımadığım kişilerden oluşan küçük bir grup içerisinde (yaklaşık 5 kişi) İngilizce konuşmak
- _____ 11. Sırada beklerken bir arkadaşım la İngilizce konuşmak
- _____ 12. Restoranda bir garsonla İngilizce konuşmak
- _____ 13. Tanıdık kişilerden oluşan kalabalık bir buluşmada (yaklaşık 10 kişi) İngilizce konuşmak
- _____ 14. Sırada beklerken tanımadığım bir kişiyle İngilizce konuşmak
- _____ 15. Sınıfta kendi fikirlerini İngilizce olarak dile getirmek
- _____ 16. Bir satıcı ile İngilizce konuşmak
- _____ 17. Toplum içinde bir grup arkadaşım la (yaklaşık 30 kişi) İngilizce konuşmak
- _____ 18. Tanıdık kişilerden oluşan küçük bir grup içerisinde (yaklaşık 5 kişi) İngilizce konuşmak
- _____ 19. Derste İngilizce grup tartışma sına katılmak
- _____ 20. Çöp toplayan bir görevliyle İngilizce konuşmak
- _____ 21. Tanımadığım kişilerden oluşan kalabalık bir buluşmada (yaklaşık 10 kişi) İngilizce konuşmak
- _____ 22. Bir kütüphane görevlisiyle İngilizce konuşmak
- _____ 23. Başkalarının bir soruyu cevaplandırma sına yardım ederken İngilizce konuşmak
- _____ 24. Arkadaşların m olduğu küçük bir grup içerisinde (yaklaşık 5 kişi) İngilizce konuşmak
- _____ 25. Toplum içinde bir grup tanıdık ile (yaklaşık 30 kişi) İngilizce konuşmak

Appendix G – Ethics Committee Approval

 İSTANBUL MEDENİYET ÜNİVERSİTESİ	T.C. İSTANBUL MEDENİYET ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ETİK KURULU KARARI
---	---

Tarihi 21/09/2020	Sayı 2020 /01-03
-----------------------------	----------------------------

ARAŞTIRMA BAŞLIĞI	İngilizce Hazırlık Sınıfı Öğrencilerinin Belirsizlik Hoşgörü, Yabancı Dil Kaygısı ve İngilizce İletişim Kurma İstekliliği
ARAŞTIRMANIN TÜRÜ	Nicel
ARAŞTIRMACI(LAR)	Asiye Baştürk Beydilli
KARAR	Etik açıdan uygundur.

Görevi	Kurul Üyeleri	İmza
Başkan	Prof. Dr. Halil İbrahim SAĞLAM	
Üye	Prof. Dr. Ahmet AKIN	
Üye	Prof. Dr. Özlem FEDAL	
Üye	Prof. Dr. Çiğdem KILIÇ	
Üye	Doç. Dr. Yeşim GÜLEÇ ASLAN	
Üye	Doç. Dr. Özge CENGİZ	
Üye	Doç. Dr. Özcan Erkan AKGÜN	
Üye	Av. Fevziye DOĞRUER	

Appendix H – Özgeçmiş

ÖZGEÇMİŞ

KİŞİSEL BİLGİLER

Adı Soyadı: Asiye Baştürk Beydilli

Uyruğu: T.C.

Elektronik Posta: asiyebasturkbeydilli@gmail.com

EĞİTİM

Derece	Kurum	Mezuniyet Yılı
Lisans	Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, İngilizce Öğretmenliği	2011
Yüksek Lisans	İstanbul Medeniyet Üniversitesi, Lisansüstü Eğitim Enstitüsü, Yabancı Diller Anabilim Dalı, İngiliz Dili Eğitimi	devam ediyor

İŞ TECRÜBESİ

Tarih	Kurum	Görev
2012 - 2018	İstanbul Medeniyet Üniversitesi	Okutman
2018 - devam ediyor	İstanbul Medeniyet Üniversitesi	Öğretim Görevlisi

YABANCI DİLLER

İngilizce İleri Seviye