EFFECTS OF SITUATIONAL VARIABLES ON WILLINGNESS TO COMMUNICATE
AND ENGLISH CLASSROOM COMMUNICATION BEHAVIORS
OF NINTH GRADE STUDENTS

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A Thesis Submitted in Partial Fulfillment of the Requirements

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ผลของตัวแปรตามสถานการณ์ที่มีต่อความเต็มใจที่จะสื่อสารและพฤติกรรมการสื่อสาร
ภาษาอังกฤษในชั้นเรียนของนักเรียนมัธยมศึกษาปีที่ 3

นางสาวณัฐธิดา ทองเอี่ยม

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
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By	Miss Natthida Thong-Iam
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จุฬาลงกรณ์มหาวิทยาลัย

ฉัฐธิดา ทองเอี่ยม : ผลของตัวแปรตามสถานการณ์ที่มีต่อความเต็มใจที่จะสื่อสารและพฤติกรรมการสื่อสารภาษาอังกฤษในชั้นเรียนของนักเรียนมัธยมศึกษาปีที่ 3 (EFFECTS OF SITUATIONAL VARIABLES ON WILLINGNESS TO COMMUNICATE AND ENGLISH CLASSROOM COMMUNICATION BEHAVIORS OF NINTH GRADE STUDENTS) อ. ที่ปรึกษาวิทยานิพนธ์หลัก: อ.ดร.จุฑารัตน์ วิบูลผล, 304 หน้า.

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลของตัวแปรตามสถานการณ์ที่มีต่อความเต็มใจที่จะสื่อสารและพฤติกรรมการสื่อสารภาษาอังกฤษในชั้นเรียนของนักเรียนมัธยมศึกษาปีที่ 3 ตัวแปรตามสถานการณ์ที่ศึกษาคือ หัวข้อที่ใช้ในการสนทนา คู่สนทนา และบริบทการสนทนา กลุ่มตัวอย่างคือ นักเรียนชั้นมัธยมศึกษาปีที่สามจำนวน 8 คน ที่กำลังศึกษาในภาคปลาย ปีการศึกษา 2552 ในโรงเรียนมัธยมศึกษาของรัฐในจังหวัดชลบุรี การทดลองใช้เวลาทั้งสิ้น 9 สัปดาห์ โดยเครื่องมือที่ใช้ในการวิจัยประกอบด้วย แบบสอบถาม 4 ฉบับสำหรับวัดความเต็มใจที่จะการสื่อสาร พฤติกรรมการสื่อสารภาษาอังกฤษในชั้นเรียน ความคุ้นเคยต่อหัวข้อ และความสนิทสนมภายในกลุ่ม แผนการสอนภาษาอังกฤษที่เน้นการสื่อสาร แบบสังเกตพฤติกรรมการสื่อสารภาษาอังกฤษในชั้นเรียน และการเก็บข้อมูลย้อนหลังโดยวิธีการบอกกระบวนการคิด

ผลการวิจัยพบว่า ความเต็มใจที่จะสื่อสารและพฤติกรรมการสื่อสารภาษาอังกฤษในชั้นเรียนได้รับอิทธิพลจากความคุ้นเคยต่อหัวข้อ ความสนิทสนมภายในกลุ่ม และบริบทการสนทนาบางบริบท โดยกลุ่มตัวอย่างมีความเต็มใจที่จะสื่อสารและพฤติกรรมการสื่อสารภาษาอังกฤษในชั้นเรียนในสถานการณ์เมื่อกลุ่มตัวอย่างเข้าเรียนในแผนการสอนที่มีความคุ้นเคยต่อหัวข้อ เมื่อมีความสนิทสนมภายในกลุ่ม เมื่ออยู่ในสถานการณ์แวดล้อมที่มีผู้พูดภาษาอังกฤษ เมื่อกลุ่มตัวอย่างไม่ทราบคำตอบและผู้อื่นบอกคำตอบ เมื่ออยู่ในสภาพการณ์ที่เพลิดเพลิน เมื่ออยู่ในสถานการณ์ที่มีการแข่งขัน และเมื่อผู้อื่นใช้ภาษาผิด ในทางกลับกัน กลุ่มตัวอย่างไม่มีความเต็มใจที่จะสื่อสารและไม่มีพฤติกรรมการสื่อสารภาษาอังกฤษในชั้นเรียนเมื่ออยู่ในสถานการณ์ที่ตนเองใช้ภาษาผิด และ เมื่อถูกขัดจังหวะการพูด

ภาควิชา   หลักสูตร การสอนและเทคโนโลยีการศึกษา ลายมือชื่อนิสิต..................................

สาขาวิชา   การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ลายมือชื่ออ.ที่ปรึกษาวิทยานิพนธ์หลัก.........

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NATTHIDA THONG-IAM: EFFECTS OF SITUATIONAL VARIABLES ON
WILLINGNESS TO COMMUNICATE AND ENGLISH CLASSROOM
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The objectives of the present study were to investigate the effects of
situational variables on willingness to communicate and English classroom
communication behavior of ninth grade students. The situational variables examined in
this study were topic familiarity, group cohesiveness, and conversational contexts. The
participants were eight ninth-grade students who were studying in the second semester
of the academic year 2009 at a public secondary school in Chon Buri province. The
data were collection over the period of nine weeks. The research instruments employed
in this study were four questionnaires used to measure willingness to communicate,
English classroom communication behaviors, topic familiarity, and group
cohesiveness; English communicative instruction; classroom observation scheme; and
stimulated recall.

The findings indicated that willingness to communicate and English classroom
communication behaviors were affected by topic familiarity, group cohesiveness and
some conversational contexts. The participants were found to have willingness to
communicate and perform communication behaviors in situations such as in the
lessons that they were familiar with the topic, when being in a cohesive group, in an
English-speaking environment, when the participants did not know the answer and
someone spoke out, in enjoyable atmosphere, when there was a sense of competition,
and when other people made mistake. In contrast, the participants lacked willingness to
communicate and did not communicate when they made a mistake and were
interrupted by other people.

Department: Curriculum, Instruction and Educational Technology

Field of Study: Teaching English as a Foreign Language Student's Signature.............

Academic Year: 2009   Advisor's Signature............

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CHAPTER I

INTRODUCTION

Although English language is considered a foreign language in Thailand, it is an important foreign language to study for Thai people. People with English competency will be able to access various sources of information in English, create social networks with almost two billion people from around the world, and have opportunities to do business with people from other countries. Also, English is expected to be the bridge among people of Association of Southeast Asian Nations (ASEAN) in the near future (Surin Pitsuwan, 2008). Thus, the Thai government has promoted the learning of English for communication among Thai people so that English can be used as a tool for education, business, and social relationships in the era of globalization (English Language Institute, 2009).

One of the attempts that the Thai government has made to promote English competency learning among Thai students can be seen in the Basic Education Curriculum B.E. 2544 (A.D. 2001) and the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), which are the national curricula for basic education (grades 1-12) in Thailand. Both two curricula stress the importance of communication ability. Thai students are expected to study English as a required foreign language to be able to use it as a tool for communication, learning, social purposes, and career. However, English language teaching in Thailand has not succeeded in enhancing learners' communication behavior (Basic Education Curriculum, 2001). As Ampol Phoola, Nontawat Iampor, Suchawadee Sae-Jaew, Saithong Duangsang, and Yannaphat Yodkaew (2005) found, Thai students did not use English in communication.

To enhance communication behavior among Thai people, research on factors that may affect communication behavior has been conducted. Studies have revealed that communication behavior in a second language can be affected by a factor called 'willingness to communicate' or the readiness to enter a communication discourse when there is a chance (McCroskey, 1992).

Considering the needs to use English for communication among Thai people, an investigation of Thai students' willingness to communicate is necessary. Based on the findings from the previous studies conducted in contexts similar to Thailand including Japan (Yashima, 2002; Yashima et al., 2004), Korea (Kim, 2004), and China (Peng, 2006), the lack of English communication behavior of Thai students may result from the low level of willingness to communicate. Up to date, studies regarding Thai students' English communication abilities have mainly focused on communicative competence and communication strategies (Pramote Krongboomsri, 1990; Nawarat Tongkam, 1996; Chukwan Rattanapitakdhada, 2000), no studies have been conducted to examine willingness to communicate in English among Thai students.

The present study, therefore, attempted to investigate willingness to communicate as a factor influencing Thai learners' English communication behavior in Thai English classroom contexts. The focus of the study was on how willingness to communicate can fluctuate from one situation to another because of three situational variables including topic familiarity, group cohesiveness, and conversational context. Applying both qualitative and quantitative research methods, this study attempted to understand the complicated process in human's mind when a person engages or avoids communication situations.

Research Questions

In the present study, three research questions were set as follows:

1. How does topic familiarity affect students' willingness to communicate and English classroom communication behavior?

2. How does group cohesiveness among interlocutor affect students' willingness to communicate and English classroom communication behavior?

3. How do conversational contexts affect student's willingness to communicate and English classroom communication behavior?

Research Objectives

This study had three research objectives as follows:

1. To investigate the effects of topic familiarity on students' willingness to communicate and English classroom communication behavior

2. To investigate the effects of group cohesiveness among interlocutors on students' willingness to communicate and English classroom communication behavior

3. To investigate the effects of conversational contexts on students' willingness to communicate and English classroom communication behavior

Statement of Hypotheses

Several related literature and previous studies supported the effects of topic familiarity, group cohesiveness, and conversational contexts on willingness to communicate and English communication behavior. For the effect of topic familiarity,

MacIntyre et al . (1998), Kang (2005), and Cao and Philp (2006) found that the speaker's familiarity towards to topic under discussion plays an important role in stimulating willingness to communicate and English communication behavior. In addition, Wen and Clément (2003) suggested that group cohesiveness was important among Asian learners and improved willingness to communicate. Also, conversational contexts had effects on speaker's willingness to communicate and English communication behavior, according to the findings of Kang (2005). Therefore, the statements of hypotheses of this study were set as follows:

1. The participants' willingness to communicate and English classroom communication behavior while engaging in communicative tasks with familiar topics will be higher than in the tasks with less familiar topics.

2. The willingness to communicate and English classroom communication behavior of the participants who are in the most cohesive group will be higher than that of the participants who are in the least cohesive group.

3. The participants' willingness to communicate and English classroom communication behavior is varied according to the conversational contexts. In some conversational contexts, the participants will have willingness to communicate and conduct English classroom communication behavior while they will have no willingness to communicate and reluctant to perform English classroom communication behavior in some conversational contexts.

Scope of the Study

In the present study, the population and the variables were the following.

Population

The population of this study was ninth grade students in Thailand.

Participants

The participants of the present study were ninth grade students at the school in Chon Buri province, Thailand.

Variables

The variables being investigated in this study were as follows:

1. Independent variables

    1.1 Topic familiarity

    1.2 Group cohesiveness

    1.3 Conversational contexts

2. Dependent variables

    2.1 Willingness to communicate

    2.2 English classroom communication behavior

Definition of Terms

1. Willingness to communicate

Willingness to communicate refers to a readiness to enter into an English communication discourse at a particular time with a specific person or persons when the speaker is free to do or to have a chance to choose. In the present study, willingness to communicate is measured by the mean score collected from willingness to communicate questionnaire adopted from Jongsermtrakoon (2009).

2. English classroom communication behavior

English classroom communication behavior refers to verbal and non-verbal responses that students use to express ideas or share information in English classroom context. English classroom communication behavior is measured by the mean score obtained from English classroom communication behavior questionnaire adopted from Jongsermtrakoon (2009) and frequency of English classroom communication behavior was obtained from classroom observation scheme adapted from Cao and Philp (2006).

3. Situational variables

Situational variables in this study refer to factors that fluctuate situation-to-situation in a communication situation. These factors can either enhance or obstruct willingness to communicate of a speaker. Three situational variables focused in the present study were topic familiarity, group cohesiveness, and conversational context.

4. Topic familiarity

Topic familiarity refers to speaker's background knowledge about the topic under discussion. Topic familiarity is measured by the mean score obtained from topic familiarity questionnaire developed by the researcher.

5. Group cohesiveness

Group cohesiveness refers to the strength of relationships among group members as perceived by the group members. The person who is in cohesive group often discusses with the other, shares ideas, participates in group-related activity, works with the others without problems including having a sense of belonging to the group. Group cohesiveness was measured by the mean score received from group cohesiveness questionnaire adapted from Chang (2007).

6. Conversational contexts

Conversational contexts refer to the situation during conversations that fluctuate along the conversational interaction. According to the previous study, six conversational contexts were included into the framework of the study. They were stages in conversation (at the beginning of a communication, at the continuing of a communication, and at the end of a communication), when the speaker is asked for additional information, when the interlocutor is misunderstanding, and when the speaker makes a mistake. Conversational contexts were investigated from the verbal protocol report obtained from stimulated recall.

6.1 Stages in conversation refer to three particular situations of a conversation: at the beginning of a communication, at the continuing of a communication, and at the end of a communication.

6.2 When the speaker is asked for additional information refers to a particular situation that the speaker is requested to give more information by the interlocutor(s).

6.3 When the interlocutor is misunderstanding refers to a particular situation that the interlocutor(s) shows that he or she is misunderstanding during communication.

6.4 When the speaker makes a mistake refers to a particular situation that the speaker makes a mistake (including lexical, grammatical, and syntactical mistakes) during communication.

CHAPTER II

REVIEW OF THE LITERATURE

This study attempts to investigate the effects of situational variables on willingness to communicate and English classroom communication behavior. Related literature and previous studies were reviewed in order to retrieve the background for the study. In this chapter, it involved five topics: English classroom communication behavior, willingness to communicate, situational variables, task-based learning instruction, and the summary of Chapter II and the framework of the present study.

English Classroom Communication Behavior

Communication in second language was claimed to be the ultimate goal for second language learning (MacIntyre et al., 1998). In the present study, communication in second language was treated as the communication in classroom context using English language so it was called by the term 'English classroom communication behavior'. According to the review, communication behavior resulted from the interactions among several variables. Therefore, to provide an adequate background for the study, five important points of English classroom communication behavior are presented. They are the definition of English classroom communication behavior, the characteristic of English classroom communication behavior, the factors influencing English classroom communication behavior, the methods to investigate including the previous studies related to this variable.

Definition of English Classroom Communication Behavior

Communication behavior was described similarly. Employing Barnes' model of communication and learning act, Johnson (1995) explained how teacher and students talk, act, and interact in second language classroom into two dimensions. The first dimension is about the moment-to-moment action and interaction that establish what actually occur in second language classroom. The second dimension the behavior that teacher and students bring to the second language classroom. Similarly, Oxford (1997) described communication as an interaction that is the situation in which people act upon each other and involves meaning which might or might not involved learning new concepts. In addition, Oxford (1997) stated that the verbal interaction in educational setting includes teacher, learners and others acting upon each other and consciously or unconsciously interpreting (i.e. giving meaning to) those actions.

In the present study, English classroom communication behavior refers to the moment-to-moment actions and interactions between teacher and students, or student to student that occur in English language classroom, using English language. Communication behavior in this study includes verbal and non-verbal communication.

Characteristics of English Classroom Communication Behavior

The patterns of communication behavior in classroom concentrated on the interaction which can be divided into two types: teacher-students interaction and student-student interaction (Johnson, 1995). The first pattern exists between teacher and students. Mostly, teacher is the one who controls the communication and directs the conversation followed the pedagogical steps. However, the students' roles are limited and habitually responses to their teacher's use of language, content, and

structure. In addition, the other pattern is occurred between student and student. This type of interaction enhances students' communication behavior by increasing students' opportunity to use second language in classroom context. Also, they share their knowledge, content, language use through peer tutoring as well as being a model for friends. Several communication behaviors, in both teacher-student, and student-student interactions, were claimed to be found in classroom by many experts as shown in Table 2.1.

Table 2.1

Communication behaviors in classroom

Communication behavior in classroom	Ely (1986)	Wajnryb (1992)	Oxford (1997)	MacIntyre et al. (1998)	Yashima et al. (2004)	Johnson (1995)	Cao and Philp (2006)	Naughton (2006)
Ask the teacher a question		✓			✓	✓	✓	✓
Ask group member a question						✓	✓	
Give an answer to the question		✓		✓	✓	✓	✓	✓
Guess the meaning of an unknown word			✓				✓	
Hand-raising					✓		✓	
Speaking up in class					✓			
Try out a difficult form in the target language (lexical/grammatical/syntactical)	✓		✓			✓	✓	✓

(Table continued)

Communication behavior in classroom	Ely (1986)	Wajnryb (1992)	Oxford (1997)	MacIntyre et al. (1998)	Yashima et al. (2004)	Johnson (1995)	Cao and Philp (2006)	Naughton (2006)
Present own opinions in class						✓	✓	
Present own opinions in pair/group							✓	
Volunteer an answer					✓		✓	
Volunteer to participate in class activities					✓	✓	✓	

Factors Affecting English Classroom Communication Behavior

English classroom communication behavior in classroom is viewed as a dynamic system formed by the moment-to-moment actions and interactions that occur during face-to-face communication between teacher and students (Johnson, 1995, preface). It can be both verbal communication behavior (i.e. speaking up in class, answering the question) and non-verbal communication behavior (i.e. raising hand). In MacIntyre et al. (1998), communication behavior is the top variable on the pyramid model indicated that it is the final results of complicated interaction among all interactive factors (see Figure 2.1). The other factors affecting communication behaviors were also proved such as willingness to communicate (MacIntyre and Charos, 1996; MacIntyre et al., 1998; Yashima et al., 2004), international posture (Yashima et al., 2004), and perceived communication competence in second language (MacIntyre and Charos, 1996).

Among all variables, willingness to communicate has been proved to be the most affective variable and directly influences communication behavior (MacIntyre et al., 1998; Yashima et al., 2004). The people with lower willingness to communicate were found to express less communication behavior, whereas, the people with higher willingness to communicate tend to improve communication behavior (Sallinen-Kuparinen et al., 1991; MacIntyre and Charos, 1996; Baker and MacIntyre, 2000; Clément et al., 2003; Yashima et al., 2004; Cao and Philp, 2006). However, although willingness to communicate was claimed to be the most influenced factor for communication behavior, speaker needs an opportunity to practice a second language use (MacIntyre et al., 1998; 2003). Some researchers suggested that the ultimate goal for second language classroom is to encourage learners to seek out communication opportunity and be able to use language in an authentic communication (Macintyre et al., 2003). The instruction which fails to create an opportunity for learners to communicate should be counted as a failure one (MacIntyre et al., 1998).

Methods to Investigate English Classroom Communication Behavior

Scale and observation were used to investigate communication behavior. General communication behavior scale which assesses the communication behavior in different context such as dyads, friend, strangers, and so on was employed by Sallinen-Kuparinen et al. (1991), MacIntyre and Charos (1996), Baker and MacIntyre (2000), and Clément et al. (2003). In addition, Yashima et al. (2004) developed scale to evaluate the communication behavior in class context such as using English language to answer the question in classroom, participating in pair work or group work using English language, and talking with friend or acquaintance using English language.

Furthermore, Cao and Philp (2006) and Naughton (2006) employed observation to examine students' communication behavior and interaction in classroom. Naughton (2006) video-taped students' interaction in classroom before tallied the frequency of communication behavior afterward. And Cao and Philp (2006) used class observation scheme, which classified communication behaviors into twelve categories, to observe and count the frequency of communication behavior in classroom.

Previous Studies Related to English Communication Behavior

The previous studies investigated the relationship between communication behavior and willingness to communicate and similarly found that they were correlated (Sallinen-Kuparinen et al., 1991; MacIntyre and Charos, 1996; Baker and MacIntyre, 2000; Clément et al., 2003; Yashima et al., 2004; Cao and Philp, 2006).

Sallinen-Kuparinen et al. (1991) compare level of self-report communication between Finnish and American college students in Finland and found that American students had more communication behavior and communication behavior was influenced by perceived competence, motivation, and willingness to communicate. Similarly, Baker and MacIntyre (2000) found that the immersion students' frequency of communication were higher that non-immersion students and the frequency of communication could be predicted using level of willingness to communicate. In addition, Clément et al. (2003) proved that context of language use, social norm, and ethno linguistic vitality affected speaker to engage or omit second language use and frequency of second language use correlated with willingness to communicate.

In addition, Yashima et al. (2004) investigated relationships among willingness to communicate and communication behavior and found that frequency of communicate related with the level of satisfaction in interpersonal relationships during the sojourn. Also, communication behavior was proved to be directly influenced by willingness to communicate and international posture. Finally, Cao and Philp (2006) distributed the scales, observed, and interviewed the students during participating in classroom and found that willingness to communicate and communication behavior were correlated.

Summary of English Classroom Communication Behavior

English classroom communication behavior is the action or interaction of person(s) to person(s) taking place in classroom context. It can be verbal interaction such as asking teacher a question, presenting his/her opinion to group or to class. In addition, non-verbal interaction is counted as communication behavior such as raising hand to volunteer the answer. English classroom communication behavior is the outcome of interactions among various factors. The most important factor for communication behavior is willingness to communicate (MacIntyre at al., 1998; Kang, 2005) which is presented in the next section.

Willingness to Communicate

Willingness to communicate was claimed to be the most influential factor leading to the communication behavior in English and it was found to be result of the complicated system among variables (MacIntyre et al., 1998; Yashima, Zenuk-Nishide, and Shimizu, 2004). In the present study, willingness to communicate was treated in the aspect of the situational construct that willingness to communicate could

be influenced by various situational variables and could be fluctuated during communication (MacIntyre et al., 1998; Kang, 2005). In this section, the information about the definition, development of willingness to communicate, characteristics of situational construct, factors affecting willingness to communicate as well as the methods used to investigate and previous studies were presented.

Definition of Willingness to Communicate

In the perspective of situational construct, willingness to communicate was defined as a readiness to enter into discourse at a particular time with a specific person or persons, using a second language (MacIntyre et al., 1998: 547). Also, Kang (2005) proposed more specific definition of this factor as an individual's decision to engage in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables. In this study, willingness to communicate is defined according to MacIntyre et al. (1998) that willingness to communicate refers to a readiness to enter into discourse at a particular time with a specific person or persons, using English language.

Development of Willingness to Communicate

The original concept of willingness to communicate was established for studying first language use. The first study on willingness to communicate was conducted by McCroskey and Baer (1985) who believed that there were some personality factor influencing people to initiate or avoid communication and they called that factor by the term 'willingness to communicate'. To study willingness to communicate, they converted Burgoon (1976)'s unwillingness to communicate and

included two factors – predispositions toward verbal behavior and shyness into their construct. According to this pioneer research, willingness to communicate was considered as a last step before communication behavior and it was a personality-based trait-like predisposition that remained across situations and interlocutor.

Later, concept of willingness to communicate was adapted into studying second language communication by MacIntyre and Charos (1996). At the beginning, MacIntyre and Charos (1996) viewed this factor as a trait-like predisposition. However, MacIntyre et al. (1998) argued this perspective and conceptualized the other perspective – willingness to communicate as a situational construct (MacIntyre et al., 1998; Kang, 2005).

Willingness to communicate as a situational construct could be influenced by various situational variables such as topic under discussion, interlocutors, state self-confidence, etc. MacIntyre et al. (1998) noted that willingness to communicate should be situational construct rather than trait-like predisposition and it can change across the conversation. A degree of willingness to communicate can change depending on situational change during communication (MacIntyre et al., 1998; Kang, 2005).

This perspective was established by MacIntyre et al. (1998) who conceptualized the heuristic model describing relationships among variables underlying willingness to communicate and communication behavior. On the top of the layer, MacIntyre et al., (1998) placed the communication behavior as the final outcome of the affective variables. Before communication behavior, there was the final and direct variable affecting communication behavior - willingness to communicate, which was the result of the complicated system among twelve variables.

The heuristic model was six-layered pyramid model containing twelve variables. According to MacIntyre et al., 1998, the model comprised two structures: top three layers were situational factor (communication behavior, behavioral intention, and situated antecedents) which were claimed to contribute willingness to communicate in second language and fluctuated depending on communication context, and another three layers were trait-like variables (motivational propensities, affective-cognitive context, and socio-and individual context (see Figure 2.1).

Figure 2.1

Heuristic model showing the relationships among variables affecting willingness to communicate and communication behavior (MacIntyre et al., 1998)
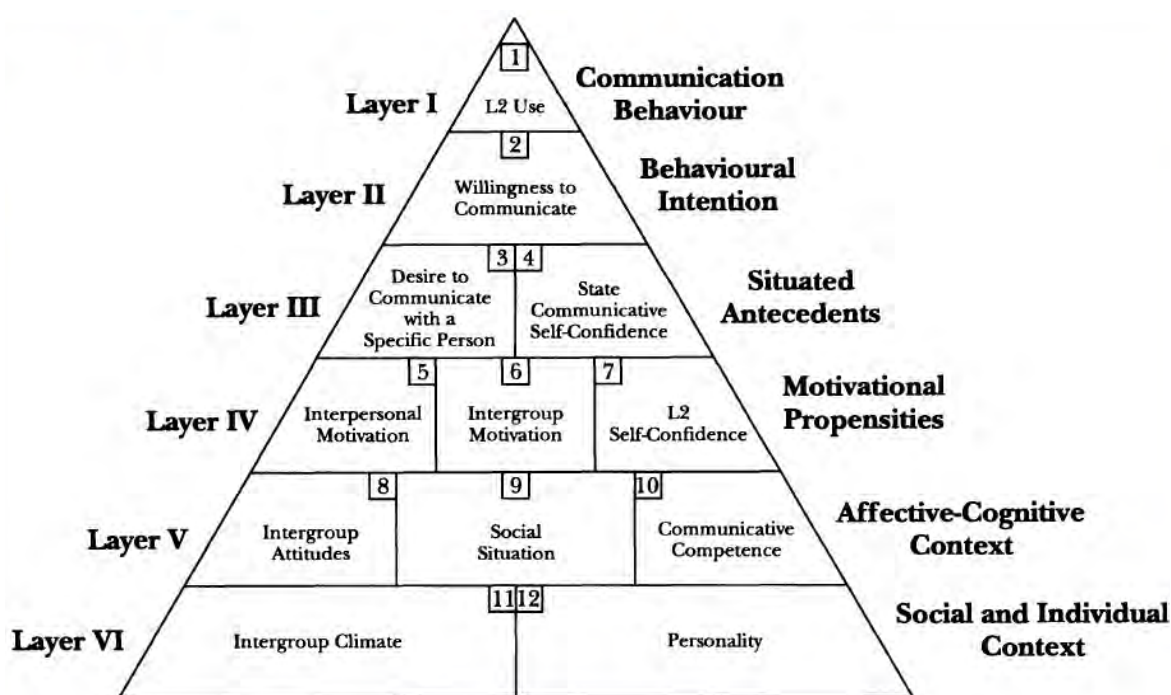
The concept of willingness to communicate as a situational construct has been extended by Kang (2005) who explained that situational willingness to communicate could dynamically emerge and fluctuate during a conversation. The model describing

the relationships among situational variables and willingness to communicate was constructed. According to Kang (Ibid), willingness to communicate is an individual decision concerning on the act of communication in a specific situation, which depends on interlocutor(s), topic, and conversational context. In addition, Wen and Clément (2003) stated that group cohesiveness was a crucial factor affecting Asian student's willingness to communicate due to the Asian culture which the people relied on the community rather than themselves.

Furthermore, many situational variables were found to relate with willingness to communicate (see Table 2.2).

Table 2.2

Situational variables found to affect willingness to communicate

Situational variables toward willingness to communicate	MacIntyre et al. (1998)	MacIntyre et al. (1999)	MacIntyre et al. (2001)	Baker and MacIntyre (2000)	Yashima (2002)	MacDonald et al. (2003)	Clément et al. (2003)	Wen and Clément (2003)	Kang (2005)	Cao and Philp (2006)	Freiermuth and Jarrell (2006)
conversational context									✓		
channels of communication											✓
culture condition					✓			✓			
difficulty of communication task		✓									

(Table continued)

Situational variables toward willingness to communicate	MacIntyre et al. (1998)	MacIntyre et al. (1999)	MacIntyre et al. (2001)	Baker and MacIntyre (2000)	Yashima (2002)	MacDonald et al. (2003)	Clément et al. (2003)	Wen and Clément (2003)	Kang (2005)	Cao and Philp (2006)	Freiermuth and Jarrell (2006)
frequency and quality of second language contact							✓				
group cohesiveness								✓			
group size									✓		
interlocutor	✓					✓			✓	✓	
learning context				✓							
medium of communication											✓
social support					✓						
teacher support								✓			
topic under discussion	✓					✓			✓	✓	

Methods to Investigate Willingness to Communicate

In order to investigate willingness to communicate, two types of research instruments were employed in the previous studies. They were stimulated recall and scales. To begin with the stimulated recall, it was a qualitative method that prompts participants to recall their thoughts and produce verbal protocol about what they were thinking while performing tasks (Gass and Mackey, 2000). Kang (2005) applied this

method by recording participants' conversation with native speaker and prompted them by playing the tape before asking them to recall what were in their minds during that time. Also, participants were allowed to pause the video at any scene they felt that they had willingness to communicate or communication behaviors. Then, they explained the reason why they avoided or engaged the conversation to the researcher.

The other researchers used willingness to communicate scales, the most popular instrument among willingness to communicate studies. Two willingness to communicate scales were developed; one developed by McCroskey and Baer (1985) and another one developed by (MacIntyre et al., 2001). For scales developed by McCroskey and Baer (Ibid), this scale was claimed to have content, construct and predictive validities and reliabilities (McCroskey and Baer, 1985; McCroskey, 1992), and was widely adopted and adapted in the previous studies (McCroskey and Baer, 1985; Barraclough et al., 1988; Zakahi and McCroskey, 1989; Sallinen-Kuparinen et al.,1991; MacIntyre and Charos, 1996; MacIntyre et al.,1999; Baker and MacIntyre, 2000; Hashimoto, 2002; MacIntyre et al., 2002; Yashima, 2002; Burroughs et al., 2003; Clément et al.,2003; MacIntyre et al., 2003; Matsuoka, 2004; Yashima et al., 2004; Kim, 2004; Cao and Philp, 2006; Freiermuth and Jarrell, 2006; Peng, 2007; Tannenbaum and Tahar, 2008).

According to McCroskey and Baer (1985) and McCroskey (1992), this scale was developed for measuring willingness to communicate. It was five-point self- rating scales and consisted of 20-items. Eight items are filler and another twelve items are designed to measure willingness to communicate with crossing three types of receivers (strangers, acquaintances, friends), and four types of communication contexts (public,

meeting, group, dyad). In addition, Cao and Philp (2006) adapted McCroskey (1992)'s willingness to communicate scales by adding five items about classroom context such as participate in group discussion in class, and help others answer a question.

The other scales developed for evaluating willingness to communicate was done by (MacIntyre et al., 2001). It was a 54-item scale that could measure willingness to communicate in four skills: speaking, reading, listening, and writing. Also, it could measure both inside and outside classroom willingness to communicate (MacIntyre et al., Ibid). Even though this scale could be used to investigate all four skills, it was designed purposively for the context of authentic communication in second language of immersion students. Thus, the validity and reliability was questioned whether it was suitable for investigating willingness to communicate in the other contexts.

Previous Studies Related to Willingness to Communicate

Willingness to communicate has been an interest of communicative researchers for nearly two decades. Many studies had been conducted and several variables were found to relate with willingness to communicate.

After MacIntyre et al. (1998) conceptualized heuristic model describing willingness to communicate as a situational construct, many studies were conducted based on this perspective (MacIntyre et al.,1999; MacIntyre et al., 2001; Clément et al., 2003; MacDonald et al., 2003; Kang, 2005; Freiermuth and Jarrell, 2006; Cao and Philp, 2006). All of them are presented as in this section.

To begin with MacIntyre et al. (1999), they studied the effective variables influencing trait and state (or situational-specific) willingness to communicate. Six

variables; trait willingness to communicate, extraversion, emotional stability, self-esteem, communication apprehension, and competence were examined. Also, state willingness to communicate, state- anxiety, perceived competence, and communication task, was also investigated. As a result, they found that difficulty of communication task related to situational willingness to communicate through anxiety and perceived competence.

In addition, MacIntyre et al. (2001) studied the effect of orientation for language learning and social support on willingness to communicate in four communicative skills. It was found that orientations for language and social support especially from friends could stimulate level of willingness to communicate outside classroom.

Focusing on both contextual and individual difference variables in willingness to communicate in second language, Clément et al. (2003) examined social context, subjective social norms, and ethno linguistic vitality among bilingual students. The result confirmed group's ethno linguistic vitality and norms affected context, individual, frequency of second language communication, willingness to communicate in second language, second language identity, and second language confidence.

Other situational variables were also investigated their effects on willingness to communicate. MacDonald et al. (2003) examined reliability of MacIntyre et al (1998)' heuristic model and investigated situational variables influencing willingness to communicate. They were not only proved reliability of MacIntyre et al (1998)' heuristic model, but also found that topic under discussion, interlocutor, control

motives, affiliative motives, experience, competence, self-confidence, attitudes associated with willingness to communicate.

Mainly investigated situational variables, Kang (2005) conducted the study on the dynamic emergence among situational-specific willingness to communicate in a second language. she found that second language willingness to communicate is an individual decision concerning on the act of communication in a specific situation, which depends on interlocutor(s), topic, and conversational context together with the combination of three interacting psychological conditions of excitement, responsibility, and security. Moreover, based on the finding, Kang constructed the multilayered structure of situational-specific willingness to communicate and a new definition of willingness to communicate in second language, which is a dynamic situational concept that can change moment-to-moment, rather than a trait-like predisposition.

Channel of communication was also considered. Freiermuth and Jarrell (2006) compared students' willingness to communicate as they attended two channels of communication: online chats and face-to-face communication. Learners reported less anxiety, more relaxed environment, higher willingness to communicate and interpersonal interaction during participating online chatting rather than face-to-face setting.

More situational variables were found to influence willingness to communicate when Cao and Philp (2006) investigated the characteristics of trait-like and situational willingness to communicate in second language classroom. The results revealed that the factors affecting willingness to communicate in class were the group size,

familiarity with interlocutor, interlocutor's participation, familiarity with topics under discussion, self-confidence, medium of communication and cultural background.

Summary of Willingness to Communicate

Willingness to communicate is an important component for modern language classroom which influences communication behavior in English language. Learner with higher willingness to communicate is more likely to succeed in developing their proficiency and engaging in communication situation than learner with lower willingness to communicate (MacIntyre, 1994; MacIntyre et al., 1998; MacIntyre et al, 2001; Hashimoto, 2002; Yashima, 2002). So, MacIntyre et al. (1998) suggested that willingness to communicate should be the focus of English language classroom instruction

Many situational variables was claimed to influence willingness to communicate such as group size, medium of communication, teacher support, topic under discussion, interlocutor, and conversational context. The most three outstanding situational variables were proposed by Kang (2005), Wen and Clément (2003), and Cao and Philp (2006). They were topic under discussion, group cohesiveness, and conversational contexts.

Situational Variables Affecting Willingness to Communicate

Situational variables is the variables that have been indicated to affect learner's willingness to communicate. For this study attempts to investigate the willingness to communicate as a situational construct, three situational variables are included in the framwork of the study based on the previous studies by Wen and Clément (2003),

Kang (2005) and Cao and Philp (2006). Three situational varibles are examined. They are topic, interlocutor, and conversational context. Details of each situational variables are desrcibed in this section.

Topic Familiarity

The first situational variable in this study is topic familiarity, which was claimed to influence the speaker's willingness to communicate. The characteristic of topic familiarity focused in the present study was the speaker's background knowledge. In the part, the definition and the characteristic of topic familiarity including the methods used to examine and previous studies were described.

Definition of Topic Familiarity

According to the previous studies, topic familiarity referred to the speaker's background knowledge towards topics under discussion (MacIntyre et al., 1998; Cao and Philp, 2006). Kang (2005) identified topic familiarity from the students' background knowledge and prior knowledge. Therefore, the present study defined this term according to MacIntyre et al. (1998) and Cao and Philp (2006) that topic familiarity was the participant's background knowledge about the topic under discussion.

Characteristic of Topic Familiarity in Second Language Learning and Willingness to Communicate

Mostly, topic was treated in the sense of familiarity towards the topic (MacIntyre et al., 1998; Kang, 2005; Cao and Philp, 2006). The familiarity is registered from learner's background knowledge towards topic (MacIntyre et al., 1998;

MacDonald et al., 2003; Pulido, 2003; 2004; 2007; Engin and Seven, 2005; Kang, 2005; Cao and Philp, 2006; Lee, 2007), and interest (Kang, 2005; Cao and Philp, 2006). The students who had background knowledge towards the topic under discussion could be able to relate their background knowledge with the topic. As a result, the students could have better language comprehension (Pulido, 2007; Lee, 2007, Engin and Seven, 2005) and have willingness to communicate (MacIntyre et al., 1998; Kang, 2005).

Topic under discussion has been claimed to significantly influence willingness to communicate (MacIntyre et al., 1998; MacDonald et al., 2003; Kang, 2005; Cao and Philp; 2006) and communication behavior (MacIntyre et al., 1998). Topic plays an important role in boosting linguistic self-confidence leading to the higher willingness to communicate (MacIntyre et al., 1998). Learner who took that exam containing familiar topic could gain higher score than when took the exam with unfamiliar topic (Pulido, 2003; 2004; 2007; Engin and Seven, 2005).

In addition, Kang (2005) mentioned that degree of familiarity of topic under discussion is caused from personal interest, background knowledge, personal experiences, and sensitivity pertaining to speaker's culture and country, and prior experience discussing. For example, one of Kang (2005)'s participants talked more when the discussion talked about the controversial topic in his country. MacIntyre et al. (1998) explained that learner feels familiar towards each topic based on their background knowledge, interest, and experience which can drive s/he personal or intergroup motive.

Also, speaker who engaged with familiar topic tended to have more willingness to communicate and show more communication behavior than when engaging with least familiar or unfamiliar topic (MacIntyre et al., 1998; Kang, 2005; Cao and Philp, 2006). Vice versa, learner with the lack of knowledge of topic under discussion tends to decrease willingness to communicate (MacIntyre et al., 1998) and even avoid communication behavior (Cao and Philp; 2006). Also, lacks of topical knowledge discouraged the learner's sense of security and discourage his/her oral proficiency (Kang, 2005).

Topic affected willingness to communicate through the three psychological antecedents: sense of security, feeling of excitement, and feeling of responsibility (Kang, 2005). The first psychological antecedent is sense of security – speaker's feeling of unanxiety during conversation. Kang (2005) found that speakers felt anxious as they participated in the topic that they had little background knowledge because they were afraid of comprehension problem and lack of idea to share with the interlocutor. In addition, some speakers reported uneasiness because they needed to pretend that they knew about the topic under discussion and feared to be asked about the topic that might make them lose their faces.

The second psychological antecedent is excitement – a feeling of delight about talking. As Kang (2005) found, speakers involved themselves with communication when they found that the topic under discussion was interesting. Interesting, in this sense, was the topic which speakers had experienced with and had background knowledge. However, feeling of excitement normally limited for only the first time they discussed about that topic. Kang (2005) reported that if the speakers talked about

the same interesting topic for several times, they became bored and finally avoided the communication.

Responsibility, which is the feeling of commitment to deliver and demonstrate what the speaker knows about the topic, is the last psychological antecedent affected by topic. According to Kang (2005), speakers' background knowledge about the topic under discussion boosted their willingness to communicate and communication behavior. Sense of responsibility could be stimulated when speakers wanted to save their faces that they did know about the topic, when they felt that they were the best speaker for the topic under discussion, and when they felt that they needed to defend their own beliefs. For example, once there was a topic for discussion if Korean athletes cheated the golden medal in the Olympic Games, one Korean speaker showed increasing communication behavior because he felt that he needed to defend his country.

Methods to Investigate Topic Familiarity

According to previous studies, there were two ways for investigating topic: manipulating the text using in the studies and using topic familiarity questionnaire. To manipulate the text using in the studies, the researcher chose the familiar and unfamiliar topics based on the pre-selected criteria such as sociological, semantic, and pragmatic of the participants' cultural context (Alptekin, 2006), cultural knowledge towards international and domestic topic (Lee, 2007) and the participants' field of study (Othman and Vanathas, 2005). Using this method, the participants were assumed that they had some background knowledge about the topic in the text already. For example, Lee (2007) labeled the topic 'the birthday celebration in Korea' as a familiar

topic because he assumed that his Korean participants used to pass this ceremony before. The other way to manipulate the topic was nativizing the text as Alptekin (2006) nativized the American short story into participants' cultural context. For instance, the setting 'New York' was changed to 'Istanbul' and the name of the character 'William Randolph Hearst' was changed to 'Sukru Sarac Oglu'.

Another method used to examine topic was using topic familiarity questionnaire. The participants were required rate the degree of familiarity towards each topic using rating scales (Pulido, 2003; 2004; 2007, Engin and Seven, 2005, Leeser, 2007). However, they employed different rating scales. Engin and Seven (2005) used five-point rating scales ranking from strongly agree to strongly disagree while Pulido (2003) employed scales rating from 1 (very unfamiliar with the activities involved in the situation and their order) to 5 (very familiar with all of the steps generally involved in the situation and could give a detailed description of these and their ordering). Also, Leeser (2007) used four-rating scale ranking from 1 (very unfamiliar) to 4 (very familiar).

Previous Studies Related to Topic Familiarity

Many studies found that topic influenced learner's second language learning and willingness to communicate (MacDonald et al., 2003; Engin and Seven, 2005; Kang, 2005; Alptekin, 2006; Cao and Philp, 2006; Leeser, 2007; Lee, 2007). MacDonald et al. (2003) investigated situational variables among English as second language learners and found that topic was one of the affective variables which affected willingness to communicate. Similarly, Kang (2005) found that topic was affective situational variables. Topic, according to Kang (2005) included personal

interest, relative knowledge, personal experiences, sensitivity pertaining to culture and country, and prior experience of speakers. Furthermore, Cao and Philp (2006) proved that topic under discussion influenced willingness to communicate in classroom context.

In second language learning, topic was examined and confirmed its effect. Engin and Seven (2005) found that topic strongly influenced learner's comprehension while, contrast to Kang (2005), interest did not. Similarly, Alptekin (2006) suggested that the higher level of familiarity towards the topic, the better achievement the learner would be. In addition, Leeser (2007) found that learner's working memory and text comprehension was depending on his/her previous knowledge of topics. Supported Leeser (2007), Lee (2007) found that topic enhanced learners' comprehension; however, it did not promote learning of forms.

Summary of Topic Familiarity

Topic is considered as the topic under discussion among person(s) to person(s). More familiar topic is considered to affect the learner's learning, willingness to communicate, and communication behavior than less familiar topic. Learner's degree of familiarity towards the topic under the discussion is based on their background knowledge, general interest, and prior knowledge. Speaker's willingness to communicate and communication behavior could be influenced by the topic under discussion through the three psychological antecedents: responsibility, excitement, and security.

Group Cohesiveness

Group cohesiveness was another situational variable focused in the present study. It was the bond among the speaker and interlocutor that was believed to improve willingness to communicate in Asian learner (Wen and Clément, 2003). In this section, it presents the definition of group cohesiveness, characteristics of the group which coheres together, and the methods used to investigate group cohesiveness. Also, the previous studies related to group cohesiveness was presented.

Definition of Group Cohesiveness

Group cohesiveness was defined similarly. Shaw (1981) defined group cohesiveness as the degree to which group coherer or hangs together (cited in Wen and Clément, 2003: 26). Also, it referred to the closeness of group members (Chang, 2007: 324). Forsyth (1990: 10) defined this term as the strength of relationship linking the members to one another and to the group itself. Ehrman and Dornyei, (1998) defined it as the magnetism or glue that holds the group together and maintain the group as a system consisting of group members' commitment to each other and to the group. Agazarian and Peters (1981) defined group cohesiveness as the internal force that maintains the group as a system. In the present study, group cohesiveness was defined as the strength of relationships among group members as perceived by the group members.

Characteristics of the Cohesive Group and the Importance of Group Cohesiveness towards Willingness to Communicate

In the studies about willingness to communicate, interlocutor was very important factor for the speaker to decide to speak or not to speak (MacIntyre et al., 1998; Kang, 2005; Cao and Philp, 2006). MacIntyre et al. (1998) stated apparently that interlocutor plays an important role in willingness to communicate as they defined willingness to communicate as "a readiness to enter into discourse ... with a specific person or persons...". There were many aspects of interlocutor such as the number of interlocutor, interlocutor's social support, interlocutor's manner (MacIntyre et al., 1998). However, in focus of Asian students, Wen and Clément (2003) claimed that the aspect of group cohesiveness among the interlocutor could influence willingness to communicate, especially in group talk. Also, Dornyei and Kormos (2000), and Cao and Philp (2006) found that willingness to communicate of learners during taking task and second language use related to group cohesiveness among group of learners. Moreover, Chang (2007) stated that group cohesiveness is a vital element in second language classroom.

Group cohesiveness arises from several factors. Dornyei (1997) categorized the possible factors stimulating group cohesiveness among learners in classroom context. According to Dornyei (1997), group cohesiveness strengthens from the intergroup circumstances. Intergroup competition can stimulate as they share the feeling of fellowship when they compete with other group. Also, to strengthen a sense of belonging to group, group members can announce themselves as a part of group in order to show the public commitment. The last intergroup circumstance, which is the

most efficient way to creating the bonding, is to define their group against another such as discriminating between 'us' and 'them'. However, Dornyei (1997) argued that this aspect is probably dangerous comparing with the other aspects.

For intragroup aspect, group cohesiveness can be reinforced by physical interaction such as proximity or physical closeness (e.g. sitting close to group members), contact in condition in which person can meet and communicate with the others (e.g. in classroom, cafeteria, outgoing activities, extracurricular activities, and group activities or project work), investing in the group (e.g. giving or sharing something with group members), and cooperating between group members in order to achieve common goal such as completed given task (Dornyei, 1997).

A sense of belongingness can be created by the group member in order to increase the group cohesiveness such as creating group legends (e.g. building up a kind of group legends, naming a group, and inventing group's characteristics), inventing common treat (i.e. feeling of fellowship before a hard test), joining hardship (i.e. experiencing carrying out some difficult task together), sharing sense of successful completion of whole group and sense of group achievement, and getting involve in joyful activities (Dornyei, 1997).

Forming by various aspects of group process, group cohesiveness is claimed to be the prior factor to group formation and the bonding among group members (Dornyei, 1997; Ehrman and Dornyei; 1998). There are several characteristics attached to this term. Group cohesiveness covers the characteristics of interlocutor in group; it consists of three meaning attached in this term: attraction to the group, level of motivation from group members, and coordination of efforts of group members (Shaw,

1981 cited in Wen and Clément, 2003). Also, Dornyei and Murphey (2003) said that the members within a cohesive group tend to gain a strong connection among each other: they talk often – sharing their ideas with each others, they always join in group-related activities, work easily with others, and engendering a sense of belonging.

The member within a cohesive group gains strong connection between each others; they talk often – sharing their ideas with each other, they always join in group-related activities, or they work easily with one another (Dornyei and Murphey, 2003). Nevertheless, members within non-cohesive groups do not often interact, do not participate in group activities, and do not cooperate among each other. Thus, Wen and Clément (2003), and Dornyei and Kormos (2000) claimed that group cohesiveness is relevant to learner's willingness to communicate in classroom context. Later, the study by Cao and Philp (2006) supported that the bonding between member to member in group affects the level of willingness to communicate. Also, a sense of group cohesiveness drives the speaker to decide whether to engage in or avoid talking; level of willingness to communicate differs between with friend and with stranger (MacIntyre et al., 1998).

Methods to Investigate Group Cohesiveness

According to the previous studies, there were four methods employed for examining interlocutor: scale, journal, interview, and stimulated recall. The first scale was group cohesiveness scale which concluded the inventories about the cohesiveness among group members and participants were asked to rate their level of agreement to each statement using rating scales (Dornyei and Kormos, 2000; Chang, 2007). Another scale required participants to rate their level of willingness to communicate towards

three types of interlocutor: friend, acquaintance, and stranger (MacIntyre and Thivierge, 1995).

Also, MacDonald et al. (2003) asked the participants to write journal about their communication. From journal analysis, they got the information about the characteristics of interlocutor that made them decided to initiate or avoid communication. In addition, the study by Kang (2005) employed stimulated recall to collect the data on interlocutor. Participants' conversations with the native speakers were recorded and later they were prompted to recall and verbalize what they were thinking during having a conversation using the recorded video. Finally, Cao and Philp (2006) employed interview to obtain the data about interlocutor and its effect on willingness to communicate and communication behavior.

Previous Studies Related to Group Cohesiveness

Several studies found the relationship between interlocutor and willingness to communicate (MacIntyre andThivierge,1995; MacDonald et al., 2003; Kang, 2005; Cao and Philp, 2006) and the aspect of group cohesiveness among group members in second language classroom context (Dornyei and Kormos, 2000; Cao and Philp, 2006; Chang, 2007).

MacIntyre and Thivierge (1995) studied speaker's willingness to speak in three contexts and found that interlocutor's pleasantness influenced willingness to communicate in all contexts. MacDonald et al. (2003) also found that the level of willingness to communicate were rising as the speakers engaged with the interlocutor with a higher proficiency level because they expected to gain the language fluency as same as the interlocutor. Similarly, Kang (2005) supported MacDonald et al. (2003)'s

finding as the subject of the study reported that they believed that their language proficiency would higher if they did communicate with the interlocutor with higher proficiency.

In addition, Kang (2005) found interlocutor influenced willingness to communicate through sense of security, feeling of excitement, and feeling of responsibility. Social support, familiarity and number of interlocutor also investigated. Kang (2005) and Cao and Philp (2006) consistently found that willingness to communicate fluctuated depending on the interlocutor's social support and information of interlocutor. Furthermore, the more interlocutors participating in communication, the less willingness to communicate tends to be (Kang, 2005; Cao and Philp, 2006).

Also, group cohesiveness in language classroom is found to affect students' second language behavior (Dornyei and Kormos, 2000; Chang, 2007). Dornyei and Kormos (2000) investigated the students' oral task performance in classroom context and found the relationship among group member's cohesiveness, willingness to communicate, and second language use. Similarly, Cao and Philp (2006) cited Wen and Clément (2003)'s aspect of group cohesiveness in language classroom as one of their focus of the study. They found that in whole class, which Wen and Clément (2003) claimed that the level of group cohesiveness would decrease, speakers showed less communication behavior and less willingness to communicate than when they participated in dyad or group work.

Summary of Group Cohesiveness

Interlocutor is the person(s) who initiate communication with the speaker. Interlocutor affects speaker's willingness to communicate and communication

behavior in various ways such as giving social support, showing sign of boring, and number of interlocutor participating in conversation. In classroom context, the indicator of interlocutor could be group cohesiveness which covers bonding of group, familiarity with members, and sense of belongingness with group. Speaker with higher group cohesiveness towards interlocutors tends to express willingness to communicate and communication behavior than speaker with less group cohesiveness.

Conversational Contexts

The last situational variable of this study was conversational contexts, which were the various situations taking place during the speaker had communicated with the interlocutor. Some situations was claimed to influence the speaker to have willingness to communicate while some was claimed to affect the speaker to be willing to speak. In this part, the definition, characteristics of conversational contexts, method used to investigate, and previous studies related to conversational context are discussed.

Definition of Conversational Contexts

Conversational contexts were defined similarly by two researchers from two fields: second language acquisition (Kang, 2005), second language teaching (Liebling, 1984). Liebling (1984) used this term to refer to the condition of face-to-face conversation, communication characteristic and linguistic environment between teacher to students in classroom. Also, in Kang (2005), conversational context refers to the particular stage taking place during conversation and fluctuates moment-to-moment. Thus, this study defines conversational context as a particular stages taking place during conversational interaction between person(s) to person(s) as engage in task in classroom context.

Characteristics of Conversational Contexts in Communication Situation

Conversational context is a particular stage that fluctuates and changes moment-to-moment along the conversation (Kang, 2005; Ritchie, 2004). As the communication continues, the conversational context can be changed according to the changes of topic under discussion (Ritchie, 2004; Kang, 2005; Cao and Philp, 2006), feeling of security (Ritchie, 2004; Kang, 2005), lack of anxiety (Ritchie, 2004; Kang, 2005), interlocutor (Liebling 1984; Ritchie, 2004; Kang, 2005; Hemmeryckx-Deleersnijder and Thorne, 2008), stage of conversation (Kang, 2005), and channel of communication (Hemmeryckx- Deleersnijder and Thorne, 2008). MacIntrye et al. (1998) specially emphasized on the importance of conversational context as stated as one of the components of willingness to communicate. Willingness to communicate was defined as "a readiness to enter into discourse at a particular time..." (MacIntyre et al., 1998: 547).

According to Kang (2005), conversational context occurs during conversation between speaker and interlocutor and becomes one of the factor stimulating psychological antecedents: sense of security, feeling of excitement, and feeling of responsibility. These antecedents lead to situational willingness to communicate, which later leads to the ultimate willingness to communicate.

As Kang (Ibid) claimed, conversational context affects learner's sense of security, which is one's feeling safe from fears that the learner has in their second communication. Observing and evaluating the security at the particular stage of conversation, speaker would decide to communicate or to quit verbal interactions with interlocutor. Lower sense of security in each conversational context would direct to

the avoidance of communication. For example, learners minimized their verbal interaction at the beginning of conversation because they felt insecure; however, they showed higher communication behavior when the conversation continues for they waited and saw the interlocutor's attitude and language fluency. The other case was when learners had a problem in producing utterance or understanding the other message. They also tended to avoid conversation because they feared of making mistakes (Kang, Ibid).

The other psychological antecedent is feeling of excitement, the feeling of elation about the act of talking (Kang, Ibid) that depended upon conversational context during conversation. In some particular stage of conversation, speaker's verbal communication behavior was boosted from excitement. For instance, when speaker was requested for more information, the request made him excited because he believed that the interlocutor was listening to him and waiting for the answer. As a result, he finally increased communication behavior (Kang, Ibid).

Furthermore, conversational context influences speaker's feeling of responsibility, that is the learner's feeling of obligation or duty to deliver and understand a message, or to make it clear (Kang, Ibid). Speaker with a sense of responsibility would have higher communications. A sense of responsibility arose when someone misunderstand or make a mistake. For the misunderstanding, one of Kang (Ibid)'s participants reported that he decided to engage in conversation as someone raised the critical issue about his homeland and he responsibly felt that he needed to defend his country from someone's misunderstanding. The other example was when friend of Kang (Ibid)'s participant twisted and rubbed his hands in order to

signal that he wanted to talk with his Korean friend. His American tutor could not interpret the meaning of the sign so that Kang (Ibid)'s participant felt that it was his responsibility to explain the American tutor that the twisted and rubbed hand signaled as he wanted to keep the good relationship with the tutor.

Method to Investigate Conversational Context

The measurement of conversation context could be done using stimulated recall, which is one of the variations of verbal protocol analysis. In Kang (Ibid), the researcher employed stimulated recall, that the non-native participants' conversations with native speakers were recorded. Later, the researcher and participants re-played the recording and the participants were permitted to pause the recording at any time they felt that they had willingness to communicate and communication behavior. Prompted by the recording, the participants recalled and reported the situation they were affected by conversational context.

Previous Study on Conversational Context

There was only one study conducting on conversational context and willingness to communicate. Kang (Ibid) studied the dynamic emergence among situational willingness to communicate in a second language. Based on those data, willingness to communicate is found to bond with a combination of three interacting psychological conditions of excitement, responsibility, and security. Also, conversational context influenced all three psychological conditions and was one of the significant factors affecting situational willingness to communicate. Conversational context was stated to occur in the stages in a conversation, when asked for additional information, when misunderstood, and after making mistakes. In addition, new

definition of willingness to communicate was proposed as a dynamic situational concept that can change moment-to-moment, rather than a trait-like predisposition (Kang, Ibid, abstract). The word 'moment-to-moment' was directly referred to conversational context.

Summary of Conversational Context

Conversational context is the particular situation occurring in communication. It can change moment-to-moment according to the situation and affects willingness to communicate through the three psychological antecedents: security, responsibility, and excitement. The previous study indicated that conversational context varies in stages in a conversation (at the beginning of communication, at the continuing of communication, and at the end of communication), when asked for additional information, when misunderstood, and after making mistakes.

Task-Based Learning Instruction

In this study, the researcher conducted the experiment in classroom context in order to investigate the effect of situational variables toward willingness to communicate and English classroom communication behavior. The instruction used to conduct would be deigned based on Willis (1996) which was claimed by Dornyei and Kosmos (2000) that it maximized the opportunity for the students to communicate in English language in classroom and stimulate learner's willingness to communicate in classroom. Also, it was claimed to promote English communication behavior in classroom (Willis, 1996). Therefore, this section discusses a framework for task-based learning including advantages of using task-based learning.

Framework for Task-Based Learning Instruction

The task-based learning framework adopted in this study is from Willis (1996)'s framework for task-based learning. According to Willis (1996), the framework consists of three phases: pre-task, task cycle, and language focus that contain six practical steps as presented in Figure 2.2. Each phase serves different objective and contains practical steps as described as follows:

Figure 2.2

Task-based learning framework (Willis, 1996)

PRE-TASK
Introduction to topic and task
Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepare. Students may hear a recording of others doing a similar task.

TASK CYCLE

Task	**Planning**	**Report**
Students do the task, in pairs or small groups. Teacher monitors from a distance.	Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided of discovered.	Some groups present their reports to the class. or exchange written reports, and compare results.

Students may now hear a recording of other doing a similar task and compare how they all did it.

LANGUAGE FOCUS

Analysis	**Practice**
Students examine and discuss specific features of the text or transcript of the recording.	Teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis.

Phase I: Pre-task

The objectives of pre-task phase are to introduce the topic and task of lesson as well as to prepare students to get ready for the task (Willis, Ibid). To achieve the objectives of this phase, teacher explores topic of lesson, activates students' background knowledge, and helps students to recall useful language by using various kinds of activities such as playing a recording of native people doing similar task, using picture or text, brainstorming, making lists, comparing ideas, sharing experiences, eliciting vocabulary, and reading part of a text as a lead into a task (Willis, Ibid).

Phase II: Task Cycle

This phase is for students to do task, prepare to report, and present their works to class. It includes three practical steps: task, planning, and report (Willis, Ibid). For task step, students carry out given task in a given time, working in pair or group. The task employed in task step is goal-oriented activities that students can use any language resources they have in order to achieve the task. While students doing task, teacher monitors and provides language helps including encourages students to accomplish task.

After students completed task, teacher leads to planning step which requires students to report their jobs to the class (Willis, Ibid). In planning step, students choose the repetitive, form of presentation (either oral or written), and practice the presentation. Similar to task step, teacher can be available for the students to ask for language advice.

The last step of Phase II is report. It is the time for students to present what they practiced in planning step to their classmates. After students present their works, teacher might give some content feedback, but not correct the language the students used to report. At the end of report step, teacher can show a recording of other students doing the same task or a text similar to the task they have done for them to compare with their own outcomes (Willis, Ibid).

Phase III: Language Focus

This phase aims to raise students' awareness on target language and practice it (Willis, Ibid). It consists of two steps: language focus and practice. To raise students' awareness in language focus step, teacher selects texts containing target language from students' work. Teacher then highlights the target language for students to analyze or notice the target features. After that, teacher explains rules or uses of target language to students. The framework of task-based learning ends in practice step which attempts to provide activity emerged from task or analyzed target language for students to practice target language consciously (Willis, Ibid).

Task Types

Task is core of task-based learning. It is defined as "an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (Willis, Ibid: 23). Involved different cognitive processes, tasks employed in task-based learning are goal-orientated and clearly defined outcome. They can be categorized into six types: listing, ordering and sorting, comparing, sharing personal experiences, problem solving, and creative task (Willis, Ibid).

As Willis (1998) explained, listing, ordering and sorting, and comparing tasks are less challenging and less complicated. Listing task is brainstorming and fact-finding activities that students come out with complete lists of things or draft of mind map. The second task is ordering and sorting which require students to end up with complete set of ordered and sorted information. The set of information can be arranged using logical, chronological, or any criteria depending on the objective of lesson. Third task is comparing task that students have to match and identify similarity and difference of at least two things.

In contrast, the other three tasks; sharing personal experiences, problem-solving, and creative tasks are claimed to be more complicated than the previous three because they involve more cognitive complexity (Willis, 1998). Due to their complexity, they might involve process of listing, ordering and sorting, and comparing tasks as a part of their processes.

To perform sharing personal experiences task, students narrate or describe his/her anecdotes, personal experiences, attitude, opinion, preferences, and personal reaction to some issues or something to their partners (Willis, Ibid). This type of task does not only occur in the sharing personal experience task assigned by teacher, but also happen in the other task types because the students might present their own opinions or personal experiences naturally during performing the other tasks.

Problem-solving task requires solutions to the problem and it can be evaluated. Students need to analyze, give reasons, make a decision, and come up with the best solution (Willis, Ibid). Various activities such as short puzzle, logical problem, real-life problem, personal experience, hypothetical issue, incomplete story or poem or

report, visual or snippets of audio or video recording, concealed pictures, prediction, guessing game, case study with full background, business simulation, and computer simulation can be employed in this task (Willis, Ibid; 1998).

The last type of task is creative task, often refers as "project", which is the most complicated and involves all processes of five previous types of tasks (Willis, Ibid). Its process consists of brainstorming, fact-finding, ordering and sorting, comparing, problem solving, and many others (Willis, Ibid). This type of task expects the outcome that can be acceptable by the wider audiences.

Advantages of Task-Based Learning

Task-based learning has several advantages to language learning. For students, as Willis (Ibid) claimed, task-based learning is enjoyable and motivating. Contrasting with a Presentation, Practice and Production (PPP) approach, students who receive task-based learning are free from language restraint. In performing goal-oriented task in task-based learning, students are more likely to employ all language resources rather than using only pre-selected language. Besides, task-based learning creates natural context for students to practice using their knowledge and experiences and provides opportunity for students to exposure to target language in a whole range of language: lexical, phrases, collocation, patterns, and language forms (Willis, Ibid).

For teacher, task-based learning provides many benefits. Willis (Ibid) stated that task-based learning is good for creating communicative language teaching. Also, Willis (1998) claimed that task-based learning gives teacher sense of security and control. Nunan (1991) suggested that task-based learning promote a learner-centered learning environment in classroom. Furthermore, Richard and Rogers (1986) stated

that age and background of learners are not obstacle for carrying out task-based learning.

Summary of Task-Based Learning Instruction

Task-based learning instruction is claimed to promote learning and is suitable for creating communicative atmosphere. It consists of three phases: pre-task, task cycle, and language focus. Pre-task phase is to introduce the topic, task, as well as activate schema of the learner. Task cycle is to open the floor for learners to solve the given tasks using any enduring knowledge. Then, they need to plan for reporting to the class and present their works to their classmate. Finally, language focus is to analyze the use of target language and practice it consciously. Tasks employed in task-based learning instruction can be divided into six types: listing, ordering and sorting, comparing, sharing personal experiences, problem solving, and creative task.

Research Framework

Review of related literature points out that willingness to communicate and communication behavior in second language are influenced by three situational variables: topic familiarity, group cohesiveness, and conversational context (MacIntyre et al., 1998; Wen and Clément, 2003; Kang, 2005; Cao and Philp, 2006). Thus, the present study investigates the effects of these three situational variables on Thai students' willingness to communicate and communication behaviors in classroom context as shown in Figure 2.3.

Figure 2.3

Framework of the present study
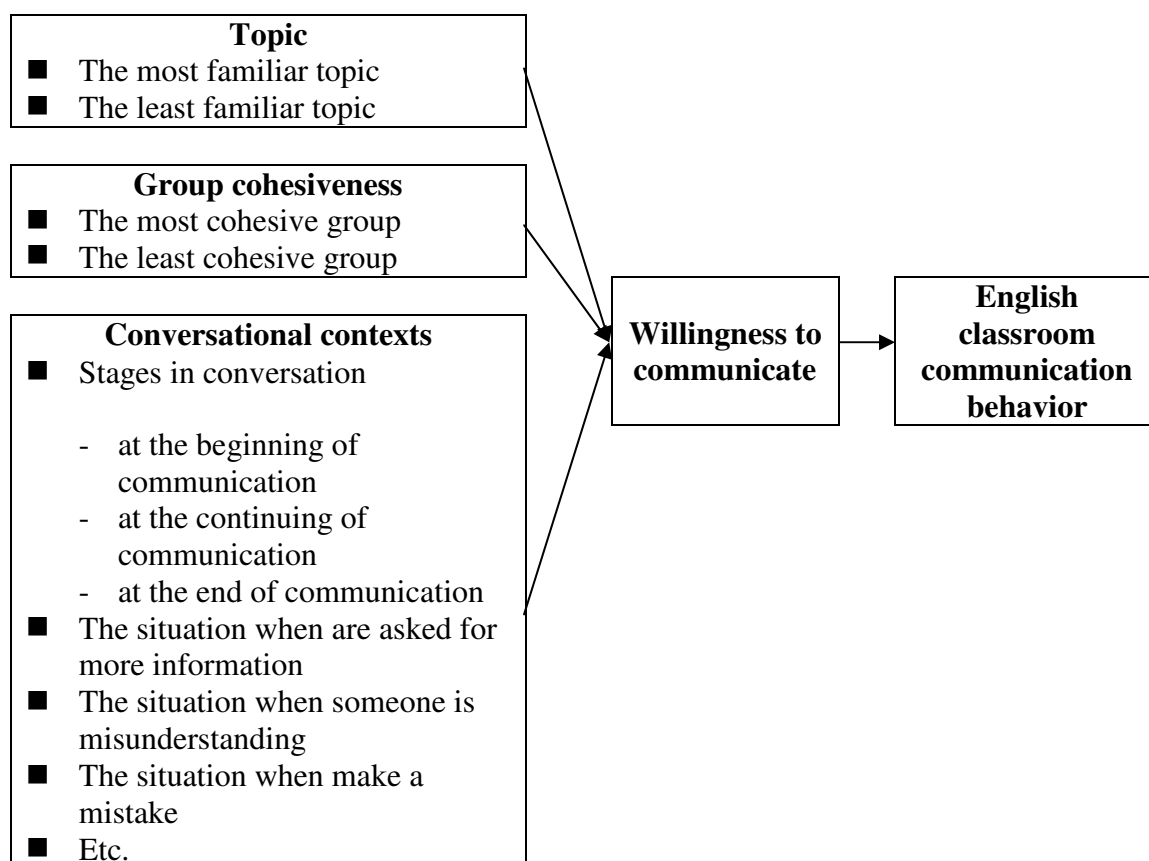
As presented in Figure 2.3, the research framework in this study consists of

five variables. The first situational variable is topic that is investigate in terms of what

learners' willingness to communicate and communication behavior are affected by the

most and the least familiar topics. The second situational variable is interlocutor, that

willingness to communicate and communication between students in the most and the

least cohesive groups are examined. The last situational variable is conversational

contexts – the situations taking place during conversation. Based on the related

literature, six conversational contexts found from Kang (2005) were included in this

study. They are stages in conversation (at the beginning of communication, at the

continuing of communication, and at the end of communication), being asked for additional information, misunderstanding, and after making mistake. In addition, the other conversational contexts, which might occur during conversation and stimulate learner to engage or avoid conversation, are anticipated in the framework of this study.

CHAPTER III

RESEARCH METHODOLOGY

This study attempted to investigate the effects of topic familiarity, group cohesiveness, and conversational contexts on willingness to communicate and English classroom communication behavior of ninth grade students in Thailand. This chapter describes the research design, the contexts of the participating school, the population and participants, the instruction, research instruments, data collection procedures, and data analysis.

Research Design

This study is a one group quasi-experimental design. Three research instruments (questionnaire, observation and stimulated recall) were used to collect the data. The independent variables were topic familiarity, group cohesiveness, and conversational context. The dependent variables were willingness to communicate and English classroom communication behavior. The participants were first assessed their willingness to communicate and English classroom communication behavior using a questionnaire. Then, the participants were asked to study in eight English communicative lessons under four most familiar topics and four least familiar topics. The researcher observed two groups of participants. One group identified themselves as the most cohesive group and the other as the least cohesive group. Stimulated recall technique was used to investigate the effects of the three variables in four of the eight lessons.

The study consisted of two stages: preparation and experiment. (see Figure 3.1). In Stage 1: the preparation stage, the procedure of this study was begun by selecting of the most and the least familiar topics for designing English communicative instruction. Topic familiarity questionnaire was distributed to the participants. The four most familiar and least familiar topics were selected. Then, the English communicative instruction was designed in order to create the classroom contexts for the participants. In addition, group cohesiveness questionnaire was used to collect the data about the level of group cohesiveness of each group with the purpose of labeling the two focus groups for observation sessions. Also, willingness to communicate and English classroom communication behavior questionnaires was distributed to the participants to check the level of readiness and intention to engage in English classroom communication behavior before the main study.

In Stage 2: the experimental stage, the participants were asked to attend the instruction and their behaviors in classroom were video-taped. The researcher employed observations to collect the data about the frequency of their English classroom communication behaviors during participate in the most and the least cohesive groups, and during study with the most and least familiar topics. The data from observation was used to prompt the participants in stimulated recall. Prompted by the scenes showing their own English classroom communication behavior, the participants gave the data about their thoughts when their willingness to communicate and English classroom communication behavior were influenced by situational variables.

Figure 3.1

Research procedure

```
┌─────────────────────────────────────────────────────────────────────────┐
│ Stage 1: Preparation stage                                                │
│     Design/Selection                                                      │
│                                                                           │
│   ┌───────────────────────┐      ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┐  │
│   │ Participant selection │  →   │ ■ The most cohesive group (4 participants) │
│   └───────────────────────┘      │ ■ The least cohesive group (4 participants) │
│               ↓                  └ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┘  │
│   ┌───────────────────────┐      ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┐  │
│   │   Topic selection     │      │ ■ The most familiar topics (4 lessons) │
│   └───────────────────────┘      │ ■ The least familiar topics (4 lessons) │
│               ↓                  └ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┘  │
│   ┌───────────────────────┐      ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┐  │
│   │  Instruction design   │  →   │         Task-based lessons         │  │
│   └───────────────────────┘      └ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┘  │
└─────────────────────────────────────────────────────────────────────────┘
                                    ↓
┌─────────────────────────────────────────────────────────────────────────┐
│ Stage 2: Experimental stage                                               │
│     Instrument                                    Data                    │
│                                                                           │
│   willingness to communicate and   →   ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┐  │
│   English classroom communication      │ ■ Level of willingness to communicate │
│   behavior questionnaire                │ ■ level of English classroom      │
│                                         │   communication behavior         │
│                                         └ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┘  │
│               ↓                                                           │
│   ┌───────────────────────────┐   →   ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┐  │
│   │ English communicative      │       │ Video tapes recording the participants' │
│   │ instruction                │       │   behaviors in classroom          │
│   └───────────────────────────┘       └ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┘  │
│               ↓                                                           │
│   ┌───────────────────────────┐   →   ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┐  │
│   │      Observation           │       │ Frequency of English classroom    │
│   └───────────────────────────┘       │   communication behaviors         │
│               ↓                        └ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┘  │
│   ┌───────────────────────────┐   →   ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┐  │
│   │    Stimulated recall       │       │ The participants' thoughts during │
│   └───────────────────────────┘       │   showing English classroom       │
│                                         │   communication behaviors        │
│                                         └ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┘  │
└─────────────────────────────────────────────────────────────────────────┘
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Population and Participants

The population in this study was lower secondary school students. The participants of this study were eight students from one class of the ninth grade students in one public school in Chon Buri province in the second semester of the academic year 2009. The students in ninth grade were selected purposively because of three main reasons. As this study attempted to examine the effect of topic familiarity, group cohesiveness, and conversational contexts on willingness to communicate and communication behavior, ninth grade students were the most appropriate group of participants for this study. For investigating topic familiarity, since ninth grade students had been exposed to various kinds of content knowledge as they have studied several subject areas in the seventh and eighth grades, they should have gained sufficient background knowledge for this study. Second, ninth grade students have studied together for at least two years and must have built their relationships with their classmates, which allows the investigation of the effects of group cohesiveness. Last, the students at this level have studied English language for at least five years in school so they should have enough English proficiency to engage in English communication tasks, designed for this study. For all these three reasons, ninth grade students were the most suitable group of participants for the present study. The class had twenty students. Those students participated in the preparation stage to provide information for topic selection and participant selection. The average age of the participants was 15 years old. There were ten male and ten female students. The students were informed about the purpose of the study and their rights. Also, they were asked to sign the participant information sheet with two witnesses in order to reaffirm that they intended to participate in the present study voluntarily.

To select the participants for experimental stage, the twenty students from the whole class were asked form five groups of four by themselves and they were asked to complete the group cohesiveness questionnaire (see Appendix C). The data from this questionnaire were used to select two groups of students to participate in observation and stimulated recall.

Group Cohesiveness Questionnaire

The group cohesiveness questionnaire used in this study was adapted from Chang (2007) to examine students' level of cohesiveness towards their group members. Calculated score from the questionnaire was used to identify the most and the least cohesive groups in the class. The questionnaire consisted of nine items (see Appendix C) in five-point self rating scale format. The scale ranged from 1 to 5 as follows:

1   means   the participant disagreed with the statement at "very high" level.

2   means   the participant disagreed with the statement at "high" level.

3   means   the participant felt somewhat agree or disagree with the tatement.

4   means   the participant agreed with the statement at "high" level.

5   means   the participant agreed with the statement at "very high" level.

Validity check for group cohesiveness questionnaire. The content validity of the questionnaire was evaluated by three experts: one from the field of psychology and two from the field of English language teaching. The experts were asked to check

whether the items can be used to measure the level log group cohesiveness. The experts suggested minor revisions including rephrasing some items.

Reliability check for group cohesiveness questionnaire. After the revision, the questionnaire was tried out with forty ninth grade students at the participatory school in the second semester of the academic year 2008. The scores from the questionnaire were computed using Cronbach's alpha coefficient (α) formula by SPSS version 14.0 program. The reliability of the questionnaire was 0.794, which could be interpreted that the questionnaire had high reliability.

Distribution of the Group Cohesiveness Questionnaire

Before the English communicative instruction was implemented, the questionnaire was distributed to the twenty students in the participatory class. The students were asked to complete the questionnaire to express their opinions towards the members of their group. The average scores obtained from the questionnaire were used to indicate the levels of group cohesiveness among the students in each group using the following criteria.

4.51 – 5.00   means   the participants reported that they had cohesiveness towards their group at "very high" level.

3.51 – 4.50   means   the participants reported that they had cohesiveness towards their group at "high" level.

2.51 – 3.50   means   the participants reported that they had cohesiveness towards their group at "moderate" level.

1.51 – 2.50   means   the participants reported that they had cohesiveness towards their group at "low" level.

1.00 – 1.50   means   the participants reported that they had cohesiveness towards their group at "very low" level.

The data of the levels of group cohesiveness of the students in each group are presented in Appendix D. The data revealed that group 2 received the highest average score ($\overline{X}$ =4.027) and group 1 received the lowest average score ($\overline{X}$ = 2.222). Therefore, they were identified as the most cohesive group and the least cohesive group. Also, they were selected to be the focus of the observation and the stimulated recall sessions. The participants in the most cohesive group were given the pseudonyms as 'MC1' to 'MC4' and the participants in the least cohesive group were referred to 'LC1' to 'LC4' used the abbreviations as 'LC'.

As shown in Table 3.1, each of the two groups consisted of two male and two females. All the participants, except LC1, was 15 years old. They had had six to eight years of English instruction. The participants in the most cohesive group perceived that they had group cohesiveness towards their group at the high level while the participants in the least cohesive group felt cohere with their group at the low level.

Table 3.1

Demographic information of the participants in the preparation stage (n=8)

Groups	Codes	Age	Gender	Years of learning English	Level of group cohesiveness (Individual)	Level of group cohesiveness (The whole group)
The most cohesive group	MC1	15	Female	7	High	High ($\overline{X}$=4.027)
	MC2	15	Male	7	Very high	
	MC3	15	Female	8	High	
	MC4	15	Male	7	High	
The least cohesive group	LC1	16	Male	6	Moderate	Low ($\overline{X}$ = 2.222)
	LC2	15	Female	7	Low	
	LC3	15	Male	7	Low	
	LC4	15	Female	8	Low	

Context of the Study

School Context

The school participating in the present study was selected for the convenience in data collection. It was a public school located in Panusnikhom district in Chon Buri province. The school was founded in 1932 and has provided basic education from grades seven to twelve to approximately five hundred students each academic year. In

this school, the lower secondary school level was divided into science and art programs. There was total two hundred and nine lower secondary school students (Grades 7-9) in the year that this study was conducted. The ninth grade students studied in the Basic Education Curriculum B.E. 2544 (A.D.2001) while the seventh and eighth grade students studied in the Basic Education Core Curriculum B.E. 2551 (A.D.2008).

The ninth grade students at this school were required to enroll in at least four credits of English subjects in each semester; therefore they had at least four class periods in a week studying English subjects. Normally, two English subjects, one regular course and one elective course, were offered to students at this level. The school also promoted independent English language learning by providing a self-access language learning center, establishing an English club, and organizing English language competition activities for among the students. In addition, English festivals such as Halloween Day, Valentine's Day, and Christmas Day were held every year.

Classroom Context

In the selected ninth grade class, there were twenty students: ten females and ten males. The students were asked to spit in five group of four when received the instruction from the researcher. The two groups were arranged to sit in one side of the classroom so that two video cameras could be set up to record the recording their behaviors during the instruction. During the instruction, the researcher took a role of the teacher. The students were allowed to use either English or Thai languages, but the teacher conducted the lessons in English. The students were not called to speak during

the eight lessons in order to observe their English classroom communication behavior when they had free choice.

English Communicative Instruction

The English communicative instruction implemented in this study was designed based on the Basic Education Curriculum B.E. 2544 (A.D.2001). The instruction consisted of eight task-based lessons and was implemented in the regular English course for ninth grade students. Four lessons were designed using the most familiar topics and the other four lessons using the least familiar topics identified by topic familiarity questionnaire.

Topic Familiarity Questionnaire

The topic familiarity questionnaire was developed by the researcher. It was used to select the topics for the English communicative instruction. First, the researcher started by reviewing topics from ten English textbooks for ninth grade students in Thailand that were approved by the Thai Ministry of Education that they matched with the standards in the Basic EducationCurriculum B.E. 2544 (A.D.2001). The topics selected to be on the questionnaire had to fall under one of the three themes—entertainment, environment, and science and technology—since they were the themes required in the school curriculum of the participating school for the academic year 2009. The topics that did not relate to the three themes were excluded. Finally, there was a total of fifty-six topics.

Then, two English teachers who taught ninth grade students at the participatory school were asked to check the list of the topics to see whether the topics were

appropriate for the students. After reviewing the topics, the two teachers did not

suggest any topic to be taken out. After that, the researcher chose only twenty-four

topics from the list to be on the questionnaire by considering the possibility to use the

topic to create communicative tasks. Finally, the topics were modified to avoid the

participants' confusion and were translated into Thai.

The topic familiarity questionnaire was divided into two sections (see

Appendix A). In the first section, the participants were asked to give their demographic

information including class and student identification number. The other section was

twenty-four English and Thai translated topics presented in the format of five-point

rating scale. In this second section, the participants were asked to rate the level of

familiarity towards each topic. The scales were described as follows:

1   means   the participant is familiar with the topic at the "very low" level.

2   means   the participant is familiar with the topic at the "low" level.

3   means   the participant is familiar with the topic at the "moderate" level.

4   means   the participant is familiar with the topic at the "high" level.

5   means   the participant is familiar with the topic at the "very high" level.

Validity check for topic familiarity questionnaire. Three experts from the field

of English language teaching were asked to validate the topic familiarity questionnaire.

The experts offered two main suggestions. First, the topics presented in the

questionnaire should be randomly sequenced. They should not be grouped under the

same theme. Second, the Thai translation of some topics was not accurate and needed

to be revised. Changes were made according to the two suggestions.

Reliability check for topic familiarity questionnaire. After the questionnaire was revised, the reliability was tested. The questionnaire was distributed to fifty-three ninth grade students at the participating school in the second semester of the academic year 2008. The quality of the questionnaire was assessed using Cronbach's alpha coefficient (α) formula by SPSS version 14.0 program. The results showed that the reliability of the questionnaire was 0.901, which can be interpreted that the questionnaire had high reliability.

The Distribution of Topic Familiarity Questionnaire

In the first semester of the academic year 2009, the topic familiarity questionnaire was distributed to the twenty ninth grade students. The data was analyzed using means and standard deviation. Mean score of each topic was interpreted the participants' level of familiarity using the following criteria.

4.51 – 5.00   means   the participants reported that they had familiarity

towards the topic at "very high" level.

3.51 – 4.50   means   the participants reported that they had familiarity

towards the topic at "high" level.

2.51 – 3.50   means   the participants reported that they had familiarity

towards the topic at "moderate" level.

1.51 – 2.50   means   the participants reported that they had familiarity

towards the topic at "low" level.

1.00 – 1.50   means   the participants reported that they had familiarity

towards the topic at "very low" level.

Four topics which received lowest mean scores were labeled as the four least familiar topics and four topics that obtained highest mean scores were labeled as the four most familiar topics.

Table 3.2

Topics selected for designing lessons for English communicative instruction (n=20)

	Topics	Mean ($\overline{X}$)	S.D.	Levels of familiarity
Most familiar topics	Plants from the Americas	4.509	0.541	Very high
	Surviving on the island	4.491	0.608	Very high
	The robbery of Cezanne's painting	4.415	0.608	Very high
	Ten years from now	3.849	0.568	High
Least familiar topics	Shopaholic	1.453	0.503	Very low
	The Amityville horror	1.359	0.484	Very low
	Hurricane	1.359	0.484	Very low
	Creating a television channel	1.321	0.510	Very low

As shown in Table 3.2, three of the four most familiar topics were identified as the topics that the participants were most familiar with at the 'very high' level. The other topic was rat at the high level. For the least familiar topic, all of the topics were rated at the 'very low' level.

Instruction Design

After the topics were selected, the long-range plan for the English communicative instruction was designed (see Appendix J) and eight lesson plans (see Appendix G) were developed based on task-based learning framework proposed by Willis (1996) to be the framework of instruction. The instruction involved eight lessons.

Teaching Steps

Each lesson was designed in three phases: pre-task, task cycle, and language focus. The first phase was pre-task, which was the introduction to the topic and the task. Using several kinds of activities and media such as video clips, guessing game, picture, graphic organizer, and so on to activate participants' schema and reviewed useful language related to the topic. So that, they would be prepared for the upcoming task in the following phase. In this phase, the participants would have the opportunity to demonstrate their English classroom communication behavior in the presence of the teacher.

The second phase was the task cycle which included three stages: task, planning, and report. During the task stage, the participants were required to work with their group to achieve a given problem-solving tasks (see Appendix G and Appendix

J). The participants needed to share their knowledge, to negotiate, and to cooperate with the other members in the group. In this stage, the participants had a chance to conduct the behavior in the absence of the teacher. In planning stage, the participants were asked to prepare to present their works. In the last stage of the task cycle – report stage, the representative of each group would present the outcome.

The final phase of the lesson was language focus, which consisted of two stages: analysis and practice. For the analysis stage, the teacher and participants selected the sample texts included target language from the participants' works, and then analyzed its usage and function. In this phase, participants could have a chance to show their English classroom communication behavior in the presence of the teacher again. In the last stage, the participants had to work some activity in order to practice the focused language form.

In the eight lessons of English communicative instruction, same types of task: problem-solving task was employed in order to control extraneous variables which might be caused from the types of task. According to Dornyei and Kosmos (2000), problem-solving task could be used to stimulate the learner's English classroom communication behavior. Also, Willis (1996) elaborated that problem-solving tasks demand an analysis of real or hypothetical situations, reasoning and decision making.

Validity Check for English Communicative Instruction

The three sample lesson plans were sent to three experts who were asked to validate the lesson plans. All the three experts agreed that the lesson plans were consistent with the concept of task-based learning framework by Willis (1996). They commented that the objectives of each lesson were clear and concise. The activities

and materials were appropriate for participants' level; and the sequence of activities was appropriate. In sum, they all agreed that the lesson plans were appropriate for teaching the participants of the present study.

However, the experts offered some suggestions for the improvement of the lesson plan as follows:

- Rewriting the objectives of the lesson plan using terms according to Bloom's taxonomy.

- rephrasing the assessment to reflect the context and expected outcome.

- adding more explanation for each activity in the lesson plans.

Piloting the Lesson Plans

After revising the lesson plans as the experts suggested, three lesson plans: Hurricane, Plants from the America, and The Amityville horror were tried out with in October – November 2009 with twenty-five ninth grade students of the school who were studying in second semester of academic year 2009 who the same background knowledge as the participants of the study.

The pilot study revealed the problem in implementing the lesson plans. Some students were found to be unfamiliar with task-based learning instruction and felt uncomfortable with the unfamiliar steps of teaching. To solve this problem, the researcher decided to collect the data for this study in week four to seven. The first two lessons (week 2 and 3) were used to build participants' familiarity towards the step of task-based teaching.

In the present study, four lessons were used to conduct the observation and the stimulated recall sessions. They were two lessons with the most familiar topics (Plants

from the Americas and The robbery of Cezanne's painting) and two with the least

familiar topics (Hurricane and Creating a television channel). Each lesson employed

problem-solving task as presented briefly as follows:

1. *Topic*   Plants from the Americas

    Task   Each groups is requested to figure out the ingredients, methods of

                  cooking, and instruction of Thai spicy avocado salad.

2. *Topic*   The robbery of Cezanne's painting

    Task   Each groups is given the news that robbers have broken into a

                  museum and stole a famous picture of Cezanne. The groups take a

                  role of newspaper reader who thinks that the robber might be the guy

                  living next door' and wanted to call the police. However, there are

                  three suspects. Therefore, their jobs is to find out the most suspected

                  robber based on the data from newspaper, police notice, and eye-

                  witnesses about the suspect's characteristics.

3. *Topic*   Hurricane

    Task   Each groups is given a scenario that a hurricane is coming to destroy

                  their city and the annual festival will be held the following week.

                  However, the hurricane might change its direction. The groups' task

                  was to be the 'prime-minister' of the country who needs to make a

                  decision between evacuation people with million dollars loss or tell

                  people to remain in the city with the risks from the hurricane attack.

4. *Topic*   Creating a television channel

   Task   Each group is asked to create the description of an incomplete

   description of each TV program.

<div align="center">**Research Instruments**</div>

In the experiment stage, three research instruments were employed to collect the data. They were willingness to communicate and English classroom communication behavior questionnaire, classroom observation scheme, and stimulated recall. The details of these research instruments were described in this section.

Willingness to Communicate and English Classroom Communication Behavior Questionnaire

The present study used the willingness to communicate and English classroom communication behavior questionnaire adopted from Jongsermtrakoon (2009) to measure the participants' level of willingness to communicate and English classroom communication behavior before attending English communicative instruction. Data received from this questionnaire was used to identify the predisposition level of willingness to communicate and self-reported English classroom communication behavior of the participants.

The questionnaire is original from Yashima et al. (2004). Then, Jongsermtrakoon (2009) adapted into Thai version. It consisted of two parts. The first part was used to examine willingness to communicate. It consisted of twenty items presented in the form of five-point rating scales (see Appendix E). Participants were asked to indicate their level of willingness to communicate using numbers from 1 to 5 as follows:

1 means   the participant are not willing to communicate in English.

2 means   the participant are willing to communicate in English at the
average of 10 – 30%.

3 means   the participant are willing to communicate in English at the
average of 40 – 60%.

4 means   the participant are willing to communicate in English at the
average of 60 – 80%.

5 means   the participant are willing to communicate in English at the
average of 80 – 100%.

In the questionnaire, eight items were filler and the other were the ones used to collect the data. These twelve items presented three different types of interlocutors (friends, acquaintances, and strangers) and four kinds of common communication context (dyad, group, meeting, and public). Table 3.3 shows the list of the items used to examine willingness to communicate.

Table 3.3

The items used to examine in willingness to communicate questionnaire

No	Items	Types of communication contexts	Types of interlocutor	Filler
1	Talk with a service station attendant.	-	-	✓

(Table continued)

No	Items	Types of communication contexts	Types of interlocutor	Filler
2	Talk with a physician.	-	-	✓
3	Present a talk to a group of strangers.	Public	Stranger	-
4	Talk with an acquaintance while standing in line.	Dyad	Acquaintance	-
5	Talk with a sales person in a store.	-	-	✓
6	Talk in a large meeting of friends.	Meeting	Friend	-
7	Talk with a police officer.	-	-	✓
8	Talk in a small group of strangers.	Group	Stranger	-
9	Talk with a friend while standing in line.	Dyad	Friend	-
10	Talk with a waiter/waitress in a restaurant.	-	-	✓
11	Talk in a large meeting of acquaintances.	Meeting	Acquaintance	-
12	Talk with a stranger while standing in line.	Dyad	Stranger	-
13	Talk with a secretary.	-	-	✓

(Table continued)

No	Items	Types of communication contexts	Types of interlocutor	Filler
14	Present a talk to a group of friends.	Public	Friend	-
15	Talk in a small group of acquaintances.	Group	Acquaintance	-
16	Talk with a garbage collector.	-	-	✓
17	Talk in a large meeting of strangers.	Meeting	Stranger	-
18	Talk with a girl/boy friend.	-	-	✓
19	Talk in a small group of friends.	Group	Friend	-
20	Present a talk to a group of acquaintances.	Public	Acquaintance	-

Reliability check for willingness to communicate questionnaire. Before using

the questionnaire in this study, the questionnaire was tested its reliability. By being

distributed to forty-four ninth grade students at the participatory school in second

semester of academic year 2008, the data were calculated using Cronbach's alpha

coefficient (α) formula by SPSS version 14.0 program. The result indicated that these

willingness to communicate questionnaire items had very high level of reliability at

0.935.

The second part of the questionnaire was English classroom communication behavior part used to evaluate participants' perceived English classroom communication behavior before attending the English communicative instruction. The questionnaire included five items rating scale as follows:

1   means   the participant never communicate in English.

2   means   the participant hardly communicate in English at the average of 10 – 30%

3   means   the participant sometimes communicate in English at the average of 40 – 60 %

4   means   the participant often communicate in English at the average of 60 – 80 %

5   means   the participant always communicate in English at the average of 80 – 100 %

Reliability check for English classroom communication behavior questionnaire. To check the reliability of the questionnaire, it was administered to forty-four ninth grade students at the school in second semester of the academic year 2008. The result of Cronbach's alpha coefficient (α) formula by SPSS version 14.0 program revealed that the questionnaire had high level of reliability at 0.768.

Class Observation Scheme

Class observation scheme was adopted from Cao and Philp (2006). It served two purposes. First the data were used to indicate the participants' actual English classroom communication behaviors in classroom. Second, they were used to select the scenes in the video recordings for the stimulated recall sessions.

It included two parts: individual verbal and non-verbal English classroom communication behavior in the presence of teacher and individual verbal English classroom communication behavior during participating in pair or group work in the absence of a teacher (see Appendix F). The verbal English classroom communication behaviors included many categories such as asking the teacher a question, guessing the meaning of an unknown word, and trying out a difficult form in the target language. Also, the non-verbal English classroom communication behavior included only raising hand to volunteer an answer or to participate in class activities.

To prepare the use the classroom observation scheme, the research asked for the clarification of the items in the scheme from Miss Yiqian Cao, one of the developers of the scheme (Cao, 2009). For the first stage, every items of the scheme was clarified according to Miss Cao's suggestions as presented in Table 3.4. In this scheme, Behaviors in the presence of the teacher referred to students' English classroom communication behaviors during the presence of the teacher in class (i.e. during the teacher teaches in front of class). The schemes used to code students' English classroom communication behaviors in the presence of the teacher are the items 1 – 7. Whereas, the Behaviors in pair and group work in the absence of the teacher referred to Students' English classroom communication behaviors when he/she

participates in the pair and group works without the teacher's participation. The

schemes used to code students' English classroom communication behaviors in group

work in the absence of the teacher are the items 8 - 12.

Table 3.4

Descriptions of the items in class observation scheme

Items	Descriptions
1. Volunteer an answer (including raising a hand).	Students' English classroom communication behaviors when he/she answers a question raised by the teacher to the whole class.
2. Give an answer to the teacher's question.	Students' English classroom communication behaviors when he/she responds to teacher's question which is divided into 3 different phrases as follows.
(b) Learner-responding.	Students' English classroom communication behaviors when he/she responds to teacher's question addressed to himself/herself
(c) Non-public response.	Students' English classroom communication behaviors when he/she responds to teacher's question addressed to another group or another individual student
3. Ask the teacher a question.	Students' English classroom communication behaviors when he/she asks the teacher a question without being asked to do so.

(Table continued)

Items	Descriptions
4. Guess the meaning of an unknown word.	Students' English classroom communication behaviors when he/she appears to guess the meaning of the unknown words.
5. Try out a difficult form in the target language (lexical/ grammatical/ syntactical).	Students' English classroom communication behaviors when he/she appears to have trouble producing three linguistic forms: lexical, grammatical and syntactical and he/she or he/she might have to rely on external help from the teacher or peers.
6. Present own opinions in class.	Students' English classroom communication behaviors when he/she makes a point of view without being called upon to do so by the teacher.
7. Volunteer to participate in class activities	Students' English classroom communication behaviors when he/she takes part in an activity without being asked to do so.
8. Guess the meaning of an unknown word.	Students' English classroom communication behaviors when he/she appears to guess the meaning of the unknown words when he/she participates in the group works.

(Table continued)

Items	Descriptions
9. Ask group member/partner a question.	Students' English classroom communication behaviors when he/she asks his/her group members a question without being asked to do so.
10. Give an answer to the question.	Students' English classroom communication behaviors when he/she responds to his/her group members' question.
11. Try out a difficult form in the target language (lexical/ grammatical/syntactical).	Students' English classroom communication behaviors when he/she appears to have trouble producing three linguistic forms: lexical, grammatical and syntactical and he/she or he/she might have to rely on external help from his/her group members.
12. Present own opinions in pair/group.	Students' English classroom communication behaviors when he/she makes a point of view without being called upon to do so by his/her group members.

In addition, the researcher with inter-rater tried out the classroom observation scheme in a class of twenty-five tenth grade students in the first semester of the academic year 2007. The researcher and the inter-rater observed the students in an regular English classroom for three times. From the practice, the researcher found that the communication behavior included in the observation scheme could be found in English classroom in Thailand.

Validity and Reliability Check for Class Observation Scheme

Three experts were asked to check whether the English classroom communication behaviors included in the scheme could be observed in English classroom context in Thailand or not. Three experts agreed that with the scheme could be used in the Thai contexts. In addition, to check the reliability of class observation scheme, the researcher performed inter-rater reliability. The observation data was analyzed for inter-rater reliability using Cohen's Kappa statistical measure of inter-rater reliability by SPSS version 14.0 program. The Kappa coefficient was found to be 0.882 ($p<0.001$), which could be interpreted that there was a consistency of the observation of the two raters at the very high level (Landis and Koch, 1977).

Stimulated Recall

The last research instrument was stimulated recall. This study attempted to investigate situational variables that may affect willingness to communicate and English classroom communication behavior. Stimulated recall was used to investigate the participants' thought at actual time that they conduct English classroom communication behavior.

To conduct the stimulated recall, the participants were prompted using video recording their behavior in class and requires the participants to verbalize their thoughts when they produce oral English classroom communication behavior. In the present study, it was used to obtain the participants' thoughts when they were willing to communicate and producing English classroom communication behavior. The sets of stimulated recall data, which were called 'verbal protocol report', were coded by the researcher and inter-rater who were trained to code the data from stimulated recall. The

data collected from stimulated recall was triangulated with data from questionnaires and class observation.

The research used Thai language as the medium of communication with the participants to prevent misunderstanding and to facilitate the participants to express their thoughts without language difficulty. Sections of the video records of the participants' behavior in the class used for the stimulated recall were selected by the researcher. Only the scenes that each participant's English classroom communication behavior were chosen to prompt the participants in the stimulated recall sessions. The participants were asked to watch the selected video sections individually showing their own English classroom communication behavior and then were prompted to recall their thoughts at the times of recording by questions such as "What were you thinking at that moment?", "Tell me what were you thinking?", You showed that you spoke to your friends, what were you thinking?", and "Was there any moments that you felt like you wanted to communicate in English, but finally you did not? And what were you thinking?" All the verbal protocol reports were audio-recorded and transcribed for data analysis.

As suggested by Nunan (1992) and Ericsson and Simon (1993), the researcher attempted to increase the reliability of the data by conducting the stimulated recall sessions as soon as possible. Therefore, each session were conducted one day after the day of each lesson. Also, the participants were not informed that they would be retrospectively after the lessons. In addition, the research familiarized the participants with the stimulated recall by conducting the sessions since the first two lessons, but they were not used for data analysis.

Validity and Reliability Check for Stimulated Recall

To check the reliability of the two raters, the researcher and the inter-rater coded one set of verbal protocol report from the tried out session. Then, inter-rater reliability was tested using Cohen's Kappa statistical measure of inter-rater reliability for stimulated recall (van Someren et al., 1994) by SPSS version 14.0 program. The inter-rater reliability for the raters was found to be Kappa $= 0.968$ $(p<0.001)$ which could be interpreted that the two raters of the present study had a consistency of coding at very high level (Landis and Koch, 1977).

Data Collection

This study was conducted over the period of nine weeks in the second semester of the academic year 2009 (B.E. 2552). In the first week, the researcher distributed the willingness to communicate and English classroom communication behavior questionnaire. The other eight weeks were for implementing the English communicative instruction. For the questionnaire, the researcher distributed the questionnaire to the participants by herself in the class. It took approximately thirty minutes to complete the questionnaires. All questionnaires distributed were returned.

To implementing the English communicative instruction, the researcher took the role of teacher. All the lessons were video-recorded, but only the lessons in week 4 to 7 were used for data analysis. The first two lessons ,Week 2 and 3, were used to build the participants 'familiarities with the teaching processes of group work, steps of teaching, task, video camera, and stimulated recall sessions.

In weeks 4-7, the participants received the instruction with two most familiar topics and two least familiar topics. The English classroom communication behaviors in classroom were video-recorded and observed by the researcher and inter-rater using classroom observation scheme the behavior of each participant. Every time each participants showed English classroom communication behavior, the researcher and the inter-rater would tally and marking into the category of the class observation scheme. In addition, the times of the record would be noted in order to prepare the video sections for stimulated recall session.

The stimulated recall sessions were conducted one day after each lesson in order to allow them to have fresh memory about the lessons and their behaviors in classroom. Also, this schedule allowed the researcher to have adequate time to observe and select the video sections for the stimulated recall session. Attended the stimulated recall session, the participants were asked to watch the selected sections of the videos showing the times when they performed some English classroom communication behavior. Prompted by the selected video, the participants recalled their thought at that time. Verbal protocol reports were audio-recorded and transcribed for data analysis.

Data Analysis

To analyze the data in the present study, several analysis were used as follows:

Willingness to Communicate Questionnaire

The mean score of willingness to communicate were interpreted using this criterion.

4.51 – 5.00   means   the participants reported that they had willingness to communicate at "very high" level.

3.51 – 4.50   means   the participants reported that they had willingness to communicate at "high" level.

2.51 – 3.50   means   the participants reported that they had willingness to communicate at "moderate" level.

1.51 – 2.50   means   the participants reported that they had willingness to communicate at "low" level.

1.00 – 1.50   means   the participants reported that they had willingness to communicate at "very low" level.

English Classroom Communication Behavior Questionnaire

The mean score of the English classroom communication behvaior were interpreted using this criterion.

4.51 – 5.00   means   the participant reported that they had English classroom communication behavior at "very high" level.

3.51 – 4.50   means   the participant reported that they had English classroom communication behavior at "high" level.

2.51 – 3.50   means   the participant reported that they had English classroom communication behavior at "moderate" level.

1.51 – 2.50   means   the participant reported that they had English

classroom communication behavior at "low" level.

1.00 – 1.50   means   the participant reported that they had English

classroom communication behavior at "very low" level.

Class Observation Scheme

The data from the class observation scheme were analyzed the frequency of

English classroom communication behavior of each participants.

Stimulated Recall

The data from stimulated recall were coded using the coding schemes

developed by the researcher and they were analyzed using frequency. In this study,

fifty-two codes and their description were developed as the coding scheme (see

Appendix I).

Coding

The coding process was conducted after all the verbal protocols were

transcribed. The researcher and the inter-rater read the transcriptions of the verbal

protocol separately and made a code on any segment that indicated the effect of three

situational variables on willingness to communicate and communication behavior. All

the verbal protocols which were coded were grouped according to the categories. The

following samples shows the segmented transcription and coding.

Code	Video observation	Verbal protocol report
CB1-T1-WTC2	Piece by piece, teacher showed the pieces of papers covered the characteristic of something. As the teacher uncovered the piece of paper and the slip written 'It can be faster than 350 Km./hour', MC2 answered 'hurricane'	"แล้วก็เลยตอบว่าเฮอริเคนที่เป็นพายุครับเกี่ยวกับพายุ ...น่าจะขึ้นที่เคยฉายให้ดูไว้คาบอาจารย์ยุ" "So I answered 'hurricane' which was a storm...It was related to a storm...It should be the same one with the video that Ajarn Yu showed in her class".

The verbal protocol report was coded as CB1-T1-WTC2because it contains three set of information. Firstly, video observation shows that the participant conducted the actual English classroom communication behavior (CB1). Secondly, verbal protocol report shows that he performed English classroom communication behavior by answering the question addressed to class because he has background knowledge about the topic under discussion (T1).And the participants did not mention about willingness to communicate in this verbal protocol report (WTC2).

Summary of Chapter III

This study aimed to investigate the effects of topic, interlocutor, and conversational context on willingness to communicate and communication behavior of lower secondary students. To create the classroom context for maximizing the opportunity for communication, eight English task-based lessons were designed. This research collected the data from eight students: four from the most cohesive group and four from the least cohesive group. Before attending the instruction, their willingness

to communicate and English classroom communication behavior were assessed by a questionnaires. During participating in class, the participants' behaviors were video-recorded for the observation purpose. Two most familiar topics lessons and two least familiar topics were observed using classroom observation scheme. After each lesson, participants were asked to verbalize their thoughts in stimulated recall session.

The data obtained from willingness to communicate and English classroom communication behavior questionnaire were used to indicate the enduring level of willingness to communicate and English classroom communication behavior of the participants before attending the instruction and received the situational variables in English communicative instruction.

The effects of the situational variables were investigated using the data from the observation stimulated recall. Research question 1 which related to the effects of topic was investigated by creating the lessons containing with the different level of familiarity topics as obtained from topic familiarity questionnaire, comparison of frequency of English classroom communication behavior as observed by classroom observation scheme, and verbal protocol reports from stimulated recall.

In addition, Research 2, which was about the effect of interlocutor, was examined by observing and comparing the frequency of English classroom communication behavior of the participants in the most and least cohesive groups as well as used the verbal protocol reports from stimulated recall. Finally, Research question 3 was given the answer about the effect of conversational context by using the verbal protocol reports from stimulated recall.

CHAPTER IV

RESULTS

This chapter presents the findings of the present study which were obtained from questionnaire, classroom observation and stimulated recall. The four lessons used for the observation and stimulated recall were developed using two most familiar topics and two least familiar topics. The participants' behaviors in the four classes were video-recorded and their English classroom communication behaviors were observed using the classroom observation scheme, Finally, stimulated recall sessions were conducted using the video recordings from the observation sessions, the participants were prompted to express the thoughts that they had when they performed English classroom communication behaviors in order to investigate the effects of the three situational variables.

This chapter is organized using the three research questions as the framework. The three research questions are as follows:

1. How does topic familiarity affect students' willingness to communicate and English classroom communication behaviors?

2. How does group cohesiveness affect students' willingness to communicate and English classroom communication behaviors?

3. How do conversational contexts affect student's willingness to communicate and English classroom communication behaviors?

Before reporting the findings for each research question, the data about the levels of willingness to communicate and English classroom communication behaviors

of the eight participants are presented. For each research question, samples of verbal

protocol reports are also provided to exemplify the findings.

The Levels of Willingness to Communicate

and English Classroom Communication Behaviors of the Participants

To investigate the participants' willingness to communicate, the willingness to

communicate questionnaire (see Appendix C) was used. This questionnaire consisted

of twenty self-reported items including twelve items used to measure the level of

willingness to communicate with three types of interlocutors (friends, acquaintances,

and strangers) in four communication contexts (dyad, group, meeting, and strangers).

The average scores obtained from the questionnaire were interpreted using the

following criteria.

4.51 – 5.00   means   the participants reported that they had willingness to

communicate at "very high" level.

3.51 – 4.50   means   the participants reported that they had willingness to

communicate at "high" level.

2.51 – 3.50   means   the participants reported that they had willingness to

communicate at "moderate" level.

1.51 – 2.50   means   the participants reported that they had willingness to

communicate at "low" level.

1.00 – 1.50   means   the participants reported that they had willingness to communicate at "very low" level.

Also, to examine English classroom communication behaviors, the English classroom communication behaviors questionnaire (see Appendix C) was employed. The questionnaire items requested the participants to respond whether they wanted to communicate in five different situations. The obtained average scores were interpreted using the following criteria.

4.51 – 5.00   means   the participant reported that they had English classroom communication behaviors at "very high" level.

3.51 – 4.50   means   the participant reported that they had English classroom communication behaviors at "high" level.

2.51 – 3.50   means   the participant reported that they had English classroom communication behaviors at "moderate" level.

1.51 – 2.50   means   the participant reported that they had English classroom communication behaviors at "low" level.

1.00 – 1.50   means   the participant reported that they had English classroom communication behaviors at "very low" level.

The data about the participants' willingness to communicate and English classroom communication behaviors is presented in Table 4.1. As shown in Table 4.1, the data from willingness to communicate questionnaire revealed that the participants

had different levels of willingness to communicate. Two participants from the most

cohesive group (MC3, $\overline{X}$ = 2.000, and MC4, $\overline{X}$ = 2.333) and two from the least

cohesive group (LC2, $\overline{X}$ = 2.000, and LC3, $\overline{X}$ = 2.333) reported having willingness to

communicate at the low level. Also, two participants from the most cohesive group

(MC1, $\overline{X}$ = 3.333, and MC2, $\overline{X}$ = 2.667) and two from the least cohesive group (LC1,

$\overline{X}$ = 3. 083 and LC4, $\overline{X}$ = 3.000) reported having willingness to communicate at the

moderate level. In addition, all eight participants reported having moderate levels of

English classroom communication behaviors.

Table 4.1

Levels of willingness to communicate and English classroom communication

behaviors of observation participants (n=8)

Group		Average score of willingness to communicate	Level of willingness to communicate	Average score of English classroom communication behaviors	Level of English classroom communication behaviors
The most cohesive group	MC1	3.333	Moderate	3.000	Moderate
	MC2	2.667	Moderate	2.800	Moderate
	MC3	2.000	Low	2.800	Moderate
	MC4	2.333	Low	2.800	Moderate

(Table continued)

Group		Average score of willingness to communicate	Level of willingness to communicate	Average score of English classroom communication behaviors	Level of English classroom communication behaviors
The least cohesive group	LC1	3.083	Moderate	3.000	Moderate
	LC2	2.000	Low	2.800	Moderate
	LC3	2.333	Low	2.800	Moderate
	LC4	3.000	Moderate	2.800	Moderate

The Effects of Topic Familiarity on

Willingness to Communicate and English Classroom Communication Behaviors

To answer Research question 1, the participants were asked to study in four communicative lessons with two most and two least familiar topics. Then, the researcher collected that data using observation and stimulated recall.

Observation Data

According to the result from classroom observation scheme, frequency of the English classroom communication behaviors of the eight participants when studying in the four lessons categorized according to the schemes of classroom observation scheme are shown in Appendix I and Appendix J and the conclusion of the result from

classroom observation scheme are presented in Table 4.2. As shown in Table 4.2, the

eight observation participants conducted English classroom communication behaviors

in the four lessons. In total, the two groups showed 326 times of oral English

classroom communication behaviors. When comparing the English classroom

communication behaviors of the participants in the lessons with the most familiar

topics and those in the lessons with the least familiar topics, all participants conducted

more English classroom communication behaviors when they were studying in the

lessons with the most familiar topics than when they were studying in the lessons with

the least familiar topics.

Table 4.2

The observation of English classroom communication behaviors of the most and the

least cohesive groups when studying in the lessons with the most and the least familiar

topics (n=8)

Participants		Frequency of English classroom communication behaviors							
		Most familiar topics			Least familiar topics			Total	
		Lesson 4	Lesson 7	Total	Lesson 6	Lesson 8	Total	Individual	Group
Most	MC1	8	17	25	4	0	4	29	
cohesive	MC2	23	36	59	33	18	51	110	212
group	MC3	4	15	19	7	2	9	28	
	MC4	12	20	32	7	6	13	45	

(Table continued)

Frequency of English classroom communication behaviors

Participants		Most familiar topics			Least familiar topics			Total	
		Lesson 4	Lesson 7	Total	Lesson 6	Lesson 8	Total	Individual	Group
Least cohesive group	LC1	8	1	9	1	0	1	10	
	LC2	26	20	46	0	0	0	46	114
	LC3	7	0	7	0	0	0	7	
	LC4	21	15	36	6	9	15	51	
Total of each lesson		109	124	233	58	35	268	326	326
Total			233			93		326	326

Stimulated Recall Data

Consistent with the observation data, the data from the stimulated recall also showed fifty-nine verbal protocol reports as the evidence of the effects of topic familiarity on willingness to communicate and English classroom communication behaviors. Categorized by the codes (see Appendix H), the number of the verbal protocol reports related to the factor 'topic familiarity' is shown in Table 4.3.

Table 4.3

Verbal protocol reports related to the factor 'topic familiarity' (n = 8)

Code	Most cohesive group				Least cohesive group				Total
	MC1	MC2	MC3	MC4	LC1	LC2	LC3	LC4	
CB1-T1-WTC1	-	2	-	1	-	1	-	-	4
CB1-T1-WTC2	3	12	7	9	1	10	1	10	53
CB2-T1-WTC1	-	-	-	-	-	-	-	-	0
CB2-T1-WTC2	-	-	-	-	-	-	-	-	0
CB1-T2-WTC1	-	-	-	-	-	-	-	-	0
CB1-T2-WTC2	-	-	-	-	-	-	-	-	0
CB2-T2-WTC1	-	-	-	-	-	-	-	-	0
CB2-T2-WTC2	-	2	-	-	-	-	-	-	2
CB1-T3-WTC1	-	-	-	-	-	-	-	-	0
CB1-T3-WTC2	-	-	-	-	-	-	-	-	0
CB2-T3-WTC1	-	-	-	-	-	-	-	-	0

(Table continued)

	Participants								Total
Code	Most cohesive group				Least cohesive group				
	MC1	MC2	MC3	MC4	LC1	LC2	LC3	LC4	
CB2-T3-WTC2	-	-	-	-	-	-	-	-	0
Total	0	16	7	10	1	11	1	10	59

As shown in Table 4.3, there was a total of 59 verbal protocol reports related to the factor 'topic familiarity'. Fifty three of those verbal protocol reports are the ones obtained from the video sections that showed that the participants' English classroom communication behaviors (CB1-T1-WTC2). When the participants were asked to recall about these behaviors, the participants mentioned that they were familiar or had some background knowledge about the topic in focus, but they did not mentioned about willingness to communicate. Another four verbal protocol reports indicated that topic familiarity had effects on willingness to communicate and English classroom communication behaviors (CB1-T1-WTC1) and the other two verbal protocol reports were obtained from the participants who did not conduct English classroom communication behaviors and they reported their lack communication behaviors was caused by their lack of topic familiarity (CB2-T2-WTC2).

All the three sets of verbal protocol reports consistently supported that topic familiarity had effects on English classroom communication behaviors. When the participants reported being familiar with the topic under discussion, they conducted English classroom communication behaviors. However, the effect of topic familiarity

on willingness to communicate cannot be observed clearly in the stimulated recall

data. Only four reports were found as evidence of its effect.

In the stimulated recall, the participants showed that they could relate their

background knowledge with the topics of the lessons. They also mentioned that they

received background knowledge from four sources (television, direct experience, other

subject area, and reading book).

Verbal protocol report 1 is an example that television is one source of

background knowledge. When the participants were studying lesson 4: Plants from the

Americas, one the most familiar topics, they could give answers to the teacher when

the teacher asked about the ingredients for a recipe because they made connections

between the pictures of the vegetables in the lessons with what they had seen on

television or had done by themselves.

Verbal protocol report 1

Lesson	Plants from the Americas
Video observation	The teacher displayed the pictures of ingredients, vegetables, and methods of cooking on the board. The students were asked to select the ingredients and cooking methods of Thai spicy salad. As the teacher pointed out to the picture of some vegetables, MC4 answered 'yes'
Statement(s)	MC4: "เพราะว่าคำถามมันเกี่ยวกับอาจารย์ให้ดูภาพ ภาพอันนี้คือส่วนประกอบของอาหาร ชนิดนี้มั้ยหรือใช่สำหรับทำอาหารชนิดนี้มั้ยก็<u>เลยตอบเยส เคยเห็นในทีวี</u>"

"Because the question is related to a picture you showed us. Is this a picture of the ingredients of this food? or Is it used for cooking this food? <u>So I answered 'yes'. I watched it from television</u>".

Verbal protocol report 2 and 3 also showed that LC2 and LC4 answered the teacher's question because they had had direct experiences about the ingredients included in the lesson. LC2 told that she experienced using the ingredients to cook Thai spicy salad so she could answer the questions while LC4 answered a question differently from her classmates because she had heard people at the market called this kind of food as salad.

Verbal protocol report 2

Lesson	Plants from the Americas
Video observation	The teacher asked the students to tell the ingredients which could be used to cook Thai spicy salad. LC2 said 'red onion, tomato, lime juice'.
Statement(s)	LC2 "ก็มันเป็น มันเป็นอะไรอ่ะ เครื่อง <u>ส่วนผสมที่เราใช้เคยทำ</u>" "They were...they were...<u>the ingredients that I have used before</u>".

Verbal protocol report 3

Lesson	Plants from the Americas
Video observation	The teacher showed the pictures of Thai spicy salad. The other students said 'yam', 'spicy salad', but LC4 said 'salad'.

Statement(s)	LC4	"สลัดนี้คืออะไร สลัดนี้ก็คือผัก ที่หนูก็ชอบอยู่แล้ว เพราะ<u>สลัดที่ตลาดเค้าก็พูดว่า</u> สลัด สลัด"
		"What is salad...Salad is vegetables which I like.
		Because <u>at the market they called </u>it salad salad".

Another sample, verbal protocol report 4 shows that the participants'

background knowledge was from another subject.

Verbal protocol report 4

Lesson	Hurricane
Video observation	The teacher showed pieces of paper covered the pictures of something. As the teacher uncovered the piece of paper and the slip written 'It can be faster than 350 Km./hour', MC2 answered 'hurricane'.
Statement(s)	MC2 "แล้วก็<u>เลยตอบว่าเฮอริเคนที่เป็นพายุครับเกี่ยวกับพายุ...น่าจะขึ้นที่เคยฉายให้ดูไว้ คาบจารย์ยุ</u>"

In addition, verbal protocol report 5 shows that reading book was the last

source of the participants' background knowledge.

Verbal protocol report 5

Lesson	Creating a television channel
Video observation	The teacher asked the students to match the pictures with the description. When the teacher pointed at the picture of Conan the animation. MC4 answered 'animation'.
Statement(s)	MC4 "<u>หนูโยงไว้กับการ์ตูนเรื่องโคนัน</u> ก็เลยตอบว่า animation แล้ว <u>ในเล่ม animation ก็ แปลว่าการ์ตูน... อ่านมา</u>"

> "I make a connection between the pictures with the
>
> cartoon 'Conan' so I answered 'animation'. In the book,
>
> animation means cartoon. As I have read it".

Summary of the Findings for Research Question 1

Data from both observation and stimulated recall revealed that topic familiarity affected willingness to communicate and English classroom communication behaviors. The participants in both groups communicated more in the lessons with the topics that they had background knowledge. In contrast, if they were not familiar with the topic in the lessons, they did not report having willingness to communicate and were reluctant to conduct English classroom communication behaviors, and in some case, they avoided communication. In addition, the data also showed that the participants had learned or known about the topics in these four lessons from four sources: television, direct experiences, other subjects, and reading book.

The Effects of Group Cohesiveness on

Willingness to Communicate and English Classroom Communication Behaviors

To answer Research question 2, the researcher investigated the English classroom communication behaviors of two groups of participants: one group identified themselves as the most cohesive group and the other group identifying themselves as the least cohesive group. As the participants were attending English communicative instruction, they were required to sit with their group. Observation and stimulated recall were used to investigate the effects of group cohesiveness.

Observation Data

As shown in Table 4.2, every participant performed English classroom communication behaviors. When comparing the English classroom communication behaviors between the most and the least cohesive groups, the participants in the most cohesive group performed English classroom communication behaviors more frequently than the participants in the least cohesive group. The total number of English classroom communication behaviors of the most cohesive group was 212 times while that of the least cohesive group was 114 times. Considering the range of the frequencies in the most cohesive group, only MC1 did not perform English classroom communication behaviors in one lesson (lesson 8) while in the least cohesive group, three participants did not conduct English classroom communication behaviors in some lesson (LC1 in lesson 8, LC2 in lessons 6 and 8, and LC3 in lessons 6, 7, and 8).

Stimulated Recall Data

The data from the stimulated recall revealed consistent findings that group cohesiveness affected willingness to communicate and English classroom communication behavior. All verbal protocol reports reported about the effects of group cohesiveness were from the participants from the least cohesive group. As presented in Table 4.4, there was a total of twenty-six verbal protocol reports related to group cohesiveness. Twenty-four verbal protocol reports showed that lack of group cohesiveness had negative effects on the participants' willingness to communicate and English classroom communication behaviors (CB2-I2-WTC2). The data also revealed additional information about the effects of interlocutor that the language that the

interlocutors used and their mother tongue language affected the participants' English classroom communication behavior.

Table 4.4

Verbal protocol reports related to the factor 'group cohesiveness' (n = 8)

Codes	Most cohesive group				Least cohesive group				Total
	MC1	MC2	MC3	MC4	LC1	LC2	LC3	LC4	
CB1-I1-WTC1	-	-	-	-	-	-	-	-	0
CB1-I1-WTC2	-	-	-	-	-	-	-	-	0
CB2-I1-WTC1	-	-	-	-	-	-	-	-	0
CB2-I1-WTC2	-	-	-	-	-	-	-	-	0
CB1-I2-WTC1	-	-	-	-	-	-	-	-	0
CB1-I2-WTC2	-	-	-	-	-	-	-	-	0
CB2-I2-WTC1	-	-	-	-	-	-	-	-	0
CB2-I2-WTC2	-	-	-	-	1	2	6	15	24
CB1-I3-WTC1	-	-	-	-	-	-	-	-	0

(Table continued)

	Participants								
Codes	**Most cohesive group**				**Least cohesive group**				**Total**
	MC1	MC2	MC3	MC4	LC1	LC2	LC3	LC4	
CB1-I3-WTC2	-	-	-	1	-	1	-	-	2
CB2-I3-WTC1	-	-	-	-	-	-	-	-	0
CB2-I3-WTC2	-	-	-	-	-	-	-	1	1
Total	0	0	0	1	1	3	6	16	26

The following set of verbal protocol reports was retrieved from the lesson 6: Hurricane, which was one of the lessons with the least familiar topics. In that lesson, the participants from the least cohesive group showed only thirteen English classroom communication behaviors. These verbal protocol reports demonstrated that the willingness to communicate and English classroom communication behaviors of the participants in the least cohesive group was affected by the relationships among the group members.

In that lesson, three participants from the least cohesive groups (LC2, LC3, and LC4) consistently reported that there was some discomfort feeling caused from LC2. And LC2 herself admitted that she did not want to join the group in that lesson because she felt bored with her group members (see Verbal protocol report 6).

Verbal protocol report 6

Lesson	Hurricane
Video observation	Teacher showed the pictures on the board. LC2 sat silently.
Statement(s)	LC2 "หนูเบื่อเฉยๆ ไม่อยากเข้ากลุ่ม เบื่อพวก LC3 ด้วย พูดไรไม่รู้ น่ารำคาญ"

"I was just bored..I did not want to join the group...I was

tired of LC3 and friends...they said something

annoying".

      Verbal protocol report 7 shows that LC3 did not say anything in this lesson

because he felt that his talk would cause a trouble with LC2. He also had no

willingness to communicate (see Verbal protocol 8).

Verbal protocol report 7

Lesson	Hurricane
Video observation	Teacher showed the pictures on the board. LC3 sat silently.
Statement(s)	LC3 "ผมพูดไรไป ก็ไม่เข้าหูเค้า (LC2)"

"Whatever I said was not pleased by her (LC2)".

Verbal protocol report 8

Lesson	Hurricane
Video observation	LC3 did not show any English classroom communication behaviors for the entire period.
Statement(s)	LC3: "ก็ไม่อยากพูดครับ เบื่อเพื่อน LC2 มันแลอารมณ์มันหงุดหงิด"

"I was not willing to speak. I was tired of my friends...

LC2 seemed to be moody".

Verbal protocol report 9 shows that the problem between LC2 and LC3 had an effect on LC4's English classroom communication behavior. In this lesson, LC4 was asked in the stimulated recall sessions why she did not perform any English classroom communication behavior. She reported that bad atmosphere in the group made her lost interest to speak.

Verbal protocol report 9

Lesson	Hurricane
Video observation	Teacher showed the pictures on the board. LC4 appeared to move her lips, but there was no voice. After that, she remained silent.
Statement(s)	LC4: "หันไปหา LC3 ก็ LC3 ก็แบบว่าพูดยังไงก็ไม่รู้ LC3พูดอะไรไม่ถูกคอ LC2 ....LC2เค้าก็โกรธ หนูก็แบบเออ เค้าเป็นอะไรก็ช่าง หนูก็พยายามจะพูดนะคะ พอเป็นงี้ก็ไม่อารมณ์จะพูด" "I turn to LC3...LC3 was like..I don't know what LC3 said but LC2 was not pleased with it. She got angry. I just let them be I was trying to speak, but in that situation, I was not in mood to speak anything".

Even LC1 who did not have an argument with LC2 was also affected the temper among his group members. He did not show any English classroom communication behaviors at all. He described in the stimulated recall that he felt moody when he saw LC2 and LC3 had an argument so he was no willing to communicate (see Verbal protocol report 10).

Verbal protocol report 10

Lesson	Hurricane
Video observation	LC1 had not shown any English classroom communication behaviors for the entire period.
Statement(s)	LC1: "เซ็ง รำคาญอ่ะ มันเถียงกันอยู่ได้ เห็นแล้วหงุดหงิด แล้วอย่างงี้ใครมันจะไปอยากพูด"

"I was bored..they were arguing..as I saw them, I felt

moody...who wanted to speak in that situation".

The following verbal protocol reports show evidence of the effects of the

language use of the interlocutors and the interlocutor's first language on the

participants' English classroom communication behaviors. Verbal protocol report 11

shows that LC4 decided to speak English because the teacher used English classroom

communication behavior to talk with her.

Verbal protocol report 11

Lesson	Plants from the Americas
Video observation	While the teacher was asking about the ingredients of Thai spicy salad, LC2 answered 'yes', 'no', and 'tomato'.
Statement(s)	LC2: "ก็ จารย์พูดว่า yes หรือ no can use อะไรแบบนั้น ก็เลยตอบ yes"

"The teacher said 'yes' or 'no', 'can use'. Something like

that so I answered 'yes'".

Similarly, MC4 mentioned that she decided to use English to answer the

question in this scene because the teacher used English to ask her.

Verbal protocol report 12

Lesson	Creating a television channel
Video observation	The teacher asked the students whether they had seen the TV program before. MC4 said 'yes'.
Statement(s)	MC4: "ตอนนี้เหรอ...จารย์ถามไรซักอย่างไม่รู้...แฮฟๆ อะไรซักอย่าง หนูก็ว่าเออ <u>ถ้าเราตอบเป็นไทยก็แปลก เลยตอบเป็นอังกฤษตามที่จารย์ถาม</u>"
	"At this time? <u>The teacher asked something 'have' 'have'</u>. Something like that so <u>I thought if I answered in Thai, it would be strange. So I answered in English as you did</u>".

The other additional information about the effects of interlocutor is their mother tongue. As shown in verbal protocol report 12, LC4 reported that she used Thai with the teacher because she knew the teacher shared the same mother tongue.

Verbal protocol report 13

Lesson	Creating a television channel
Video observation	As the group was doing a task, the teacher walked around to monitor the students. LC4 asked about the instruction using Thai language.
Statement(s)	LC4: "<u>เรารู้ว่าเราสามารถพูดกับครูเป็นภาษาไทยได้ยังไงครูก็เข้าใจ แหม คนไทยเหมือนๆกัน...รู้อยู่แล้วว่าครูพูดภาษาไทยได้แต่ฝรั่งเค้าพูดภาษาไทยไม่ได้แล้วจะทำให้เค้าเข้าใจไงคะ ก็ต้องพูดอังกฤษ</u> คือเรารู้ว่าเนี่ยพูดไทยไม่ได้ ถ้าครูไทยก็พูดได้ หนูก็มองหน้าครูทรายแล้วตอบอัตโนมัติแหละ เพราะรู้ว่าตอบเป็นไทย ครูทรายก็เข้าใจ...คือหนูคิดว่าบางเรื่องมันยาก หนูอธิบายเป็นอังกฤษไม่ได้"
	"<u>I know that I could speak Thai with you because you will understand anyway...ahh..we are both Thai</u>. I know

that you could speak Thai, but foreigners cannot speak Thai. So what should I do to make them understand? I need to speak English. I know that they cannot speak Thai. But Thai teachers can. I look at you face and automatically answered because I know that when I answer in Thai, Kru Zai (the researcher) would understand. <u>I think some topics are difficult. I cannot explain it in English</u>".

Summary of the Findings for Research Question 2

The data from the classroom observation and the stimulated recall showed that group cohesiveness had effects on willingness to communicate and English classroom communication behaviors. In stimulated recall sessions, the participants in the least cohesive group had no willingness to communicate and avoided English classroom communication behaviors as the relationship among the group members was in trouble. In addition, the data showed the language that the interlocutors used and their mother tongue also had effects on the participants' English classroom communication behavior.

The Effects of Conversational Contexts on

Willingness to Communicate and English Classroom Communication Behaviors

To answer Research question 3, the researcher used the obtained verbal protocol reports from the stimulated recall sessions. To analyze the data from the stimulated recall, seven codes (CC1-CC7) were developed. The first six codes (CC1-

CC6) were derived from the framework of the study based on the previous studies and related literature. There were as follows:

1. CC1   stages in conversation (at the beginning of communication)

2. CC2   stages in conversation (at the continuing of communication)

3. CC3   stages in conversation (at the end of communication)

4. CC4   The situation when the participants were asked for more information

5. CC5   The situation when someone was misunderstanding

6. CC6   The situation when the participants made a mistake

The last code (CC7) used to code any additional conversational contexts found to affect willingness to communicate and English classroom communication behaviors. The data analysis revealed that ninety-nine verbal protocol reports related to conversational contexts as shown in Table 4.5.

Table 4.5

Verbal protocol reports related to the factor 'conversational contexts' (n = 8)

	Participants								Total
Codes	**Least cohesive group**				**Most cohesive group**				
	LC1	**LC2**	**LC3**	**LC4**	**MC1**	**MC2**	**MC3**	**MC4**	
CB1-CC1-WTC1	-	-	-	-	-	-	-	-	0
CB2-CC1-WTC1	-	-	-	-	-	-	-	-	0

(Table continued)

	Participants								
Codes	**Least cohesive group**				**Most cohesive group**				**Total**
	LC1	**LC2**	**LC3**	**LC4**	**MC 1**	**MC 2**	**MC 3**	**MC 4**	
CB1-CC1-WTC2	-	-	-	-	-	-	-	-	0
CB2-CC1-WTC2	-	-	-	-	-	-	-	-	0
CB1-CC2-WTC1	-	-	-	-	-	-	-	-	0
CB2-CC2-WTC1	-	-	-	-	-	-	-	-	0
CB1-CC2-WTC2	-	-	-	-	-	-	-	-	0
CB2-CC2-WTC2	-	-	-	-	-	-	-	-	0
CB1-CC3-WTC1	-	-	-	-	-	-	-	-	0
CB2-CC3-WTC1	-	-	-	-	-	-	-	-	0
CB1-CC3-WTC2	-	-	-	-	-	-	-	-	0
CB2-CC3-WTC2	-	-	-	-	-	-	-	-	0
CB1-CC4-WTC1	-	-	-	-	-	-	-	-	0
CB2-CC4-WTC1	-	-	-	-	-	-	-	-	0
CB1-CC4-WTC2	-	-	-	-	-	-	-	-	0

(Table continued)

	Participants								
Codes	**Least cohesive group**				**Most cohesive group**				**Total**
	LC1	**LC2**	**LC3**	**LC4**	**MC 1**	**MC 2**	**MC 3**	**MC 4**	
CB2-CC4-WTC2	-	-	-	-	-	-	-	-	0
CB1-CC5-WTC1	-	-	-	-	-	-	-	-	0
CB2-CC5-WTC1	-	-	-	-	-	-	-	-	0
CB1-CC5-WTC2	-	-	-	-	-	-	-	-	0
CB2-CC5-WTC2	-	-	-	-	-	-	-	-	0
CB1-CC6-WTC1	-	-	-	-	-	-	-	-	0
CB2-CC6-WTC1	-	-	-	-	-	-	-	-	0
CB1-CC6-WTC2	-	-	-	-	-	-	-	-	0
CB2-CC6-WTC2	-	-	-	3	-	-	1	1	5
CB1-CC7-WTC1	1	-	-	4	1	1	-	3	10
CB2-CC7-WTC1	-	-	-	-	-	-	-	-	0
CB1-CC7-WTC2	8	5	1	18	7	26	6	10	81

Codes	Participants								Total
	Least cohesive group				Most cohesive group				
	LC1	LC2	LC3	LC4	MC 1	MC 2	MC 3	MC 4	
CB2-CC7-WTC2	-	-	-	1	-	-	-	1	2
Total	9	5	1	26	8	27	7	15	98

As shown in Table 4.5, the data did not reveal effects of five conversational contexts included in the framework of the study (stages in conversation (at the beginning of communication), stages in conversation (at the continuing of communication), stages in conversation (at the end of communication), the situation when the participants were asked for more information, and the situation when someone was misunderstanding). Only the conversational context 'the situation when the participants made a mistake' was found to have negative effect on willingness to communicate and English classroom communication behavior. As for the last code, several verbal protocol reports were found and that can be divided into five additional conversational contexts. Four contexts were supportive for willingness to communicate and English classroom communication behavior while the other one had negative effect. All of conversational contexts found in the present study were presented as follows.

Conversational Contexts Positively Affect Willingness to Communicate and English

Classroom Communication Behavior

The first supportive conversational context for communication behavior is the situation when the participants were in an English speaking environment. The data consistently showed that they performed English classroom communication behavior because they were in English speaking environment. In verbal protocol reports 14 and 15, LC1 and LC3 both mentioned that they did not use Thai language because they thought that they were studying in the English subject class.

Verbal protocol report 14

Lesson	Creating a television channel
Video observation	The teacher showed the video clip 'cast away' and asked the students whether they knew anything about this program. LC1 answered 'yes'.
Statement(s)	LC1: "เรียนภาษาอังกฤษอยู่ ตอบภาษาไทย....ก็แปลก"
	"I was studying English subject, so it would be weird if I answered in Thai language".

Verbal protocol report 15

Lesson	Creating a television channel
Video observation	The teacher asked the students how much time they wanted for the doing activity. MC3 answered 'forty'.
Statement(s)	MC3: "วิชาภาษาอังกฤษก็พูดภาษาอังกฤษออกไปเลยไม่พูดภาษาไทย พูดภาษาอังกฤษ เราเรียนภาษาอังกฤษ"

"It was English subject, so I spoke in English. I did not

use Thai. Speak English. We were studying English".

Being in the situation in which everyone else using English language also

supported the participants to use English. As shown in verbal protocol report 16 and

17, MC4 and LC4 reported that they conducted English classroom communication

behavior and had willingness to communicate because they did not want to be different

from the others.

Verbal protocol report 16

Lesson	The robbery of Cezanne's painting
Video observation	The teacher showed a paper doll to the class and changed the pants, the hair color, and so on. The students were asked to describe the paper doll's characteristics. MC4 said 'she has blue hair'.
Statement(s)	MC4: "แบบ แบบ <u>เพื่อนเค้าก็ตอบภาษาอังกฤษกัน แล้วให้เราตอบผมสีฟ้ามันยังไงไม่ รู้ค่ะ พูดไทยไปก็แตกแถว แล้วก็อยากพูดด้วย เห็นเค้าพูดกัน</u>" "It was like everyone was answering in English. If I said 'pom-si-fah' (blue hair) it would be weird. <u>If I spoke Thai, I would be strange and I wanted to speak. I saw them speaking</u>".

Verbal protocol report 17

Lesson	Plants from the Americas
Video observation	The teacher showed a list of ingredients and asked the students whether they could use it to cook a spicy salad. LC4 said 'yes'

repeatedly.

Statement(s)	LC4:	"ถ้าเราไปเป็นเหมือนแกะดำอย่างเงี้ย...เค้าจะมองมา เออ...อีนี่ทำไมเรียนวิชาอังกฤษ
		แล้วพูดว่าใช่ <u>เพื่อนทุกคนเค้าพูดว่า เยส เยส แล้วพูด เยส มากระทบกับคำว่า ใช่ คำ</u>
		<u>เดียว มันก็ต้องหันมามอง ทำไมไม่พูดภาษาอังกฤษ</u>"

"I would be like a black sheep, they would look at me...

ahh..this girl. Why studying English, but said 'chai'

(yes). <u>Everyone said 'yes yes'. And then if I said 'chai'</u>

<u>(yes).They would turn to me.why didn't you speak</u>

<u>English</u>".

Conversational Contexts Positively Affect English Classroom Communication Behavior

The situation when the participants the participants did not know the answer and someone spoke out is also supportive for English classroom communication behaviors. The data revealed that in the situation that the participants did not know that answer to a question but heard someone trying out an answer; the participants would conduct English classroom communication behavior.

As shown in verbal protocol report 18, LC3 was observed to be answering a question, but he later stated in the stimulated recall session that he did not know the answer, but he heard someone giving an answer so he just repeated what his friend said.

Verbal protocol report 18

Lesson	Plants from the Americas
Video observation	Teacher showed the ingredients and asked the students whether

they could use it to cook a spicy salad. LC3 answered 'yes'

repeatedly.

Statement(s)   LC3:   "ไม่รู้คำตอบครับ <u>เพื่อนมันพูดอ่ะครับ เราก็เลยพูดตาม</u>"

"I didn't know the answer...<u>my friends answered, so I</u>

<u>just repeat after them</u>".

Similarly, in verbal protocol report 19, MC2 stated that he was not sure about

the answer to the question in this lesson, but he heard someone said 'hamburger'

earlier, so he just followed.

Verbal protocol report 19

Lesson   Plants from the Americas

Video observation After the time for doing the task was over, the teacher asked the

students about the story from the reading passage. When the

teacher asked about the food the survivor wanted to eat, MC2

answered 'hamburger' together with his friends.

Statement(s)   MC2:   "มีคนพูดก่อนเรานิดนึงว่าแฮมเบอร์เกอร์ คือ <u>ไม่แน่ใจครับ ก็ทำตามเค้าไปเหมือนกัน</u>"

"Someone said 'hamburger'...

<u>I was not sure...so I just followed</u>".

Furthermore, in verbal protocol report 20, LC4 reported that she did not know

the answer and was afraid of being the focus of attention so she just gave the same

answer as friends' in that situation.

Verbal protocol report 20

Lesson	Hurricane
Video observation	The teacher showed the video clip 'hurricane' and asked the students how to call it. LC4 just sat at her desk and remained silent. Then, together with her friends, she answered 'storm'.
Statement(s)	LC4: "ที่หนูพูด ก็ ก็ ตาม ตามเพื่อนไป หนูไม่รู้ หนูก็ตามเพื่อนไปเดี๋ยวมันจะเงียบ ตาม (LC2) ค่ะก็เลยตอบตามเค้าไป เดี๋ยวจารย์ทรายสงสัย"
	"I said that..just followed my friends. I did not know. I just said whatever my friends said. It would be silent..just followed LC2. I followed her..If I didn't do that, ajarn Zai (the researcher) would notice me".

Another supportive situation for English classroom communication behaviors is when the participants were participating in enjoyable atmosphere. Verbal protocol report 21 showed that MC2 answered the teacher's question and participated in class activity because of the atmosphere.

Verbal protocol report 21

Lesson	The robbery of Cezanne's painting
Video observation	The teacher showed a paper doll to the class, then, pointed out the parts of the paper doll's body and asked the students how to called part of the doll. MC2 answered continually.
Statement(s)	MC2: "ตอนนั้นก็เลยตอบไปเรื่อย ๆ แต่ว่าบางทีมันเพลินกับการตอบก็เลยตอบ ตอบ ตอบไปเรื่อย ๆ ครับ เพื่อนก็เฮฮา บางทีก็อาจจะครึกครื้นก็เลยตอบ คือบรรยากาศรอบ ๆพาไป"

"At that time, I just kept answering. Sometimes I enjoyed

answering so I continued answering. My friends are

enjoying. Sometimes, <u>it was fun so I answered. The</u>

<u>atmosphere helped</u>".

The third situation that was found to make the participants to conduct English

classroom communication behaviors is when the participants were in the situation

when the other made an argument using English language against the participants or in

competitive atmosphere. In verbal protocol report 22, MC2 stated that his answer was

different from another group and that group argued with him. So he argued back.

Verbal protocol report 22

Lesson	Creating a television channel
Video observation	The teacher asked the students to share the answer of the matching activity. Maneenuch's group said 'one' while MC2 said 'four'. Then, Maneenuch's group said 'one' again. So MC2 answered back 'four'.
Statement(s)	MC2: "มีขัดแย้งกันอีกกลุ่มนั้นเค้าตอบ one แต่กลุ่มผมตอบ four ก็เลยเถียงกัน ขัดแย้งกันนิดหน่อย"
	"I was arguing with that group. <u>They answered 'one', but</u> <u>my group answered 'four' so we argued a little bit</u>".

Consistently, the sense of group competitiveness drove MC4 to conduct

English classroom communication behaviors. In verbal protocol report 23, MC4 saw

that MC2 was arguing with another group so she helped MC2 to argue that group.

Verbal protocol report 23

Lesson	Creating a television channel
Video observation	The teacher asked the students to share the answer of the matching activity. Maneenuch's group said 'one' while MC2 said 'four'. Then, Maneenuch's group said 'one' again. So MC2 answered back 'four'. MC4 was at first silent. Then, Maneenuch's group said 'one' again and MC4 said 'four four'.
Statement(s)	MC4: "ก็แบบช่วย (MC2) เถียงไปว่าโฟว์ แต่กลุ่มข้าง ๆ ก็ยังตอบ วัน อยู่เลย"
	"<u>It is like I helped MC2</u> . I said 'four'. But that group still answered 'one one'.

After MC2 and MC4 made an argument against the other group, the teacher told the correct answer which was MC2 and MC4's answer. MC3 repeated the correct answer to that group. He explained in stimulated recall sessions that he repeated that word because he wanted to make fun of the other group's mistake (verbal protocol reports 24).

Verbal protocol report 24

Lesson	Creating a television channel
Video observation	MC3's group and Maneenuch's group had an argument about the right answer. When the teacher finally said that the right answer was 'four' (MC3 group's answer). MC3 turned to Maneenuch's group and repeated his group's answer to that group.

Statement(s)	MC3: "<u>เย้ยเค้า ที่ตอบผิด เลยหันไปย้ำ คำถูก</u>"

"<u>I made fun of their wrong answer</u> <u>so I turned to repeat</u> <u>our right answer to them</u>".

The last supportive situation for English classroom communication behavior is when the participants heard someone made a mistake. In the following verbal protocol reports 25, and 26, MC2 and MC3 performed English classroom communication behaviors when they observed that their friends made a mistake. They tried to help correct his friends. Also, when the participants heard their friends using incorrect grammar or mispronouncing, they corrected (verbal protocol reports 25 and 26).

Verbal protocol report 25

Lesson	Plants from the Americas
Video observation	MC4 said 'jude jude'. MC3 laughed at MC4 and repeated her mistake again and again. Suddenly, MC2 said 'juice'.
Statement(s)	MC2: "จู๊ส MC3 เอาก่อนเลย จุด จุด <u>เราก็มองแล้วเฮ้ยตอนนั้นรู้สึกขัดแย้งกันอยู่ว่า จุด เป็น จู๊ส อะไรเงี้ย ก็เลยแก้ที่พูดๆ</u>"

"Juice...MC3 said first 'jude jude'...<u>I was watching and</u> <u>thought that it was wrong..</u> <u>jude and juice..so I corrected what they were saying</u>".

Verbal protocol report 26

Lesson	Creating a television channel
Video observation	Phuris said 'cat black'. MC3 turned to Phuris and said him 'black cat'.

Statement(s)	MC3:	"มองเค้าพูด..อ่า...รู้ว่าภูริศพูดผิดภาษาอังกฤษเอาข้างหลังไว้หน้า เลยกลับว่า <u>black cat</u>"
		"I was listening to him speaking. <u>I knew that Phuris spoke incorrect English</u>. He put things in the wrong place. <u>So I switched the word 'black cat'</u>".

Conversational Contexts Negatively Affect Willingness to Communicate and English Classroom Communication Behavior

The data from stimulated recall showed that two conversational contexts found to have negative effect on English classroom communication behaviors. The first one is when the participants were in the situation when the participants made a mistake; they reported avoiding English classroom communication behavior. Verbal protocol report 27 showed that MC4 stopped speaking after mispronouncing some word and MC3 made fun of her mispronunciation. Even though she was in the lesson with one of the most familiar topics, she stopped speaking (Verbal protocol report 21).

Verbal protocol report 27

Lesson	Plants from the Americas
Video observation	MC4 said 'jude'. MC3 laughed at MC4 and repeated her word again and again. MC4 then stopped speaking and remained silent.

Statement(s)	MC4:	"<u>ก็ MC3 ล้อ หนูก็เลยขี้เกียจพูด</u> แล้วถามว่า ตะกี้พูดว่าอะไร แล้วก็บอกว่าจุด จุด <u>อายมัน</u>"
		"<u>MC3 made fun of the mistake, so I did not want to say more.</u> I asked him 'what did you say?'. He said 'jude jude' <u>I was embarrassed</u>".

In verbal protocol report 27, LC4 gave an incorrect answer and her friends made fun of her so she stopped answering and had no willingness to communicate.

Verbal protocol report 28

Lesson	Creating a television channel
Video observation	The teacher asked the class about the answer for a matching activity, LC4 said 'four', but the answer was 'one'. After that, she remained silent as her friends continued answering the questions.
Statement(s)	LC4: "ปิยบุตรมันหัวเราะข้างหลัง ว่าเรา ว่าตอบไม่ถูก เงียบซะดีกว่า ถ้าพูดผิดเดี๋ยวเค้าว่ากันอีก…ก็อันไหนที่พอตอบได้ก็จะพูดนะคะ อันไหนพูดไม่ได้ก็จะไม่พูด พูดแล้วผิดเดี๋ยวมันขำหนูอีก" "Piyabut was laughing at me. He said I gave an wrong answer... It's better to keep quiet. If I said something wrong, they would laugh at me again. If I could answer, I would answer. If I couldn't, I would not answer. If I answered something incorrect, they would laugh at me again".

The last conversational context found to have an effect on English classroom communication behavior and willingness to communicate is when the participants were in the situation when the participant was interrupted by the other. The data from the stimulated recall showed that the participant stopped conducting English classroom communication behaviors and had no willingness to communicate in the situation that someone interrupted when the participant was speaking. In verbal protocol report 29, MC2 mentioned that he was interrupted when he was speaking, so he was not willing to speak anymore.

Verbal protocol report 29

Lesson	The robbery of Cezanne's painting
Video observation	MC2 said 'he has' and Maneenuch said 'he has black hair' at the same time. MC2 stopped speaking.
Statement(s)	MC2: "พอดีเค้าพูดแทรก แล้วเราก็เลยหยุด เห็นเค้าพูด ทำเอาเราก็ไม่อยากพูดแล้ว โดนแทรกมาอย่างนี้ เราก็ไม่ชอบ" "She interrupted so I stopped. Seeing her speaking made me did not want to speak. I don't like being interrupted like that".

Summary of the Findings to Research Question 3

The data from stimulated recall showed that seven conversational contexts influenced willingness to communicate and English classroom communication behaviors. Among these, some contexts are supportive while the others are debilitative.

The participants were found to conduct English classroom communication behaviors in the following conversational contexts: when the participants were in an English speaking environment, when the participants did not know the answer and someone spoke out, when the participants were in enjoyable atmosphere, when the other made an argument against the participants, and when the others made mistake. The participants also had willingness to communicate and performed English classroom communication behaviors when they were in conversational context 'when the participants were in an English speaking environment'

Furthermore, the participants were found that they were not willing to communicate and had no English classroom communication behaviors when they were

in two conversational contexts as follows: when the participants made a mistake, and when the participant was interrupted by the other.

Summary of Chapter IV

The present study revealed that topic familiarity, group cohesiveness, and some conversational contexts influenced the participants' willingness to communicate and English classroom communication behaviors. According to the observation data, the participants conducted more oral English classroom communication behaviors when they engaged in the lessons with the most familiar topics and the participants in the most cohesive group conducted more English classroom communication behaviors than the participants in the least cohesive group.

The data from stimulated recall confirmed the effects of topic familiarity and group cohesiveness influenced willingness to communicate and English classroom communication behavior and revealed that some conversational contexts affected willingness to communicate and English classroom communication behaviors as presented in Table 4.6

Table 4.6

Summary of the findings

Situational variables	Willingness to communicate	English classroom communication behaviors
Topic familiarity		
Familiar topic	Supportive	Supportive

(Table continued)

Situational variables	Willingness to communicate	English classroom communication behaviors
Unfamiliar topic	No evidence	Unsupportive
Group cohesiveness		
Having group cohesiveness	No evidence	No evidence
Lacking group cohesiveness	Unsupportive	Unsupportive
Conversational contexts		
stages in conversation (at the beginning of communication)	No evidence	No evidence
stages in conversation (at the continuing of communication)	No evidence	No evidence
stages in conversation (at the end of communication)	No evidence	No evidence
The situation when the participants were asked for more information	No evidence	No evidence
The situation when someone was misunderstanding	No evidence	No evidence
The situation when the participants made a mistake	Unsupportive	Unsupportive
The situation when the participants were in an English speaking environment	Supportive	Supportive

(Table continued)

Situational variables	Willingness to communicate	English classroom communication behaviors
The situation when the participants did not know the answer and someone spoke out	No evidence	Supportive
The situation when the participants were in enjoyable atmosphere	No evidence	Supportive
The situation when the other made an argument against the participants	No evidence	Supportive
The situation when the others made mistake	No evidence	Supportive
The situation when the participants was interrupted by the other	Unsupportive	Unsupportive

CHAPTER V

DISCUSSIONS

This chapter includes five sections. In the first section, the summary of the study is described. The second section presents the main findings and the discussions of the present study. The third section discusses the limitations of the study. The forth section presents the pedagogical implications drawn from the results of the present study. The last section presents the recommendations for future studies.

Summary of the Study

This study investigated the effects of topic familiarity, group cohesiveness, and conversational contexts on willingness to communicate and English classroom communication behaviors of ninth grade students in Thailand. The participants of the study were eight ninth grade students who were studying in the second semester of the academic year 2009 of one school in Chon Buri province. The research design was a single group quasi-experimental design using quantitative and qualitative methods.

The study was divided in two stages: the preparation stage and experiment stage. The preparation stage was the stage for selecting the topics used to design the English communicative instruction, developing the English communicative instruction, and selecting the participants of the study. In the experiment stage, the English communicative instruction was implemented and the data were collected using questionnaire, classroom observation scheme, and stimulated recall.

In the preparation stage, the students' levels of topic familiarity toward the topic were examined using topic familiarity questionnaire. Four topics which received

highest mean score and the other four topics receiving the lowest mean score were used to design eight task-based lessons. Also, eight participants were selected from the twenty students in class using group cohesiveness questionnaire. At first, all twenty students were asked to form five groups of four on their own choice and then were asked to complete group cohesiveness questionnaire. Based on the scores obtained from the questionnaire, the group whose group members identified themselves as the most cohesive group and the other group identified as the least cohesive group were selected as the participants for the observation and stimulated recall sessions.

In the experiment stage, the levels of willingness to communicate and English classroom communication behaviors of the two groups of participants were examined. During studying in the English communicative instruction conducted by the researcher, their behaviors were video-recorded. Using the video recordings, their actual English classroom communication behaviors were observed using classroom observation scheme by the two observers (the researcher and the inter-rater) and the participants were prompted by the selected sections of the videos recordings to express their thoughts at the time of the recording in the stimulated recall sessions. The data obtained from the observation and the stimulated recall sessions were analyzed in order to answer the three research questions as follows:

1. How does topic familiarity affect students' willingness to communicate and English classroom communication behaviors?

2. How does group cohesiveness among interlocutor affect students' willingness to communicate and English classroom communication behaviors?

3. How do conversational contexts affect student's willingness to communicate and English classroom communication behaviors?

Findings of the Study

The findings of the study were as follows. For the levels of willingness to communicate and English classroom communication behaviors, the participants of the study reported having willingness to communicate at the low and moderate levels and indicated that they had English classroom communication behaviors at the moderate level. For effects of situational variables, the findings revealed that all three focused situational variables (topic familiarity, group cohesiveness, and conversational contexts) had effects on willingness to communicate and English classroom communication behaviors.

For the first situational variables, topic familiarity, the observation showed that the participants conducted more English classroom communication behaviors when they engaged in the lessons with the topics which they had background knowledge. The participants reported in stimulated recall that revealed that if they were familiar with the topics under discussion, they had willingness to communicate and performed English classroom communication behaviors. Vice versa, the participants who lacked topic familiarity were found to avoid conducting English classroom communication behaviors. Thus, it could be concluded that topic familiarity affected the participants' willingness to communicate and English classroom communication behaviors.

Similarly, for the second situational variable, group cohesiveness was found to affect willingness to communicate and English classroom communication behaviors. Comparing the English classroom communication behaviors conducted by the most

and the least cohesive groups, the participants in the most cohesive group performed more English classroom communication behaviors than the other group. The stimulated recall data supported that the participants performed English classroom communication behaviors with cohesive friends while avoided performing English classroom communication behaviors with ones whom they did not cohere with. The data also indicated that the participants were not willing to communicate in the situations that lacked group cohesiveness. Additionally, the language use of the interlocutor was found to affect English classroom communication behaviors. For instance, when the teacher used English language, the participants decided to use English language as well. In addition, the participants reported speaking in the first language with the interlocutor who shared the same mother tongue when they wanted to explain difficult topics.

For the last situational variable, conversational contexts were found to influence willingness to communicate and English classroom communication behaviors as well. Five conversational contexts were found to have positive effects and two conversational contexts were found to have negative effects on willingness to communicate and English classroom communication behaviors.

Five conversation contexts were found to have positive effects on English classroom communication behaviors. They were the situation when the participants were in an English speaking environment, the situation when the participants did not know the answer and someone spoke out, the situation when the participants were in enjoyable atmosphere, the situation when the other made an argument against the participants, and the situation when the others made a mistake. In addition, the

participants reported having willingness to communicate when they were in the situation when the participants were in an English speaking environment.

Two conversational contexts were reported to have negative effects for the participants' willingness to communicate and English classroom communication behaviors. The participants were not willing to speak as well as did not perform English classroom communication behaviors. Those conversational contexts were the situation when the participants were in the situation when the participants made a mistake and the situation when the participant was interrupted by the other.

Discussions

In the present study, the findings revealed that the participants who reported having similar level of willingness to communicate and English classroom communication behaviors before attending the English communicative instruction reacted differently to the focused situational variables. Evidences were found to support that some situational variables are more supportive to willingness to communicate and English classroom communication behaviors than the other variables. Consequently, in some situations the participants were more willing to communicate and conducted more communication behavior than in the other situations.

In the following section, the discussions of these findings are presented in five parts. The first part discusses how the task-based English instruction provides supportive atmosphere to willingness to communicate and communication behavior. The following two parts focus on the situational variables that were found to affect both willingness to communicate and English classroom communication behavior in a

supportive and unsupportive way. The last two parts discuss the variables that affected

only English classroom communication behavior, also in both ways.

***Tasked-based English Instruction and Willingness to Communicate and English
Classroom Communication Behaviors***

The task-based English lessons that was developed for the present study using

the task-based learning framework proposed by Willis (1996) were found to be

accommodating for the participants' willingness to communicate and English

classroom communication behaviors. As claimed by Dornyei and Kosmos (2000), the

task-based lessons seem to stimulate willingness to communicate of the participants in

the present study. In the stimulated recall sessions, the pariticipants reported having

willingness to communicate in all the four observed lessons.

As for communication behavior, the task-based lessons employed in this study

seemed to maximize opportunities to use English of the participants as proposed by

Willis (1996). To perform English communication behaviors, the speaker with the

willingness to communicate needs to have the opportunity to use the language

(MacIntyre et al., 1998). All the steps in each of the lessons used in the present study

were designed to provide opportunities for the participants to use English with both the

teacher and their classmates. For example, in the pre-task stage, the participants had to

brainstorm ideas to answer questions related to the topic of the lesson. This stage thus

provided a chance for teacher-student interaction. The students had opportunities to

use English to answer the questions raised by teacher. During the task stage, the

participants had a chance to discuss among their group members to complete the

assigned tasks, to prepare a presentation about the outcome of the task, and finally to

present the task outcome in English; therefore this stage was designed to promote student-student interaction in each group as well as teacher-student interaction. In the last stage, the teacher became the main interlocutor again to lead the discussion on language analysis and practice while the students had a chance to discuss about language use in the task. Teacher-student interaction was promoted again in this stage. To conclude, the participants who participated in the task-based lessons in the present study were given a number of opportunities to conduct communication behaviors and they did take the advantage of the opportunities as shown in the findings.

Situational Variables Affecting Both Willingness to Communicate and English Classroom Communication Behaviors in a Supportive Way

In the present study, two situational variables were found to be supportive for both willingness to communicate and English classroom communication behaviors. The participants reported that they were willing to communicate and spoke out when they engaged in the situation that the topic under discussion was familiar to them and in the situation that English was used as the medium of communication.

Topic familiarity towards the topics under discussion

The findings revealed that topic familiarity affected the participants' willingness to communicate and English classroom communication behaviors. The participants reported having more WTC in English and were found to conduct more English classroom communication behaviors when engaging in the lessons with the most familiar topics than when they studied in the lessons with the least familiar topics. These results are consistent with previous studies such as MacIntyre et al. (1998), Kang (2005), and Cao and Philp (2006). These studies also found that the

speakers' willingness to communicate and English communication behaviors were influenced by the topic under discussion.

Topic familiarity has been claimed to be an influential factor for willingness to communicate and communication behavior. MacIntyre et al. proposed that topic familiarity is a part of social situation. They elaborated that when the speaker is in the social situation that he has some background knowledge on the topic under discussion, his self-confidence would be increased which leads to the increase of willingness to communicate and English communication behaviors. Kang also supported that topic familiarity can foster willingness to communicate because it stimulates the speaker's sense of security, excitement, and responsibility. She explained that when the speaker has background knowledge about the topic under discussion, he will feel secure and confident about what he is going to say. Also, he will be excited to share what he has known with other people as well as feel responsible to carry out the conversation that he has background knowledge.

Group cohesiveness among the interlocutors

The results showed that group cohesiveness had influences on the participants' willingness to communicate and English classroom communication behaviors. In the present study, though all the participants had the same level of English classroom communication behaviors before attending the English communicative instruction, the participants in the least cohesive group was observed to show much less English classroom communication behaviors than the most cohesive group. Furthermore, the findings revealed that lack of cohesiveness among group members negatively affected the participants' willingness to communicate and English classroom communication

behavior. The observation and stimulated recall data revealed that the participants lost their willingness to communicate and did not conduct communication behavior when the relationship among the group members was not friendly.

This finding supports Wen and Clément (2003). In their study, group cohesiveness was found to influence willingness to communicate of the students in the class. Wen and Clément discussed that Asian learners are dependent on their group, so group cohesiveness may become a crucial factor for willingness to communicate. Furthermore, considering the pyramid model proposed by MacIntyre et al. (1998), this phenomenon may relate to the factors called 'interpersonal motivation' (i.e.the desire to play role within a group) and 'social situation' (i.e. the level of relationship with interlocutor). According to MacIntyre et al., when interpersonal motivation and social situation in the conversational contexts are low, the desire to speak with the person would also be low which can lead to the decrease of willingness to communicate and English communication behaviors. Furthermore, the findings are consistent with Freiermuth and Jarrell (2006). Freiermuth and Jarrell found that when the participants were in uncomfortable environment and felt anxious about their group members, they had no willingness to communicate. In the situation that lack group cohesiveness, the interlocutors may feel more tense or anxious and cause them to lose interest to speak with each other, as found in the present study.

English-speaking environment

The other situation that the participants reported having willingness to communicate and conducting English classroom communication behaviors was when the participants were in an English-speaking environment. The participants were

observed to use English to communicate with the Thai teacher who used English as the medium of communication and with their Thai friends who were speaking English. These findings suggest that the language that the interlocutor used is more influential on willingness to communicate and communication behaviors than the interlocutor's mother tongue.

The observation data provide concrete evidence to support this argument. The participants were observed to use English mainly in the plenary sessions when the teacher was the main interlocutor and English was used as the medium of communication. On the contrary, during small group discussions when the participants worked on their tasks, the participants were found to use Thai with their group members. The English

In the situation when other people were using English, some participants reported that they did not use Thai because they were afraid of being a black sheep or being different from the others. Considering what Wen and Clément (2003) argued about how Asian learners may be affected by peer pressure, the willingness to communicate and communication behaviors of the participants in the present study may be affected by this peer pressure as well.

Situational Variables Affecting Both Willingness to Communicate and English Classroom Communication Behaviors in an Unsupportive Way

Two conversational contexts were found to have negative effects on the participants' willingness to communicate and English classroom communication behaviors. These variables were the situation when the participants made a mistake and the situation when the participants were interrupted by the other.

The situation when the participants made a mistake

In the present study, the participants were found to be reluctant to conduct English classroom communication behaviors after making grammatical or lexical mistakes. This finding is consistent with Kang (2005). In the stimulated recall sessions, the participants mentioned that feeling shy after making a mistake. According to McCroskey and Richmond (1982) and MacIntyre et al. (1998), the speakers who are shy tend to have no willingness to communicate. Also, some participants mentioned that they were afraid of losing face again. This finding can be explained using the findings from MacIntyre and Thivierge (1995), MacIntyre et al. (1998) and Kang (2005) that losing face or the needs to save face can decrease the speaker's sense of security and thus affect their willingness to communicate. Furthermore, MacIntyre et al. (1998) noted that the feeling of shyness and insecurity after making mistakes decreases the speakers' self-confidence which leads to the decrease of willingness to communicate.

The situation when the participants were interrupted by the other

The present study found that the participants stopped speaking when someone interrupted them. They reported feeling upset and losing their willingness to communicate in this situation; therefore, they did not conduct English classroom communication behaviors. According to Kang (2005), the speakers' willingness to communicate associates with the feeling of excitement and a joy to talk. The present study found that the participants did not feel happy when being interrupted so the decrease of willingness to communicate and English classroom communication behaviors may be the result of the lack of excitement and joy to talk.

Situational Variables Affecting English Classroom Communication Behaviors in a Supportive Way

Four situational variables in English classroom which were found to support the participants' English classroom communication behaviors. The situations when the participants did not know the answer and someone spoke out, when other people made a mistake, when there was a sense of competition, and when the participants were in enjoyable atmosphere.

The situation when the participants did not know the answer and someone spoke out

In this situation, the participants were found to perform English classroom communication behaviors such as answering questions but their answers were merely a copy of other people's answers. One of the participants mentioned that she parroted her friend's answer because she was afraid that the teacher might notice that she had not answered the question. And another participant reported that he was not confident about his own answer so he decided to just copy what his friend said. Thus, the finding about this conversational context may relate to the sense of security (Kang, 2005) and state self-confidence (MacIntyre et al., 1998) which have been claimed to reduce willingness to communicate. Also, the finding supports MacIntyre et al. (1998) who argued that when the speakers have inadequate knowledge about the topic, their self-confidence and willingness to communicate decrease which leads to the decrease of English communication behaviors. The findings about the participants' copying other people's answers may be due to their lack of knowledge about the answer which caused them to have low confidence to initiate an answer of their own.

The situation when other people made a mistake

The findings revealed that some participants quickly corrected other people's mistakes. This situation can be discussed in relation to the situation 'when the participants made a mistake' themselves. Comparing these two conversational contexts, the participants who made a mistake were not willing to speak because they felt shy or afraid of losing face. Their self-confidence was low when making a mistake. In contrast, in the situation when they corrected other people's mistakes, the participants seemed to have confidence in their language proficiency as they mentioned that they knew that their friends used wrong grammar or pronunciations.

This finding can be explained using the pyramid model by MacIntyre et al. (1998). According to MacIntyre et al., linguistic competence of the speaker helps increase self-confidence which enhances willingness to speak. The present study revealed that in the situation when other people made a mistake and the participants knew how to correct the mistake, they would feel confident to speak out. Their confidence was high so they were willing to communicate and finally conducted English classroom communication behaviors in this situation.

The situation when there was a sense of competition

The findings revealed that the participants conducted English classroom communication behaviors when they were competing with the other groups. MacIntyre et al. (1998) explained that one of the factors that affect the speaker's willingness to communicate is interpersonal or ntergroup motivation. MacIntyre et al.elaborated that the speaker's willingness to communicate can increase as the speaker enters a competition in order to affiliate with his group. In addition, the findings revealed that

the group members in the most cohesive group were affected in this conversational context more than the least cohesive group. The participants in the most cohesive group reported helping their group members to argue with the other groups when competing to answer questions in the class while the participants in the least cohesive group left their group members to argue without offering any support.

The situation when the participants were in enjoyable atmosphere

The findings revealed that the participants performed English classroom communication behaviors in enjoyable atmosphere because they felt relaxed. As Kang (2005) argued, relaxed feeling can increase willingness to communicate and English communication behaviors. When the participants feel relaxed, they would feel secure and they want to speak. The finding from the present study lend support to Kang's argument.

Conclusion

The present study revealed that willingness to communicate and English classroom communication behaviors of the lower secondary school students can be affected by situational variables in both positive and negative ways. The students who reported having moderate level of willingness to communicate performed English classroom communication behaviors differently in different situations.These situational variables seem to affect factors—including sense of security, excitement, responsibility, interpersonal motivation, and social situation—which have been found to affect willingness to communicate and English classroom communication behaviors. Furthermore, the task-based learning framework employed in this study was found to be supportive for both willingness to communicate and communication behaviors as

the task-based lessons provided plenty opportunities for the students to perform English communication behaviors.

Limitations of the Study

This study contains some limitations as follows.

Firstly, the present study did not investigate the effect of classroom discourse on the participants' willingness to communicate and English classroom communication behaviors. Since the results of the study showed that the participants performed English classroom communication behaviors only when they were in plenary sessions with the presence of the teacher, an analysis of the classroom discourse may yield important information about the situational variables in classroom contexts.

Secondly, the participants' communication behaviors may be affected by the awareness of being video recorded and being interviewed in the stimulated recall sessions. Since the participants were observed and interviewed four times, they may be aware that they would be interviewed in the simulated recall session longer if they perform more communication behaviors. It is possible that some participants may avoid conducting communication behaviors if they do not want to spend much time in the simulated recall. On the other hand, some participants may overreact to the video recorder and thus perform more communication behaviors than usual.

Pedagogical Implications

The results of the present study suggest the following pedagogical implications.

First, considering the effect of topic familiarity, English teachers should design lessons using the topics that the students are familiar with in order to boost the students' willingness to communicate and English classroom communication behaviors. In case that the lesson is on an unfamiliar topic, the teacher can prepare the students by showing video clips, showing pictures, and brainstorming ideas about the topic.

Second, the group with strong relationships among the members was found to have more frequent English classroom communication behaviors and reported having more willingness to communicate than the group which lacked group cohesiveness. This finding suggested that when the students work in pair or in group, the students should be able to form the group by their own choices rather than being assigned their group members by the teacher. Naturally, students will select their group members based on their cohesiveness (Ehrman and Dornyei, 1998). In case that some groups lack group cohesiveness, the teacher should find ways to help reinforce group cohesiveness in those groups.

Third, conversational contexts were found to influence willingness to communicate and English classroom communication behaviors in different ways. The teacher should create the situations that support the students' willingness to communicate and English classroom communication behaviors such as the situations in which the students feel secure, confident, and relaxed. Also, a competitive atmostphere was found to be another supportive situation, so the teacher should

consider using activities that the students have to compete with each other to promote their willingness to communicate and English classroom communication behaviors.

Fourth, English should be used as the medium of instruction and communication in English classrooms. As the findings revealed that the participants communicated in English when being in an English-speaking environment, i.e., the teacher used English as the medium of instruction and their classmates used English in the activity, English teachers should create lessons that the students could use English for meaningful communication and have an opportunity to use English as much as possible. For example, the teacher can employ task-based learning approach as in the present study.

Suggestions for Further Studies

Based on the results of the present study, the suggestions for further studies are presented as follows:

Firstly, since there is a very limited number of research about willingness to communicate in Thailand and the present study only investigated the situational variables and their effects on willingness to communicate and English classroom communication behaviors of ninth grade students, future studies can be conducted with students at other levels such as upper secondary school students, college students, and adult learners.

Secondly, related literature suggested that other situational variables such as social support and difficulty of communication tasks can also affect willingness to communicate and English classroom communication behaviors. Further studies can

explore the effects of these variables. In addition, to focus on classroom commnication

behaviors, studies should be conducted on variables related to instructional

methodology and activities as well as classroom discourse.

Finally, future studies should be conducted in an English program context in

which English is the medium of communication. As found in the present study,

English-speaking environment affected the participants' willingness to communicate

and communication behaviors. Thus, it is interesting to investigate this conversational

context further.

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Appendices

Appendix A

Topic Familiarity Questionnaire

แบบสอบถามความคุ้นเคยกับหัวข้อ

คำชี้แจง   แบบสอบถามนี้จัดทำขึ้นเพื่อวัดความคุ้นเคยกับหัวข้อของนักเรียนชั้นมัธยมศึกษาปี

ที่ 3 โดยแบ่งเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของนักเรียน

ตอนที่ 2 แบบสอบถามความคุ้นเคยกับหัวข้อ จำนวน 24 ข้อ

โปรดตอบแบบสอบถามนี้ตามความเป็นจริง คำตอบของนักเรียนจะเป็นความลับ

และจะไม่มีผลต่อการเรียนหรือคะแนนสอบของนักเรียนแต่อย่างใด

ตอนที่ 1 ข้อมูลทั่วไปของนักเรียน

ชื่อ – สกุล (ด.ช./ด.ญ./นาย /นางสาว)…………...…………………....................

ชั้น ม. 3 /………เลขที่ในชั้นเรียน…..…………

ตอนที่ แบบสอบถามความคุ้นเคยกับหัวข้อ

> *ความคุ้นเคยกับหัวข้อ* หมายถึง ระดับประสบการณ์และความรู้สึกที่นักเรียนมีเกี่ยวกับ
> หัวข้อที่กำหนดให้

คำชี้แจง โปรดอ่านหัวข้อที่กำหนดให้ แล้วประเมินความคุ้นเคยกับหัวข้อว่านักเรียนมีความคุ้นเคย

กับหัวข้อที่กำหนดให้มากน้อยเพียงใด โดยทำเครื่องหมายวงกลม ○ ล้อมรอบตัวเลขที่ตรงกับ

ระดับความคุ้นเคยกับหัวข้อที่นักเรียนมี ลงในช่องหมายตามที่นักเรียนต้องการ โดยใน

แบบสอบถามชุดนี้ หมายเลข 1-5 แสดงความคุ้นเคยกับหัวข้อ 5 ระดับดังนี้

หมายเลข 1	หมายถึง	มีความรู้สึกคุ้นเคยกับหัวข้อในระดับน้อยที่สุด
หมายเลข 2	หมายถึง	มีความรู้สึกคุ้นเคยกับหัวข้อในระดับน้อย
หมายเลข 3	หมายถึง	มีความรู้สึกคุ้นเคยกับหัวข้อในระดับปานกลาง
หมายเลข 4	หมายถึง	มีความรู้สึกคุ้นเคยกับหัวข้อในระดับมาก
หมายเลข 5	หมายถึง	มีความรู้สึกคุ้นเคยกับหัวข้อในระดับมากที่สุด

ตัวอย่าง

หัวข้อ	ระดับความคุ้นเคยกับหัวข้อ				
	น้อยที่สุด ➡️ มากที่สุด				
Utokwittayakhom School (โรงเรียนอุทกวิทยาคม)	1	2	3	4	⑤

แบบสอบถามความคุ้นเคยกับหัวข้อ

หัวข้อ	ระดับความคุ้นเคยกับหัวข้อ				
	น้อยที่สุด ➡️ มากที่สุด				
1. The Art of Riddle: Who am I? (ปริศนาคำทาย : ฉันคืออะไร)	1	2	3	4	5
2. Ten years from Now (การคาดการณ์สิ่งที่จะเกิดขึ้นในอีก 10 ปีข้างหน้า)	1	2	3	4	5
3. Living in a Cave (การใช้ชีวิตในถ้ำ)	1	2	3	4	5
4. The Robbery of Cezanne's Painting (การขโมยภาพเขียนของซีซาน)	1	2	3	4	5
5. Smart House Technology (เทคโนโลยีบ้านอัจฉริยะ)	1	2	3	4	5
6. Tips to International Travelers (ข้อแนะนำสำหรับผู้เดินทางไปต่างประเทศ)	1	2	3	4	5

หัวข้อ	ระดับความคุ้นเคยกับหัวข้อ				
	น้อยที่สุด ➡ มากที่สุด				
7. Shopaholic (โรคบ้าซื้อของ)	1	2	3	4	5
8. Chinese New Year in China (เทศกาลตรุษจีนที่ประเทศจีน)	1	2	3	4	5
9. Tourist Attractions in Florida, United States of America (สถานที่ท่องเที่ยวในรัฐฟลอริดา ประเทศสหรัฐอเมริกา)	1	2	3	4	5
10. The Amityville Horror – and the Amityville Hoax (ตำนานบ้านผีสิงและเรื่องหลอกลวงแห่งอะมิทตี้วิลล์)	1	2	3	4	5
11. Tiger Woods (นักกอล์ฟไทเกอร์ วูดส์)	1	2	3	4	5
12. Surviving on the Island (การเอาชีวิตรอดของคนติดเกาะ)	1	2	3	4	5
13. Google (เว็บไซต์กูเกิล)	1	2	3	4	5
14. Hurricane (พายุเฮอริเคน)	1	2	3	4	5
15. Mohammed Yunus (Founder of Grameen Bank in Bangladesh) and Nancy Lublin (Founder of Dress for Success in New York City) โมฮัมเหม็ด ยูนุส ผู้ก่อตั้งธนาคารกรามีนในประเทศบังกลาเทศ และ แนนซี่ ลูบลิน ผู้ริเริ่มการจัดหาเสื้อผ้าสำหรับสวมไปสัมภาษณ์งานแก่ผู้มีรายได้น้อยในรัฐนิวยอร์ก ประเทศสหรัฐอเมริกา	1	2	3	4	5
16. Endangered Species (สัตว์ชนิดต่างๆที่ใกล้สูญพันธุ์)	1	2	3	4	5
17. Signs of Zodiac and Personality (ลักษณะของคนตามราศีเกิด)	1	2	3	4	5
18. Plants from the Americas (พืชที่มีต้นกำเนิดจากทวีปอเมริกา)	1	2	3	4	5
19. Finding Your Lover by the Internet (การหาคู่ทางอินเทอร์เนท)	1	2	3	4	5
20. Communicating with Your Parents (การสื่อสารระหว่างพ่อแม่และลูก)	1	2	3	4	5

	หัวข้อ	ระดับความคุ้นเคยกับหัวข้อ				
		น้อยที่สุด ➡️ มากที่สุด				
21.	Tips for Travelers to the United States of America (ข้อแนะนำสำหรับผู้เดินทางไปประเทศสหรัฐอเมริกา)	1	2	3	4	5
22.	Creating a Television Channel (การทำรายการโทรทัศน์)	1	2	3	4	5
23.	Movies and Computer (เทคนิคคอมพิวเตอร์กับการสร้างภาพยนตร์)	1	2	3	4	5
24.	Taking a Vacation Abroad (รายการนำเที่ยวประเทศต่างๆ)	1	2	3	4	5

Appendix B

Lists of original titles of topics, revised titles of topics,

and sources of topics used for topic familiarity questionnaire

No.	Original title of topic	Revised title of topic		Source
		English	**Thai**	
1.	The art of the riddle	The Art of Riddle: Who am I?	ปริศนาคำทาย : ฉันคืออะไร	Expression page 38
2.	Alicia's world adventure Channel	Creating a Television Channel	การทำรายการโทรทัศน์	Got It Book page 122
3.	At home in a cave	Living in a Cave	การใช้ชีวิตในถ้ำ	Expression page 46
4.	Can you tell me who did it?	The Robbery of Cezanne's Painting	การขโมยภาพเขียนของซีซาน	Green light Page 88
5.	Vacations with a difference	Taking a Vacation Abroad	รายการนำเที่ยวประเทศ ต่างๆ	Expression page 54
6.	Tips to international travelers	Tips to International Travelers	ข้อแนะนำสำหรับผู้เดินทาง ไปต่างประเทศ	Super Goal page 102

(Table continued)

No.	Original title of topic	Revised title of topic		Source
		English	Thai	
7.	When in Rome, do as the Romans do	Tips for Travelers to the United States of America	ข้อแนะนำสำหรับผู้เดินทางไปประเทศสหรัฐอเมริกา	Super Goal page 108
8.	Red is considered lucky	Chinese New Year in China	เทศกาลตรุษจีนที่ประเทศจีน	Green Light page 26
9.	Come to Florida where a holiday is the holiday of a lifetime	Tourist Attractions in Florida, United States of America	สถานที่ท่องเที่ยวในรัฐฟลอริดาประเทศสหรัฐอเมริกา	Your Turn page 17
10.	The Amityville horror – and the Amityville hoax	The Amityville Horror – and the Amityville Hoax	ตำนานบ้านผีสิงและเรื่องหลอกลวงแห่งอะมิทตี้วิลล์	Green Light page 78
11.	Facts you didn't know about Tiger woods	Tiger Woods	นักกอล์ฟไทเกอร์ วูดส์	Postcards page 28
12.	Foods from the Americas	Plants from the Americas	พืชที่มีต้นกำเนิดจากทวีปอเมริกา	Super Goal page 36
13.	The wind was increasing	Hurricane	พายุเฮอริเคน	Green Light page 14
14.	It's been raining for two weeks	Surviving on the Island	การเอาชีวิตรอดของคนติดเกาะ	Green Light page 20

(Table continued)

No.	Original title of topic	Revised title of topic		Source
		English	**Thai**	
15.	People who made a big differences – in a small way	Mohammed Yunus (Founder of Grameen Bank in Bangladesh) and Nancy Lublin (Founder of Dress for Success in New York City)	โมฮัมเหม็ด ยูนุส ผู้ก่อตั้งธนาคารกรามีนในประเทศบังกลาเทศ และ แนนซี่ ลูบลิน ผู้ริเริ่มการจัดหาเสื้อผ้าสำหรับสวมไปสัมภาษณ์งานแก่ผู้มีรายได้น้อยในรัฐนิวยอร์ก ประเทศสหรัฐอเมริกา	Super Goal page 80
16.	Signs of zodiac and personality	Signs of Zodiac and Personality	ลักษณะของคนตามราศีเกิด	Super Goal page 85
17.	endangered species	Endangered Species	สัตว์ชนิดต่างๆที่ใกล้สูญพันธุ์	Super Goal page 26
18.	Google	Google	เว็บไซต์กูเกิล	My World page 47
19.	The computer plays cupid	Finding Your Lover by the Internet	การหาคู่ทางอินเทอร์เนท	Super Goal page 82
20.	Cross talk – parents vs. Kids	Communicating with Your Parents	การสื่อสารระหว่างพ่อแม่และลูก	Postcards page 14

(Table continued)

No.	Original title of topic	Revised title of topic		Source
		English	**Thai**	
21.	Shopaholic	Shopaholic	โรคบ้าซื้อของ	My World page 23
22.	Ten years from now	Ten years from Now	การคาดการณ์สิ่งที่จะเกิดขึ้นในอีก 10 ปีข้างหน้า	Got It page 121
23.	Movies and computer!	Movies and Computer	เทคนิคคอมพิวเตอร์กับการสร้างภาพยนตร์	Postcards page 78
24.	Smart House	Smart House Technology	เทคโนโลยีบ้านอัจฉริยะ	My World page 94

Appendix C

Group Cohesiveness Questionnaire

แบบสอบถามความสนิทสนมของสมาชิกภายในกลุ่ม

คำชี้แจง   แบบสอบถามนี้จัดทำขึ้นเพื่อวัดความสนิทสนมของสมาชิกภายในกลุ่มของนักเรียนชั้น
มัธยมศึกษาปีที่ 3 โดยแบ่งเป็น 3 ตอน ดังนี้
         ตอนที่ 1 ข้อมูลทั่วไปของนักเรียน
         ตอนที่ 2 แบบสอบถามความสนิทสนมของสมาชิกภายในกลุ่มจำนวน 9 ข้อ
โปรดตอบแบบสอบถามนี้ตามความเป็นจริง   คำตอบของนักเรียนจะเป็นความลับและจะไม่มีผล
ต่อการเรียนหรือคะแนนสอบของนักเรียนแต่อย่างใด

ตอนที่ 1: ข้อมูลทั่วไป

ชื่อข้าพเจ้า   .... เลขที่   ....
ชื่อสมาชิกในกลุ่ม
ชื่อสมาชิกคนที่ 1   .... เลขที่   ....
ชื่อสมาชิกคนที่ 2   .... เลขที่   ....
ชื่อสมาชิกคนที่ 3   .... เลขที่   ....

ตอนที่ 2 แบบสอบถามความสนิทสนมของสมาชิกภายในกลุ่ม

> *ความสนิทสนมของสมาชิกภายในกลุ่ม* หมายถึง ระดับความรู้สึกพึงพอใจ คุ้นเคย และ ใกล้ชิดของ
> นักเรียนที่มีต่อสมาชิกโดยรวมของกลุ่ม

<u>*คำชี้แจง*</u> โปรดอ่านข้อความข้อที่ 1 – 9 แล้วแสดงความคิดเห็นของนักเรียนต่อข้อความแต่ละข้อ โดยทำ
เครื่องหมายวงกลม ล้อมรอบตัวเลข 1 – 5 ที่ตรงกับระดับความคิดเห็นของนักเรียนที่มีต่อข้อความ โดย
แบบสอบถามชุดนี้ หมายเลข 1 – 5 แสดงระดับความคิดเห็น 5 ระดับดังนี้

หมายเลข 1	หมายถึง	ฉัน<u>ไม่เห็นด้วยอย่างยิ่ง</u>กับข้อความนี้
หมายเลข 2	หมายถึง	ฉัน<u>ไม่เห็นด้วย</u>กับข้อความนี้
หมายเลข 3	หมายถึง	ฉันรู้สึก<u>เฉยๆ</u>
หมายเลข 4	หมายถึง	ฉัน<u>เห็นด้วย</u>กับข้อความนี้
หมายเลข 5	หมายถึง	ฉัน<u>เห็นด้วยอย่างยิ่ง</u>กับข้อความนี้

<u>*ตัวอย่าง*</u>

ข้อความ	ระดับความคิดเห็น				
	ไม่เห็นด้วยอย่างยิ่ง ➡			เห็นด้วยอย่างยิ่ง	
ข้าพเจ้ารู้จักเพื่อนของข้าพเจ้าดี	1	2	3	4	5
ข้าพเจ้ารู้ว่าเพื่อนแต่ละคนในกลุ่มของข้าพเจ้าชอบเล่นกีฬาแตกต่างกัน	①1	2	3	4	⑤5

ข้อความ	ระดับความคิดเห็น				
	ไม่เห็นด้วยอย่างยิ่ง ➡			เห็นด้วยอย่างยิ่ง	
1. เมื่อเปรียบเทียบกับกลุ่มอื่นแล้ว ข้าพเจ้าคิดว่ากลุ่มของข้าพเจ้าเป็นกลุ่มที่ดีกว่ากลุ่มอื่นๆในชั้นเรียน	1	2	3	4	5
2. ถ้าสมมติต้องย้ายไปอยู่กลุ่มอื่น ข้าพเจ้าต้องการให้สมาชิกกลุ่มใหม่มีลักษณะเหมือนกับสมาชิกในกลุ่มที่ข้าพเจ้าอยู่ในปัจจุบัน	1	2	3	4	5
3. กลุ่มของข้าพเจ้า ประกอบด้วยสมาชิกกลุ่มที่เข้ากันได้เป็นอย่างดี	1	2	3	4	5
4. ในกลุ่มของข้าพเจ้า มีสมาชิกกลุ่มบางคนที่ไม่ชอบหน้ากัน	1	2	3	4	5
5. ข้าพเจ้ารู้จักสมาชิกทุกคนในกลุ่มของข้าพเจ้า และพวกเราสามารถเข้ากันได้เป็นอย่างดี	1	2	3	4	5
6. ข้าพเจ้ารู้สึกสบายใจอย่างมากที่ได้ทำงานร่วมกับกลุ่มของข้าพเจ้า	1	2	3	4	5

ข้อความ	ระดับความคิดเห็น				
	ไม่เห็นด้วยอย่างยิ่ง ➡			เห็นด้วยอย่างยิ่ง	
7. หากข้าพเจ้าเลือกได้ ข้าพเจ้าอยากเรียน ภาษาอังกฤษร่วมกับสมาชิกในกลุ่มของข้าพเจ้าอีก	1	2	3	4	5
8. สมาชิกในกลุ่มของข้าพเจ้าดูเหมือนจะไม่สนใจ สมาชิกคนอื่นในกลุ่มเท่าไรนัก	1	2	3	4	5
9. ข้าพเจ้ารู้สึกพึงพอใจกับกลุ่มของข้าพเจ้า	1	2	3	4	5

Appendix D

Level of Group Cohesiveness of the Whole Students (n=20)

Group	Participant	Average score	Level of cohesiveness	Group's average score	Group's level of cohesiveness
	S01	2.889	Moderate		
	S10	1.778	Low		
1				2.222	Low
	S13	2.333	Low		
	S20	1.889	Low		
	S11	4.000	High		
	S12	4.222	Very high		
2				4.027	High
	S16	4.000	High		
	S17	3.889	High		
	S03	3.444	High		
	S04	3.222	Moderate		
3				3.278	Moderate
	S05	2.889	Moderate		
	S18	3.556	High		

(Table continued)

Group	Participant	$\overline{X}$	Level of cohesiveness	Total $\overline{X}$	Group's level of cohesiveness
4	S06	3.556	High	3.333	Moderate
	S07	2.889	Moderate		
	S08	3.556	High		
	S09	3.333	Moderate		
5	S14	3.444	High	3.833	High
	S15	3.889	High		
	S19	4.000	High		
	S02	4.000	High		

Appendix E

Willingness to Communicate and

English Classroom Communication Behavior Questionnaire

Participant No………………

แบบสอบถามปัจจัยที่มีผลต่อความเต็มใจที่จะสื่อสารด้วยภาษาอังกฤษ

และพฤติกรรมการสื่อสารภาษาอังกฤษในชั้นเรียน

คำชี้แจง แบบสอบถามนี้จัดทำขึ้นเพื่อวัดความเต็มใจที่จะสื่อสารด้วยภาษาอังกฤษของนักเรียนชั้น
มัธยมศึกษาปีที่ 3 โดยแบ่งเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของนักเรียน

ตอนที่ 2 ความเต็มใจที่จะสื่อสารด้วยภาษาอังกฤษ จำนวน 20 ข้อ

โปรดตอบแบบสอบถามนี้ตามความเป็นจริง คำตอบของนักเรียนจะเป็นความลับและจะ
ไม่มีผลต่อการเรียนหรือคะแนนสอบของนักเรียนแต่อย่างใด

ตอนที่ 1 ข้อมูลส่วนบุคคล

คำชี้แจง โปรดเติมคำในช่องว่าง

ชั้น ม.3/……… เลขที่………………

ตอนที่ 2 แบบสอบถามความเต็มใจในการสื่อสาร

คำชี้แจง หากสมมติให้นักเรียนอยู่ในสถานการณ์ที่กำหนดให้ 20 สถานการณ์ต่อไปนี้และอยู่ในประเทศที่ใช้
ภาษาอังกฤษซึ่งนักเรียนสามารถเลือกที่จะสื่อสารหรือไม่ก็ได้ นักเรียนคิดว่าตนเองจะสื่อสารด้วย
ภาษาอังกฤษบ่อยเพียงใด โปรดทำเครื่องหมาย O ในช่องหมายเลขที่ตรงกับความคิดเห็นของ
นักเรียนมากที่สุด โดยหมายเลข 1-5 มีความหมายดังนี้ต่อไป

5 หมายถึง นักเรียนจะสื่อสารด้วยภาษาอังกฤษเสมอ โดยเฉลี่ย 80 - 100 %

4 หมายถึง นักเรียนจะสามารถสื่อสารด้วยภาษาอังกฤษบ่อยๆ โดยเฉลี่ย 60 – 80%

3 หมายถึง นักเรียนจะสื่อสารด้วยภาษาอังกฤษเป็นครั้งคราว โดยเฉลี่ย 40 – 60%

2 หมายถึง นักเรียนจะไม่ค่อยสื่อสารด้วยภาษาอังกฤษ โดยเฉลี่ย 10– 30%

1 หมายถึง นักเรียนจะไม่สื่อสารด้วยภาษาอังกฤษ

ข้อความ	ระดับความคิดเห็น				
	ไม่สื่อสาร ➡ สื่อสารเสมอ				
1. พูดคุยกับพนักงานบริการที่สถานีขนส่งมวลชน (เช่น สถานีรถไฟฟ้า รถโดยสารประจำทาง เป็นต้น)	1	2	3	4	5
2. พูดคุยกับแพทย์	1	2	3	4	5
3. พูดนำเสนอต่อหน้ากลุ่มคนแปลกหน้า (ประมาณ 30 คน)	1	2	3	4	5
4. พูดคุยกับคนรู้จักขณะยืนเข้าแถว เช่น พูดกับนักเรียนชาวต่างประเทศที่รู้จักระหว่างรอซื้ออาหาร	1	2	3	4	5
5. พูดคุยกับพนักงานขายของในร้านค้า	1	2	3	4	5
6. พูดคุยในกลุ่มเพื่อนกลุ่มใหญ่ (ประมาณ 10 คน)	1	2	3	4	5
7. พูดคุยกับตำรวจ	1	2	3	4	5
8. พูดคุยในกลุ่มคนแปลกหน้ากลุ่มเล็ก (ประมาณ 5 คน)	1	2	3	4	5
9. พูดคุยกับเพื่อนขณะยืนเข้าแถว	1	2	3	4	5
10. พูดคุยกับพนักงานให้บริการในร้านอาหาร	1	2	3	4	5
11. พูดคุยในกลุ่มคนรู้จักกลุ่มใหญ่ (ประมาณ 10 คน)	1	2	3	4	5
12. พูดคุยกับคนแปลกหน้าขณะยืนเข้าแถว	1	2	3	4	5
13. พูดคุยกับเลขานุการ	1	2	3	4	5
14. พูดนำเสนอต่อหน้ากลุ่มเพื่อน (ประมาณ 30 คน)	1	2	3	4	5

	ข้อความ	ระดับความคิดเห็น				
		ไม่สื่อสาร		→		สื่อสารเสมอ
15.	พูดคุยในกลุ่มคนรู้จักกลุ่มเล็ก (ประมาณ 5 คน)	1	2	3	4	5
16.	พูดคุยกับพนักงานเก็บขยะ	1	2	3	4	5
17.	พูดคุยในกลุ่มคนแปลกหน้ากลุ่มใหญ่ (ประมาณ 10 คน)	1	2	3	4	5
18.	พูดคุยกับแฟน	1	2	3	4	5
19.	พูดคุยในกลุ่มเพื่อนกลุ่มเล็ก (ประมาณ 5 คน)	1	2	3	4	5
20.	พูดนำเสนอต่อหน้ากลุ่มคนรู้จัก (ประมาณ 30 คน)	1	2	3	4	5

ตอนที่ 3 ความถี่ของพฤติกรรมในการสื่อสารภาษาอังกฤษ

คำชี้แจง <u>จากประสบการณ์จริงของนักเรียน ให้นักเรียนพิจารณาตามความเป็นจริงว่านักเรียนสื่อสารด้วย ภาษาอังกฤษในสถานการณ์ 5 สถานการณ์ต่อไปนี้ บ่อยเพียงใด</u> และโปรดทำเครื่องหมาย O ในช่องหมายเลขที่ตรงกับความคิดเห็นของนักเรียนมากที่สุด โดยหมายเลข 1-5 มีความหมาย ดังนี้ต่อไป

5   หมายถึง   นักเรียนสื่อสารด้วยภาษาอังกฤษเสมอ โดยเฉลี่ย 80 - 100 %

4   หมายถึง   นักเรียนสื่อสารด้วยภาษาอังกฤษบ่อยๆ โดยเฉลี่ย 60 – 80%

3   หมายถึง   นักเรียนสื่อสารด้วยภาษาอังกฤษเป็นครั้งคราว โดยเฉลี่ย 40 – 60%

2   หมายถึง   นักเรียนไม่ค่อยสื่อสารด้วยภาษาอังกฤษ โดยเฉลี่ย 10– 30%

1   หมายถึง   นักเรียนไม่สื่อสารด้วยภาษาอังกฤษ

	ข้อความ	ระดับความคิดเห็น				
		ไม่สื่อสาร		→		สื่อสารได้สม่ำเสมอ
1.	ฉันอาสาตอบคำถามหรือถามคำถามในชั้นเรียน เป็นภาษาอังกฤษ	1	2	3	4	5
2.	ฉันจะตอบคำถามเป็นภาษาอังกฤษ ต่อเมื่อครู เรียกให้ตอบ	1	2	3	4	5

(Table continued)

	ข้อความ	ระดับความคิดเห็น				
		ไม่สื่อสาร ➡️ สื่อสารได้สม่ำเสมอ				
3.	ฉันร่วมทำกิจกรรมต่าง ๆ ในชั้นเรียน เช่น ทำงานเป็นคู่ โดยใช้ภาษาอังกฤษ	1	2	3	4	5
4.	ฉันถามคำถามหรือคุยกับครูนอกชั้นเรียน โดยใช้ภาษาอังกฤษ	1	2	3	4	5
5.	ฉันคุยกับเพื่อนหรือคนรู้จักนอกโรงเรียนเป็นภาษาอังกฤษ	1	2	3	4	5

Appendix F

Classroom Observation Scheme

Participant Most / Least Cohesive group

Time of observation _____Date _____/_____/_____

No.	Scheme	Tally and Time
Behaviors in the presence of the teacher		
1.	Volunteer an answer (including raising a hand)	
2.	Give an answer to the teacher's question	
	(a) Provide information – general solicit	
	(b) Learner-responding	
	(c) Non-public response	
3.	Ask the teacher a question	
4.	Guess the meaning of an unknown word	
5.	Try out a difficult form in the target language (lexical/grammatical/syntactical)	
6.	Present own opinions in class	
7.	Volunteer to participate in class activities	
Behaviors in pair and group work in the absence of the teacher		
8.	Guess the meaning of an unknown word	
9.	Ask group member/partner a question	
10.	Give an answer to the question	
11.	Try out a difficult form in the target language (lexical/grammatical/syntactical)	
12.	Present own opinions in pair/group	

Note

_____

Appendix G

Samples of Lesson Plans

Lesson Plan 1 : Plants from the Americas**:** Tomato and Avocado

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Subject:	E 015 (General English III)	**Level :**	Ninth grade students
Duration:	1 class period (100 minutes)	**Participants:**	27 students
Topic:	Most familiar topic	**Task:**	Problem solving task

Objectives:

Terminal objective:

- Students will be able to describe the steps of cooking.

Enabling objectives:

- Students will be able to use the vocabulary related to ingredients: lemongrass, avocado, red onion, chili, lime juice, fish sauce, pork, chicken, shrimp, sugar, coriander, tomato, garlic and cooking oil to describe the steps of cooking.

- Students will be able to use the verbs about cooking: wash, cut, mix, add, stir, deep-fry, boil, and pour to describe the steps of cooking.

- Students will be able to use the imperative sentence (verb+noun) to describe the steps of cooking.

Background Knowledge:

- Present Simple Tense

Materials:

- Pictures of spicy salad (Yam)   - Scissors and glues

- Pictures of ingredients and cooking methods

- Worksheet "Let's cook Thai spicy avocado salad" (Appendix A)

- Worksheet "Practicing Imperative Form" (Appendix B)

Evaluation/Assessment:

- Students write sentences to describe the steps of their cooking recipe using target vocabulary and imperative sentences.

Procedures:

Note: The students have formed groups of four from the beginning of the class.

1. Pre-task

■ Teacher sticks the pictures of different kinds of spicy salad (Yam) and ask the students the information about these dishes.

Teacher: What are these dishes?

Students: Yam, Spicy salad.

Teacher: Have you ever eaten spicy salad before?

Students: Yes / No.

■ Teacher shows the pictures of ingredients.

| Eggs | Sugar | Tomato | Avocado |

| Lemongrass | Shrimp | Chicken | Pork |

| Red onion | Chili | Lime juice | Coriander |

Fish suace	Water	Cooking oil	Garlic

Teacher: What ingredients do we use to cook spicy salad?

Students: (Various answers)

■ Teacher shows the pictures of cooking methods.

Wash tomatoes	Cut tomato	Boil eggs	Deep-fry chicken
Stir sauce	Mix salad	Add garlics	Pour lime juice

Teacher: Have you ever cooked spicy salad?

Students: Yes/ No

Teacher: How do you cook it? (Teacher shows the pictures of

cooking method)

Students: (various answers)

      Teacher: Today, we will learn how to cook one kind of spicy

                                salad.

2. Task

2.1 Task I

■ Teacher distributes the worksheet "Let's cook Thai spicy avocado salad"

(see Appendix A) to each group. This worksheet requires the students to select

the ingredients for the food given and select the cooking methods. Then they

have to arrange the cooking methods into a correct order. It consists of three

parts. The first part contains the pictures of ingredients and cooking methods.

The second part is the direction of the task, the picture of avocado spicy salad

(Yam Avocado), and the description of avocado spicy salad. The third part is

the space for students to cut the picture from the second part to stick onto the

space given in order to describe the recipe for the dish.

■ Every group works on the task.

■ Teacher walks around the class, giving help with vocabulary or written form

if necessary.

2.2 Planning

■ When the time for doing the task is up, teacher tells the students to get ready

for the presentation of how to cook "Your Food".

Teacher: Time for doing the task is up. You have five minutes to get ready for the presentation of the recipe of "Your Food" to the class.

■ Within the group, students get ready presenting their recipe to class.

2.3 Report

■ Before the presentation, teacher explains what the students need to do when they present their recipe.

Teacher: I want each group to send your representative to the front of the class and present us what "Your Food" is and "how to cook it". Tell us what the ingredients are and what your recipe is.

■ A representative of each group presents their group's recipe.

3. Language focus (10 Minutes)

3.1 Analysis

■ Teacher shows sentences from students' presentations on the board and asks them to analyze the structures used to describe cooking instructions.

Teacher: Can you tell me the words you used to describe the steps of cooking?

Students: wash, cut, mix, add, stir, deep-fry, blanch, and pour

Teacher: What is the part of speech of each word used to describe the instruction?

Students: (Possible answer: verb)

Teacher: Do you use any subjects in these sentences?

Students: No

Teacher: So when you describe the steps of cooking, what

                structure did you use?

Students: Verb + Noun

Teacher: The structure used in this task is called 'imperative

                sentence'. In our lesson, we use an imperative sentence

                when we describe steps or processes of some tasks or the

                steps of cooking.

3.2 Practice

■ Students do worksheet "Practicing Imperative Form" (see Appendix B). This

worksheet contains twelve pictures about cooking methods. Students write

sentences to describe the cooking methods using the correct structures of

imperative sentence such as 'Boil the shrimp'.

   Possible answers

   1. Cut the chili into small pieces.

   2. Cut the red onion into small pieces.

   3. Wash the tomatoes in the water.

   4. Cut the tomatoes into small pieces.

5. Mix the tomatoes and the red onion.

6. Add the chili in the bowl.

7. Add some fish sauce into the bowl.

8. Add some lime juice into the bowl.

9. Wash the shrimps in the water.

10. Deep-fry the shrimps in hot cooking oil until golden and crisp.

11. Mix the spicy salad well.

12. Add the coriander leaves before serving.

■ Class dismisses

Appendix A

Worksheet "Let's cook Thai spicy avocado salad" and possible answer

Direction:

Look at the picture 'Thai Spicy Avocado Salad".

And complete three steps of cooking this dish.

Step 1: Select your ingredients

Look at the picture of Thai spicy avocado salad and the list of ingredients below. Ask yourself about what should be the ingredients for this spicy salad. Then **<u>CUT</u>** the ingredients you need for your spicy salad.

Tomato	Avocado	Lemongrass
Shrimp	Chicken	Pork
Red onion	Hot chili	Lime juice
Coriander	Eggs	Water
Cooking oil	Sugar	Fish sauce

Step 2: Select the instructions of cooking "Spicy Dressing"

Look at the picture of spicy dressing and read the unarranged instructions of cooking spicy dressing. Then cut and rearrange them into correct order. Be careful! Some statements are fake.

Note: Adapted from http://www.thaifoodplus.com/Thai/Recipes/Salad/Avocado_ Spicy_Salad_Cuisine.php

Wash the chili and the red onion in water

Wash the sugar in water

Cut the chili and the red onion into small pieces

Stir the chili well

Mix the chili and the red onion in the bowl

Add the sugar, the fish sauce, and the lime juice in the bowl

Stir the dressing well

Step 3: It's time to cook you spicy salad

Look at the picture of Thai spicy salad and read the unarranged instructions of cooking spicy salad. Then cut and rearrange them into correct order. Be careful! Some statements are fake. *Note: Adapted fro*m
http://www.thaifoodplus.com/Thai/Recipes/Salad/*Avocado_Spicy_Salad_Cuisine.php*

Wash the avocado, the lemongrass, the coriander leaves and the shrimps in the water
Add the coriander leaves and the boiled egg before serving
Deep-fry the shrimps in hot cooking oil until golden and crisp
Boil the egg in boiling water
Pour the "spicy dressing"
Cut the avocado and the lemongrass into pieces
Mix cut avocado and lemongrass in the bowl

STICK HERE!!!!!!!

Step1: Select your ingredient (Select from the pictures given in the second part)

Step 2: Cooking "Spicy Dressing"

Step 3: "Step 3: It's time to cook you spicy salad"

Possible Answers

Step 1: Select your ingredients

avocado	shrimp	red onion	hot chili
lime juice	coriander	water	cooking oil
sugar	fish sauce	egg	lemongrass

Step 2: Cooking "Spicy Dressing"

Wash the chili and red onion in water.

Cut chili and red onion into small pieces.

Mix chili and red onion in the bowl.

Add sugar, fish sauce, lime juice and water.

Stir the dressing well.

Step 3: Cooking "Thai Spicy Avocado Salad"

Wash avocado, lemongrass and shrimps.

Cut avocado and lemongrass into pieces**.**

Boil an egg in boiling water**.**

Deep-fry shrimps in hot cooking oil until golden and crisp.

Mix cut avocado and lemongrass in the bowl.

Pour the "spicy dressing".

Add coriander leaves and boiled egg before serving.

Appendix B

Worksheet "Practicing Imperative Form" and possible answers

Direction: Look at the pictures and describe the action using imperative form.

1. Cut the chili into small pieces.

2. Cut the red onion into small pieces.

3. Wash the tomatoes in the water.

4. Cut the tomatoes into small pieces.

5. Mix the tomatoes and the red onion.

6. Add the chili in the bowl.

7. Add some fish sauce into the bowl.

8. Add some lime juice into the bowl.

9. Wash the shrimps in the water.

10. Deep-fry the shrimps in hot cooking oil until golden and crisp.

11. Mix the spicy salad well.

12. Add the coriander leaves before serving.

Lesson Plan 2 : The robbery of Cezanne's painting

Subject:	E 015 (General English III)	**Level :**	Ninth grade students
Duration:	1 class period (100 minutes)	**Participants:**	27 students
Topic:	Most familiar topic	**Task:**	Problem-solving Task

Objectives:

Terminal objective:

- Students will be able to identify the robber based on the information given.

Enabling objectives:

- Students will be able to use the following vocabulary: painting, robber, officer, museum, steal, suspect, and police.

- Students will be able to use the utterances as follows: His/Her weight is about ... kg., His/Her height is about ... m., S/he has ... eyes, ... hair, and ... skin.

Background Knowledge:

- Present Simple Tense

- Past Simple Tense

- Present Continuous tense

Materials:

- Pictures

- Police notice

- Newspaper, Police notice, Your note (see Appendix A)

- Worksheet (Appendix B)

Evaluation/Assessment:

- Given the specific information, the students identify the robber who has

  stolen the Cezanne's painting correctly.

Procedures:

Note: The students have formed groups of four from the beginning of the class.

*** Note II: The students are asked to bring the pictures of their idols to class.*

1. Pre-task

■ Teacher shows two pictures of a museum to the students.

Teacher: These two photos have been taken in a museum in France at two different time. What is the difference between these two pictures of art museum?

Students: One picture in the museum is missing. / The picture in the middle is missing. / The painting in the middle is missing.

Teacher: What do you think happened?

Students: Someone stole the picture. / It was moved to another place.

Teacher: So someone has stolen the picture, right? And who should be suspected?

Students: thief / robber / visitor / museum officer

Teacher: Normally, when something has been stolen, who is in charge of finding the robber?

Students: Police / Detective.

■ Teacher shows the notice and asks the students to read.

Teacher: This is the police notice about the robbers. Read it and tell me what information you know from this notice?

WANTED

FOR
ROBBERY

BY THE
Decatur Police Department
420 W TRINITY PL. DECATUR, GA 30030 404-373-6551

Subject Information		Build		Eyewear
Sex	**M** Age	Hair Color	**BLK**	Mannerism:
Height	Weight	Hair Length		Language
Eye Color		Hair Style		Ethnicity
Race	**B**	Beard		Mustache
Skin Color **BROWN**		Complexion	**MEDIUM**	Side Burns
Scars Marks Tatoo:				

Students: Sex, Age, Height, Eye color, Race, Skin color, Hair

color

Teacher: If you have read this notice and you realize that you

might know them, what will you do?

Students: Call the police.

Teacher: Today, we will work together to read about a robbery

case of

Cezanne's painting and we will consider who the most

suspect is.

2. Task

2.1 Task

■ Teacher gives the task to the students (see Appendix A).

Teacher: You are reading the newspaper and know that there was

a robbery in the museum nearby last night. You read the

news about the robbery of a famous painting, the way to

get into the museum, and police notice about the

robber's personal description. Then you realize that

some description of the robber match your three

neighbors. Write the name of your neighbor who is

probably the thief and think carefully before make a

phone call to the police.

■ With group members, students do the task.

■ Teacher walks around the class, giving help with vocabulary or language

form if necessary.

2.2 Planning

■ When the time is up, teacher tells all groups to stop the task.

Teacher: Please prepare for the presentation. Remember that you

need to tell the name of your neighbor and the reason

why you think he is the thief.

■ Within group, the students prepare their presentation.

2.3 Report

■ Before presentation, teacher explains what they need to do as they are

presenting.

Teacher: Each group has five minutes to report. As you come out

and report, write the name of the robber and your group

name under the name of the robber. Tell us who you

think is the thief and reason to support your answer.

■ Students presents their ideas to class.

■ After students present, teacher asks the students.

Teacher: In your opinion, who should be the thief?

Students: Charles McDonald.

Teacher: Which part of the news tells the robber's personal

description?

Students: Paragraph 2.

Teacher: Why Keith Smith is not a robber?

Students: He has no big car. He has only motorbike. The robber has big car.

Teacher: Why is not Colin Richardson?

Students: His weight is about 80. The robber is about 50 kg.

Teacher: So why is Charles McDonald?

Students: His weight is about 53 kg. and height is 1.63 m. He has blue eyes, blonde hair, and white skin. On the night of robbery, I saw him wore suit and pants. He drives Isuzu pickup. He has black wig. His personal descriptions match with the information from the notice and news.

3. Language focus (10 Minutes)

3.1 Analysis

■ Teacher shows paper doll on the board and raises the question used to describe the hair color.
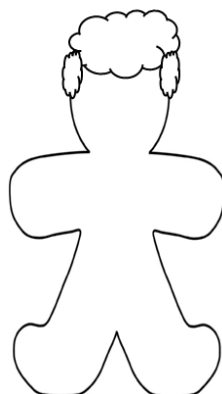
Teacher: Which sentences describe the hair color?

Students: He has blonde hair. He has dark hair.

Teacher: (Replace the hair with red hair) How can we describe his

             hair now?

Students: He has red hair.

■ Teacher raises the question used to describe the eye color.

Teacher: Which sentences describe the eye color?

Students: He has blue eyes./ He has brown eyes.

Teacher: (Replace with dark eyes) Can we add another color in

             the place of 'blue'?

Students: He has dark eyes.

■ Teacher raises the question used to describe the skin color.

Teacher: Which sentences describe the skin color?

Students: He has white skin.)

Teacher: Can we add another color in the place of 'white'?

Students: tanned, black, yellow

■ Teacher raises the question used to describe what the clothing.

Teacher: Which sentences describe what Charles McDonald wore

on the night of robbery?

Students: He wore suit and pants.

Teacher: What is the tense of the sentence 'I wore suit and pants'?

Students: Past Simple Tense

Teacher: Can we change the tense of this sentence into Present

Simple Tense? How?

Students: Yes, we can change the verb 'wore' to 'wear'.

Teacher: Can we add other clothes in the place of 'suit and pants'?

Students: T-shirt, dress, jeans, shorts

■ Teacher raises the question used to describe weight and height.
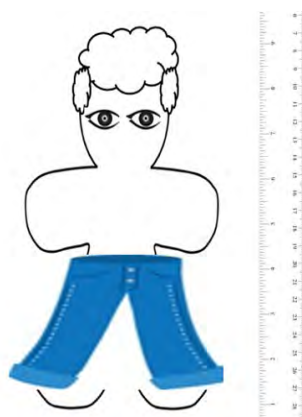
Teacher: Which sentences describe his weight and height?

Students: - His height is about 1.63 m.

              - His height is about 1.85 m.

              - His height is about 1.75 m.

              - His height is about 1.60 m.

Teacher: (Adjust the height to 2.00 m.) How can we describe his

              height?

Students: His height is 2.00 m.
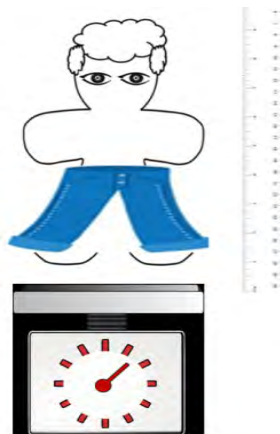
Teacher: Which sentences describe his weight?

Teacher: - His weight is about 53 kg.

                   - His weight is about 80 kg.

                   - His weight is about 50 kg.

Teacher: (Adjust the weight to 40 kg.) How can we describe his

                   weight?

Students: His weight is 40 kg.

3.2 Practice

■ Teacher shows the picture to class.

Teacher: Now, I want you to describe the person in picture B.

     What is his hair color?

Students: He has blonde hair.

Teacher: Can you describe his body/type?

Students: He is big .

Teacher: What else can we describe him?

Students: He wears brown jeans, T-shirt, and black shoes.

■ Students describe their idols to their friends.

■ Class dismisses.

Appendix A

Newspaper, Police notice, Your note

Police Notice

WANTED

FOR
ROBBERY

BY THE
Decatur Police Department
420 W TRINITY PL. DECATUR, GA 30030 404-373-6551

sex: male

weight: about 50 kg

height: about 1.8 m.

hair color: dark

eye color: -

skin color:

Newspaper

DAILY NEWS

NEW YORK'S HOMETOWN NEWSPAPER

www.nydailynews.com

Tuesday,

OXFORD- Last night, the £3 million Cézanne's painting *View of Auvers-sur-Oise* was stolen from the Ashmolean museum in Oxford.

"He must have a big car to carry the painting and his stuffs" said the inspector "Although he covered his face, CCTV showed that he was thin and tall. He is about 1.8 m. tall, wore a black jump suit, and carried rope ladder. We think that he weights about 50 kg. and has a dark hair".

"First, the thief needed nerves of steel as he broke in through the roof. After that, the thief lowered a rope ladder. Then, he stole the painting. Finally, he set off smoke bomb to cover his tracks"

"We will catch him soon!!!!" said the inspector.

Your note

Your neighbor 1: Keith Smith His weight is about 50 kg. His height is about 1.85 m. He has brown eyes, dark hair, and white skin. Note: On the night of robbery, you saw him drive his motorbike back from somewhere. On the next morning, you went jogging and saw him dumped rope, mask, and gloves into the garbage.
Your neighbor 2: Charles McDonald His weight is about 53 kg. His height is about 1.75 m. He has blue eyes, blonde hair, and white skin. Note: On the night of robbery, you saw him drive his Isuzu pickup. On the next morning, you went to borrow his books and you saw black wig, rope, knife, and jump suit in his living room.
Your neighbor 3: Colin Richardson His weight is about 80 kg. His height is about 1.60 m. He has blue eyes, dark hair, and white skin. He is the carpenter. You saw him had a rope, knife, and smoke house. Note: On the night of robbery, you saw him walked from somewhere and looked around before walked into the house. On the next day, you read the advertisement and found that he wanted to sell his Volvo truck.

Appendix B

Worksheet

Lesson Plan 3 : Hurricane

Subject:	E 015 (General English III)	**Level :**	Ninth grade students
Duration:	1 class period (100 minutes)	**Participants:**	27 students
Topic:	Least familiar topic	**Task:**	Problem-solving Task

Objectives:

Terminal objective:

- Students will be able to write an announcement to inform people about a decision

Enabling objectives:

- Students will be able to use the following vocabulary: hurricane, flood, storm surge, evacuate, strong wind, frighten, and tourist

- Students will be able to use sentences in future tense

Background Knowledge:

- Present Simple Tense

- Past Simple Tense

Materials:

- Plate covered with pieces of papers   - Picture "The hurricane is coming"

- Video clip "Hurricane" (Appendix A)

- Role card (Appendix B)   - Memos (Appendix C)

- Prime minister's Announcement (Appendix D)

- Worksheet "Future Tense" (Appendix E)

Evaluation/Assessment:

- Students write an announcement using future tense form in order to inform people about their decisions.

Procedures:

Note: The students have formed groups of four from the beginning of the class.

<u>1. Pre-task</u>

■ To activate students' schema of hurricane/tropical storm, teacher shows students the plate which contains nine pieces of information about a hurricane/tropical storm. Each piece of information is covered with a piece of paper. The students have to make a guess of what the information talks about. Teacher uncovers a piece of paper one at a time until students can guess correctly.

Information about hurricane/tropical storm under the paper slips

What is it?
It can be faster than 350 Km./hour.
It is spiral.
It can change its way when it moves.
No one can tell its way and strength.
It is a natural disaster.
The world calls differently based on its location.
It can kill people and destroy the whole city with water and wind.
It can have many names such as Katrina, Durian, Eric, Nargis etc.
It is a very strong wind.
It is a <u>HURRICANE / TROPICAL STORM</u>.

Teacher: This is our "Fan Pan Tae" game. There are nine pieces of information here and I will uncover the information one by one. As you read this information, guess what this description refers to.

■ After the students finish guessing, the teacher introduces the topic.

Teacher: Today, we will learn about the hurricane.

2. Task

2.1 Task

■ Teacher displays the picture "The hurricane is coming" on PowerPoint.

■ Teacher tells students to imagine that the hurricane will attack their city in one week.

Teacher: I'd like you to imagine that a hurricane will attack your

city within seven days. Last week, this hurricane

attacked your neighboring city and this is the scene the

hurricane destroyed your neighboring city.

■ Teacher shows the video clip 'hurricane'. (Sample captures from video clip and source see Appendix A)

■ Teacher distributes the role card, memos, and the Prime Minister's announcement (See Appendix B, Appendix C, and Appendix D) to the students and explains the task.

> Teacher: Now the hurricane is coming in the direction of your city. Imagine that you are the prime minister and you have received two memos from two officers. One is from the head of the police department and the other is from the director of the tourist department. Read their opinions and suggestions. Discuss with your group what to do. Should you evacuate people or let them stay in the city? Then, complete the announcement to state your decision and the reasons.

■ Students work on the task.

■ Teacher walks around the class to monitor and give assistance as needed.

2.2 Planning

■ After 45 minutes, teacher tells the students to prepare for the presentation of their group's decision.

> Teacher: The time for making the decision is up. You have five minutes to prepare your presentation to the class. You

need to present your group's decision and your reason to

support your decision.

■ Within the group, students prepare and practice their presentations.

2.3 Report

■ Teacher draws two columns on the board.

Groups	Evacuate	Not Evacuate	Reasons
1			
2			

■ Before the presentations, the teacher explains what the students need to do when they present their groups 'decisions.

> Teacher: I want each group to send a representative to the front of the class and tell us what your decision is and what your reason is. As the representative reports, the group's secretary writes down your reason in the table on the board.

■ Representative of each group presents their group's decisions.

■ Groups' secretaries write down the reasons into columns.

3. Language focus (10 Minutes)

3.1 Analysis

■ Teacher points to the table on the board.

Teacher:	In this scenario, when will the hurricane come to your city?
Students:	(Possible answer: seven days, one week)
Teacher:	Has the hurricane come to your city already?
Students:	No
Teacher:	It will come in the future, right?
Students:	Yes
Teacher:	Look at what you write, is there anythings here already happened?
Students:	No.
Teacher:	So, is there anything here that will happen in the future?

Possible sentences

- The hurricane <u>will become</u> dangerous.

- Strong wind <u>will be</u> 200-250 kilometers/hour.

- The 20-feet storm surge <u>will flood</u> the road.

- Many people <u>will die</u>.

- There <u>will</u> not <u>be</u> enough polices to protect the city.

- **Next week** <u>will be</u> our tourist festival.

- Tourists <u>will be frightened</u>.

- Our tourism business <u>will lose</u> million dollars!

- We are sure that our city <u>will be full</u> of tourists in the **next week**.

■ Teacher underlines the sentences containing future tense form will+V1 .

Teacher:	Now, I would like you to look at the reasons the groups' secretaries wrote on the board and observe what structure they used? What form of verbs do you use to describe things that will happen in the future?
Students:	(Possible answer: will + verb)
Teacher:	What situation do these sentences talk about?
Students:	(Possible answer: the future)

3.2 Practice

■ To practice the use of future tense, teacher gives students the worksheet "Future Tense" (see Appendix E) and explains it to them.

Teacher:	Look at the pictures. What do you think will happen? Write what you think into the space given.

■ To conclude the lesson, students share what they wrote in the worksheet.

Teacher:	For the first picture, what do you think will happen?
Students:	(Share what they wrote)

Possible answers

- There will be floods.

- Floods will destroy the city.

- The hurricane will come.

- The hurricane is coming.

- People will evacuate from the city.

- The floods will destroy the city.

- The storm surge will destroy the city.

- The storm surge will flood the city.

Teacher:	So what structures do you use when you talk about the future? Which form do you use?
Students:	Future form, will+V1

■ Class dismisses

Appendix A

Sample captures from video clips

Source : http://www.youtube.com/watch?v=H9VpwmtnOZc

1

2

3

4

5

6

Appendix B

Role Card

Appendix C

Memos from the head of the Police Department

and the director of Tourist Organization

MEMO

To: Mr. Prime Minister

From: Michael Samuel, Head of the Police Department

Subject: Response to Catherina

I am sure that hurricane will become dangerous. Strong wind will be 200-250 kilometers/hour. The 20-feet storm surge will flood the road. Many people will die. During the storm, I will not be able to save people in the city. After the storm, there will not be enough police to protect the city.

I suggest everyone to evacuate from the city, but all police will stay in the city. Please keep in mind that the hurricane will come within seven days!

MEMO

To: Mr. Prime Minister

From: Daniel Mittchel, Director of the Tourist Organization

Subject: Response to Catherina

Next week will be our tourist festival. If we evacuate the people, tourists will be frightened! Our tourism business will lose million dollars! We are not sure how big the hurricane will be and it may change its direction, but we are sure that our city will be full of tourists in the next week. I suggest everyone not to evacuate from the city.

Appendix D

The Prime Minister's Announcement

Office of the Prime Minister

December 22, 2009

        Hurricane Catherina is approaching our city, I have been informed the situation and have come to decision based on the suggestions of our professional officers. My decision is we should Evacuate / Not Evacuate from the city because..
....
....
....
....

This is a difficult choice. I wish everyone the best of luck and hope that the hurricane

will spare our city.

                                                        _____

                                                        Prime Minister

Appendix E

Worksheet "Future Tense" and possible answers

- There will be floods.

- Floods will destroy the city.

- The hurricane will come.

- The hurricane is coming.

- People will evacuate from the city.

- The floods will destroy the city.

- The storm surge will destroy the city.

- The storm surge will flood the city.

Lesson Plan 4 : Creating a television channel

Subject:	E 015 (General English III)	**Level :**	Ninth grade students
Duration:	1 class period (100 minutes)	**Participants:**	27 students
Topic:	Least familiar topic	**Task:**	Problem-solving Task

Objectives:

Terminal objective:

- Students will be able to write the description of a TV show.

Enabling objectives:

- Students will be able to use the following vocabulary: TV program,
  TV channel, time and date, type, knowledge, news, entertainment,
  movie, sport, and fashion.

- Students will be able to describe the outstanding features
  /characteristic/ remarkable features of TV show using imperative
  form.

Background Knowledge:

- Present Simple Tense

- Past Simple Tense

Materials:

- **-** Pictures

- - Alicia's World Adventure Channel (Appendix A)

- - Worksheet (Appendix B)

Evaluation/Assessment:

- - The students write the time, name of TV shows, and descriptions.

Procedures:

Note: The students have formed groups of four from the beginning of the class.

1. Pre-task

■ Teacher sticks the names of TV shows on the board.

Teacher: Have you ever watched these TV shows before?

Students: Yes.

■ Teacher sticks the types of TV shows on the board and asks students to

match the types of the shows with the names of shows.

Types of shows
soap opera
quiz shows
reality show
documentaries
sitcoms
sports programs
news report
Movie

Teacher: As you can see, there are many types of TV shows. Here

is a list of the types of TV shows. Can you match the

shows with the type?

Students: (Match the types of the show with the names of the

shows)

Types of shows	Name of show
soap opera	หนังดีวันหยุด
quiz shows	ถ้าคุณแน่ อย่าแพ้ประถม · เกมเศรษฐี
reality show	AF · The Star · Big Brother
documentaries	ลูกผู้หญิง · บ่วงร้ายพ่ายรัก · พรุ่งนี้ก็รักเธอ
sitcoms	บางรักซอยเก้า · เป็นต่อ · บ้านนี้มีรัก
sports programs	Star Sport · กับใกล้ตัว
news report	กบนอกกะลา · เรื่องจริงผ่านจอ
movie	เรื่องเล่าเช้านี้ · ประเด็นเด็ดเจ็ดสี

■ Teacher sticks first part of TV schedule on the board (see Appendix A).

Teacher: Read the name of TV shows and descriptions. Then,

             match the picture and TV shows with the description on

the right hand side. You have three minutes to complete

matching.

■ After the students finish matching, teacher asks:

Teacher: What is the description of Across Africa the Travel

                Documentary?

Students: Take an adventure trip across Africa to see elephants,

                lions, zebras and lots of other wild animals.

Teacher: What about the others?

Students: (Tell the matchings)

Teacher: What types of shows do you see from the schedule?

Students: documentary, news, sitcoms, sport shows, soap opera

Teacher: What information do you get from the schedule?

Students: Time, names of TV shows, picture, and description.

Teacher: What information do you get from the description of TV

                shows?

Students: What interesting thing of the show of the day, details of

                show of the day.

Across Africa the Travel Documentary

Great Movies

American Idol's Highlight of the day

Animation World

World News

Sports Report

12:00   Watch cool new Japanese cartoons and meet Japanese cartoons artists.

2:00   Take an adventure trip across Africa to see elephants, lions, zebras and lots of other wild animals.

4:00   Watch reports on motorcycle racing, mountain climbing, and lots of other exciting sports.

6:00   Watch today's news from countries all around the world.

7:00   Today: James Bond: Casino Royale. Meet the actor Daniel Crag and his executive interview.

10:00   Watch today's best morning show moment of Tony singing 'Numb' by Linkin Park.

■ Teacher circles the descriptions of Animation World and World News, and

asks the students:

Across Africa the Travel Documentary	12:00	Watch cool new Japanese cartoons and meet Japanese cartoons artists.
Great Movies	2:00	Take an adventure trip across Africa to see elephants, lions, zebras and lots of other wild animals.
American Idol's Highlight of the day	4:00	Watch reports on motorcycle racing, mountain climbing, and lots of other exciting sports.
Animation World	6:00	Watch today's news from countries all around the world.
World News	7:00	Today: James Bond: Casino Royale. Meet the actor Daniel Crag and his executive interview.
Sports Report	10:00	Watch today's best morning show moment of Tony singing 'Numb' by Linkin Park.

Teacher: What is more general? The descriptions in the circles or the descriptions without circle?

Students: The descriptions in the circle.

Teacher: What information the descriptions in the circle present?

Students: General information, no specific information, no highlight.

Teacher: What information the descriptions without circle present?

Students: Specific information, highlight of the day.

Teacher: Today, you will learn about TV shows and write the description of the program.

2. Task

■ Teacher shows pictures of the TV shows to the students.

> Teacher: Next, we will write descriptions of TV shows. Select which program your group want to write the description for?

■ After the students choose their TV show, teacher gives each group a piece of paper shows part 2 of TV schedule to the students (see Appendix A).

> Teacher: Work with your group, brainstorm the characteristics of your TV show and write the description of it on the piece of paper.

■ Students work on the task.

■ Teacher walks around to monitor students' work and provide language help in need.

2.2Planning

■ After the time for doing task is up, teacher tells the students to prepare for their presentations of their TV shows.

Teacher: The time is up. You have five minutes to prepare your presentation to the class. Tell us your TV shows and describe about them.

■ Within the group, students prepare and practice their presentations.

2.3 Report

■ Teacher explains.

Teacher: Each group sends the representative to present to class about your TV shows. After you give a presentation, please stick your work on the schedule.

■ Each group send the representative to give a presentation in front of class.

3. Language focus (10 Minutes)

3.1 Analysis

■ Teacher points out the sentences from the students' TV programs on the board and asks them to analyze the structure used to describe the TV programs.

Teacher: Can you tell me the sentences used to describe TV shows?

Students: Tells the sentences.

Sample sentences

- Watch cool new Japanese cartoons.

- Meet Japanese cartoons artists.

- Take an adventure trip across Africa to see elephants,

lions, zebras and lots of other wild animals.

- Watch reports on motorcycle racing, mountain

climbing, and lots of other exciting sports.

- Watch today's news from countries all around the

world.

- Watch today's best morning show moment of Tony

singing 'Numb' by Linkin Park.

- Meet the actor Daniel Crag and his executive interview.

Teacher:	Do you use any subjects in these sentences?
Students:	No
Teacher:	What is the part of speech of words used to describe the TV shows?

> - <u>Watch</u> cool new Japanese cartoons.
>
> - <u>Meet</u> Japanese cartoons artists.
>
> - <u>Take</u> an adventure trip across Africa to see elephants,
>
> lions, zebras and lots of other wild animals.
>
> - <u>Watch</u> reports on motorcycle racing, mountain
>
> climbing, and lots of other exciting sports.

Students: (Possible answer: verb)

Teacher: What follows the verbs?

- <u>Watch</u> cool new Japanese cartoons.

- <u>Meet</u> Japanese cartoons artists.

- <u>Take</u> an adventure trip across Africa to see elephants,

lions, zebras and lots of other wild animals.

- <u>Watch</u> reports on motorcycle racing, mountain

climbing, and lots of other exciting sports.

Students: the characteristic of TV shows, key words of the type of

TV show.

Teacher: What is the phrase called?

Students: Noun phrase.

Teacher: When you want to describe something, what structure

did you use?

Students: Verb + noun phrase about its characteristics or

outstanding features.

Teacher: The structure used in this task is called 'imperative

sentence'. You can see that this kind of form can be used

when you want to describe the outstanding feature or

characteristics of something.

3.2 Practice

■ Teacher gives the worksheet to students (see Appendix B).

Teacher: Individually, I would like you to write the name of your

favorite TV show on the top of the page. Then, write the

description of your favorite TV show in the given space.

■ Students work on the worksheet.

■ After the students finish writing, teacher asks the students to share their TV

show and description:

■ Teacher asks the students about the language use in this lesson.

Teacher: What is the language you can use for describing

something?

Students: Verb + noun phrase describing characteristics of thing

we want to describe.

Appendix A

Alicia' World Adventure Channel

Alicia's World Adventure Channel (Part 1)

Description:

This channel shows exciting adventures from many different places. You can watch cartoons, travels programs, and adventure movies.

Program of the day

Across Africa the Travel Documentary

Great Movies

12:00 Watch cool new Japanese cartoons and meet Japanese cartoons artists.

2:00 Take an adventure trip across Africa to see elephants, lions, zebras and lots of other wild animals.

American Idol's Highlight of the day

Animation World

World News

Sports Report

4:00 Watch reports on motorcycle racing, mountain climbing, and lots of other exciting sports.

6:00 Watch today's news from countries all around the world.

7:00 Today: James Bond: Casino Royale. Meet the actor Daniel Crag and his executive interview.

10:00 Watch today's best morning show moment of Tony singing 'Numb' by Linkin Park.

World Adventure Channel (Part 2)

	12.00 p.m.	
	2.00 p.m.	
	4.00 p.m.	
	6.00 p.m.	

Appendix B

Worksheet

Name of TV show _____

Description _____

_____

_____

Lesson Plan 5 : The Amityville Horror

Subject:	E 015 (General English III)	**Level :**	Ninth grade students
Duration:	1 class period (100 minutes)	**Participants:**	27 students
Topic:	Least familiar topic	**Task:**	Problem-solving task

Objectives:

• *Terminal objective*

Students will be able to make up the ending of an incomplete story.

• *Enabling objectives*

- Students will be able to use the following vocabulary: jail, prison,

murderer, death, ghost, and haunted house.

- Students will be able to create sentences using past simple tense.

Materials

- Picture "haunted house"

- A4 paper

- Worksheet "The incomplete story of Amityville Horror" (Appendix A)

- Complete story of Amityville Horror (Appendix B)

- Irregular verb list (Appendix C)

- Worksheet "Practicing Past Simple Tense" (Appendix D)

Evaluation/Assessment:

- Students write the ending of an incomplete story of the Amityville horror

using past simple tense.

Procedures:

* The students have formed groups of four from the beginning of the class.

<u>1. Pre-task</u>

■ Teacher writes the word 'A haunted house' on the blackboard and shows the

picture of a haunted house to the students.

Teacher:	What do you think of when you see this picture?
Students:	(Possible answers: ghost, death, darkness)
Teacher:	This is a picture of a haunted house.
Teacher:	Is there a house like this?
Students:	Yes / No.
Teacher:	Would you like to go into a haunted house?

Students: No.

Teacher: Why? What do you think you will see? What is the

problem?

Students: (Possible answers: there is a ghost, death)

■ Teacher draws a line from the word 'a haunted house' and writes the word 'ghost' and 'death'.
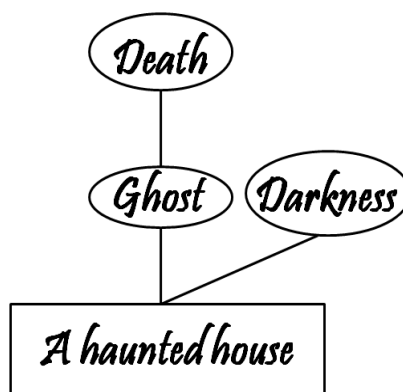
Teacher: Can a normal house be a haunted house?

Students: No

Teacher: Right. People must think that there is a ghost or dead

person in a house that they call a haunted house. What

are the possible causes of deaths?

Students: (Possible answers: murder, kill, accidents)
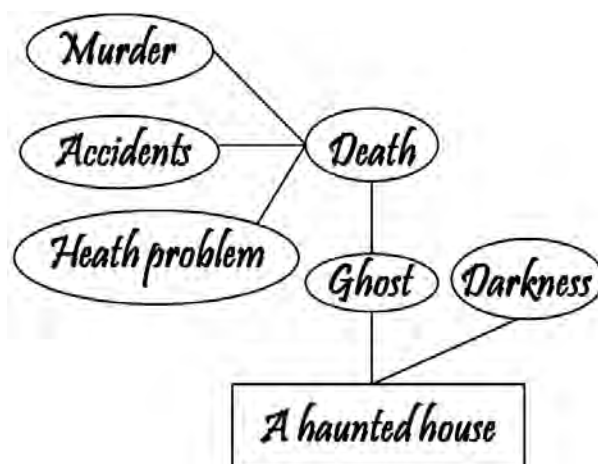
Teacher: If someone kills other people, what will happen with

             him?

Students: (Possible answer: jail, prison)
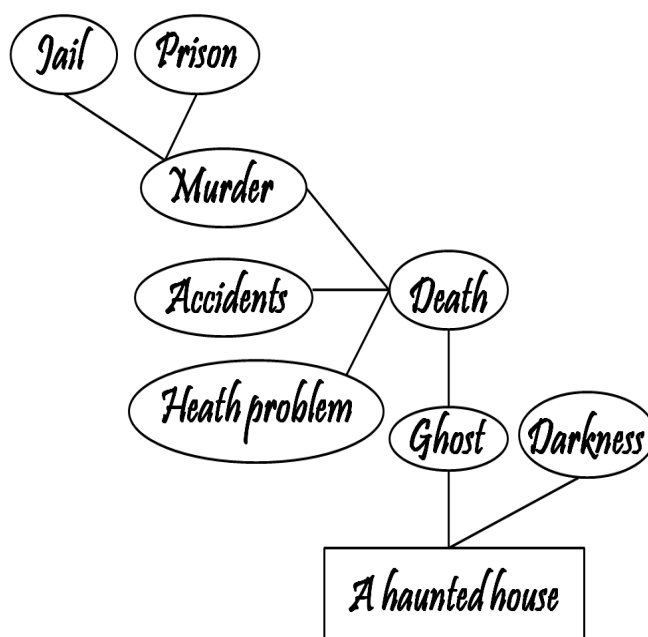
Teacher: Today, you will read about one haunted house. The

             ghosts in this story died because they were killed or

             murdered by someone.

2. Task

2.1 Task

■ Teacher hands out a worksheet "The incomplete story of Amityville Horror" (see Appendix A) to the students. The students have to read three paragraphs about the Amityville horror, a famous ghost story in America. However, the story's ending is cut out. Thus, the students need to work with their group in order to create the ending of this ghost story. At the end of the task, the students will come up with their own ending of the Amityville horror in a written discourse.

Teacher:	You can see that there are three paragraphs in the worksheet.
	The worksheet is about a haunted house. But the story is not complete. I would like you to read the paragraphs and discuss in your group what the ending of the story should be.

■ Teacher gives each group A4 paper.

■ With their group, the students do the task.

■ Teacher walks around the room to monitor the students' work.

2.2Planning

■ When the time is up, the teacher tells all groups to stop the task.

Teacher: Time for doing the task is up. Now please get ready to present the ending of the story to the class. You have five minutes to prepare your presentation.

■ Within their group, the students prepare their presentations.

2.3 Report

■ Before the presentation, the teacher explains what the students need to do when they make the presentation.

Teacher: We will draw lots to see which group will present first. After finishing, please send a representative to stick up your group's worksheet on the board.

■ After finishing each presentation, the group's secretary sticks up the worksheet on the board.

■ The first group draws lots for the second group to present. After the second group finishes presenting, do the same as the first group did.

■ After all the groups have already presented, the teacher presents the complete story of Amityville Horror (see Appendix B).

Teacher: Let's see the complete story of Amityville Horror.

■ Students compare their own ending with the original story.

Teacher: Is your ending different from the original story?

Students: Yes / No.

■ Teacher raises questions about what the students read.

Teacher:	Where was Amityville?
Teacher:	(Possible answers: 112 Ocean Avenue, New York)
Teacher:	When did the situation in the reading passage take place?
Students:	(Possible answer: 1974 - 1975)
Teacher:	Who was the murderer?
Students:	(Possible answer: Ronald DeFeo, Jr.)
Teacher:	What happened to the Lutz? Why did they suddenly move out?
Students:	(Possible answer: They found the ghost.)

3. Language focus

3.1 Analysis

■ Teacher asks the students. (Grammar focus)

Teacher:	When did the story in the passage begin? How many years ago?
Students:	(Possible answer: 35 years)
Teacher:	Please find the sentences that describe what happened in 1974.
Students:	(List the sentences in the past form from reading passage)

Possible sentences

- It began in 1974.

- Ronald DeFeo, Jr. who was the oldest son killed his parents.

- He was sentenced to six life terms in prison.

- George and Kathy Lutz, who had three children, bought the house in the summer of 1975.

- The Lutzes suddenly moved out.

- They started talking about the horrific things in their house.

- They said that there were red eyes that stared at them through the windows.

- Ghostly voices that told them to get out, urges to kill their own family, and infestations of files.

- The story of Amityville horror was published in 1977.

- It was a huge success.

Teacher: What is the form of verb used to describe the situation

in the past?

Students: (Possible answers: past form, V2)

Teacher: Are there any sentences that describe what happened in

                 the present time?

Students: Yes.

Teacher: Which one?

Students: (List the sentences in the present form from the reading

                 passage)

                 Possible sentences

                 - Amityville is the setting of one of the most famous

                 haunted   house stories of all time.

                 - The story is now famous around the world.

Teacher: You can see that the form of verb is different. What is

                 the form of verb used to describe the situation in the

                 present time?

Students: (Possible answers: Base form, V1)

Teacher: These sentences describe events that happened in the

                 past. They are called 'Past Simple Tense'. The verb

                 used in the sentence must be past form.

■ Teacher asks the students. (Word form focus)

Teacher: Can you tell me the verbs you found in the reading

passage?

Students: (Possible answer: began, was, killed, was, had, bought,

moved,started, said, stared, told, and followed)

	Base form	Past form
Irregular Verb		began was had bought said were told
Regular Verb		moved killed started stared urged followed

Teacher: Can you check from the dictionary what the base form

of these verbs are?

Students: (Possible answer: begin, be, kill, have, buy, move, start,

say, stare, tell, and follow)

	Base form	*Past form*
Irregular Verb	begin	began
	is	was
	have/has	had
	buy	bought
	say	said
	are	were
	tell	told
Regular Verb	move	moved
	kill	killed
	start	started
	stare	stared
	urge	urged
	follow	followed

Teacher: What is the difference between these two groups of

verbs?

Students: (Possible answer: First group changes their form, while

another group was added -ed)

Teacher: The past form can be divided into two categories:

regular verb form and irregular verb form. As you can

see, regular verb form is added –ed while irregular verb

form changes its form.

Here is a list that you can see all the irregular verb form.

■ Teacher distributes the irregular verb list (see Appendix C) to the students.

3.2 Practice

■ Teacher raises questions about what the students did in the past.

Teacher:	What was your primary school?
Teacher:	(Possible answer: The name of their primary school.)
Teacher:	What did you eat yesterday?
Students:	(Possible answer: The name of meal they ate.)

■ Teacher distributes the worksheet "Practicing Past Simple Tense" (see Appendix D) to the students.

■ As homework, students create a few sentences to explain what they did the day before or what they did in class today.

Teacher: Here is your homework. Please think about what you did yesterday or what you did in our class today. Then, create two or three sentences to describe what you did.

■ Class dismisses.

Appendix A

Worksheet "The incomplete story of Amityville Horror"

adapted from Green Light Student Book Three - page 78

Direction: Read the following paragraphs and create your own ending

of this story.

The Amityville Horror

(1)112 Ocean Avenue, Amityville is the setting of one of the most famous haunted house stories of all time.

(2)It <u>began</u> in 1974 with the death of the DeFeo family as Ronald DeFeo, Jr.,who <u>was</u> the oldest son <u>killed</u> his parents, two brothers, and two sisters. He <u>was</u> sentenced to six life terms in prison.

(3)George and Kathy Lutz, who <u>had</u> three children, <u>bought</u> the house in the summer of 1975. After living in their new home for just ten days, the Lutzes suddenly <u>moved</u>

<u>out</u>..

....

....

....

....

....

....

....

…*****…

Appendix B

Complete story of Amityville Horror

adapted from Green Light Student Book Three - page 78

Direction: Read the following paragraphs and create your own ending

of this story.

The Amityville Horror

(1)112 Ocean Avenue, Amityville is the setting of one of the most famous haunted house stories of all time.

(2)It <u>began</u> in 1974 with the death of the DeFeo family as Ronald DeFeo, Jr.,who <u>was</u> the oldest son <u>killed</u> his parents, two brothers, and two sisters. He <u>was</u> sentenced to six life terms in prison.

(3)George and Kathy Lutz, who <u>had</u> three children, <u>bought</u> the house in the summer of 1975. After living in their new home for just ten days, the Lutzes suddenly <u>moved out</u>. **They started talking about the horrific things in their house. They said that there were red eyes that stared at them through the windows, ghostly voices that told them to get out, urges to kill their own family, and**

infestations of files. Later, the story of Amityville horror was published in 1977 and it was a huge success. In 1979, there followed the movie (The Amityville Horror), which was also uccessful. The story is now famous around the world.

…*****…

Appendix C

Irregular verb lists

Adopted from http://eslprof.com/handouts/Info/100irregularverbs.doc

SIMPLE	PAST	PAST PARTICIPLE
1. beat	beat	beaten
2. become	became	become
3. begin	began	begun
4. bend	bent	bent
5. bet	bet	bet
6. bite	bit	bitten
7. bleed	bled	bled
8. blow	blew	blown
9 break	broke	broken
10. bring	brought	brought
11. build	built	built
12. buy	bought	bought
13. catch	caught	caught
14. choose	chose	chosen
15. come	came	come
16. cost	cost	cost
17. cut	cut	cut
18. dig	dug	dug
19. do	did	done
20. draw	drew	drawn

SIMPLE	PAST	PAST PARTICIPLE
21. drink	drank	drunk
22. drive	drove	driven
23. eat	ate	eaten
24. fall	fell	fallen
25. feed	fed	fed
26. feel	felt	felt
27. fight	fought	fought
28. find	found	found
29. fly	flew	flown
30. forget	forgot	forgotten
31. forgive	forgave	forgiven
32 freeze	froze	frozen
33 get	got	gotten
34 give	gave	given
35 go	went	gone
36 hang (up)	hung	hung
37 have	had	had
38 hear	heard	heard
39. hide	hid	hidden
40. hit	hit	hit
41. hold	held	held
42. hurt	hurt	hurt
43. keep	kept	kept
44. know	knew	known
45. lay	laid	laid

SIMPLE	PAST	PAST PARTICIPLE
46. lead	led	led
47. leave	left	left
48. lend	lent	lent
49. let	let	let
50. lie (down)	lay	lain
51. light	lit	lit
52. lose	lost	lost
53. make	made	made
54. mean	meant	meant
55. meet	met	met
56. pay	paid	paid
57. put	put	put
58. quit	quit	quit
59. read	read	read
60. ride	rode	ridden
61. ring	rang	rung
62. rise	rose	risen
63. run	ran	run
64. say	said	said
65. see	saw	seen
66. sell	sold	sold
67. send	sent	sent
68. set	set	set
69. shake	shook	shaken
70 shine	shone	shone

SIMPLE	PAST	PAST PARTICIPLE
71. shoot	shot	shot
72. shrink	shrank	shrunk
73. shut	shut	shut
74. sing	sang	sung
75. sink	sank	sunk
76. sit	sat	sat
77. sleep	slept	slept
78. slide	slid	slid
79. speak	spoke	spoken
80. spend	spent	spent
81 spin	spun	spun
82. stand	stood	stood
83. steal	stole	stolen
84. stick	stuck	stuck
85. sting	stung	stung
86. swear	swore	sworn
87. sweep	swept	swept
88. swim	swam	swum
89. take	took	taken
90. teach	taught	taught
91. tear	tore	torn
92. tell	told	told
93. think	thought	thought
94. throw	threw	thrown
95. understand	understood	understood

SIMPLE	PAST	PAST PARTICIPLE
96. wake	woke	woken
97. wear	wore	worn
98. win	won	won
99 wind	wound	wound
100. write	wrote	written

Appendix D

Worksheet "Practicing Past Simple Tense" and answer key (Italic and bold)

adapted from Green Light Student Book Three - page 78

Direction: Find and fix grammar mistakes

1. People <u>questioned</u> George and Kathy's story because they <u>add</u> more and

    a.   b.

    more details to the events that <u>happened</u> at 112 Ocean Avenue.

                                      c.

2. They <u>extended</u> the length of time. They <u>said</u> they <u>spends</u> there from 10 to 28 days.

        a.   b.   c.

3. Investigators <u>go</u> through the house and <u>found</u> nothing at all.

            a.   b.

4. Another family <u>moved</u> into the house. They <u>experience</u> nothing.

            a.   b.

5. Dr.Stephen Kaplan <u>is</u> the first person to suggest that the Lutz story <u>was</u> all a hoax.

            a.   b.

Answer key

1. People <u>questioned</u> George and Kathy's story because they ***add*** more and more details

    added

        a.   b.

    to the events that <u>happened</u> at 112 Ocean Avenue.

                                        c.

2. They <u>extended</u> the length of time. They <u>said</u> they ***spends*** there from 10 to 28 days.

                                        spent

            a.   b.   c.

3. Investigators ***go*** through the house and <u>found</u> nothing at all.

            went

            a.   b.

4. Another family <u>moved</u> into the house. They ***experience*** nothing.

                                    experienced

            a.   b.

5. Dr.Stephen Kaplan ***is*** the first person to suggest that the Lutz story <u>was</u> all a hoax.

            was

            a.   b.

Appendix H

Codes used to code verbal protocol reports

1. *Code*   CB1   -   T1   -   WTC1

   Description   ■ In verbal protocol reports, the participants mentioned about their background knowledge about the particular topic and their experiences related to the particular topic.

   ■ In verbal protocol reports, the participants mentioned that they <u>had willingness to communicate.</u>

   ■ Observed from video records, the participants <u>showed English classroom communication behavior.</u>

2. *Code*   CB2   -   T1   -   WTC1

   Description   ■ In verbal protocol reports, the participants mentioned about their background knowledge about the particular topic and their experiences related to the particular topic.

   ■ In verbal protocol reports, the participants mentioned that they <u>had willingness to communicate</u>.

   ■ Observed from video records, the participants <u>did not show English classroom communication behavior.</u>

3. *Code*   CB1   -   T1   -   WTC2

   Description   ■ In verbal protocol reports, the participants mentioned about their background knowledge about the particular topic and their

experiences related to the particular topic.

■ In verbal protocol reports, the participants mentioned that they

did not have willingness to communicate *or* they did not

mentioned about willingness to communicate.

■ Observed from video records, the participants show English

classroom communication behavior.

4. *Code*   CB2 - T1 - WTC2

    Description ■ In verbal protocol reports, the participants mentioned about

their background knowledge about the particular topic and their

experiences related to the particular topic.

■ In verbal protocol reports, the participants mentioned that they

did not have willingness to communicate *or* they did not

mentioned about willingness to communicate.

■ Observed from video records, the participants did not show

English classroom communication behavior.

5. *Code*   CB1 - T2 - WTC1

    Description ■ In verbal protocol reports, the participants mentioned about

their lacks of background knowledge about the particular topic

and their lacks of experiences related to the particular topic.

■ In verbal protocol reports, the participants mentioned that they

had willingness to communicate.

■ Observed from video records, the participants <u>showed English classroom communication behavior.</u>

6.   *Code*   CB2 - T2 - WTC1

      Description   ■ In verbal protocol reports, the participants mentioned about their lacks of background knowledge about the particular topic and their lacks of experiences related to the particular topic.

                   ■ In verbal protocol reports, the participants mentioned that they <u>had willingness to communicate</u>.

                   ■ Observed from video records, the participants <u>did not show English classroom communication behavior.</u>

7.   *Code*   CB1 - T2 - WTC2

      Description   ■ In verbal protocol reports, the participants mentioned about their lacks of background knowledge about the particular topic and their lacks of experiences related to the particular topic.

                   ■ In verbal protocol reports, the participants mentioned that they <u>did not have willingness to communicate</u> *or* <u>they did not mentioned about willingness to communicate.</u>

                   ■ Observed from video records, the participants <u>showed English classroom communication behavior.</u>

8.   *Code*   CB2   -   T2   -   WTC2

     Description   ■ In verbal protocol reports, the participants mentioned about

                    their lacks of background knowledge about the particular topic

                    and their lacks of experiences related to the particular topic.

                    ■ In verbal protocol reports, the participants mentioned that they

                    did not have willingness to communicate *or* they did not

                    mentioned about willingness to communicate.

                    ■ Observed from video records, the participants did not show

                    English classroom communication behavior.

9.   *Code*   CB1   -   T3   -   WTC1

     Description   ■ In verbal protocol reports, the participants mentioned about the

                    other information about the particular topic, but not their

                    background knowledge about the particular topic, their

                    experiences related to the particular topic, their lacks of

                    background knowledge about the particular topic, and their lacks

                    of experiences related to the particular topic.

                    ■ In verbal protocol reports, the participants mentioned that they

                    had willingness to communicate.

                    ■ Observed from video records, the participants showed English

                    classroom communication behavior.

10. *Code*   CB2 - T3 - WTC1

  Description ■ In verbal protocol reports, the participants mentioned about the

        other information about the particular topic, but not their

        background knowledge about the particular topic, their

        experiences related to the particular topic, their lacks of

        background knowledge about the particular topic, and their lacks

        of experiences related to the particular topic.

        ■ In verbal protocol reports, the participants mentioned that they

        <u>had willingness to communicate</u>.

        ■ Observed from video records, the participants <u>did not show</u>

        <u>English classroom communication behavior.</u>

11. *Code*   CB1 - T3 - WTC2

  Description ■ In verbal protocol reports, the participants mentioned about the

        other information about the particular topic, but not their

        background knowledge about the particular topic, their

        experiences related to the particular topic, their lacks of

        background knowledge about the particular topic, and their lacks

        of experiences related to the particular topic.

        ■ In verbal protocol reports, the participants mentioned that they

        <u>did not have willingness to communicate</u> *or* <u>they did not</u>

        <u>mentioned about willingness to communicate.</u>

        ■ Observed from video records, the participants <u>showed English</u>

        <u>classroom communication behavior.</u>

12. *Code*   CB2 - T3 - WTC2

  Description ■ In verbal protocol reports, the participants mentioned about the other information about the particular topic, but not their background knowledge about the particular topic, their experiences related to the particular topic, their lacks of background knowledge about the particular topic, and their lacks of experiences related to the particular topic.

       ■ In verbal protocol reports, the participants mentioned that they <u>did not have willingness to communicate</u> *or* <u>they did not mentioned about willingness to communicate.</u>

       ■ Observed from video records, the participants <u>did not show English classroom communication behavior.</u>

13. *Code*   CB1 - I1 - WTC1

  Description ■ In verbal protocol reports, the participants mentioned about their group cohesiveness toward the interlocutor, and their group cohesiveness among their groupmates.

       ■ In verbal protocol reports, the participants mentioned that they <u>had willingness to communicate.</u>

       ■ Observed from video records, the participants <u>showed English classroom communication behavior.</u>

14. *Code*   CB2   -   I1   -   WTC1

     Description   ■ In verbal protocol reports, the participants mentioned about their group cohesiveness toward the interlocutor, and their group cohesiveness among their groupmates.

                     ■ In verbal protocol reports, the participants mentioned that they <u>had willingness to communicate</u>.

                     ■ Observed from video records, the participants <u>did not show English classroom communication behavior.</u>

15. *Code*   CB1   -   I1   -   WTC2

     Description   ■ In verbal protocol reports, the participants mentioned about their group cohesiveness toward the interlocutor, and their group cohesiveness among their groupmates.

                     ■ In verbal protocol reports, the participants mentioned that they <u>did not have willingness to communicate</u> *or* <u>they did not mentioned about willingness to communicate.</u>

                     ■ Observed from video records, the participants <u>showed English classroom communication behavior.</u>

16. *Code*   CB2   -   I1   -   WTC2

     Description   ■ In verbal protocol reports, the participants mentioned about their group cohesiveness toward the interlocutor, and their group cohesiveness among their groupmates.

■ In verbal protocol reports, the participants mentioned that they
did not have willingness to communicate *or* they did not
mentioned about willingness to communicate.

■ Observed from video records, the participants did not show
English classroom communication behavior.

17. *Code*   CB1 - I2 - WTC1

    Description ■ In verbal protocol reports, the participants mentioned about
their lacks of group cohesiveness toward the interlocutor, and
their lacks of group cohesiveness among their groupmates.

■ In verbal protocol reports, the participants mentioned that they
had willingness to communicate.

■ Observed from video records, the participants showed English
classroom communication behavior.

18. *Code*   CB2 - I2 - WTC1

    Description ■ In verbal protocol reports, the participants mentioned about
their lacks of group cohesiveness toward the interlocutor, and
their lacks of group cohesiveness among their groupmates.

■ In verbal protocol reports, the participants mentioned that they
had willingness to communicate.

■ Observed from video records, the participants did not show
English classroom communication behavior.

19. *Code*   CB1   -   I2   -   WTC2

    Description   ■ In verbal protocol reports, the participants mentioned about

their lacks of group cohesiveness toward the interlocutor, and

their lacks of group cohesiveness among their groupmates.

■ In verbal protocol reports, the participants mentioned that they

did not have willingness to communicate *or* they did not

mentioned about willingness to communicate.

■ Observed from video records, the participants showed English

classroom communication behavior.

20. *Code*   CB2   -   I2   -   WTC2

    Description   ■ In verbal protocol reports, the participants mentioned about

their lacks of group cohesiveness toward the interlocutor, and

their lacks of group cohesiveness among their groupmates.

■ In verbal protocol reports, the participants mentioned that they

did not have willingness to communicate *or* they did not

mentioned about willingness to communicate.

■ Observed from video records, the participants did not show

English classroom communication behavior.

21. *Code*   CB1   -   I3   -   WTC1

    Description   ■ In verbal protocol reports, the participants mentioned about the

other information about interlocutor, but not their group

cohesiveness toward the interlocutor, their group cohesiveness

among their groupmates, their lacks of group cohesiveness

toward the interlocutor, and their lacks of group cohesiveness

among their groupmates.

■ In verbal protocol reports, the participants mentioned that they

had willingness to communicate.

■ Observed from video records, the participants showed English

classroom communication behavior.

22. *Code*   CB2   -   I3   -   WTC1

    Description   ■ In verbal protocol reports, the participants mentioned about the

    other information about interlocutor, but not their group

    cohesiveness toward the interlocutor, their group cohesiveness

    among their groupmates, their lacks of group cohesiveness

    toward the interlocutor, and their lacks of group cohesiveness

    among their groupmates.

    ■ In verbal protocol reports, the participants mentioned that they

    had willingness to communicate.

    ■ Observed from video records, the participants did not show

    English classroom communication behavior.

23. *Code*   CB1   -   I3   -   WTC2

    Description   ■ In verbal protocol reports, the participants mentioned about the

    other information about interlocutor, but not their group

cohesiveness toward the interlocutor, their group cohesiveness

among their groupmates, their lacks of group cohesiveness

toward the interlocutor, and their lacks of group cohesiveness

among their groupmates.

■ In verbal protocol reports, the participants mentioned that they

did not have willingness to communicate *or* they did not

mentioned about willingness to communicate.

■ Observed from video records, the participants showed English

classroom communication behavior.

24. *Code*   CB2   -   I3   -   WTC2

   Description   ■ In verbal protocol reports, the participants mentioned about the

   other information about interlocutor, but not their group

   cohesiveness toward the interlocutor, their group cohesiveness

   among their groupmates, their lacks of group cohesiveness

   toward the interlocutor, and their lacks of group cohesiveness

   among their groupmates.

   ■ In verbal protocol reports, the participants mentioned that they

   did not have willingness to communicate *or* they did not

   mentioned about willingness to communicate.

   ■ Observed from video records, the participants did not show

   English classroom communication behavior.

25. *Code*   CB1 -   CC1   - WTC1

    Description ■ In verbal protocol reports, the participants mentioned about the particular moment at the beginning of the communication.

                ■ In verbal protocol reports, the participants mentioned that they <u>had willingness to communicate.</u>

                ■ Observed from video records, the participants <u>showed English classroom communication behavior.</u>

26. *Code*   CB2 -   CC1   - WTC1

    Description ■ In verbal protocol reports, the participants mentioned about the particular moment at the beginning of the communication.

                ■ In verbal protocol reports, the participants mentioned that they <u>had willingness to communicate.</u>

                ■ Observed from video records, the participants <u>did not show English classroom communication behavior.</u>

27. *Code*   CB1 -   CC1   - WTC2

    Description ■ In verbal protocol reports, the participants mentioned about the particular moment at the beginning of the communication.

                ■ In verbal protocol reports, the participants mentioned that they <u>did not have willingness to communicate</u> *or* <u>they did not mentioned about willingness to communicate.</u>

                ■ Observed from video records, the participants <u>showed English classroom communication behavior.</u>

28. *Code*   CB2 -   CC1   - WTC2

    Description   ■ In verbal protocol reports, the participants mentioned about the

                    particular moment at the beginning of the communication.

                  ■ In verbal protocol reports, the participants mentioned that they

                    <u>did not have willingness to communicate</u> *or* <u>they did not</u>

                    <u>mentioned about willingness to communicate.</u>

                  ■ Observed from video records, the participants <u>did not show</u>

                    <u>English classroom communication behavior.</u>

29. *Code*   CB1 -   CC2   - WTC1

    Description   ■ In verbal protocol reports, the participants mentioned about the

                    particular moment at the continuing of the communication.

                  ■ In verbal protocol reports, the participants mentioned that they

                    <u>had willingness to communicate.</u>

                  ■ Observed from video records, the participants <u>showed English</u>

                    <u>classroom communication behavior.</u>

30. *Code*   CB2 -   CC2   - WTC1

    Description   ■ In verbal protocol reports, the participants mentioned about the

                    particular moment at the continuing of the communication.

                  ■ In verbal protocol reports, the participants mentioned that they

                    <u>had willingness to communicate</u>.

■ Observed from video records, the participants <u>did not show</u> <u>English classroom communication behavior.</u>

31. *Code*   CB1 - CC2   - WTC2

    Description   ■ In verbal protocol reports, the participants mentioned about the particular moment at the continuing of the communication.

■ In verbal protocol reports, the participants mentioned that they <u>did not have willingness to communicate</u> *or* <u>they did not</u> <u>mentioned about willingness to communicate.</u>

■ Observed from video records, the participants <u>showed English</u> <u>classroom communication behavior.</u>

32. *Code*   CB2 - CC2   - WTC2

    Description   ■ In verbal protocol reports, the participants mentioned about the particular moment at the continuing of the communication.

■ In verbal protocol reports, the participants mentioned that they <u>did not have willingness to communicate</u> *or* <u>they did not</u> <u>mentioned about willingness to communicate.</u>

■ Observed from video records, the participants <u>did not show</u> <u>English classroom communication behavior.</u>

33. *Code*　　　　CB1　-　CC3　-　WTC1

　　Description　■ In verbal protocol reports, the participants mentioned about the

　　　　　　　　particular moment at the end of the communication.

　　　　　　　　■ In verbal protocol reports, the participants mentioned that they

　　　　　　　　<u>had willingness to communicate.</u>

　　　　　　　　■ Observed from video records, the participants <u>showed English</u>

　　　　　　　　<u>classroom communication behavior.</u>

34. *Code*　　　　CB2　-　CC3　-　WTC1

　　Description　■ In verbal protocol reports, the participants mentioned about the

　　　　　　　　particular moment at the end of the communication.

　　　　　　　　■ In verbal protocol reports, the participants mentioned that they

　　　　　　　　<u>had willingness to communicate</u>.

　　　　　　　　■ Observed from video records, the participants <u>did not show</u>

　　　　　　　　<u>English classroom communication behavior.</u>

35. *Code*　　　　CB1　-　CC3　-　WTC2

　　Description　■ In verbal protocol reports, the participants mentioned about the

　　　　　　　　particular moment at the end of the communication.

　　　　　　　　■ In verbal protocol reports, the participants mentioned that they

　　　　　　　　<u>did not have willingness to communicate</u> *or* <u>they did not</u>

　　　　　　　　<u>mentioned about willingness to communicate.</u>

　　　　　　　　■ Observed from video records, the participants <u>showed English</u>

　　　　　　　　<u>classroom communication behavior.</u>

36. *Code*   CB2 -   CC3   - WTC2

Description ■ In verbal protocol reports, the participants mentioned about the particular moment at the end of the communication.

■ In verbal protocol reports, the participants mentioned that they did not have willingness to communicate *or* they did not mentioned about willingness to communicate.

■ Observed from video records, the participants did not show English classroom communication behavior.

37. *Code*   CB1 -   CC4   - WTC1

Description ■ In verbal protocol reports, the participants mentioned about the particular moment when friends, groupmates, or teacher asked for more information.

■ In verbal protocol reports, the participants mentioned that they had willingness to communicate.

■ Observed from video records, the participants showed English classroom communication behavior.

38. *Code*   CB2 -   CC4   - WTC1

Description ■ In verbal protocol reports, the participants mentioned about the particular moment when friends, groupmates, or teacher asked for more information.

■ In verbal protocol reports, the participants mentioned that they had willingness to communicate.

■ Observed from video records, the participants did not show English classroom communication behavior.

39. *Code* CB1 - CC4 - WTC2

Description ■ In verbal protocol reports, the participants mentioned about the particular moment when friends, groupmates, or teacher asked for more information.

■ In verbal protocol reports, the participants mentioned that they did not have willingness to communicate *or* they did not mentioned about willingness to communicate.

■ Observed from video records, the participants showed English classroom communication behavior.

40. *Code* CB2 - CC4 - WTC2

Description ■ In verbal protocol reports, the participants mentioned about the particular moment when friends, groupmates, or teacher asked for more information.

■ In verbal protocol reports, the participants mentioned that they did not have willingness to communicate *or* they did not mentioned about willingness to communicate.

■ Observed from video records, the participants did not show English classroom communication behavior.

41. *Code*   CB1 -   CC5   - WTC1

    Description ■ In verbal protocol reports, the participants mentioned about the

particular moment when friends, groupmates, or teacher were

misunderstanding something (concept, story, grammar, sentence

structure, or vocabulary use).

■ In verbal protocol reports, the participants mentioned that they

had willingness to communicate.

■ Observed from video records, the participants showed English

classroom communication behavior.

42. *Code*   CB2 -   CC5   - WTC1

    Description ■ In verbal protocol reports, the participants mentioned about the

particular moment when friends, groupmates, or teacher were

misunderstanding something (concept, story, grammar, sentence

structure, or vocabulary use).

■ In verbal protocol reports, the participants mentioned that they

had willingness to communicate.

■ Observed from video records, the participants did not show

English classroom communication behavior.

43. *Code*   CB1 -   CC5   - WTC2

    Description ■ In verbal protocol reports, the participants mentioned about the

particular moment when friends, groupmates, or teacher were

misunderstanding something (concept, story, grammar, sentence

structure, or vocabulary use).

■ In verbal protocol reports, the participants mentioned that they

did not have willingness to communicate *or* they did not

mentioned about willingness to communicate.

■ Observed from video records, the participants showed English

classroom communication behavior.

44. *Code*   CB2 -   CC5   - WTC2

    Description ■ In verbal protocol reports, the participants mentioned about the

particular moment when friends, groupmates, or teacher were

misunderstanding something (concept, story, grammar, sentence

structure, or vocabulary use).

■ In verbal protocol reports, the participants mentioned that they

did not have willingness to communicate *or* they did not

mentioned about willingness to communicate.

■ Observed from video records, the participants did not show

English classroom communication behavior.

45. *Code*   CB1 -   CC6   - WTC1

    Description ■ In verbal protocol reports, the participants mentioned about the

particular moment when they made a mistake (e.g. misconception

,wrong story, incorrect grammar, incorrect sentence structure, or

incorrect vocabulary use).

■ In verbal protocol reports, the participants mentioned that they
had willingness to communicate.

■ Observed from video records, the participants showed English
classroom communication behavior.

46. *Code*   CB2 -   CC6   - WTC1

Description ■ In verbal protocol reports, the participants mentioned about the
particular moment when they made a mistake (e.g. misconception
,wrong story, incorrect grammar, incorrect sentence structure, or
incorrect vocabulary use).

■ In verbal protocol reports, the participants mentioned that they
had willingness to communicate.

■ Observed from video records, the participants did not show
English classroom communication behavior.

47. *Code*   CB1 -   CC6   - WTC2

Description ■ In verbal protocol reports, the participants mentioned about the
particular moment when they made a mistake (e.g. misconception
,wrong story, incorrect grammar, incorrect sentence structure, or
incorrect vocabulary use).

■ In verbal protocol reports, the participants mentioned that they
did not have willingness to communicate *or* they did not
mentioned about willingness to communicate.

■ Observed from video records, the participants <u>showed English classroom communication behavior.</u>

48. *Code*   CB2 -   CC6   - WTC2

    Description ■ In verbal protocol reports, the participants mentioned about the particular moment when they made a mistake (e.g. misconception ,wrong story, incorrect grammar, incorrect sentence structure, or incorrect vocabulary use).

            ■ In verbal protocol reports, the participants mentioned that they <u>did not have willingness to communicate</u> *or* <u>they did not mentioned about willingness to communicate.</u>

            ■ Observed from video records, the participants <u>did not show English classroom communication behavior.</u>

49. *Code*   CB1 -   CC7   - WTC1

    Description ■ In verbal protocol reports, the participants mentioned about the other information about conversational context, but not particular moment at the beginning of the communication, particular moment at the continuing of the communication, particular moment at the end of the communication, when friends, groupmates, or teacher asked for more information, when friends, groupmates, or teacher were misunderstanding something (concept, story, grammar, sentence structure, or vocabulary use),

and when they made a mistake (e.g. misconception ,wrong story, incorrect grammar, incorrect sentence structure, or incorrect vocabulary use).

■ In verbal protocol reports, the participants mentioned that they had willingness to communicate.

■ Observed from video records, the participants showed English classroom communication behavior.

50.	*Code*	CB2	-	CC7	- WTC1

Description ■ In verbal protocol reports, the participants mentioned about the other information about conversational context, but not particular moment at the beginning of the communication, particular moment at the continuing of the communication, particular moment at the end of the communication, when friends, groupmates, or teacher asked for more information, when friends, groupmates, or teacher were misunderstanding something (concept, story, grammar, sentence structure, or vocabulary use), and when they made a mistake (e.g. misconception ,wrong story, incorrect grammar, incorrect sentence structure, or incorrect vocabulary use).

■ In verbal protocol reports, the participants mentioned that they had willingness to communicate.

■ Observed from video records, the participants <u>did not show English classroom communication behavior.</u>

51. *Code*　　　　CB1　-　　CC7　　-　WTC2

   Description　■ In verbal protocol reports, the participants mentioned about the other information about conversational context, but not particular moment at the beginning of the communication, particular moment at the continuing of the communication, particular moment at the end of the communication, when friends, groupmates, or teacher asked for more information, when friends, groupmates, or teacher were misunderstanding something (concept, story, grammar, sentence structure, or vocabulary use), and when they made a mistake (e.g. misconception ,wrong story, incorrect grammar, incorrect sentence structure, or incorrect vocabulary use).

   ■ In verbal protocol reports, the participants mentioned that they <u>did not have willingness to communicate</u> *or* <u>they did not mentioned about willingness to communicate.</u>

   ■ Observed from video records, the participants <u>showed English classroom communication behavior.</u>

52. *Code*　　　　CB2　-　　CC7　　-　WTC2

   Description　■ In verbal protocol reports, the participants mentioned about the other information about conversational context, but not particular

moment at the beginning of the communication, particular

moment at the continuing of the communication, particular

moment at the end of the communication, when friends,

groupmates, or teacher asked for more information, when friends,

groupmates, or teacher were misunderstanding something

(concept, story, grammar, sentence structure, or vocabulary use),

and when they made a mistake (e.g. misconception ,wrong story,

incorrect grammar, incorrect sentence structure, or incorrect

vocabulary use).

■ In verbal protocol reports, the participants mentioned that they

did not have willingness to communicate *or* they did not

mentioned about willingness to communicate.

■ Observed from video records, the participants did not show

English classroom communication behavior.

Long Range Plan of English Communicative Instruction

Week	Title	Level of familiarity	Task type	Objectives	Procedures and activity	
					Phrase	Activity
1	-	-	-	Teacher orient participants and distribute questionnaires	-	- Teacher orients Ss about the English communicative instruction. - Teacher distributes willingness to communicate, English classroom communication behavior, group cohesiveness questionnaires to Ss.
2	Ten years from now	Most familiar	Problem solving	Ss will be able to make predictions about future.	Pre-task	- Teacher activates the Ss' schema by showing the picture of Chon Buri province in the past. - Ss compares between the past and present of Chon Buri province.

(Table continued)

Week	Title	Level of familiarity	Task type	Objectives	Procedures and activity	
					Phrase	**Activity**
					Pre-task	- Ss brainstorm and create graphic organizer about the increase and decrease.
					Task cycle	- With group, Ss work on the task to make a prediction about Chon Buri province in the next ten years.
						- Ss prepare for presentation.
						- Ss report their work to class.
					Language focus	- Ss analyze the form and function used to describe the adjective 'fewer' and 'less'.
						- Ss practice using form and function of 'fewer' and 'less' to describe the increase and decrease.
3	Shopaholics	Least familiar	Problem solving	Ss will be able to give advices	Pre-task	- Teacher activates the Ss' schema by giving 'Are you shopaholic questionnaire'.

Week	Title	Level of familiarity	Task type	Objectives	Procedures and activity	
					Phrase	**Activity**
					Pre-task	- Teacher shows video clip about the person who is in trouble because of shopaholics. - Class brainstorms about how to give advices to people in need.
					Task cycle	- With group, Ss work on the task in order to give advice for Rebecca Bloomwood who needs to know how to manage her life ruined from shopaholics. - Ss prepare for presentation. - Ss report their work to class.
					Language focus	- Ss analyze the form and function used to give an advice. - Ss practice using form and function to give an advice.

(Table continued)

Week	Title	Level of familiarity	Task type	Objectives	Procedures and activity	
					Phrase	**Activity**
4	Plants from the Americas: Tomato and Avocado	Most familiar	Problem solving	Ss will be able to describe the steps of cooking.	Pre-task	- Teacher activates the Ss' schema by showing the picture of Thai spicy salad, ingredients, and cooking methods. - Ss share their opinion and experience about ingredients and cooking methods used to cook Thai spicy salad.
					Task cycle	- With group, Ss work on the task to select the ingredient and instruction for cooking Avocado spicy salad. - Ss prepare for presentation. - Ss report their work to class.
					Language focus	- Ss analyze the form and function used to describe the steps of cooking. - Ss practice describing the steps of cooking.

(Table continued)

Week	Title	Level of familiarity	Task type	Objectives	Procedures and activity	
					Phrase	**Activity**
5	The Amityville Horror	Least familiar	Problem-solving	Students will be able to make up the ending of an incomplete story.	Pre-task	- Teacher activates Ss' schema by showing the picture 'A haunted house'. - Teacher and Ss make graphic organizer about 'A haunted house'.
					Task cycle	- With group, Ss work on the task to create the ending for the incomplete story of Amityville horror. - Ss prepare for presentation. - Ss report their ending of story to class.
					Language focus	- Ss analyze the form used to describe the situation in past time and base form, past form, and past participle form of verbs. - Ss practice using past tense form to describe the past.

(Table continued)

Week	Title	Level of familiarity	Task type	Objectives	Procedures and activity	
					Phrase	**Activity**
6	Hurricane	Least familiar	Problem solving	Ss will be able to write an announcement to inform people about a decision	Pre-task	- Teacher activates Ss' schema by doing activity 'guess what it is'.
					Task cycle	- Teacher displays the scenario 'hurricane is coming' to the class.
						- With group, Ss work on the task to make a decision whether to evacuate from the city which is nearly attacked by the hurricane.
						- Ss prepare for presentation.
						- Ss report their work to class.
					Language focus	- Ss analyze the form used to describe the situation in future time.
						- Ss practice using future tense form to describe the future.

Week	Title	Level of familiarity	Task type	Objectives	Procedures and activity	
					Phrase	**Activity**
7	The robbery of Cezanne's painting	Most familiar	Problem solving	Ss will be able to identify the robber based on the information given	Pre-task	- Teacher activates Ss' schema by showing the pictures of missing painting. - Teacher shows police notice about robbery of Cezanne's painting.
					Task cycle	- With group, Ss work on the task to identify the robber from three suspects based on the given information and characteristics of robber. - Ss prepare for presentation. - Ss report to class about the identified robber.
					Language focus	- Ss analyze the form used to describe the characteristics of person. - Ss practice describing characteristics of person.

(Table continued)

Week	Title	Level of familiarity	Task type	Objectives	Procedures and activity	
					Phrase	**Activity**
8	Surviving on the island	Least familiar	Problem solving	Ss will be able to create the ending of an incomplete story.	Pre-task	- Teacher activates Ss' schema by showing the video clip 'cast away'. - Ss brainstorms to create the graphic organizer of 'surviving on the island'. - Ss read the diaries or survivor on the island and match the situations from diaries with the given pictures.
					Task cycle	- With group, Ss work on the task to create the ending of diaries. - Ss prepare for presentation. - Ss report about their ending of diaries to class.

(Table continued)

Week	Title	Level of familiarity	Task type	Objectives	Procedures and activity	
					Phrase	**Activity**
					Language focus	- Ss analyze the form used to describe the continuing action that happened in the past and continues to the present time.
						- Ss practice using the focused form.
9	Creating a television channel	Least familiar	Problem solving	Students will be able to write the TV show and its description.	Pre-task	- Teacher activates Ss' schema by showing the logos of TV shows, descriptions, and scenes from TV shows.
						- Ss match the TV logos with scenes from TV show.
						- Ss match the TV logos and scenes from TV show with the descriptions.
					Task cycle	- Each group picks the TV logo and scene from TV show.
						- With group, Ss create the description to describe their selected TV show.

(Table continued)

Week	Title	Level of familiarity	Task type	Objectives	Procedures and activity	
					Phrase	**Activity**
					Task cycle	- Ss prepare for presentation.
						- Ss report their selected TV show and its description to class.
					Language focus	- Ss analyze the form and function used to describe the TV show.
						- Ss practice describing TV show.
10	-	-	-	Teacher concludes the lessons.	-	- Teacher reviews what the students have studied.
						- Teacher concludes the lessons.

Frequency of English Classroom Communication Behavior of the Participants

in the Most and the Least Cohesive Groups when Studying in the Lessons the Least Familiar Topics (N=8)

English classroom communication behavior	Lesson 4: Hurricane								Lesson 7: Creating a television channel							
	LC 1	LC 2	LC 3	LC 4	M C1	M C2	M C3	M C4	LC 1	LC 2	LC 3	LC 4	M C1	M C2	M C3	M C4
Behaviors in the presence of the teacher																
Volunteer an answer (including raising hand)	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-
Give an answer to the teacher's question	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(a) Provide information – general solicit	1	6	-	6	4	23	-	3	0	2	-	4	0	13	-	6
(b) Learner-responding	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(c) Non-public response	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-

(Table continued)

English classroom communication behavior	Lesson 4: Hurricane								Lesson 7: Creating a television channel							
	LC 1	LC 2	LC 3	LC 4	M C1	M C2	M C3	M C4	LC 1	LC 2	LC 3	LC 4	M C1	M C2	M C3	M C4
Ask the teacher a question	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Guess the meaning of an unknown word	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Try out a difficult form in the target language (lexical/grammatical/syntactical)	-	-	-	-	-	2	-	2	-	-	-	1	-	-	-	-
Present own opinions in class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Volunteer to participate in class activities	-	-	-	-	-	7	-	2	-	-	-	3	-	5	-	-
Behaviors in the absence of the teacher																
Guess the meaning of an unknown word	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ask group member/partner a question	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Give an answer to the question	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

(Table continued)

English classroom communication behavior	Lesson 4: Hurricane								Lesson 7: Creating a television channel							
	LC 1	LC 2	LC 3	LC 4	M C1	M C2	M C3	M C4	LC 1	LC 2	LC 3	LC 4	M C1	M C2	M C3	M C4
Try out a difficult form in the target language (lexical/grammatical/syntactical)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Present own opinions in pair/group	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total for each participants	1	7	0	6	4	33	0	7	0	2	0	9	0	18	0	6
Total English classroom communication behavior of each group	14				44				11				24			
Total English classroom communication behavior of each group / lesson	58								35							
Total English classroom communication behavior	93															

Frequency of English Classroom Communication Behavior of the Participants

in the Most and the Least Cohesive Groups when Studying in the Lessons with the Most Familiar Topics (N=8)

English classroom communication behavior	Frequency of communication behavior in classroom in the most familiar topics															
	Lesson: Plants from the Americas								Lesson: The robbery of Cezanne's painting							
	Least cohesive group				Most cohesive group				Least cohesive group				Most cohesive group			
	LC 1	LC 2	LC 3	LC 4	M C1	M C2	M C3	M C4	LC 1	LC 2	LC 3	LC 4	M C1	M C2	M C3	M C4
Behaviors in the presence of the teacher																
Volunteer an answer (including raising hand)	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-
Give an answer to the teacher's question																
(a) Provide information – general solicit	8	26	7	20	8	23	4	12	-	4	-	13	2	14	3	6
(b) Learner-responding	-	-	-	-	-	-	-	-	-	1	-	2	-	-	-	-

(Table continued)

English classroom communication behavior	Frequency of communication behavior in classroom in the most familiar topics															
	Lesson: Plants from the Americas								Lesson: The robbery of Cezanne's painting							
	Least cohesive group				Most cohesive group				Least cohesive group				Most cohesive group			
	LC 1	LC 2	LC 3	LC 4	M C1	M C2	M C3	M C4	LC 1	LC 2	LC 3	LC 4	M C1	M C2	M C3	M C4
(c) Non-public response	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ask the teacher a question	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Guess the meaning of an unknown word	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Present own opinions in class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Try out a difficult form in the target language (lexical/grammatical/syntactical)	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2
Volunteer to participate in class activities	-	-	-	-	-	-	-	-	1	15	-	-	15	20	12	12
Behaviors in the absence of the teacher																
Guess the meaning of an unknown word	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

(Table continued)

English classroom communication behavior	Frequency of communication behavior in classroom in the most familiar topics															
	Lesson: Plants from the Americas								Lesson: The robbery of Cezanne's painting							
	Least cohesive group				Most cohesive group				Least cohesive group				Most cohesive group			
	LC 1	LC 2	LC 3	LC 4	M C1	M C2	M C3	M C4	LC 1	LC 2	LC 3	LC 4	M C1	M C2	M C3	M C4
Ask group member/partner a question	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Give an answer to the question	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Try out a difficult form in the target language (lexical/grammatical/syntactical)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Present own opinions in pair/group	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total for each participants	8	26	7	21	8	23	4	12	1	20	0	15	17	36	15	20
Total English classroom communication behavior of each group	62				47				36				88			

English classroom communication behavior	Frequency of communication behavior in classroom in the most familiar topics															
	Lesson: Plants from the Americas								Lesson: The robbery of Cezanne's painting							
	Least cohesive group				Most cohesive group				Least cohesive group				Most cohesive group			
	LC 1	LC 2	LC 3	LC 4	M C1	M C2	M C3	M C4	LC 1	LC 2	LC 3	LC 4	M C1	M C2	M C3	M C4
Total English classroom communication behavior of each group / lesson	109								124							
Total English classroom communication behavior	233															

BIOGRAPHY

Natthida Thong-Iam was born on February 29th, 1984 in Chon Buri province. She obtained her Bachelor Degree of Arts in English from the Faculty of Humanities and Social Sciences from Burapha University in 2006. Consequently, she continued her studying in Master Degree in Teaching English as a Foreign Language at Faculty of Education, Chulalongkorn University. During studying in the program, she worked as a part-time English instructor at the Department of Western Languages, Faculty of Humanities and Social Sciences, Burapha University.