REPUBLIC OF TÜRKİYE
ÇANAKKALE ONSEKİZ MART UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

THE MEDIATING ROLE OF EMOTIONAL INTELLIGENCE AND L2 WILLINGNESS TO COMMUNICATE ON THE RELATIONSHIP BETWEEN CONFORMITY TO THE GENDER ROLES AND L2 COMMUNICATION APPREHENSION

DOCTORAL DISSERTATION

MUHAMMED KÖK

Supervisor
PROF. DR. DİNÇAY KÖKSAL

ÇANAKKALE – 2024

T.C.
REPUBLIC OF TÜRKİYE
ÇANAKKALE ONSEKİZ MART UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

THE MEDIATING ROLE OF EMOTIONAL INTELLIGENCE AND L2 WILLINGNESS TO COMMUNICATE ON THE RELATIONSHIP BETWEEN CONFORMITY TO THE GENDER ROLES AND L2 COMMUNICATION APPREHENSION

DOCTORAL DISSERTATION

MUHAMMED KÖK

SUPERVİSOR
PROF. DR DİNÇAY KÖKSAL

ÇANAKKALE – 2024

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ

Muhammed KÖK tarafından Prof. Dr. Dinçay KÖKSAL yönetiminde hazırlanan ve **26/08/2024** tarihinde aşağıdaki jüri karşısında sunulan "The Mediating Role of Emotional Intelligence and L2 Willingness to Communicate on the relationship between Conformity to the Gender Roles and L2 Communication Apprehension" başlıklı çalışma, Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü **Yabancı Diller Eğitimi Anabilim Dalı**'nda **DOKTORA TEZİ** olarak oy birliği ile kabul edilmiştir.

Jüri Üyeleri	**İmza**
Prof. Dr. Dinçay KÖKSAL(Danışman)	……
Prof. Dr. Bülent GÜVEN	……
Prof. Dr. Demet YAYLI	……
Dr. Öğr. Üyesi Mustafa TEKİN	……
Dr. Öğr. Üyesi Pınar KARAHAN	……

Tez No : 10607515
Tez Savunma Tarihi : 26/08/2024

……
Doç. Dr. Melis ULU DOĞRU
Enstitü Müdürü

../../20..

ETHICAL STATEMENT

In this dissertation, which I prepared in accordance with the Çanakkale Onsekiz Mart University Institute of Graduate Studies Dissertation Writing Guidelines, I have obtained the data, information, and documents that I presented in the dissertation within the framework of academic and ethical rules, I have presented all the information, documents, evaluations and results in accordance with the rules of scientific ethics and morality, I have cited all the studies I have referred in the dissertation with the appropriate references, I have not made any changes in the data used. I hereby declare that the work that I present in this dissertation is original, and I acknowledge and declare that I accept any loss of rights that may arise against me.

ETİK BEYAN

Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü Tez Yazım Kuralları'na uygun olarak hazırladığım bu tez çalışmasında; tez içinde sunduğum verileri, bilgileri ve dokümanları akademik ve etik kurallar çerçevesinde elde ettiğimi, tüm bilgi, belge, değerlendirme ve sonuçları bilimsel etik ve ahlak kurallarına uygun olarak sunduğumu, tez çalışmasında yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi, kullanılan verilerde herhangi bir değişiklik yapmadığımı, bu tezde sunduğum çalışmanın özgün olduğunu, bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi taahhüt ve beyan ederim.

(İmza)
Muhammed KÖK
26/08/2024

ACKNOWLEDGMENT

There are a bunch of esteemed people that I would like to thank for the invaluable contributions that they made to this dissertation and my personal life.

Foremost, I would like to thank my supervisor, Prof Dr. Dinçay KÖKSAL, for the never-ending support and guidance that he has provided me up to now. He has always been there to motivate and support me since my bachelor years. His humanity, understanding, and tolerance have profoundly impacted my academic and personal identity.

I would like to continue expressing my gratitude to my internal jury members, Prof. Dr. Bülent GÜVEN and Dr. Mustafa TEKİN, as well as to the external jury members, Prof. Dr. Demet YAYLI and Dr. Pınar KARAHAN, whose valuable scholarly contributions significantly improved my dissertation.

I would like to express my gratitude to Prof. Dr. Halil AYTEKİN, the head of our department, and Prof. Dr. Hamza ÇALIŞICI, the dean of our faculty, for giving me the necessary permissions to conduct my study.

As a student, I have spent many years at COMU since 2011. Hence, I must thank each academic member of COMU ELT, including the ones I met in my prep class. I owe the foundations of my academic career to the immeasurable knowledge I have gained from them. Particularly, I am deeply grateful to them for paving the way for the fulfillment of my dreams.

Once again, I wholeheartedly thank my dear teacher, Murat Aşkar, because he was the first person who wanted me to choose the language department, made me love the English language, and believed in my potential during my high school years. Therefore, he has profoundly impacted the trajectory of my life by providing me the necessary guidance and motivation to attend the language department in those years.

I would also like to thank my friends who helped me with the quantitative analysis, using MAXQDA, formatting the thesis, etc. Therefore, I express my heartfelt gratitude to Res. Assistants Adem Kantar, İrem Nur Akkan and Esra Kuduz.

Lastly, as ever, I wish to extend my gratitude to my family—especially my mother and sisters—who have been always there to support me on my journey to where I am today.

Muhammed KÖK

Çanakkale, Ağustos, 2024

ÖZET

CİNSİYET ROLLERİNE UYUM İLE İNGİLİZCE İLETİŞİM KAYGISI ARASINDAKİ İLİŞKİDE DUYGUSAL ZEKÂ VE İNGİLİZCE İLETİŞİM KURMA İSTEKLİLİĞİNİN ARACI ROLÜ

Muhammed KÖK
Çanakkale Onsekiz Mart Üniversitesi
Lisansüstü Eğitim Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı Doktora Tezi
Danışman: Prof. Dr. Dinçay KÖKSAL
26/08/2024, 88

Bu çalışma, geleneksel erkeklik cinsiyet rollerine uyum ile İngilizce iletişim kaygısı arasındaki ilişkiyi incelemektedir. Daha spesifik olarak, bu çalışmanın temel iki amacı vardır: i) geleneksel erkeklik cinsiyet rollerine uyum ile İngilizce iletişim kaygısı arasındaki ilişkide duygusal zeka ve İngilizce iletişim kurma istekliliğinin seri aracılık rolünü yabancı dil olarak İngilizce bağlamında test etmek, ii) yabancı dil olarak İngilizce öğrenen erkek öğrencilerin geleneksel erkeklik, duygusal zeka, İngilizce iletişim kurma istekliliği ve İngilizce iletişim kaygısı arasındaki etkileşime dair inançlarını, görüşlerini ve anlayışlarını keşfetmek. Bu amaçla, nicel veri toplama ve analizinden sonra nitel veri toplama ve analizini içeren açıklayıcı sıralı araştırma deseni benimsenmiştir. Çalışmanın nicel kısmında, yabancı dil olarak İngilizce öğrenen erkek öğrencilerinden (n=397) dört ölçek aracılığıyla veri toplanmıştır: İngilizce İletişim Kaygısı Ölçeği, Duygusal Zekâ Ölçeği, İngilizce İletişim İstekliliği Ölçeği ve araştırmacılar tarafından geliştirilen Geleneksel Erkeklik Cinsiyet Rolleri Ölçeği. Çalışmanın nitel kısmında ise gönüllü sekiz erkek (n=8) öğrencinin katıldığı yarı yapılandırılmış görüşme protokolünden yararlanılmıştır. Analiz için ilk bölümde SPSS, ikinci bölümde ise tematik içerik analizi kullanılmıştır. Nicel analiz, geleneksel erkeklik cinsiyet rollerine uyum ile İngilizce iletişim kaygısı arasındaki ilişkide duygusal zekâ ve İngilizce iletişim kurma istekliliğinin toplam varyansın %37.6'sini açıklayarak seri aracılık rolü olduğunu göstermiştir. Nitel bulgular, nicel bulguları destekleyerek, katılımcıların sertlik, tamlık, hatasızlık ve duygulardan arınmışlık olarak kavramsallaştırılan geleneksel erkekliğin erkek öğrenciler arasında duygusal zekâ ve İngilizce konuşma istekliliği

üzerindeki kısıtlayıcı rolüne ilişkin ortak inanç ve görüşlere sahip olduklarını ve bunun da daha yüksek İngilizce İletişim kaygısına yol açabileceğini ortaya koymuştur. Bu bulgular, geleneksel erkeklik rollerinin benimsenmesinin duygusal zekâ ve İngilizce konuşma istekliliğinin gelişimi üzerinde engelleyici rol oynadığını ve bunun da yabancı dil olarak İngilizce öğrenen erkek öğrenciler arasında daha yüksek İngilizce iletişim kaygısına yol açabileceğini göstermektedir. Bu bulgular doğrultusunda, geleneksel erkekliğe uyumun yabancı dil olarak İngilizce öğrenen erkek öğrencilerin sözel ve iletişimsel performansı üzerindeki etkisinin nasıl azaltılabileceğine dair pedagojik ve kültürel çıkarımlar yapılmıştır.

Anahtar Kelimeler: Geleneksel erkeklik rollerine uyum, Duygusal zekâ, İkinci dil iletişim istekliliği, İkinci dil iletişim kaygısı

ABSTRACT

THE MEDIATING ROLE OF EMOTIONAL INTELLIGENCE AND L2 WILLINGNESS TO COMMUNICATE ON THE RELATIONSHIP BETWEEN CONFORMITY TO THE GENDER ROLES AND L2 COMMUNICATION APPREHENSION

Muhammed KÖK

Çanakkale Onsekiz Mart University

School of Graduate Studies

Doctoral Dissertation in the Department of Foreign Language Education

Supervisor: Prof. Dr. Dinçay KÖKSAL

26/08/2024, 88

The current study examines the relationship between the endorsement of traditional masculine gender roles and L2 communication apprehension. More specifically, the main aim of this study is twofold: i) to test the mediating role of emotional intelligence and L2 willingness to communicate (WTC) in the relationship between conformity to traditional masculine gender roles (CTMGR) and L2 communication apprehension in the Turkish EFL context, ii) to explore male EFL students' beliefs, opinions, and insights regarding the interplay among traditional masculinity, emotional intelligence, L2 willingness to communicate and L2 communication apprehension. To this end, explanatory sequential design was employed, implying that quantitative data collection and analysis was followed by qualitative data collection and analysis. In the quantitative part of the study, data were collected from male EFL students (*n*=397) via four scales: L2 Communication Scale, Emotional Intelligence Scale, L2 WTC and Traditional Masculine Gender Roles Scale developed by the researchers. In the qualitative part of the study, we benefitted semi-structured interview protocol involving eight male (*n*=8) students. For the analysis, in the first part, we used SPSS while in the second part, we used thematic analysis. Quantitative analysis showed that there was a serial mediating role of emotional intelligence and L2 willingness to communicate in the relationship between conformity to traditional masculine gender roles and L2 communication apprehension, with explaining 37.6% of the total variance. Qualitative findings supported the quantitative findings, revealing that participants

held mutual beliefs and opinions regarding the restrictive role of traditional masculinity, which is conceptualized as toughness, completeness, faultlessness, and free from emotions, on emotional intelligence and L2 WTC among male EFL students, leading to higher L2 Communication apprehension. These findings suggest that the endorsement of conventional masculine roles seems to play inhibitory roles in the development of emotional intelligence and L2 WTC, which might contribute to higher L2 communication apprehension among male EFL students. In line with these findings, pedagogical and cultural implications were drawn regarding how to lessen the impact of conformity to traditional masculinity on the verbal and communicative performance of male EFL students.

Keywords: Conformity to traditional masculine gender roles, Emotional intelligence, L2 willingness to communicate, L2 communication apprehension

DEDICATION

I know that the world is not fair, but what breaks my heart even more is knowing and seeing that there are children in the world who are not heard, who are not seen, who are abused, who are victimized, and who live under disadvantaged conditions. Some of these children are poor, some are caught in physical attacks, some are exploited, and some are deprived of basic physiological and psychological necessities. Indeed, the world is harder for them than ever. In this regard, I dedicate my dissertation to the children of the world who try to do their best to continue to nurture their hopes and well-being despite all sorts of negativity, obstacles, injustices, and shortcomings. My deepest wish is that one day, the world will become a more livable place for them where their voices are heard, their needs are met, their rights are not violated, and they just play cheerfully.

CONTENTS

Sayfa No

JURY APPROVAL i
ETHICAL STATEMENT ii
ETİK BEYAN iii
ACKNOWLEDGMENT iv
ÖZET vi
ABSTRACT viii
DEDICATION ix
CONTENTS x
ABBREVIATIONS xii
LIST OF TABLES xiii
LIST OF FIGURES xiv

CHAPTER ONE
INTRODUCTION 1

1.1. Research Problem 1
1.2. Research Purposes and Questions 6
1.3. Significance of the Study 7
1.4. Limitations of the Study 7
1.5. Assumptions of the Study 8
1.6. Chapter Summary 8

CHAPTER TWO
LITERATURE REVIEW 9

2.1. Communication Apprehension in L2 9
2.1.1. Studies on L2 Communication Apprehension 11
2.2. Social Role Theory 12
2.2.1. Conformity to Traditional Masculine Gender Roles 14
2.2.2. Masculine Gender Roles and Language 15

2.2.3. Instruments to assess Traditional Masculine Gender Norms…….… 18
2.2.4. Studies on Traditional Masculine Gender Role 20
2.3. Emotional Intelligence..... 22
2.3.1. Studies on Emotional Intelligence 24
2.4. L2 Willingness to Communicate..... 26
2.4.1. Studies on L2 WTC 28
2.5. Chapter Summary..... 30

CHAPTER THREE
METHODOLOGY 31

3.1. Introduction..... 31
3.2. Setting and Participants..... 31
3.3. Data Collection 33
3.4. Quantitative Data Collection Tools: Instruments..... 34
3.4.1. Personal Information Form..... 34
Personal Report of Communication Apprehension (PRCA-24)…… 34
Emotional Intelligence Scale..... 34
L2 Willingness to Communicate Scale..... 35
Conformity to Traditional Masculine Gender Role Scale (CTMGR)….. 35
3.4.2. Qualitative Data Collection Tool: Semi-Structured Interview Protocol. 38
3.5. Data Analysis..... 39
3.5.1. Quantitative Data Analysis..... 39
3.5.2. Qualitative Data Analysis..... 39
The researcher's Role 41
3.5.3. Ethical Issues..... 42
3.5.4. Chapter Summary..... 43

CHAPTER FOUR
FINDINGS 44

4.1. Findings of the Study..... 44

4.2. Summary 62

CHAPTER FIVE
DISCUSSION AND CONCLUSION 63

5.1. Discussions of Research Questions 63
5.2. Conclusion 71
5.3. Implications 73
5.4. Implications for Future Studies 75
5.5. Chapter Summary 76
REFERENCES 77
APPENDICES I
APPENDIX 1. QUESTIONNAIRE I
APPENDIX 2. ITEM POOLING VII
APPENDIX 3. INTERVIEW PROTOCOL FOR THE ITEM POOLING OF THE SCALE DEVELOPMENT IX
APPENDIX 4. SEMI-STRUCTURED INTERVIEW PROTOCOL FOR FOLLOW-UP SESSIONS X
APPENDIX 5. COMMITTEE OF ETHICAL APPROVAL XI
APPENDIX 6. INSTITUTIONAL PERMISSIONS PROVIDED BY FIVE UNIVERSITIES XIII

ABBREVIATIONS

CTMGR	Conformity to Traditional Masculine Gender Role
EI	Emotional Intelligence
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
L2 CA	Communication Apprehension in Second/Foreign Language
L2 WTC	Willingness to Communicate in Second/Foreign Language

LIST OF TABLES

Tablo No	Table Name	Page No
Table 1	Scales developed to assess masculine gender norms	18
Table 2	The descriptive statistics of the participants in the first phase (N=397)	32
Table 3	The descriptive profile of the participants in the second phrase (N=8)	33
Table 4	Findings of the EFA analysis	36
Table 5	The factor loadings suggested by CFA	37
Table 6	The overview summary of the research questions and data collection tools, as well as the data analysis and the specific aims of the study	42
Table 7	Correlational findings of the study	44
Table 8	Regression findings of the study	46

LIST OF FIGURES

Figure No	Figure Name	Page No
Figure 1	Research model	8
Figure 2	Heuristic L2 WTC model by Maclntyre et al	27
Figure 3	The factor loadings suggested by CFA.	38
Figure 4	The MAXQDA files	41
Figure 5	The findings of the proposed research model.	45
Figure 6	The code cloud presenting participants' conceptualizations regarding traditional masculine gender roles and norms	47
Figure 7	The code showing the frequency of conceptualizations regarding traditional masculine gender roles and norms	48
Figure 8	The effects of conformity to traditional masculine gender roles on men and boys	49
Figure 9	Visualization of the relationship between CTMGR and CA	52
Figure 10	Visualization of the relationship between EI and CTMGR	55
Figure 11	Relationship among CTMGR, L2 WTC and L2 CA	56
Figure 12	Reasons for violations against CTMGR.	58
Figure 13	Overall summary of qualitative findings.	61

CHAPTER ONE
INTRODUCTION

This section is an introductory chapter, which mainly focuses on the presentation of the research problem together with the research questions. Then, it highlights the significance of the study. Lastly, it touches upon the limitations of the study together with the assumptions.

1.1. Research Problem

Language classrooms are output-based contexts that necessitate continuous verbal and written performances (Kök and Kantar, 2024; Nunan, 1989; Swain, 2005). Hence, L2 verbal interaction and communication can be put at the center of EFL settings because language can only be learned in meaningful contexts through communicative tasks (Amiryousefi, 2018; Hymes, 1972; 1992; Nunan, 1989). However, when taking into account the psychological processing of L2 learning (Cong and Li, 2022), it can be claimed that L2 learning cannot be separated from L2 learners' psychological well-being, affective states, and emotional stances. In this respect, one of the most striking psychological and affective barriers that EFL students commonly confront in L2 oral production is L2 communication apprehension (hereafter CA), which has a debilitating effect on L2 performance (Carrión-Durán et al., 2023; Cong and Li, 2022).

Taking its root from the pioneer James C. McCroskey in the 1970s, CA is defined as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" by McCroskey (1977: 78) and it is generally conceptualized as a broad anxiety or fear related to oral, productive and verbal communication (Akkuş, 2021). Individuals with higher CA are afraid of engaging in communication or communicative acts in various situations and settings such as interpersonal contacts, speaking in public or group discussions, and etc. In this regard, we can define L2 CA as a fear or anxiety when an individual is required to speak, communicate or engage in verbal acts requiring L2.

L2 oral production is one of the most significant indicators of how EFL students are successful and competent in maintaining L2 communication and to what extent they are capable of expressing themselves in an L2. On the other hand, as an affective and emotional factor, an excessive amount of L2 CA bears the negative potential to impact EFL students' success and performance especially in the areas requiring L2 oral production such as dyads, group activities, speaking in class, presentation skills, or communicative acts because apprehensive and anxious L2 learners find it hard to start or continue a speech or a communicative activity necessitating L2 (Çürük, 2019; Dörnyei, 2014). Additionally, higher L2 CA holds the possibility to negatively impact L2 learners' academic achievements, self-confidence, performance, and etc. (Carrión-Durán et al., 2023). As can be deduced, L2 CA is an essential affective construct confronted in EFL contexts, thus it is regarded as one of the most pervasive problems in EFL settings in the Turkish context (Aydın, 2008; Uztosun and Kök, 2024). Further, it is still one of the significant problems that many EFL students have as they lack the ability of error-free, effective, and accurate L2 communication skills, even among the advanced EFL students studying in ELT departments (Yaşar, 2020).

Keeping this in mind, there could be several factors that shape the quality of L2 communication skills and the quantity of L2 CA levels among EFL learners. L2 CA that EFL students often confront in L2 settings might have a relationship with some variables, some of which could be gender differences, L2 competency, linguistic background, personality traits, L2 willingness to communicate, L2 attitudes, affective filters, genetic disposition, cultural and social norms, and etc. (Dörnyei, 1990; MacIntyre and Charos,1996; Öz, 2016).

Regarding gender, it is often found that female students are more ambitious in linguistic and verbal activities as well as learning foreign languages (Martinović and Sorić, 2018), hold higher motivational drivers towards language areas (Dörnyei and Németh, 2006), and enjoy and have fun in learning languages (Dewaele et al., 2016). That's to say, female students are regarded as superior to male students in L2 learning. Taking into account the outnumbers of female students in L2 classrooms (Asmalı, 2020; Chaffee et al., 2019), male students appear to be less successful in verbal activities, especially in foreign languages or possess less desire to engage in language fields. As can be deduced, the number of male EFL students is low compared to female students, and as stated by Glowka (2014), male

students' L2 performance falls behind their female counterparts. Male students are found to be more anxious in using L2 (Özer and Yetkin, 2021) and showcase less engagement in linguistic fields and departments (Chaffee et al. 2020).

Among other factors, one of the most significant factors that can elucidate why male students are less successful in L2 settings or experience more anxiety or apprehensiveness in L2 communication might be associated with their endorsement of traditional masculine gender roles or norms attributed to them by society because a substantial body of evidence (e.g., Kankan and Odacı, 2017; Kantar, 2019; Kök and Kantar, 2023; Mahalik et al., 2003) point out that such roles, norms, and ideologies dictate men hardness, toughness, dominance, restrictive emotionality, less talkativeness, free of faults, freedom from emotions, emotional control, absoluteness, and completeness. These roles and norms can be claimed to be diametrically against the nature of L2 learning and the dynamics of L2 oral production (Kök and Kantar, 2023.

Male EFL students' conformity to the traditional masculine gender roles (hereafter CTMGR) might have a relationship with their L2 communication ability, leading them to experience higher L2 CA levels in EFL settings because traditional masculine gender roles might play a restrictive role men and boys' verbal, oral, emotional and self-disclosure skills. However, this knowledge gap still remains uncharted territory in the L2 research arena. From this perspective, we assert that CTMGR might prevent male EFL learners from becoming effective communicators in L2 since they create barriers and handicaps to their L2 verbal and interactional skills, limiting their expression of feelings and opinions. That is to say that higher CTMGR might result in higher L2 CA levels among male Turkish EFL students.

Traditional masculine gender roles that are culturally and socially attributed to men and boys might have detrimental and toxic effects on male EFL students' L2 communication skills since traditional masculinity requires men and boys to be aggressive, controlled, hard, competitive, dominant, utterly complete, free of emotions and sensitivity (Feder et al., 2010; Kankan and Odacı, 2017; Kantar, 2019; Kök and Kantar, 2023; O'Neil et al., 1986). In other words, men are conventionally expected to be dominant, strong, competitive, and free from feelings. As can be deduced obviously, these roles and norms highly associate masculinity with toughness, authoritativeness, and free from emotions. Hence, adherence to traditional

masculine gender roles can play a restrictive role in male individuals' emotionality, emotional disclosure skills, expression of feelings, and communicative acts, etc.

Taking into account the restrictive side of the endorsement of traditional masculine gender roles and norms in terms of emotionality, one of the underlying mechanisms between CTMGR and L2 CA could be Emotional Intelligence (EI). Viewed as a sub-category of social intelligence, EI functions as the affective construct in terms of the management and utilization of emotions to create a healthy social skill (Schutte, 2009). Either as a trait or ability, it has the potential to establish and maintain balanced interactions with people by helping them possess an empathetic eye and engagement desire through which they can regulate and maintain their feelings and emotions in communicative atmospheres (Öz, 2015). Emotionally intelligent individuals are found to be good at interacting with people since they are capable of monitoring their thoughts, caring about their needs, and easily relating themselves with others (Sternberg, 2003). Taking into consideration the dynamics of EFL settings, Öz (2015) claims that EI could play an important role in the performance of English communication skills, regulating and utilizing the emotions for the sake of establishing a good interaction and leading to attentive participation in the ongoing L2 communication. This is especially true for male EFL students who suffer from the restrictive side of traditional masculinity, which limits their emotionality as well as verbal and linguistic abilities. A whole host of studies (e.g., Makvana, 2014; Patel, 2017; Shehzad and Mahmoodi, 2013) found that EI, which is regarded as a construct providing individuals with effective expressive abilities and endowing with better interpersonal relations, is less prevalent among male individuals than female individuals. Also, men, especially those who value traditional masculine gender roles, are generally found to be less empathetic and show more narcissistic behaviors (Levant, 1992; Levant et al., 2003). From this perspective, we assume that EI could liaise the relationship between CTMGR and L2 CA.

Another underlying mechanism between CTMGR and L2 CA might be L2 willingness to communicate (L2 WTC). It can be defined as the readiness and willingness of individuals to initiate a communicative context using an L2 (MacIntyre et al., 1998). It is not unusual that L2 learners often find ways to avoid L2 communication situations although they have a high level of L2 communicative competence (Dörnei, 2005). Hence, L2 WTC is an important predictor of L2 communication (Öz, 2015). Additionally, several psychological

constructs have been associated with the degree and density of L2 WTC such as L2 CA and anxiety (e.g., Dewaele and Dewaele, 2018; Özalp and Merç, 2022), motivation (e.g., Aoyama and Takahashi, 2020; Ma et al., 2019; Zhou, 2022), and self-efficacy (e.g., Saka and Merç, 2021). Considering the restrictive side of adherence to traditional masculine gender roles on men and boys' emotional, verbal, and self-disclosure skills, we assume that as the male EFL students adhere to traditional masculine gender roles, they might have lower levels of L2 WTC, which could increase their L2 CA.

All in all, it can be asserted that male EFL learners who endorse excessive traditional masculine gender norms might suffer from higher L2 CA levels. Also, CTMGR might create a barrier to the development of EI among male students, which could decrease their L2 WTC, resulting in higher L2 CA. Therefore, EI and L2 WTC might play serial mediating roles in the relationship between CTMGR and L2 CA.

To the best of our knowledge, however, this assumption has not been confirmed in the Turkish EFL settings yet. In this sense, this dissertation seeks to fill the knowledge gap by reporting empirical evidence. Based upon the aforementioned rational and theoretical assumptions, this study set out to investigate the serial mediating roles of EI and L2 WTC in the relationship between CTMGR and L2 CA in the Turkish EFL context. The model to be tested is depicted below:

H1: There is a negative relationship between CTMGR and EI.

H2: There is a positive relationship between EI and L2 WTC.

H3: There is a negative relationship between L2WTC and L2 CA.

H4: EI and L2 WTC serially mediate the relationship between CMGR and L2 CA.

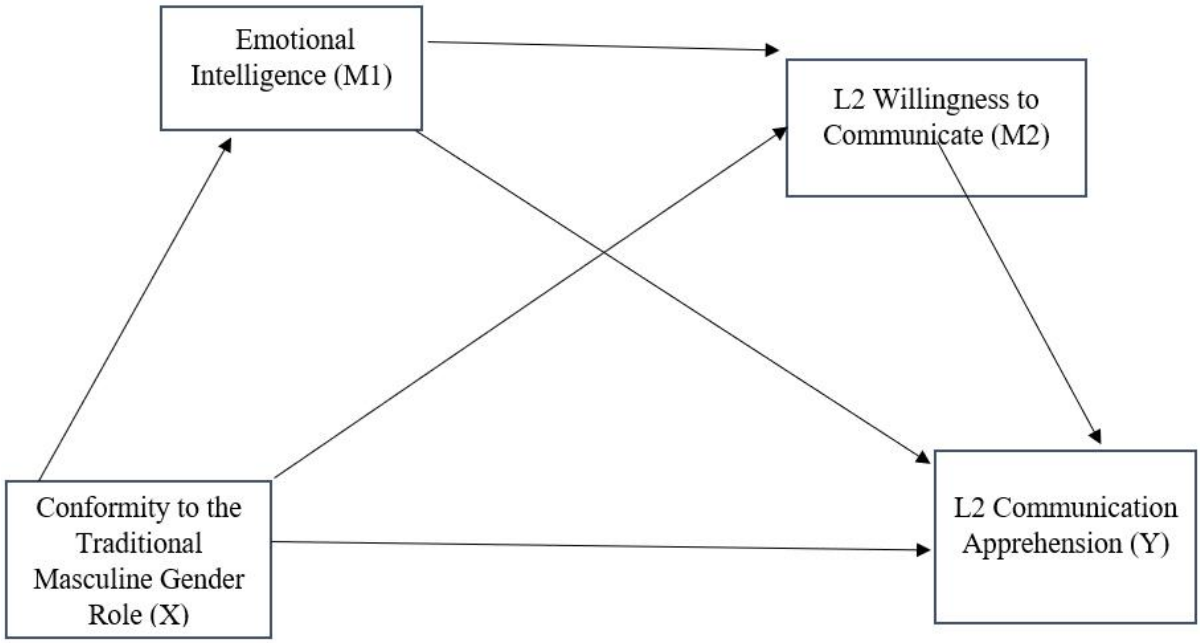


Figure 1. Research model.

1.2. Research Purposes and Questions

The main purpose of this study was twofold: i) to test the mediating role of emotional intelligence and L2 WTC in the relationship between CTMGR and L2 CA in the Turkish EFL context, ii) to explore male EFL students' beliefs, opinions, and insights regarding the interplay among the CTMGR, EI, L2 WTC, and L2 CA. In line with these aims. the research questions addressed in the study are as follows:

RQ 1. Is there a significant relationship between CTMGR and EI?

RQ 2. Is there a significant relationship between EI and L2 WTC?

RQ 3. Is there a significant relationship between L2WTC and L2 CA?

RQ 4. Do EI and L2WTC serially mediate the relationship between relationship between L2WTC and L2 CA?

RQ 5. What are the participants' beliefs, opinions, and insights about the interplay among the CTMGR, EI, L2 WTC, and L2 CA?

1.3. Significance of the Study

Traditional masculine gender roles and norms have been studied in different disciplines up to now, such as psychology, counseling, and sociology, with different psychological constructs. These traditional masculine gender roles seemingly dictate to men and boys some criteria such as hardness, completeness, faultlessness, competitiveness, dominance, freedom from emotions, superiority, and lack of disclosure, etc. From this perspective, it could be asserted that the toxic side of traditional masculinity can be claimed to play a restrictive role, especially in the verbal, oral, emotional, and self-disclosure abilities of men. In this respect, this study holds significance in the way it established a relationship between traditional masculine gender roles and L2 CA. No study in the national and international literature has ever tested the mediational role of EI and L2 WTC in the relationship between CTMGR and L2 CA in a single model. Further, the study provides a follow-up interview revealing male students' beliefs, opinions, and insights about the interactions among the CTMGR, EI, L2 WTC, and L2 CA. Additionally, this study extends the current literature by presenting the development of the traditional masculine gender role scale in Turkish culture, which assesses the restrictiveness of traditional masculinity on men's and boys' verbal abilities. In this respect, this study can be regarded as the first of its type that associates traditional masculinity with EI, L2 WTC, and L2 CA.

1.4. Limitations of the Study

The present study has some limitations like any other study, which is likely to affect the overall results of the study. In this sense, three main limitations of the study are highlighted as follows:

- Data were restricted with participants studying ELT in five different state universities in Türkiye. Even though we gathered data from five various ELT departments, it is quite hard to generalize the results. Future studies can replicate the study with different state, private, and foundation universities or with male-

dominated departments and disciplines, especially science, technology, engineering, or mathematics (STEM).

- The nature of the study mainly consists of cross-sectional design, that's why caution should be paid in interpreting the findings since it does not present any causality. Also, we can suggest that researchers might benefit longitudinal studies, taking into account time intervals to explore the impact of CTMGR on EI, L2 WTC, L2 CA in a longer time period.

- Even though we benefitted from data triangulation, other types of data collection tools such as observation checklists, diaries, video recordings or focus group interviews can be used in future studies regarding how traditional masculine gender roles in Turkish culture shape male EFL students' L2 performance.

1.5. Assumptions of the Study

It is assumed that the sampling groups, both in the quantitative and qualitative parts involved in the study, voluntarily and sincerely responded to the questionnaire and semi-structured interviews, reflecting their real selves. In other words, participants are assumed not to feel pressure for social desirability while giving their own perceptions and answers.

1.6. Chapter Summary

The introductory chapter argues the research problem and presents the research purposes and questions that the study embraces. Then, it addresses the significance of the study. Lastly, it highlights the limitations of the study together with the assumptions.

CHAPTER TWO
LITERATURE REVIEW

This section provides the comprehensive framework of the dissertation. It presents and argues the current literature review of the constructs under investigation. Hence, chapter two mainly deals with the synthesis of the literature concerning four constructs, namely L2 CA, CTMGR, EI, and L2 WTC.

2.1. Communication Apprehension in L2

In EFL/ESL settings, communication is at the center of L2 learning (Littlewood, 1981; Richards and Rogers, 2001). However, even though students have the same level of L2 competence, they might not be good at L2 communication. As shown by Amiryousefi (2018), some students find opportunities to engage in L2 communication whereas others seek to be silent. In this respect, affective factors can be claimed to play a fundamental role.

From this point of view, it is noteworthy to define communication apprehension (CA). It 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, 1977: 78). As pointed out by Mak and White (1996), individuals with higher levels of CA tend to display more reluctance to participate in communication, feel anxious, show unwillingness to talk and try to withdraw from communicative activities whenever possible.

CA was divided into two (McCroskey, 1977): *trait* and *state* at first. Then, it was divided into four by McCroskey and Beatty (1998). These categorizations are (1) trait-like (2) context-based (3) audience-based and (4) situational. Trait-like CA mainly refers to the characteristics of an individual (e.g., shy or introvert). It can be seen as the characteristic feature of an individual that is acquired in the childhood years. That's why it is hard to change. On the other hand, context-based CA refers to the settings and contexts where an individual feels uneasy such as public speaking, interpersonal contacts, discussions or meetings, etc. Audience-based CA occurs when an individual is particularly apprehensive about communicating with a particular person or group. Further, situational CA emerges

when an individual communicates with a particular person in a particular situation (e.g., a person is supposed to sell a product to a customer).

The higher CA levels affect individuals in many ways, mainly exerting a debilitating impact on their performance. Individuals with higher CA generally manifest themselves in common and similar patterns. For instance, they seek avoidance from public speaking, self-disclosure activities, and interaction with people. Moreover, McCroskey et al. (1977) point out that students' interaction behaviors, seating preferences, and occupation choices are even affected by their CA levels, thus limiting their private, social, and academic lives (McCroskey, 1977). Therefore, it is claimed that higher levels of CA cause an undeniably debilitating effect on individuals' performances and preferences in communication.

L2 CA, in the same vein, can be defined as the reluctance, withdrawal, or anxiety that EFL/ESL students experience when they are required to communicate in an L2. In other words, we can regard it as the apprehension or anxiety that EFL students possess when they are required to communicate in English for the context of this study. Particular contexts in EFL/ESL settings, such as in-class speaking activities, oral presentations, one-on-one interviews, speaking tasks, public speaking, out-of-class interactions, and speaking exams, can lead to anxiety, apprehension, or fear among L2 students. Even if some students are not characteristically apprehensive, they might suffer from context-based or situational L2 CA, which is a common type of L2 CA that EFL students possess.

EFL classrooms can be L2 CA-provoking places where EFL students can avoid engaging in communicative activities requiring L2. In other words, EFL settings can be a particular context that can create all types of apprehension among EFL students since they are supposed to engage in conversations in various situations with different people requiring L2.

L2 learners' oral and linguistic performances are hindered by the L2 CA levels they hold. Particularly, for those who are characteristically apprehensive in nature, it is quite hard to deal with higher CA. This can be even worse, particularly for those coming from cultures where silence is promoted, or traditional norms are enacted. Such a type of apprehension can lead to trait-like CA, which is enduring and not easy to change. The context of this study,

Türkiye, is a well-known country, that endorses traditional gender norms and roles (Kalkan and Odacı, 2017; Kutuk et al., 2021), and it is one of the monolingual countries where L2 CA or anxiety is still a quite important common problem even among advanced EFL students (Uztosun and Kök, 2023; Yaşar, 2020). That is to say that L2 CA is one of the common problems that needs scholarly attention in our context.

2.1.1. Studies on L2 Communication Apprehension

Different types of research studies address the lacuna in the scope of CA in various settings, many of which mainly make use of experimental and correlational research designs. Whereas the former seeks to associate L2 CA with other psychological constructs, the latter sets the ways to decrease the level of L2 CA felt among EFL/ESL students.

Experimental studies on L2 CA mainly involve different pedagogical interventions to lessen the L2 CA levels felt by L2 learners. For instance, Uştuk and Aydın (2018) benefitted from an experimental study with advanced EFL learners in Turkish context. They showed that one way to decrease the CA levels in L2 settings is to teach paralinguistic features, concluding that the employment of paralinguistic features helped advanced EFL learners to reduce their communication apprehension and L2 anxiety.

Another experimental study, carried out by Tavakoli and Zarrinabadi (2016) utilized explicit corrective feedback as an intervention to lessen the CA levels of EFL students. The employment of explicit corrective feedback decreased the Iranian EFL learners' communication apprehension, making them more willing to communicate in English compared to the implicit corrective feedback.

As the technological facilities are increasing day by day, Yaşar (2020) also carried out a study using Massive Open Online Courses (MOOC) to see whether Turkish EFL students' L2 communication and presentation skills improve. The results indicated that MOOC as an interactive platform helped the students improve their L2 communication skills and the students regarded it as an interactive, socially engaged, simple, and easy-to-access platform. In the same vein, several studies (e.g., Hashim and Yunus, 2019; Sun et. al., 2019; Zhao, 2015) also found similar findings regarding the benefits of MOOCs on the

development of L2 oral skills of EFL students, indicating that they help students increase their self-confidence and L2 communicative abilities.

A recent intervention study by Caprario (2024) dealt with a communication strategy instruction implemented with 26 native and international undergraduate students. The training focused on enhancing students' strategies in maintaining communication in an L2, especially instructing self-paraphrases, clarification requests, and comprehension checks. The study concluded that participants benefitted from the intervention, drawing attention to the importance of such training on students' communicative abilities, suggesting the use of such pieces of training in EMI contexts.

Correlational studies on CA have sought the factors that can be related to CA levels of students. For instance, Çürük (2019) focused on the relationship between the L2 willingness to communicate and L1 CA. The study, recruiting 128 Turkish EFL learners, found a predictive role of L1CA on L2 willingness to communicate. A recent study involving 160 intermediate Iranian EFL students by Shirkhani and Mir Mohammad Meigouni (2020) showed a correlation between learners' communication strategy use, L2 CA, and their self-efficacy. They pointed out that effective communication strategies boost students' self-efficacy, which potentially helps them decrease their L2 CA. Further, a study involving 205 EFL students by Mede and Karaırmak (2017) showed a strong correlation between L2 CA and self-efficacy, concluding that a low level of self-efficacy contributes to high levels of anxiety and apprehension among participants.

2.2. Social Role Theory

It is better if we make a clear distinction between sex and gender to ensure what we mean by gender throughout the study. While the former refers to the biological stance, the latter is regarded as the adopted and gained status through social, cultural, and psychological entities (West and Zimmerman, 1987). Therefore, gender roles and gender stereotypes are dealt with under Social Role Theory (SRT). Shaped by the works of Eagly (1987), this theory asserts that sex differences or similarities are highly impacted by social roles. Therefore, it claims that gender roles and gender stereotypes are learned, internalized, and perpetuated through a socialization process whereby children adopt and internalize behaviors regarding

genders. Hence, individuals' identities, behaviors, and gender roles regarding masculinity and femininity are affected and maintained by the roles adults adopt in social contexts.

As gender is a social construct shaped by the expectations from society, it is assigned to specific roles within a society (Appleby, 2014; Eagly,1987). Thus, the way gender is perceived within the social settings impacts and determines individuals' behaviors, expectations, and attitudes. Hence, it can be stated that the socialization process in which individuals interact with each other determines how an individual behaves within a society and it acknowledges what is (in)appropriate in that societal context. As Hogg (2016) and Kantar (2021) indicate, individuals protect their in-group status through their behaviors, which means that individuals show a tendency to obey their socially attributed norms, beliefs, principles, and attitudes. By doing so, they maintain social identity and in-group status (Hogg, 2016). In this respect, SRT can be seen as a social *contract* or *framework* that potentially shapes, guides, and fosters certain behaviors among individuals. In other words, it fosters and leads to divisions between genders.

Schneider and Boss (2019) maintain that various traits, norms, and characteristics are attributed to men and women in the socialization process and they are expected to possess those traditional norms associated with their gender. Conformity to those norms, standards, or expectations set by society is common in social settings because complying with those norms shows that an individual meets society's expectations, therefore they get approval from the society in which they live. However, following rigid and traditional norms and expectations holds the potential to limit individuals' personal, professional, and linguistic growth by restricting their autonomy and individual expressions. To illustrate, a woman might avoid certain types of professions just because it is not perceived as a feminine activity. Or a man can abstain from being talkative since it is seen as *unmanly or feminine*. That is to say that those rigid norms can limit the full potential of an individual in certain abilities, such as career choices, personal growth, or linguistic success, as they are not traditionally attributed to their gender. In other words, it could be argued that traditional norms and expectations attributed to genders by society might play a restrictive role in individuals' certain skills and abilities. Furthermore, conformity to those traditional norms holds systematic bias and exclusion towards *others*, therefore, these norms hold the potential

to marginalize some groups within a society. In this respect, for the sake of inclusivity, equality, and freedom of individuals, traditional gender roles can be challenged.

2.2.1. Conformity to Traditional Masculine Gender Roles

Gender is a socially constructed performance and is internalized within a society through social norms (Brookes and Chałupnik, 2022; Cornell, 1995; Türkoğlu, 2013). Socially constructed gender roles dictate individuals how to behave, act, and even think (Milani, 2015; Kutuk et al., 2021; Pownall and Heflick, 2023; Sakallı and Türkoğlu, 2019). As SRT highlights, individuals are socialized through the specific roles attributed to their genders within a dynamic relationship among social, political, and historical assets (Türkoğlu, 2013).

Masculinity refers to how a man is supposed to think, act, and behave according to the social and cultural indoctrinates in which he lives (Sakallı and Türkoğlu, 2019). In other words, the behaviors and characteristics of men are internalized through culturally shaped schemas (Pownall and Heflick, 2023). That is to say that, by socializing through socio-cultural norms and cultural expectations, men and boys acquire and maintain their masculine identities and ideologies (Kök and Kantar, 2023). From this point of view, it can be claimed that societies and cultures are important constructs that shape the systematic beliefs, norms, attributes, and traits attributed to what means to be a ‘man’. Also, it should be noted that masculinity can change depending on culture, educational level, socioeconomic level, occupation, and ethnicity (Kantar, 2019). That’s why the masculinity norms of a man working as a mechanic differ from those of a teacher. However, regardless of their variability, those norms have mutual pillars felt by all groups of men, such as status, sense of responsibility, power, etc.

As Türkoğlu (2013: 23) states that masculine gender roles can be seen as “the socially prescribed codes that tell men how to behave, dress, feel or do”. These role norms, as indicated by Milani (2015: 11), also attribute certain characteristics to men like “facial expressions, haircuts, clothing, activities, linguistic features, and styles of speech”. Therefore, the degree of compliance or incompliance with these traditional masculine gender norms and roles determines how they are seen as masculine by their society. In a way, they

function as determinants showing whether they fit the cultural and social expectations of their gender. Hence, traditional masculine gender roles can be seen as the conventional norms, standards, and roles set by societies for men.

There is a range of traditional masculine roles and norms that characterize masculinity. An expected portrayal of masculine gender roles, pointed out by Appleby (2014: 47), is that they are "strong, active, powerful, authoritative and rational, and lacking in emotion or sensitivity". Also, they are generally characterized as aggressive, control-oriented, and competitive, in addition to being free of emotions and sensitivity in the literature (Feder, Levant and Dean, 2010; Kantar, 2021; Kök and Kantar, 2023; O'Neil et al., 1986). As seen, in the traditional sense, men are expected to value dominance, strength, and hardness. On the other hand, these roles and norms are also associated with abusing substances, alcohol addiction, physical attacks, aggression, and unsafe intercourse (Türkoğlu, 2013). In addition, men learn to stay away from events, activities, or things labeled as feminine or feminine characteristics (Pownall and Heflick, 2023). Such implicit or explicit stereotypes in social settings can have a detrimental impact on performance particularly when they are negative (Pownall and Heflick, 2023). That is to say that, endorsement of traditional masculine gender roles can be toxic and venomous and play a restrictive role especially in some areas in the emotional disclosure (e.g., Kök and Kantar, 2023), expression of feelings (e.g., Heath et al., 2017; Mahalik and Burns, 2011), seeking help (e.g. Kantar, 2021), empathy (e.g., Komiya et al., 2000), engaging in verbal and communicative acts etc., given that these roles push men to be tough, authoritative, dominant and free of emotions. Hence, as suggested by Krivoshchekov et al. (2023: 12), "meanings attached to masculinities should be addressed to empower men to live lives less constrained by gender role norms".

2.2.2. Masculine Gender Roles and Language

Sociolinguists have been interested in revealing the connection among society, gender, and language, frequently addressing these intricate areas in different settings and explicating why people speak differently in various contexts using different linguistic resources and functions (Holmes, 2013). Regarding the interplay between language and gender, Eckert and McConnell-Ginet (1992) maintain that scholarly attention has always

been given to the connection between language and gender since these two are living and jointly constructed practices affecting each other in daily life. Abdurrahman (2018) also states that different genders have different types of language, and this highly impacts the content and style of language use. It can be, therefore, stated that hierarchical relations, power, gender, and social communities, etc., are determinant factors in linguistic variations, linguistic manifestations of individuals, and the degree of verbosity individuals engage in (Abdurrahman, 2018; Holmes, 2013; Lakoff, 1973; Yule, 2014).

Considering her publications in 1972, 1973, and 1975, Robin Lakoff can be seen one of the pioneers exploring and studying the relation between gender and language. She put forward a specific categorization regarding *Women's Language* in which a set of linguistic features and behaviors are attributed to women. These linguistic behaviors and features are hedges, fillers, tag filters, empty adjectives, rising intonation and polite forms (Lakoff, 1973). Linguistic behaviors of women tend to include more standard forms, interactional features, and agreement with the interlocutor (Van Herk, 2012). Further, women' language involves talking about feelings and relationships, therefore women seem to be facilitative conversationalists (Holmes, 2013). Additionally, verbal interactions of women seek for solidarity instead of competitiveness (Romaine, 2000). These all imply that the characteristics of feminine language encompass standard forms, cooperative, exaggerated use of adjectives, cohesiveness, verbosity, uncertainty, asking questions, linguistic capital, interactionalism, and hypercorrections (Holmes, 2013; Romaine, 2000; Van Herk, 2012; Yule, 2014).

On the other hand, the linguistic behaviors and choices of men show differences. They have lower-pitched speaking voices and use language to assert dominance and command others (Romaine, 2000; Van Herk, 2012). Also, they seem to use slang forms more than standard forms and rarely talk about feelings and emotions compared to women. Further, men's language is more competitive than women's. Therefore, Romaine (2000) makes an analogy between men's and women's language, pointing out a classification of *gossip* and *shop talk*. Women's conversations are like gossiping, including details, creating rapport, talking about interpersonal relations, and sharing emotions with longer speeches while men's conversations are like shop talk, which is concise, target-oriented, and

informative in nature. Hence, men's language use has been found to involve more directive, shorter and informal speech styles.

Considering the differences in language use by women and men, it is claimed that personality traits, activities, and roles are the main pillars showing the degree of speaking and communication, the three of which are highly culturally and socially encoded to genders (Abdulrahman, 2018; Tannen, 1990). Hence the way different genders speak is a kind of social marker expected from their genders because language is acquired through a socialization process through which we can see the impact of cultural norms and expectations.

Even though the restrictive impact of traditional masculine gender roles on L2 learning has not yet been conceptualized or explicated, the toxic, restrictive, and venomous side of those harsh roles has been shown to play a restrictive role among male individuals in other areas such as empathy, self-disclosure, seeking help from others (e.g., Kantar, 2019; Kantar and Yalçın, 2023; Kök and Kantar, 2023).

Taking into account the research context of the present study, Kutuk et al. (2021) and Kalkan and Odacı (2017) assert that Türkiye is a country in which masculine gender identities are well-structured concerning traditional gender roles. Additionally, regarding the interplay between traditional masculinity and EFL classroom anxiety, a recent study conducted by Kök and Kantar (2023: 2) pointed out that L2 learning settings are places where students are involved in "making mistakes and errors, showing tolerance to others, disclosure of feelings, mispronouncing sounds, creating wrong sentences, using more indirective acts, accepting the errors and correcting themselves", which all are against the nature of traditional masculine gender roles. Therefore, these roles might play inhibitory impacts on male Turkish EFL students' L2 communicative skills. In the same vein, Kutuk et al. (2021) claim that male Turkish EFL students have low self-efficacy levels in English when they have gender-stereotypical perceptions related to L2 learning. This means that male students who value traditional male norms do not want to engage in activities perceived as feminine events by society. This perception is a sign of how restrictive the role gender-stereotypical thoughts play and decreases male students' self-efficacy beliefs in English.

Further, when taking into account the outnumber of female students in ELT departments (Asmalı, 2020), it is obvious that male students avoid engaging in linguistic events and language departments since they are not perceived as masculine endeavors or seen as *unmanly*. This also keeps ELT highly gendered as a profession. That is to say that the excessive adherence to masculine gender norms seems to not only restrict male students' oral, verbal, emotional, and communicative abilities but also limit their professional choices and career paths.

2.2.3. Instruments to assess Traditional Masculine Gender Norms

Endorsement of traditional masculine gender norms has been mainly investigated in other disciplines, especially under the scope of psychology or psychological counseling. Therefore, the instruments to assess masculine gender norms and roles have been developed in the aforementioned areas. The most influential instruments defining and assessing masculine gender norms have been cited and tabled below from Kantar's (2019: 26) study and translated into English.

Table 1

Scales developed to assess masculine gender norms

Name of the Instrument	Factors of the Instrument	Developed by
Brannon Masculinity Scale	• Avoiding Femininity • Concealing emotions • Being the breadwinner • Being admired and respected • Toughness • Violence and Adventure	Brannon and Juni (1984)
Male Role Norms Scale	• Statue • Hardness • Avoiding Femininity	Thompson and Pleck (1986)

Table 1' Continued

Conformity to Masculine Norms Scale	• Winning • Emotional Control • Risk Taking • Violence • Dominance • Playboy • Self Confidence • Primacy of Work • Power over women • Disdain for Homosexuals • Status	Mahalik et al. (2003)
Gender Role Conflict Scale	• Success, Power, and Competition • Restrictive Emotionality • Restrictive Affectionate Behavior Between Men • Conflict Between Work and Family Relations	O'Neil et al. (1986)
Masculine Gender Role Stress	• Physical Inadequacy • Emotional Inexpressiveness • Subordination to Women • Intellectual Inferiority • Performance Failure	Eisler and Skidmore (1987)
Masculine Gender Role Stress Scale		Bayar et al. (2018)
Perceived Threat to Manhood Scale	• Threat of Subordination to women • Threat to protector role • Threat to decision-maker authority • Threat to breadwinner status • Threat to tough image	Türkoğlu (2013)

When we examine the table, it is obvious that there are reoccurring factors in different scales assessing the same construct, namely traditional masculine gender norms and roles. These mainly categorize masculine gender with reference to hardness, authority, winning, competitiveness, domination, free of emotions, and power etc. Therefore, the endorsement of traditional masculinity requires and dictates men to be powerful, dominant, free from emotions, complete and absolute (Kantar and Yalçın, 2023).

Taking into account some of the sub-factors of the instruments like 'emotional control', 'dominance', 'power over women', 'toughness', and 'authority', it is no surprise that traditional masculinity is restrictive, especially in verbal areas. As shown by Addis and Mahalik (2003), traditional masculine norms are against the expression of feelings and emotions, talking about problems, and emotional disclosure. In this respect, it is pointed out by Courtenay (2000) that masculine gender norms include toxic and venomous aspects in some areas since they legitimize immutable, restrictive, and sexist behaviors among men (Kantar, 2019).

2.2.4. Studies on Traditional Masculine Gender Role

Masculinity is a relatively young research arena when compared to feminist studies (Türkoğlu, 2013). It has been generally studied under different scopes such as sociology, anthropology, psychology, counseling, etc. Men who adhere to excessive traditional gender roles might show more gender stereotypical behaviors and preferences (Mastari et al., 2021; Pownall and Nathan Heflick, 2023) and display less engagement and involvement in some areas, particularly labeled and perceived as *unmanly*. Some of these areas could be emotional disclosure, self-compassion, empathy, oral and communicative activities, self-expression, and help-seeking (Addis and Mahalik, 2003; Kantar, 2019; Kantar and Yalçın, 2023; Kök and Kantar, 2023). Basically, the toxic side of traditional masculinity mostly exerts harmful influences on the verbal, emotional, and communicative abilities of men. Emotional disclosure skills, self-expressive skills, and engaging in language-related tasks, language education, verbal activities are seen as *unmanly* events or perceived as gender-stereotypical (Chaffee, 2020a, 2020b; Kök and Kantar, 2023) therefore, CTMGR can be claimed to have a restrictive role on the oral production of men, as stated by Kutuk et al. (2021), especially

in EFL settings including Türkiye, where they hold gender-biased attitudes towards female-dominated language classrooms.

Even though there is no direct study focusing on the intricate relationship between L2 success and endorsement of traditional masculinity, there are some recent research works dealing with the connections among gender-stereotypical behaviors, underrepresentation, and underperformance of men in L2, self-disclosure, L2 achievement, L2 anxiety, L2 self-efficacy in EFL settings.

In an EFL context, Kutuk et al. (2021) carried out a study with 701 participants studying in two different universities in Türkiye, in which they pointed out that male students holding the stereotype that EFL learning is a female domain had lower L2 attainment mediated by lower self-efficacy. However, this was in contrast with female students, showing greater L2 attainment and higher L2 self-efficacy. Thus, the study focusing on the mediating role of self-efficacy on the relationship between learners' gender stereotypes and language attainment highlights the principle of Social Cognitive Theory, stating that a triadic interaction between personal, environmental, and behavioral processes highly determines behavioral patterns.

A study conducting a series of explicit stereotype threats on university students by Chaffe (2020a) showed that stereotype threats to men's perceived language competence indicated no impact on men in terms of their performance on language-related tests and also their attitudes toward language classes, concluding that explicit stereotype threats had no impact on language outcomes for men, however pointing out that rather than stereotype threat, traditional masculinity ideologies could be a greater explanatory factor explaining men's underperformance on standardized tests of language or men's underrepresentation in language settings.

In another study by Chaffe (2020b), it was found that Canadian university students believe that girls have stronger verbal and L2 learning abilities than men and they are well aware of cultural and societal stereotypes that language is for 'girls'. The endorsement of traditional beliefs about masculine gender among boys and men might cause them to devalue L2 learning and stay away from showing interest in foreign languages, perceiving a threat to

their masculinity, which is also argued under the term *Masculine Gender Roles Stress* in Kök and Kantar's (2023) study in L2 classrooms.

Plante et al. (2013) also conducted a study with 762 students on gender stereotype endorsement and achievement-related outcomes. The relationship between stereotypes and the intentions to work in a language-related field was mediated by boys' competence beliefs and task values, meaning that the endorsement of stereotypes indirectly predicted grades and career intentions among students, with their competence beliefs and task values. Boys holding gendered stereotypes about language arts are found to be less interested in language-related fields and have poorer language grades.

A recent study by Kök and Kantar (2023) involving 227 EFL students taking English courses showed that male Turkish EFL students' self-reported self-disclosure skills mediated the relationship between masculine gender role stress and foreign language classroom anxiety, displaying that male students' gender role stress in L2 classrooms contributes to decrements of their self-disclosure skills, which increases their L2 classroom anxiety. The study, drawing attention to the contrasting nature of L2 settings and masculine role norms, pointed out that as male students cannot self-disclose in L2 settings, they hold higher levels of foreign language classroom anxiety.

2.3. Emotional Intelligence

The effects of humanistic perspectives on educational settings have paved the way for the rising considerations of affective factors since they contribute to learning (Ebrahimi et al., 2018). That's why the last twenty years have witnessed the rising momentum of Emotional Intelligence (EI) in second language studies, drawing attention to the learners' and teachers' internal factors (Chen et al., 2024; Dewaele and Li, 2020). Upon this affective turn, EI has been regarded as a crucial and multifaceted construct impacting individuals' lives. Being a core and fundamental dimension of individual difference, it has been studied in many areas especially in psychology (Siegling et al., 2015).

EI was developed in the 1970s and 1980s and has been popularized by Daniel Goleman. Upon the controversial issue of whether it is a trait or intelligence, several definitions have been put forward. However, it is generally defined as "the subset of social intelligence that involves the ability to monitor one's own and other's feelings, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey and Mayer, 1990:185). In other words, it is viewed as individuals' capacities dealing with recognizing their feelings and those of others.

Even though the conceptualizations of EI vary, it is seen that similar sub-constructs exist. Doleman (1995) categorized EI into 5 domains: self-awareness, self-regulation, motivation, empathy, and adeptness. That is to say that EI is mostly concerned with "knowing one's emotion, managing emotion, motivating oneself, recognizing emotions in others, and handling relationships" (Genç et al., 2016: 92). It can be deduced from these domains that EI involves the perception, recognition, comprehension, regulation, and management of feelings and emotions, not only in oneself but also in others. Therefore, it is thought that individuals with higher EI are associated with a stronger ability to build interpersonal relationships and solve conflicts effectively. That's why Doleman (1995) asserts that EI is more important than IQ because much of the success in real life is the outcome of social skills rather than pure cognitive assets.

EI, also known as a subcategory of social intelligence, has been identified by Bar-on (1997, 2004) in many dimensions but not limited to: "intrapersonal, self-regard, emotional self-awareness, assertiveness, independence, self-actualization, empathy, interpersonal relationship, etc." (Genç et al., 2016: 92). It can be seen as a link between one's inner self and relation with others, impacting social interactions. As a multifaceted construct, it can be inferred that EI basically consists of skills such as empathy, self-awareness, self-regulation, self-discipline, and social skills. In this respect, it is no surprise that it benefits individuals in various areas, especially in interpersonal relationships, communicative skills interacting with others, and the ability to show empathy and understanding towards others.

In second language studies, the role of EI has also gained exponential attention in recent years since it helps individuals improve their social and communicative skills. Also, as an individual difference and affective variable, the ability to express feelings and emotions

impacts L2 interactions, attaching importance to L2 learning and teaching (Andrienko et al., 2020; Dewaele and Dewaele, 2018; Öz, 2015). That's why it can be claimed to play an instrumental role in L2 performance. Hence, its relationship with L2 skills has become imperative, and its role, especially in the L2 settings, cannot be neglected.

Regarding the relationship between EI and L2 communication, it can be stated that the successive management of one's emotional regulations, positive attitudes towards others, and possessing interpersonal relations can significantly impact L2 communication, leading to better social interactions among interlocutors. In this regard, Andrienko et al. (2020) highlight the positive contribution of EI on the speaking skills of the students as well as several studies (e.g. Alavinia, 2012; Mehrpoor and Soleimani, 2018; Schutte et al., 2009; Öz, 2015) found that higher EI levels of students are a predictor of higher L2 WTC. Further, together with the popularity of Communicative Language Teaching in L2 settings, which makes use of pair and group works, cooperation, icebreakers, role-plays, discussions, etc., the essential role of EI in L2 interactions has been stressed. Therefore, a whole host of studies above draw attention to the fact that EI can be one of the significant underlying factors behind successful L2 communication among EFL students. In line with this perspective, Ebrahimi et al. (2018) call for the integration of EI into the L2 syllabi in EFL settings.

2.3.1. Studies on Emotional Intelligence

The possible association between EI and other factors in educational settings has been investigated. Regarding academic success, Pishghadam et al. (2022) found that university students who can functionally regulate and manage their emotions were better at academic success, drawing attention to the necessity of curricula and materials in cultivating students' EI. The positive impact of it on academic success (e.g., MacCann et al., 2020; Sánchez-Álvarez et al., 2020) has been validated by other studies as well.

The effect of EI, especially on foreign language performance, has gained impetus, demonstrating positive and significant relations, particularly with L2 skills. For instance, Chen and Zhang (2020) found positive correlations between the L2 oral and listening performance of postgraduate EFL students with their EI levels. Also, Li (2020) carried out a study with Chinese students and revealed correlations among EI, self-rated L2 proficiency,

and L2 enjoyment. Moreover, Abdolrezapour and Tavakoli (2012) found a relationship between trait EI and reading comprehension. Furthermore, Chen et al. (2024) found small to medium relationships among EI, L2 anxiety, and L2 enjoyment.

The relationships among EFL students' L2 CA, emotional intelligence, and L2 WTC were investigated by Mehrpoor and Soleimani (2018), who found a strong correlation between students' emotional intelligence and L2 WTC and a negative relationship between emotional intelligence and L2 CA, indicating that EFL students with higher emotional intelligence are better L2 conversationalists. A host of studies (e.g., Alavinia, and Alikhani, 2014; Tabatabaei and Jamshidifar, 2013) also found a relationship between EI with L2 WTC.

In a study carried out with 124 undergraduate EFL students in Ukraine by Andrienko et al. (2020), the interplay between EI and oral communication skills was focused. The study showed a positive relationship between EI and speaking skills, emphasizing the roles of emotions in the regulation of cognitive abilities especially when the purposeful inclusion of content-related emotions into speaking and listening activities are addressed.

A recent study conducted by Toosy and Jajarmi (2023) in an EFL setting with 220 participants concluded that emo-sensory intelligence, a combination of emotional intelligence and social intelligence, was a predictor of L2 WTC and is a predictor of L2 communicative ability of students when mediated by L2 WTC. The study pays attention to the fact that these emotional students were successful communicators and had a willingness to speak since they were good at labeling, monitoring, and managing their emotions. It can be deduced that emotionally intelligent students who can emotionally regulate themselves, manage stress, understand others, and maintain empathy and awareness are likely to be better at L2 achievement.

Overall, when taking into account the impact of EI on L2 performance and success, as stated by Cheng and Zhang (2020), it reveals the interactive role and relationships in L2 learning. Therefore, it is suggested to investigate the intricate and multifaceted nature of EI and its potential benefits in L2 settings.

2.4. L2 Willingness to Communicate

In EFL or ESL settings, some learners show a willingness to communicate, speak up and engage in L2 communication whereas others like to be silent in and out of class (Manipuspika, 2018; Wang et al., 2024). In this sense, L2 Willingness to communicate (L2 WTC) can be regarded as another influential individual and affective difference that hold the potential to affect the L2 communication behavior of individuals, facilitating or debilitating their L2 speaking skills (Wang et al., 2024).

L2 WTC is generally defined as "readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (MacIntyre et al., 1998: 547). Specifically, it can be defined as "one's general propensity to take part in discourse in different communication settings with free will" (Sak, 2020: 190). It is, therefore, seen as the psychological readiness of individuals in using and maintaining L2 communication.

Even though the journey of L2 WTC began with first language use, questioning whether WTC impacts one's own L1 communication (McCroskey and Baer, 1985), the interplay between WTC and L2 education started in the 1990s (Lee, 2019). The theoretical basis of WTC is based on the pyramid-shaped L2 WTC conceptualization developed by MacIntyre et al. (1998). It depicts how the development of L2 WTC is intertwined with different parameters impacting L2 WTC (Sak, 2020). The first three layers represent situation-specific, context-dependent dimensions whereas the rest symbolizes more macro and stable dynamics of individuals such as social and psychological variables.

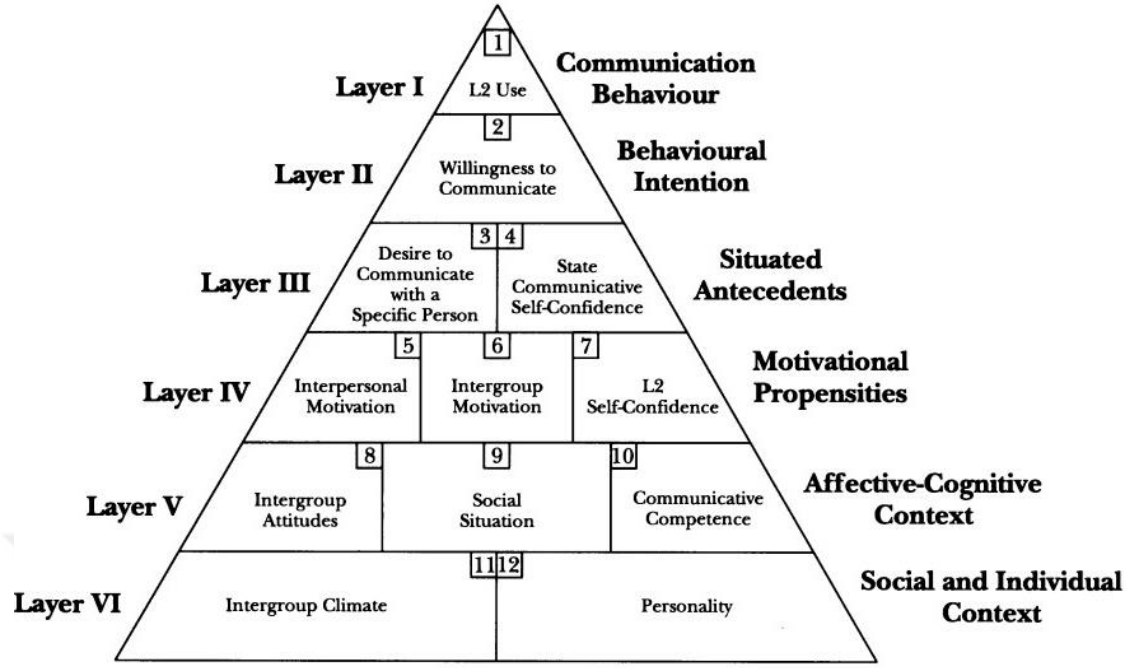


Figure 2. Heuristic L2 WTC model by Maclntyre et al. (1998: 547).

The parameters above the pyramid (e.g., Layer I, II and III) represent the situation specific, more dynamic dimension implying that L2 WTC and communication patterns tend to be inconsistent and erratic, that's why they change over time according to particular time, person, and communication situations (Lee, 2019). On the other hand, the parameters below the pyramid indicate macro and stable social variables, which are quite long-term. That's to say that they are seen more constant, trait-like characteristics that have an effect on L2 WTC and communication behaviors in all situations and time. These layers are not distinct or separate layers, but rather they show how the mutual and successful combination of these parameters are helpful in sustaining L2 WTC.

According to Lee (2019), this theoretical model has been tested with three main perspectives in L2 settings: namely trait-like, situation-specific, and dynamic and situated. Trait-like L2 WTC perceives individual characteristics and personal attributes (e.g. anxiety, motivation, communication apprehension, personality, etc.) as important features impacting the interplay between L2 WTC and L2 communication. Situation-specific L2 WTC regards contextual factors as the departure points mediating the role between L2 WTC and L2 communication, such as classrooms, etc. On the other hand, dynamic and situated L2 WTC

takes into account the combination of interactive relationships between trait-like and situation-specific factors in communication.

The predictors of L2 WTC have been under investigation as the understandings and insights of L2 psychology evolve. Together with a growing interest, a body of research has been done so far in relation to L2 WTC and L2 performance in the last thirty years (Lee, 2019). Since L2 WTC is regarded as a stable inclination towards L2 communication, it is believed that it is one of the driving factors behind successful L2 communication and performance (Maclntyre and Doucette, 2010; Öz, 2016). That's to say that higher L2 WTC facilitates greater L2 performance, production, and communication. On the other hand, addressing it as a multi-faceted construct, Öz (2015: 425) claims that L2 WTC "integrates affective, social-psychological, linguistic, and communicative variables". Therefore, it can directly or indirectly mediate the underlying potential to impact the L2 communication behaviors of students.

2.4.1. Studies on L2 WTC

L2 WTC studies focus on the question why some learners are willing to communicate in L2 whereas other are not (Wang et al., 2024). In line with this inquiry, several trait-like, situation-specific, dynamic and situated variables and factors concerning L2 WTC have been under investigation in EFL/ESL settings.

Various studies have been carried out in the scope of L2 WTC in relation to motivation (e.g., Ma et al., 2019), L2 anxiety (e.g., Bolandifar and Salehi, 2024; Lee and Hsieh, 2019; Merç, 2015), boredom (e.g., Li et al., 2022), L2 self-confidence (e.g., Şener, 2014), L2 communication apprehension (e.g., Dewaele and Dewaele, 2018; Öz et al., 2015), L2 enjoyment (e.g., Dewaele and Dewaele, 2018), language mindset (e.g., Wang et al., 2024), classroom activities and tasks (Jo et al., 2017).

In an EFL context with 84 university students, Merç and Saka (2018) carried out a study regarding the relationship among communication anxiety, perceived communication competence, L2 WTC, and self-efficacy. The study, finding positive relationships among

L2 WTC, L2 perceived competence, and self-efficacy, reported a negative relation between L2 WTC and anxiety.

A qualitative investigation carried out by Lee (2019) with 98 Korean EFL students showed that the main sources of L2 WTC were found to be related to socio-political, contextual, and individual variables in the extramural digital environment. Addressing the simultaneous interaction of these variables on L2 WTC, the study pointed out that the test-based education system, the familiarity of interlocutors in digital spaces as well as individual differences (e.g., self-confidence and anxiety) contribute to the development of L2 WTC among students. In the same vein, Peng's (2020) qualitative study with EFL students in China pointed out the psychological (e.g., confidence) and contextual factors (e.g., constructive, positive feedback) impacting the participant's L2 communication in EFL classrooms.

Wang et al. (2021) carried out an experimental study with 811 Chinese EFL students. The findings showed that L2 WTC out-of-class was found to be related to language mindset and in-class L2 WTC, pointing out the importance of language mindset and in-class L2 WTC on the predictive ability of out-of-class L2 WTC. In line with this finding, Zarrinabadi et al. (2021) sought the role of language mindset on the Iranian EFL students' L2 WTC. They implied that students with a growth language mindset tend to use English more frequently in EFL classes, helping them increase their L2 WTC.

A recent experimental study by Bolandifar and Salehi (2024) was conducted with 46 undergraduate Iranian EFL students to test whether flipped-based listening class impacts L2 listening anxiety and L2 WTC. The results indicated that such an intervention was a useful pedagogical tool to reduce L2 listening anxiety as well as boost students' L2 WTC, pointing out the beneficial effects of flipped classrooms in EFL settings.

2.5. Chapter Summary

This chapter mainly presents and argues the most recent literature review on the constructs being studied. Hence, most of this chapter is dedicated to synthesizing the recent literature concerning four constructs under investigation: L2 communication apprehension, EI, L2 WTC, and traditional masculine gender roles.

CHAPTER THREE
METHODOLOGY

This chapter clarifies the methodology on which the study is based. More clearly, the details regarding the setting and participants, data collection tools, data analysis procedures, and ethical considerations are thoroughly explained below.

3.1. Introduction

The current dissertation embraces an explanatory sequential design, one of the four mixed-method research designs. Thus, as Creswell (2012) pointed out, such design is initiated with quantitative data collection and analysis, followed by qualitative data collection and analysis. Bearing this in mind, once we collected and analyzed the quantitative data, namely testing the mediational model, we gathered qualitative data to get an in-depth understanding by employing a semi-structured interview protocol.

3.2. Setting and Participants

This study consists of two main stages. Namely, we gathered data using two different phrases. In the first part, the quantitative part, we recruited Turkish male EFL students studying in ELT departments. Participants from all educational circles (e.g., BA, MA, and Ph.D.) attended the survey. Purposeful sampling, defined as the determination of participant group depending upon the research purpose of the study by Büyüköztürk et al. (2008), was used in the selection of the participants. Table 2 below depicts the descriptive statistics of the participants in the first phase, namely the quantitative part.

Table 2

The descriptive statistics of the participants in the first phase (*N*=397)

Variables		f	%
University	Amasya	69	17.4
	ÇOMÜ	82	20.7
	OMÜ	85	21.4
	Pamukkale	86	21.7
	Sakarya	75	18.6
Class			
	Prep	15	15.8
	freshman	112	28.2
	Sophomore	105	26.4
	Junior	75	18.9
	Senior	77	19.4
	M.A.	6	1.5
	Ph.D.	7	1.8
Length of stay abroad			
	I haven't been abroad so far	280	70.5
	It was less than a year	87	21.9
	It was between 2 and 4 years	14	3.5
	It was more than 5 years	16	4.0

The table shows the frequencies and percentages of the participants' demographic information such as university, class, and length of stay abroad. Taking into account the percentages of the universities where the participants were studying at the time of data collection, it is seen that they do not differ much from each other. While Pamukkale University has the highest number of participants (21.7%), Amasya University has the lowest number of participants (%17.4). Regarding the class level, most of the participants are undergraduate students and there are few participants from the postgraduate level. It is also noteworthy to note that 3/4 of the respondents had not been abroad.

In the second part, the qualitative part, we conducted follow-up interviews with the voluntary Turkish male EFL students, who had taken part in the quantitative survey. The participants were self-identified males and were currently studying in the ELT departments at various state universities at the time of data collection. The descriptive profile of the participants was tabled below.

Table 3

The descriptive profile of the participants in the second phrase (*N*=8)

Number of the participants	Pseudonyms of the participants	Age	Abroad experience	Other foreign languages	Length of the interview	Educational Circle
1	Burak	24	No	A2(Spanish)	21 mins	M.A
2	Mustafa	23	No	No	25 mins	M.A
3	Ediz	22	No	No	24 mins	B.A (3rd year)
4	Osman	22	No	No	24 mins	B.A (3rd year)
5	Yaman	20	One week	No	14 mins	B.A (1st year)
6	Erkan	30	6 months	No	24 mins	M.A
7	Mithat	40	2 weeks	No	38 mins	Ph.D.
8	Umut	30	3 months	No	30 mins	Ph.D.

The semi-structured interview protocol consisted of eight voluntary male Turkish EFL students studying in different educational circles of ELT departments. Three of them were in B.A., the other three were in M.A., and the rest were in Ph.D. at the time of data collection. The order of the participants in the table above is given according to their interview participation order. The anonymity of the participants was provided with the use of pseudonyms. The age of the participants naturally increased depending upon their educational circles. It should be noted that the interviewees had not been abroad extended time period.

3.3. Data Collection

In the first phase of the study, participants filled out a closed-ended questionnaire, including demographics and four scales: namely Personal Report of Communication Apprehension, EI, L2 WTC, and CTMGR developed by the researchers. One of the researchers visited five different universities to collect data after obtaining committee approval and institutional permissions. In the second phase of the study, voluntary participants participated in the semi-structured interview protocol developed by the researchers. The one-on-one online interview took almost 20-30 minutes to complete. The details of the instruments are depicted below.

3.4. Quantitative Data Collection Tools: Instruments

In the first part of the study, we utilized a closed-ended questionnaire, including demographics and four scales: namely Personal Report of Communication Apprehension, EI, L2 WTC, and CTMGR developed by the researchers. We also attached the instrument at the end of the study (see Appendix 1).

3.4.1. Personal Information Form

In the demographic form, participants first confirmed their voluntary consent to the statement of approval. Then, they filled out their demographic information such as age, class, GPA, number of siblings, abroad experience, etc. Then, they filled out the four scales, which are well explained below.

Personal Report of Communication Apprehension (PRCA-24)

We utilized the original Personal Report of Communication Apprehension (PRCA-24), developed by McCroskey (1982), to measure L2 CA. The respondents were requested to imagine or consider the times on which they use the English language (L2). They were instructed to rank the items from 5 (strongly agree) to 1 (strongly disagree). The 5-point scale has 24 items and four sub-factors: a) group discussion, b) meetings, c) interpersonal conversations, and d) public speaking. The total score that can be obtained is 120. Scores between 0-51 indicate low levels of CA, scores between 51-80 show average CA, and scores above 80 high levels of CA. The Cronbach reliability of the instrument was found to be $\alpha = .95$ in the current study.

Emotional Intelligence Scale

The Emotional Intelligence Scale, developed by Schutte et al. (2009), was used to measure the participants' emotional intelligence levels. Participants were instructed to rate the items from 1 (strongly disagree) to 5 (strongly agree). The 5-point Likert scale has 10 items and four sub-factors: a) perception of emotions (PE), b) managing one's own emotions (ME), c) managing others' emotions (MOE), and d) utilizing emotions (UE). A previous

study by Öz (2015) found the internal consistency of the inventory as α = .89. In the current study, we found the Cronbach reliability of the instrument .67.

L2 Willingness to Communicate Scale

The willingness to communicate scale, developed by McCroskey (1992), assesses the participants' willingness to communicate in English. It assesses the willingness to communicate in terms of the communication context (e.g., public speaking, talking in meetings, group discussions, and interpersonal conversations) and types of receivers (e.g., stranger, acquaintance, and friend). The participants were instructed to assign a rank from 1 to 10 to show their willingness to communicate in each situation. The Cronbach reliability of the instrument was found to be α = .92.

Conformity to Traditional Masculine Gender Role Scale (CTMGR)

The researchers aimed to develop a valid and reliable scale in the EFL settings to assess and determine the level of conformity to the traditional masculine gender roles among Turkish male EFL students. In other words, the main purpose of this scale is to measure the levels of conformity to traditional masculine gender roles of male individuals. Initially, we created the prospective scale, which can be seen as the item pooling stage consisting of 60 items (see Appendix 2). During the creation of item pooling, namely writing the items, we benefited from the other scales in the literature as well as short interviews with male students regarding how they see traditional masculinity, etc. (see Appendix 3). After creating the items, we received feedback from 2 ELT academics and one Testing academics regarding the appropriacy, necessity, spelling, content and relevance of the items. Then, we undertook several stages, such as exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and reliability checks, to examine the validity and reliability of the scale we formed. We utilized SPSS 24.0 and the JAMOVI 2.3.0 package program for the data analyses. After the analyses, we obtained a single-factor, 5-item, seven-point Likert-type CTMGR scale. The procedure for scale development is explained thoroughly below.

Exploratory Factor Analysis. We examined the item factors to determine the possible dimensions of the scale in the 60-item trial form in the data set and performed exploratory factor analysis on a sample of 369 participants. Before the exploratory factor analysis, we examined the data set for missing values, outliers, and normality assumptions. There were no missing values in the data set. We examined the outliers in the data set with Z standard scores. We defined Z values not in the range of +3.29 to -3.29 as outliers and excluded these individuals from the analysis. The normality assumptions for the research items were examined through skewness and kurtosis coefficients. The skewness and kurtosis coefficients of the items were examined to determine whether they were in the range of +2 to -2. When examining the factor loadings of the items, if the contribution level of the item to the sub-dimension was below .30, if the item was an overlapping item that contributed to more than one sub-dimension at the same time, or if the item did not contribute to any sub-dimension, we removed the item from the analysis. Lastly, we utilized KMO and Barlett tests to see whether the data set is suitable for EFA analysis. The KMO coefficient takes values between 0 and 1. When the KMO coefficient approaches 1, it means that the data set is suitable for EFA analysis. We found that the KMO value was .746. A p-value less than .05 in Barlett's test of sphericity means that the data set is suitable for factor analysis. Bartlett's test of sphericity chi-square value was ($\chi 2$ = 1134.02), which is statistically significant ($p < .05$). In this respect, we can state that the data set is suitable for performing EFA analysis.

Table 4

Findings of the EFA analysis

Factors		Item Numbers	Items	Loads
First Factor		31	I tend to participate in conversations.	.85
		9	Talkativeness is not for me.	.85
		23	It isn't easy for me to engage in verbal activities.	.84
		18	I can easily ask for help.	.68
Second Factor		I5	It is important for me to be dominant in every aspect of life.	.80
		60	I like to engage in risky actions.	.69
		57	Violence can be a solution for me.	.67
		37	I don't like engaging in different cultures.	.66
		2	I like to be the authority at home.	.66

As seen above, we obtained a two-factor structure of 9 items with an explained variance of 59%. When we analyzed the two factors, we found that the first factor consisted of 4 items, and the second factor consisted of 5 items.

Confirmatory Factor Analysis. We conducted confirmatory factor analysis with another group of 506 participants to see whether the single-factor 9 items we obtained in the EFA were confirmed or not. Upon the CFA analysis, we figured out that the single-factor 9-item seven-point Likert-type scale we obtained as a result of EFA was not validated in our first attempt. In other words, CFI and TLI values indicating the goodness of fit of the model were below .90, while SRMR and RMSEA values were below .08. Hence, we excluded four items from the analysis that did not significantly contribute to the factors aiming to measure CTMGR in EFL settings. Furthermore, based on the item modifications indicated by the JAMOVI program, the error covariance matrices of items x and y, a and b, were linked in the CFA analysis. As a result, when we examined the model goodness-of-fit values, we found that the single-factor 5-item seven-point Likert-type scale, namely CTMGR, was validated (*CFI*= 0.998, *TLI*= 0.990, *SRMR* = 0.00680, *RMSEA* = 0.0733).

Table 5

The factor loadings suggested by CFA

Confirmatory Factor Analysis

Factor Loadings

Factor	Indicator	Estimate	SE	Z	p	Stand. Estimate
Factor 1	M9Iliketobetheauthorityathome	1.62	0.0676	24.0	< .001	0.917
	M8Idon'tlikeengagingindifferentcultures	1.98	0.1000	19.8	< .001	0.786
	M5Itisimportantformetobedominantineveryaspectoflife	1.32	0.0608	21.6	< .001	0.836
	M4Icaneasilyaskforhelp	1.74	0.1010	17.3	< .001	0.700
	M2Talkativenessisnotforme	2.08	0.0769	27.0	< .001	0.974

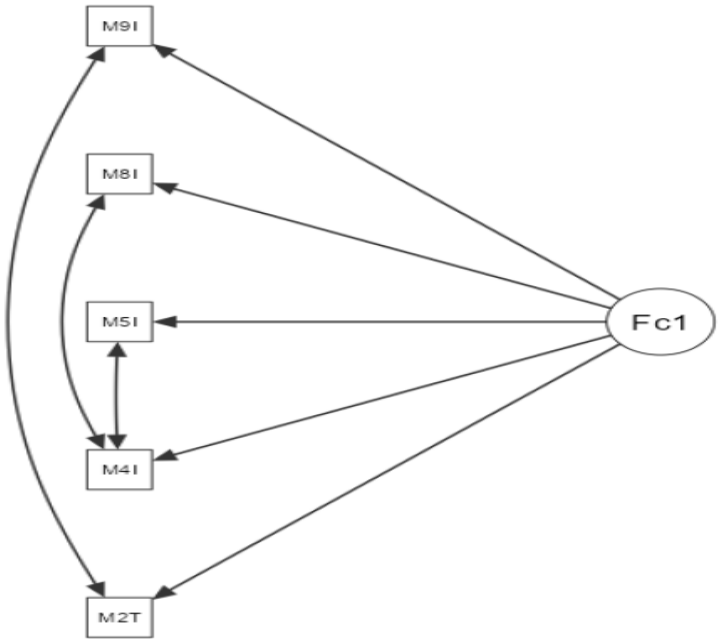


Figure 3. The factor loadings suggested by CFA.

Reliability. We tested the criterion-related validity of the scale with the CMNI-46, adapted by Parent and Moradi (2009). We calculated the correlation coefficient between the scores from the two scales was .21. We examined the scale's reliability using Cronbach's Alpha analysis. The Cronbach's Alpha coefficient of the scale was .95.

3.4.2. Qualitative Data Collection Tool: Semi-Structured Interview Protocol

In the second part of the study, several steps we undertook before we ran qualitative data collection. In other words, upon completing the quantitative data collection and analyses, we carried out the qualitative data collection. The main aim in the second part of the study was to reveal the participants' beliefs, opinions, and insights about the interplay among the CTMGR, EI, L2 WTC, and L2 CA. In this respect, we conducted follow-up interviews with the voluntary male participants. We, as researchers, prepared the semi-structured interview questions. In the interview protocol, we first asked for participants' demographic information such as age, educational level, abroad experience, other foreign languages, etc. Then, we addressed 11 semi-structured questions under four main sections:

background, transition, key, and closing questions, as suggested by Castillo-Montoya (2016). We also attached the interview protocol at the end of the study (see Appendix 4).

3.5. Data Analysis

3.5.1. Quantitative Data Analysis

We tested the quantitative data, namely the mediational model by using the SPSS process macro plug suggested by Hayes (2022). It allows us to examine the serial multiple mediating roles of M1 and M2 variables between X and Y. Before we proceeded with the analyses, we examined the data set for some requirements, such as normality and outliers. We looked at outliers with the Z standard score and Mahalanobis Distance Value. For normality, we used skewness and kurtosis values. Six participants were excluded from the analysis because they were identified as outliers. Since the normality values were in the range of +2 to -2, we figured that the variables had a normal distribution.

3.5.2. Qualitative Data Analysis

During the interview sessions, one of the researchers recorded each interview protocol under the permissions obtained from the voluntary participants. Upon completing the recordings, we initiated the data analyses. Firstly, we transcribed the data (voice recordings) in verbatim. In the meantime, we listened to them repeatedly to gain familiarity with the qualitative dataset. Afterwards, we analyzed the data via the MAXQDA 2020 program, suggested by Creswell (2021) in qualitative data analyses since it is one of the effective computer software that helps researchers systematically collect and interpret data. We did not have any coding list beforehand, and we benefitted from descriptive coding suggested by Saldana (2019).

We carried out data analysis in three stages. Firstly, we coded all the interviews, during which we benefitted from *descriptive coding*, whose main purpose is to help the readers to see what you've seen and let them hear what you have heard (Saldana, 2019). Then, we created categories after grouping similar codes with descriptive codes. Lastly, upon the creation of the categories, we combined the related categories into themes so that we could show the relevance of the themes to the research question.

In qualitative methods, there are some quality criteria suggested by scholars (e.g., Guba and Lincoln, 1989; Nunan and Bailey, 2009) that the researchers need to pay attention such as credibility, transferability, dependability, and confirmability to ensure the reliability and validity concerns of qualitative studies. To provide credibility, one of the researchers contacted the voluntary participants in person to make them feel relaxed and let them read the interview questions before we addressed and initiated the recordings. Also, we noted that we would give them pseudo-names during the data presentation. In addition, during the interviews, we addressed confirmation checks and questions (when necessary) to get detailed insights or required them to elaborate on what they meant. Moreover, once we created the questions, we consulted other academics working in ELT departments to get feedback regarding the validity and format of the questions. After reaching a mutual consensus, we carried out the interviews. Upon completing the data analysis, another research assistant checked the occurring codes for reliability purposes.

In terms of transferability, we tabled the whole qualitative process, such as showing the length of the interview's time and other descriptive information (see Table 3), thus reflecting the qualitative process in detail. While presenting the findings, we included direct quotations (when necessary) without making any changes. Regarding dependability, we paid careful attention to asking the same questions, following the same interview protocol format as much as we could. Also, we gave similar codes to similar statements while coding the data. Lastly, all codes, categories, and themes that we created can be transparently shown in our MAXQDA file. An example of the coding system is shown below to provide confirmability.

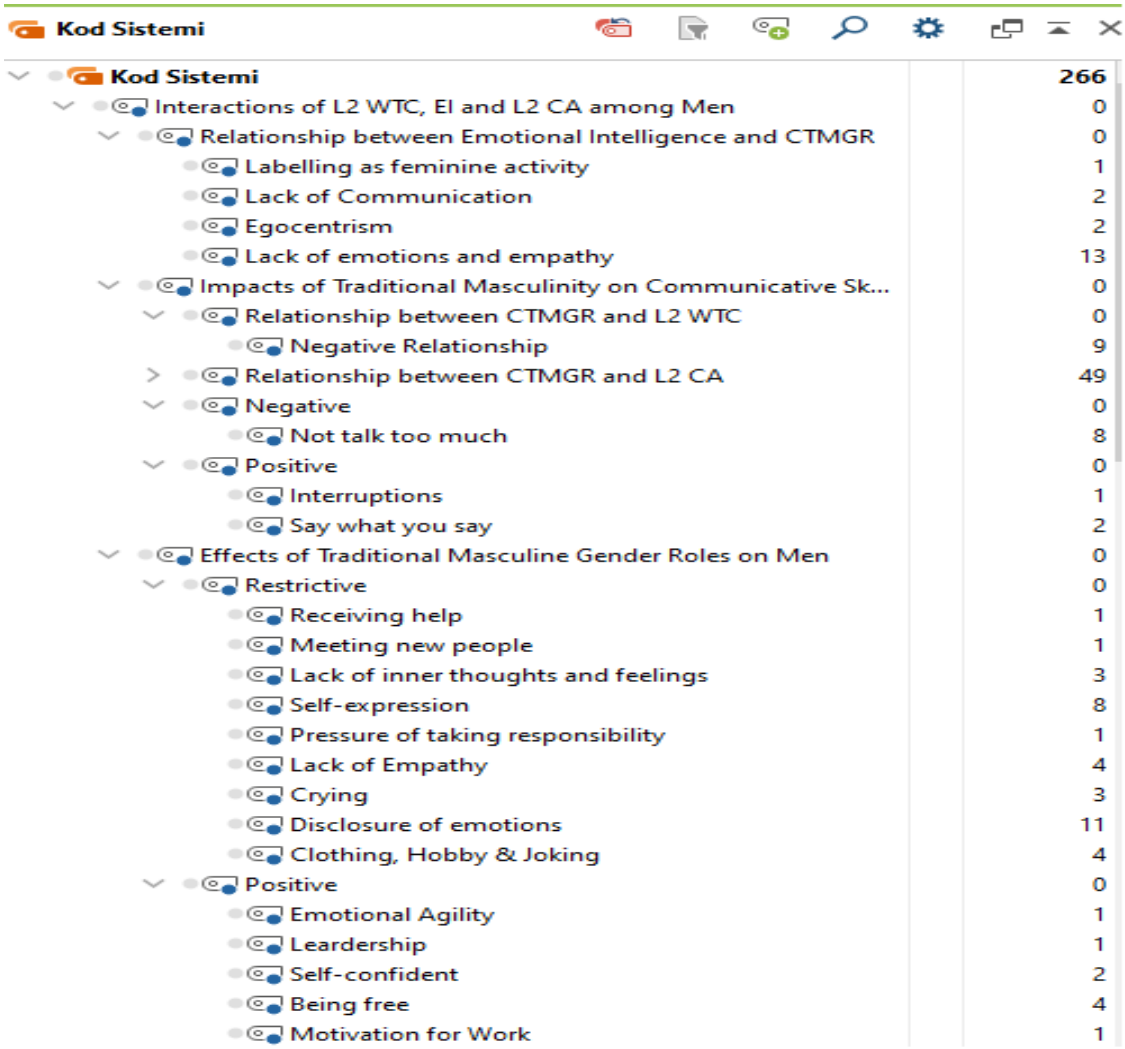


Figure 4. The MAXQDA files.

The researcher's Role

In qualitative methods, researchers are advised to document how they position themselves during the data collection and analysis process to showcase what roles they adopt, thus reflecting transparency for readers (Gürsoy, 2021). We carried out the qualitative part of the study in the spring semester of the 2023-2024 academic year, with the help of Zoom, because the interviewees were living in different parts of Türkiye at the time of data collection, which urged us to have all sessions online. We made all contacts with the voluntary participants on the phones beforehand. All interviews we made with the participants paid attention to the time they wished to attend. All participants attended the interviews after school/working hours, namely between 7 pm and 11 pm. Before the

interviews, we requested participants to check their laptop and internet facilities so that we would not come across any technological problems. We also gave all the necessary information regarding the aim of the study, possible publication process of data they would give and the anonymity issues etc. to make them informed and receive their voluntary consents. During the interview, we abstained from asking leading questions as well as sensitive issues arousing traumatic experiences. Additionally, we benefitted from elaborative questioning when the given answer was not enough. The same tone was used during each session and the participants were approached welcomingly. After the data collection process, we got help from other research assistants and watched videos regarding how to best benefit from MAXQDA. All the codes, categorizations, themes, and figures we created in the MAXQDA were rechecked by the aforementioned assistants to provide cross-checks.

Table 6

The overview summary of the research questions and data collection tools, as well as the data analysis and the specific aims of the study

Research Questions	Paradigm	Data Collection Tools	Data Analysis
RQ 1. Is there a significant relationship between CTMGR and EI?	Quan	Scale	SPSS Bootstrapping method, using Process Macro (Hayes, 2018)
RQ 2. Is there a significant relationship between EI and L2 WTC?	Quan	Scale	
RQ 3. Is there a significant relationship between L2WTC and L2 CA?	Quan	Scale	
RQ 4. Do EI and L2WTC serially mediate the relationship between CTMGR and L2 CA?	Quan	Scale	
RQ 5. What are the participants' beliefs, opinions, and insights about the interplay among the CTMGR, EI, L2 WTC, and L2 CA?	Qual	Semi-structured interview	Thematic Analysis (MAXQDA)

3.5.3. Ethical Issues

The study aligns with the ethical considerations. Firstly, we obtained the ethics committee approval from Çanakkale Onsekiz Mart University (See Appendix 5). In addition, we gathered five different institutional permissions from the state universities where we conducted the study (See Appendix 6). Furthermore, in every phase of data collection, we

requested participants to approve their voluntary participation before we initiated the data collection sessions. Lastly, we ensured that the data obtained in the study would only be used for academic purposes during each data collection session.

3.5.4. Chapter Summary

This chapter presents the methodology part of the study in detail concerning the setting and participants, data collection tools, and data analyses as well as ethical issues taken into consideration.

CHAPTER FOUR
FINDINGS

This chapter is dedicated to presenting the findings of each research question below in detail with tables and explanations.

4.1. Findings of the Study

Findings of RQ 1: Is there a significant relationship between CTMGR and EI?

There is a negative relationship between CTMGR and emotional intelligence (r = -.108, p = .031), which means our 1st hypothesis got accepted, indicating that there is a negative relationship between CTMGR and EI.

Findings of RQ 2: Is there a significant relationship between EI and L2 WTC?

There is a strong positive relationship between emotional intelligence and L2 WTC (r = .456, p < .001); which means that our 2nd hypothesis, asserting that there is a positive relationship between EI and L2 WTC, is accepted.

Findings of RQ 3: Is there a significant relationship between L2WTC and L2 CA?

The relationship between L2 WTC and L2 CA is predicted negatively (r = -.600, p < .001), positing that there is a negative significant relationship between L2 WTC and L2 CA. That's to say that, our 3rd hypothesis is accepted. Table 7 presents the correlational findings of the study in detail below.

Table 7

Correlational findings of the study

		CTMGR	EI	L2 WTC	L2 CA
CTMGR	Pearson correlation	1	-.108*	-.260**	.193**
	Sig. (2-tailed)		.031	< .001	< .001
EI	Pearson correlation	-.108*	1	.456**	-.382**
	Sig. (2-tailed)	.031		< .001	< .001
L2 WTC	Pearson correlation	-.260**	.456**	1	-.600**
	Sig. (2-tailed)	< .001	< .001		< .001
L2 CA	Pearson correlation	.193**	-.382**	-.600**	1
	Sig. (2-tailed)	< .001	< .001	< .001	

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Findings of RQ 4: Do EI and L2WTC serially mediate the relationship between CTMGR and L2 CA?

The figure 5 below depicts the findings of the serial mediating role of the EI and L2WTC in the relationship between CTMGR and L2 CA. Suggested by Hayes (2022), we tested Bootstrapping method for the serial multiple analysis, utilizing Process Macro.

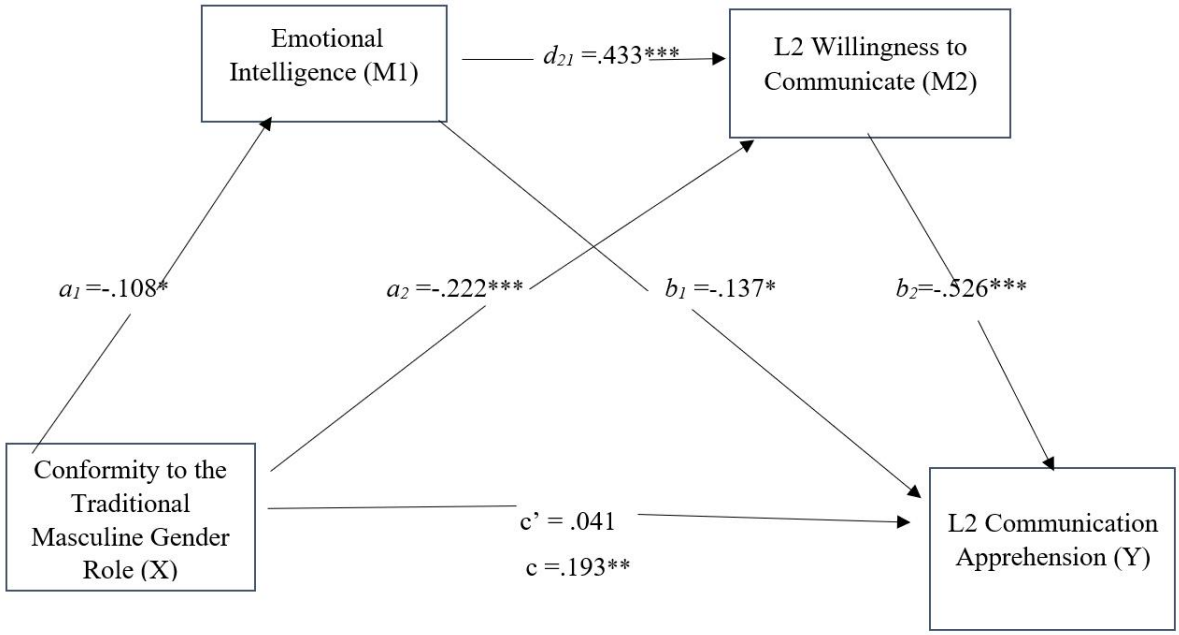


Figure 5. The findings of the proposed research model.

Figure 5. Serial multiple mediation findings. *c* = total effect, *c'* = direct effect. **p* < .01, ****p* < .001. Values shown are standardized coefficients.

Figure 5 shows that CTMGR alone predicts the L2 CA positively (*p*< .01) When we add the mediating variables to the model, the L2 CA is not significantly predicted (*p* > .05). We examined the confidence intervals for the indirect effect to see whether EI and L2 WTC mediate the relationship between CTMGR and L2 CA. In this respect, we found that EI and L2 WTC mediated the relationship between CTMGR and L2 CA serially together as the confidence intervals do not cover 0. The independent variables together explained 37.6% of the total variance of the dependent variable. Hence, our 4th hypothesis, claiming that EI and L2 WTC serially mediate the relationship between CMGR and L2 CA, is accepted.

Together with the correlational and mediational findings of the study, it is worth presenting the regression findings as well. In this respect, table 8 shows the regression findings in detail below.

Table 8

Regression findings of the study

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	133.603	7.455		17.921	<.001
	L2 WTC	-.429	.038	-.526	-11.420	<.001
	EI	-.527	.172	-.137	-3.070	.002
	CTMGR	.202	.199	.042	1.017	.310

Note. Dependent variable = L2 CA.

The regression model explained 37.6% of the variance of the dependent variable L2 CA (R2=0.376). Examining the significant predictors in the model, it is seen that L2 WTC appeared as a negative and significant predictor (B = -0.429, p < 0.001). This indicates that a one-unit increase in L2 WTC scores is associated with a decrease of approximately 0.429 units in L2 CA scores. Likewise, EI as a variable was also found to be a significant predictor (B = -0.527, p = 0.002). This showcases that a one-unit increase in EI scores is related to a decrease of approximately 0.527 units in L2 CA scores. However, the CTMGR variable was not found to be a significant predictor in the model (B = 0.202, p = 0.310), displaying that CTMGR scores were not directly related to L2 CA. In sum, while L2 WTC and EI variables significantly predicted L2 CA, the CTMGR variable was not found to be a significant predictor in this model. In other words, CTMGR does not directly predict L2 CA, but mediation analyses revealed that it indirectly predicts L2 CA through serial mediators.

Findings of RQ 5: What are the participants' beliefs, opinions, and insights about the interplay among the CTMGR, EI, L2 WTC, and L2 CA?

To answer the 5th research question, we benefitted from the qualitative data with the help of semi-structured interviews to explore the in-depth views of the participants. The findings are presented below under sub-titles.

Conceptualizations of participants regarding traditional masculine norms and roles

It is important to know how male EFL students define and perceive traditional masculine gender roles, particularly in the Turkish culture, because such roles are shaped within social and cultural settings. In this respect, they were asked how they define and perceive these roles, and the findings indicated several common conceptualizations regarding traditional masculine gender roles and norms. Figures 4 and 5 present below the code cloud and frequency chart created to show the participants' perceptions regarding these roles and norms. The size of the codes gets bigger if they have a higher frequency.



Figure 6. The code cloud presenting participants' conceptualizations regarding traditional masculine gender roles and norms.

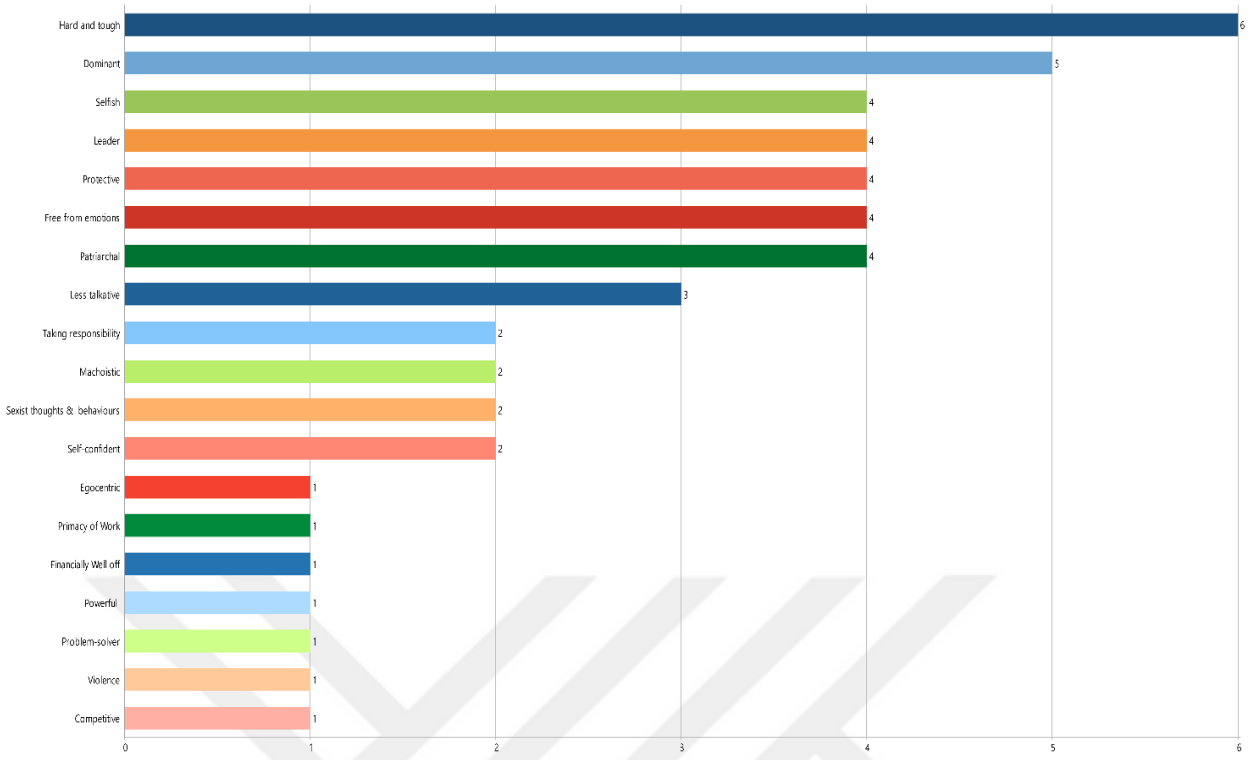


Figure 7. The code showing the frequency of conceptualizations regarding traditional masculine gender roles and norms.

As can be seen, the cloud and chart above show us how the interviewees defined and conceptualized traditional masculine gender roles. In this regard, the interviewees attributed common characteristics to these roles and norms in Turkish culture, revealing the common codes as follows: 'hard and tough', 'dominant', 'selfish', 'leader', 'protective', 'free from emotions' 'patriarchal', and 'less talkative'. These codes clearly show what norms and roles are expected from men and boys in Turkish culture. One of the important findings regarding linguistic expectation is that Turkish culture seems to expect men and boys to be less talkative and free from emotions, limiting their oral production ability and emotionality.

The Effects of Conformity to Traditional Masculine Gender Roles on Men and Boys

In terms of the possible effect(s) of CTMGR on men and boys, the interviewees were asked what kinds of role CTMGR plays on them. The findings point out two main categories, 'restrictive' and 'positive' areas, showing the impacts CTMGR possesses on men. Figure 8 below visualizes the details together with the codes in this respect.

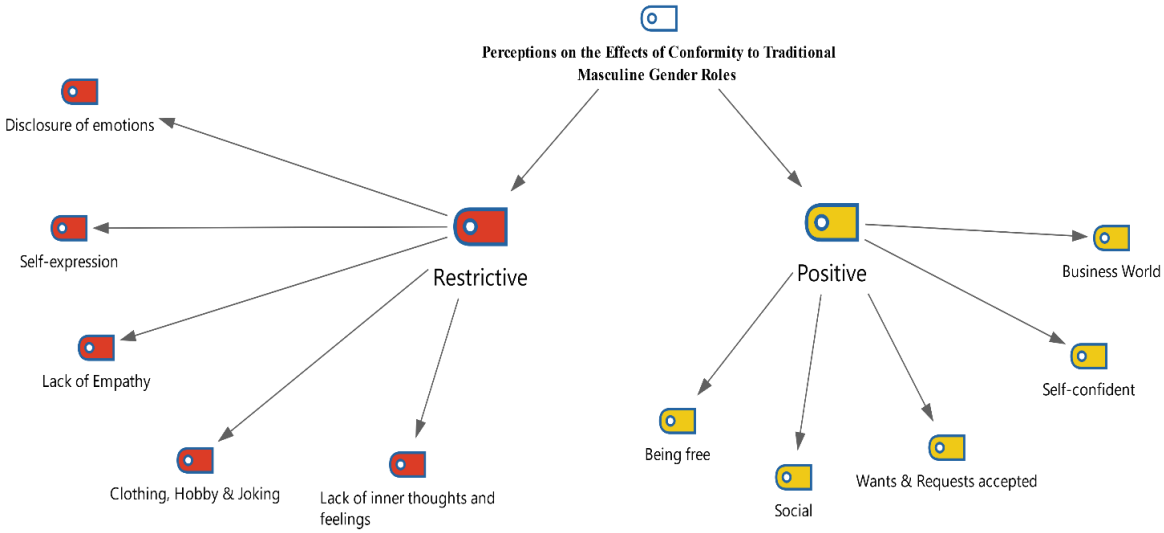


Figure 8. The effects of conformity to traditional masculine gender roles on men and boys.

As indicated above, the interviews held the idea that CTMGR has both restrictive and positive effects on men and boys. In terms of the restrictive side of CTMGR, they pointed out five different areas that have limiting or restricting impacts on men. These are as follows: 'disclosure of emotions', 'lack of self-expression', 'lack of empathy', 'clothing, hobby and joking', and 'lack of inner thoughts and feelings'.

In terms of the restrictive side of CTMGR on men and boys, some of the related quotations are as follows:

"He should always be strong in society and if he does, he should also cry indoors". (Burak, 25)

"It causes these men to suppress and repress themselves, to suppress their emotions, their psychology, consciously or unconsciously. So, at this point, definitely yes, men do not cry". (Mithat, 28)

"There are restrictive and unwritten rules such as men don't cry, men talk less, men do this, men do that". (Mithat, 28)

"Men are always in the forefront, always strong and never weak”. (Umut, 10)

“They have the psychology of being strong, not letting themselves be oppressed, not humiliating themselves, so they are more anxious when they speak”. (Edis, 49)

“Talking too much is something that is attributed to women. Talking less is something that is attributed to men. It is negative in this respect. I mean, this norm of sociability and speaking less can also damage social relations”. (Mustafa, 31)

“The characteristics that they always expect women to have in front of society, such as emotionalism and crying, are characteristics that they would never do". (Umut, 10)

“There would be many male ballerinas in our country, but I'm sure many men avoid them because of the tights, or I don't know, because those behaviors are seen as a bit feminine. You know, such social things keep men away from their hobbies and real desires". (Edis, 23)

While mentioning the emotional restrictiveness of CTMGR on men and boys, one of the interviewees made the following example to show how deep the effects CTMGR has on the behaviors of men and boys in Turkish culture.

“I want to give an example. They asked Vehbi Koç's daughter what kind of a father you had. She says, of course, he worked a lot, but I don't remember how many times he loved me. He just used to take me on his lap to love me, smell me, and we took photos, and then he would leave. For example, she says we didn't see much of a father. This is a bit of that patriarchal tradition. We can say it's because of the traditional masculinity, we can say where it comes from. The father doesn't talk much, he doesn't share his feelings, he doesn't try to understand their feelings, he gives them money and leaves. As much as possible, of course. What does this [CTMGR] do? This time it completely makes the man silent and restricts his communication with everyone and many people around him". (Edis, 35).

Regarding the positive effects of CTMGR on men and boys, the interviewees stated that these masculine roles provide them many advantages. They regarded these roles as something that give men more freedom and confidence especially when compared to women; that's why they thought men and boys' wants and requests are easily accepted in Turkish society, especially in the business world. In this regard, the perceived advantages are visible in codes such as 'being free,' 'being social,' 'wants and requests easily accepted,' 'having self-confidence,' and 'easily thriving in business world.' In terms of the advantages of CTMGR, some of the related quotations are as follows:

"Traditional masculinity is very advantageous for men because everything is under his control… he arranges everything… he makes the final decision…What he says accepted" (Mithat, 22)

"The space it liberates is that you can do as you please. I mean, I'm a man, I'm a man, I do this. In this sense, it is something that liberates men" (Erkan, 27)

"I think it has a liberating effect in the business world. As an outsider perspective, I think it is liberating when men are given jobs that require more responsibility because they are generally dominant characters." (Burak, 29)

"I can say it [traditional masculinity] makes men more confident. I mean, whatever they do is correct. You know, I can do it, I am a man, I can say whatever I want." (Erkan, 35)

Relationship between CTMGR and L2 CA

In terms of the possible effect(s) of CTMGR on male EFL students' L2 Communication apprehension levels, the interviewees were addressed with elaborate questions aiming to reveal whether there is a relationship between these two constructs. In this respect, the figure below visualizes the findings with reference to categorizations and codes.

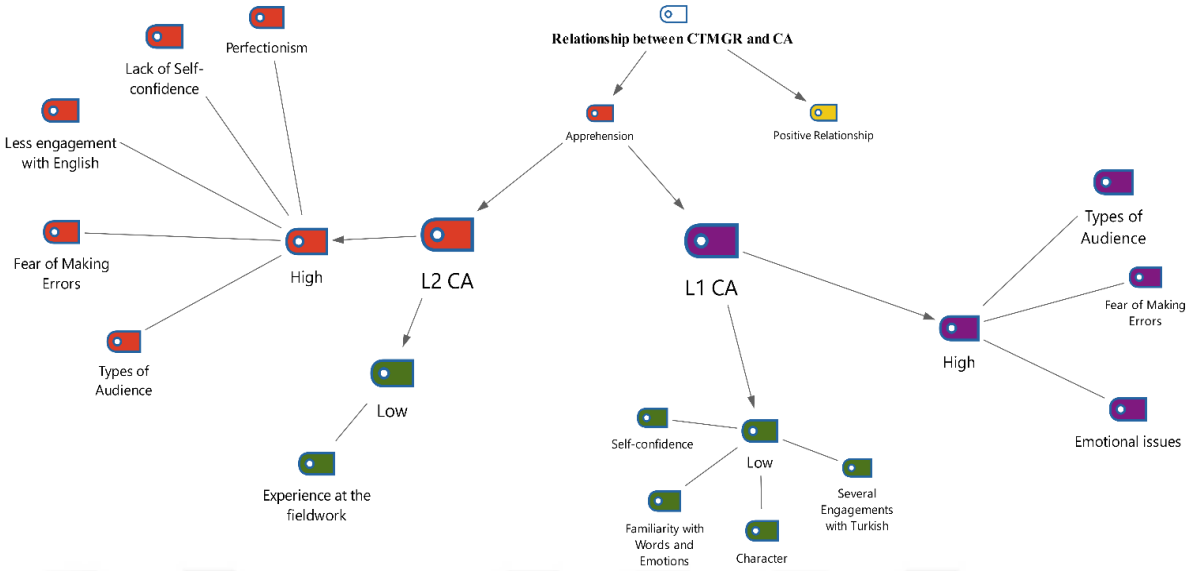


Figure 9. Visualization of the relationship between CTMGR and CA.

Regarding the interplay between CTMGR and L2 CA, the interviewees revealed common perceptions that CTMGR functions as a triggering construct, increasing male EFL students' communication apprehension levels both in L1 and L2 for almost the same reasons. In this respect, they articulated 'types of audience', 'fear of making errors', 'lack of self-confidence', and 'perfectionism' as the triggering reasons that increase the L2 CA among men and boys who value CTMGR in EFL settings.

They commented that certain 'types of audience' affects the degree and density of L2 CA felt by male EFL students who value CTMGR. In other words, they stated that if the target interlocutor is a female or an advanced learner in L2, they feel higher levels of L2 CA. Their statements regarding the opposite sex are as follows:

"When we look at masculinity norms, a traditional man is not very close to women. You know, when he tries to speak in such an environment, in an environment where women are present, he may experience something more difficulty or apprehension" (Osman, 37)

"With the opposite sex, they may be concerned about speaking more politely, more modern, more appealing. I mean, you know, there is a woman in front of me and I should speak accordingly. I should pay attention to word choices. Such thoughts always in the

background. Well, for this reason, there could be more anxiety of making a mistake". (Umut, 26)

"But only if the target interlocutor were a man, I would talk and speak fluently. I think there can be more anxiety and apprehension when we talk to the opposite sex." (Osman, 39)

Participants' statements regarding advanced L2 learners are as follows:

"Now, since everyone in the class is studying ELT, and everyone has a good command of English, speaking in front of them is of course more anxious. I think, I can speak much more fluently when I speak in front of someone who doesn't know English. Speaking in such an environment puts me under more stress." (Osman, Location 33)

They also drew attention to the intricate nature of lack of confidence, fear of making errors, and perfectionism. In this regard, they pointed out that men and boys who endorse traditional masculine gender roles are perfectionists, trying to look complete, right, and flawless. Also, because of the pressure they feel to obey socially attributed roles and norms, they do not want to seem losers in front of others, however, there is always a possibility to make an error or mistake in L2 settings. Hence, they stated that such types of male learners often abstain from making errors in L2 communication, which further impacts L2 lack of self-confidence. That's why such thoughts also boost their L2 CA. In relation to these claims, participants' statements are as follows:

"If I make a mistake here, my manhood charisma can be scratched. This prevents them from developing their speaking skills. At the same time, it is not only public speaking. In one-on-one conversations, some men get very upset when they make mistakes and become very psychologically demoralized. The reason for this is also due to such norms, you know, if I speak, I will be disgraced, they will make fun of me. And this is already due to the ridiculous stereotypes such as men don't make mistakes and don't talk too much." (Edis, 39)

"You will make a lot of mistakes in this process. Both in speaking, writing, and learning. This can create a pressure on men. If I make a mistake, they will laugh at me, they will see me as a loser. I assume it does, looking at the people around me." (Edis, 45)

"We have the idea that we should speak better English just like Turkish. Hımm like the more accurate we should speak it. I mean, we try to speak as flawlessly as possible, as fluently as possible and with very appropriate expressions, very appropriate words. Well, we are trying to reach perfection." (Umut, 30)

"This effort to show themselves [roles and norms] will actually increase their apprehension about speaking in English. In other words, it will create communication apprehension in them. In other words, there will be extra apprehension in English with the reflections of these norms". (Umut, 32)

Based on their comments and perceptions, the findings indicated that men and boys who value traditional masculine gender roles and norms seemingly want to look complete, flawless, right, and perfect. Hence, they feel concerned about making errors while talking to others since they feel the pressure to be perfect and flawless as a complete man. Also, especially with the opposite gender and advanced L2 students, they feel more apprehensive in using L2. Further, they do not want to show their L2 lack of confidence because the endorsement of traditional masculinity requires them to seem confident, complete, and flawless.

Relationship between CTMGR and EI

As for the possible effect(s) of CTMGR on male EFL students' Emotional intelligence and emotionality, the interviewees were asked about their thoughts, perceptions, and understandings of this relationship. In this respect, figure 9 below visualizes the findings with reference to categorizations and codes.

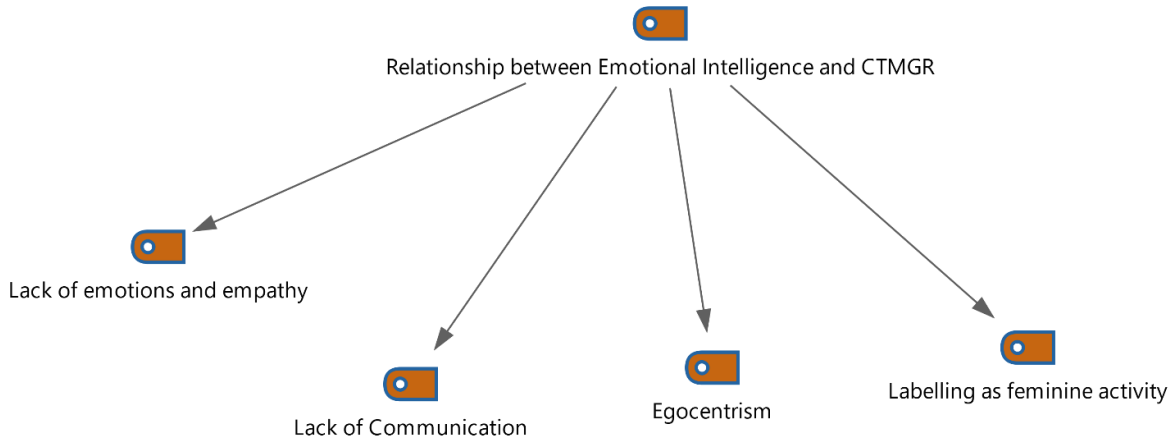


Figure 10. Visualization of the relationship between EI and CTMGR.

Regarding the relationship between CTMGR and EI, most participants had mutual perceptions that the negative impact of CTMGR is obviously visible on men and boys' emotional intelligence and emotionality. They stated that traditionally endorsed masculine roles are diametrically opposed to emotional intelligence and its sub-factors like empathy. In this regard, they listed the reasons as 'lack of emotions and empathy', 'lack of communication', 'egocentrism', 'labelling emotionality as feminine activity'. The interviewees, therefore, perceived conventional men and boys as egocentric; that's why they thought they do not show empathy. Also, they added that one of the biggest reasons for the lack of emotionality among such men and boys is due to the fact that they label such emotional things as feminine activity. In this regard, their statements are as follows:

"But if you have such stereotypes and norms, you don't channel yourself into such emotional things because you find them partly feminine. You know, it is like. A man stays away from such things in order not to lose that masculinity, in order not to lose that masculine energy." (Edis, 55)

"CTMGR is one of the reasons why men don't communicate or talk enough with their relatives or people they love and people they have emotional ties with. You know, not opening themselves to the outside because of those emotional norms. This prevents the development of emotional intelligence" (Edis, 55)

“The level of empathy decreases as they feel these norms. So, there is a negative relationship because as I said, they are more self-centered, they try to impose their own ideas in social relationships. So, they don't think much about what the other person feels. They just say their own thoughts. They don't think much about how the other person will feel when they say it.” (Mustafa, 49)

“I would like to comment that traditionalism [masculinity] is something that dulls emotional intelligence because it is something that suppresses people, something that prevents them from showing their emotions, something that prevents them a little bit. Therefore, it will suppress emotional intelligence over time, maybe even completely eliminate it.” (Erkan, 61)

Relationship among CTMGR, L2 WTC and L2 CA

The interviewees were further asked their opinions on the relationship among CTMGR, L2 WTC, and L2 CA. In this regard, the figure below visualizes the findings with reference to categorizations and codes.

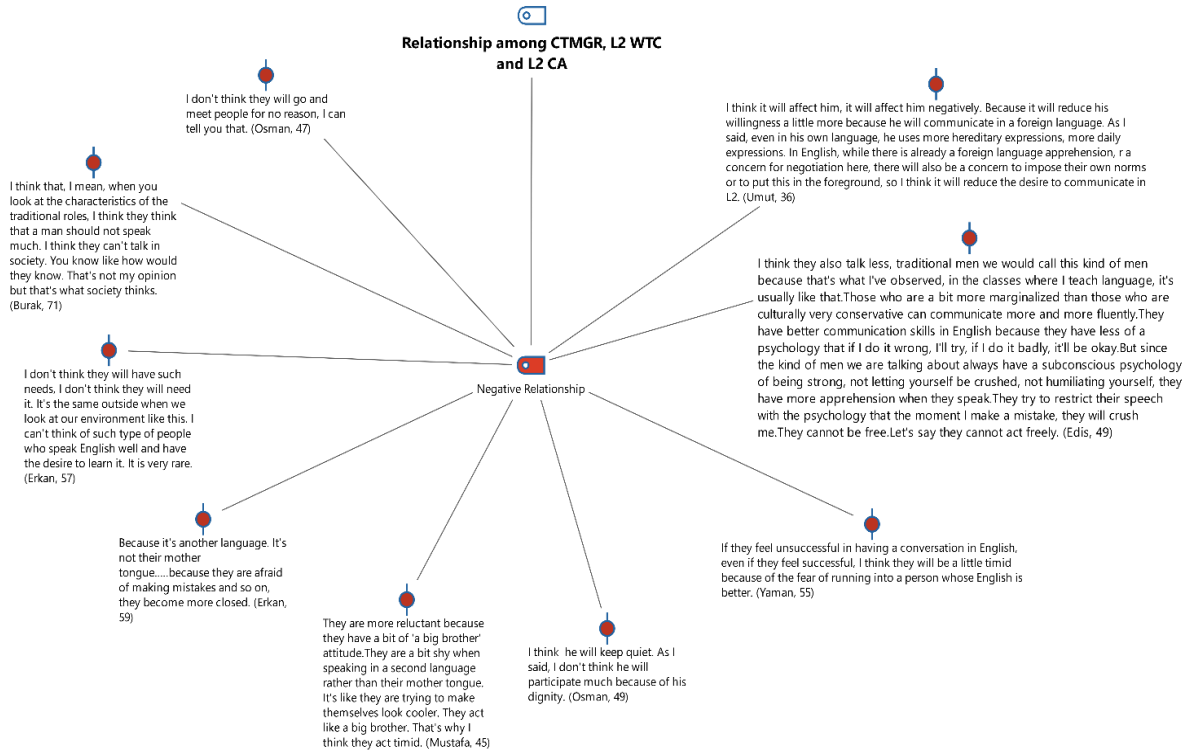


Figure 11. Relationship among CTMGR, L2 WTC and L2 CA .

As for the interplay among CTMGR, L2 WTC, L2 CA, the qualitative findings showed that the participants held the mutual perception that endorsement of such traditional masculine gender roles and norms prevent men and boys from possessing willingness for L2 interaction, thus increasing their L2 CA. As can be understood from the visualized quotations above, the findings indicated that participants attribute several reasons why the male students who show traditional masculine gender roles and norms would have lower L2 WTC and higher L2 CA. The participants perceived that such types of male students do not talk or do not want to engage in conversations in an environment where the characteristics of L2 is foreign to them. Because of the social norms or attributes assigned to their gender, the participants thought that such types of male students become timid and silent in L2 settings. Furthermore, they thought that the L2 settings are spaces for marginalized people who are open to new innovations or perspectives, not for the ones who care about stereotypical concerns.

Also, they added that the feel or pressure to 'dominate every context' makes such types of male students refrain from engaging L2 communication since they would feel fearful in making errors. Furthermore, they commented on the role of empathy as another influential factor, paving way for the greater L2 WTC. In this regard, their statements are as follows:

"In fact, I would even say that especially if you are just starting to learn the language, some of what I call the strict rules of masculinity can make it difficult for you to initiate L2 communication because this time it can lead to not being able to dominate the conversation. You cannot dominate the conversation and you show your comfort and I think they would prefer not to do that because it would cause discomfort." (Yaman, 47)

"I actually think that empathy is something that develops as we establish communication. I think that the ability to empathize is actually related to the willingness to communicate. For this reason, I think that according to the frequency of communication, thinking about the other party in terms of empathy also develops gradually." (Umut, 45)

Reasons for the violation of CTMGR

Participants were lastly asked how they perceived themselves regarding conformity to conventional masculine gender roles. Almost all participants regarded themselves as non-traditional men who rejected the gender norms and roles attributed traditionally. Then, they

were requested to elaborate on the reasons why they do not comply with traditional masculine gender roles. In this regard, figure 11 below shows us the reasons for violations with reference to categorization and codes.

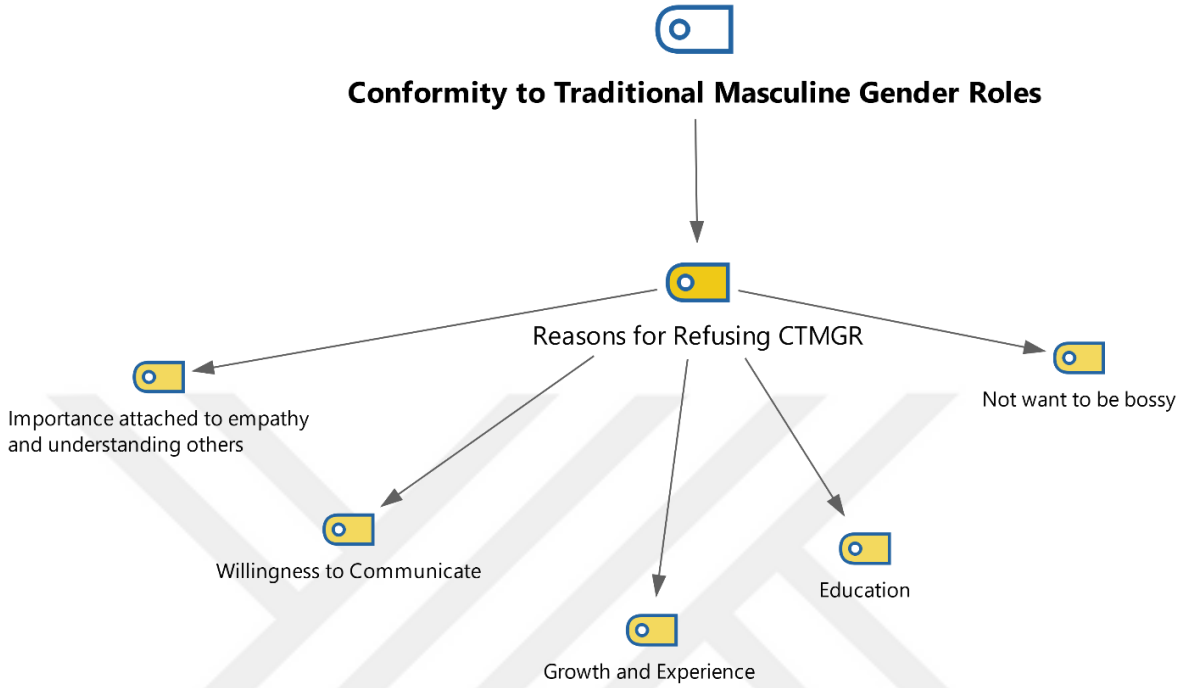


Figure 12. Reasons for violations against CTMGR.

Nearly all participants dictated that they refused to adopt such traditional roles and norms expected from their society. Taking into account their profiles either as prospective English language teachers or in-service English language teachers studying in undergraduate or graduate circles, they seemed to transcend these roles and were aware of their effects on their verbal and emotional skills; that's why they seemed to violate these roles and norms to greater extend.

As seen above, they listed these reasons as 'importance attached to empathy and understanding others', 'willingness to communicate', growth and experience', 'education', 'not to be bossy'. In this regard, their statements are as follows:

"People I'm in contact with, the books I've read, I don't know, maybe social media accounts that I follow, that I value, whose opinions I care about. Then, the idea that I can evaluate the events from the other side's point of view. As a result of these things, I got rid of what we can call the traditional masculinity" (Mithat, 50)

“I think, education has a lot of influence because educated people, uneducated people. I mean, we encounter a lot of things in daily life. When we compare them. I see that educated people are more open to such things, more open to innovations, and more able to approach such things. I think a big part of it comes from education, in my opinion.” (Erkan, 65)

“I am someone who is open to participate in communication as much as possible voluntarily. For this reason, I sometimes think about what the other party [person] thinks, what they feel, or what they might think in the expressions I use, what situation they are in, sometimes more than they speak. In fact, for this reason, I think our sense of empathy is a bit strong” (Umut, 43)

“Maybe CTMGR is the thing that I had before and now I don't have such norms anymore. Again, as I said at the beginning, probably with age and experience, it also changes in relation to the change of world view and the development of perspective.” (Mithat, 18)

“We always have proverbs and sayings like this, if a word is silver, silence is gold. We think that work is more important than talking but, talking is just as important as expressing yourself. We cannot express ourselves without talking or speaking. I mean, no matter how much we say, "Let me keep quiet, let me do my job, let me mind my own business," talking about or speaking it is another thing. I mean, it is necessary to talk. (Erkan, 43)

As inferred from the quotations above, the participants seemed to perceive and evaluate the endorsement of traditional masculine gender roles and norms as a toxic and venomous construct, impeding male EFL students’ oral and verbal production as well as emotional expression skills. In this regard, they thought that studying in a language department or being a language teacher helped them transcend those conventional roles and norms by adopting a critical lens through which they could see the negative impacts of such traditional roles and norms on their verbal skills and emotional disclosure abilities. In line with these findings, they attributed those violations to the nature of L2 learning and L2 settings. They also pointed out that L2 learning is a place where male students adopting conventional roles and norms are challenged to overcome such stereotypical thoughts and

behaviors if they wish to be successful in L2, which necessitates sharing opinions, possessing empathy, engaging in conversations, and willingness to communicate.

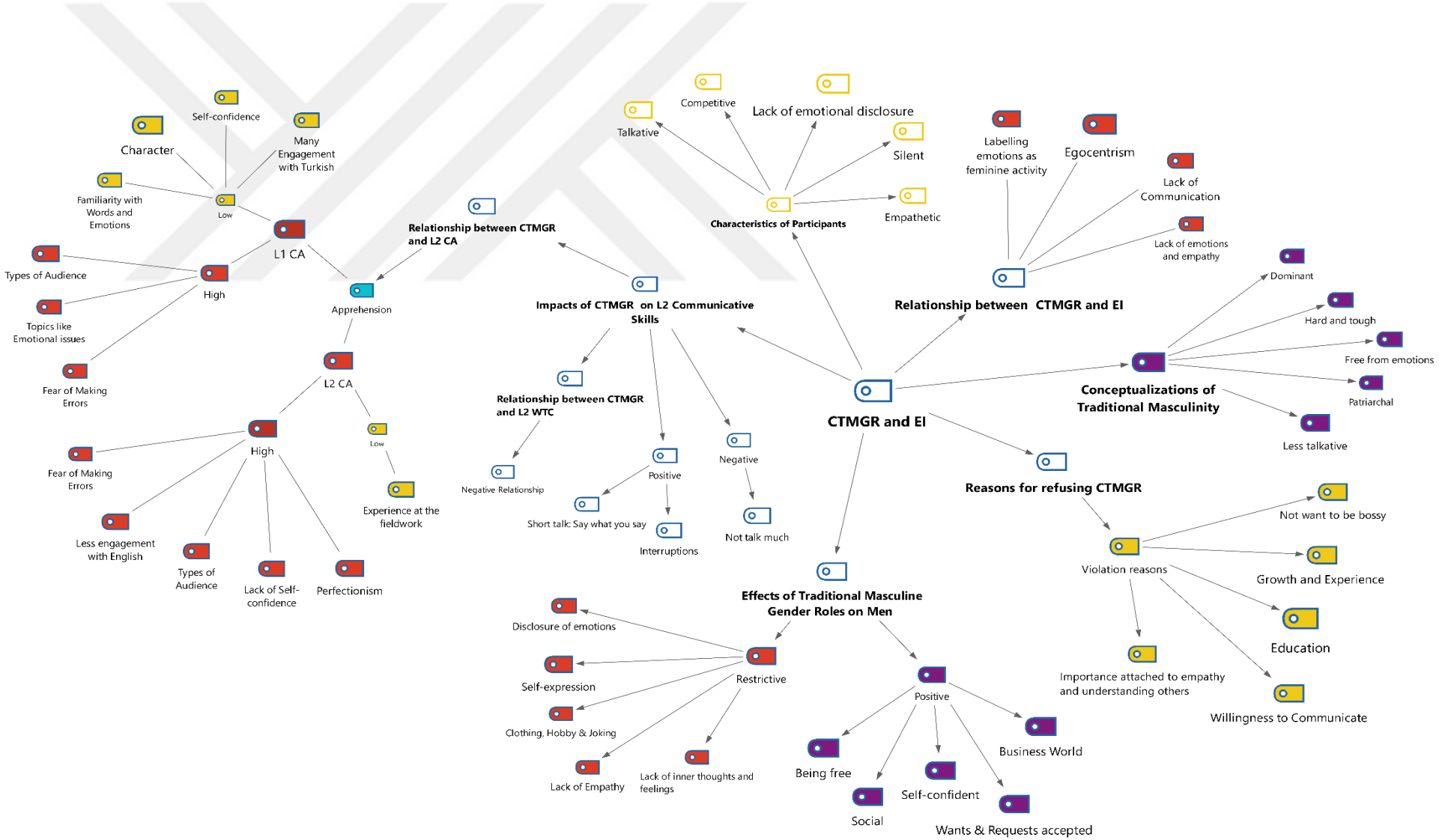


Figure 13. Overall summary of qualitative findings.

4.2. Summary

This chapter presented a comprehensive analysis of the study, referring to the findings of each research question. To this end, we clearly presented the quantitative data and qualitative data in detail without any interpretation. The last chapter interprets the findings with reference to previous findings in detail.

CHAPTER FIVE
DISCUSSION AND CONCLUSION

This chapter argues and concludes the interpretation and discussion of the findings relating to the previous studies. Afterward, it offers implications related to the research scope for EFL students, university lecturers, practitioners, language teacher educators, and policymakers.

5.1. Discussions of Research Questions

This part is dedicated to presenting each research question and then arguing and discussing them with reference to the relevant literature.

Discussion of RQ1. Is there a significant relationship between CTMGR and EI?

The result of a correlational run indicated that CTMGR and EI are negatively correlated. This suggests that as men and boys endorse higher conventional masculine gender norms and ideologies, they possess lower levels of emotionality, namely EI. In other words, the restrictive side of traditional masculine gender roles can be visible in the expression of feelings, management of affective states, and regulations of emotions among male participants.

Even though this relationship has not been investigated among male EFL students at graduate and undergraduate levels in the Turkish context, a body of research studies carried out in other fields draws attention to the fact that the endorsement of conventional masculine gender norms and roles characterized and defined by the harsh, hard, assertive, dominant, and competitive nature (Feder et al., 2010; Levant, 1998) has established a negative relation with the emotionality levels and the expressive capabilities of boys and men. (e.g., Heath et al., 2017; Mahalik and Burns, 2011). In this respect, several scholars (Mahalik et al., 2003; O'Brien et al., 2005) has associated traditional masculinity with several emotional restrictiveness such as emotional restraint, emotional control or hiding emotions in terms of the negative interplay between masculinity and emotionality, Hence, it can be stated that these norms and roles could restrict men and boys' empathy, self-awareness, and regulations of feelings, which poses a handicap on overall their oral and verbal disclosure abilities.

This finding also ties well with the recent study conducted with male EFL students by Kök and Kantar (2023) arguing that male students' perceived self-disclosure skills decrease as their endorsement of conventional masculine gender norms increases, pointing out the restrictive and toxic role of such conventional roles and norms on male students' self-disclosure skills.

Understanding others, empathizing with people, and managing feelings and emotions, which capture the sub-dynamics of EI, are essential in maintaining healthy communications, especially in EFL settings; in this regard, the negative interplay between the endorsement of traditional masculine gender roles and EI can be argued and interpreted further regarding L2 interaction. Notably, the restrictiveness of emotionality and the lack of emotional intelligence among male EFL students contributes to their L2 interaction tendencies and the degree they suffer from L2 CA, leading them to be silent and avoid expressing emotions and feelings as well as sharing information and understanding others, which all can be considered core elements of L2 communication. As pointed out in a study carried out with 165 EFL students, Öz (2015) claims that EI is one of the essential elements in L2 settings, affecting students' English communication skills and willingness since it helps them regulate, manage, and utilize their emotions on the way to establish a healthy L2 communication with others, thus referring to it as a predictor of L2 communication. Other studies also found (e.g., Genç et al., 2016; Ebhami et al., 2018) an association between EI and L2 proficiency especially with speaking skills, suggesting that the pedagogical implementations and interventions that aim to boost emotional intelligence among EFL students are essential mediator rooms requiring a place in the syllabi in an attempt to promote and enhance productive L2 outcomes.

Moreover, from the critical cultural perspective, it can be stated that Turkish culture imposes boys and men harsh, tough, dominant and hard roles that restrict and limit male students' emotional intelligence and disclosure abilities. In line with this, previous studies (e.g., Kantar, 2019; Kantar and Yalçın, 2023; Kök and Kantar, 2023) argued that traditional masculine gender roles and norms' harsh dictation on boys and men have toxic and venomous impacts on male students' emotionality, help-seeking and self-disclosure behaviors. Hence, such hard and tough roles and norms should be challenged and alleviated

in the Turkish culture for the purpose of sustaining the well-being and emotional development of male individuals.

Discussion of RQ2. Is there a significant relationship between EI and L2 WTC?

The findings indicated that there is a strong positive relationship between emotional intelligence and L2 WTC. Although this does not show causality, positive parallelism is seen between the two constructs. This parallelism was addressed by Alavinia and Agha Alikhani (2014), claiming that EI is an underlying construct impacting students' involvement in the L2 communication. Additionally, the positive and strong relationship between EI and L2 WTC has been validated in the current literature, as well (e.g., Alavinia, 2012; Mehrpoor and Soleimani, 2018; Schutte et al., 2009; Tabatabaei and Jamshidifar, 2013; Toosy and Jajarmi, 2023; Öz, 2015), asserting that emotionally intelligent students are better L2 conversationalists. Further, EI's association is not solely limited to L2 WTC disposition. The interactive nature of EI is also found to be positively related to other affective factors such as L2 enjoyment (e.g., Chen et al., 2024). It not only increases L2 WTC disposition but also helps students lower their anxiety. That is to say that the development of emotional awareness, successful management of feelings, regulations of emotions, as well as the ability to self-monitor and sustain an empathetic eye through interactions with people, which all conceptualize the dimensions of EI, can contribute to the willingness level of EFL students by facilitating them speak, negotiate, and communicate in L2 with other individuals. For these reasons, it can be asserted that emotionally intelligent EFL students have the tendency to be more willing to speak or engage in conversations requiring L2.

Taking into account the positive relationship between the two mentioned above, the integration of EI into EFL settings and syllabi is substantially suggested by scholars, attaching importance to L2 learning/ teaching (Andrienko et al., 2020; Dewaele and Dewaele, 2018; Öz, 2015). Thus, the pedagogical interventions and psychoeducation programs, with a focus on addressing especially male EFL students, that promote the advancement of emotional awareness, empathetic skills, regulation of feelings, and disclosure of emotions can be seen as helpful strategies for the development of emotional intelligence and L2 WTC disposition among EFL students. This could potentially pave the way for boosting their emotional assets and L2 oral engagements.

Discussion of RQ3. Is there a significant relationship between L2 WTC and L2 CA?

The findings displayed a negative correlation between L2 WTC and L2 CA. In other words, this finding unearthed that EFL students who have higher L2 WTC levels indicate a tendency to show lower levels of L2 CA or versa. A whole host of studies (eg., Dewaele and Dewaele, 2018; Çürük, 2019; Kuluşaklı and Genç, 2024; Öz et al., 2015) confirmed the well-established negative interplay between L2 WTC and L2 CA, suggesting that the online or off-line L2 engagement, digital games, the willingness to use L2 language for communicative purposes, and the language mindset (e.g., Kuluşaklı and Genç, 2024; Wang et al., 2021; Wang et al., 2024; Zarrinabadi et al., 2021), alleviate apprehension or anxiety suffered from L2 settings. Touching upon the interactions between L2 WTC and L2 CA, Merç and Saka (2018) argued that perceived L2 communication competence and L2 self-efficacy also play instrumental roles in this dynamic interplay. In this respect, together with the importance attached to Informal Digital Learning of English (IDLE) and Extramural English (EE), Uztosun and Kök (2023) recommended EFL learners to engage in out-of-class activities since they contribute to the reduction of anxiety and L2 CA in EFL settings. Further, Kuluşaklı and Genç (2024) proposed a pedagogical implication that teachers should support their students in playing online games as they lower communication apprehension in L2 and increase motivation and willingness towards the English language. Hence, in EFL settings, especially in speaking classes, what instructors need to do is to design activities, tasks, and materials tailored to increase EFL students' willingness to engage in L2 oral production, thus helping them lower the negative affective filters like L2 CA. In other words, one way to overcome English communication apprehension among EFL students is to facilitate their willingness or engagement in using the target language in and out of language classrooms. Furthermore, Caprario (2024) tested the efficacy of communication strategy instruction with 26 participants. Findings indicated significant benefits on the receptive and productive skills of the participant after the intervention, thus pointing out the necessity of implementing such strategy training, for English language curricula often do not provide direct opportunities where learners develop communicative-oriented strategies.

Discussion of RQ4. Do EI and L2WTC serially mediate the relationship between CTMGR and L2 CA?

The mediational analysis showed that EI and L2 WTC mediated the relationship between CTMGR and L2 CA serially, with a total variance of 37%. This finding shows that male EFL students who endorse traditional masculine gender norms and ideologies have lower levels of EI and this decreases their L2 WTC, contributing to the increment of L2 CA. This finding can be argued in terms of the call, necessitating pedagogical and psychological implementations and programs that can alleviate EFL students' L2 CA levels by focusing on the improvement of their emotional intelligence and L2 WTC dispositions. Hence, we can discuss the following in line with this finding.

First, traditional gender roles and norms attributed to men and boys indicate a negative relation with their emotional intelligence and expressive skills, suggesting that these roles and norms play a restrictive role on male students. In other words, socially attributed masculine gender roles, categorized by toughness, hardness, dominance, authority, concealing emotions and feelings (Brannon and Juni, 1984; Mahalik et al., 2003; Thompson and Pleck, 1986), can be claimed to be one of the biggest barriers on the emotionality levels of students, affecting their self-awareness, motivation, self-regulation, empathy, and adeptness, which were all sub-categorized under emotional intelligence by Goleman (1995, 1996, 1998). Thus, the development of emotional intelligence among male students can boost their interactional skills as well as the capacity to comprehend their feelings and those of others, impacting their ability to express themselves in L1 and L2 and helping them lower their apprehension and anxiety levels in communicative settings. In this respect, activities, interventions, and tasks designed to empower students' emotional intelligence and its sub-constructs help male students transcend and overcome the hard, harsh, and competitive roles socially and culturally attributed to them.

Another point that needs to be argued in this regard is that the hard, complete, authoritative, and dominant roles and norms socially expected by men and boys can be claimed to limit male students' emotionality levels and empathetic behaviors as well as other constructs shaping emotional intelligence because such roles and norms do not include emotional constructs, rather as Kalkan and Odacı (2017) state they seem to attribute emotional constructs and expression of feelings to women. Therefore, men tend to perceive them as feminine activities and abstain from taking part in them. In this respect, as Bandura, pioneer of Social Cognitive Theory, states "what people think, believe, feel affects how they

behave" (1986: 25). In other words, if society and culture do not genderize emotional issues, men can find more spaces where they can improve themselves in terms of emotionality, empathy, tolerance, emotional disclosure, etc. without the fear of being labeled *unmanly*.

Second, another mediating factor, namely L2 WTC, showed a positive interaction with EI and a negative relationship with CTMGR and L2 CA. This finding could be argued in terms of the facilitation of L2 WTC in EFL settings because the higher L2 WTC could alleviate apprehension and anxiety levels while benefitting from the positive effects of higher EI. A whole host of studies (e.g., Bolandifar and Salehi, 2024; Dewaele and Dewaele, 2018; Lee and Hsieh, 2019; Merç, 2015; Öz et al., 2015) ties well with our finding, establishing a strong relationship between L2 WTC and L2 CA. Also, traditional masculinity is associated with less willingness to self-disclose and less talkativeness (e.g., Heath et al., 2017; Kök and Kantar, 2023) In this regard, the encouragement to employ in-class and out-of-class activities that necessitate L2 oral production can be one of the effective ways to sustain and enhance L2 WTC disposition among EFL students especially among those at most complying with traditional roles and norms, because such activities are of importance in decreasing the apprehension and anxiety levels of students (Uztosun and Kök, 2023).

Discussion of RQ5. What are the participants' beliefs, opinions, and insights about the interplay among the CTMGR, EI, L2 WTC, and L2 CA?

Follow-up interviews intended to qualitatively reveal the participants' views and perceptions on the possible effects of the endorsement of conventional masculine gender roles and norms on the affective constructs, namely EI, L2 WTC, and L2 CA. In this respect, the qualitative findings indicated that the participants' beliefs, opinions, and insights supported and backed up the quantitative findings, which suggests that the endorsement of traditional masculine gender roles is perceived to function as a handicap on the oral and verbal production in L2 and emotional expression skills, thus the findings highlight the necessity of violating such stereotypical thoughts and behaviors as well as the implementations of pedagogical interventions designed to develop emotional intelligence and L2 WTC dispositions in EFL settings. In this regard, a number of arguments can be discussed drawn from the qualitative findings of the study, which validated both the current literature and the quantitative results of the present study.

Firstly, taking into account the participants' views regarding traditional masculine gender roles, it can be claimed that Türkiye is a country where traditional masculine gender roles are still visible, valid, and perpetuated through cultural dictations. This finding is also supported by various scholars and studies (e.g., Kalkan and Odacı, 2017; Kök and Kantar, 2023; Kutuk et al., 2021) asserting that traditional masculine gender roles and norms are practiced through social and cultural expectations in Turkish culture. Also, even though the participants viewed themselves as non-traditional men, they conceptualized traditional masculinity by using various adjectives such as 'hard and tough,' 'dominant,' 'selfish,' 'leader,' 'protective,' 'free from emotions,' 'patriarchal,' and 'less talkative.' Such conceptualizations and itemizations have also been made in the current literature by various scales assessing traditional masculine gender roles (eg., Brannon and Juni, 1984; Mahalik et al., 2003; Thompson and Pleck, 1986), gender role conflict (e.g., O'Neil et al.,1986). However, such roles and norms are strict and include major obstacles, such as opening up, speaking freely, or being emotionally comfortable. In this respect, cultural implications can be drawn for this sort of culture where these roles and norms are explicitly and implicitly perpetuated. As suggested by Chaffee et al. (2020: 14) "adopting more flexible societal gender roles may benefit not only women but also men". In addition, especially male EFL students can benefit from informative training sessions that aim to increase their critical cultural awareness, which provides them a critical insight through which they can examine and analyze how the endorsement of traditional masculine gender roles and norms affect their performances in certain areas such as verbal, linguistic, emotional, self-disclosure (Kök and Kantar, 2023).

Secondly, qualitative findings provided deep insights into the reasons explaining the reasons why male EFL students with traditional gender roles and norms could experience L2 CA by listing the following: 'types of audience,' 'fear of making errors,' 'lack of self-confidence,' and 'perfectionism.' These reasons are frequently addressed in a number of studies carried out in EFL settings (e.g., Akkuş, 2021; Kuluşaklı and Genç, 2024; Şenel, 2012; Şener, 2014) arguing that certain types of audiences (talking to an opposite sex or an advanced L2 learner), the pressure not to make an error, lack of enough confidence felt in L2 or the feeling the need to be perfect in L2 productions are regarded chief reasons leading to higher apprehension or anxiety in L2. Particularly, taking into account the traditional roles and norms dictating faultlessness, completeness, and superiority (Kankan and Odacı, 2017;

Kantar, 2019; Kök and Kantar, 2023; Mahalik et al., 2003), it is no surprise that such male students feel L2 apprehension because these roles and norms can be stated to be diametrically opposed to the nature of L2 learning/settings (Kök and Kantar, 2023). Hence, the employment of interactional activities where L2 learners find opportunities to engage in meaningful conversations with the help of drama, discussions, and role-plays, as well as the engagement of out-of-class extramural activities where they can be involved in L2 oral production with different audiences and interlocutors, can be recommended. Additionally, psychoeducation programs can be designed as well around themes such as perfectionism, the fear of making errors, and second language self-confidence to enable students to overcome such affective issues.

Thirdly, another argument is that traditional masculine gender roles and norms are negatively related to male students' emotionality and emotional intelligence. Thus, such roles are frequently criticized by the participants in terms of the roles they play as barriers to male students' empathy, communication performance, and allocentric behaviors. In other words, adherence to traditional masculine roles is perceived to function as a barrier to emotional issues, empathy, understanding, and allocentric behaviors because these issues are labeled as feminine acts by society. As pointed out by Lorber and Garcia (2010), men and boys regard expressing emotions as a way of showing weakness and vulnerability.

A number of studies in the literature established a negative relation among masculinity, empathy, emotional disclosure, and emotionality (e.g. Heath et al., 2017; Komiya et al., 2000; Kök and Kantar, 2023; Mahalik and Burns, 2011). Also, men's emotionality has always been measured in scales addressing masculinity as a construct to be hidden or avoided, thus sub-itemized as emotional limitation (O'Neil et al. 1986), hiding their emotions (Brannon and Juni 1984), toughness (Thompson and Pleck 1986), emotional control (Mahalik et al. 2003). Also, as Pownall and Heflick (2023) claim, men are dictated and learnt to eschew from the events, phenomena and situations culturally attributed as feminine. On the other hand, having higher emotionality, empathic eyes or understanding skills has nothing to do with femininity, and therefore, these rigid and dominant masculine gender roles need to be mitigated for the well-being of men. Hence, particularly for male students endorsing such rigid and tough gender roles, the development of emotional intelligence calls for pedagogical attention because emotionally intelligent students are also

facilitative and found to be better L2 conversationalists, possessing more willingness to engage in communicative acts (e.g., Alavinia, 2012; Mehrpoor and Soleimani, 2018; Schutte et al., 2009; Tabatabaei and Jamshidifar, 2013; Toosy and Jajarmi, 2023; Öz, 2015).

Fourthly, another point that can be argued from the qualitative findings is that overall, participants mentioned the diametrical opposition between the nature of L2 settings/ learning and traditional masculine gender roles, claiming that L2 settings are marginalized places for those who have violated and transcended these traditional rigid and tough roles to a greater extent. This accounts for the reasons why male students are undercount in language departments or in linguistic fields. As argued by Asmalı (2020) and Chaffee et al. (2019), female students outnumber in language-related fields. The reason could be that male students show apprehension or anxiety regarding challenging traditional masculine gender roles, characterized by toughness, faultness, and completeness, when attending language classes that include an environment where "making mistakes and errors, showing tolerance to others, disclosure of feelings, mispronouncing sounds, creating wrong sentences, using more indirective acts, accepting the errors and correcting yourself" (Kök and Kantar, 2023:2) are quite common. In other words, emotional openness, tolerance of errors, politeness, and interactions are essential in L2 settings, which could be seen against traditional masculine roles. In such situations, men and boys experience discomfort when they are confronted with actions, events, or phenomena that are not attributed by society to their gender roles, which is called masculine gender role stress (Cohn and Zeichner, 2006). Therefore, if culture and society do not genderize language, linguistic engagements, or talkativeness, male students can improve themselves in these areas because, as Plante et al. (2013) asserted, gender-stereotypical thoughts and perceptions influence field-related outcomes.

5.2. Conclusion

To the best of our knowledge, in the current literature, there is no study addressing the relationship between the conformity to traditional masculine gender roles and L2 CA, taking into account the affective serial mediators such as EI and L2 WTC. Therefore, this study fills the gap in the L2 research arena by employing an explanatory sequential research design. Being unique in examining the interactions between CTMGR and L2 CA, the purpose of this study was twofold i) to test the mediating role of emotional intelligence and

L2 willingness to communicate in the relationship between conformity to traditional masculine gender roles and L2 communication apprehension in the Turkish EFL context, ii) to explore male EFL students' beliefs, opinions, and insights about the interplay among the CTMGR, EI, L2 WTC, and L2 CA. In line with these aims, we conducted the study with male EFL students involving both quantitative (*n*=379) and qualitative data (*n*=8). We found that;

-There is a negative relationship between CTMGR and EI, indicating that as men and boys endorse higher conventional masculine gender norms and ideologies, they tend to possess lower levels of emotional intelligence.

-There is a positive relationship between EI and L2 WTC, showing that emotionally intelligent students are better L2 conversationalists and show a higher desire to engage in L2 oral production.

-There is a negative significant relationship between L2 WTC and L2 CA, displaying that EFL students who have higher L2 WTC levels indicate a tendency to show lower levels of L2 CA or versa.

-EI and L2 WTC mediated the relationship between CTMGR and L2 CA serially, with a total variance of 37%. That is so say that male EFL students who show conformity to the traditional masculine gender roles have lower levels of EI and this decreases their L2 WTC, contributing to the increment of L2 CA. Hence, there is an urgent call, requiring both pedagogical and psychological implementations, interventions and programs that can alleviate male EFL students' L2 CA levels by focusing on the improvement of their emotional intelligence and L2 WTC dispositions, especially for those who feel obliged to comply with the traditional masculine gender roles and norms.

-Qualitative results backed up the quantitative findings, implying that even though the participants in the semi-structured interview sessions do not regard themselves as traditional, they pointed out that Turkish culture imposes men and boys traditional masculine roles and norms, which restrict their L2 involvement, emotionality, and empathy.

- Qualitative findings showed that participants' perceptions regarding the restrictive side of CTMGR could be seen in many forms but mainly on 'disclosure of emotions,' 'self-expression,' 'lack of empathy,' 'clothing, hobby and joking,' and 'lack of inner thoughts and feelings.'

- Qualitative findings also highlighted different reasons that increase L2 CA levels of male EFL students endorsing traditional roles and norms such as 'types of audience,' 'fear of making errors,' 'lack of self-confidence,' and 'perfectionism'.

-Regarding the interplay between emotional intelligence and traditional masculine gender roles, the qualitative findings displayed that traditionally endorsed masculine roles are diametrically opposed to emotionality and emotional intelligence, listing the reasons as 'lack of emotions and empathy,' 'lack of communication,' 'egocentrism,' 'labeling as a feminine activity.'

- As for the interplay among CTMGR, L2 WTC, and L2 CA, the qualitative findings further showed that participants held the mutual perception that the L2 settings are the spaces for marginalized people who are open to new innovations or perspectives, not for the ones who care about stereotypical concerns. They seem to regard the endorsement of traditional masculine gender roles and norms as a toxic and venomous construct, impeding male EFL students' oral and verbal production as well as emotional expression skills.

-The study also led to a single-factor, 5-item CTMGR scale that assesses the endorsement of traditional masculine gender roles and norms.

5.3. Implications

Based on the quantitative and qualitative findings of this study, we have insightful implications to offer regarding how traditional masculine gender roles are perceived in Turkish culture and how they interact with EI, L2 WTC, and L2 CA. Hence, these implications might be effective for male learners, teachers, teacher educators, practitioners, and policymakers in designing and running courses, course activities, and course policies.

First, cultural implications can be drawn from this study, which could be regarded as one of the important contributions of this study. Particularly based on the qualitative findings, it seems that male participants report several traditional and restrictive clichés that Turkish culture imposes on men and boys, especially on emotional issues, impeding their verbal disclosure. Therefore, it could be suggested that implicit and explicit stereotypes like 'boys don't cry,' 'boys don't talk much,' or 'boys should be tough' can have detrimental effects on their verbal, oral, or linguistic performance as well as emotional disclosure skills. This sort of culturally shaped schema attribution to masculine gender restricts and limits men's and boys' performance, success, and interests in certain areas, such as L2. In this respect, if culture and society attributed more humanized or green roles to men and boys instead of pushing them to hard, tough, and dominant roles, meanings addressed to masculinities could be challenged to empower them to sustain their lives less constrained by traditional roles (Krivoshchekov et al.,2023). In other words, if society and culture do not genderize emotional, linguistic, and verbal issues, men and boys can find more spaces where they can improve themselves in terms of emotionality, empathy, talkativeness, tolerance, emotional disclosure, etc. without the fear of being labeled *unmanly*.

Second, the study calls for urgent pedagogical and psychological interventions and programs that can alleviate EFL students' communication apprehension and anxiety levels by focusing on the improvement of their emotional intelligence and L2 WTC dispositions. Taking into account the interaction between EI and L2, the pedagogical and psychological programs, tasks, or activities are recommended to design to improve male EFL students' emotionality levels and emotional intelligence, especially for those endorsing traditional masculine gender roles, because the improvement of EI holds the potential to develop their interactional skills as well as the capacity to comprehend their feelings and those of others, affecting their ability to express themselves both in L1 and L2. Also, since 'less talkativeness' is one of the constructs categorizing traditional masculine gender roles, EFL students should be encouraged to engage in in-class and out-of-class activities that necessitate L2 oral production, which can be effective ways to increase L2 WTC disposition, especially for those at most complying with traditional masculine gender roles and norms.

5.4. Implications for Future Studies

This study is the first of its type that has been conducted in EFL settings in the Turkish context, associating the endorsement of traditional masculine gender roles with L2 CA through serial mediators such as EI and L2 WTC. Therefore, it bears some departure pointers for future studies and directions as this area remains uncharted territory in L2 research.

- As stated previously, this study adopted a cross-sectional research design. Hence, the findings do not present any causality between the constructs under investigation or show any effect(s) on each other. In this respect, future studies may employ longitudinal research designs where researchers gain a deeper understanding regarding how and to what extent the traditional masculine gender roles play a role in male students' EI, L2 WTC, or L2 CA over time.

- The mediational model that we focused on can be investigated by adding other or additional mediators, such as self-compassion, L2 self-confidence, and perfectionism. Also, future inquiries might focus on the association between CTMGR and L2 writing anxiety. It would be worth investigating the relationship between CTMGR and different L2 areas.

- The current study stresses the importance of the emotional intelligence of male EFL students. Therefore, future studies can make use of experimental studies where pedagogical interventions that aim to boost emotional awareness, management of feelings, regulations of emotions, and self-monitoring skills of male EFL learners can be implemented to determine and showcase whether such pedagogical training has any impacts on male EFL students' L2 CA levels.

- Psychoeducation programs and implementations can be designed as well, which addresses the development of critical cultural awareness of EFL students through which they can gain critical insights and evaluate how the endorsement of traditional masculine gender roles and norms affect their performances in certain areas such as verbal, linguistic, and emotional self-disclosure. Researchers can investigate whether these sorts of psychoeducation programs and implementations have any influences on students' affective

states, such as perfectionism, the fear of making errors, self-disclosure skills, and L2 self-confidence.

5.5. Chapter Summary

This chapter offered in-depth discussions related to the findings of each research question. The comprehensive arguments were made on the interplay where the present and previous findings corroborated and negated. Lastly, the chapter offered the conclusions, coupled with the implications for the teachers, teacher educators, or policymakers.

REFERENCES

Abdolrezapour, P., and Tavakoli, M. (2012). "The relationship between emotional intelligence and EFL learners' achievement in reading comprehension". *Innovation in Language Learning and Teaching*, *6*(1), 1-13. DOI: 10.1080/17501229.2010.550686.

Abdulrahman, B. S. (2018). "A functional perspective on gender associated patterns in Kurdish EFL university students' conversational performance". *The Eurasia Proceedings of Educational and Social Sciences,* 11, 100-110.

Addis, M. E., and Mahalik, J. R. (2003). "Men, masculinity, and the contexts of help-seeking". *American Psychologist,* 58(1), 5–14. DOI:10.1037/0003-066X.58.1.5

Alavinia, P. (2012). "A probe into the would-be effect (s) of schooling on the enhancement of emotional intelligence". *American Journal of Scientific Research, 66,* 55-81.

Alavinia, P., and Alikhani, M. A. (2014). "Willingness to communicate reappraised in the light of emotional intelligence and gender differences". *Procedia-Social and Behavioral Sciences,* 98(1), 143-152.

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. DOI:10.1080/17501229.2016.1170838.

Andrienko, T., Chumak, N., and Genin, V. (2020). "Emotional intelligence and acquisition of English language oral communication skills". *Advanced Education,* 66-73. DOI: 10.20535/2410-8286.201013

Aoyama, T., and Takahashi, T. (2020). "International students' willingness to communicate in English as a second language: The effects of l2 self-confidence, acculturation, and motivational types". *Journal of International Students*, *10*(3), 703-723. DOI:10.32674/jis.v10i3.730.

Appleby, R. (2014). *Men and masculinities in global English language teaching.* Springer.

Asmalı M. (2020). “General picture of English language teaching programs and students in Turkey”. *Journal of Higher Education and Science*, *10*(2), 264-275. DOI:10.5961/jhes.2020.388.

Aydın, S. (2008). “An investigation on the language anxiety and fear of negative evaluation among Turkish EFL learners.” *Asian EFL Journal 30* (1), 421–444.

Bolandifar, S., and Salehi, N. (2024). “Effects of flipped listening classroom on undergraduate students’ foreign language listening anxiety and willingness to communicate”. *E-Learning and Digital Media,* https://doi.org/10.1177/20427530241254538.

Brookers, G. and Chałupnik, M. (2022). “Real men grill vegetables, not dead animals: Discourse representations of men in an online vegan community”, *Discourse, Context & Media*, 49. DOI:10.1016/j.dcm.2022.100640.

Büyüköztürk, Ş., Kılıç-Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., and Demirel, F. (2008). *Scientific research methods* (2nd ed.). Ankara: Pegem Akademi.

Caprario, M. (2024). “ELF Communication strategies: A pedagogical intervention pilot study”. *TESOL Quarterly,* 1-19. DOI:10.1002/tesq.3309.

Carrión-Durán, M. J., and Carrión-Espinosa, Á. (2023). “La aprehensión comunicativa en las aulas de inglés como lengua extranjera: Una revisión bibliográfica”. *MQRInvestigar*, 7(1), 2735-2757. DOI:10.56048/MQR20225.7.1.2023.2735-2757.

Castillo-Montoya, M. (2016). “Preparing for Interview Research: The Interview 237 Protocol Refinement Framework”. *The Qualitative Report,* 21(5), 811-831. Retrieved from https://nsuworks.nova.edu/tqr/vol21/iss5/2/

Chaffee, K. E., Lou, N. M., and Noels, K. A. (2020a). “Does stereotype threat affect men in language domains?”. *Frontiers in Psychology, 11,* 1302. https://doi.org/10.3389/fpsyg.2020.01302.

Chaffee, K. E., Lou, N. M., Noels, K. A., and Katz, J. W. (2020b). “Why don't "real men" learn languages? Masculinity threat and gender ideology suppress men's language learning motivation”. *Group Processes & Intergroup Relations*, *23*(2), 301-318.

Chen, Z., and Zhang, P. (2020).“Trait emotional intelligence and second language performance: a case study of Chinese EFL learners”. *Journal of Multilingual and Multicultural Development, 43*(8), 731-745. DOI: 10.1080/01434632.2020.1767633.

Chen, Z., Zhang, P., Lin, Y., and Li, Y. (2024). “Interactions of trait emotional intelligence, foreign language anxiety, and foreign language enjoyment in the foreign language speaking classroom”. *Journal of Multilingual and Multicultural Development, 45*(2), 374-394. DOI: 10.1080/01434632.2021.1890754.

Cong, W., and Li, P. (2022). “The relationship between EFL Learners' communication apprehension, self-efficacy, and emotional intelligence”. *Frontiers in Psychology, 13*, 847383. DOI:10.3389/fpsyg.2022.847383.

Courtenay, W. H. (2000). “Behavioral factors associated with disease, injury, and death among men: Evidence and implications for prevention”. *Journal of Men's Studies, 9,* 81-142.

Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Creswell, J. W. (2018). *Qualitative research methods: Qualitative research and research design according to five approaches*. (Trans. Ed: Bütün, M. & Demir, S.B.). Siyasal Kitabevi, Ankara.

Dewaele, J. M., and Dewaele, L. (2018). “Learner-internal and learner-external predictors of willingness to communicate in the FL classroom”. *Journal of the European Second Language Association, 2*(1), 24-37. DOI:10.22599/jesla.37

Dewaele, J. M., and Li, C. (2020). “Emotions in second language acquisition: A critical review and research agenda”. *Foreign Language World, 196*(1), 34-49.

Dewaele, J. M., MacIntyre, P., Boudreau, C., and 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.

Dörnyei, Z. (1990). “Conceptualizing motivation in foreign language learning”. *Language Learning, 40,* 45–78. https://doi.org/10.1111/j.1467-1770.1990.tb00954.x

Dörnyei, Z. (2014). *The psychology of the language learner: Individual differences in second language acquisition*. Routledge.

Dörnyei, Z., and Németh, N. (2006). Motivation, language attitudes and globalisation: A Hungarian perspective. Multilingual Matters.

Ebrahimi, M. R., Khoshsima, H., Zare-Behtash, E., and Heydarnejad, T. (2018). "Emotional intelligence enhancement impacts on developing speaking skill among EFL learners: An empirical study". *International Journal of Instruction, 11*(4), 625-640.

Eckert, P., and McConnell-Ginet, S. (1992). "Think practically and look locally: Language and gender as community-based practice". *Annual Review of Anthropology*, *21*(1), 461-488. DOI:10.1146/annurev.an.21.100192.002333.

Feder, J., Levant, R. F., and Dean, J. (2010). "Boys and violence: A gender-informed analysis". *Psychology of Violence*, *1*, 3–12. doi: 10.1037/2152-0828.1.S.3.

Gelfand, M. J., Raver, J. L., Nishii, L., Leslie, L. M., Lun, J., Lim, B. C., and Aycan, Z. (2011). "Differences between tight and loose cultures: A 33-nation study". *Science, 332*. DOI: 10.1126/science.1197754.

Genç, G., Kuluşaklı, E., and Aydın, S. (2016). "The relationship between emotional intelligence and productive language skills". *The Reading Matrix: An International Online Journal*, *16*(1), 91-105.

Ghadirzade Toosy, S., and Jajarmi, H. (2023). "ESQ in L2 willingness to communicate and communicative ability". *Journal of Business, Communication & Technology*, 1-13.

Goleman, D. (1995). *Emotional intelligence*. New York: Bantam.

Goleman, D. (1996). "Emotional intelligence. Why it can matter more than IQ". *Learning*, 24(6), 49-50.

Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam.

Guba, E. G., and Lincoln, Y. S. (1989). *Fourth generation evaluation*. USA: Sage.

Gürsoy, İ. (2021). *The role of the enacted curriculum in the construction of learning identity and reproduction of inequalities.* Master's thesis, Anadolu University, Eskişehir.

Hashim, H. U., and Yunus, M. M. (2019). “Digital learning with massive open online courses (Moocs): English for communication”. *Modern Journal of Language Teaching Methods*, *9*(3), 1-5.

Heath, P. J., Brenner, R. E., Vogel, D. L., Lannin, D. G., and Strass, H. A. (2017). “Masculinity and barriers to seeking counseling: The buffering role of self-compassion”. *Journal of Counseling Psychology, 64*(1), 94–103. DOI: 10.1037/cou0000185

Hogg, M. A. (2016). Social identity theory. In S. McKeown, R. Haji, & N. Ferguson (Eds.), *Understanding peace and conflict through social identity theory: Contemporary global perspectives* (pp. 3–17). Springer International Publishing. DOI: 10.1007/978-3-319-29869-6_1.

Holmes, J. (2013). *An introduction to sociolinguistics (4th Edition)*. Routledge.

Hymes, D. (1992). “The concept of communicative competence revisited”. *Thirty years of linguistic evolution, 1*(2), 31-57.

Hymes, D. H. (1972). On Communicative Competence. In J. B. Pride, & J. Holmes (Eds.), *Sociolinguistics: Selected Readings* (pp. 269-293). Harmondsworth: Penguin.

Joe, H.-K., Hiver, P., and Al-Hoorie, A.H. (2017). “Classroom social climate, self-determined motivation, willingness to communicate, and achievement: A study of structural relationships in instructed second language settings”. *Learning and Individual Differences, 53*, 133–144.

Kalkan, M., and Odacı, H. (2017). “Endorsement of traditional male role norms and marital adjustment among Turkish men”. *Men and Masculinities*, 20(2), 135-153.

Kantar, A., and Yalçın, İ. (2024). “Masculine gender role stress and attitudes towards seeking psychological help: Serial mediation by self-stigma and self-compassion”. *Current Psychology*, *43*(7), 6114-6124. DOI:10.1007/s12144-023-04702-1.

Kök, M., and Kantar, A. (2023). “The mediating role of self-disclosure in the relationship between masculine gender role stress and foreign language classroom anxiety. *Innovation in Language Learning and Teaching”*, *18*(2), 169-180. DOI: 10.1080/17501229.2023.2248092.

Komiya, N., Good, G. E., and Sherrod, N. B. (2000). “Emotional openness as a predictor of college students' attitudes toward seeking psychological help”. *Journal of counseling psychology*, *47*(1), 138.

Krivoshchekov, V., Gulevich, O., and Blagov, I. (2023). “Traditional masculinities and men’s sexism: A meta-analysis”. *Psychology of Men & Masculinities, 24*(4). DOI: 10.1037/men0000444.

Kuluşaklı, E., and Genç, G. (2024). “L2 communication apprehension and communicative competence of pre-service English teachers”. *Heliyon, 10*(16) doi.org/10.1016/j.heliyon.2024.e32587.

Kutuk, G., Putwain, D. W., Kaye, L. K., and Garrett, B. (2021). “Relations between gender stereotyping and foreign language attainment: The mediating role of language learners’ anxiety and self-efficacy”. *British Journal of Educational Psychology, 92*(1), 212-235.

Lakoff, R. (1973). “Language and woman's place”. *Language in Society*, *2*(1), 45-79.

Lee, J. S. (2019). “EFL students’ views of willingness to communicate in the extramural digital context”. *Computer Assisted Language Learning, 32*(7), 692-712. DOI: 10.1080/09588221.2018.1535509.

Lee, J.S., and Hsieh, J.C. (2019). “Affective variables and willingness to communicate of EFL learners in in-class, out-of-class, and digital contexts”. *System*, *82*, 63–73. DOI: 10.1016/j.system.2019.03.002

Levant, R. (1998). Desperately seeking language: Understanding, assessing, and treating normative male alexithymia. In W. Pollack & R. Levant (Eds.), New psychotherapy for men (pp. 35-56). New York: Wiley.

Levant, R. F., Hirsch, L. S., Celentano, E., and Cozza, T. M. (1992). “The male role: An investigation of contemporary norms”. *Journal of Mental Health Counseling, 14*(3), 325–337.

Levant, R. F., Richmond, K., Majors, R. G., Inclan, J. E., Rossello, J. M., Heesacker, M., Rowan, G. T., and Sellers, A. (2003). “A multicultural investigation of masculinity ideology and alexithymia”. *Psychology of Men & Masculinity, 4*(2), 91–99. doi.org/10.1037/1524-9220.4.2.91.

Li, C. (2020). “A positive psychology perspective on Chinese EFL students’ trait emotional intelligence, foreign language enjoyment and EFL learning achievement”. *Journal of Multilingual and Multicultural Development*, *41*(3), 246-263.

Li, C., Dewaele, J. M., Pawlak, M., and Kruk, M. (2022). “Classroom environment and willingness to communicate in English: The mediating role of emotions experienced by university students in China”. *Language Teaching Research*, doi.org/10.1177/13621688221111623.

Littlewood, W. (1981). *Communicative language teaching*. Cambridge University Press.

Lorber, W., and Garcia, H. A. (2010). “Not supposed to feel this: traditional masculinity in psychotherapy with male veterans returning from Afghanistan and Iraq”. *Psychotherapy: Theory, Research, Practice, Training*, 47(3), 296.

Ma, X., Wannaruk, A., and Lei, Z. (2019). “Exploring the Relationship between learning motivation and L2 WTC in an EFL classroom among Thai EFL learners”. *English Language Teaching*, 12(7), 33-45. DOI: 10.5539/elt.v12n7p33.

MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., Bucich, M., and Minbashian, A. (2020). “Emotional intelligence predicts academic performance: A meta-analysis”. *Psychological Bulletin*, *146*, 150–186.

MacIntyre, P. D., and Doucette, J. (2010). “Willingness to communicate and action control”. *System*, *38*(2), 161–171.

MacIntyre, P. D., Clément, R., Dörnyei, Z., and Noels, K. A. (1998). “Conceptualizing willingness to communicate in an L2: A situated model of confidence and affiliation”. *The Modern Language Journal*, *82*, 545–562.

MacIntyre, P., and Charos, C. (1996). “Personality, attitudes, and affect as predictors of second language communication”. *Journal of Language and Social Psychology*, *15*, 3-26. doi.org/10.1177/0261927X960151001.

Mahalik, J. R., and Burns, S. M. (2011). “Predicting health behaviors in young men that put them at risk for heart disease”. *Psychology of Men & Masculinity*, *12*(1), 1–12. DOI:10.1037/a0021416.

Makvana, S. M. (2014). “Emotional intelligence as related to difference areas, stream and sex among school student”. *The International Journal of Indian Psychology*, *2*(2), 5-18.

Martinović, A., and Sorić, I. (2018). “The L2 motivational self-system, L2 interest, and L2 anxiety: A study of motivation and gender differences in the Croatian context”. *Explorations in English Language and Linguistics*, *6*(1), 37-56. DOI: 10.2478/exell-2019-0005

Mastari, L., Spruyt, B., and Siongers, J. (2021). “Preadolescents’ stereotypical occupational preferences: A matter of competence or culture?”. *Child Indicators Research*, *14*(3), 1199-1225.

McCroskey, J., and Beatty, M. (1998). Communication apprehension. In (Eds.), *J. McCroskey (et.al.) Communication and personality: Trait perspectives (Interpersonal Communication)* (pp.215-231), Hampton Press.

Mede, E., and Karaırmak, Ö. (2017). “The predictor roles of speaking anxiety and English self-efficacy on foreign language speaking anxiety”. *Journal of Teacher Education and Educators*, *6*(1), 117-131.

Mehrpoor, S., and Soleimani, N. (2018). “On the relationships among EFL learners’ willingness to communicate, communication apprehension, self-perceived competence and emotional intelligence”. *Khazar Journal of Humanities and Social Sciences*. *21,* 5–20.

Milani, T. (2015). Theorizing language and masculinities. In: Milani, T. (Ed.), *Language and masculinities(pp.*8–33). Routledge.

Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.

Nunan, D., and Bailey, K. (2009). *Exploring second language classroom research a comprehensive guide*. Heinle.

O'Brien, R., Hunt, K., and Hart, G. (2005). “It's caveman stuff, but that is to a certain extent how guys still operate: men's accounts of masculinity and help seeking”. *Social science & medicine*, *61*(3), 503–516. DOI:10.1016/j.socscimed.2004.12.008.

Öz, H. (2015). "Emotional intelligence as a predictor of L2 communication". *Procedia-Social and Behavioral Sciences, 186,* 424-430.

Öz, H. (2016). "Role of the ideal L2 self in predicting willingness to communicate of EFL students". *Research Papers as an Additional Language,* 163-182.

Öz, H., Demirezen, M., and Pourfeiz, J. (2015). "Willingness to communicate of EFL learners in Turkish context". *Learning and Individual Differences,* 37, 269-275. doi.org/10.1016/j.lindif.2014.12.009.

Özalp, Ö. S., and Merç, A. (2022). "The Relationship between speaking anxiety and willingness to communicate among pre-service EFL teachers". *Anadolu University Journal of Education Faculty, 6*(3), 294-311. doi.org/10.34056/aujef.1082682.

Özer, Z., and Yetkin, R. (2021). "Exploring the link between foreign language anxiety and attitudes towards English among Turkish high school EFL learners". *In FIRE: Forum for International Research in Education, 7*(2), 37-47.

Patel, S. K. (2017). "Emotional intelligence of college-level students in relation to their gender". *The International Journal of Indian Psychology, 4,* 2349-3429.

Pishghadam, R., Faribi, M., Kolahi Ahari, M., Shadloo, F., Gholami, M. J., and Shayesteh, S. (2022). "Intelligence, emotional intelligence, and emo-sensory intelligence: Which one is a better predictor of university students' academic success?". *Frontiers in Psychology,* 13. DOI: 10.3389/fpsyg.2022.995988.

Pownall, M., and Heflick, N. (2023). "Male psychologists and female mathematicians: Gender beliefs and undergraduate degree choices". *Journal of Community & Applied Social Psychology, 34*(2). DOI:10.1002/casp.2784.

Richards, J. C., and Rodgers, T. S. (2001). *Approaches and methods in language teaching*. (2nd ed.) Cambridge University Press.

Romaine, S. (2000). *Language in society: An introduction to sociolinguistics*. OUP Oxford.

Saka, İ, and Merç, A. (2021). "The relationship among Turkish EFL learners' willingness to communicate in English, self-efficacy perceptions and linguistic self-confidence". *The Literacy Trek, 7*(2), 1-36.

Sakallı, N., and Türkoğlu, D. B., (2019). “To be or not to be “man”: masculinity/manhood studies from social psychological perspective”, *Turkish Psychology Writings, 22* (44), 52-76.

Saldana, J. (2019). *The coding manual for qualitative researchers* (A. Tüfekci Akca & S. N. Şad, Eds.). Pegem Akademi : Ankara.

Sánchez-Álvarez, N., Berrios Martos, M. P., and Extremera, N. (2020). « A meta-analysis of the relationship between emotional intelligence and academic performance in secondary education: A multi-stream comparison”. *Frontiers in Psychology, 11*, 1517. DOI:10.3389/ fpsyg.2020.01517.

Schneider, M. C., and Bos, A. L. (2019). “The application of social role theory to the study of gender in politics”. *Political Psychology,* 40, 173-213.

Schutte, N.S., Malouff, J.M., and Bhullar, N. (2009). The assessing emotions scale. In C. Stough, D.H. Saklofske, & J. D.A. Parker (Eds.). *Assessing emotional intelligence: Theory, research, and applications* (pp.119–134). New York, NY: Springer.

Şener, S. (2014). “Turkish ELT students' willingness to communicate in English”. *ELT Research Journal*, 3(2), 91-109.

Shanti Manipuspika, Y. (2018). “Correlation between anxiety and willingness to communicate in the Indonesian EFL context”. *Arab World English Journal (AWEJ)*, 9.

Shehzad, S., and Mahmood, N. (2013). “Gender differences in emotional intelligence of university teachers Pakistan”. *Journal of Social and Clinical Psychology*, *11*(1), 16-21.

Shirkhani, S., and Mir Mohammad Meigouni, E. A. (2020). “Oral communication strategies used by Iranian EFL learners and their relationship with the learners’ self-efficacy beliefs and anxiety level”. *Research in English Language Pedagogy*, *8*(1), 1-20.

Siegling, A. B., Saklofske, D. H., and Petrides, K. V. (2015). Measures of ability and trait emotional intelligence. In G. J. Boyle, D. H. Saklofske, & G. Matthews (Eds.), *Measures of personality and social psychological constructs* (pp. 381–414). San Diego, CA: Academic Press. DOI:10.1016/B978-0-12-386915-9.00014-0.

Sternberg, R. J. (2003). *Cognitive psychology* (3rd Ed.). Belmont: Thomson Wards Worth.

Sun, Y., Ni, L., Zhao, Y., Shen, X. L., and Wang, N. (2019). "Understanding students' engagement in MOOCs: An integration of self-determination theory and theory of relationship quality". *British Journal of Educational Technology, 50*(6), 3156-3174.

Swain, M. (2005). The output hypothesis: Theory and research. *In Handbook of research in second language teaching and learning* (pp. 471-483). Routledge.

Tabatabaei, O., and Jamshidifar, M. (2013). "The relationship between emotional intelligence and willingness to communicate among EFL learners". *International Journal of English Language Education, 2*(1), 90-99.

Tannen, D. (1990). *You just don't understand: women and men in conversation*. New York: William Morrow.

Türkoğlu, B. (2013). Violence as a Way Of Reconstructing Manhood: The Role of Threatened Manhood and Masculine Ideology on Violence Against Women. Master's Thesis, Middle East Technical University, Ankara.

Uztosun, M. S., and Kök, M. (2023). "L2 skill-specific anxiety and communication apprehension: the role of extramural English in the Turkish context". *Innovation in Language Learning and Teaching*, *18*(1), 17-31. DOI: 10.1080/17501229.2023.2217170.

Van Herk, G. (2012). *What is sociolinguistics*? USA: Wiley-Blackwell.

Wang, H., Patterson, M. M., and Peng, A. (2024). Predictors of second language willingness to communicate among US undergraduate students: Classroom social climate, emotions, and language mindset. *Language Teaching Research,* doi.org/10.1177/13621688241237214.

Wang, H., Peng, A., and Patterson, M.M. (2021). "The roles of class social climate, language mindset, and emotions in predicting willingness to communicate in a foreign language". *System*, 99.

West, C., and Zimmerman, D. H. (1987). *Doing gender. Gender & Society*, *1*(2), 125-151.

Yaşar, M. Ö. (2020). "Can MOOCs Promote EFL Learners' English Communication Skills?". *Language and Technology*, *2*(1), 1-15.

Zhao, L. (2015). “A Case study of Chinese Mongolian students in ELT under the background of MOOCs”. *World Journal of Education, 5*(6), 108-112.

Zhou, C. (2022). “The relationship between Chinese EFL learners’ L2 motivational Self System and willingness to communicate”. *Theory and Practice in Language Studies, 12*(11), 2374-2380. DOI:10.17507/tpls.1211.18.

APPENDICES

APPENDIX 1.
QUESTIONNAIRE

Dear participant,

As a part of my Ph.D. study, this questionnaire aims to investigate the serial mediating role of Emotional Intelligence and L2 Willingness to Communicate on the linkage between Conformity to the Traditional Masculine Gender Role and L2 Communication Apprehension. In this regard, you are supposed to fill out the survey completely. There are no right or wrong answers, and participation is totally voluntary. Your personal information and responses will be kept anonymous and will only be used for research purposes. Please, do not forget to tick the following statement to approve your voluntary participation.

Should you have further questions or any concerns, please contact the researchers at the following email addresses. We thank you for your sincere participation.

Ph.D. Candidate: Muhammed KÖK
E-mail: -

Ph.D. Supervisor: Prof. Dr. Dinçay KÖKSAL
E-mail: -

☐ I accept to fill out this questionnaire voluntarily.

DEMOGRAPHIC PART:

1. **Gender**: Male ( ) Other ( ) I don't want to answer ( )
2. **Age**: _____
3. **Class**: preparatory ( ) freshman (1) sophomore (2) junior (3) senior (4) MA ( ) Ph.D. ( )
4. **GPA**: _____
5. **I am a student at _____**
6. **How many siblings do you have?** _____
7. **Have you been abroad?** No ( ) Yes ( ) Please, indicate the duration if yes _____
8. **How competent do you see yourself in English Communication Skills? Please, rate yourself from one to ten.**

1 ( ) 2( ) 3( ) 4( ) 5( ) 6( ) 7( ) 8( ) 9( ) 10( )

SECTION A: **In this section, you are given some items related to masculine gender roles. Please, read each item carefully and tick (√) the number that shows your level of agreement with the statement.**	**Strongly Disagree**	**Disagree**	**Somewhat Disagree**	**Neutral**	**Somewhat Agree**	**Agree**	**Strongly Agree**
1. Talkativeness is not for me.	1	2	3	4	5	6	7
2. I can easily ask for help.	1	2	3	4	5	6	7
3. It is important for me to be dominant in every aspect of life.	1	2	3	4	5	6	7
4. I don't like engaging in different cultures.	1	2	3	4	5	6	7
5. I like to be the authority at home.	1	2	3	4	5	6	7

SECTION B:
This part asks you about your emotional feelings. Please, tick the box which best shows your level of agreement with the statement.

	Strongly Disagree	**Somewhat Disagree**	**Neither agree nor disagree**	**Somewhat Agree**	**Strongly Agree**
1.I know why my emotions change.	1	2	3	4	5
2. I easily recognize my emotions as I experience them.	1	2	3	4	5
3. I can tell how people are feeling by listening to the tone of their voice.	1	2	3	4	5
4. By looking at their facial expressions, I recognize the emotions people are experiencing.	1	2	3	4	5
5. I seek out activities that make me happy.	1	2	3	4	5
6. I have control over my emotions.	1	2	3	4	5
7. I arrange events others enjoy.	1	2	3	4	5
8. I help other people feel better when they are down.	1	2	3	4	5
9. When I am in a positive mood, I am able to come up with new ideas.	1	2	3	4	5
10. I use good moods to help myself keep trying in the face of obstacles.	1	2	3	4	5

SECTION C:

There are 16 situations in which you might choose to communicate or not to communicate **in English**. Please, indicate the space below percentage of time you would choose to communicate in each type of situation.

0 1 2 3 4 5 6 7 8 9 10

Never willing to communicate Sometimes Always willing to communicate

_____1. Present a talk to a group of strangers (around 40) in English.
_____2. Present a talk to a group of friends (around 40) in English.
_____3. Join in a group discussion with a group of friends (3-4) in English.
_____4. Talk in English with a few of your friends.
_____5. Talk in English with a stranger.
_____6. Talk in English with your teachers.
_____7. Talk to your teacher about your homework/assignment.
_____8. You're confused about a task you must complete, how willing are you to ask for clarification/instruction from your friend.
_____9. You are not sure how to do your homework, how willing are you to ask for more information from your teacher.
_____10. A foreigner comes to your department, how willing are you to have a conversation if s/he talks to you first?
_____11. Talk in a small group of acquaintances (3-4) in English.
_____12. Perform a presentation to a group of friends (3-4) in English.
_____13. Play a game with your friends in English.
_____14. Talk in English with a group of acquaintances in a large meeting.
_____15. Talk in English with foreigners in a small group.
_____16. Perform a presentation to a group of acquaintances (around 40) in English.

SECTION D:

This part includes the statements concerning your feelings while communicating with other people in English. Please, read the following statements and tick the number to indicate your feeling(s) when you communicate in English.

Communication Apprehension in English	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.I dislike participating in group discussions.	1	2	3	4	5
2. Generally, I am comfortable while participating in group discussions.	1	2	3	4	5
3. I am tense and nervous while participating in group discussions.	1	2	3	4	5
4. I like to get involved in group discussions.	1	2	3	4	5
5. Engaging in a group discussion with new people makes me tense and nervous.	1	2	3	4	5
6. I am calm and relaxed while participating in group discussions.	1	2	3	4	5
7. Generally, I am nervous when I have to participate in a meeting.	1	2	3	4	5
8. Usually I am calm and relaxed while participating in meetings.	1	2	3	4	5
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.	1	2	3	4	5
10. I am afraid to express myself at meetings.	1	2	3	4	5
11. Communicating at meetings usually makes me uncomfortable.	1	2	3	4	5
12. I am very relaxed when answering questions at a meeting.	1	2	3	4	5
13. While participating in a conversation with a new acquaintance, I feel very nervous.	1	2	3	4	5
14. I have no fear of speaking up in conversations.	1	2	3	4	5
15. Ordinarily I am very tense and nervous in conversations.	1	2	3	4	5
16. Ordinarily I am very calm and relaxed in conversations.	1	2	3	4	5
17. While conversing with a new acquaintance, I feel very relaxed.	1	2	3	4	5
18. I'm afraid to speak up in conversations.	1	2	3	4	5
19. I have no fear of giving a speech.	1	2	3	4	5

20. Certain parts of my body feel very tense and rigid while giving a speech.	1	2	3	4	5
21. I feel relaxed while giving a speech.	1	2	3	4	5
22. My thoughts become confused and jumbled when I am giving a speech.	1	2	3	4	5
23. I face the prospect of giving a speech with confidence.	1	2	3	4	5
24. While giving a speech, I get so nervous I forget facts I really know.	1	2	3	4	5

Değerli Katılımcı,

Doktora tezim kapsamında yaptığım bu anketten sonra yüz yüze görüşmeler yapmayı planlıyorum. Bu görüşmede size yine bu araştırma kapsamında birtakım sorular soracağım ve bu görüşmeyi yüz yüze veya çevrimiçi olarak gerçekleştireceğim. Görüşmedeki sorular ve cevaplar Türkçe olup, vereceğiniz cevapların da herhangi doğru ya da yanlış bir cevabı olmayacaktır. Görüşmeden herhangi puan alınmayacaktır. Görüşme sizin belirlediğiniz gün ve saatte yapılacak olup yaklaşık 20-30 dakika sürecektir. Bu görüşmeye gönüllü olarak katılmak ve araştırmamıza daha fazla katkı sunmak isterseniz lütfen aşağıya isminizi ve iletişim adreslerinizi yazınız.

Adı Soyadı:

Cep telefonu:

E-mail:

Çalışmama vermiş olduğunuz katkılardan dolayı teşekkür ederim.

APPENDIX 2.
ITEM POOLING

TRADITIONAL MASCULINE GENDER ROLES SCALE

STATUS

1) It is important for me to have higher status than women.
2) I like to be the authority at home.
3) It is important for me to be the breadwinner of my family.
4) I like obedient women.
5) It is important for me to be dominant in every aspect of life.
6) I cannot control the women in my life.
7) As a man, I always care about having a regular income.
8) I feel good if I am a leader.
9) It is important for me to be superior to women.
10) I am not superior to women.

EMOTIONAL STATES

11) I don't like expressing my emotional states.
12) It is hard for me to disclose myself in front of others.
13) I can cry in public.
14) Feelings and emotions are for women.
15) Empathy and sensitiveness are not for me.
16) It would be awful to laugh in public.
17) It is better for me to keep my feelings silent.
18) I can easily ask for help.

LINGUISTIC RESTRICTIVENESS

19) Talkativeness is not for me.
20) I enjoy using imperative language.
21) Kind language use such as "thank you, please" is not for me.
22) It is good for me to be silent in communication.
23) It isn't easy for me to engage in verbal activities.
24) It is important for me to be less talkative than women.
25) It isn't good for me to frequently use "thank you".
26) It isn't suitable for me to speak longer.
27) I like to use direct language rather than indirect language.
28) It is easy for me to apologize for the wrong things I have done.
29) Verbal activities are just for women.
30) I don't enjoy communicative activities.
31) I tend to participate in conversations.

INTELLECTUAL ENGAGEMENT

32) I don't like art, theatre or library.
33) In general, I am not open to new ideas.
34) I don't read a book, instead I play football.
35) It isn't easy for me to change my mind.
36) I don't like scholarly environments.
37) I don't like engaging in different cultures.
38) I enjoy spending time in my local culture.
39) I like fanatism in some certain areas such as football or politics.
40) I like to watch emotional or romantic films.
41) I enjoy dancing a lot.

SELF-REPRESENTATION

42) A pink t-shirt is not for me.
43) I believe that I always have to give help rather than getting help.
44) I don't like to sew or take care of a child.
45) It is good for me to have a job like nurse or babysitter.
46) It is not acceptable for me to be physically weak.
47) It is not suitable for me to do chores.
48) It is important for me to avoid looking feminine.
49) Cooking or washing the dishes are just for women.
50) I like to wear earring or piercing.
51) I don't like having long hair.
52) It is always important for me to look masculine.
53) It is essential for me to be hairy.

TOUGHNESS

54) I don't like danger.
55) It is good for me to be distant and cold person.
56) I am always ready to fight when things go wrong.
57) Violence can be a solution for me.
58) It isn't necessary for me to be physically powerful.
59) It is good for me to look tough and hard.
60) I like to engage in risky actions.

APPENDIX 3.
INTERVIEW PROTOCOL FOR THE ITEM POOLING OF THE SCALE DEVELOPMENT

Background Questions

1) Erkekliği nasıl tanımlarsınız?
2) Geleneksel erkekliği nasıl tanımlarsınız?

Transition Questions

3) Sizce hangi tipteki veya profildeki erkekler geleneksel erkeklik normlarına sahip olabilir? Neden böyle düşünüyorsunuz?
4) Siz peki bu bahsettiğiniz profile uyuyor musunuz? Cevabınız evetse, hangi özelliklerinizden dolayı böyle düşünüyorsunuz? Cevabınız hayırsa, hangi özelliklerinizden dolayı uymadığınızı düşünüyorsunuz?

Key Questions

5) Sizce geleneksel erkeklik normlarına sahip erkeklerin en karakteristik özellikleri nelerdir?
6) Çevrenizde bu bahsettiğiniz geleneksel erkeklik normlarına uyan kim(ler) var? Hangi davranışlarından dolayı onları geleneksel erkek olarak niteliyorsunuz? Açıklayabilir misiniz?
7) Geleneksel erkeklik normlarına baktığınızda kendinizi nasıl görüyorsunuz? Siz de bu profile uyuyor musunuz? Cevabınız evetse, hangi davranışlarınızdan dolayı böyle düşünüyorsunuz? Cevabınız hayırsa, siz neden uymadığınızı düşünüyorsunuz?
8) Geleneksel erkeklik normlarının erkekler üzerinde sosyal, duygusal, dilsel, dış görünüş vs. alanlarda herhangi bir kısıtlayıcı özelliği var mıdır? Varsa neler olabilir?
9) Geleneksel erkeklik normlarının erkekler üzerinde sosyal, duygusal, dilsel, dış görünüş vs. alanlarda herhangi bir özgürleştirici özelliği var mıdır? Varsa neler olabilir?
10) Sizce geleneksel erkeklik normları daha çok kültürel midir yoksa bireysel tercihlerden mi kaynaklanır? Ya da her ikisinin de etkisi var mıdır? Açıklar mısınız?
11) Geleneksel erkeklik normları sizce hangi değişkenlere göre farklılık gösterir? Örneğin toplumdan topluma ya da bölgeden bölgeye değişiklikler gösterebilir mi? Başka değişkenler ne olabilir?
12) Geleneksel Erkeklik normlarında son zamanlarda bir değişiklik gözlemliyor musunuz? Cevabınız evetse bu ne yönde bir değişiklik ve nedenleri ne olabilir? Sizce bu değişikliğin olumlu ve olumsuz tarafları var mı? Neler? Açıklayınız. Cevabınız hayırsa, bu statikliğin sebebi ne olabilir sizce?

Closing Questions

13) Eklemek istediğiniz başka bir şey var mı?

APPENDIX 4

SEMI-STRUCTURED INTERVIEW PROTOCOL FOR FOLLOW-UP SESSIONS

PARTICIPANTS' DEMOGRAPHIC INFORMATION			
Yaş			
Cinsiyet			
Eğitim seviyesi	**Lisans**	**Yüksek Lisans**	**Doktora**
Yurt dışı deneyimi (varsa belirtiniz)			
Bildiği başka yabancı diller (varsa belirtiniz)			

Giriş Soruları

1) Karakterinizi nasıl tanımlarsınız? (Sessiz? Konuşkan? Esprili? Sert? Girişken? Ağır abi? vb.) Neden?
2) Anadilinizde iletişim kurarken kendinizi kolay ifade edebilen birisi misiniz?
   a) Eğer öyle olduğunuzu düşünüyorsanız, kolaylıkla iletişim kurabilmenizin sebepleri neler olabilir?
   b) Eğer kolay iletişim kuramadığınızı düşünüyorsanız, neden öyle olduğunuzu düşünüyorsunuz?

Geçiş Soruları

3) Sizce geleneksel erkeklik nedir?
4) Sizce geleneksel erkeklik rolleri nelerdir? Bu rolleri nasıl tarif edersiniz?
   a) Siz bu saydığınız geleneksel erkeklik özelliklerinden hangisinin sizde var olduğunu düşünüyorsunuz? Neden?
5) Sizce geleneksel erkeklik rollerinin erkekler üzerinde ne gibi etkileri vardır?
   a) Herhangi kısıtlayıcı özellikleri var mıdır? Bu saydıklarınızın neden kısıtlayıcı olduğunu düşünüyorsunuz?
   b) Herhangi özgürleştirici özellikleri var mıdır? Bu saydıklarınızın neden özgürleştirici olduğunu düşünüyorsunuz?
5) Sizce geleneksel erkeklik rolleri erkeklerin konuşma becerisini nasıl etkiliyor?
   a) Olumlu bir etkisi var mıdır? Varsa, nasıl?
   b) Olumsuz bir etkisi var mıdır? Varsa nasıl?
6) Sizce geleneksel erkeklik normlarının anadil (Türkçe) iletişim kaygısı üzerinde bir etkisi var mıdır? Varsa nasıl? Yoksa neden olmadığını düşünüyorsunuz?

Anahtar Sorular

7) Siz kendinizi İngilizce iletişim kaygısı konusunda nasıl değerlendiriyorsunuz? Kaygı yaşıyorsanız bu kaygının nedenleri neler olabilir? Kaygı yaşamıyorsanız, sizce İngilizce iletişim kurarken rahat olmanızın nedenleri neler olabilir?
8) Sizce geleneksel erkeklik rolleri ile İngilizce iletişim kaygısı arasında bir ilişki olabilir mi?

a) Evetse, nasıl bir ilişki var sizce? Hayırsa, neden aralarında bir ilişki olmadığını düşünüyorsunuz?

9) Sizce geleneksel erkeklik rollerine sahip erkeklerin İngilizce iletişim kurma isteklilikleri nasıldır? Daha mı çok konuşurlar veya daha mı sessiz kalmayı tercih ederler? Sebepleri neler olabilir?
   a) Siz kendinizi bu konuda nasıl değerlendiriyorsunuz?
10) Geleneksel erkeklik rollerine sahip erkeklerin duygusal zekâ düzeyi nasıldır sizce?
   a) Geleneksel erkeklik ile duygusal zekâ arasında bir ilişki var mıdır? Duygusal zekâ konusunda onları nasıl değerlendirirsiniz?
   b) Siz peki kendinizi duygusal zekâ konusunda nasıl değerlendiriyorsunuz?

Kapanış Soruları

11) Eklemek istediğiniz başka bir şey var mı?

APPENDIX 5

COMMITTEE OF ETHICAL APPROVAL

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Etik Kurulu
Bilimsel Araştırma Etik Kurulu

Sayı : E-84026528-050.01.04-2300063069 13.03.2023
Konu : Başvuru İncelenmesi

Sayın Muhammed KÖK

Yürütücülüğünüzü yapmış olduğunuz 2023-YÖNP-0130 nolu projeniz ile ilgili Bilimsel Araştırmalar Etik Kurulu'nun almış olduğu 09.03.2023 tarih ve 03/61 sayılı kararı aşağıdadır.

Bilgilerinize rica ederim.

KARAR 61- Sorumlu yürütücülüğünü **Prof. Dr. Dinçay KÖKSAL**'ın yaptığı ve proje araştırmacısı **Muhammed KÖK** tarafından gerçekleştirilen "The Mediating Role of Emotional Intelligence and L2 Willingness to Communicate on the relationship between Conformity to the Gender Roles and L2 Communication Apprehension Cinsiyet Rollerine Uyum ile İkinci Dil İletişim Kaygısı Arasındaki İlişkide Duygusal Zekâ ve İkinci Dil İletişim Kurma İstekliliğinin Aracılık Rolü" başlıklı araştırmanın, Bilimsel Araştırmalar Etik Kurul ilkelerine **uygun** olduğuna oy birliği ile karar verilmiştir.

APPENDIX 6.

INSTITUTIONAL PERMISSIONS PROVIDED BY FIVE UNIVERSITIES

T.C.
AMASYA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik
Yazı İşleri Müdürlüğü

Sayı : E-15386878-044-151477 02.10.2023
Konu : Araştırma İzni (Muhammed KÖK)

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 30.03.2023 tarihli ve E-93130991-302.08.01-2300076244 sayılı yazınız.

Üniversiteniz Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Doktora Programı öğrencisi Muhammed KÖK'ün **"The Mediating Role of Emotional Intelligence and L2 Willingness to Communicate on the relationship between Conformity to the Gender Roles and L2 Communication Apprehension"** başlıklı tez çalışması kapsamında hazırlamış olduğu anketin, Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı bünyesinde öğrenim gören öğrencilere uygulanmasına ilişkin izin talebiniz Rektörlüğümüzce uygun görülmüştür.

Bilgilerinize arz ederim.

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Fakültesi Dekanlığı

Sayı : E-68203582-605.01-2300278718 13.11.2023
Konu : İngilizce Öğretmenliği Programı Öğrencilerine Anket ve Görüşme Araştırması Yapma İsteminiz

Sayın Muhammed KÖK
Üniversitemiz Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Doktora Programı Öğrencisi

Sorumlu yürütücülüğünü Prof. Dr. Dinçay KÖKSAL'ın yaptığı ve tarafınızdan gerçekleştirilen "The Mediating Role of Emotional Intelligence and L2 Willingness to Communicate on the relationship between Conformity to the Gender Roles and L2 Communication Apprehension (Cinsiyet Rollerine Uyum ile İkinci Dil İletişim Kaygısı Arasındaki İlişkide Duygusal Zekâ ve İkinci Dil İletişim Kurma İstekliliğinin Aracılık Rolü) başlıklı araştırmanız kapsamında Fakültemiz İngilizce Öğretmenliği programı öğrencilerine anket ve görüşme araştırması yapma isteminiz Fakültemiz Bilimsel Araştırmaları Değerlendirme Kurulu tarafından incelenmiş ve uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

T.C.
ONDOKUZ MAYIS ÜNİVERSİTESİ
Rektörlük

Sayı : E-49933177-302.08.01-434793
Konu : Anket İzni (Muhammed KÖK)

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 30.03.2023 tarihli ve E-93130991-2300076244 sayılı yazınız.

İlgide kayıtlı yazınızda belirtilen Üniversiteniz Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Doktora Programı öğrencisi Muhammed KÖK'ün "The Mediating Role of Emotional Intelligence and L2 Willingness to Communicate on the relationship between Conformity to the Gender Roles and L2 Communication Apprehension" adlı tezi kapsamında 15 Nisan 2023 ile 15 Kasım 2023 tarihleri arasında Üniversitemiz İngilizce Öğretmenliği ile İngiliz Dili Eğitimi Bilim Dalının Yüksek Lisans ve Doktora Programlarında eğitim alan öğrencilere anket ve görüşme araştırması yapmak isteği Rektörlüğümüzce uygun görülmüştür.

Bilgilerini ve gereğini arz ederim.

T.C.
PAMUKKALE ÜNİVERSİTESİ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-93282220-044-352938 05.04.2023
Konu : Tez Uygulama İzni (Muhammed KÖK)

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : a) 30.03.2023 tarihli ve E-93130991-302.08.01-2300076244 sayılı yazınız.
b) Üniversitemiz Eğitim Fakültesi Dekanlığının 04.04.2023 tarihli ve E-62297456-044-352460 sayılı yazısı.

Üniversiteniz Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Doktora Programı 20415028002 numaralı öğrencisi Muhammed KÖK'ün 'The Mediating Role of Emotional Intelligence and L2 Willingness to Communicate on the relationship between Conformity to the Gender Roles and L2 Communication Apprehension' adlı tezi kapsamında, 15 Nisan 2023 ile 15 Kasım 2023 tarihleri arasında Eğitim Fakültesi İngilizce Öğretmenliği ile İngiliz Dili Eğitimi Bilim Dalının Yüksek Lisans ve Doktora Programlarında eğitim alan öğrencilere anket yapma isteği Rektörlüğümüzce uygun görülmüştür.

Bilgilerini ve gereğini arz ederim.

T.C.
SAKARYA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik
Yazı İşleri Şube Müdürlüğü

Sayı : E-77494167-044-286044 27.09.2023
Konu : Anket İzni (Muhammed KÖK)

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 30.03.2023 tarihli ve E-93130991-302.08.01-2300076244 sayılı yazınız.

İlgi yazınıza istinaden; Üniversiteniz Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Doktora Programı öğrencisi **Muhammed KÖK**'ün, *"The Mediating Role of Emotional Intelligence and L2 Willingness to Communicate on the relationship between Conformity to the Gender Roles and L2 Communication Apprehension"* başlıklı tezi kapsamında, 15 Nisan 2023 ile 15 Kasım 2023 tarihleri arasında Üniversitemiz Eğitim Fakültesi İngilizce Öğretmenliği ile İngiliz Dili Eğitimi Bilim Dalının Yüksek Lisans ve Doktora Programlarında eğitim alan öğrencilere anket ve görüşme uygulaması, gönüllülük esası şartıyla Rektörlüğümüzce uygun görülmüş olup, gereğini bilgilerinize arz ederim.