ความสัมพันธ์ระหว่างตัวแปรด้านจิตพิสัย ความเต็มใจที่จะสื่อสารในภาษาอังกฤษและพฤติกรรม
การสื่อสารภาษาอังกฤษของนักเรียนมัธยมศึกษาไทย

นางสาวหทัยรัตน์ จงเสริมตระกูล

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THE RELATIONSHIPS BETWEEN AFFECTIVE VARIABLES, WILLINGNESS TO COMMUNICATE IN ENGLISH, AND ENGLSIH COMMUNICATION BEHAVIORS OF THAI SECONDARY SCHOOL STUDENTS

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A Thesis Submitted in Partial Fulfillment of the Requirements

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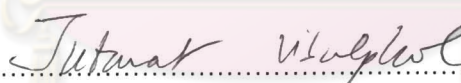
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หทัยรัตน์ จงเสริมตระกูล : ความสัมพันธ์ระหว่างตัวแปรด้านจิตพิสัย ความเต็มใจที่จะสื่อสาร ในภาษาอังกฤษและพฤติกรรมการสื่อสารภาษาอังกฤษของนักเรียนมัธยมศึกษาไทย (THE RELATIONSHIPS BETWEEN AFFECTIVE VARIABLES, WILLINGNESS TO COMMUNICATE IN ENGLISH, AND ENGLSIH COMMUNICATION BEHAVIORS OF THAI SECONDARY SCHOOL STUDENTS)
อ. ที่ปรึกษาวิทยานิพนธ์หลัก: อ.ดร.จุฑารัตน์ วิบูลผล, 205 หน้า.

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาระดับตัวแปรด้านจิตพิสัย   (ทัศนคติต่อเรื่องนานาชาติ แรงจูงใจในการเรียนภาษาอังกฤษและความมั่นใจในการสื่อสารด้วยภาษาอังกฤษ) ความเต็มใจที่จะ สื่อสารในภาษาอังกฤษ และพฤติกรรมการสื่อสารภาษาอังกฤษของนักเรียนมัธยมศึกษาไทย ความสัมพันธ์ระหว่างตัวแปรทั้งห้า และโมเดลของการสื่อสารภาษาอังกฤษในบริบทไทย โดยกลุ่ม ตัวอย่างที่ใช้ในการศึกษาครั้งนี้คือ นักเรียนชั้นมัธยมศึกษาปีที่ 5 จำนวน 438 คน ที่ศึกษาอยู่ใน โรงเรียนรัฐบาล 11   โรง ในเขตพื้นที่การศึกษากรุงเทพมหานครเขต 1-3 ในปีการศึกษา 2552 เครื่องมือที่ใช้ในการเก็บข้อมูลคือ แบบสอบถาม แบบสังเกตพฤติกรรมในชั้นเรียนและแบบ สัมภาษณ์

ผลการวิจัยพบว่า นักเรียนไทยระดับมัธยมศึกษามีแรงจูงใจในการเรียนภาษาอังกฤษใน ระดับสูง และตัวแปรอื่นอีกสี่ตัวแปรในระดับปานกลาง สำหรับความสัมพันธ์ระหว่างตัวแปรทั้งห้า ความเต็มใจที่จะสื่อสารในภาษาอังกฤษมีความสัมพันธ์กับพฤติกรรมการสื่อสารภาษาอังกฤษใน ระดับปานกลาง และตัวแปรด้านจิตพิสัยมีความสัมพันธ์กับความเต็มใจที่จะสื่อสารในภาษาอังกฤษ และพฤติกรรมการสื่อสารภาษาอังกฤษในระดับต่ำอย่างมีนัยสำคัญที่ระดับ .05 ข้อมูลจากการสังเกต พบว่านักเรียนที่มีความเต็มใจที่จะสื่อสารสูงกว่า สื่อสารด้วยภาษาอังกฤษในชั้นเรียนบ่อยกว่า นักเรียนที่มีความเต็มใจที่จะสื่อสารต่ำกว่า ข้อมูลจากการสัมภาษณ์พบว่านักเรียนที่มีความเต็มใจที่จะ สื่อสารสูงและต่ำ มีระดับตัวแปรด้านจิตพิสัยคล้ายคลึงกัน สำหรับโมเดลการสื่อสารภาษาอังกฤษใน บริบทไทย ผลการวิจัยแสดงโมเดลที่แตกต่างจากโมเดลเชิงทฤษฎี โมเดลใหม่สอดคล้องกลมกลืนกับ ข้อมูลเชิงประจักษ์ ความตรงแสดงค่าสถิติวัดระดับความกลมกลืน ดังนี้ ค่าไค-สแควร์ = 18.51, p = .95, ที่ค่าองศาอิสระ = 30, ค่า GFI = .99, ค่า AGFI = .97 และค่า RMR = .033.

ภาควิชา หลักสูตร การสอน และเทคโนโลยีการศึกษา ลายมือชื่อนิสิต.................................
สาขาวิชา การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ลายมือชื่ออ.ที่ปรึกษาวิทยานิพนธ์หลัก...............
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KEYWORDS : WILLINGNESS TO COMMUNICATE IN ENGLISH / AFFECTIVE VARIABLES/ ENGLISH COMMUNICATION BEHAVIORS

HATHAIRAT JONGSERMTRAKOON: THE RELATIONSHIPS BETWEEN AFFECTIVE VARIABLES, WILLINGNESS TO COMMUNICATE IN ENGLISH, AND ENGLSIH COMMUNICATION BEHAVIORS OF THAI SECONDARY SCHOOL STUDENTS. ADVISOR : JUTARAT VIBULPHOL, Ph.D., 205 pp.

The present study aimed to investigate the levels of affective variables (international posture, English learning motivation, and confidence in English communication), WTC in English, and English communication behaviors of Thai secondary school students, the relationships between five constructs and the model of English communication in Thai contexts. The participants were 438 eleventh grade students in 11 public schools under Bangkok Educational Service Areas 1-3 in the academic year 2009. The research instruments were questionnaire, classroom observation scheme, and interview questions.

The findings revealed that Thai secondary school students reported having English learning motivation at the high level and other four constructs at the moderate level. About the relationships between five constructs, WTC in English was found to have the relationship with English communication behaviors at the moderate level, and affective variables were found to have the relationships with WTC in English and English communication behaviors at the low level at the significant level of .05. The observation data showed that the students with higher WTC communicated more frequently than the ones with lower WTC. The interview data showed that students with high and low WTC had similar levels of affective variables. For the model of English communication in Thai contexts, the findings exhibited the different model from the theoretical model. The new model fitted in with the empirical data. The validation indicated the goodness of fit test: chi-square = 18.51, p = .95, df = 30, GFI = .99, AGFI = .97 and RMR = .033.

Department : Curriculum, Instruction, and Technology   Student's Signature ....

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

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CHAPTER I

INTRODUCTION

For Thai learners, English is more important than just being a required subject in schools and a subject for university entrance examinations. Its importance reflects clearly in the four strands for the foreign language subject area in the current national curriculum, the Basic Education Curriculum B.E. 2544 (A.D. 2001). According to the four strands, English is seen as a tool for communication, for exchanging information and ideas, for understanding cultures, for seeking information, for seeking further for education, and for career. Emphasize on using English as a communication tool, Thai students need to be able to use English for communication when they are in authentic situations.

Even though the government has attempted to promote English for communication for many years since the Basic Education Curriculum B.E. 2544 (A.D. 2001), newspaper often claimed that Thai students still have low English communication competence. They reported that although Thai students have studied English for more than ten years, most of them could not communicate in English in a real situation (Post Today, 2005). Jesanuttha Kijjaruksuwanich (cited in Kom Chad Luek, 2008), the director of the learning center in a Thai university said that Thai students just studied English for examinations and their communication competence was not good. When these students graduated, they had problems communicating in English. In addition, Adisai Bodharamik (cited in Matichon, 2004) stated that 80-90 % of Thai students are afraid and are not able to speak English. Besides, Farang-Thong

(2006), an English teacher from a college in Thailand, argued that many Thai people could not even give directions or information when foreign tourists ask.

One of the most common comments for Thai students' lack of communication abilities tended to focus on learners' opportunities to use language. Farang-Thong (2006) and Kullavanijaya (cited in Matichon, 2005) both claimed that Thai students have limited opportunities to use English. In class, Kullavanijaya argued that students did not have much chance to practice using English because most teachers of English were not confident in their use of English. Farang-Thong, on the other hand, focused on students' use of English outside classroom and argued that students had little use of English because there were very few English speakers in Thailand.

Apart from limited opportunities to use English, research in second language acquisition have shown that individual differences such as attitudes, motivation, anxiety, confidence, and willingness to communicate can influence learners' communication in L2 language. For examples, previous studies have shown that motivation, attitudes, and willingness to communicate could enhance L2 communication. Hashimoto (2002) found motivation and willingness to communicate having a direct influence on L2 communication. Similarly, Yashima et al. (2004) presented that attitudes toward international affairs, or called international posture in the study, and willingness to communicate could influence communication of L2 learners. Students whose attitudes toward international affairs and willingness to communicate were high tended to perform communication in L2 more frequently than low attitudes and willingness to communicate. On the other hand, anxiety could hinder communication in L2. MacIntyre (1995) said that if anxious students had to give an answer in L2 classroom, their anxiety might lead to worry and rumination,

which diminished their communication behaviors in classroom. Similarly to Park and Lee (2005) they found that anxiety had a negative relation while confidence had a positive relation with oral communication in English of Korean students.

Among the individual differences that can influence learner's communication behaviors, willingness to communicate (WTC) is the recent variable claimed to directly influence communication behaviors in the target language. Willingness to communicate is regarded as a trait variable of an individual which is stable across situations and interlocutors as well as a situational factor that varies in different speaking contexts and receivers. In the studies of Hashimoto (2002), Clément, Baker & MacIntyre (2003) and Yashima, Zenuk-Nishide & Shimizu (2004), all finding showed that reported L2 WTC of students as a trait-like variable had a direct effect on their L2 communication frequency. On the other hand, MacIntyre et al. (1998), MacIntyre (2005) and MacIntyre (2007)'s studies all confirmed WTC, regarded as situational variable, the most direct variable underlying L2 communication.

Willingness to communicate in L2 is not only regarded as a direct variable influencing communication in L2, but it is also valued to be a variable influencing L2 communication regardless of the communicative competence. Dörnyei (2003) stated that WTC and communicative competence are not the same. Dörnyei extended that there are many L2 learners who are very competent L2 speakers yet tend to avoid L2 communication, whereas some less proficient learners tried to seek opportunities to engage in L2 communication. Dörnyei argued that the avoidance to use English of competent second language learners may be caused by students' low willingness to communicate. Similarly, Matsuoka and Evans (2005) presented that less proficient

learners who are willing to speak English can be more successful in communication than high proficient learners who are not willing to speak.

Indeed, previous studies up to date have shown that the construct of willingness to communicate involves directly and is an immediate variable before L2 communication and influencing L2 communication regardless of the communicative proficiency. Research has shown that willingness to communicate is a predictor of frequency of L2 communication and L2 learners with high WTC take more part in conversation than those with low WTC.

As mentioned earlier, learners of English in Thailand have limited opportunities to communicate in English both inside and outside classroom so their willingness to engage in English communication, when possible, can be a very influential factor affecting their practices of English. As focus in Yashima et al. (2004)'s study, willingness to communicate of students in Japan had a direct relationship with frequency of communication in and outside the classroom and three individual differences which were considered as affective variables also showed direct effects on WTC and communication behaviors. Considering that the contexts of English learning and teaching in Thailand and Japan are quite similar, the effect of WTC and affective variables on communication is likely to be the same. However, no studies had been conducted to investigate the effect of Thai students' WTC and the affective variables on communication behaviors. The present study, thus, attempted to investigate the levels of affective variables, WTC and communication behaviors in English of Thai secondary school students as well as the relationships between these constructs. In addition, the study aimed to investigate the model of English communication in Thai contexts.

Research Questions

1. What are the levels of affective variables, willingness to communicate in English, and English communication behaviors of Thai secondary school students?

2. What are the relationships between affective variables, willingness to communicate in English, and English communication behaviors of Thai secondary school students?

3. What is the model of English communication in Thai contexts?

Research Objectives

1. To investigate the levels of affective variables, willingness to communicate in English, and English communication behaviors of secondary school students.

2. To investigate the relationships between affective variables, willingness to communicate in English, and English communication behaviors of Thai secondary school students.

3. To investigate the model of English communication in Thai contexts.

Hypotheses

Based on the study of Yashima et al. (2004), three affective variables (including international posture, English learning motivation, and confidence in English communication), WTC in English, and English communication behaviors had significant relationships. In Japanese EFL contexts, the model shows that WTC and international posture had a direct effect on English communication behaviors. Motivation and confidence had a direct effect on WTC in English. Additionally,

international posture had a direct effect on WTC in English. The present study thus set the hypotheses as follows:

1. WTC in English has the relationship with English communication behaviors at the significant level of .05.

2. Three affective variables have the relationships with WTC in English at the significant level of .05.

3. Three affective variables have the relationships with English communication behaviors at the significant level of .05.

4. The model of English communication in Thai contexts is consistent with the model of Yashima et al. (2004) as follows:
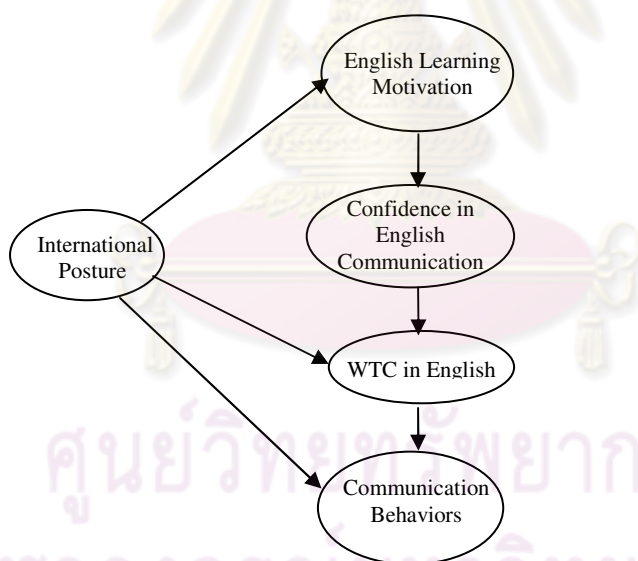
Scope of the Study

The population of this study was Thai secondary school students in public schools under Bangkok Educational Service Area 1-3. The participants were eleventh grade students. Two conditions were used to choose the participants for this study. First, eleventh grade students have studied English in school for a certain period of time, so their communication competence should be adequate to interact in English

with foreign teachers in class. Second, eleventh grade students might not worry about studying English for the university entrance examination as much as twelfth grade students do.

The variables that are the focus of the study are:

1. Affective variables which consist of international posture, English learning motivation, and confidence in English communication.

2. Willingness to communicate in English

3. English communication behaviors

Definitions of Terms

1. English communication behaviors

English communication behaviors refer to verbal behaviors of students to express their ideas and responses in English both inside and outside classroom such as volunteering to participate in class activity and asking the teachers questions outside the class period. Communication behaviors were measured by two instruments which were the questionnaire adapted from Yashima et al. (2004), and the classroom observation scheme adapted from Cao and Philp (2006). (See Chapter 3 for details). English communication behaviors in the present study are the calculated mean score of the reported English communication behaviors measured by the questionnaire and the frequency of behaviors gained from the observation.

2. Willingness to communicate in English

Willingness to communicate in English refers to an intention or a desire of learners to initiate or enter into English discourse when they are free to do or have a chance to choose. In addition, willingness to communicate in English is considered as a trait variable across four types of situations (including dyad, group, meeting, and

public) and three types of receivers (including friends, acquaintances, and strangers). To measure willingness to communicate in English, the questionnaire adapted from Yashima et al. (2004) was used. (See Chapter 3 for details). In the present study, willingness to communicate in English (WTC in English) which is operationally defined as the calculated mean score of reported willingness to communicate in English measured by the questionnaire.

3. Affective variables

Affective variables refer to influences or factors affecting learners' WTC in English and English communication behaviors. These variables can enhance or hinder WTC and communication of learners. The present study focused on three affective variables which were international posture, English learning motivation, and confidence in English communication. Affective variables were measured using the questionnaire adapted from Yashima et al. (2004) and Gardner (2004) and the interview questions constructed by the researcher. The affective variables in the study operationally defined as the calculated mean score of the reported international posture, English learning motivation, and confidence in English communication measured by the questionnaire and the frequency of affective variables obtained from the interview. The definition and details of each affective variable are presented below.

4. International posture

International posture refers to a general attitude of learners toward the international community which influences their English learning and communication. In the present study, international posture construct was observed through three variables which were interest in foreign affairs, intergroup approach- avoidance

tendency, and interest in international vocation/activities. International posture was measured using a questionnaire adapted from Yashima et al. (2004). The details of three variables are presented as follows.

4.1 Interest in foreign affairs refers to learners' interests in International issues and situations. The interests include watching, reading, and/or listening and talking about the situations and events in foreign countries with their family and/or friends.

4.2 Intergroup approach – avoidance tendency refers to the learners' tendency to approach or avoid English communication with foreigners both inside and outside Thailand. The approach tendency is a willingness to talk, sit next to, share a room with a foreigner, help a foreigner having problem communicating, and/or have friends from other countries. The avoidance tendency is an unwillingness to do the mentioned activities.

4.3 Interest in international vocation /activities refers to the degree of learners' interest in an international career or activities, and studying, working or living overseas.

5. English learning motivation

English learning motivation refers to effort expanded to achieve a goal, a desire to learn a second language and favorable experiences toward the learning. English learning motivation in the present study was observed through three variables: motivational intensity, desire to learn English, and attitudes toward learning English. English learning motivation was measured using a questionnaire adapted from Gardner (2004). The details of three variables are presented as follows.

5.1 Motivational intensity refers to the degree of effort and attention of the learners to learn English from school such as seeking information when have a problem understanding English in classroom, handing in homework and assignments, and paying attention to comments/feedback from their English teachers .

5.2 Desire to learn English refers to the degree of wish and expectation to learn English such as a wish to learn all aspects of English and an expectation to be influent in English.

5.3 Attitudes toward learning English refers to a favorable attitude of learners toward their learning of English; to illustrate, learners like/enjoy leaning English, and learners have never thought of dropping English.

6. Confidence in English communication

Confidence in English communication refers to the learners' feeling that they are capable to communicate effectively and the feeling of a low or no tension and apprehension in using English. In the present study, confidence in English communication was observed through two variables which were communication anxiety in English and perceived competence in English. Confidence in English communication was measured using a questionnaire adapted from Yashima et al. (2004). The details of two variables are presented as follows.

6.1 Communication anxiety in English refers to the feeling of apprehension of learners in using English in four types of situations (including dyad, group, meeting, and public) and with three types of receivers (including friends, acquaintances, and strangers).

6.2 Perceived communicative competence in English refers to self-judgment of learners in their English communication competence in four types of situations (including dyad, group, meeting, and public) and with three types of receivers (including friends, acquaintances, and strangers).

7. Thai secondary school students

Thai secondary school students refer to Thai secondary school students who study English in a regular program in public schools under Bangkok Educational Service Areas 1-3.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to review related and previous documents on five variables in order to design research framework and instruments for the study. The first review starts with English communication behaviors which are presented the importance, definition, and measurement. Next, the construct of willingness to communicate is presented the importance, the definition, and measurement. Third, three affective variables which are international posture, English learning motivation, and English communication confidence are presented the importance, the definition, and the measurement. The fourth part of this chapter exhibits the previous study of the relationships among communication behaviors, willingness to communicate, and affective variables which lead to the framework of the present study. The last part presents the relevant studies of five constructs.

English communication behaviors

One of ultimate goals in teaching and learning second language is using the language for communication. MacIntyre et al. (1998) has proposed L2 communication and a primary goal of L2 teaching and learning. Similarly to countries like China, Japan, and Thailand that L2 or English communication are emphasized in schools. To illustrate, Wen and Clément (2003) and Peng (2006) presented that English for oral communication is important in China and should be more encouraged in school. In Japan, the Ministry of Education, Culture, Sports, Science, and Technology's guidelines for foreign language teaching in school curriculum have emphasized more on communication (Yashima, 2002). Like in Thailand, Ministry of Education has put

more emphasis on teaching foreign languages for communication (Basic Education Curriculum A.D.2001 (B.E. 2544)). Communication in English, therefore, has become an important objective of the teaching and learning for learners.

The review of definition, measurement, and previous studies of English communication behaviors, both inside and outside classroom are presented respectively.

Definition of English communication behaviors

To start with a broad term, communication is verbal and non-verbal behaviors that an individual performs in order to give and take the information. Smith (1946) defined term of communicative behavior as the use of some action by one person as a stimulus to another person. Both speakers perceived the approximately same meaning. Smith indicated communication behaviors are both verbal and non-verbal such as uttering a sound, talking, pointing, rubbing head, and so forth. Similarly to Parker and French (1971), they presented that communication behaviors can be both verbal and non-verbal like talking, responding to directions, and writing.

In term of communication in language learning, McCroskey and Richmond (1990) defined communication in an aspect of first language as a verbal behavior while MacIntyre et al. (1998) stated that L2 communication can be both verbal and non-verbal behaviors. MacIntyre et al. gave examples of communication behaviors such as speaking up in class, reading L2 newspaper, watching L2 television, utilizing a L2 on the job. Raising a hand was also considered as a communication behavior that show intension of L2 learners to communicate.

Measurement of English communication behaviors

To measure English communication behaviors, a self-report questionnaire and the observation method were used in the previous studies. For a self-report questionnaire, many previous studies employed this instrument to measure the frequency of communication behaviors in their studies (Hashimoto, 2002; MacIntyre & Charos, 1996; MacIntyre et al., 2003; McCroskey & Richmond, 1990, Yashima et al., 2004; and Yashima & Zenuk-Nishide, 2007)

For the questionnaires that were employed in the previous studies, they all measured verbal behaviors. McCroskey and Richmond (1990), MacIntyre and Charos (1996), Hashimoto (2002) and MacIntyre, P.D., Baker, S.C., Clément, R., & Donovan, L.A. (2003) used twelve items as in WTC scale to measure communication of learners in four types of communication contexts and three types of receivers. The format is a seven-point Likert scale ranging from never to many, many times. Differently, Yashima et al. (2004) and Yashima and Zenuk-Nishide (2007) used a five-item questionnaire that Yashima et al. (2004) developed. The format is a five-point Likert scale ranging from not at all to very frequently.

For observation, an observed behavior check list, and audio-taped or video-taped record were employed. Kang (2005) recorded conversations of participants both on videotapes and audiotapes. He also conducted stimulated recalls and interviews to see the factors affecting the participant communications. Similarly, Cao and Philp (2006) collected the data by four methods. Two of four were observing communication in classroom and audio recording. Cao and Philp used classroom observation scheme to check frequency of communication behaviors of each participants and employed stimulated recall to talk about the factor affecting

communication behaviors. The class observation scheme consists of two parts: communication behavior between students and a teacher in whole class and communication behaviors among students in group and dyad. In part one, there was one non-verbal behavior mentioned, raising a hand when the student would volunteer to answer.

To conclude, communication behaviors can be both verbal and non-verbal behaviors which can be measured by the self-report questionnaire and the observation of the researcher. From the measurement of communication behaviors above, most of them mainly focus to investigate verbal communication behaviors. Consequently, the communication behaviors in the present study focused on verbal communication which was measured by a self-report questionnaire, and an observation.

Willingness to Communicate in English

Willingness to communicate is one of individual differences that was claimed to enhance communication of speakers. In this study, willingness to communicate construct refers to willingness to communicate in English (WTC in English) which was reviewed in relation to the previous studies of WTC in L2. Many previous studies have found WTC in L2 having a direct influence on L2 communication (MacIntyre & Charos, 1996; MacIntyre et al., 1998; Hashimoto, 2002; Clément el, 2003; Yashima et al., 2004); Kang, 2005; Cao & Philp, 2006; and MacIntyre, 2007). WTC is seen as an intention to initiate communication behavior when free to choose to do. In the sense, WTC is considered as a last step before actual behavior. If a person intends to communicate, s/he would do it (MacIntyre, 1994). MacIntyre et al. (1998) stated that the primary goal of language instruction, instead of emphasizing on communication

proficiency, should focus on learners' willingness to communicate. The language program that failed to produce learners who are willing to communicate in the target language is considered as a failed program.

Besides the influential effect of WTC in L2 on L2communication, WTC in L2 can enhance L2 communication behaviors of learners regardless of language proficiency. It means that L2 learners who have high WTC in L2 tend to communicate in L2 more frequently than learners who low WTC. Matsuoka and Evans (2005) revealed that less proficient learners who are willing to speak second language can be more successful in communication than high proficient learners who are not willing to speak. Similarly, Dörnyei (2003) revealed that many L2 learners who have high competency in the target language may avoid communication situations whereas less competent learners actively seek opportunities to engage in the target language talk. Dörnyei further explained that the cause of the avoidance to use English of competent L2 learners may come from their low WTC.

Definition of willingness to communicate in English

The construct was seen at two levels: at a trait or enduring level and at a situational level. At the trait level, WTC is defined as an intention or a tendency of an individual to initiate communication when free to do so (McCroskey & Baer, 1985). At the situational level, it is referred to a readiness to enter into discourse at a particular time with a specific person or persons, using a L2 (MacIntyre et al., 1998).

At the trait level, WTC is regarded as a personality that shows a tendency of a person to approach or avoid communication across types of communication contexts and receivers, while WTC at the situational level is viewed a transient variable which is dependent on the context and with the interlocutors. Although WTC at the trait

level is stable across communication contexts and receivers, it does not mean that a

person must have the same level of WTC in all communication contexts and with

every receiver. WTC at the trait level can be impacted by situational variables such as

the feeling at that moment, previous communication with other person, or who the

receiver is (McCroskey & Richmond, 1990). To illustrate, if Student A has higher

WTC than Student B, Student A's WTC will be higher than Student's in all

communication contexts and with all receivers, but Student A does not have the same

level of WTC in all communication contexts and with all receivers.

To conclude, WTC at the trait level referred to an individual's general

personality orientation toward communication and WTC at a situational level is the

other dimension of WTC which was influenced by situational variables like a specific

person and time.

Measurement of willingness to communicate in English

The most common instrument used to measure WTC is WTC scale of

McCroskey and Baer (1985). Many researchers employed or adapted WTC scale of

McCroskey and Baer to measure willingness to communicate (MacIntyre, 1994,

MacIntyre & Charos, 1996, MacIntyre, MacMaster, & Baker, 2001; Yashima, 2002;

Kim, 2004, and Yashima et al., 2004) The scale was designed to measure the

respondent's self-awareness of approaching or avoiding the initiation of

communication. McCroskey claimed that his instrument could measure WTC level of

speakers across all types of situations and interlocutors.

The WTC scale consisted of twenty items (Zakahi & McCroskey, 1989).

Twelve items measure WTC in three types of receivers: friends, acquaintances, and

strangers, and four types of communication contexts: dyad, group, meeting, and

public. The other eight items are fillers which are not scored. Statement measuring

WTC are, for example, 'Present a talk to a group of strangers.', 'Talk with an

acquaintance while standing in line.', and 'Talk in a large meeting of friends.' Fillers

items are, for example, 'Talk with a salesperson in a store.', and 'Talk with a garbage

collector'. Table 2.1 shows the statements in types of communication contexts and

receivers in WTC scale.

Table 2.1

The statements in types of communication contexts and receivers in WTC scale.

Items	Statements	Types of communication contexts	Types of receivers	Filler items
1	Talk with a service station attendant.			✓
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	

(Table continues)

Table 2.1 (Continued)

Items	Statements	Types of communication contexts	Types of receivers	Filler items
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.			✓
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	

To indicate the level of WTC, the learners can indicate the percentage of times they will choose to communicate in each type of situation ranging from 0 to 100. If the learners indicate '0', it means the learners are never willing to communicate in the given situation. If the learners indicate '100', it means the learners are always willing to communicate in the given situation.

To compute the scores of WTC, item measuring WTC in each type of communication context (including public, meeting, group, and dyad) are summed and divided by 3. Items measuring WTC in each type of receiver (including friends, acquaintances, and strangers) are summed and divided by 4. The total score of WTC is the sum of WTC scores in friends, acquaintances, and strangers and divided by 3. The criteria of scoring WTC are as follows.

Public: 3 + 14 + 20; divide by 3.

Meeting: 6 + 11 + 17; divide by 3.

Group: 8 + 15 + 19; divide by 3.

Dyad: 4 + 9 + 12; divide by 3.

Stranger: 3 + 8 + 12 + 17; divide by 4.

Acquain1ance: 4 + 11 + 15 + 20; divide by 4.

Friend: 6 + 9 + 14 + 19; divide by 4

Total WTC: friends + acquaintances + strangers; divide by 3.

In the study of Cao and Philp (2006), the two researchers adapted WTC scale from McCroskey in order to constructed WTC scale measuring WTC in classroom. The WTC scale of Cao and Philp consisted of twenty-five items. Twelve items were adapted from twelve items of McCroskey's and eight fillers were changed to different situations from the WTC scale of McCroskey such as 'Talk with an acquaintance in

an elevator.' and 'Talk with a shop clerk.' In addition, Cao and Philp added five classroom communication situations such as 'Ask a question in class.' and 'Help others answer a question.' To calculate WTC score, Cao and Philp summed all twenty –five items to be the representative of WTC score. However, the WTC scale of Cao and Philp was based on the WTC of McCroskey.

There was a different instrument to measure WTC in L2 constructed by MacDonald, Clément, and MacIntyre (2003). The three researchers employed a questionnaire consisting of two open-ended, focused essay questions to elicit the situation in which participants would be the most willing to use their second language, and also of the situation in which they would be the least willing to communicate in their second language. In the essay description, the participants were asked to include who they were speaking to, the topic of the conversation, the location (e.g.; home, school, work), and also any other details they wished to include about the situation. In this sense, WTC was aimed to be measured in the situations in which participants were both most willing and least willing to communicate in L2.

Although there were different characteristics of instruments to measure WTC, a self-reported questionnaire was employed. The WTC questionnaire of was used the most frequent in many research. It was also examined to show the validity and reliability. Therefore the present study employed McCroskey's WTC scale to examine WTC level of participants.

Affective variables

As mentioned earlier in Chapter I that the contexts of English learning and teaching in Thailand and Japan are quite similar, students in both countries learn English in EFL contexts and have limit opportunities to communicate in English,

three affective variables (including are international posture, English learning motivation, and confidence in English communication) based on the study of Yashima et al. (2004) with Japanese students have been reviewed and presented as follows.

International posture

The construct 'International Posture' was first purposed in Yashima (2002), as a construct that is relevant to Japanese EFL learners. Yashima indicated that Japanese learn English for two main purposes – a required subject at school and university, and a medium to communicate with foreigners. Those who find international or intercultural communication goals personally relevant would have the behavioral intention to interact and communicate with foreigners, not only English speaking people like British or American, using English.

International posture was hypothesized as an alternative to Gardner's (1985) 'integrativeness', with a view of English as a language for international communication rather than communication with a specific L2 group (Yashima & Zenuk-Nishide, 2008). As Yashima and associates proposed (Yashima, 2002; Yashima et al., 2004; and Yashima & Zenuk-Nishide, 2008), international posture of Japanese learners tries to capture a tendency to see oneself as connected to the international community, to have concerns for international affairs and a readiness to interact with people other than Japanese and English speakers. On the other hand, integrativeness explains the learners' willingness and the interest to interact with members of L2 people and community. In the sense, L2 people refer to English-speaking people. The construct predicts the tendency of language learners to integrate into English-speaking group. However, integrativeness, in EFL context, is rather impossible for learners to get involve with the English speakers and the English-

speaking community. Humphreys and Spratt (2008) also support another dimension of integrativeness that integrativeness should be redefined with regard to English in the modern world, where the language is no longer necessarily associated with the cultures of its native speakers.

In the studies of Yashima (2002) and Yashima et al. (2004), international posture is operationalized to include some aspects of intercultural competence and attitudes postulated by Gudykunst (1991) and Kim (1991) (cited in Yashima et al., 2004). The results of investigations conducted using structural equation modeling (SEM) in two Japanese contexts show that international posture motivates learners to learn English as well as to be willing to communicate in English. Motivation, in turn, was shown to lead to proficiency and/or confidence in English communication that again influences WTC in English of Japanese learners. In Yashima et al. (2004), WTC predicted frequency of self-initiated communication in English in and outside school.

The definition and measurement of international posture was reviewed and presented as follows.

Definition of international posture

International posture is a general attitude, includes interest in foreign or international affairs, willingness to go overseas to stay or work, and a readiness to interact with intercultural partners, which influences English learning and communication. To operate international posture, three variables underlying the construct should be presented.

Interest in foreign affairs refers to learners' interests in international issues and situations. The interests include watching, reading, and/or listening and talking about the situations and events in foreign countries with their family and/or friends.

Intergroup approach – avoidance tendency refers to the learners' tendency to approach or avoid English communication with foreigners both inside and outside the country. The approach tendency is, for instance, a willingness to talk, sit next to, share a room with a foreigner, help a foreigner having problem communicating, and/or have friends from other countries. The avoidance tendency is an unwillingness to do the mentioned activities.

Interest in international vocation /activities refers to the degree of learners' interests in an international career or activities, and studying, working or living overseas.

Measurement of international posture

To assess international posture of individuals, self-assessment questionnaire was employed. In Yashima's (2002) study, the questionnaires included four observed variables: intercultural friendship orientation in learning English, interest in international vocation/activities, interest in foreign affairs, and intergroup approach-avoidance tendency. The result of Yashima's study revealed that three variables except intercultural friendship orientation in learning English could predict international posture of the learners. Consequently, in Yashima et al.'s (2004) study, three variables (including interest in international vocation/activities, interest in foreign affairs, and approach-avoidance tendency) were used in the self-report questionnaires to examine international posture concept.

The items used to assess international posture were developed from several measures in previous studies (Yashima et al., 2004). Items for measuring intercultural friendship orientation were taken from Yashima's factory analysis of Japanese learner's orientations (2002). The measure of interest in international

vocation/activities was developed on a work by Tanaka, Kohayama, and Fujiwara (1991). For purpose of assessing intergroup approach-avoidance tendency, items from the studies by Gudykunst (1991) and Gouran and Nishida (1996) were taken and developed.

All three sub-tests are presented on a seven-point Likert scale. Interest in foreign affairs consists of two items. Approach-avoidance tendency measure consists of seven items: five positive and two negative. For interest in international vocation or activities, three positive statements and three negative statements are used.

English learning motivation

As stated in the review of willingness to communicate, motivation construct that many researchers (e.g., MacIntyre and Charos, 1996; Hashimoto, 2002; Yashima et al., 2004; and Peng, 2006) studied with the relationship to WTC and communication in L2 is motivation under the integrative motive construct in the socio-educational model of language learning (Gardner, 1985).

In the early studies of Gardner (1985, 1988, 2000a,b, cited in Ehrman, Leaver, & Oxford, 2003), two kinds of motivation which were integrative and instrumental were studied. Integrative motivation referred to a positive attitude toward the L2 culture and a desire to participate as a member of the L2 community which produced non-linguistic outcomes. On the other hand, instrumental motivation was defined as a goal of acquiring language in order to use it for a specific purpose, such as career advancement or entry to postsecondary education which produced linguistic outcomes of L2 learners. Several studies conducted by Gardner and his co-researchers suggested that integratively motivated learners were more successful language learners than those who were instrumentally motivated (Ehrman et al., 2003). Therefore, integrative

motivation was extendedly investigated over a decade in many studies (Gardner & MacIntyre, 1993; MacIntyre and Charos, 1996; Gardner, Tremblay, & Masgoret, 1997; Hashimoto, 2002; Lamb, 2003; Masgoret & Gardner, 2003; Gardner, Masgoret, Tennant & Mihic, 2004; Shedivy, 2004; Mori & Gobel, 2006; and Peng, 2006).

Integrative motivation, according to Gardner (1985), consists of three components: integrativeness, attitudes toward the learning situation, and motivation. First component, integrativeness, reflects the individual's willingness and interest in social interaction with members of L2 community. It is assessed by three observed variables: attitudes toward L2 community, interest in Foreign Languages, and an integrative orientation to language study. The second component, attitudes toward the learning situation, refers to the student's reaction to formal instruction. This component is measured by L2 teacher evaluation and L2 course evaluation. The third observed variable, motivation, refers to a combination of the learner's attitudes, aspirations and effort with respect to learning the language. It is measured by attitudes toward learning the L2, desire to learn the L2, and motivational intensity. The first and second constructs have been found to support the third construct. Figure 2.1 presents the model of integrative motivation.
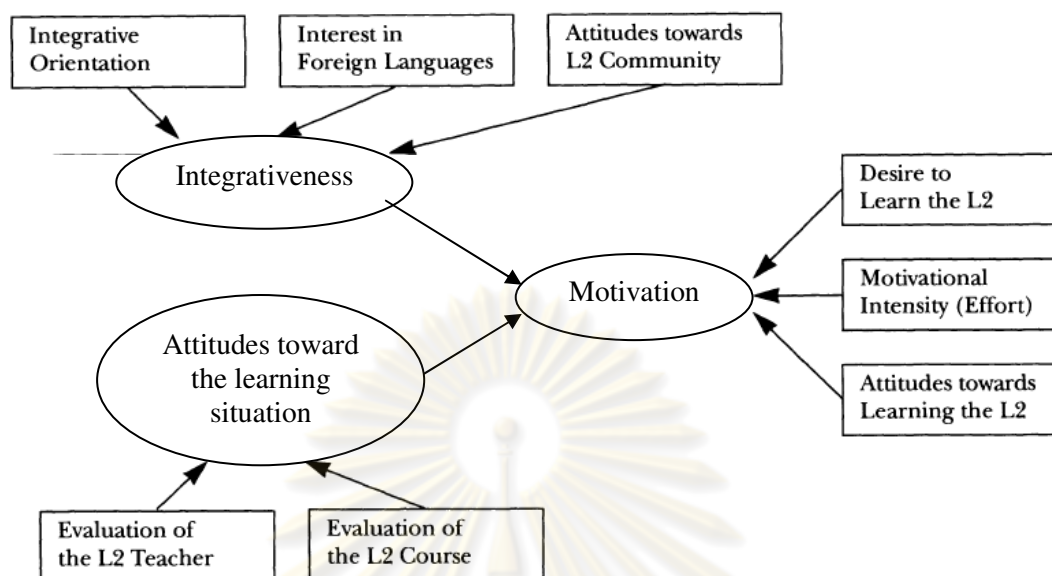
Figure 2.1

Gardner's (1985) socio-educational model

In the previous studies on the relationship and effect of integrative motivation on the other variables such as L2 proficiency (Gardner, 1985; Gardner et al., 1997; Yashima, 2002; and Masgoret & Gardner, 2003), L2 communication (MacIntyre & Charos, 1996; and Hashimoto, 2002), confidence (Gardner et al., 1997; Yashima, 2002; Kim, 2004; and Yashima et al., 2004), and WTC in L2 (Peng, 2006), the results of all findings showed that, among three constructs, motivation had either higher relationship to L2 proficiency, L2 communication, confidence, and WTC in L2 than integrativeness and attitudes toward learning situation or had a direct influence on L2 proficiency, L2 communication, confidence, and WTC in L2.

As motivation construct is either the strongest factor or the direct effect to many goals in L2 learning than integrativeness and attitudes toward learning situation in many previous studies, the present study focuses on motivation.

Definition of English learning motivation

Motivation refers to an effort expanded to achieve a goal in learning, a desire to learn a second language and favorable experiences toward the learning the language. In the present study, the term motivation was called English learning motivation. Hence the second language learning was applied to English leaning.

To investigate the extent of English learning motivation of learners, the variables operating the construct (including motivational intensity, desire to learn English, attitudes toward learning English) needed to be examined should be defined. The definition of three variables underlying English learning motivation is as follows.

Motivational intensity refers to the degree of effort and attention of the learners to learn English from school such as seeking information when have a problem understanding English in classroom, handing in homework and assignments, and paying attention to comments/feedback from their English teachers.

Desire to learn English refers to the degree of wish and expectation to learn English like a wish to learn all aspects of English, and an expectation to be influent in English.

Attitudes toward learning English refers to a positive attitude of learners toward their learning of English; to illustrate, learners like or enjoy leaning English, and learners have never thought of dropping English.

Measurement of English learning motivation

To measure English learning motivation, items in Attitude/Motivation Test Battery (AMTB) of Gardner were used in many previous studies. Along the decades of integrative motivation studies, AMTB, assessing learning motivation as well as the other constructs, has been developing.

In AMTB version 1985, items to measure attitudes toward L2 leaning consisted of ten items: five positive and five negative statements. The learner indicated the attitudes toward L2 learning using seven-point Likert scale ranging from strongly disagree to strongly agree. For the other two observed variables which are motivational intensity and desire to learn L2, ten positive statements were presented in a multiple choice format. Learners indicated their motivational intensity and desire to learn L2 by choosing the alternative they felt the best described them.

In 1993, Gardner and MacIntyre did the study on the measurement on attitudes and motivation using items in AMTB. Items to assess observed variables, including attitudes toward L2 leaning, motivational intensity, and desire to learn L2, were adjusted. Instead of the combination of seven-point Likert scale and multiple-choice format, Gardner and MacIntyre adjusted the format to be seven-point Likert scale. The statements in each construct consisted of ten items: five positive and five negative ranging from strongly disagree (-3) to strongly agree (+3).

The later studies both employed or adapted AMTB version 1993 in their studies. For examples Gardner and associates (Gardner et al., 1997; Gardner, 2004; and Gardner et al., 2004), MacIntyre and associates (MacIntyre et al., 2001; and MacIntyre et al., 2003) and Masgoret & Gardner, 2003 employed the items and scale in AMTB version 1993 in their studies. Similarly, MacIntyre and Charos(1996) using the same items and seven-point Likert scale format, but changed the ranging scale from strongly disagree-strongly agree to very little-very much. For Hashimoto (2002) and Peng (2006), differently to the mentioned researchers, they employed the brief version of AMTB in their studies. To assess motivation, three items were used. In the other world, one item was used to measure one observed variable. The format is

seven-point but the ranging scales were different. For motivational intensity, the scale ranged from very little to very much. For desire to learn English, the scale ranged from very low to very high. For attitudes toward learning English, the scale ranged from unfavorable to favorable.

On the contrary, Yashima (2002), Kim (2004), and Yashima et al. (2004) employed AMTB version of Gardner and Lambert (1972) in their studies. In the study of Kim, three observed variables were investigated. However, Yashima and Yashima et al. investigated only two observed variables: motivational intensity, and desire to learn English. Numbers of items in each observed variable were also different from the AMTB (version 1993).

As pointed out that there are many versions of AMTB to assess motivation construct, Table 2. 2 presents the summary of AMTB used in the previous studies.

Table 2.2

The AMTB used in the previous studies

AMTB version	Studies	Numbers of items		Format
Gardner and	- Yashima (2002)	MI	6	7-point Likert
Lambert	- Kim (2004)	DL	6	scale
(1972)	- Yashima et al. (2004)	AL	10	
		* investigated only in Kim (2004)		

(Table continues)

Table 2.2 (Continued)

Gardner (1985)	- Gardner (1985)	MI	10	Multiple-choice
		DL	10	
		AL	10	7-point Likert scale
Gardner and MacIntyre (1993)	- Gardner and MacIntyre (1993)	MI	10	7-point Likert scale
	- MacIntyre and Charos(1996)	DL	10	
	- Gardner et al. (1997)	AL	10	
	- MacIntyre et al. (2001)			
	- MacIntyre et al. (2003)			
	- Masgoret and Gardner (2003)			
	- Gardner (2004)			
	- Garder et al. (2004)			
A mini AMTB	- Hashimoto (2002)	MI	1	7-point Likert scale
	- Peng (2006)	DL	1	
		AL	1	

MI = motivational intensity; DL = Desire to learn L2; AL = Attitudes toward learning L2

Among the four versions of AMTB, the 1993 version was used the most frequently. Therefore the present study employed the items of AMTB used in Gardner's (2004) study which is the most recent study to assess English learning motivation. To assess English learning motivation, AMTB version 2004 for Croatian, Japanese, Polish, Portuguese, and Romanian was used in this study since the contexts

of English learning and teaching in Thailand and Japan are similar. English is used as a foreign language, not the main medium of communication, in both countries.

The AMTB to examine English learning motivation in the present consists of thirty items measuring three variables: motivational intensity, desire to learn English and attitudes toward learning English. Table 2.3 exhibits items used to measure observed variables underlying English learning motivation.

Table 2.3

Items used to measure observed variables underlying English learning motivation

Item	**Motivational Intensity**
1	I make a point of trying to understand all the English I see and hear.
2	I keep up to date with English by working on it almost every day.
3	When I have a problem understanding something in my English class, I always ask my teacher for help.
4	I really work hard to learn English.
5	When I am studying English, I ignore distractions and pay attention to my task.
6	I don't pay much attention to the feedback I receive in my English class.
7	I don't bother checking my assignments when I get them back from my English teacher.
8	I put off my English homework as much as possible.
9	I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.
10	I can't be bothered trying to understand the more complex aspects of English.

(Table continues)

Table 2.3 (Continued)

Item	**Desire to Learn English**
11	I have a strong desire to know all aspects of English.
12	If it were up to me, I would spend all of my time learning English.
13	I want to learn English so well that it will become natural to me.
14	I would like to learn as much English as possible.
15	I wish I were fluent in English.
16	Knowing English isn't really an important goal in my life.
17	I sometimes daydream about dropping English.
18	I'm losing any desire I ever had to know English.
19	To be honest, I really have no desire to learn English.
20	I haven't any great wish to learn more than the basics of English.
	Attitudes toward Learning English
21	Learning English is really great.
22	I really enjoy learning English.
23	English is an important part of the school program.
24	I plan to learn as much English as possible.
25	I love learning English.
26	I hate English.
27	I would rather spend my time on subjects other than English.
28	Learning English is a waste of time.
29	I think that learning English is dull.

(Table continues)

Table 2.3 (Continued)

Attitudes toward Learning English
30   When I leave school, I shall give up learning English entirely because I'm not interested in it.

Confidence in English communication

Confidence or self-confidence is one of the individual differences that SLA researchers have been trying to examine in order to explain the achievement in learning and using second language. Clément, Dörnyei, and Noels (1994), Yashima (2002), Yashima et (2004) and Kim (2004) are all agree that self-confidence has both direct and indirect influences to achievement in L2. Kruidenier (1985, cited in Gardner et al., 1997) found that self-confidence caused motivation and that motivation caused achievement. Clément et al., 1994 presented that L2 students with linguistic self-confidence contact L2 frequently and perform L2 behavior positively. Similar to Park and Lee (2005), they revealed that Korean learners of English whose communication confidence was high would highly show their oral performance. In addition, Yashima and associates (Yashima, 2002; and Yashima et al., 2004) and Kim (2004) found that communication confidence in L2 directly influenced willingness to communicate, which, in turn, influenced tendency of communication in L2.

The definition and measurement of confidence in English communication is presented as follows.

Definition of confidence in English communication

The definition of confidence in English communication is defined in a broad term of L2 self-confidence. Clément et al. (1994), Gardner et al. (1997), and MacIntye et al. (1998) defined self-confidence in learning L2 similarly. L2 Self-confidence refers to a state of being competent and low or absent of anxiety/apprehension when using the target language. L2 self-confidence consists of two components: perceived competence and anxiety. The former component is cognitive and corresponds to the self-evaluation or the judgment in L2 skills of learners while the latter component is affective and corresponds to language discomfort of the learners when using a L2. It can imply that self-confidence in L2 operationally defined in terms of high perceived competence and low anxiety in using the L2 of the learners.

Park and Lee (2005) defined self-confidence differently from the other researchers. Park and Lee operationally defined self-confidence with four components: situational confidence, communication confidence, language potential confidence, and language ability confidence.

To conclude, L2 self-confidence which is applied to confidence in English communication means a state of perceiving to be competent in communication and having low or no anxiety in communication in English.

Measurement of confidence in English communication

Even though self-confidence in L2 is measured by two main factors– anxiety and perceived competence, the batteries assessing this construct are different. Clément et al. (1994) and Gardner et al. (1997) measured L2 self-confidence both in learning and using aspects. Clément et al. (1994) measured self-confidence of English learners by three sub-tests: English use anxiety, English class anxiety and self-evaluation of

English language ability. All three factors were presented in a six-point Likert scale. English use anxiety consisted of four items, two positively and two negatively worded while English class anxiety consisted of five items. Self-evaluation of English ability measured reading, writing, speaking, and comprehension competence.

Similarly, the instruments of Gardner et al. (1997) used to examine self-confidence in learning French consisted of three observed variables as well, but they are different factors– language anxiety, self-confidence, and self-rated proficiency. To measure three factors, several of scales were taken from previous studies. Language anxiety was measured by three subtests which were French use anxiety and French class anxiety adapted from Gardner (1985, cited in Gardner et al., 1997) and French language classroom anxiety scale adapted from Horwitz, Horwitz, and Cope (1986, cited in Gardner et al., 1997). Self-confidence was measured by three subtests which were self-confidence adapted from Clément and Kruidenier (1985, cited in Gardner et al., 1997), self-confidence (*ability controlled*), and self-confidence (*given ability*). The last factor, self-rated proficiency, which comparable to self-perceived competence, was assessed by Can do (adapted from Clark, 1984, cited in Gardner et al., 1997). The scale of the subtests is a 7-point Likert scale ranging from strong disagreement (-3) to strong agreement (+3), except Can do that ranged from 'very difficult to me' to 'very easy to me'.

Related to WTC and confidence in communication studies, the test battery employed to examine confidence in English communication is the same. Yashima and associates (Yashima, 2002; Yashima et al., 2004) and Kim (2004) employed MacIntyre and Charos's (1996) instruments. The instruments consisted of two variables: communication anxiety and perceived communication competence. Each

factor was described by 12 items. The items requested takers to indicate their self-assessed anxiety and competency in each of four communication situations (public speaking, talking in meetings, talking in small groups, and talking in dyads) and three types of receivers (strangers, acquaintances, and friends) between the numbers 0 and 100. For anxiety, number 0 means I would never feel nervous and number 100 means I would always feel nervous. For perceived competence, 0 refers to completely incompetent and 100 refers to completely competent.

For Park and Lee (2005), they examined self-confidence with 11 items. Table 2.4show the summary of the batteries used to assess confidence in English communication.

Table 2.4

The summary of the batteries used to assess confidence in English communication

Studies	Variables	Characteristic / Numbers of items	Format
Clément et al. (1994)	English use anxiety	4 (+ (positive) 2 and - (negative) 2)	6-point Likert scale
	English class anxiety	5	
	Self-evaluation of English language ability	4	

(Table continues)

Table 2.4 (Continued)

Studies	Variables	Characteristic / Numbers of items	Format
Gardner et al. (1997)	Language anxiety		
	- French use anxiety	10 (+ 5 and - 5)	
	- French class anxiety	10 (+ 5 and - 5)	7-point
	- French language classroom anxiety	33 (24 = French classroom anxiety & 9 = relaxed state)	Likert scale
	Self-confidence		
	- self-confidence	10	
	- self-confidence (*ability controlled*)	6	
	- self-confidence (*given ability*)	6 (+ 3 and - 3)	
	Self-rated proficiency	N/A	
	- Can do		

(Table continues)

Table 2.4 (Continued)

Studies	Variables	Characteristic / Numbers of items	Format
- MacIntyre and Charos (1996)	Perceived communicative competence	12	
- Yashima (2002)			7-point
- Yashima et al. (2004)	Communication anxiety	12	Likert scale
- Kim (2004)			
Park and Lee (2005)	Self-confidence	11	N/A

The relationships between affective variables, willingness to communicate, and communication behaviors

As stated earlier, previous studies have found WTC in L2 not being a single variable that could influence L2 communication, so but being manifested by other anticipated variables. In addition anticipated variables which had direct effects on WTC in L2 can also have direct effects on L2 communication.

To understand the relationships between communication behaviors, WTC, and anticipated variables such as affective variables, the previous research relevant to their relationships are presented chronologically as follows.

WTC was first introduced to language acquisition in a first language by McCroskey and Baer (1985). These two researchers proposed WTC construct based on the study of Burgoon (1976, cited in MacIntyre, 1994)'s Unwillingness to

Communicate (UWTC) and defined WTC as predictor of first language speaking

which was stable across various situations. Besides the study of McCroskey and Baer,

MacIntyre (1994) did a similar study on trait WTC in L1 based on Burgoon's (1976)

study. MacIntyre examined five affective variables underlying WTC in L1 (including

anomie, alienation, self-esteem, introversion, and communication apprehension)

proposed in Burgoon's study and added one more construct, self-perception to

communication competence as the sixth antecedent to WTC. The findings showed

that communication apprehension and self-perception to communication competence

were directly related to WTC. Communication apprehension had a negative relation

while self-perception to communication competence had a positive relation to WTC

(see Figure 2.2).
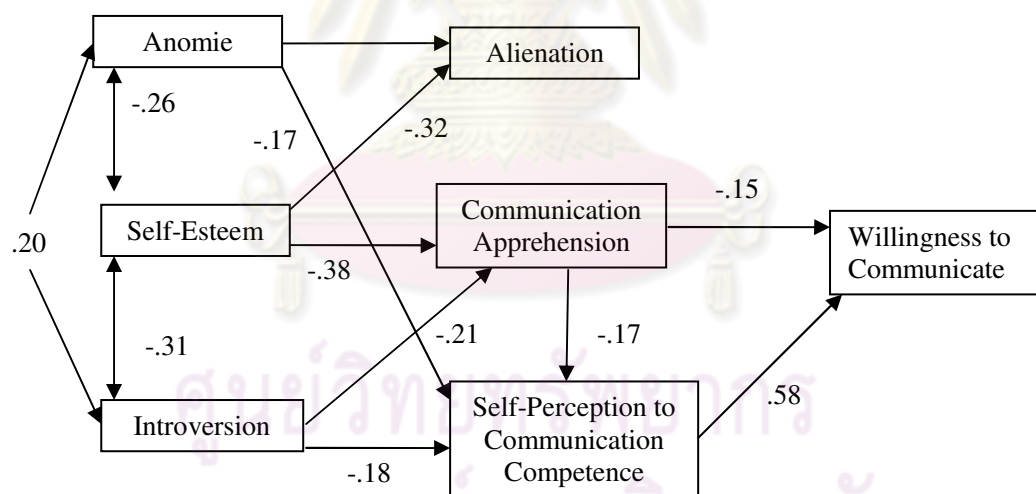
Figure 2.2

MacIntyre's (1994) model of WTC in L1 and affective variables

      The study of WTC and affective variables has further developed from first

language acquisition to second language acquisition by MacIntyre and Charos (1996).

Shifting from L1 to L2, MacIntyre and Charos examined the antecedents of WTC in

L2 based on the variables in the studies of MacIntyre's (1994) model of willingness to

communicate and Gardner's (1958) socio-educational model of language learning. In this study, MacIntyre and Charos investigated the relationship between affective variables and WTC in L2, and the impact of affective variables and WTC in L2 on the frequency of L2 communication. For the relationships between affective variables and WTC in L2, the results revealed that perceived competent, L2 anxiety, contexts, and agreeableness had direct effects on WTC in L2. The result was consistent with MacIntyre (1994) that positive perceived communication competence and negative anxiety were the directly predictors of WTC in L2. For the relationship among all variables, the results showed that motivation, WTC in L2, perceived, and contexts had direct influence on L2 communication (see Figure 2.3).
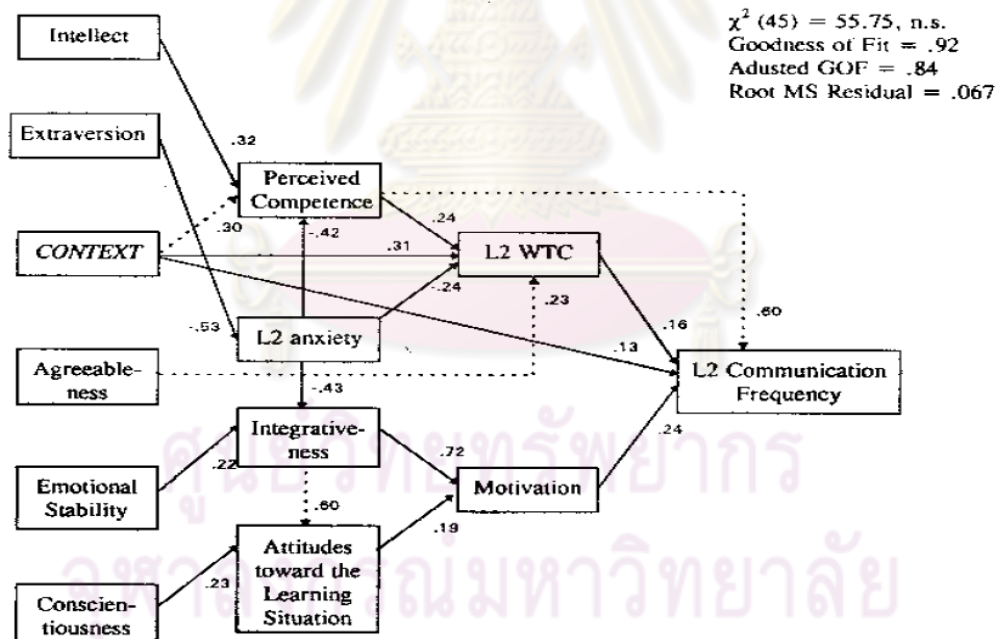
Figure 2.3

MacIntyre and Charos's (1996) model of L2 communication, WTC in L2, and affective variables

Based on the study of MacIntyre and Charos (1996) on the relationships between affective variables, WTC, and communication, there are previous studies

mainly focused on the relationships between motivation, WTC in L2, and L2

communication as well as other affective variables (Hashimoto, 2002; Yashima, 2002;

Kim, 2004; Yashima et al., 2004; and Peng, 2006). The variables that were found to

have significant relationship with WTC in L2, and L2 communication were slightly

different. Table 2.5 present the variables that were found to have direct and indirect

effect on WTC in L2, and L2 communication. Afterward, the results about the

relationships between affective variables, WTC, and communication behaviors in

each study are presented.

Table 2.5

The variables that directly and indirectly influenced WTC in L2 and L2

communication

Variables	MacIntyre and Charos (1996)	Hashimoto (2002)	Yashima (2002)	Kim (2004)	Yashima et al. (2004)	Peng (2006)
WTC in L2	✓	✓	✓	✓	✓	✓
Perceived competence	✓	✓	✓	✓	✓	
communication anxiety	✓	✓	✓	✓	✓	
Motivation	✓	✓	✓	✓	✓	✓

(Table continues)

Table 2.5 (Continued)

Variables	MacIntyre and Charos (1996)	Hashimoto (2002)	Yashima (2002)	Kim (2004)	Yashima et al. (2004)	Peng (2006)
Integrativeness						✓
Attitudes toward learning situation						✓
International posture			✓	✓	✓	

Hashimoto (2002) did a study with Japanese students in ESL context while

Yashima (2002) did a study in with Japanese in EFL context. The results of two study

shared both similarities and differences. Hashimoto's findings replicated the findings

of MacIntyre and Charos (1996) that motivation and WTC in L2 directly affected L2

communication behaviors and positive perceived communicative competence and

negative L2 anxiety directly affected WTC in L2 of Japanese students. Yashima also

found the similar results that positive perceived communicative competence and

negative L2 anxiety, formed under L2 communication confidence construct, directly

affected WTC in L2. Differently from MacIntyre and Charos, and Hashimoto,

motivation in Yashima's study was found to have direct effect on L2 communication

confidence instead. Besides, the additional variable in Yashima's study, international

posture, was found to have a direct effect on WTC in L2 and an indirect through

motivation and L2 communication confidence.

Kim (2004) replicated Yashima's (2002) study and found both similar and different result. Kim did a study with Korean students learning English as a second language in Korean and found that L2 communication confidence, manifested by positive perceived communicative competence and negative L2 anxiety, had a direct effect on WTC in L2 and motivation was found to have direct effect on L2 communication confidence. On the contrary, international posture was found only an indirect effect on WTC in L2 through motivation and L2 communication confidence.

Yashima et al. (2004) extended Yashima's (2002) study by adding L2 communication in the investigation. Yashima et al. found the similar results as in MacIntyre and Charos (1996) and Hashimoto (2002) that WTC in L2 had a direct effect on L2 communication and positive perceived communicative competence and negative L2 anxiety, formed under L2 communication confidence, had direct effects on WTC in L2. In addition, Yashima et al. found the similar results as in Yashima that international posture was found to have a direct effect on WTC in L2 and an indirect through motivation and L2 communication confidence. Furthermore, international posture was found to have a direct effect on L2 communication behavior (see Figure 2.4).
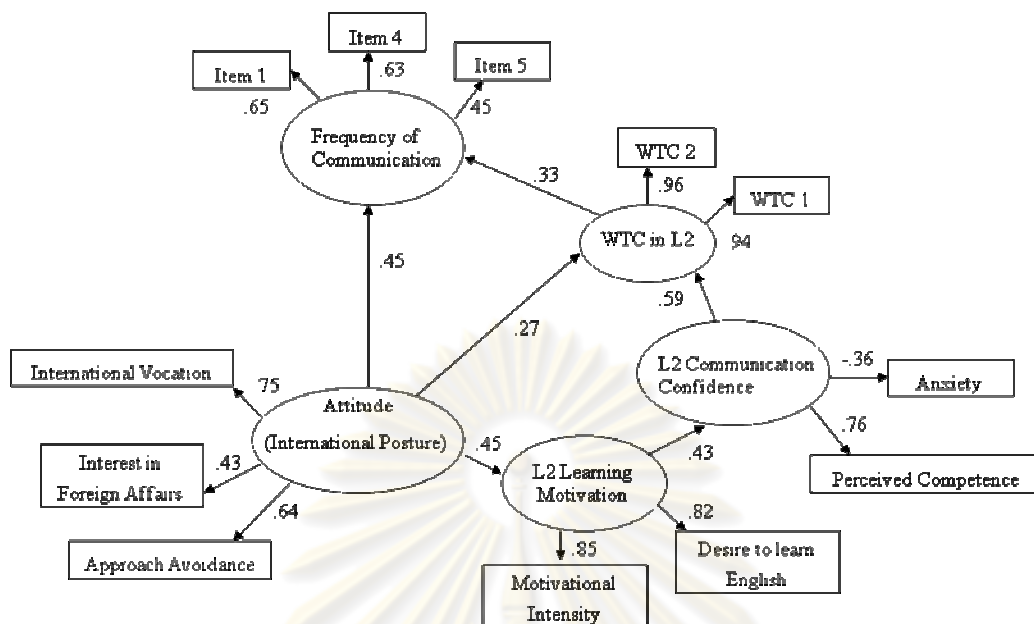
Figure 2.4

Yashima et al.'s (2004) model of L2 communication, WTC in L2, and affective

variables

Peng (2006) studied the relationship between WTC in L2 and motivation

construct based on Gardner's socio-educational model as investigated in MacIntyre

and Charos (1996) with Chinese students in China. The results of the study reported

that motivation was the strongest predictor of the WTC in L2.

The similar results from the studies of Hashimoto (2002), Yashima (2002),

Kim (2004), and Yashima et al. (2004) were that WTC in L2 had a direct effect on L2

communication and positive perceived communicative competence and negative L2

anxiety, in which some studies formed as an L2 communication confidence construct,

have direct effects on WTC in L2. For the different results, Hashimoto found

motivation as a direct factor on communication while the other researchers found

motivation as a direct factor on WTC in L2.

From the previous research, it can summarize that the most frequent variables found to have direct effects on WTC and communication were international posture, motivation, and WTC itself. Table 2.6 presents the summary variables that directly influenced WTC in L2 and L2 communication.

Table 2.6

The summary of variables that directly influenced WTC in L2 and L2 communication

.Variables	MacIntyre & Charos (1996)	Hashimoto (2002)	Yashima (2002)	Kim (2004)	Yashima et al. (2004)	Peng (2006)
WTC in L2	CB ✓**	CB ✓			CB ✓	
L2 confidence - Perceived competence - L2 anxiety	WTC ✓*	WTC ✓	WTC ✓	WTC✓	WTC ✓	
Motivation	CB ✓	CB ✓				WTC✓
International posture			WTC ✓		WTC ✓ CB ✓	

* WTC ✓ = a direct influence on WTC in L2

** CB ✓ = a direct influence on L2 communication

As presented in table 2.6, confidence, motivation, and international posture have the direct effect on WTC and communication in L2. The studies of Yashima and associates (Yashima , 2002; and Yashima et al, 2004) and Kim (2004) which were conducted in EFL contexts had similar results about the relationships between English communication , WTC in English, and affective variables. In addition, the study of

Yashima et al. was more extended than other two studies. Communication in L2 was added into the model of Yashima et al. The relationships in Yashima et al.'s model showed that WTC in L2 had the direct effect on L2 communication. Three affective variables which were international posture, learning motivation, and confidence in L2 communication had the direct effect on WTC and L2 communication. Consequently, the research framework of the present study on the relationships between English communication behaviors, WTC in English, and affective variables was based on Yashima et al (2004) as follows.
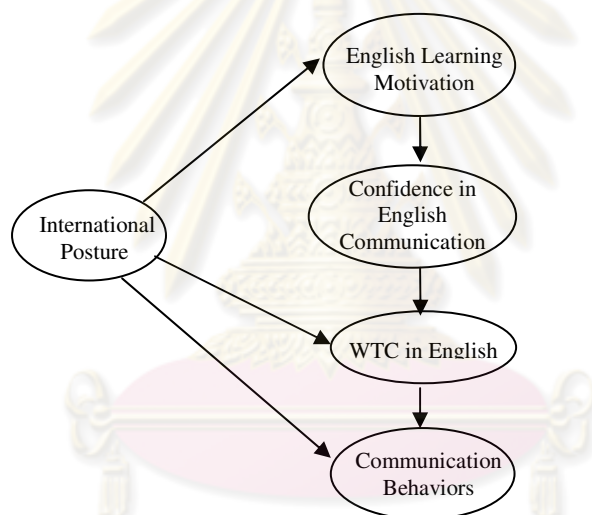
Figure 2.5

The theoretical model in the study based on the framework of Yashima et al. (2004)

Relevant studies of communication behaviors, willingness to communicate, international posture, English learning motivation, and confidence in English communication.

The previous studies that are relevant to five constructs are presented in three parts: the relationships between variables and communication behaviors, the relationships between affective variables and WTC, and the relationships between affective variables and language proficiency/achievement.

The relationships between variables and communication behaviors

MacIntyre and Charos (1996) investigated the relations among affective variables: integrativeness, attitudes toward the learning situation, motivation, perceived competence, anxiety, and WTC, and the impact of affective variables on the frequency of L2 communication with 92 Anglophone (English-speaking students. The findings replicated the study of MacIntyre's (1994) that negative communication anxiety and positive perceived communication competence were that most immediate antecedents of WTC. In addition, perceived competence, motivation, and WTC influenced L2 communication.

Hashimoto (2002) examined affective variables as predictors of L2 use in classrooms of Japanese ESL students: 56 Japanese undergraduate and graduate students attending the University of Hawaii at Minoa in Honolulu, USA. The study adapted the socio-educational model and the WTC model as a conceptual framework of partially replicating a study by MacIntyre and Charos (1996). The results showed that motivation and WTC affect L2 communication frequency in classrooms as hypothesized. Variables underlying WTC were also examined. Perceived competence and L2 anxiety were found to be causes of WTC, which led to more L2 use, and L2

anxiety was found to negatively influence perceived competence. In addition a path from WTC and perceived competence to motivation was found to be significant.

MacIntyre, Baker, Clément and Donovan (2003) investigated differences between immersion and non-immersion experiences of students in willingness to communicate, communication apprehension, perceived competence, and frequency of communication. Samples of this study were 59 university students enrolling in first-year conversational French courses at an undergraduate university in a unilingual, Anglophone community. The findings presented that previous immersion experience seemed to promote an increased willingness to communicate and frequency of communication in the target language.

Yashima, Zenuk-Nishide and Shimizu (2004) investigated results and antecedents of L2 WTC through 2 separate investigations conducted with Japanese adolescent learners of English using the framework of Yashima (2002)'s. In the first investigation, involving 160 students, a model was created based on the hypothesis that WTC results in more frequent communication in the L2 and that international posture leads to WTC and communication behavior. Investigated variables in this model were international posture, L2 learning motivation, L2 communication confidence, WTC, and frequency of L2 communication. The results were that international posture had a direct effect on WTC and frequency of communication, and an indirect effect on WTC and L2 communication through motivation and confidence. The second investigation with 60 students who participated in a study-abroad program in the United States confirmed the results of the first. Finally, frequency of communication was shown to correlate with satisfaction in interpersonal relationships during the sojourn.

Park and Lee (2005) examined the relationships between anxiety, self-confidence, and oral performance of L2 learner. The participants were 132 Korean college students who enrolled in the English conversion classes in 2004. The researchers employed the questionnaire to collect data and used factor analysis and correlation to analyze the data. The findings from factor analysis revealed that anxiety of the Korean participants consisted of communication anxiety, criticism anxiety, and examination anxiety. For self-confidence, the construct consisted of situational confidence, communication confidence, language potential confidence, and language ability confidence. The findings additionally reported that anxiety and self-confidence had a significant effect on oral performance of L2 learners. The higher confident they were, the higher oral performance they showed. The correlation of anxiety and self-confidence on oral performance showed that anxiety negatively correlates to L2 oral performance and self-confidence positively correlated to L2 oral performance of the participants.

The relationships between affective variables and WTC

MacIntyre (1994) examined relations of antecedents of WTC as proposed in Burgoon's (1976) study. Variables tested were anomie, alienation, self-esteem, introversion, communication anxiety, competence, and WTC. The results from the causal model showed that communication apprehension and perceived competence directly affected WTC. Self-esteem and introversion indirectly affected WTC through communication apprehension and perceived competence. However alienation and anomie had insignificant relations to WTC.

MacIntyre, Babin and Clément (1999) examined WTC at the trait and situational perspectives. The questionnaires measuring trait WTC, extraversion,

emotional stability, self-esteem, communication apprehension, and competence were administered to 226 university students. The results showed that perceived competence directly influenced WTC while communication apprehension had an indirect effect through competence. In addition, 70 of participants participated in a communication laboratory. Influences of trait WTC related to the proportion of the laboratory participation and situational WTC related to initiating a difficult communication task.

Yashima (2002) examined relations among L2 learning and L2 communication variables in Japanese EFL context using the MacIntyre and Charos's (1996) WTC model and the socio-educational model as a framework with 297 Japanese university students. Examined variables in the study were international posture, L2 learning motivation, L2 proficiency, L2 communication confidence, and L2 WTC. The findings showed that international posture influenced motivation, which, in turn, influence proficiency. Motivation influenced communication confidence which led to WTC. In addition it appeared in the study that international posture directly affected WTC while proficiency insignificantly affected communication confidence.

Kim (2004) examined the reliability of MacIntyre et al.'s model in explaining WTC in the Korean EFL context. It was assumed that the reliability of MacIntyre et al.'s model relies on the determination of whether WTC is more trait-like than situational. Samples were 191 Korean university students doing survey instruments Depending on data analysis, the researcher concluded that implying WTC is more likely to be trait-like than situational, MacIntyre et al.'s model was

reliable in the Korean context, and that Korean students' low levels of WTC in English might be responsible for their less successful results in English learning.

Kang (2005) conducted the study on the dynamic emergence among situational-specific willingness to communicate in a second language. The four voluntary Korean students studying in American university were assigned to have a conversation with American English native speakers to fulfill the requirement of university's English Language Institute and the conversation was video-taped and audio-recorded. After that, the researcher employed a stimulated recalls to collect the data. Retrospectively, the participants looked at the recorded conversation with the researcher and were able to pause the video anytime they wanted in order to explain why they decided to engage or avoid the conversation at that scene. The findings reported that situational WTC in L2 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 WTC in L2 which is a dynamic situational concept that can change moment-to-moment, rather than a trait-like predisposition

Cao and Philp (2006) investigated WTC in L2 in both trait and situational dimension in ESL classroom. The WTC scale, the class observation scheme and the semi-structured interview were used to obtain the data from 10 participants who enrolled in an intensive general English program at a university- based private

language in New Zealand. The participants were taught and assigned to work as a whole class, dyad, and group work in order to study the effect of group size on level of willingness to communicate. Since the participants came from different countries, the cultural background was also in focus. The results showed that group size, familiarity of interlocutors and topics, interlocutor's participation, self-confidence, medium of communication, and cultural background affected situational WTC of the participants.

Yashima and Zenuk-Nishide (2008) did a follow-up study of Yashima et al. (2004) aiming to explore impact of learning contexts (including study abroad and stay-home) and instructions (including content-based and grammar-translation) on proficiency, international posture, and WTC in English. Yashima and Zenuk-Nishide collected the data from two cohorts of 165 high school students who entered the school in April 1999 and 2000, and graduated in March 2002 and 2003 respectively. The participants are the follow-up participants of Yashima et al. (2004). The instrument used in the study was the questionnaire that examined international posture, WTC in English, and frequency of English communication. The results indicated that the study abroad group demonstrated a clear advantage in all of the indicators over groups who stayed home. This result implies that the development in proficiency and attitudinal (international posture) and behavioral changes could take place when the learners fully participated in a foreign community and teachers in the class that linked learners to an imagined international community.

The relationships between affective variables and language proficiency/ achievement

Gardner and MacIntyre (1993) did a study to investigate the validity of the Attitude/Motivation Test Battery. Data were obtained from 92 students of university - level French. There were four issues being focused in the study. The first issue deals with whether the various subtests assess the attributes they are presumed to measure. A multitrait/multimethod analysis of three methods indicated that they did. The second issue focuses on the relationship of the subtests to higher order constructs. A factor analysis provided empirical support for the higher order constructs of Integrativeness, Attitudes Toward the Learning Situation, Language Anxiety, and Motivation. The third issue is concerned with whether the strategy used to measure affective variables influences their correlations with measures of achievement. The results revealed that there were correlations between the variables, but some measures of achievement were less related to all affective measures than were others. The fourth issue measures integrative and instrumental orientation, their relationship to each other and to achievement. The results demonstrated more communality among integrative orientation items and measures than among instrumental orientation measures. Neither correlated that highly with achievement, but the correlations were slightly higher for measures of integrative orientation.

Gardner et al. (1997) studies the relationships among individual difference which were language attitudes, motivation, anxiety, self-confidence, language aptitude, learning strategies, field independence, and measures of achievement in the language. The study collected data from 102 university students enrolled in introductory French. The results indicated substantial links among the

affective measures and achievement. Support was found for these connections in the proposed causal model.

Masgoret and Gardner (2003) estimated the magnitude of the contributions that motivation and attitudes make to achievement in the second language in the research conducted by Gardner and his associates. This meta-analysis investigates the relationship of second language achievement to the five attitude/motivation variables from Gardner's socioeducational model: integrativeness, attitudes toward the learning situation, motivation, integrative orientation, and instrumental orientation. The questions focused on (a) What is the best estimate of the correlations in the population between various aspects of second language achievement and the five attitudinal/ motivational characteristics in Gardner's model? and (b) Are there other variables, such as the availability of the language in the community or the age of the learners, that influence the magnitude of these associations? These relationships were examined in studies conducted by Gardner and associates using the AMTB, and three achievement measures including self-ratings, objective tests, and grades. In total, the meta-analysis examined 75 independent samples involving 10,489 individuals. The results demonstrated that the correlations between achievement and motivation are uniformly higher than those between achievement and integrativeness, attitudes toward the learning situation, integrative orientation, or instrumental orientation, and that clearly the population correlations are greater than 0. In general, neither the availability of the language nor age had clear moderating effects on these relationships.

Gardner et al. (2004) studied the effect of affective variables on language achievement and achievement and the effect of experiences in language learning on affective variables. Five classes of variable are emphasized: integrativeness, attitudes toward the learning situation, motivation, language anxiety, and instrumental orientation. The present study of a 1-year intermediate-level French course revealed that some affective characteristics are more amenable to change than others, and that patterns of change over time are moderated by achievement in the course. Related findings demonstrate very few differences on the affective measures from one class section to another, and that day-to-day levels of state motivation are largely invariant, whereas state anxiety might be influenced by environmental events.

Shedivy (2004) explored the factors that lead some students to persist in foreign language study past the usual 2 years in high school. The findings showed that factors that have been prevalent in the literature include language aptitude, integrative motivation, grades, intellectual and cultural curiosity, language learning strategies, lack of anxiety, and positive attitudes toward the target language community. The interviews also showed that the essence of the experiences of five students who spent extended periods engaged in abroad study in Spanish-speaking countries for the purposes of enhancing their proficiency and experiencing the culture. Data from the five interviews were categorized into five themes that represented several factors that lead some students to persist in the study of a foreign language.

Mori and Gobel (2006) investigated two concepts of motivational models: Expectancy-value theory, and Gardner's socio-educational model. The study aimed to first define foreign language learning motivation in a particular EFL setting and explore differences in motivational sub-constructs based on the variable of gender. A previously tested motivational scale was administered to 453 second-year non-English majors. Factor analysis of the results revealed a multidimensional construct comprised of Integrativeness, Intrinsic value, Motivation, and Attainment value, together explaining 54.4% of the variance. A MANOVA was then performed with gender as the independent variable. The results of the MANOVA indicated a significant difference in Integrativeness based on gender, with females scoring significantly higher on those items. The results are discussed in relation to both the socio-educational model and Expectancy-value theory, and with reference to their relevance in the EFL classroom.

CHAPTER III

METHODS

The present study aimed to investigate the levels of affective variables, willingness to communicate in English, and English communication behaviors of Thai secondary school students as well as the relationships between these constructs, and to examine the model of English communication in Thai contexts. This study used both quantitative and qualitative data, and employed three kinds of instruments to collect the data: a questionnaire, a classroom observation scheme, and interview questions. First, the researcher used a questionnaire to collect the data about willingness to communicate, communication behaviors, and affective variables. Second, the researcher used observations to collect supplementary data about English classroom communication behaviors. Third, the researcher used interview to collect supplementary data about affective variables. The data from the observations and the interviews was used to triangulate with the questionnaire data.

Population and Participants

The population of this study was Thai secondary school students in public schools in Bangkok. The participants were eleventh grade students whose schools were under Bangkok Educational Service Area 1-3. The researcher chose to study eleventh grade students because they have studied English in school for a certain period of time (at least five years in the secondary education level), so their communication competence should be adequate to interact in English with foreign teachers in class. In addition, eleventh grade students might not worry about studying

English for the university entrance examination as much as twelfth grade students do.

There were two groups of participants in the present study: the participants in the

survey phase and the participants in the observation and interview phase.

Participants in the Survey Phase

The participants in the survey phase were selected based on two criteria. First,

the participants studied in a regular program, not in an English program, in extra-large

secondary schools (schools with more than 1,500 students) under Bangkok

Educational Service Area 1- 3. Second, the participants had at least one class period in

a week studying English with foreign teachers who used English as the medium of

instruction in classroom.

To select the participants in the survey phase, the researcher calculated the

number of participants by employing multi-stage sampling techniques. First of all, the

number of participants in the survey phase was calculated using Yamane (1967)'s

formula with a 95% confidence level and a 5% of precision level.

$$n = \frac{N}{1+ N(e)^2}$$

n = the number of participants

N = the total number of students

e = the level of precision (0.05)

Since the total number of eleventh grade students in extra large schools under

Bangkok Educational Service Area 1-3 were 33,328 (Office of the Basic Education

Commission, 2009), the total number of participants, according to Yamane (1967),

should be at least 396 to obtain good representatives for the population.

Then, the researcher calculated the number of participants to participate in the

present study. Since the number of students in each service area was not the same, the

size of representative number of participants from each service area was calculated

based on the proportion of participants needed to have a significant sample size of the

total number (see Table 3.1). For example, the number of participants from

Educational Service Area 1 was calculated as follows.

The number of participants   =   The sample size (396)   x The number of

from Educational Service   The number of population   students in Educational

Area 1 (141)   (33,328)   Service Area 1 (11,898)

After obtaining the number of participants in each service area, the researcher

calculated the number of schools needed to participate in the present study. The

researcher calculated the number of schools by dividing the number of participants by

45, which is an approximate number of students in one class.

Table 3.1

The calculated number and actual number of participants in the survey phase

Bangkok Educational Service Area	The total number of students	The calculated number of participants	The actual number of participants	The number of participated schools [a]
Service Area 1	11,898	141	147	4
Service Area 2	13,461	160	171	4
Service Area 3	7,969	95	120	3
Total	33,328	395	438	11

[a] Number of participants were rounded up to the whole number

Later on, the researcher employed the simple random sampling technique to

select the schools in each educational service area by drawing lots and the convenient

sampling technique to select a class of each school. To select the classes, the

researcher contacted the head of the Foreign Language Department of each school and

asked the head to select one class for the study according to their convenience.

Totally, the participants participated in the survey phase were 438 (see Table 3.2)

Table 3.2

The number of participants in the survey phase from each school

Bangkok Educational Service Area	Schools	Number of participants
Service Area 1 (n=147)	- Rachathiwas School	28
	- Wachirathamsatit School	46
	- Surasak Montree School	38
	- Sri Ayudhya School under the Royal Patronage of H.R.H. Princess Bejraratanarajsuda School	35
Service Area 2 (n=171)	- Triamudomsuksapattanakarn Ratchada School	47
	- Sripruetta School	43
	- Horwang School	37
	- Satriwitthaya 2 School	44
Service Area 3 (n=120)	- Thonburee Woratapeepalarak School	30
	- Panyaworakun School	45
	- Wat Nuanoradit School	45
	Total number of participants	438

Participants in the Observation and Interview Phase

The purpose in this phase was to triangulate the observation and interview data with the survey data. For the observation and interview phase, the researcher selected the participants from one of eleven schools in the survey phase. The school for the observation and interview was chosen under two conditions. The first condition was that the participants had at least one class period in a week studying English with foreign teachers who used English as the medium of instruction. The second condition was that the school would allow the researcher and an assistant researcher to observe the participants in the foreign teacher's class. Using these two criteria, the school that was chosen to participate in the observation and interview phase was one of the schools in Educational Service Area 2, Satriwithaya 2 School.

The participants in observation and interview phase were selected based on their WTC levels in the self-reported questionnaire. The WTC scores of all participants in Satriwitthaya 2 School were ranked from highest to lowest scores, from 5.00-0.00. Six participants were selected: three participants with the highest WTC scores and three participants with the lowest WTC scores. Then, the six participants were observed during their English classes with a foreign teacher and were asked to participate in the interviews.

In this report, pseudonyms are used to refer to each participant instead of their real names to keep their identities confidential. The participant's information is presented in Table 3.3.

Table 3.3

The information of participants in the observation and interview phase

Abbreviations	Participants	Gender	WTC scores	Year of learning English
H1	High WTC participant 1	Female	5.00	11
H2	High WTC participant 2	Female	4.50	11
H3	High WTC participant 3	Female	4.08	13
L1	Low WTC participant 1	Male	1.08	11
L2	Low WTC participant 2	Male	1.17	11
L3	Low WTC participant 3	Male	1.17	11

Research Instruments

The research instruments in this study consist of one self-reported questionnaire, one classroom observation scheme, and interview questions. The description of the three instruments is presented as follows.

1. Questionnaire

The questionnaire used to measure five constructs in this study was adapted from Yashima et al. (2004) and Gardner (2004) into a Thai version.

The development of the questionnaire

As stated above, the researcher developed the questionnaire from Yashima et al. (2004) and Gardner (2004). The items used to measure four constructs: international posture, confidence in English communication, willingness to communicate in English, and frequency of English communication behaviors were adapted from Yashima et al. (2004). The items used to measure the other variable,

English learning motivation, were adapted from the Attitude/Motivation Test Battery by Gardner (2004) to measure all three variables (including desire to learn the L2, motivational intensity, and attitudes toward learning the L2) as in other studies (Gardner, 1985; Gardner, 2004; Hashimoto, 2002; MacIntyre & Charos, 1996; and Peng, 2006). All the items from Yashima et al. (2004) and Gardner (2004) were translated into Thai.

The questionnaire consists of three parts (see Appendix B).

Part I

The first part of the questionnaire was used to obtain the participants' demographic information such as gender, school's name and student identification number.

Part II

The second part of the questionnaire consists of 69 items that were used to investigate three constructs: international posture, English learning motivation, and confidence in English communication.

1. International Posture

International posture is defined as a general attitude of learners toward the international community which influences their English learning and communication. According to Yashima et al. (2004), international posture can be observed through three variables which are interest in foreign affairs, intergroup approach - avoidance tendency, and interest in international vocation/activities. The questionnaire in this part consists of fifteen items. The details of the three observed variables are described as follows.

1.1 Interest in foreign affairs

Two items were used to investigate the participants' interests in international issues and situations. The two items are as follows.

- I often read and watch news about foreign countries.

- I often talk about situations and events in foreign countries with my family and/or friends.

1.2 Intergroup approach – avoidance tendency

Seven items were used to measure the participants' tendency to approach or avoid English communication with foreigners both in and outside Thailand. Examples of the items for this variable are as follows.

- I would share an apartment with international students.

- I would help a foreigner who is in trouble communicating in a restaurant or at a station.

1.3 Interest in international vocation /activities

Six items were used to assess the degree of the participants' interest in an international career and living overseas. The followings are examples of the items used to examine this variable.

- I'd rather avoid the kind of work that sends me overseas frequently.

- I want to live in a foreign country.

There was an adaption of one item in *interest in international vocation or activities* component. The original statement is 'I'm interested in volunteer activities in developing countries such as participating in Youth International Development.' The statement might not be suitable in Thai context because Thai students rarely participate in volunteer activities in developing countries so the researcher changed

the statement into 'I'm interested in an exchange program in foreign countries such as AFS International Intercultural Programs.', the activity which are more familiar to Thai students.

To complete the questionnaire in this part, the participants read the statements listed and indicated their agreement or disagreement to the statements. In the original version of Yashima et al.'s (2004) questionnaire, the scales are seven-point Likert scales which are not very common to Thai people, so the researcher changed the scales to be five-point scales ranging from 1-5 instead. The meaning of each number is as follows.

5	means	I strongly agree with this statement
4	means	I agree with this statement
3	means	I neither agree nor disagree with this statement
2	means	I disagree with this statement
1	means	I strongly disagree with this statement

2. *English Learning Motivation*

To assess English learning motivation, Gardner's Attitude/Motivation Test Battery (AMTB) version 2004 for Croatian, Japanese, Polish, Portuguese, and Romanian was used in this study since the contexts of English learning and teaching in Thailand and Japan are similar. English is used as a foreign language, not the main medium of communication, in both countries. The questionnaire in this part consists of thirty items to measure three variables: motivational intensity, desire to learn English and attitudes toward learning English.

2.1 Motivational intensity

Ten items, five positive and five negative, were used to examine the degree of effort and attention to learn English of the participants. Examples of these items are:

- I make a point of trying to understand all the English I see and hear.

- I keep up to date with English by working on it almost every day.

2.2 Desire to learn English

Ten items, five positive and five negative, were used to investigate the degree of participants' wish to learn English. Examples of these items are as follows.

- I wish I were fluent in English.

- Knowing English isn't really an important goal in my life.

2.3 Attitudes toward learning English

Ten items, five positive and five negative, were used to index a favorable attitude toward learning English. Examples of these items are as follows.

- I love learning English.

- I hate English.

- I would rather spend my time on subjects other than English.

To complete the questionnaire in this part, the participants read the statements listed and indicated their agreement or disagreement to the statements using five-point Likert scale as in the international posture. In Gardner's (2004) original questionnaire, the scales are six-point Likert scales, but the researcher changed the scales to be five-point scales ranging from 1-5. The meaning of each number is as follows.

5	means	I strongly agree with this statement
4	means	I agree with this statement
3	means	I neither agree nor disagree with this statement

2   means   I disagree with this statement

1   means   I strongly disagree with this statement

3. English communication confidence

To examine the participants' English communication confidence, twenty-four items were used. The twenty-four items were constructed to investigate two variables, communication anxiety in English and perceived communication competence in English.

3.1 Communication anxiety in English

Twelve items were used to examine the feeling of apprehension in using English. The participants have to indicate how often they felt nervous in four types of situations (i.e. dyad, group, meeting, and public) and with three types of receivers (i.e. friends, acquaintances, and strangers). Examples of the items measuring communication anxiety in English are:

"How often do you think you would feel anxious to communicate in English in each of the following situations"

- Present a talk to a group of strangers.

- Talk with an acquaintance while standing in line.

In Yashima et al. (2004), the items used to investigate this variable required the participants to fill in a percentage (from 0 % – 100 %), but in the present study, the items were adapted from fill-in items to five-point Likert scale for the consistency in the format of the questionnaire. The scale rages from 1-5. The measuring of each number is as follows.

5   means   I would always feel anxious (approximately 76 - 100%).

4   means   I would often feel anxious (approximately 51 - 75%).

3   means   I would sometimes feel anxious (approximately 26 – 50%).

2   means   I would hardly feel anxious (approximately 1 - 25%).

1   means   I would never feel anxious (0%).

3.2 Perceived communicative competence in English

Twelve items were used to investigate the participants' self-judgment in their

English communication competence. The participants have to indicate how often they

feel competent in English communication in four types of situations and three types of

receivers. The questionnaire in this part employs five-point Likert scale which ranges

from 1-5. The measuring of the rating scales is described as follows.

5   means   I always feel competent (approximately 76 - 100%).

4   means   I often feel competent (approximately 51 - 75%).

3   means   I sometimes feel competent (approximately 26 - 50%).

2   means   I hardly feel competent (approximately 1 - 25%).

1   means   I never feel competent (0%).

Part III

In the last section of the questionnaire, there are 25 items which were used to

investigate two constructs: willingness to communicate in English and English

communication behaviors.

1. Willingness to Communicate in English

Twenty items consist of twelve items for measuring WTC and eight filler

items to cover the situations of communication. The twelve items (number 3, 4, 6, 8,

9, 11, 12, 14, 15, 17, 19, and 20) measured participants' WTC in English in four types

of communication contexts and with three types of receivers. The other eight items

are filler items which were not calculated in WTC scores. Examples of the filler items are:

- Talk with a police officer.

- Talk with a girl/boy friend.

Similarly to the items used to measure communication anxiety and perceived communicative competence, the items in this part were also changed fill-in items to five-point Likert scale. The meaning of the scales is as follows.

5   means   I would always communicate in English (approximately 76 – 100%).

4   means   I would often communicate in English (approximately 51 – 75%).

3   means   I would sometimes communicate in English (approximately 26- 50%).

2   means   I would hardly communicate in English (approximately 1 – 25%).

1   means   I would never communicate in English (0%)

2. English communication behaviors.

To investigate the participants' English communication behaviors, five items adapted from Yashima et al. (2004) were used. The frequency of the communication behaviors indicated how often students volunteer to communicate in and outside the classroom. Example items are as follows.

-    I volunteered to answer or ask questions in class.

-    I asked teachers questions or talk to them outside the class period.

To rate the frequency of English communication behaviors, five-point Likert scale was used. The meaning of the scales is as follows.

5   means   I always communicate in English (approximately 76 – 100%).

4   means   I often communicate in English (approximately 51– 75%).

3   means   I sometimes communicate in English (approximately 26 - 50%).

2   means   I hardly communicate in English (approximately 1 – 25%).

1   means   I never communicate in English (0%)

The summary of items in the questionnaire is presented in Table 3.4.

Table 3.4

The summary of the items used in the questionnaire

Constructs	Observed variables	Part & Number	Items	Sample items
International Posture	Interest in foreign affairs	Part II, no. 1	1, 2	- I often read and watch news about foreign countries. - I often talk about situations and events in foreign countries with my family and/or friends.

(Table continues)

Table 3.4 (Continued)

Constructs	Observed variables	Part & Number	Items	Sample items
	Intergroup approach - avoidance tendency	Part II, no. 1	3 - 9	- I want to make friends with international students studying Thailand. - I try to avoid talking with foreigners if I can.
	Interest in international vocation/activities	Part II, no. 1	10 – 15	- I want to live in a foreign country. - I'd rather avoid the kind of work that sends me overseas frequently.
English Learning Motivation	Motivational intensity	Part II, no. 2	1 - 10	- I really work hard to learn English. - I put off my English homework as much as possible.
	Desire to learn English	Part II, no. 2	11- 2 0	- I wish I were fluent in English. - Knowing English isn't really an important goal in my life.
	Attitudes toward learning English	Part II, no. 2	21 - 30	- I love learning English. - I hate English.

(Table continues)

Table 3.4 (Continued)

Constructs	Observed variables	Part & Number	Items	Sample items
Confidence in English Communication	Communication anxiety in English	Part II, no. 3.1	1-12	- Present a talk to a group of strangers. - Talk with an acquaintance while standing in line.
	Perceived communicative competence in English	Part II, no. 3.2	1-12	- Talk with strangers in a large meeting. - Talk with friends in a small group.
Willingness to communicate in English[1]	Willingness to communicate in English	Part III, no. 1	3, 4, 6, 8, 9, 11, 12, 14, 15, 17, 19, 20	- Talk with a police officer. - Talk with friends in a small group.
English Communication Behaviors	English communication behaviors	Part III, no. 2	1 - 5	- I volunteered to answer or ask questions in class. - I asked teachers questions or talk to them outside the class period.

[1] The remaining items in WTC in English (1,2, 5, 7, 10, 13, 16, and 18) are fillers

items which were added to cover communication situations, but were not calculated

2. Classroom Observation Scheme

The second research instrument used in the present study was a classroom observation scheme. The classroom observation scheme was used to investigate the frequency of actual English communication behaviors in the English classroom. The data obtained from the observations were used to triangulate with the data obtained from the questionnaire (see Part III of Appendix B).

The classroom observation scheme was adapted from Cao and Philp (2006). The observation scheme consists of two parts, focusing on individual communication behaviors in the presence of the teacher and in the absence of the teacher (see Appendix C). The first part consists of seven items communication behaviors of the participants when the teacher teaches in front of the class or talks directly to the participants. The second part of the observation scheme consists of five items measuring communication behaviors occurring when the participants work in pair or in group without the teacher. The descriptions of each behavior are presented in Appendix D.

3. Interview Questions

Interview questions were developed to examine three affective variables which are international posture, English learning motivation, and confidence in English communication. The data obtained from the interviews were used as supplementary data to triangulate with the data obtained from the questionnaire. The interview questions were developed using the same framework as the questionnaire. The interview questions consist of twenty-two questions as follows.

Table 3.5

The interview questions

Observed variables	Items	Questions
1.International Posture		
1.1 Interest in foreign affairs	1	How often do you watch or read news about situations in foreign countries?
	2	How often do you talk about situations and events in foreign countries with your family and/or friends?
1.2 Intergroup Approach- Avoidance Tendency	3	What would you do if there is a foreigner (e.g. international students, foreign teachers) at your school? - Would you talk to them? - Would you sit next to them? - Would you mind sharing a room with an international student?
	4	If you see a foreigner who is in trouble communicating in a restaurant or at a station, what will you do? Why?
	5	Do you have any foreign friends? - Would you like to have friends from other countries? - What do you do to make friends with those people? (e.g. Do you talk or help foreigners in public places?)

(Table continues)

Table 3.5 (Continued)

Observed variables	Items	Questions

1.3 Interest in International Vocation/ Activities	6	Do you know any exchange program in other countries?
		    - What are they?
		    - Are you interested in the program? Why/ why not?

	7	What kind of job you plan to apply to: the job that requires you to go overseas frequently / stay in a foreign country or the one that is domestic? Why?
2. English Learning Motivation		
2.1 Motivational intensity	8	What do you do when you have a problem understanding something in your English class?
	9	Do you regularly have homework from your English class? - Do you do it? Do you turn it in on time?
	10	What do you do when you receive comments/feedback about your use of English?

Table 3.5 (Continued)

Observed variables	Items	Questions
2.2 Desire to Learn English	11	How do you learn English, only from the teacher in class, by yourself, or from a tutor?
	12	How much do you want to learn English? - Do you want to learn all aspects of English or only the basics? - Have you ever thought of dropping English?
	13	What do you expect about learning English?
2.3 Attitudes toward Learning English	14	Comparing all subjects at school, is English an important subject?
	15	How do you feel when you learn English? - Why do you like/don't like learning English?
	16	What will you do about English learning when you leave school?
3. Confidence in English Communication		
3.1 Communication Anxiety in English	17	In which situation do you feel most relaxed to speak English: in pair, in a group, in a meeting, or in public? Why?
	18	In which situation do you feel most anxious to speak English: in pair, in a group, in a meeting, or in public? Why?

(Table continues)

Table 3.5 (Continued)

Observed variables	Items	Questions
	19	With whom do you feel most anxious to speak English: friend, acquaintance, or stranger? Why?
3.2 Perceived communicative competence in English	20	How competent do you think you are to communicate in English?
	21	In which situation do you feel most competent to speak English: in pair, in a group, in a meeting, or in public?
	22	With whom do you feel most competent to speak English: friend, acquaintance, or stranger? Why?

Validity Check

Before using the questionnaire, the observation scheme, and interview questions, the researcher asked three experts to check the content validity of the three research instruments. Revision of the instruments was made according to the experts' comments.

For the questionnaire, the researcher asked the experts to check the translation of the Thai items and the appropriateness of the items for the contexts of English learning and teaching in Thailand. No major changes were suggested to be made nor were any items suggested to be taken out. The experts only suggested some items to be rephrased to make them clearer. The examples of the modification are as follows.

- Item 13 (International posture)

ฉันสนใจกิจกรรมแลกเปลี่ยนในต่างประเทศ เช่น โครงการเยาวชน เอเอฟเอสเพื่อการศึกษาและแลกเปลี่ยนวัฒนธรรมนานาชาติ

"I'm interested in an exchange program in foreign countries such as AFS International Intercultural Programs."

The item was changed to:

ฉันสนใจในโครงการแลกเปลี่ยนระหว่างประเทศ เช่น โครงการเยาวชน เอเอฟเอสเพื่อการศึกษาและแลกเปลี่ยนวัฒนธรรมนานาชาติ

(I'm interested in an exchange program between countries such as AFS International Intercultural Programs.)

- Item 20 (English learning motivation)

ฉันไม่มีความปรารถนาใด ๆ ที่จะเรียนภาษาอังกฤษนอกเหนือไปจากการเรียนเรื่องพื้นฐานของภาษาอังกฤษ

"I haven't had any great wish to learn more than the basics of English."

The item was changed to:

ฉันไม่ต้องการเรียนภาษาอังกฤษอื่นใดอีกที่นอกเหนือไปจากภาษาอังกฤษที่ต้องเรียนขั้นพื้นฐาน

(I don't want to learn more than the basics of English.)

For the other two instruments, the classroom observation scheme and the interview questions, the three experts approved the two instruments with no changes.

Reliability Check

After checking the validity, the three instruments were tried out to check the reliability.

To examine the internal consistency of the questionnaire, the researcher tried out the questionnaire with forty-seven eleventh grade students whose characteristics were similar to the population of the study. Then Cronbach's Alpha Coefficient was used to check the reliability of the questionnaire. Table 3.6 exhibits that all observed variables in the questionnaire obtained Cronbach's Alpha Coefficient higher than 0.6, which means that all variables have a significant reliability (Cronbach, 1970).

Table 3.6

Cronbach's Alpha Coefficient of ten observed variables in the questionnaire (N =47)

Observed variables	Cronbach's Alpha Coefficient
Interest in foreign affairs	.65
Intergroup approach - avoidance tendency	.69
Interest in international vocation/activities	.61
Motivational intensity	.80
Desire to learn English	.86
Attitudes toward learning English	.87
Communication anxiety in English	.86
Perceived communicative competence in English	.91
Willingness to communicate in English	.93
English communication behaviors	.81

To assure the reliability of the classroom observation scheme, the researcher and a research assistant practiced observing the participants together before using the instrument to collect the data. The consistency of the data obtained from two observers in the try out was examined as follows.

Before collecting the data, the researcher and the assistant practiced using the observation scheme together to observe English communication behaviors of a student in the participants' class two times in July 2009. After finishing each practiced observation, the researcher and the assistant shared their experience in using the observation scheme to create the same understanding of how to use the scheme in observing English communication behaviors. Also the frequency of English classroom communication behaviors obtained from the classroom observation scheme from the two observers was analyzed using Pearson correlation coefficient to investigate the interrater reliability (Scott, 1995, cited in Krippendorff and Block, 2009). The results showed that the observation data obtained by the researcher and the assistant significantly correlated at the very high level ($r = 0.91$ and 0.93).

To check the reliability of the interview questions, the researcher coded the transcription with another assistant. Before separately coding the data, the researcher and the assistant practiced coding the transcription of one participant to create an understanding of the codes. The results of the coding from the researcher and the assistant were also analyzed for consistency using Pearson correlation coefficient. The results revealed that the coding from the two coders was significantly correlated at a very high level ($r = 0.98$).

Data Collection

In the present study, the data were collected by three instruments: a questionnaire, a classroom observation scheme, and interview questions. For the questionnaire, the researcher administered the questionnaire to the participants in eleven schools in the first semester of the academic year 2009 (B.E. 2552). In four schools, the researcher was allowed to administer the questionnaire to the participants by herself while in the other seven schools, the questionnaire was distributed to the participants by the schools. All questionnaires distributed were returned.

For the observation, after selecting six participants from their reported WTC, the researcher and a research assistant observed the participants' English classroom communication behaviors four times in the English class of a foreign teacher in August 2009. The observation was conducted once a week due to the schedule of the foreign teacher. He only taught this class one period a week. The students in this class studied in a regular program. The purpose of the class was for interaction in verbal communication between students and the teacher and between students and students. The activities were, for example, a guessing unknown word game with the teacher, asking for information among students, group working, and role play. To observe the participants, the researcher employed time-interval observation technique (Johnson & Christensen, 2000). In each observation, all six participants were observed. Each participant was observed approximately two minutes each time, then the researcher switch to observe another participant. The researchers switch their observation from one participant to another participant until completing the circle. Once all six participants were observed, the researcher and the assistant started another cycle and observed the first participant again. During each observation, the researcher and the

assistant tallied the frequency of English communication behaviors and wrote field notes to record supplementary information such as the sentences that the participants spoke.

For the interviews, the researcher conducted a semi-structured interview in Thai with each participant individually. Each participant was interviewed approximately one to one and a half hours. The interviews were audio-recorded and transcribed.

Data Analysis

Questionnaire data

The survey data were analyzed using descriptive statistics, Pearson product moment correlation, and structural equation modeling.

First, descriptive statistics were used to analyze the mean scores of the five constructs and the observed variables.

The mean scores of the constructs and observed variables were interpreted using the following criteria.

4.51 - 5.00	means	students reported having the particular variable at a "very high" level
3.51 – 4.50	means	students reported having the particular variable at a "high" level
2.51 – 3.50	means	students reported having the particular variable at a "moderate" level
1.51 – 2.50	means	students reported having the particular variable at a "low" level

1.00 -1.50   means   students reported having the particular variable at a "very low" level

(Bowarnkitiwong, 2005)

Second, the data were analyzed using correlation to investigate whether there were the significant relationships between ten observed variables.

The correlation was interpreted using the following criteria.

$r > .8$ means   there is a positive relationship between variables at a "very high" level

$.6 < r \leq .8$ means   there is a positive relationship between variables at a "high" level

$.4 < r \leq .6$ means   there is a positive relationship between variables at a "moderate" level

$.2 < r \leq .4$ means   there is a positive relationship between variables at a "low" level

$.1 < r \leq .2$ means   there is a positive relationship between variables at a "very low" level

$r = 0$ means   there is no relationship between variables

(Bowarnkitiwong, 2005)

The significant relationship analyzed by correlation were then used as the basic assumption of the significant relationship among observed variables in the model analyzed by structural equation modeling in the following part.

Third, the data were analyzed by structural equation modeling using LISREL 8.72 (Jöreskog and Sörbom, 2005) to investigate the relationships between the five constructs by testing how the theoretical model fit in with the empirical data. To

validate the theoretical model, the goodness of fit indices should be as follows.

Minimum Fit Function Chi-Square (χ^2)	Should be lesser than 20
P –value	Should be higher than 0.05
	(p > 0.05)
Goodness of Fit Index (GFI)	Should be close to 1
Adjusted Goodness of Fit Index (AGFI)	Should be close to 1
Root Mean Square Residual (RMR)	Should be close to 0

(Wiratchai, 1999)

Observation data

To analyze the observation data, the sum of the frequency of English classroom communication behaviors of each participant tallied by the researcher and the assistant was calculated to find the average frequency. Then the frequency of the English classroom communication behaviors was presented in relation to the level of WTC in English of high and low WTC participants.

Interview data

To analyze the interview data, the transcriptions of the six participants were analyzed using content analysis technique to find the frequency of three affective variables (including international posture, English learning motivation, and confidence in English communication behaviors) by the researcher and the research assistant. Each affective variable was indicated by its observed variables. The frequency of observed variable under international posture and English learning motivation from two coders was summed to find the average as one construct. For confidence in English communication, the frequency of two observed variables was presented separately.

To analyze the observed variables, the coding was constructed (See Appendix F). For all codes, the data were tallied. The data were read and searched for target words or phrases as set before the coding in order to indicate the observe variables. If the target word or phrase was found, it was tallied. For all codes, they were tallied only once. Later, the frequency of coding was summed to represent each affective variable.   The examples of coding are presented as follows.

Example 1

    Interviewer: ดูข่าวเกี่ยวกับเหตุการณ์ในต่างประเทศบ่อยมั้ย

            Do you often watch news about situations in foreign countries?

    H1:   <u>ก็ทุกวันค่ะ</u>

            <u>*Every day.*</u>

    Interviewer: คือดูจากทีวี จากเว็บ จากหนังสือพิมพ์ วิทยุ

            You watch from TV, the Internet, newspaper, radio?

    H1:   ใช่ค่ะ คือดูรอบด้าน ที่บ่อยๆ ก็เป็นเว็บไซต์กับโทรทัศน์ค่ะ

            Yes, all channels. The frequent ones are website and TV.

The phrase "*Every day*" was tallied for the code IP1 to indicate interest in foreign affairs.

Example 2

    Interviewer: แล้วเอาเรื่องนี้มาคุยกับคนในครอบครัวมั้ย

            Do you often talk about them (the situations) with your family?

    H1:   <u>คุยค่ะ ก็คุยกับน้อง คุยกับพ่อ คุยกับทุกคนเลยค่ะ</u> ที่บ้านก็ติดตามอยู่แล้ว

Yes. I talk with my younger sibling, talk with my father, talk

with *everybody. My family also updates the news.*

The phrase "*Yes. I talk with my younger sibling, talk with my father, talk with*

everybody" was tallied for IP2.1 to indicate interest in foreign affairs.

Furthermore, the examples of excerpts from the transcriptions were presented

as the supplementary data.

CHAPTER IV

FINDINGS

This chapter aims to report the findings of the present study which were obtained from the questionnaire, the observations, and the interviews. The results are presented in order to answer the following research questions as follows:

1. What are the levels of affective variables, willingness to communicate, and English communication behaviors of Thai secondary school students?

2. What are the relationships between affective variables, willingness to communicate, and English communication behaviors of Thai secondary school students?

3. What is the model of English communication in Thai contexts?

Research question 1: What are the levels of affective variables, willingness to communicate, and English communication behaviors of Thai secondary school students?

In the present study, three affective variables (including international posture, English learning motivation, and confidence in English communication), WTC in English, and English communication behaviors were investigated. To investigate these five constructs, ten observed variables were measured. Two constructs, WTC in English and English communication behaviors were measured directly while the other three constructs were measured through eight variables (see Table 4.1).

Table 4.1

Constructs and observed variables in the present study

Constructs	Observed variables
1. International Posture (Interpost)	1.1 Interest in Foreign Affairs (IFA)
	1.2 Intergroup Approach-Avoidance Tendency (AAT)
	1.3 Interest in International Vocation or Activities (IVA)
2. English Learning Motivation (Motivation)	2.1 Motivational Intensity (MI)
	2.2 Desire to Learn English (DLE)
	2.3 Attitudes toward Learning English (ALE)
3. Confidence in English communication (Confidence)	3.1 Communication Anxiety in English (CA)
	3.2 Perceived Communicative Competence in English (PC)
4. Willingness to Communicate in English (WTC)	4. Willingness to Communicate in English (WTC)
5. English Communication Behaviors (Behavior)	5. English Communication Behaviors (Behavior)

The results from the questionnaire were analyzed to find the mean scores. The mean scores of each variable were interpreted using the following criteria.

4.51 - 5.00   means   students reported having the particular variable

at a "very high" level

3.51 – 4.50   means   students reported having the particular variable

at a "high" level

2.51 – 3.50   means   students reported having the particular variable

at a "moderate" level

1.51 – 2.50   means   students reported having the particular variable

at a "low" level

1.00 -1.50   means   students reported having the particular variable

at a "very low" level

Table 4.2 presents mean score of each construct.

Table 4.2

Levels of affective variables, WTC in English, and English communication behaviors

of Thai secondary school students (N=438)

Variables	$\bar{x}$	S.D.	Levels
International posture	3.34	0.47	Moderate
English learning motivation	3.79	0.55	High
Confidence in English communication	2.86	0.46	Moderate
WTC in English	2.71	0.79	Moderate
English communication behaviors	2.92	0.77	Moderate

The findings in Table 4.2 revealed that among the five constructs, the students

reported having English learning motivation at the high level ($\bar{x}$ = 3.79) and the other

four constructs at the moderate level ($\bar{x}$ = 2.34, 2.86, 2.71, 2.92 respectively).

The details of each construct are presented as follows.

International Posture

To investigate the levels of international posture, three observed variables which are interest in foreign affairs, intergroup approach-avoidance tendency, and interest in international vocation/activities were measured using the questionnaire. The questionnaire in this part consists of fifteen items (Section 2 of the questionnaire, see Appendix B). The data obtained from the fifteen items were analyzed to find the mean score.

Table 4.3

Level of international posture of Thai secondary school students (N=438)

Variables	$\bar{x}$	S.D.	Levels
Interest in foreign affairs	3.08	0.74	Moderate
Intergroup approach-avoidance tendency	3.68	0.57	High
Interest in international vocation/activities	3.27	0.61	Moderate
Total	3.34	0.47	Moderate

The data in Table 4.3 showed that the participants reported having intergroup approach-avoidance tendency at the high level and interest in foreign affairs and interest in international vocation/activities at the moderate level.

English learning motivation

To investigate the levels of English learning motivation, three observed variables which are motivational intensity, desire to learn English, and attitudes toward learning English were measured using the questionnaire. The researcher used thirty items to measure the levels of English motivation learning. Each observed

variable were measured by ten items, five positive and five negative. The data were analyzed to find the mean score.

Table 4.4

Levels of English learning motivation of Thai secondary school students (N=438)

Variables	$\bar{x}$	S.D.	Levels
Motivational Intensity	3.56	0.55	High
Desire to Learn English	3.93	0.66	High
Attitudes toward Learning English	3.87	0.67	High
Total	3.79	0.55	High

The results in Table 4.4 showed that the participants reported having motivational intensity, desire to learn English, and attitudes toward learning English at the high level which indicates the high level of English learning motivation.

Confidence in English communication

In order to assess confidence in English communication, communication anxiety in English and perceived communicative competence in English were investigated using the questionnaire. The researcher constructed twenty-four items to investigate these two observed variables. Twelve items, focusing on four types of communication contexts (including dyad, group, meeting, and public) and three types of receivers (including friends, acquaintances, and strangers), were used to investigate communication anxiety in English. Similarly, the other twelve items were used to examine perceived communicative competence in English.

Table 4.5

Levels of confidence in English communication of Thai secondary school students

(N=438)

Variables	$\bar{x}$	S.D.	Levels
Communication anxiety in English	2.83	0.79	Moderate
Perceived competence in English	2.89	0.63	Moderate
Total	2.86	0.46	Moderate

The data in Table 4.5 show that the participants reported having communication anxiety in English and perceived communicative competence in English at the moderate level.

Willingness to communicate in English

To investigate the levels of WTC in English, the researcher conducted a survey using 20 rating scale items (Section 3 of the questionnaire, see Appendix B). The questionnaire consists of 12 items used to measure the level of WTC in English and 8 items used as filler items. The twelve items measure WTC in English in four communication contexts (including dyad, group, meeting, and public) and with three types of receivers (including friends, acquaintances, and strangers) The data obtained from the twelve items were analyzed to find the mean score of each type of receivers and communication contexts.

Overall, from the questionnaires, the participants reported having willingness to communicate in English at the moderate level ($\bar{x}$ = 2.70, S.D.= 0.84). The detached results are presented in Table 4.6.

Table 4.6

Levels of WTC in English of Thai secondary school students (N=438)

Types of receivers and communication contexts		$\bar{x}$	S.D.	Levels of WTC
Receivers	Friends	2.85	0.88	Moderate
	Acquaintances	2.84	0.86	Moderate
	Strangers	2.44	0.85	Low
Communication contexts	Dyad	2.65	0.84	Moderate
	Group	2.79	0.87	Moderate
	Meeting	2.64	0.89	Moderate
	Public	2.75	0.84	Moderate
Total		2.70	0.84	Moderate

When considering the types of receivers, the participants' reported having WTC in English differently. The participants seem to be more willing to communicate with someone they know than with a stranger. With friends and acquaintances, the levels of willingness to communicate in English are at the moderate level (2.85 and 2.84 respectively) while with strangers, the level of willingness to communicate in English is at the low level ($\bar{x}$ = 2.44).

When considering the types of communication contexts, the participants' reported having WTC at the same level, moderate in all contexts. Thus, we may conclude that willingness to communicate doesn't seem to change because of communication contexts.

English communication behaviors

English communication behaviors were measured by five statements focusing on the communication behaviors both inside and outside classroom. The data were later calculated to find the mean score.

Table 4.7

Level of English communication behaviors of Thai secondary school students (N=438)

Statements	$\bar{x}$	S.D.	Levels
I participate in classroom activities such as pair work.	3.42	1.01	High
I volunteer to answer or ask question in class.	2.72	0.98	Moderate
I answer when I am called upon by my teacher.	3.34	1.02	Moderate
I ask teachers questions or talked to them outside the class period.	2.71	1.03	Moderate
I talk with friends or acquaintances outside school in English.	2.41	1.05	Moderate
Total	2.92	0.77	Moderate

The data in Table 4.7 presented that the participants reported having English communications behaviors at the moderate level. When considering the conversational contexts, the participants report having different levels of communication behaviors. When answering or asking the teachers questions both inside and outside classroom, talking to the teachers, friends or acquaintance outside classroom, they reported communication behaviors were at moderate levels. When participating in class activities such as pair work, they reported communication behaviors were at the high levels ($\bar{x}$ = 3.42).

To summarize, the students reported having English learning motivation at a moderate level while having international posture, confidence in English communication, WTC in English and English communication behaviors at a moderate level.

Research question 2: What are the relationships between affective variables, willingness to communicate, and English communication behaviors of Thai secondary school students?

To answer this research question, the data from Section 2 and 3 of the questionnaires were used as the main data and the data from the classroom observations, and the interviews were used as supplementary data. The findings are presented in three sections. Section 1 shows the relationship between the five constructs obtained from the questionnaire. Section 2 presents the findings of the actual English classroom communication behaviors of high WTC and low WTC participants obtained from the observation. Section 3 exhibits the interview results that investigate the three affective variables. The data from all three sources were then used to discuss the relationships among the five constructs.

Section 1 The relationship of five constructs from the questionnaire

The findings in this section answered hypothesis 1 that whether affective variables, willingness to communicate, and English communication behaviors have relationships at the significant level of .05.

To investigate the relationship between five constructs, the data from the questionnaire were analyzed using Pearson correlation coefficient. The correlation coefficients were interpreted using the following criteria.

r > .8	means	the relationship between observed variables is at a very "high" level
.6 < r ≤ .8	means	the relationship between observed variables is at a "high" level
.4 < r ≤ .6	means	the relationship between observed variables is at a "moderate" level
.2 < r ≤ .4	means	the relationship between observed variables is at a "low" level
.1 <r ≤ .2	means	the relationship between observed variables is at a "very low" level
r = 0	means	no relationship between observed variables

Table 4.8

The correlation matrix of affective variables, willingness to communicate, and

English communication of Thai secondary school students (N=438)

	Interpost	Motivation	Confidence	WTC	Behavior
Interpost	1.00				
Motivation	.59**	1.00			
Confidence	.13**	.03	1.00		
WTC	.28**	.27**	.37**	1.00	
Behavior	.37**	.38**	.30**	.60**	1.00
Mean	3.34	3.79	2.86	2.71	2.92
S.D.	0.47	0.55	0.46	0.79	0.77

*p<.05 **p<.01

The data in Table 4.8 shows significant relationships between all pairs of the five constructs at the significant level of .05, except between confidence in English communication and English learning motivation.

To focus on the relationship between WTC in English and English communication behaviors, the findings show that they have the relationship at the moderate level (r = .60). It can be interpreted that students who have higher WTC are more likely to communicate than students who have lower WTC.

Considering the relationships between affective variables and English communication behaviors, the findings reveal that affective variables have low relationships with English communication. The correlation show that international posture and English learning motivation have a little higher relationship with communication behaviors (r = .37 and .38 respectively) than confidence in English communication (r = .30).

To focus on the relationships between affective variables and WTC in English, the three variables have low relationships with WTC. However, when considering each pair of relationship with WTC in English, confidence in English communication shows slightly higher relationship with WTC in English (r = .37) than with international posture and English learning motivation (r = .28 and .27 respectively).

Focusing on the relationship between each pair of affective variables, the data show that the relationship between international posture and English learning motivation is at the moderate level (r = .59) and between international posture and confidence at the very low level (r = .13), while there was no significant relationship between English learning motivation and confidence in English communication (r = .03).

Section 2 Findings from the observations about the actual English classroom communication behaviors of high WTC and low WTC participants

To investigate the actual English communication behaviors in classroom, the researcher conducted four observations. A school that participated in the survey phase was purposively selected, then six students in the selected school were chosen to participate in the observation phase. The reported WTC in English was used as the criteria to select the six participants. The participants' pseudonyms are used instead of their real names. H1 – H3 refer to high WTC participants 1 – 3 and L1 – L3 refer to low WTC participants 1- 3. Table 4.9 shows the mean score of the reported affective variables, WTC in English, and English classroom communication behaviors of six participants.

Table 4.9

The mean scores of reported affective variables, WTC in English, and English classroom communication behaviors of high and low WTC participants (N=6)

Participants	Interpost	Motivation	Confidence	WTC	Behavior
H1	3.80	3.00	3.21	5.00	4.40
H2	3.73	3.10	2.42	4.50	3.80
H3	2.93	3.10	3.04	4.08	3.20
L1	2.87	3.17	2.04	1.08	2.80
L2	3.00	2.57	3.21	1.17	2.00
L3	2.07	2.73	2.79	1.17	2.00

The data in Table 4.9 show that high WTC participants reported having higher levels of English classroom communication behaviors than low WTC participants, but they reported having similar levels of affective variables.

To observe English classroom communication behaviors, the researcher employed time-interval sampling technique (Johnson & Christensen, 2000) to observe six participants in an English class taught by a foreign teacher. The participants' English communication behaviors were observed four times by the researcher and the assistant using the classroom observation scheme (see Appendix C). The participants' English communication behaviors were tallied in frequency. Using the classroom observation scheme, the researcher and the assistant focused on two types of communication behaviors: the communication behaviors in the presence of the teacher and the communication behaviors during participating in pair or group work in the absence of the teacher. The frequency of English classroom communication behaviors tallied by the researcher and the assistant four times were summed and calculated to find the average frequency and presented in Table 4.10

Table 4.10

The frequency of English classroom communication behaviors in the four

observations (N=6)

Behaviors in the presence of the teacher	H1	H2	H3	L1	L2	L3
Volunteer to answer	2	-	1	-	-	-
Give an answer to the teacher's question.						
(a) Provide information – general solicit.	24.5	12	7.5	-	1	1.5
(b) Learner-responding	1	-	-	-	-	-
(c) Non-public response	-	-	-	-	-	-
Ask the teacher a question.	1.5	-	-	-	-	-
Guess the meaning of the unknown word.	0.5	-	-	-	-	-
Try out a difficult form on the target language (lexical/morphosyntactic)	3	4.5	-	-	-	-
Present own opinions in class.	-	-	-	-	-	-
Volunteer to participate in class activities	41.5	27.5	28.5	4.5	23	12
Total	74	44	37	4.5	24	13.5
Behaviors in the absence of the teacher	H1	H2	H3	L1	L2	L3
Ask group member/partner a question.	-	-	-	-	-	-
Guess the meaning of the unknown word.	-	-	-	-	-	-
Try out a difficult form on the target language (lexical/morphosyntactic)	-	-	-	-	-	-
Present own opinions in class.	-	-	-	-	-	-
Give the meaning of the unknown word.	-	-	-	-	-	-
Total	0	0	0	0	0	0

The data in Table 4.10 revealed that the participants performed only the communication behaviors in the presence of the teacher. The data showed that high WTC participants communicated in English more frequently than low WTC participants. The total frequency of English classroom communication behaviors in the presence of the teacher from the four observations shows differences between high WTC and low WTC participants. To illustrate, H1, H2, and H3 who reported having high WTC performed their English communication behaviors 74, 44, and 37 times respectively. Differently, L1, L2, and L3 who reported having low WTC performed their English communication behaviors 4, 21, and 20 times. In addition, H1 whose WTC was the highest was observed to communicate in English the most frequently while L1 whose WTC was the lowest was observed to communicate in English the least frequently. The results from the observation are consistent with the results from the questionnaire about the relationship between WTC in English and English communication behaviors. Both sources of data suggest that students who have higher WTC are more likely to communicate than students who have lower WTC.

Considering the individual English communication behavior, the data show that both high and low WTC participants communicated using similar behaviors, except H1 and L1. To illustrate, H2, H3, L2, and L3 gave answers to the teacher's questions and participated in the class activities. H2 tried out a difficult form on the target language around four times and H3 volunteered to answer only once. H1 communicated in English using more varied behaviors than the other participants. She did not only volunteer to answer or participate in class activities, gave answers to the teacher's questions, and tried out a difficult form on the target language, but she also

asked the teacher questions and guessed the meaning of the unknown word. For L1, he only participated in class activities.

To summarize, the survey data and the observation data show that WTC had the direct influence on English communication behaviors. The survey data reveal that the relationship between WTC in English and English communication behaviors is at the moderate level. Consistently, the observation data exhibit that high WTC participants performed English classroom communication behaviors more frequently than low WTC participants.

Section 3 The interview findings about three affective variables

After the observations, the six participants were interviewed to investigate their international posture, English learning motivation, and confidence in English communication. The three variables are the affective variables which were hypothesized to influence WTC in English. Twenty-two questions were constructed using the same framework as the questionnaires to examine three affective variables: questions 1-7 were used to examine international posture, questions 8-16 were used to examine English learning motivation, and questions 17-22 were used to examine communication anxiety and perceived communicative competence in English that indicated confidence in English communication (see Appendix D). Then, the interviews were transcribed and analyzed using content analysis by the researcher and an assistant to find the frequency of the affective variables. The coding scheme for the analysis can be found in Appendix F. The results of content analysis are presented in Table 4.11.

Table 4.11

The frequency of affective variables from the interviews (N=6)

Variables	H1	H2	H3	L1	L2	L3
International posture	15	14	12	4	10	9
English learning motivation	13	12	10	5	7	7
Confidence in English communication						
Communication anxiety in English	2	3	2	2	3	3
Dyad	-	-	-	1	-	-
Meeting	1	1	-	-	1	1
Public	-	1	1	-	1	1
Stranger	1	1	1	1	1	1
Variables	H1	H2	H3	L1	L2	L3
Perceived communicative competence	4	3	3	2	2	2
Dyad	1	1	1	-	-	-
Group	1	1	1	1	1	1
Public	1	-	-	-	-	-
Friend	1	1	1	1	1	1

In Table 4.10, the results show that there are little different trends in

international posture and English learning motivation between high and low WTC

participants, but there are no clear trends in confidence in English communication.

International posture and English learning motivation of high WTC participants are

little higher than of low WTC participants. The frequency of international posture of

high WTC participants: H1, H2, H3 was 17, 14, and 12 and of low WTC participants:

L1, L2, L3 was 4, 10, 9 respectively. For English learning motivation, the frequency H1, H2, H3 reported having was 13, 12, 10 and of L1, L2, L3 was 5, 7, 7 respectively. For confidence in English communication, high and low WTC participants reported having anxiety when communicating in English with strangers in a meeting or in public. They reported having perceived competence when they speak in English with friends in a group. However, only high WTC participants reported having perceived competence when speaking in dyad.

The supplementary data of three affective variables from the interviews are presented in the following sections with examples of transcript excerpts.

International posture

Interview questions 1-7 were developed to examine international posture of English learners. The questions focused to elicit international posture of the participants in three aspects which are interest in foreign affairs, intergroup approach-avoidance tendency, and interest in international vocation/ activities. Both high and low WTC participants revealed that they were interested in foreign situations and they tended to approach foreigners, but high WTC participants seemed to have more interests in international activities and jobs than low WTC participants.

For their interests in foreign affairs, high and low WTC participants reported that they often followed news about situations in foreign countries such as politics, economy, technology, entertainment, and sport. In addition, they often talked about the situations with their family and friends (see Excerpt 1 and 2).

Excerpt 1

Interviewer: ดูข่าวเกี่ยวกับเหตุการณ์ในต่างประเทศบ่อยมั้ย

Do you often watch news about situations in foreign countries?

H1:   ก็ทุกวันค่ะ

Every day.

Interviewer: คือดูจากทีวี จากเว็บ จากหนังสือพิมพ์ วิทยุ

You watch from TV, the Internet, newspaper, radio?

H1:   ใช่ค่ะ คือดูรอบด้าน ที่บ่อยๆ ก็เป็นเว็บไซต์กับโทรทัศน์ค่ะ

Yes, all channels. The frequent ones are website and TV.

Interviewer: เรื่องอะไรบ้างที่ดู

What do you watch?

H1:   ก็มีทั้งการเมือง เศรษฐกิจ แล้วก็บันเทิงด้วยค่ะ

Politics, economy and also entertainment.

Excerpt 2

Interviewer: อืม แล้วเอามาเล่าให้เพื่อนฟังมั้ย หมายถึงคุยกับเพื่อนบ้างมั้ย

Umm…and do you share with friends? I mean whether you talk with

your friends.

L2:   คุยกับเพื่อนฮะ

I talk with friends.

Interviewer: ทุกเรื่องมั้ย

All issues?

L2:   ก็ไม่ทุกเรื่อง ก็แล้วแต่ว่าเรื่องไหนบูมๆ

Not all issues. It depends whether it's the hot issue.

Interviewer: แล้วเวลาเอามคุยเนี่ย กายเป็นคนเอามาเล่า หรือว่ารอให้เพื่อนมาเล่าแล้วคอยเสริมทีหลัง

When you talk (about the situations), you initiate or wait for friends'

initiation and then you share?

L2: แล้วแต่ ส่วนใหญ่จะเล่าเองน่ะฮะ

It depends. Mostly, I initiate.

The high and low WTC participants also reported that they would approach to foreigners if they had a chance such as talking to, sitting next to, or making friends with foreigners, except L1 who tended to avoid communicating with foreigners. To illustrate, if there was a foreign student at school, they would greet him/her and would like to sit next to that person if it was possible. They also didn't mind sharing the room with the foreign student. In addition, high and low WTC participants reported that they would help a foreigner who having a problem communicating with Thai people. Besides Excerpt 3 -4 showed that they tried to make friends with foreigners through the Internet such as the social networks, webboard, and game online.

Excerpt 3

H2: มีก็ดีค่ะ ถ้าเกิดเพื่อนที่เจอกันอย่างนี้ยังไม่เคยมี ถ้าเป็นเพื่อนที่เล่นเอ็มกันก็พอมีบ้าง

It's good if I have. If face-to-face(foreign) friends, I have never had. If

friends on MSN, I have some.

Interviewer: ไปเจอกันยังไงในเอ็ม

How did you met on MSN?

H2: คือตอนนั้นเล่นเว็บบอร์ดอยู่ค่ะ แล้วก็บังเอิญคุยกัน หนูก็เลยขออีเมล์เขามา

I was posting on webboard and by chance chatted with them. Then I

asked for their email.

Excerpt 4

Interviewer: มีเพื่อนชาวต่างชาติไหม อย่างเล่นเกมออนไลน์แล้วเจอกัน เอาไว้คุยกัน

Do you have any foreign friends, like you met from game online and

you chatted with him?

L3: มีเพื่อนเป็นมาเลเซีย

I have a Malay friend.

Interviewer: มาจากเล่นเกมออนไลน์ใช่ไหม

Did you know him from game online?

L3: ครับ เกมออนไลน์ ใช้โปรแกรมคุยกัน ผ่านเน็ต

Yes, from game online. We chatted through the Internet.

Besides the interests in foreign affairs and the tendency in approaching

foreigners, high and low WTC participants revealed that they were interested to

participate in an exchange program, work abroad, and live aboard. Even L1 who

tended to avoid talking with foreigners was interested to work with foreigners. (see

Excerpt 5).

Excerpt 5

Interviewer: แต่ถ้าเกิดโรงแรมที่เลือกได้ ระหว่างทำอาหารเฉพาะให้คนไทย กับให้ฝรั่ง อยากได้โรงแรม

ลักษณะไหน

If you could select a hotel (to work), between cooking for Thais only

and for foreigners, which hotel would you like?

L1: ฝรั่งเข้าได้ คนไทยเข้าได้ จะได้เรียนรู้ด้วยไง

> *Both foreigners and Thais can come. I will also learn.*

Interviewer: เรียนรู้อะไร

> *Learn what?*

L1: ภาษามั้งครับ ก็ว่าเค้าชอบอาหารแบบไหน ถูกใจไหม

> *May be the language. To know what food they like. Are they satisfied?*

English learning motivation

Interview questions 8-16 were developed to examine English learning motivation. To examine English learning motivation, motivational intensity, desire to learn English, and attitudes toward learning English learning were in focus of the questions. The results showed that there was no different trend in English leaning motivation between high and low WTC participants, except L1 who reported having English learning motivation lower than the other participants. The interview data reported that high and low WTC participants had motivation to learn English and had positive attitudes toward learning English. To illustrate, Excerpts 6-8 exhibit that they had effort and attention to learn English from school such as seeking information when having a problem understanding English in classroom, handing in homework and assignments, and paying attention to comments/feedback from their English teachers. Besides they valued English as an importance subject at school and never thought of stopping learning English.

Excerpt 6

Interviewer: ถ้าไม่เข้าใจภาษาอังกฤษที่เราเรียนอยู่ในห้องเรียนทำยังไงบ้าง

If you didn't understand something in English class, what would you

do?

H3: ก็ลองถามเพื่อนดูก่อนว่าเขาเข้าใจหรือเปล่า

I firstly asked my friends to see whether they understand.

Interviewer: แล้วได้ผลทุกครั้งหรือเปล่า

Did asking classmate always work?

H3: ก็ได้บ้าง แต่ถ้าเกิดเพื่อนไม่รู้ก็ถามอาจารย์เอา

Sometimes. But if my friends didn't know, I would ask the teacher.

Interviewer: ถามที่ห้องเรียนหรือว่าตามไปถามที่ห้องพักอาจารย์

You asked the teacher during the classroom or saw her at the office?

H3: ก็ถ้าเกิดอาจารย์ให้ถามในห้องได้ก็จะถาม ถ้าเกิดอาจารย์ไม่ให้ถามในห้องก็ไปหาที่ห้อง

อาจารย์

If the teacher allowed me to ask in classroom, I would ask. If the

teacher didn't allow, I would see her at the office.

Excerpt 7

Interviewer: แล้วส่งการบ้านทุกครั้งไหม

Did you always hand in homework?

L3: ส่งครับ

I handed in.

Interviewer: เพราะอะไรคะ

Why?

L3:   ก็เอาคะแนน

                 To get marks.

Interviewer: และถ้าไม่เอาคะแนนละ

                 What about if there were no marks?

L3:   ส่งครับ ถ้าเกิดเพื่อนทำผมก็ทำครับ

                 <u>*I handed in. If my friends did it, I would do it.*</u>

Excerpt 8

Interviewer: แล้วอย่างส่งงานภาษาอังกฤษ ครูเขียนคอมเม็นต์กลับมา หรือในห้องเขาแนะนำกลับมา เรา
                 ทำอย่างไรกับมัน

                 When you handed in an English assignment and the teacher gave

                 comments on your work, what would you do?

H2:   เราก็ต้องมาดูก่อน ว่าที่เราทำตอนแรกมันผิดตรงไหน แล้วก็มาอ่านที่แนะนำมาว่ามันดีไหม
                 แล้วก็เอามาใช้ ถ้าอย่างเป็นหนูจะไม่แม่นเรื่องแกรมม่า สมมติเขียนย่อเรื่อง ย่อนิทานเรื่องนึง เวลา
                 จารย์แก้แล้วเอามาดูก่อน โดนตัวแดงเต็มเลย

                 I checked the mistakes I had made, and then read the comments to see

                 whether it was good. Then I would use the comments for the next assignments.

                 I'm not accurate in grammar. When I wrote a brief story, a brief tale, the

                 teacher corrected it. I took a look first. There were many mistakes.

For desire to learn English, the data showed that high WTC participants

seemed to have higher desire to learn English than low WTC participants. For

example, high WTC participants reported that, besides school, they learnt English

from various sources like the Internet, songs, films, magazines, and tutor's. However low WTC participants learnt English at school, tutor's, and through game online. In addition, high WTC participants reported that they would like to learn more than the basis of English and be fluent in English communication, but low WTC participants would like to learn only the basics of English and be able to use English for simple communication in the daily life. Excerpts 9-10 present the differences of desire to learn English between high and low WTC participants.

Excerpt 9

Interviewer: อยากรู้ว่าใช้ยังไง แสลงยังไง อะไรอย่างนี้

Do you want to know how to use slang or something like this?

H3: ก็อยากรู้ ถ้าได้ก็อยากรู้

I would like to know. If possible, I would like to know.

Interviewer: จำเป็นต้องได้ทุกเรื่องไหม อย่างเช่น อธิบายเรื่อง finite verb, non-finite verb

Is it necessary to know all aspects such as explaining finite verb and non-finite verb?

H3: ก็อาจจะไม่ต้องลึกขนาดนั้น แต่ก็ต้องรู้แบบสามารถเอาไปใช้ในชีวิตได้

Not that deep, but must be able to use in a daily life.

Interviewer: เอาไปใช้ในชีวิตประจำวันคืออะไร ทุกคนตอบเหมือนกันหมด แต่ครูไม่รู้ว่าเห็นอย่างเดียวกันหรือเปล่า

What is to use in a daily life. Everybody answered the same, but I don't know if you mean the same or not.

H3: คือเอาไปใช้ก็คือ สมมติว่าเราอยู่ต่างประเทศก็สามารถเอาไปใช้ได้

To be able to use is like if I stay aboard, I can communicate.

Excerpt 10

Interviewer: อยากเรียนภาษาอังกฤษไหม

Would you like to learn English?

L1:   เรียนพิเศษหรือเรียนในห้องเรียน

Learn at a tutor's or in classroom?

Interviewer: เรียนอะไรก็ได้ เหมือนครูรู้สึกว่า ถ้าครูมีเวลาครูจะไปลงเรียนติว grammar ดีกว่า ลงเรียน

เขียนดีกว่า อะไรก็ได้

You can learn whatever. Like if I had time, I would take a grammar

course or a writing course. It can be whatever.

L1:   ก็อยากให้ตัวเองรู้เรื่องขึ้น นิดนึง แต่ไม่เรียนจริงจังนะ

I want to understand a bit more, but not seriously learn.

Interviewer: ถ้าให้เลือก อยากรู้เรื่องภาษาอังกฤษทั้งหมดเลยไหม หรืออยากรู้แค่พื้นฐาน เอาแค่ไว้ใช้

If you can choose, do you want to know all aspects of English or just

only the basics for simple use.

L1:   รู้พื้นฐานก็พอ

Know only the basics.

Confidence in English communication

Interview questions17-22 were used to examine communication anxiety and

perceived communicative competence in English that indicated confidence in English

communication in different communication contexts and receivers. The findings

present that the intimacy and number of receivers seemed to have an effect on

confidence in English communication. For illustration, high and low WTC

participants were anxious to speak English with strangers and were competent to

communicate in English with friends. For the numbers of interlocutors or listeners,

high and low WTC participants reported that they would be anxious when

communicating in English with a big group people like in a larger meeting or in

public. On the contrary, they would be competent to communicate in English when

numbers of people were smaller like in a small group or in dyad.

In the aspect of perceived communicative competence, the data presented that

high WTC participants seemed to have higher self-perception of communicative

competence. High WTC participants expressed that they could communicate in

English while low WTC participants reported that they were not good in speaking

English. Low WTC participants, for instance, said that if they had to initiate a long

conversation or offer help to a foreigner, they must be accompanied by some friends

who could speak English. Excerpt 11 presents that L3, one of low WTC participants,

was interested in joining an exchange program, but he was not ready because he was

not good in English. Besides, high WTC participants perceived that they could speak

English 60 to 75 percent while low WTC participants admitted that they were able to

speak English only 5 to 35 percent.

Excerpt 11

Interviewer: สนใจจะไปโครงการเหล่านี้ไหม

Are you interested in joining these (exchange) programs?

L3: ถ้าเกิดมีความรู้ก็ไป

If I had knowledge, I would go.

Interviewer: ทำไมถึงคิดว่าตนเองไม่มีความรู้ล่ะ

Why do you think you don't have knowledge?

L3: ไม่รู้ไปจะเอาอะไรไปแข่งกับเขา

I don't know what to compete with them.

Interviewer:	แล้วคิดว่าอะไรเป็นความรู้ ที่จะไปแข่งกับเขาได้
	So what is the knowledge which you can compete with them?
L3:	คิดว่าไปต่างประเทศต้องมีความรู้ด้านภาษาอังกฤษครับ ผมไม่ได้ อ่อนภาษาอังกฤษ
	<u>*I think that to go abroad, I must have English language knowledge. I*</u>
	<u>*don't have. I'm not good in English.*</u>

In conclusion, high WTC participants reported having higher international posture and English learning motivation than low WTC participants, but their confidence in English communication was similar.

To summarize, the survey data were consistent with the observation data and the interview data that WTC in English had the relationship with communication behaviors, and affective variables had the relationship with WTC in English and English communication behaviors. Furthermore, the data from all sources showed that WTC in English had the relationship with English communication behaviors at the higher level than affective variables had with English communication behaviors .

Research question 3: What is the model of English communication in Thai contexts?

To analyze the data in this part, Structural Equation Modeling (SEM) was used. The results from SEM would test whether the theoretical model fit in well with the empirical data of the present study.

Before testing the theoretical model with the empirical data, the correlation of ten observed variables were first analyzed. The analysis in this part aims to examine whether all observed variables correlate in order to further the analysis of goodness of fit between the theoretical model and the empirical data in structural equation

modeling. In addition, the direction and the level of observed variables were

examined. The correlation coefficients were interpreted using the following criteria.

$r > .8$	means	the relationship between observed variables is at a very "high" level
$.6 < r \leq .8$	means	the relationship between observed variables is at a "high" level
$.4 < r \leq .6$	means	the relationship between observed variables is at a "moderate" level
$.2 < r \leq .4$	means	the relationship between observed variables is at a "low" level
$.1 < r \leq .2$	means	the relationship between observed variables is at a "very low" level
$r = 0$	means	no relationship between observed variables

Table 4.12

Correlation matrix of observed variables *(N=438)*

Constructs	Observed variables	IFA	AAT	IVA	MI	DLE	ALE	CA	PC	WTC	Behav
Interpost	IFA	1.00									
	AAT	.28**	1.00								
	IVA	.21**	.47**	1.00							
Motivation	MI	.32**	.45**	.37**	1.00						
	DLE	.22**	.46**	.46**	.63**	1.00					
	ALE	.29**	.52**	.46**	.65**	.74**	1.00				
Confidence	CA	.01	-.19**	-.14**	-.16**	-.20**	-.19**	1.00			
	PC	.32**	.26**	.15**	.34**	.16**	.23 **	-.03	1.00		
WTC	WTC	.26**	.24**	.12*	.32**	.17**	.23**	-.06	.60**	1.00	
Behavior	ECB	.29**	.33**	.19**	.43**	.26**	.34**	-.08	.52**	.60**	1.00
	Mean	3.08	3.68	3.27	3.56	3.92	3.87	2.83	2.89	2.71	2.92
	S.D.	0.74	0.57	0.61	0.55	0.66	0.67	0.68	0.63	0.79	0.77

*p<.05 **p<.01

The data in Table 4.12 shows significant correlations between observed variables at the significant level of .05, except the pairs of communication anxiety in English and interest in foreign affairs, perceived communicative competence in English, WTC in English, and English communication behaviors (r = .01, -.03, -.06 and -.08 respectively). The findings show that communication anxiety in English does not have significant relationship with interest in foreign affairs, perceived communicative competence in English, WTC in English, and English communication behaviors.

For the direction of the relationships, all variables have positive relationships, except those with communication anxiety in English. This implies that when communication anxiety in English is higher, the other variables will be lower.

Considering the relationship between observed variables within each construct, the relationships of observed variables in international posture are at the low to moderate level (r = .21 - .47). The relationships of observed variables in English learning motivation are at the high level (r = .63 - .74). For confidence in English, there is no significant relationship between the observed variables in communication (r = -.03).

The next step of the model analysis is SEM. The structural equation modeling was analyzed using LISREL 8.72 (Jöreskog and Sörbom, 2005) to investigate whether the goodness of fit of the theoretical model fit in with the empirical data. To validate the theoretical model or, in other word, to examine the goodness of fit between the theoretical model and the empirical data, the acceptable of goodness of fit statistics should be as the following criteria.

Minimum Fit Function Chi-Square (χ^2)	Should be less than 20
P –value	Should be higher than 0.05 (p > 0.05)
Goodness of Fit Index (GFI)	Should be close to 1
Adjusted Goodness of Fit Index (AGFI)	Should be close to 1
Root Mean Square Residual (RMR)	Should be close to 0

The theoretical model of the relationships among affective variables, WTC in English, and English communication behaviors in the present study was constructed based on the framework of Yashima et al. (2004) (see Figure 4.1).
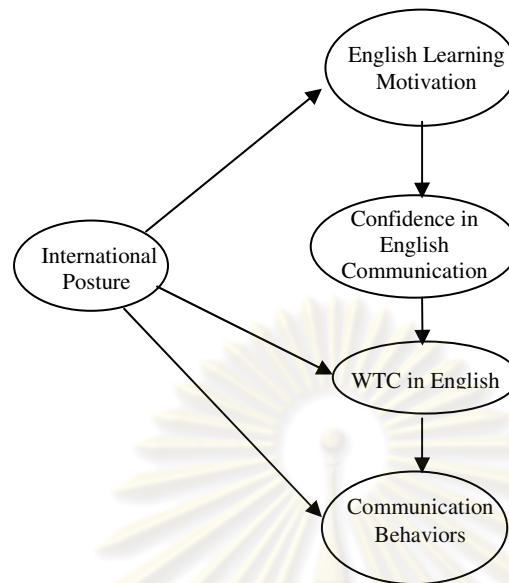
Figure 4.1

The theoretical model of English communication in Thai contexts in the present study

To adjust the model, modification indices of parameters in the model were used. The modification indices show how much chi-square will be decreased when a particular parameter is set free and the model is re-estimated. The researcher adjusted some particular parameters shown in modification indices until goodness of fit statistics revealed that the theoretical model fitted in with the empirical data. The goodness of fit statistics presented chi-square (χ^2) = 35.81, df = 28, p-value = 0.15, GFI = 0.984, AGFI = 0.969, and RMR = 0.068.

Although the goodness of fit statistics showed that the theoretical model fitted in well with the empirical data, path coefficients from English learning motivation to confidence in English communication, and from confidence in English communication to WTC in English as well as factor loadings of two observed variables underlying confidence construct are not consistent with the previous studies (See Figure 4.2)
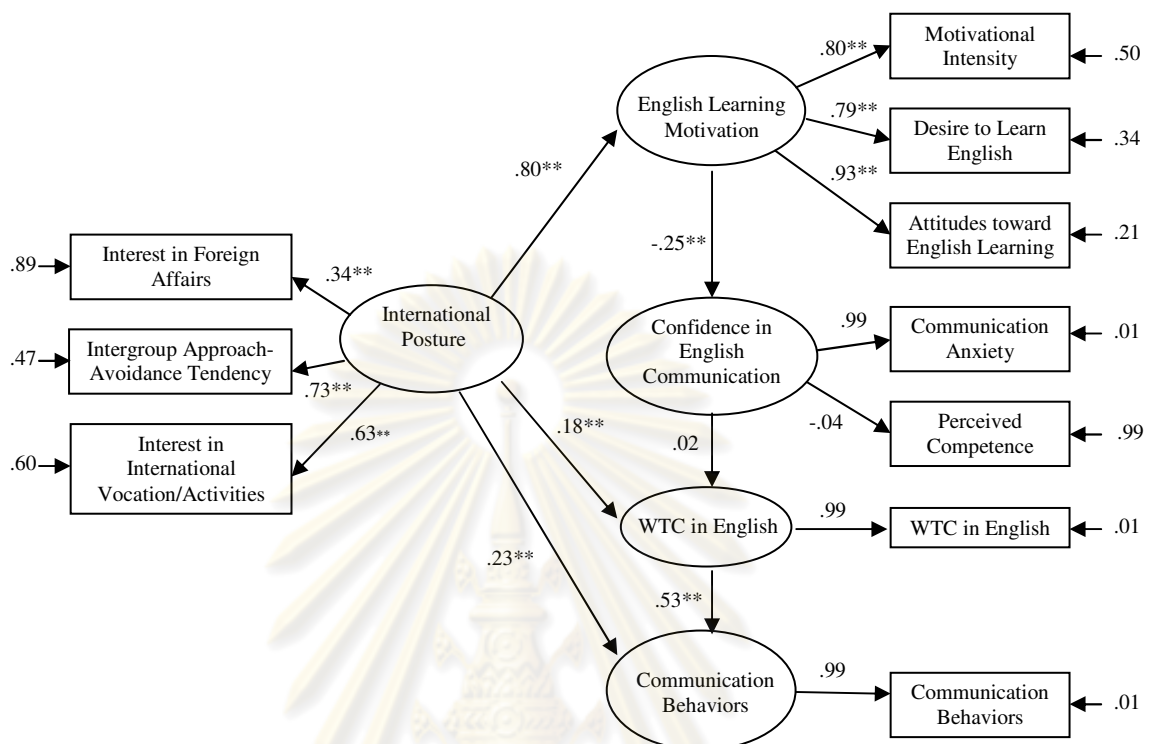
Figure 4.2

Results of path coefficients and factor loadings of the theoretical model ($N = 438$)

Chi-square = 35.81, df = 28, P-value = 0.15, GFI = 0.984, AGFI = 0.969, RMR = 0.068, *p*<.05.

The path coefficient represents the direct effect of one construct on the other construct. According the previous studies of Yashima (2002), Yashima et al. (2004), and Kim (2004), English learning motivation was found to have a positive effect on confidence in English communication. On the contrary, the results of the study show a negative effect (P = -.25). Furthermore, many previous studies such as Clément et al. (2003), MacIntyre et al. (1999), MacIntyre et al. (2001), Yashima (2002), Yashima et al. (2004), and Kim (2004) found that confidence in English communication had a significant effect on WTC in English; by contrast, confidence in English

communication in the study is found to have no significant effect on WTC in English ($P = .02$).

The factor loadings are the correlation coefficients between the observed variables and the construct. Confidence in English communication construct was observed by positive perceived communicative competence and negative communication anxiety (Clément et al., 2003; MacIntyre et al., 1999; MacIntyre et al., 2001; Yashima, 2002; Yashima et al., 2004; and Kim, 2004). However, the results exhibit the insignificant negative effect of perceived competence ($r = -.04$) and the positive effect of communication anxiety ($r = .99$) on confidence in English communication.

According to the inconsistency with previous studies, the researcher adjusted the paths between the constructs in the theoretical model based on the studies of Kim (2004) and Peng (2006). The re-adjusted theoretical model in the present study was called the new model (see Figure 4.3). Kim (2004) found that international posture had no direct effect on WTC in English, so the path from international posture to WTC in English in the new model was removed. In addition, Peng (2006) found that English learning motivation had a direct effect on WTC in English, so the path from English learning motivation to WTC in English was added and the path from English learning motivation to confidence in English communication was removed. Figure 4.3 presents the adjusted theoretical model.
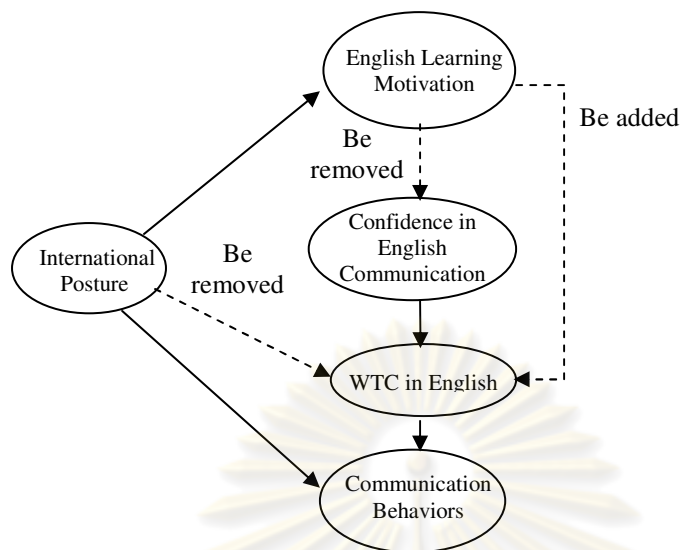
Figure 4.3

The adjusted model of English communication in Thai contexts in the present study

    After adjusting the paths in the new model and analyzing the data using

structural equation modeling, the results reveal that the new model fits in well with

the empirical data and all paths between the five constructs and ten variables are

consistent with the previous studies (see Figure 4.4).
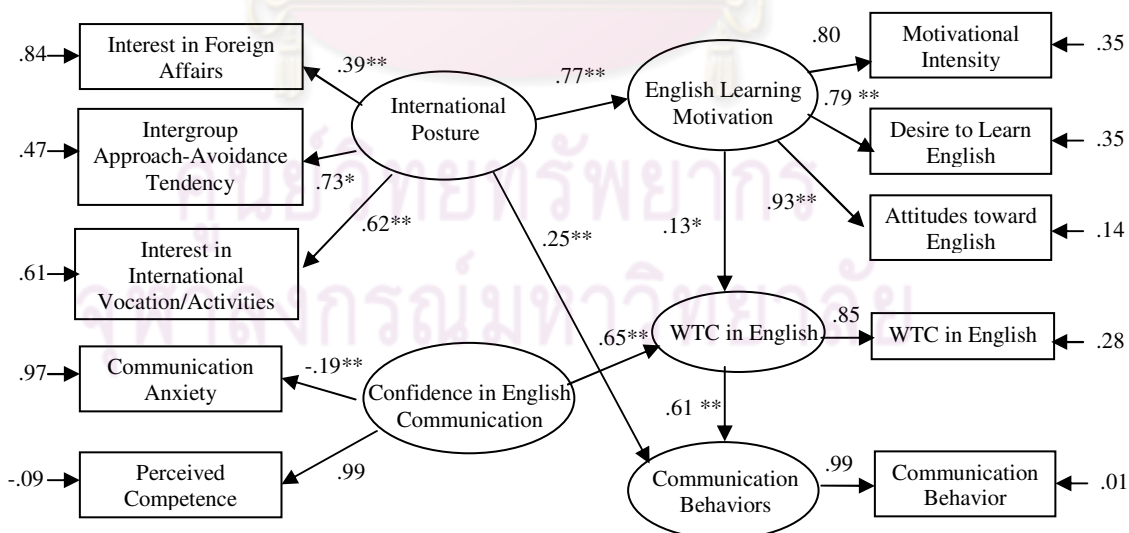
Figure 4.4

Results of path coefficients and factor loadings of the adjusted model ($N = 438$) Chi-

square = 18.51, df = 30, P-value = 0.95, GFI = 0.99, AGFI = 0.97, RMR = 0.033, $p<.05$.

The goodness of fit statistics between the new model and the empirical data is acceptable as the criteria presented.

Minimum Fit Function Chi-Square (χ^2) = 18.51	which is lesser than 20
P –value = 0.95	which is higher than 0.05
	$(p > 0.05)$
Goodness of Fit Index (GFI) = 0.99	which is close to 1
Adjusted Goodness of Fit Index (AGFI) = 0.98	which is close to 1
Root Mean Square Residual (RMR) = 0.033	which is close to 0

Considering the results of path coefficients between all pairs of constructs and factor loadings between constructs and observed variables, the results are consistent with the previous studies. For illustration, English learning motivation has a positive significant effect on WTC in English. Confidence in English communication had a positive significant effect on WTC in English. In addition, factor loadings of the observed variable underlying confidence in English communication exhibit positive relationship with perceived communicative competence and negative relationship with communication anxiety.

Figure 4.4 shows the path coefficients between each pair of the constructs. However, the statistic presents only the coefficient of direct effect between the constructs. In fact, one construct has both direct effect and indirect effect on the other constructs. Table 4.13 presents the direct effect, and indirect effects of five constructs. Additionally, correlation matrix of five constructs is presented.

Table 4.13

The effects and the correlation matrix of affective variables, WTC in English, and

English communication behaviors (N=438)

	Motivation			WTC			Behavior		
	TE	IE	DE	TE	IE	DE	TE	IE	DE
Unstandardized solution									
Interpost	.61**	-	.61**	.10*	.10*	-	.31**	.06*	.25
	(.05)	-	(.05)	(.05)	(.05)	-	(.05)	(.00)	
Confidence				.01**	-	.01**	.00**	.00**	-
				(.00)	-	(.00)	(.00)	(.00)	-
Motivation				.16*	-	.16*	.10*	.12*	-
				(.08)	-	(.08)	(.05)	(.05)	-
WTC							.61**	-	.61**
							(.06)	-	(.06)
Standardized solution									
Interpost	.77	-	.77	.10	.10	-	.31	.06	.25
Confidence				.65	-	.65	.40	.40	-
Motivation				.13	-	.13	.08	.08	-
WTC							.61	-	.61

Statistic	Chi-square = 18.51, df = 30, p = 0.95, GFI = 0.99, AGFI = 0.97, RMR = 0.033								
Variables	IFA	AAT	IVA	MI	DLE	ALE	CA	PC	WTC	FECB
R-Square	.16	.54	.39	.64	.63	.87	.04	.98	.71	.99

Constructs	Motivation	WTC	Behavior
R-Square	.59	.49	.54

*p<.05 **p<.01; TE = total effect, IE = indirect effect, DE = direct effect

As shown in Table 4.12, all pairs of constructs have positive effects at the

significant level of .05. The results of direct effects and indirect effects are presented

by the statistic of standardized solutions. Considering the effects on English communication behaviors, WTC in English and international posture have positive direct effects on the construct (0.61 and 0.25). The data show that WTC in English has a higher effect on English communication behaviors than international posture. Furthermore, all three affective variables (including international posture, confidence in English communication, and English learning motivation) have positive indirect effects on English communication behaviors (0.06, 0.40, and 0.08 respectively). Comparing the indirect effects of affective variables on English communication behaviors, confidence in English communication has much higher effect than the other two constructs.

Considering the effects on WTC in English, confidence in English communication and English learning motivation have positive direct effects on the construct (0.65 and 0.13). As the results presented, confidence in English communication has a higher effect on WTC in English. Additionally, international posture has a positive indirect effect on WTC in English (.10).

As a result, the model of English communication in Thai contexts in the present study is as in Figure 4.5.
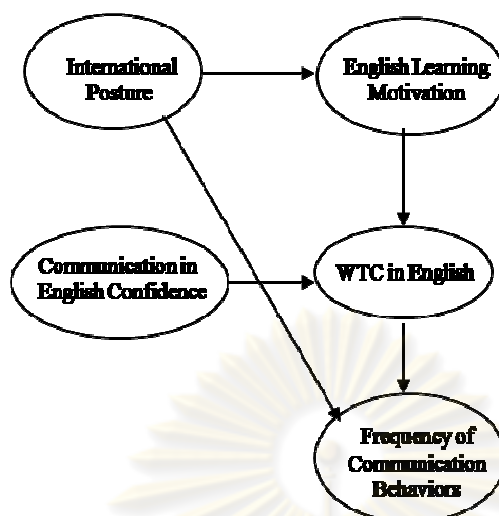
Figure 4.5

The model of English communication in Thai contexts in the present study

Summary

The levels of affective variables, willingness to communicate, and English communication behaviors of Thai secondary school students

Thai secondary school students reported having English learning motivation at the high level and having international posture, confidence in English communication, WTC in English, and communication behaviors at the moderate level.

The relationships between affective variables, willingness to communicate, and English communication behaviors of Thai secondary school students

The results from the questionnaire and the observation were consistent. T he participants with high WTC communicated in English in classroom more frequently than the participants with low WTC.

The interview data showed that there was little different international posture and English learning motivation between the participants with high and low WTC, but there was similar confidence in English communication between two groups.

For the relationships between affective variables and WTC in English, the survey data and the interview data were not consistent. The correlation showed that, among three affective variables, confidence in English communication had slightly higher relationship with WTC, but the interview data did not show the differences between high and low WTC participants.

The model of English communication in Thai contexts

The data yielded the exhibition of a model of English communication in Thai context which is different from theoretical model based on framework of Yashima et al. (2004). The paths in the model exhibit that WTC in English had a direct effect on English communication behaviors. English learning motivation and confidence in English communication had a direct effect on WTC in English and an indirect effect on the English communication behaviors through WTC in English. International posture had a direct effect on English communication behaviors and English learning motivation as well as an indirect effect on WTC in English through English learning motivation.

CHAPTER V

DISCUSSIONS AND SUGGESTIONS

This chapter presents the summary of the study, findings, and discussion. Then the researcher presented the limitations of the present study and proposed pedagogical implications and suggestions for the further study.

Summary of the study

The present study aimed to investigate the levels of English communication behaviors, WTC in English and three affective variables, the relationships between five constructs of Thai secondary school students, and the model of English communication in Thai contexts. Consequently, the study presents three research objectives as follows.

1. To investigate the levels of affective variables, willingness to communicate in English, and English communication behaviors of secondary school students.

2. To investigate the relationships between affective variables, willingness to communicate in English, and English communication behaviors of Thai secondary school students.

3. To investigate the model of English communication in Thai contexts.

Along with the research objectives, hypotheses of the study were set as follows.

1. WTC in English has the relationship with English communication behaviors at the significant level of .05.

2. Three affective variables have the relationships with WTC in English at the significant level of .05.

3. Three affective variables have the relationships with English communication behaviors at the significant level of .05.

4. The model of English communication in Thai contexts is consistent with the model of Yashima et al. (2004)

To answer the research objectives, the study was divided into two phases: the survey phase and the observation and interview phase. The data from the observation and interview phase were used to triangulate with the data from the survey phase. The observation findings were discussed as the supplementary with the relationship between WTC in English and communication behaviors. The interview findings were used to triangulate with the relationships of three affective variables and WTC in English and English communication behaviors. The details of two phases are as follows.

The survey phase

The participants in the survey phase were 438 eleventh grade students in eleven public schools under Bangkok Educational Service Areas 1-3. The participants were selected by multi-stage sampling techniques. To collect the data, a questionnaire adapted from Yashima et al. (2004) and Gardner (2004) was used. The questionnaire consists of three parts. Part I was used to obtain demographic information of the participants. Part II consists of 69 items used to examine international posture, English learning motivation, and confidence in English communication. Part III consists of 25 items used to investigate WTC in English and English communication behaviors. Items in Part II and III were in five-point Likert scale format.

Before collecting the data, the researcher found the validity by asking three experts to check content validity and tried out the questionnaire with forty-seven students to find the reliability. The Cronbach's Alpha Coefficient was from .61 - .93. In data collection, four schools allowed the researcher to collect data from the students and the other seven schools administered the questionnaire to students and later returned to the researcher.

To analyze the data and response the research questions, mean score, correlation, and structural equation modeling were employed. Mean score of the survey data was calculated to find the levels of five constructs. Pearson correlation coefficient was used to analyze the relationships between affective variables, WTC in English, and English communication behaviors. Last, structural equation modeling using LISREL 8.72 was used to examine the model of English communication in Thai contexts.

The observation and interview phase

There were six participants in the observation and interview phase. The six participants were selected from a school in the survey phase using WTC score as the criteria. Three highest and three lowest WTC score participants were selected to participate in this phase. To collect the data, the classroom observation scheme adapted from Cao and Philp (2006) was used to investigate to English classroom communication behaviors. In addition, the interview questions constructed by the researcher were used to elicit affective variables.

As stated above, two instruments were used to collect the data. The classroom observation scheme consists of two parts: the communication behaviors in the presence of the teacher and the communication in the absence of the teacher (i.e. dyad

and group work without the teacher). All items in two parts investigate verbal behaviors of the participants. For the interview questions, the twenty-two questions were constructed to find international posture, English learning motivation, and confidence in English communication of the participants. Both instruments were validated by the three experts and also found the interrater reliability.

To collect the observation data, the researcher and the research assistant observed six participants four times, once a week in the class of the foreign teacher. The two researchers employed time-interval technique to observe six participants in each time. For the interview data, the researcher interviewed each participant and audio recorded the interviews. Participants' English communication behaviors were tallied. Each interviewed took approximately one to one and a half hours.

For data analysis, the observation data from two researchers were summed and calculated to find the average frequency. The interview data were analyzed using content analysis to find the frequency of affective variables by the researcher and the assistant.

Findings

The findings are presented as follows.

The levels of affective variables, WTC in English, and English communication behaviors of Thai secondary school students

The Thai secondary school students in the present study reported having English learning motivation at the high level and having international posture, confidence in English communication, WTC in English and communication behaviors at the moderate level.

The relationships between affective variables, WTC in English, and English communication behaviors of Thai secondary school students

The relationships between affective variables, WTC in English, and English communication behaviors were analyzed from three sources: questionnaire, observation, and interview. The data from the questionnaire presented significant relationships between all pairs of the five constructs at the significant level of .05, except between confidence in English communication and English learning motivation. The relationship between WTC in English and English communication behaviors was at the moderate level. The relationships between all pairs of three affective variables and WTC in English as well as three affective variables with English communication behaviors were at the low level.

The observation data showed students with higher WTC communicated more frequently than the ones with lower WTC. The findings supported the questionnaire data that WTC could affect communication behaviors of the students.

The interview findings showed that students with higher WTC had a little higher international posture and English motivation than the students with lower WTC, but both groups were found to have similar confidence in English communication. The interview findings supported the survey findings that affective variables had a little or low relationship with WTC in English and English communication behaviors.

The model of English communication in Thai contexts

The results of the structural equation modeling presented a new model of English communication in Thai contexts. The paths in the model exhibit that WTC in English had a direct effect on English communication behaviors. English learning

motivation and confidence in English communication had a direct effect on WTC in English and an indirect effect on the English communication behaviors through WTC in English. International posture had a direct effect on English communication behaviors and English learning motivation as well as an indirect effect on WTC in English through English learning motivation.

Discussion

The discussion is presented in four topics: the levels of the five constructs, the relationship between WTC in English and English communication behaviors, the relationships between affective variables, WTC in English, and English communication behaviors, and the model of English communication in Thai contexts.

The levels of communication behaviors, willingness to communicate in English, and three affective variables

Thai secondary school students in the present study reported having English communication behaviors and WTC in English at the moderate level. Similar findings were found in other studies conducted in EFL contexts such as Japan and Korea. For English communication behaviors, Yashima et al. (2004) found that the Japanese students in their studies reported having moderate level of communication behaviors. Similarly, the EFL learners in Korea were found to have moderate level of WTC in English (Kim, 2004). The findings in these studies may be caused by the limited opportunity to use English in EFL contexts. According to Brown (2007), learners in EFL contexts do not have much opportunity to use English. The students in Thailand, Japan, and Korea in the present study and in Yashima et al and Kim do not use English as a main language in daily life; therefore their English communication

behaviors and WTC in English may be affected by the limited exposure to English in their countries.

On the other hand, students in English-speaking environment have been found to have high level of English communication behaviors and WTC in English. For example, Yashima et al.(2008) found that, between two groups of Japanese students, the students who had experience in studying abroad reported having higher levels of WTC in English and English communication behaviors than the students who studied English in Japan. In addition, the study abroad group reported having higher WTC in English and English communication behaviors than before they left Japan. Consistently, a study on WTC in English of French speaking students conducted in Canada by Clément and his colleagues (2003) showed that the students reported having WTC in English at the high level.

For the levels of the three affective variables, the students reported having English learning motivation at the high level and international posture and confidence at the moderate level. The findings from the present study were consistent with the studies in Korea (Kim, 2004) and Japan (Yashima et al., 2004). Korean and Japanese students did not report having high levels of international posture and confidence in English communication either. The effect of contact with English-speaking people or being in English- speaking contexts may influence international posture and confidence in English communication behaviors of the students. To illustrate, Yashima et al. (2008) found that, after having experience in studying abroad, Japanese students reported having higher international posture than the time they left Japan and than the students who just studied English in Japan. Furthermore, Matsuda and Gobel (2004) found that Japanese students had low self-confidence in English

communication and overseas experience could affect their confidence, which in turn, enhance English communication. Matsuda and Gobel presented that students who had spent time overseas had greater opportunities to communicate in the target language, so their confidence in communication could be increased.

For the level of English learning motivation, the findings from the present study are not consistent with previous studies such as Boonnimit (1999), Kim (2004) and Yashima et al. (2004 The present study revealed higher level of English learning motivation than these previous studies. Considering that English is now one important tool for learning on the Internet and a default 'international language' for people who do not share the same language, the higher level of English learning motivation found in the present study may be affected by the increasing importance of English at the present time. A more recent study conducted in Thailand (Mokkarawut, 2006) supported that Thai students who reported having high motivation in learning English saw the importance of studying English and using English for work in Thailand or in foreign countries.

The relationship between willingness to communicate in English and the English communication behaviors of Thai secondary school students

The results obtained from the questionnaire revealed that WTC in English had a significant relationship with English communication behaviors; therefore, hypothesis 1 is accepted. The relationship found is consistent with previous studies conducted in both EFL contexts (Yahsima et al., 2004; and Hashimoto, 2002) and ESL contexts (Clément et al., 2003: and MacIntyre and Charos, 1996). Consistently, the findings from the observation showed that high WTC students performed English classroom communication behavior more frequently than low WTC students.

Moreover, high WTC participants initiated conversations with the teacher while low WTC participants only responded to the teacher. Similarly to Yashima et al. (2004), Japanese students who reported having higher WTC in English reported communicating in English more frequently than low WTC in English. The findings support that students who possess higher WTC tend to initiate or participate in English communication more frequently than those who possess lower WTC.

The relationships between affective variables, willingness to communicate in English, and English communication behaviors

In this section, the relationships between the five constructs are discussed in two sections. The first section discusses the relationship between the three affective variables and communication behaviors and WTC in English. The other section compares the relationships between communication behaviors and WTC in English and between communication behaviors and the affective variables.

Firstly, the findings from survey data in the present study revealed that all three affective variables had relationships with WTC in English and English communication behaviors at the significant level of .05; thus hypothesis 2 and 3 are accepted. The relationships were found at the low level. The findings in this study are consistent with Yashima (2002) and Yashima et al. (2004). These two studies also found that the relationships between affective variables and WTC in English and English communication behaviors of Japanese students were not at high level.

The interview conducted in the present study also found evidences to support the relationship between affective variables and WTC in English and English communication behaviors. The interview revealed that students with higher levels of

WTC in English and English communication behaviors reported having similar levels of affective variables as the ones with lower levels.

Secondly, when comparing the relationship between English communication behaviors and WTC in English with the relationships between English communication behaviors and three affective variables, WTC in English was found to have stronger relationship with English communication behaviors than the affective variables. The relationship between WTC in English and English communication behaviors was found to be at the moderate level while the relationship between affective variables and English communication behaviors was found to be at the low level. It can imply that the affective variables may not have as much influence on English communication behaviors as WTC in English. This finding is consistent with previous studies that found WTC in English as the most direct and influential factor on English communication behaviors such as MacIntyre and Charos (1996), MacIntyre et al. (1998), Hashimoto (2002), Clément el. (2003), Yashima et al. (2004), Kang (2005), Cao and Philp (2006), and MacIntyre (2007).

The model of English communication in Thai contexts

The findings about the model of English communication in Thai contexts from the present study yield a rejection of hypothesis 4 since the theoretical model adopted from Yashima et al. (2004) was not fit in Thai contexts; therefore a new model is proposed. Most paths in the two models are similar but three paths are different.

The similarities between the two models are as follows. First, international posture was found to have a direct effect on English learning motivation and English communication behaviors. Second, confidence in English communication was found

to have a direct effect on WTC in English. Last, WTC in English was found to have a direct effect on English communication behaviors.

The three differences found in the new model are that two paths are not shown and one new path is found. The two paths that were not found in the new model are the paths showing the effect of English learning motivation on confidence in English communication and the effect of international posture on WTC in English. The new path found is the direct path from English learning motivation to WTC in English.

These findings can be implied that WTC in English of Thai secondary school students can be affected directly by motivation, but not by international posture. In addition, Thai students' confidence in English communication is not affected by motivation.

The findings about the effects of motivation and international posture on WTC in English are consistent with previous studies (Peng, 2006; Kim, 2004). For motivation, Peng also found that English learning motivation had a direct effect on WTC in English of Chinese students. In Peng's study, motivation was found to be the strongest influential factor for WTC in English. About the effect of international posture on WTC in English, Kim found that international posture had no direct effect on WTC in English. Instead, it was found to have an indirect effect on WTC in English through English learning motivation as found in the present study.

Nevertheless, the finding that English learning motivation of Thai students had no direct effect on confidence in English communication is not consistent with previous studies (Yashima et al., 2004; Kim, 2004; and Yashima, 2002). All these three studies found that English learning motivation had a direct effect on confidence in English communication. Unfortunately, no other studies about the relationship

between English learning motivation and confidence in English communication have been conducted in Thai contexts; therefore no other evidence can be used to discuss why the finding from the present study is different from the studies conducted in other countries.

Limitations of the Study

The present study contains some limitations as follows.

First, the data collected in the present study were only from eleventh grade students, not secondary school students at all levels; therefore, the generalization of the findings may be limited to upper secondary school students only.

Second, the number of the participants in the observation and interview phase was quite small. There were only six participants: three high WTC and three low WTC students. Therefore, the findings from the observation and the interview might be limited to represent the group of high and low WTC participants.

Third, the data for the present study were collected from only the students in regular program schools. No data were collected from students in English program schools in which the contexts of English learning and using resemble ESL contexts. Therefore, the findings may represent the levels of WTC in English, English communication behaviors, and affective variables of Thai secondary school students in EFL contexts program only.

Pedagogical Implications

The findings from the present study suggested the following pedagogical implications.

First, the results showed that WTC in English has stronger relationship with English communication than affective variables do. It is important for English

language teachers and schools in Thailand to find ways to enhance WTC in English of Thai secondary school students. Considering that Thai students have limited opportunity to use English in their daily life, English language teachers and schools can help enhance WTC in English of their students by providing more opportunities to use English both inside and outside the classroom.

Second, the results revealed that international posture, English learning motivation and confidence in English communication had significant relationships with WTC in English and communication behaviors, so English teachers can help the students maintain or foster these attributes. To enhance international posture, Yashima and Zenuk-Nishide (2008) suggested that teachers can create an simulated international community in the school. To build and sustain confidence, Brown (2001) suggested that teachers should give verbal and nonverbal feedback to affirm a belief in the students' ability. To enhance English learning motivation, Mokkarawut (2006)

suggested that teachers can employ different sources when teaching English.

Suggestions for Further Studies

The present study is one of the very few studies that examined WTC in English and its effects on English communication behaviors. The results of this study have provided preliminary findings for future research in the field. Some suggestions for future studies are as follows.

Since the present study has only investigated the extent of WTC in English of eleventh grade students in public schools in Bangkok, more studies should be conducted with Thai students at the other levels including lower secondary school

students and university students to provide a bigger picture of WTC in English of Thai students.

Second, as found in the present study that the level of WTC of Thai students is different from those in ESL context, future studies can be conducted in English program schools in Thailand, which has similar contexts to ESL contexts, in order to compare the results with students in the regular program as in the present study.

Third, since the study found that international posture, English learning motivation, and confidence in English communication had significant relationships with WTC in English and English communication behaviors, future studies on how to enhance international posture, English learning motivation, and confidence in English communication should be conducted.

Finally, since the present study only collected the data from students, future studies may consider collecting the data from the teachers to investigate factors related to teaching methods, teaching techniques, and activities that may affect the students' WTC in English and English communication behaviors.

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APPENDICES

Appendix A

Questionnaire

(Thai version)

แบบสอบถามปัจจัยที่มีผลต่อความเต็มใจที่จะสื่อสารด้วยภาษาอังกฤษ
และพฤติกรรมในการสื่อสารภาษาอังกฤษ

แบบสอบถามนี้จัดทำขึ้นเพื่อวัดปัจจัยที่มีผลต่อความเต็มใจที่จะสื่อสารด้วยภาษาอังกฤษและพฤติกรรมในการสื่อสารภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 5 โดยแบ่งเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของนักเรียน จำนวน 3 ข้อ

ตอนที่ 2 ปัจจัยที่มีผลต่อความเต็มใจที่จะสื่อสารด้วยภาษาอังกฤษ จำนวน 69 ข้อ

ตอนที่ 3 ความเต็มใจที่จะสื่อสารด้วยภาษาอังกฤษและพฤติกรรมในการสื่อสารภาษาอังกฤษ

จำนวน 25ข้อ

โปรดตอบแบบสอบถามนี้ตามความเป็นจริง คำตอบของนักเรียนจะเป็นความลับและจะไม่มีผลต่อการเรียนหรือคะแนนสอบของนักเรียนแต่อย่างใด

ตอนที่ 1 ข้อมูลทั่วไปของนักเรียน

คำชี้แจง โปรดเติมคำในช่องว่างหรือทำเครื่องหมาย ✔ ในช่องว่างที่กำหนดให้

1. นักเรียนกำลังศึกษาอยู่โรงเรียน_____

ชั้น ม.5/ _____ เลขที่ _____

2. เพศ _____ ชาย _____ หญิง

ตอนที่ 2 ปัจจัยที่มีผลต่อความเต็มใจที่จะสื่อสาร

ในตอนที่ 2 นี้ ประกอบด้วย 3 ตอนย่อย ได้แก่ ทัศนคติต่อเรื่องนานาชาติ แรงจูงใจในการเรียนภาษาอังกฤษ และความมั่นใจในการสื่อสารด้วยภาษาอังกฤษ

1. ทัศนคติต่อความเป็นนานาชาติ

คำชี้แจง โปรดทำเครื่องหมาย ✔ ในช่องหมายเลขที่ตรงกับความคิดเห็นของนักเรียนมากที่สุด โดยหมายเลข 1-5 มีความหมายดังนี้ต่อไป

5 หมายถึง นักเรียนเห็นด้วยกับข้อความนี้อย่างยิ่ง

4 หมายถึง นักเรียนเห็นด้วยกับข้อความนี้

3 หมายถึง นักเรียนเฉยๆ กับข้อความนี้

2 หมายถึง นักเรียนไม่เห็นด้วยกับข้อความนี้

1 หมายถึง นักเรียนไม่เห็นด้วยกับข้อความนี้อย่างยิ่ง

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
1. ฉันอ่านและดูข่าวต่างประเทศบ่อย ๆ					
2. ฉันพูดคุยถึงเหตุการณ์ในต่างประเทศกับครอบครัว หรือเพื่อนของฉัน บ่อย ๆ					
3. ฉันอยากเป็นเพื่อนกับนักเรียนชาวต่างประเทศที่เรียนอยู่ในประเทศไทย					
4. ถ้าเป็นไปได้ ฉันจะพยายามหลีกเลี่ยงที่จะต้องคุยกับชาวต่างประเทศ					
5. ถ้ามีนักเรียนชาวต่างประเทศที่โรงเรียน ฉันจะคุยด้วย					
6. ฉันไม่ลำบากใจที่จะเป็นเพื่อนร่วมห้องในหอพักหรืออพาร์ตเม้นท์ เดียวกับนักเรียนชาวต่างประเทศ					
7. ฉันอยากร่วมทำกิจกรรมอาสาสมัครเพื่อช่วยเหลือชาวต่างประเทศใน ประเทศเพื่อนบ้าน					
8. ฉันจะรู้สึกอึดอัดถ้ามีชาวต่างประเทศย้ายมาอยู่ข้างบ้านหรือข้างห้อง					
9. ฉันจะเต็มใจช่วยเหลือชาวต่างประเทศที่มีปัญหาเรื่องการสื่อสารใน ร้านอาหารหรือในสถานีขนส่งมวลชน (เช่น สถานีรถไฟฟ้า รถโดยสาร ประจำทาง เป็นต้น)					
10. ฉันชอบที่จะอยู่ในประเทศไทยมากกว่าที่อื่น					
11. ฉันอยากไปอยู่ต่างประเทศ					
12. ฉันอยากทำงานในองค์กรนานาชาติ เช่น องค์การสหประชาชาติ					
13. ฉันสนใจโครงการแลกเปลี่ยนระหว่างประเทศ เช่น โครงการเยาวชน เอเอฟเอสเพื่อการศึกษาและแลกเปลี่ยนวัฒนธรรมนานาชาติ					
14. ฉันคิดว่าเรื่องที่เกิดขึ้นในต่างประเทศไม่เกี่ยวข้องอะไรกับชีวิตฉันนัก					
15. ฉันจะหลีกเลี่ยงงานที่จะทำให้ฉันต้องเดินทางไปต่างประเทศบ่อย ๆ					

2. แรงจูงใจในการเรียนภาษาอังกฤษ

คำชี้แจง โปรดทำเครื่องหมาย ✔ ในช่องหมายเลขที่ตรงกับความคิดเห็นของนักเรียนมากที่สุด โดยหมายเลข 1-5 มีความหมายดังนี้ต่อไป

       5   หมายถึง   นักเรียนเห็นด้วยกับข้อความนี้อย่างยิ่ง

       4   หมายถึง   นักเรียนเห็นด้วยกับข้อความนี้

       3   หมายถึง   นักเรียนเฉยๆ กับข้อความนี้

       2   หมายถึง   นักเรียนไม่เห็นด้วยกับข้อความนี้

       1   หมายถึง   นักเรียนไม่เห็นด้วยกับข้อความนี้อย่างยิ่ง

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
1. ฉันตั้งใจที่จะพยายามทำความเข้าใจภาษาอังกฤษทุกเรื่องที่ฉันเห็นและได้ยิน					
2. ฉันหมั่นฝึกฝนภาษาอังกฤษด้วยการฟังพูดอ่านเขียนเกือบทุกวัน					
3. เมื่อฉันมีปัญหาไม่เข้าใจภาษาอังกฤษในชั้นเรียน ฉันขอความช่วยเหลือจากครูเสมอ					
4. ฉันตั้งใจเรียนภาษาอังกฤษ					
5. ขณะที่เรียนภาษาอังกฤษ ฉันจะไม่สนใจสิ่งรบกวนต่างๆ และใส่ใจเฉพาะงานของฉัน					
6. ฉันไม่ค่อยสนใจกับคำชี้แนะที่ได้จากชั้นเรียนภาษาอังกฤษเท่าไรนัก					
7. ฉันไม่สนใจที่จะตรวจสอบงานที่ได้รับคืนจากครูภาษาอังกฤษ					
8. ฉันจะผัดวันประกันพรุ่งการทำการบ้านภาษาอังกฤษให้นานที่สุดเท่าที่จะทำได้					
9. ฉันมักจะเลิกฟังหรือไม่สนใจคำอธิบายของครูภาษาอังกฤษถ้าฉันฟังไม่เข้าใจ					
10. ฉันไม่สนใจที่จะพยายามทำความเข้าใจเรื่องที่ซับซ้อนในภาษาอังกฤษ					
11. ฉันมีความปรารถนาอย่างมากที่จะรู้เรื่องทุกเรื่องเกี่ยวกับภาษาอังกฤษ					
12. ถ้าฉันกำหนดได้ ฉันจะทุ่มเทเวลาทั้งหมดให้กับการเรียนภาษาอังกฤษ					
13. ฉันอยากเรียนภาษาอังกฤษให้ดีถึงขั้นที่จะใช้ได้อย่างเป็นธรรมชาติ					
14. ฉันอยากเรียนภาษาอังกฤษให้มากที่สุดเท่าที่จะเป็นไปได้					
15. ฉันอยากใช้ภาษาอังกฤษได้อย่างคล่องแคล่ว					
16. การรู้ภาษาอังกฤษไม่ใช่เป้าหมายสำคัญในชีวิตของฉัน					
17. บางครั้งฉันฝันกลางวันว่าจะได้เลิกเรียนภาษาอังกฤษ					
18. ฉันรู้สึกสูญเสียความปรารถนาที่ฉันเคยมีเกี่ยวกับการเรียนภาษาอังกฤษ					
19. โดยความสัตย์จริงแล้ว ฉันไม่อยากเรียนภาษาอังกฤษเลย					
20. ฉันไม่ต้องการที่จะเรียนภาษาอังกฤษเรื่องอื่นใดที่นอกเหนือไปจากเรื่องพื้นฐานเกี่ยวกับภาษาอังกฤษ					
21. การเรียนภาษาอังกฤษเป็นเรื่องที่ดีมาก					
22. ฉันสนุกกับการเรียนภาษาอังกฤษมาก					
23. ภาษาอังกฤษเป็นส่วนที่สำคัญในหลักสูตรของโรงเรียน					
24. ฉันวางแผนที่จะเรียนภาษาอังกฤษให้มากที่สุดเท่าที่จะเป็นไปได้					
25. ฉันชอบเรียนภาษาอังกฤษ					
26. ฉันเกลียดภาษาอังกฤษ					

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
27. ฉันชอบใช้เวลาเรียนวิชาอื่นมากกว่าวิชาภาษาอังกฤษ					
28. การเรียนภาษาอังกฤษเป็นเรื่องเสียเวลา					
29. ฉันคิดว่าการเรียนภาษาอังกฤษเป็นเรื่องน่าเบื่อ					
30. เมื่อฉันเรียนจบจากโรงเรียน ฉันจะไม่เรียนภาษาอังกฤษอีกเพราะฉัน ไม่สนใจที่จะเรียนภาษาอังกฤษเลย					

3. ความมั่นใจในการสื่อสารด้วยภาษาอังกฤษ

        ความมั่นใจในการสื่อสารด้วยภาษาอังกฤษประกอบด้วย 2 ตอนย่อย ได้แก่ ความวิตกกังวลในการ
สื่อสารด้วยภาษาอังกฤษและการรับรู้ความสามารถในการสื่อสารด้วยภาษาอังกฤษ

3.1 ความวิตกกังวลในการสื่อสารด้วยภาษาอังกฤษ

คำชี้แจง หากสมมติให้นักเรียนอยู่ในสถานการณ์ที่กำหนดให้ 12 สถานการณ์ต่อไปนี้ <u>**นักเรียนคิดว่าตนเองจะวิตก
กังวลที่จะต้องสื่อสารด้วยภาษาอังกฤษในแต่ละสถานการณ์บ่อยเพียงใด**</u> โปรดทำเครื่องหมาย ✓ ในช่อง
หมายเลขที่ตรงกับความคิดเห็นของนักเรียนมากที่สุด โดยหมายเลข 1-5 มีความหมายดังนี้ต่อไป

        5   หมายถึง   นักเรียนจะวิตกกังวลเสมอ โดยเฉลี่ย 76 - 100 %

        4   หมายถึง   นักเรียนจะวิตกกังวลบ่อยๆ โดยเฉลี่ย 51 - 75 %

        3   หมายถึง   นักเรียนจะวิตกกังวลเป็นครั้งคราวโดยเฉลี่ย 26 – 50%

        2   หมายถึง   นักเรียนจะไม่ค่อยวิตกกังวล โดยเฉลี่ย 1– 25%

        1   หมายถึง   นักเรียนจะไม่วิตกกังวล

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
1. พูดนำเสนอต่อหน้ากลุ่มคนแปลกหน้า					
2. พูดคุยกับคนรู้จักขณะยืนเข้าแถว เช่น พูดกับนักเรียนชาวต่างประเทศที่ รู้จักระหว่างรอซื้ออาหาร					
3. พูดคุยในกลุ่มเพื่อนกลุ่มใหญ่					
4. พูดคุยในกลุ่มคนแปลกหน้ากลุ่มเล็ก ๆ					
5. พูดคุยกับเพื่อนขณะยืนเข้าแถว					
6. พูดคุยในกลุ่มคนรู้จักกลุ่มใหญ่					
7. พูดคุยกับคนแปลกหน้าขณะยืนเข้าแถว					
8. พูดนำเสนอต่อหน้ากลุ่มเพื่อน					
9. พูดคุยในกลุ่มคนรู้จักกลุ่มเล็ก ๆ					
10. พูดคุยในกลุ่มคนแปลกหน้ากลุ่มใหญ่					

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
11. พูดคุยในกลุ่มเพื่อนกลุ่มเล็ก ๆ					
12. พูดนำเสนอต่อหน้ากลุ่มคนรู้จัก					

3.2 การรับรู้ความสามารถในการสื่อสารด้วยภาษาอังกฤษ

คำชี้แจง หากสมมติให้นักเรียนอยู่ในสถานการณ์ที่กำหนดให้ 12 สถานการณ์ต่อไปนี้ <u>นักเรียนคิดว่าตนเองจะ</u>
<u>สามารถสื่อสารด้วยภาษาอังกฤษในแต่ละสถานการณ์ได้บ่อยเพียงใด</u> โปรดทำเครื่องหมาย ✔ ในช่องหมายเลขที่
ตรงกับความคิดเห็นของนักเรียนมากที่สุด โดยหมายเลข 1-5 มีความหมายดังนี้ต่อไป

     5   หมายถึง   นักเรียนสามารถสื่อสารด้วยภาษาอังกฤษได้เสมอ โดยเฉลี่ย 76–100%.

     4   หมายถึง   นักเรียนสามารถสื่อสารด้วยภาษาอังกฤษได้บ่อยๆ โดยเฉลี่ย 51 – 75%

     3   หมายถึง   นักเรียนสามารถสื่อสารด้วยภาษาอังกฤษได้เป็นครั้งคราว โดยเฉลี่ย 26 – 50%

     2   หมายถึง   นักเรียนไม่ค่อยสามารถสื่อสารด้วยภาษาอังกฤษได้ โดยเฉลี่ย 1– 25%

     1   หมายถึง   นักเรียนไม่สามารถสื่อสารด้วยภาษาอังกฤษได้

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
1. พูดนำเสนอต่อหน้ากลุ่มคนแปลกหน้า					
2. พูดคุยกับคนรู้จักขณะยืนเข้าแถว เช่น พูดกับนักเรียนชาวต่างประเทศที่ รู้จักระหว่างรอซื้ออาหาร					
3. พูดคุยในกลุ่มเพื่อนกลุ่มใหญ่					
4. พูดคุยในกลุ่มคนแปลกหน้ากลุ่มเล็ก ๆ					
5. พูดคุยกับเพื่อนขณะยืนเข้าแถว					
6. พูดคุยในกลุ่มคนรู้จักกลุ่มใหญ่					
7. พูดคุยกับคนแปลกหน้าขณะยืนเข้าแถว					
8. พูดนำเสนอต่อหน้ากลุ่มเพื่อน					
9. พูดคุยในกลุ่มคนรู้จักกลุ่มเล็ก ๆ					
10. พูดคุยในกลุ่มคนแปลกหน้ากลุ่มใหญ่					
11. พูดคุยในกลุ่มเพื่อนกลุ่มเล็ก ๆ					
12. พูดนำเสนอต่อหน้ากลุ่มคนรู้จัก					

ตอนที่ 3 ความเต็มใจที่จะสื่อสารด้วยภาษาอังกฤษ และพฤติกรรมในการสื่อสารภาษาอังกฤษ

ในตอนที่ 3 นี้ ประกอบด้วย 2 ตอนย่อย ได้แก่ ความเต็มใจที่จะสื่อสารด้วยภาษาอังกฤษ และพฤติกรรม
ในการสื่อสารภาษาอังกฤษ

1. ความเต็มใจที่จะสื่อสารด้วยภาษาอังกฤษ

คำชี้แจง หากสมมติให้<u>นักเรียนอยู่ในสถานการณ์ที่กำหนดให้ 20 สถานการณ์ต่อไปนี้และอยู่ในประเทศที่ใช้</u>
<u>ภาษาอังกฤษซึ่งนักเรียนสามารถเลือกที่จะสื่อสารหรือไม่ก็ได้ นักเรียนคิดว่าตนเองจะสื่อสารด้วยภาษาอังกฤษ</u>
<u>บ่อยเพียงใด</u> โปรดทำเครื่องหมาย ✓ ในช่องหมายเลขที่ตรงกับความคิดเห็นของนักเรียนมากที่สุด โดยหมายเลข
1-5 มีความหมายดังนี้ต่อไป

     5   หมายถึง   นักเรียนจะสื่อสารด้วยภาษาอังกฤษเสมอ โดยเฉลี่ย 76–100%.

     4   หมายถึง   นักเรียนจะสามารถสื่อสารด้วยภาษาอังกฤษบ่อยๆ โดยเฉลี่ย 51 – 75%

     3   หมายถึง   นักเรียนจะสื่อสารด้วยภาษาอังกฤษเป็นครั้งคราว โดยเฉลี่ย 26 – 50%

     2   หมายถึง   นักเรียนจะไม่ค่อยสื่อสารด้วยภาษาอังกฤษ โดยเฉลี่ย 1– 25%

     1   หมายถึง   นักเรียนจะไม่สื่อสารด้วยภาษาอังกฤษ

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

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
16. พูดคุยกับพนักงานเก็บขยะ					
17. พูดคุยในกลุ่มคนแปลกหน้ากลุ่มใหญ่					
18. พูดคุยกับแฟน					
19. พูดคุยในกลุ่มเพื่อนกลุ่มเล็ก ๆ					
20. พูดนำเสนอต่อหน้ากลุ่มคนรู้จัก					

2. พฤติกรรมในการสื่อสารภาษาอังกฤษ

คำชี้แจง <u>จากประสบการณ์จริงของนักเรียน ให้นักเรียนพิจารณาตามความเป็นจริงว่านักเรียนสื่อสารด้วย</u> <u>ภาษาอังกฤษในสถานการณ์ 5 สถานการณ์ต่อไปนี้ บ่อยเพียงใด</u> และ โปรดทำเครื่องหมาย ✔ ในช่องหมายเลขที่ ตรงกับความคิดเห็นของนักเรียนมากที่สุด โดยหมายเลข 1-5 มีความหมายดังนี้ต่อไป

      5   หมายถึง   นักเรียนสื่อสารด้วยภาษาอังกฤษเสมอ โดยเฉลี่ย 76 - 100 %

      4   หมายถึง   นักเรียนสื่อสารด้วยภาษาอังกฤษบ่อยๆ โดยเฉลี่ย 51 – 75%

      3   หมายถึง   นักเรียนสื่อสารด้วยภาษาอังกฤษเป็นครั้งคราว โดยเฉลี่ย 26 – 50%

      2   หมายถึง   นักเรียนไม่ค่อยสื่อสารด้วยภาษาอังกฤษ โดยเฉลี่ย 1– 25%

      1   หมายถึง   นักเรียนไม่สื่อสารด้วยภาษาอังกฤษ

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
1. ฉันอาสาตอบคำถามหรือถามคำถามในชั้นเรียน					
2. ฉันจะตอบคำถามต่อเมื่อครูเรียกให้ตอบ					
3. ฉันร่วมทำกิจกรรมต่าง ๆ ในชั้นเรียน เช่น ทำงานเป็นคู่					
4. ฉันถามคำถามหรือคุยกับครูนอกชั้นเรียน					
5. ฉันคุยกับเพื่อนหรือคนรู้จักนอกโรงเรียนเป็นภาษาอังกฤษ					

ขอบคุณที่ให้ความร่วมมือในการทำแบบสอบถามครั้งนี้

Appendix B

Questionnaire

(English version)

Influential Variables on Willingness to Communicate in English and English

Communication Behaviors Questionnaire

This questionnaire is used for examining the variables influencing willingness to communicate in English and English communication behaviors of eleventh grade students. There are 3 sections in the questionnaire:

Section 1 Demographic information consists of 2 items

Section 2 Variables influencing willingness to communicate in English consist of 69 items

Section 3 Willingness to communicate in English and English communication behaviors consist of 25 items

Please answer all the items completely. Your answers will be kept confidential and there will be no effect on your grades in any subjects you are enrolled in.

Section 1 Demographic information

Instructions: Please fill in or put ✓ in the given space.

1. School Name: _____

   Class: M. 5 / _____ Identification number _____

2. Gender _____ Male _____ Female

Section 2 Variables influencing willingness to communicate in English

There are 3 parts in section 2 which are used to investigate International Posture, English Learning Motivation, and Confidence in English Communication.

Part 1 International Posture

Instructions: Please put ✓ to indicate how much each of the following statements applies to you.

5	means	Student strongly agrees with this statement
4	means	Student agrees with this statement
3	means	Student neither agrees nor disagree with this statement
2	means	Student disagrees with this statement
1	means	Student strongly disagrees with this statement

Item	Statement	5	4	3	2	1
1	I often read and watch news about foreign countries.					
2	I often talk about situations and events in foreign countries with my family and/or friends.					
3	I want to make friends with international students studying in Thailand.					
4	I try to avoid talking with foreigners if I can.					
5	I would talk to an international student if there is one at school.					
6	I wouldn't mind sharing an apartment or room with an international student.					
7	I want to participate in a volunteer activity to help foreigners in the neighboring community.					
8	I would feel somewhat uncomfortable if a foreigner moved in next door.					

Item	Statement	5	4	3	2	1
9	I would help a foreigner who is in trouble communicating in a restaurant or at a station.					
10	I would rather stay in my hometown.					
11	I want to live in a foreign country.					
12	I want to work in an international organization such as the United Nations.					
13	I'm interested in an exchange program in foreign countries such as AFS International Intercultural Programs.					
14	I don't think what's happening overseas has much to do with my daily life.					
15	I'd rather avoid the kind of work that sends me overseas frequently.					

Part 2 English Learning Motivation

Instructions: Please put ✓ to indicate how much each of the following statements applies to you.

     5   means   Student strongly agrees with this statement

     4   means   Student agrees with this statement

     3   means   Student neither agrees nor disagree with this statement

     2   means   Student disagrees with this statement

     1   means   Student strongly disagrees with this statement

Item	Statement	5	4	3	2	1
1	I make a point of trying to understand all the English I see and hear.					
2	I keep up to date with English by working on it almost every day.					
3	When I have a problem understanding something in my English class, I always ask my teacher for help.					
4	I really work hard to learn English.					
5	When I am studying English, I ignore distractions and pay attention to my task.					
6	I don't pay much attention to the feedback I receive in my English class.					
7	I don't bother checking my assignments when I get them back from my English teacher.					
8	I put off my English homework as much as possible.					
9	I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.					
10	I can't be bothered trying to understand the more complex aspects of English.					
11	I have a strong desire to know all aspects of English.					

Item	Statement	5	4	3	2	1
12	If it were up to me, I would spend all of my time learning English.					
13	I want to learn English so well that it will become natural to me.					
14	I would like to learn as much English as possible.					
15	I wish I were fluent in English.					
16	Knowing English isn't really an important goal in my life.					
17	I sometimes daydream about dropping English.					
18	I'm losing any desire I ever had to know English.					
19	To be honest, I really have no desire to learn English.					
20	I haven't any great wish to learn more than the basics of English.					
21	Learning English is really great.					
22	I really enjoy learning English.					
23	English is an important part of the school program.					
24	I plan to learn as much English as possible.					
25	I love learning English.					
26	I hate English.					
27	I would rather spend my time on subjects other than English.					
28	Learning English is a waste of time.					

Item	Statement	5	4	3	2	1
29	I think that learning English is dull.					
30	When I leave school, I shall give up learning English entirely because I'm not interested in it.					

Part 3 Confidence in English Communication

      There are 2 parts in confidence in English communication: Communication Anxiety in English and Perceived Communicative Competence in English.

3.1 Communication Anxiety in English

Instructions: Below are 12 situations in which you were. Please put ✓ to indicate how often you would feel anxious to communicate in English in the following situations.

      5   means   Student would always feel anxious approximately 76– 100%.

      4   means   Student would often feel anxious approximately 51 – 75%.

      3   means   Student would sometimes feel anxious approximately 26 – 50%.

      2   means   Student would hardly feel anxious approximately 1 - 25%.

      1   means   Student would never feel anxious. (0%)

Item	Statement	5	4	3	2	1
1	Present a talk to a group of strangers.					
2	Talk with an acquaintance while standing in line.					
3	Talk in a large meeting of friends.					
4	Talk in a small group of strangers.					
5	Talk with a friend while standing in line.					
6	Talk in a large meeting of acquaintances.					

Item	Statement	5	4	3	2	1
7	Talk with a stranger while standing in line.					
8	Present a talk to a group of friends.					
9	Talk in a small group of acquaintances.					
10	Talk in a large meeting of strangers.					
11	Talk in a small group of friends.					
12	Present a talk to a group of acquaintances.					

3.2 Perceived Communicative Competence in English

Instructions: Below are 12 situations in which you were. Please put ✓ to indicate how often you would feel competent to communicate in English in the following situations.

5 means Student always feel competent approximately 76–100%.

4 means Student often feel competent approximately 51 – 75%.

3 means Student sometimes feel competent approximately 26 - 50%.

2 means Student hardly feel competent approximately 1 - 25%.

1 means Student never feel competent (0%)

Item	Statement	5	4	3	2	1
1	Present a talk to a group of strangers.					
2	Talk with an acquaintance while standing in line.					
3	Talk in a large meeting of friends.					
4	Talk in a small group of strangers.					
5	Talk with a friend while standing in line.					
6	Talk in a large meeting of acquaintances.					
7	Talk with a stranger while standing in line.					

Item	Statement	5	4	3	2	1
8	Present a talk to a group of friends.					
9	Talk in a small group of acquaintances.					
10	Talk in a large meeting of strangers.					
11	Talk in a small group of friends.					
12	Present a talk to a group of acquaintances.					

Section 3 Willingness to communicate in English and English communication behaviors

There are 2 parts in the section 3 which are use to investigate Willingness to communicate in English and frequency of English communication behaviors.

Part 1 Willingness to Communicate in English

Instructions: Below are 20 situations in which you were. Presume you were in an English-speaking country and you have completely free choice to communicate or not, how often you would communicate in English. Please put ✓ to indicate how often you would communicate in English in each type of situation.

5   means   Student would always communicate in English approximately 76–100%.

4   means   Student would often communicate in English approximately 51 – 75%.

3   means   Student would sometimes communicate in English approximately 26 – 50%.

2   means   Student would hardly communicate in English approximately 1 - 25%.

1   means   Student would never communicate in English (0%)

Item	Statement	5	4	3	2	1
1	Talk with a service station attendant.					
2	Talk with a physician.					
3	Present a talk to a group of strangers.					
4	Talk with an acquaintance while standing in line.					
5	Talk with a sales person in a store.					
6	Talk in a large meeting of friends.					
7	Talk with a police officer.					
8	Talk in a small group of strangers.					
9	Talk with a friend while standing in line.					
10	Talk with a waiter/waitress in a restaurant.					
11	Talk in a large meeting of acquaintances.					
12	Talk with a stranger while standing in line.					
13	Talk with a secretary.					
14	Present a talk to a group of friends.					
15	Talk in a small group of acquaintances.					
16	Talk with a garbage collector.					
17	Talk in a large meeting of strangers.					
18	Talk with a girl/boy friend.					
19	Talk in a small group of friends.					
20	Present a talk to a group of acquaintances.					

Part 2 Frequency of English Communication Behaviors

Instructions: From your real experience, Please put ✓ to indicate how often you

communicate in English in the following situation.

5	means	Student always communicate in English approximately 76–100%.
4	means	Student often communicate in English approximately 51 – 75%.
3	means	Student sometimes communicate in English approximately 26 - 50%.
2	means	Student hardly communicate in English approximately 1 – 25%.
1	means	Student never communicate in English (0%)

Item	Statement	5	4	3	2	1
1	I volunteer to answer or ask question in class.					
2	I answer when I am called upon by my teacher.					
3	I participate in classroom activities such as pair work.					
4	I ask teachers questions or talked to them outside the class period.					
5	I talk with friends or acquaintances outside school in English.					

Thank very much for your kind participation in this study.

Appendix C

Classroom Observation Scheme

Section 1 Demographic information

      1. School _____ Class _____ Number_____

      2. Gender:_____ Male _____Female

      3. WTC level: _____ high _____ medium _____ low

Section 2 Communication behaviors of individual students in the presence of the teacher

	Behaviors	Tally	Note
1	Volunteer to 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 the unknown word.		
5	Try out a difficult form on the target language (lexical/morphosyntactic)		
6	Present own opinions in class.		
7	Volunteer to participate in class activities		

Comments_____

_____

_____

_____

_____

Section 3 Communication behaviors for pair and group work in the absence of the teacher

	Behaviors	Tally	Note
1	Guess the meaning of the unknown word.		
2	Ask group member/partner a question.		
3	Give an answer to the question.		
4	Try out a difficult form on the target language (lexical/morphosyntactic)		
5	Present own opinions in pair/group.		

Comments_____

_____

_____

_____

_____

_____

_____

Appendix D

The descriptions of each behavior in the classroom observation scheme

Item	Behaviors	Descriptions
Part I	Individual communication behaviors in the presence of teacher	
1	Volunteer to answer	The student's 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.	This behavior is observed to demonstrate three patterns:
	(a) Provide information – general solicit.	The student's English classroom communication behaviors when he/she responds to teacher's question addressed to the group
	(b) Learner-responding.	The student's English classroom communication behaviors when he/she responds to teacher's question addressed to himself/herself
	(c) Non-public response.	The student's 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.	The student's English classroom communication behaviors when he/she asks teacher a question without being asked to do so.
4	Guess the meaning of the unknown word.	The student's English classroom communication behaviors when he/she guesses the meaning of the unknown words.

Item	Behaviors	Descriptions
5	Try out a difficult form on the target language (lexical/morphosyntactic)	The student's English classroom communication behaviors when he/she tries to communicate using three linguistic forms: lexical, grammatical and syntactical
6	Present own opinions in class.	The student's English classroom communication behaviors when he/she makes a point of view known to the class without being called upon to do so by the teacher.
7	Volunteer to participate in class activities	The student's English classroom communication behaviors when he/she takes part in an activity without being asked to do so.

Part II Individual communication behaviors during participating in pair or group work in the absence of teacher

Item	Behaviors	Descriptions
1	Guess the meaning of an unknown word.	The student's English classroom communication behaviors when he/she appears to guess the meaning of the unknown words when working in pair or in the group.
2	Ask group member/partner a question.	The student's English classroom communication behaviors when he/she asks his/her group members/partner a question without being asked to do so
3	Give an answer to the question.	The student's English classroom communication behaviors when he/she responds to his/her group members/partner's question.

Item	Behaviors	Descriptions
4	Try out a difficult form in the target language	The student's English classroom communication behaviors when he/she tries to communicate using three linguistic forms: lexical, grammatical and syntactical
5	Present own opinions in pair/group.	The student's English classroom communication behaviors when he/she makes a point of view without being called upon to do so by his/her group members

Appendix E

Interview Questions

International Posture

1. นักเรียนอ่านหรือดูข่าวเกี่ยวกับเหตุการณ์ในต่างประเทศบ่อยเพียงใด

    How often do you watch or read news about situations in foreign countries?

2. นักเรียนพูดคุยเรื่องเหตุการณ์ในต่างประเทศกับครอบครัว และ/หรือเพื่อนบ่อยเพียงใด

    How often do you talk about situations and events in foreign countries with your family and/or friends?

3. นักเรียนจะทำอย่างไร หากมีชาวต่างประเทศ เช่น นักเรียน ครู ในโรงเรียนของนักเรียน

    - นักเรียนจะคุยกับพวกเขาหรือไม่

    - นักเรียนจะนั่งข้างๆ พวกเขาหรือไม่

    - นักเรียนรังเกียจที่จะพักห้องเดียวกันกับนักเรียนชาวต่างประเทศหรือไม่

    What would you do if there is a foreigner (e.g. international students, foreign teachers) at your school?

    - Would you talk to them?

    - Would you sit next to them?

    - Would you mind sharing a room with an international student?

4. ถ้านักเรียนเห็นชาวต่างประเทศกำลังประสบปัญหาในการสื่อสารในร้านอาหารหรือสถานีขนส่งมวลชน นักเรียนจะทำอย่างไร

    - เพราะเหตุใด

    If you see a foreigner who is in trouble communicating in a restaurant or at a station, what will you do?

    - Why?

5. นักเรียนมีเพื่อนชาวต่างประเทศหรือไม่

    - นักเรียนอยากมีเพื่อนจากต่างประเทศหรือไม่

    - นักเรียนทำอย่างไรในการหาเพื่อนใหม่ที่เป็นชาวต่างประเทศ เช่น นักเรียนพูดคุยหรือ ช่วยเหลือชาวต่างประเทศในที่สาธารณะหรือไม่

    Do you have any foreign friends?

    - Would you like to have friends from other countries?

    - What do you do to make friends with those people? (e.g. Do you talk or help foreigners in public places?)

6. นักเรียนรู้จักโครงการแลกเปลี่ยนไปต่างประเทศหรือไม่

 - นักเรียนรู้จักโครงการอะไรบ้าง

 - นักเรียนสนใจเข้าร่วมโครงการเหล่านี้หรือไม่ เพราะเหตุใด

Do you know any exchange program in other countries?

 - What are they?

 - Are you interested in the program? Why or why not?

7. นักเรียนวางแผนจะสมัครงานประเภทใด ระหว่างงานที่ต้องการให้นักเรียนเดินทางไปต่างประเทศบ่อยๆ หรือให้นักเรียนพักอยู่ในต่างประเทศ กับงานที่ทำภายในประเทศ

 - เพราะเหตุใด

What kind of job you plan to apply to: the job that requires you to go overseas frequently / stay in a foreign country or the one that is domestic?

 -Why?

L2 Learning Motivation

8. นักเรียนจะทำอย่างไรเมื่อนักเรียนมีปัญหาไม่เข้าใจเรื่องที่เรียนในชั้นเรียนภาษาอังกฤษ

What do you do when you have a problem understanding something in your English class?

9. นักเรียนมีการบ้านภาษาอังกฤษบ่อยหรือไม่

 - นักเรียนทำหรือไม่

 - นักเรียนส่งการบ้านตรงเวลาหรือไม่

Do you regularly have homework from your English class?

 - Do you do it?

 - Do you turn it in on time?

10. นักเรียนทำอย่างไรเมื่อได้รับคำแนะนำเกี่ยวกับการใช้ภาษาอังกฤษของนักเรียน

What do you do when you receive comments/feedback about your use of English?

11. นักเรียนเรียนภาษาอังกฤษด้วยวิธีการใดบ้าง จากครูในชั้นเรียนเพียงอย่างเดียว เรียนด้วยตนเอง หรือเรียนจากครูโรงเรียนกวดวิชาหรือสถาบันสอนภาษา

How do you learn English, only from the teacher in class, by yourself, or from a tutor?

12. นักเรียนอยากเรียนภาษาอังกฤษมากน้อยเพียงใด

 - นักเรียนอยากรู้เรื่องทุกเรื่องเกี่ยวกับภาษาอังกฤษหรือแค่เรียนเรื่องพื้นฐาน

 – นักเรียนเคยคิดจะเลิกเรียนภาษาอังกฤษหรือไม่

How much do you want to learn English?

 - Do you want to learn all aspects of English or only the basics?

 - Have you ever thought of dropping English?

13. นักเรียนคาดหวังอะไรในการเรียนภาษาอังกฤษ

What do you expect about learning English?

14. เมื่อเปรียบเทียบวิชาทุกวิชาที่โรงเรียน นักเรียนคิดว่าวิชาภาษาอังกฤษเป็นวิชาที่ความสำคัญหรือไม่

   – การเรียนภาษาอังกฤษมีความสำคัญต่อนักเรียนอย่างไร

   Comparing all subjects at school, is English an important subject?

   - How important is it for you to learn English?

15. นักเรียนรู้สึกอย่างไรกับการเรียนภาษาอังกฤษ

   – เพราะเหตุใดนักเรียนจึงชอบหรือไม่ชอบเรียนภาษาอังกฤษ

   How do you feel when you learn English?

   - Why do you like/don't like learning English?

16. นักเรียนจะทำอย่างไรเกี่ยวกับการเรียนภาษาอังกฤษหลังจากเรียนจบจากโรงเรียน

   What will you do about English learning when you leave school?

Confidence in L2 Communication

17. ในสถานการณ์ใดบ้างที่นักเรียนรู้สึกผ่อนคลายมากที่สุดเมื่อพูดภาษาอังกฤษ: เมื่อพูดกับคน 1 คน พูดในกลุ่ม พูดในที่ประชุม หรือพูดในที่สาธารณะ

   – เพราะเหตุใด

   In which situation do you feel most relaxed to speak English: in pair, in a group, in a meeting, or in public?

   - Why?

18. ในสถานการณ์ใดบ้างที่นักเรียนรู้สึกวิตกกังวลมากที่สุดเมื่อพูดภาษาอังกฤษ: เมื่อพูดกับคน 1 คน พูดในกลุ่ม พูดในที่ประชุม หรือพูดในที่สาธารณะ

   In which situation do you feel most relaxed to speak English: in pair, in a group, in a meeting, or in public?

   - Why?

19. นักเรียนพูดภาษาอังกฤษกับใครแล้วรู้สึกวิตกกังวลมากที่สุด: พูดกับเพื่อน คนรู้จัก หรือคนแปลกหน้า

   – เพราะเหตุใด

   With whom do you feel most anxious to speak English: friend, acquaintance, or stranger?

   - Why?

20. นักเรียนคิดว่าตนมีความสามารถในการพูดภาษาอังกฤษมากน้อยเพียงใด

   How competent do you think you are to communicate in English?

21. ในสถานการณ์ใดบ้างที่นักเรียนรู้สึกว่าตนเองมีความสามารถในการพูดภาษาอังกฤษมากที่สุด: เมื่อพูดกับคน 1 คน พูดในกลุ่ม พูดในที่ประชุม หรือพูดในที่สาธารณะ

   - เพราะเหตุใด

In which situation do you feel most competent to speak English: in pair, in a group, in a meeting, or in public?

    - Why?

22. นักเรียนพูดภาษาอังกฤษกับใครแล้วรู้สึกว่าตนเองมีสามารถในการพูดมากที่สุด: พูดกับเพื่อน คนรู้จัก หรือคนแปลกหน้า

    -เพราะเหตุใด

With whom do you feel most competent to speak English: friend, acquaintance, or stranger?

    - Why?

Appendix F

The codes for analyzing the interview data

Constructs / observed variables	Codes	Description	Examples of words and phrases
1.International Posture			
1.1 Interest in foreign affairs	IP1	Follow foreign situations (often/every day)	- ดู(ข่าว)ทุกวัน *Watch (news) everyday* - ดูบ่อย *Watch often* - ดู/อ่าน(ข่าว)จากทีวี อินเตอร์เน็ต หนังสือพิมพ์ ฟังจากวิทยุ *Watch/read(news) from TV, the Internet, newspaper, listen from the radio*
	IP2.1	Talk with parents /family about foreign situations (often/every day)	- คุยบ่อย *Talk often* - คุยเกือบทุกวัน *Talk almost everyday* - คุยทุกวัน *Talk everyday*
	IP2.2	Talk with friends about foreign situations (often/every day)	- คุยบ่อย *Talk often* - คุยเกือบทุกวัน *Talk almost everyday* - คุยทุกวัน *Talk everyday*
1.2 Intergroup Approach- Avoidance Tendency	IP3.1	Would talk to a foreigner at school	- เข้าไปทัก /อยากทัก *Go to greet/ want to greet* - เข้าไปคุย / ถามแลกเปลี่ยนความคิดเห็น *Go to talk/exchange opinions*

Constructs / observed variables	Codes	Description	Examples of words and phrases
	IP3.2	Would sit next to a foreigner in a classroom	- อยาก(ให้นั่งข้างๆ) *Would like him/her to sit next to me* - นั่งได้ก็ดี *Sitting next to is preferable*
	IP3.3	Would not mind sharing a room with a foreigner	- อยาก(ให้ไปอยู่ด้วย) *Would like him/her to share a room with me* - ไปอยู่ก็ได้/ ก็ได้ *That's alright*
	IP4	Would help a foreigner who is in trouble communicating	- เข้าไปช่วย *Help* - ช่วยฝรั่ง/ ช่วยบอกทาง *Help the foreigners/ giving the directions* - ไปช่วยกับเพื่อน *Go to help with friends*
	IP5.1	Would like to have a foreign friend	- อยากมี *Would like to have* - มีได้ก็ดี *Having is preferable*
	IP5.2	Have tried to make friend with a foreigner	- แอ้ดเอ็มเอสเอ็น ไฮไฟว์ เฟสบุ๊ค *Add as a friend from msn / hi5 / facebook* - เล่น game online / webboard แล้ว เจอ *Meet from game online/ webboard*

Constructs / observed variables	Codes	Description	Examples of words and phrases
1.3 Interest in International Vocation/ Activities	IP6.1	Know exchange programs	- give at least three programs correctly (e.g., AFS, YES, and EF)
	IP6.2	Be interested to participate in the exchange program	- อยากไป / สนใจ *Would like to participate in/ be interested in the program*
	IP6.3	Be interested to study abroad	- อยากไปเรียนต่อเมืองนอก/ ต่างประเทศ *Would like to study abroad* - คิดว่าจะไปเรียนต่อเมืองนอก/ ต่างประเทศ *Plan to study abroad*
	IP7.1	Be interested to work with foreigners in Thailand	- ทั้งฝรั่ง ทั้งคนไทย *Both foreigners and Thais* - มีฝรั่งด้วยก็ดี *Working with foreigners is preferable*
	IP7.2	Be interested to work aboard	- ไปดูงานต่างประเทศ *Have a study tour abroad* - ขอไปนอก/ไปต่างประเทศ *Work abroad*
	IP7.3	Be interested to stay Aboard	-ไปอยู่ต่างประเทศ *Stay abroad* - ไปอยู่นานๆ *Stay abroad for a long time*

Constructs / observed variables	Codes	Description	Examples of words and phrases
2. English Learning Motivation			
2.1 Motivational intensity	M1.1	Would ask a teacher	- ถามครู *Ask a teacher*
	M1.2	Would ask friends	- ถามเพื่อน *Ask friends*
	M1.3	Would ask someone	- ถามลุง /พี่สาว/น้องสาว/ฯลฯ *Ask the uncle/ sisters/ etc.*
	M1.4	Would search information him/herself	- หาจากอินเตอร์เน็ต กูเกิ้ล *search Internet / Google* - หา(คำตอบ)เอง *Find the information him/herself* - อ่านจากหนังสือ *Read from books*
	M2.1	Do/ hand in all homework	- ทำ / ทำตลอด *Do/ always do* - ส่งทุกครั้ง/ ยังไงก็ต้องส่ง *Hand in/ must hand in*
	M2.2	Do / hand in all assignments	- ทำ / ทำตลอด *Do/ always do* - ส่งทุกครั้ง/ ยังไงก็ต้องส่ง *Hand in/ must hand in*
	M3	Pay attention to comments/ feedback about their use of English	- เอามาอ่าน *Read it* - เอามาปรับปรุง / พัฒนา *Take the comments/feedback for improvement* - ไปถามเพื่อน /ญาติ/ คนรู้จัก เพื่อให้อธิบาย *Ask friends/ relatives/ acquaintances for explanation*

Constructs / observed variables	Codes	Description	Examples of words and phrases
2.2 Desire to Learn English	M4	Learn English from various sources	- Learn English at least from three sources (e.g., film, song, the Internet.)
	M5	Want to learn many aspects of English, not only the basics	- อยากรู้ทุกเรื่อง / รู้เยอะๆ *Want to know all aspects* - อยากใช้ได้ทุกด้าน / ทั้ง 4 skills *Want to be good in all/ four skills*
	M6	Want to be fluent in English	- อยากใช้สื่อสารได้ *Want to use English for communication* - อยากใช้ได้ทุกด้าน *Want to be good in all skills* - ไปเรียนต่าง ประเทศแล้วพูดได้ *Be able to communicate when studying abroad*
2.3 Attitudes toward Learning English	M7	Value English as an important subject at school	- สำคัญที่สุด *The most important* - สำคัญ *Important*
	M8	Like learning English	- ชอบ/ สนุก/ ก็ดีนะ *Like / Enjoy/ It's good*
	M9	Never thought of stopping learning English	- ไม่เลิก / ไม่ทิ้ง *Never give up* - เรียนต่อ / เรียนไปเรื่อยๆ / หาที่เรียนต่อ *Continue studying*

Constructs / observed variables	Codes	Description	Examples of words and phrases
3. Confidence in English Communication			
3.1 Communication Anxiety in English	C1.1	Feel anxious to speak English in dyad	ตัวต่อตัว / หนึ่งต่อหนึ่ง / หนึ่งหนึ่ง / สองต่อสอง / สองคน / 2 คน *One by one / dyad/ in person*
	C1.2	Feel anxious to speak English in a small group	ในกลุ่มเล็ก / 5-6 คน *In a small group / 5-6 people*
	C1.3	Feel anxious to speak English in a large meeting	ในที่ประชุม / 10-15 คน *In a meeting / 10 – 15 people*
	C1.4	Feel anxious to speak English in a public	กลุ่มใหญ่ / ที่สาธารณะ / หน้าห้อง / 30-40 คน *In a big group/ in public/ in front of class/ 30 – 40 people*
	C2.1	Feel anxious to speak English with friends	กับเพื่อน / คุยกับเพื่อน *With friends/ talk with friends*
	C2.2	Feel anxious to speak English with acquaintances	กับคนรู้จัก *With acquaintances*
	C2.3	Feel anxious to speak English with strangers	กับคนแปลกหน้า / คนไม่รู้จัก *With strangers*

Constructs / observed variables	Codes	Description	Examples of words and phrases
3.2 Perceived communicative competence in English	C4.1	Feel competent to speak English in dyad	ตัวต่อตัว / หนึ่งต่อหนึ่ง / หนึ่งหนึ่ง / สองต่อสอง / สองคน / 2 คน *One by one / dyad/ in person*
	C4.2	Feel competent to speak English in a small group	ในกลุ่มเล็ก / 5-6 คน *In a small group/ 5-6 people*
	C4.3	Feel competent to speak English in a large meeting	ในที่ประชุม / 10-15 คน *In a meeting / 10 – 15 people*
	C4.4	Feel competent to speak English in a public	กลุ่มใหญ่ / ที่สาธารณะ / หน้าห้อง / 30-40 คน *In a big group/ in public/ in front of class/ 30 – 40 people*
	C5.1	Feel competent to speak English with friends	กับเพื่อน / คุยกับเพื่อน *With friends/ talk with friends*
	C5.2	Feel competent to speak English with acquaintances	กับคนรู้จัก *With acquaintances*
	C5.3	Feel competent to speak English with strangers	กับคนแปลกหน้า / คนไม่รู้จัก *With strangers*

Appendix G

LISREL Printout

```
DATE:  3/ 1/2010
TIME: 23:43


        L I S R E L  8.72

             BY

   Karl G. Jöreskog & Dag Sörbom


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 The following lines were read from file F:\thesis lisrel CH.IV\5 variables -
interpost confid.LPJ:

 TI The relations among affective variables, WTC, and communication beahvior
 DA NI=10 NO=438 MA=KM
 KM
 1.000
 0.275 1.000
 0.210 0.472 1.000
 0.318 0.447 0.370 1.000
 0.217 0.463 0.457 0.628 1.000
 0.285 0.524 0.462 0.650 0.744 1.000
 0.010 -.194 -.144 -.157 -.199 -.185 1.000
 0.316 0.255 0.148 0.343 0.162 0.225 -.027 1.000
 0.256 0.235 0.116 0.319 0.174 0.226 -.057 0.597 1.000
 0.294 0.334 0.185 0.432 0.258 0.339 -.084 0.520 0.598 1.000
 SD
 0.74 0.57 0.61 0.55 0.66 0.67 0.68 0.63 0.79 0.77
 LA
 affair approach activity intensity desire attitudes anxiety competence wtc behv
 SE
 4 5 6 9 10 1 2 3 7 8 /
 MO NX=5 NY=5 NK=2 NE=3 BE=FU GA=FI PS=SY TE=SY TD=SY
 LE
 Motivati WTC Behavior
 LK
 Interpos Confiden
 FI TE(5,5)
 FR LY(2,1) LY(3,1) LX(1,1) LX(2,1) LX(3,1) LX(4,2) BE(2,1) BE(3,2) GA(1,1)
 FR GA(2,2) GA(3,1)
 VA 1 LY(1,1)
 VA 0.84 LY(4,2)
 VA 0.98 LY(5,3)
 VA 0.01 LX(5,2)
 VA -0.09 TE(3,1)
 VA 0.06 TE(4,1)
 VA 0.07 TE(5,1)
 VA -0.03 TE(5,2)
 VA 0.01 TE(5,5)
 VA 0.07 TD(4,1)
 VA -0.08 TD(4,2)
 VA -0.04 TD(4,3)
 VA 0.11 TD(5,1)
```

```
VA -0.03 TD(5,3)
VA 0.16 TD(5,4)
VA 0.08 TH(1,1)
VA 0.07 TH(1,4)
VA 0.06 TH(1,5)
VA 0.08 TH(3,2)
VA -0.07 TH(3,5)
VA -0.04 TH(4,2)
VA 0.11 TH(5,1)
!fr td 5 1
st .14 td 5 1
!fr te 5 1
st .1 te 5 1
!fr th 4 3
st -.05 th 4 3
!fr th 3 4
st -.04 th 3 4
!fr th 4 2
st -.07 th 4 2
!fr th 4 1
st -.05 th 4 1
!fr te 4 1
st .09 te 4 1

PD
OU SL=0 PC RS EF FS SS SC MR AD=OFF MI

TI The relations among affective variables, WTC, and communication beahvior

                    Number of Input Variables 10
                    Number of Y - Variables    5
                    Number of X - Variables    5
                    Number of ETA - Variables  3
                    Number of KSI - Variables  2
                    Number of Observations   438

TI The relations among affective variables, WTC, and communication beahvior


Covariance Matrix

          intensit    desire   attitude        wtc       behv     affair
          --------  --------   --------   --------   --------   --------
intensit     1.00
  desire     0.63      1.00
attitude     0.65      0.74       1.00
     wtc     0.32      0.17       0.23       1.00
    behv     0.43      0.26       0.34       0.60       1.00
  affair     0.32      0.22       0.28       0.26       0.29       1.00
approach     0.45      0.46       0.52       0.23       0.33       0.28
activity     0.37      0.46       0.46       0.12       0.18       0.21
 anxiety    -0.16     -0.20      -0.18      -0.06      -0.08       0.01
competen     0.34      0.16       0.23       0.60       0.52       0.32

        Covariance Matrix

          approach   activity   anxiety   competen
          --------   --------   --------   --------
approach     1.00
activity     0.47       1.00
 anxiety    -0.19      -0.14       1.00
competen     0.26       0.15      -0.03       1.00


TI The relations among affective variables, WTC, and communication beahvior

Parameter Specifications
```

```
        LAMBDA-Y

            Motivati       WTC   Behavior
            --------  --------   --------
intensit           0         0          0
  desire           1         0          0
attitude           2         0          0
     wtc           0         0          0
    behv           0         0          0

        LAMBDA-X

            Interpos  Confiden
            --------  --------
  affair           3         0
approach           4         0
activity           5         0
 anxiety           0         6
competen           0         0

        BETA

            Motivati       WTC   Behavior
            --------  --------   --------
Motivati           0         0          0
     WTC           7         0          0
Behavior           0         8          0

        GAMMA

            Interpos  Confiden
            --------  --------
Motivati           9         0
     WTC           0        10
Behavior          11         0

        PHI

            Interpos  Confiden
            --------  --------
Interpos           0
Confiden          12        13

        PSI

            Motivati       WTC   Behavior
            --------  --------   --------
                  14        15         16

        THETA-EPS

            intensit    desire  attitude       wtc      behv
            --------  --------  --------  --------  --------
                  17        18        19        20         0

        THETA-DELTA

              affair  approach  activity   anxiety  competen
            --------  --------  --------  --------  --------
                  21        22        23        24        25
```

TI The relations among affective variables, WTC, and communication beahvior

Number of Iterations = 66

LISREL Estimates (Maximum Likelihood)

```
        LAMBDA-Y

                Motivati        WTC   Behavior
                --------   --------   --------
intensit          1.00       - -        - -

  desire          1.00       - -        - -
                (0.05)
                 18.30

attitude          1.17       - -        - -
                (0.06)
                 18.08

     wtc           - -       0.84       - -

    behv           - -        - -      0.98


        LAMBDA-X

                Interpos   Confiden
                --------   --------
  affair          0.39       - -
                (0.05)
                  7.63

approach          0.73       - -
                (0.05)
                 15.18

activity          0.62       - -
                (0.05)
                 12.61

 anxiety           - -       0.00
                           (0.00)
                            -2.89

competen           - -       0.01


     BETA

                Motivati        WTC   Behavior
                --------   --------   --------
Motivati           - -        - -        - -

     WTC          0.16        - -        - -
                (0.08)
                  1.99

Behavior           - -       0.61        - -
                           (0.06)
                             9.78


        GAMMA

                Interpos   Confiden
                --------   --------
Motivati          0.61       - -
                (0.05)
                 13.23

     WTC           - -       0.01
                           (0.00)
```

```
                                3.67

Behavior          0.25           - -
                 (0.05)
                  4.95


           Covariance Matrix of ETA and KSI

            Motivati        WTC   Behavior   Interpos   Confiden
            --------   --------   --------   --------   --------
Motivati        0.63
     WTC        0.25       0.99
Behavior        0.30       0.69       1.00
Interpos        0.61       0.34       0.46       1.00
Confiden       21.58      66.87      49.93      35.38    9488.15

           PHI

            Interpos   Confiden
            --------   --------
Interpos        1.00

Confiden       35.38    9488.15
               (5.10)   (2465.92)
                6.93       3.85


           PSI
           Note: This matrix is diagonal.

            Motivati        WTC   Behavior
            --------   --------   --------
                0.26       0.51       0.46
               (0.04)     (0.14)     (0.04)
                7.12       3.66      10.74


    Squared Multiple Correlations for Structural Equations

            Motivati        WTC   Behavior
            --------   --------   --------
                0.59       0.49       0.54

    Squared Multiple Correlations for Reduced Form

            Motivati        WTC   Behavior
            --------   --------   --------
                0.59       0.48       0.35

           Reduced Form

            Interpos   Confiden
            --------   --------
Motivati        0.61        - -
               (0.05)
               13.23

     WTC        0.10       0.01
               (0.05)     (0.00)
                2.00       3.67

Behavior        0.31       0.00
               (0.05)     (0.00)
                5.79       3.46


           THETA-EPS
```

```
              intensit    desire   attitude       wtc       behv
              --------   --------  --------  --------  --------
   intensit       0.36
                 (0.03)
                  10.71

    desire        - -        0.37
                            (0.03)
                             12.89

  attitude      -0.09        - -        0.13
                                       (0.03)
                                        4.29

       wtc       0.09        - -        - -        0.28
                                                  (0.06)
                                                   4.91

      behv       0.10      -0.03        - -        - -        0.01
```

Squared Multiple Correlations for Y - Variables

```
              intensit    desire   attitude       wtc       behv
              --------   --------  --------  --------  --------
                  0.64       0.63       0.87       0.71       0.99
```

THETA-DELTA-EPS

```
              intensit    desire   attitude       wtc       behv
              --------   --------  --------  --------  --------
    affair        0.08       - -        - -        0.07       0.06

  approach        - -        - -        - -        - -        - -

  activity        - -        0.08       - -       -0.04      -0.07

   anxiety      -0.05      -0.07      -0.05        - -        - -

  competen       0.11        - -        - -        - -        - -
```

THETA-DELTA

```
               affair   approach   activity    anxiety   competen
              --------   --------  --------  --------  --------
    affair        0.84
                 (0.06)
                  14.99

  approach        - -        0.46
                            (0.05)
                             9.41

  activity        - -        - -        0.61
                                       (0.05)
                                        12.09

   anxiety       0.07      -0.08      -0.04        0.96
                                                  (0.07)
                                                   14.50

  competen       0.14        - -       -0.03        0.16       0.02
                                                              (0.24)
                                                               0.09
```

Squared Multiple Correlations for X – Variables

affair	approach	activity	anxiety	competen
0.16	0.54	0.39	0.04	0.98

Goodness of Fit Statistics

Degrees of Freedom = 30
Minimum Fit Function Chi-Square = 18.51 (P = 0.95)
Normal Theory Weighted Least Squares Chi-Square = 18.69 (P = 0.95)
Estimated Non-centrality Parameter (NCP) = 0.0
90 Percent Confidence Interval for NCP = (0.0 ; 0.32)

Minimum Fit Function Value = 0.042
Population Discrepancy Function Value (F0) = 0.0
90 Percent Confidence Interval for F0 = (0.0 ; 0.00074)
Root Mean Square Error of Approximation (RMSEA) = 0.0
90 Percent Confidence Interval for RMSEA = (0.0 ; 0.0050)
P-Value for Test of Close Fit (RMSEA < 0.05) = 1.00

Expected Cross-Validation Index (ECVI) = 0.18
90 Percent Confidence Interval for ECVI = (0.18 ; 0.18)
ECVI for Saturated Model = 0.25
ECVI for Independence Model = 5.69

Chi-Square for Independence Model with 45 Degrees of Freedom = 2465.41
Independence AIC = 2485.41
Model AIC = 68.69
Saturated AIC = 110.00
Independence CAIC = 2536.23
Model CAIC = 195.75
Saturated CAIC = 389.52

Normed Fit Index (NFI) = 0.99
Non-Normed Fit Index (NNFI) = 1.01
Parsimony Normed Fit Index (PNFI) = 0.66
Comparative Fit Index (CFI) = 1.00
Incremental Fit Index (IFI) = 1.00
Relative Fit Index (RFI) = 0.99

Critical N (CN) = 1202.64

Root Mean Square Residual (RMR) = 0.033
Standardized RMR = 0.033
Goodness of Fit Index (GFI) = 0.99
Adjusted Goodness of Fit Index (AGFI) = 0.98
Parsimony Goodness of Fit Index (PGFI) = 0.54

TI The relations among affective variables, WTC, and communication beahvior

Fitted Covariance Matrix

	intensit	desire	attitude	wtc	behv	affair
intensit	0.99					
desire	0.63	0.99				
attitude	0.65	0.73	0.99			
wtc	0.30	0.21	0.24	0.98		
behv	0.40	0.27	0.35	0.57	0.97	
affair	0.32	0.24	0.28	0.18	0.24	1.00
approach	0.45	0.44	0.52	0.21	0.33	0.29
activity	0.38	0.46	0.44	0.14	0.21	0.24
anxiety	−0.09	−0.11	−0.10	−0.11	−0.10	0.04
competen	0.33	0.21	0.25	0.56	0.49	0.28

Fitted Covariance Matrix

	approach	activity	anxiety	competen
	--------	--------	-------	--------
approach	0.99			
activity	0.45	1.00		
anxiety	-0.13	-0.08	0.99	
competen	0.26	0.19	-0.03	0.97

Fitted Residuals

	intensit	desire	attitude	wtc	behv	affair
	--------	------	--------	-----	-----	------
intensit	0.01					
desire	0.00	0.01				
attitude	0.00	0.01	0.01			
wtc	0.02	-0.03	-0.02	0.02		
behv	0.03	-0.01	-0.01	0.03	0.03	
affair	0.00	-0.02	0.00	0.07	0.06	0.00
approach	0.00	0.02	0.00	0.03	0.01	-0.01
activity	-0.01	0.00	0.02	-0.02	-0.02	-0.03
anxiety	-0.06	-0.09	-0.08	0.06	0.01	-0.03
competen	0.02	-0.05	-0.03	0.04	0.03	0.04

Fitted Residuals

	approach	activity	anxiety	competen
	--------	--------	-------	--------
approach	0.01			
activity	0.02	0.00		
anxiety	-0.06	-0.06	0.01	
competen	0.00	-0.04	0.00	0.03

Summary Statistics for Fitted Residuals

Smallest Fitted Residual =   -0.09
  Median Fitted Residual =   0.00
 Largest Fitted Residual =   0.07

Stemleaf Plot

```
 - 8|65
 - 6|420
 - 4|32
 - 2|5327320
 - 0|72999321
   0|1223444567999234789
   2|00178991357
   4|58
   6|5
```

Standardized Residuals

	intensit	desire	attitude	wtc	behv	affair
	--------	------	--------	-----	-----	------
intensit	1.14					
desire	0.08	0.99				
attitude	0.76	1.82	1.91			
wtc	0.75	-1.16	-0.90	1.50		
behv	1.20	-0.33	-0.49	2.15	1.82	
affair	-0.07	-0.71	0.20	1.83	1.60	0.20
approach	0.07	0.88	0.32	1.00	0.33	-0.56
activity	-0.39	-0.02	1.17	-0.58	-0.83	-1.18
anxiety	-1.43	-1.92	-1.94	2.04	0.42	-0.69
competen	0.54	-1.69	-1.10	2.45	2.08	0.94

Standardized Residuals

```
          approach   activity   anxiety   competen
          --------   --------   --------   --------
approach     1.29
activity     1.26       0.30
 anxiety    -1.43      -1.34      0.41
competen    -0.15      -1.39      0.20       1.65
```

Summary Statistics for Standardized Residuals

```
Smallest Standardized Residual =   -1.94
  Median Standardized Residual =    0.30
 Largest Standardized Residual =    2.45
```

Stemleaf Plot

```
 - 1|997
 - 1|4443221
 - 0|9877665
 - 0|43110
   0|1122233344
   0|57899
   1|0012233
   1|5678889
   2|011
   2|5
```

 TI The relations among affective variables, WTC, and communication beahvior

Qplot of Standardized Residuals

```
3.5........................................................................
 .                                                                    ..
 .                                                                 .  .
 .                                                              .   .
 .                                                            .    .
 .                                                         .     .
 .                                                       .     .
 .                                                     .      .
 .                                                   .      .
 .                                                 .    x  .
 .                                               .      .
 .                                            .  x    .
 .                                          .  x    .
 .                                         .      .
 .                                       .   *   .
 .                                      .  x    .
N .                                   .      *  .
o .                                 .      xx  .
r .                               .   x xx   .
m .                             .    *x    .
a .                          .    *x     .
l .                        .    x *    .
. .                     .  xx x       .
Q .                      .  xx        .
u .                   .    x         .
a .                  .   x*         .
n .                .x xx           .
t .               *x             .
i .             *x              .
l .           x xx            .
e .          *  .             .
s .         *  .             .
 .        x                   .
 .      x .x                  .
 .        .                   .
 .     x.                     .
 .       .                    .
 .      . x                   .
 .       .                    .
```

```
 .         .                                                          .
 .      .                                                             .
 .       .                                                            .
 .      .                                                             .
 .   .                                                                .
 . .                                                                  .
-3.5..................................................................
  -3.5                                                              3.5
                        Standardized Residuals
```
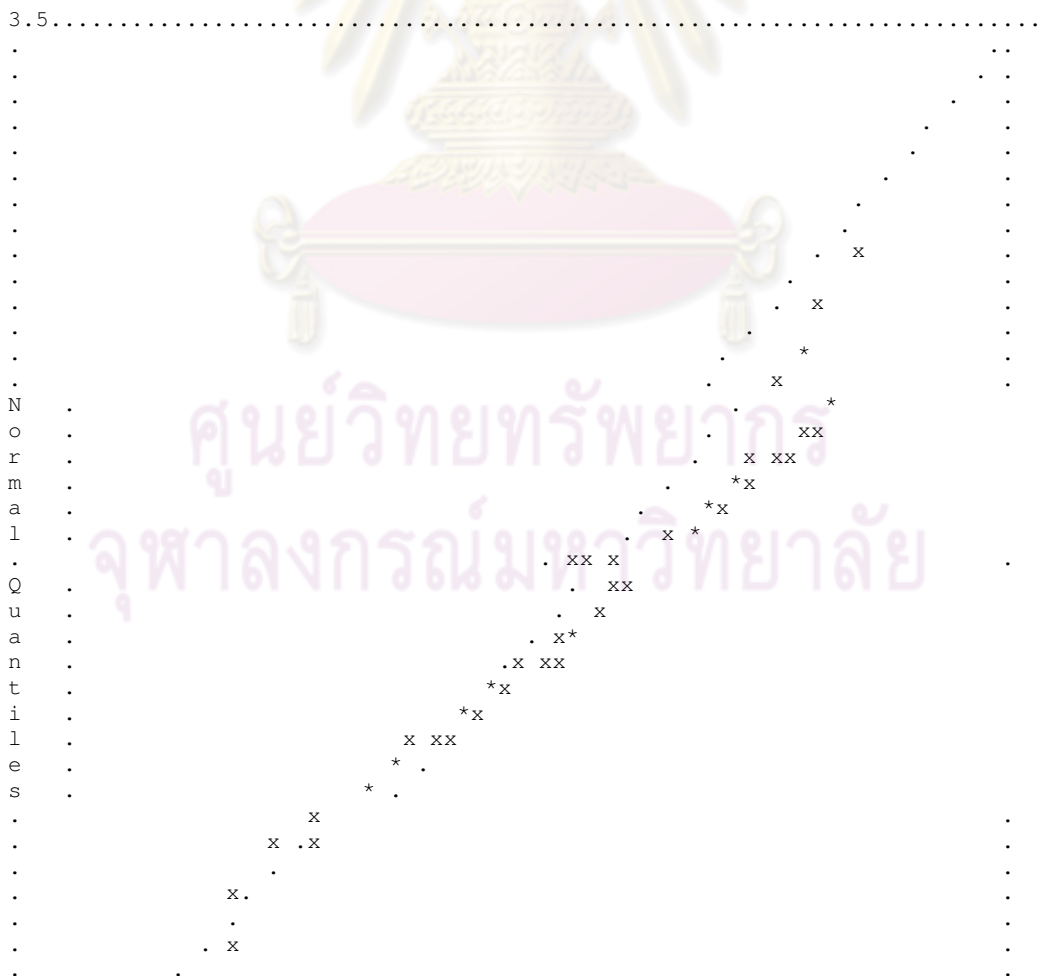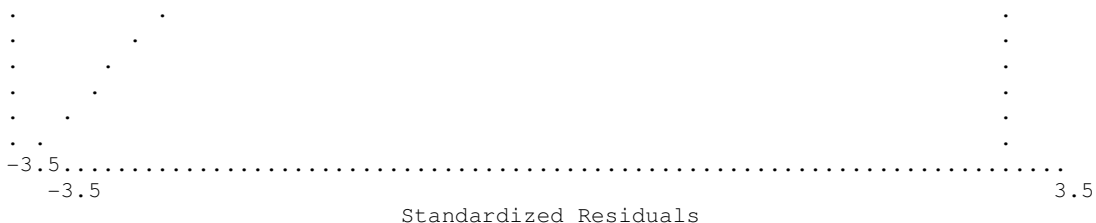
TI The relations among affective variables, WTC, and communication beahvior

Modification Indices and Expected Change

         Modification Indices for LAMBDA-Y

            Motivati   WTC   Behavior
            --------   -------- --------
intensit   - -   1.26   1.08
  desire   - -   0.82   0.09
attitude   - -   0.28   0.37
     wtc   0.14   - -   1.29
    behv   0.14   - -   - -

         Expected Change for LAMBDA-Y

            Motivati   WTC   Behavior
            --------   -------- --------
intensit   - -   0.05   0.04
  desire   - -   -0.03   -0.01
attitude   - -   -0.02   -0.02
     wtc   -0.05   - -   0.51
    behv   0.04   - -   - -

         Standardized Expected Change for LAMBDA-Y

            Motivati   WTC   Behavior
            --------   -------- --------
intensit   - -   0.05   0.04
  desire   - -   -0.03   -0.01
attitude   - -   -0.02   -0.02
     wtc   -0.04   - -   0.51
    behv   0.03   - -   - -

         Completely Standardized Expected Change for LAMBDA-Y

            Motivati   WTC   Behavior
            --------   -------- --------
intensit   - -   0.05   0.04
  desire   - -   -0.03   -0.01
attitude   - -   -0.02   -0.02
     wtc   -0.04   - -   0.51
    behv   0.03   - -   - -

         Modification Indices for LAMBDA-X

            Interpos Confiden
            -------- --------
   affair   - -   0.85
 approach   - -   0.19
 activity   - -   0.42
  anxiety   3.74   - -
 competen   5.52   - -

         Expected Change for LAMBDA-X

            Interpos Confiden
            -------- --------

```
 affair        – –       0.00
approach       – –       0.00
activity       – –       0.00
 anxiety     -0.12       – –
competen     -0.47       – –
```

         Standardized Expected Change for LAMBDA-X

```
             Interpos   Confiden
             --------   --------
 affair        – –       0.04
approach       – –       0.02
activity       – –      -0.03
 anxiety     -0.12       – –
competen     -0.47       – –
```

     Completely Standardized Expected Change for LAMBDA-X

```
             Interpos   Confiden
             --------   --------
 affair        – –       0.04
approach       – –       0.02
activity       – –      -0.03
 anxiety     -0.12       – –
competen     -0.47       – –
```

           Modification Indices for BETA

```
             Motivati     WTC    Behavior
             --------   --------  --------
Motivati       – –       0.65      0.02
     WTC       – –       – –       1.29
Behavior      0.14       – –       – –
```

             Expected Change for BETA

```
             Motivati     WTC    Behavior
             --------   --------  --------
Motivati       – –      -0.04     -0.01
     WTC       – –       – –       0.60
Behavior      0.04       – –       – –
```

        Standardized Expected Change for BETA

```
             Motivati     WTC    Behavior
             --------   --------  --------
Motivati       – –      -0.05     -0.01
     WTC       – –       – –       0.60
Behavior      0.05       – –       – –
```

          Modification Indices for GAMMA

```
             Interpos   Confiden
             --------   --------
Motivati       – –       0.10
     WTC      1.29       – –
Behavior       – –       0.14
```

            Expected Change for GAMMA

```
             Interpos   Confiden
             --------   --------
Motivati       – –       0.00
     WTC      0.15       – –
Behavior       – –       0.00
```

        Standardized Expected Change for GAMMA

```
          Interpos   Confiden
          --------   --------
Motivati      - -      -0.01
     WTC     0.15       - -
Behavior      - -      -0.15
```

No Non-Zero Modification Indices for PHI

        Modification Indices for PSI

```
          Motivati      WTC   Behavior
          --------   --------  --------
Motivati      - -
     WTC     1.29       - -
Behavior    0.14       - -        - -
```

        Expected Change for PSI

```
          Motivati      WTC   Behavior
          --------   --------  --------
Motivati      - -
     WTC    -0.06       - -
Behavior    0.01       - -        - -
```

        Standardized Expected Change for PSI

```
          Motivati      WTC   Behavior
          --------   --------  --------
Motivati      - -
     WTC    -0.08       - -
Behavior    0.01       - -        - -
```

        Modification Indices for THETA-EPS

```
          intensit    desire   attitude      wtc       behv
          --------   --------  --------   --------   --------
intensit      - -
  desire     0.01       - -
attitude    0.01       0.02       - -
     wtc    0.01       0.14      0.07       - -
    behv    0.34       0.12      0.21       - -        - -
```

        Expected Change for THETA-EPS

```
          intensit    desire   attitude      wtc       behv
          --------   --------  --------   --------   --------
intensit      - -
  desire     0.00       - -
attitude    0.00       0.01       - -
     wtc    0.00      -0.01     -0.01       - -
    behv    0.01       0.01     -0.01       - -        - -
```

        Completely Standardized Expected Change for THETA-EPS

```
          intensit    desire   attitude      wtc       behv
          --------   --------  --------   --------   --------
intensit      - -
  desire     0.00       - -
attitude    0.00       0.01       - -
     wtc    0.00      -0.01     -0.01       - -
    behv    0.02       0.01     -0.01       - -        - -
```

        Modification Indices for THETA-DELTA-EPS

```
          intensit    desire   attitude      wtc       behv
          --------   --------  --------   --------   --------
  affair    0.18       0.14      0.51      0.72       0.29
approach    0.16       0.62      0.58      0.91       0.05
```

```
activity        0.04        0.35        0.83        0.00        0.24
 anxiety        0.05        0.25        0.50        2.62        0.07
competen        0.66        0.91        0.00        0.73        0.00
```

           Expected Change for THETA-DELTA-EPS

```
               intensit      desire    attitude         wtc        behv
               --------    --------    --------    --------    --------
  affair          -0.01       -0.01        0.02        0.03        0.02
approach          -0.01        0.02       -0.02        0.03       -0.01
activity          -0.01       -0.02        0.02        0.00       -0.02
 anxiety          -0.01       -0.01       -0.02        0.07        0.01
competen           0.02       -0.02        0.00        0.17        0.01
```

      Completely Standardized Expected Change for THETA-DELTA-EPS

```
               intensit      desire    attitude         wtc        behv
               --------    --------    --------    --------    --------
  affair          -0.01       -0.01        0.02        0.03        0.02
approach          -0.01        0.02       -0.02        0.03       -0.01
activity          -0.01       -0.02        0.02        0.00       -0.02
 anxiety          -0.01       -0.01       -0.02        0.07        0.01
competen           0.02       -0.02        0.00        0.17        0.01
```

           Modification Indices for THETA-DELTA

```
                 affair    approach    activity     anxiety    competen
               --------    --------    --------    --------    --------
  affair          - -
approach          0.16        - -
activity          0.34        0.53        - -
 anxiety          0.01        0.05        0.04        - -
competen          0.00        0.03        0.11        1.29        - -
```

           Expected Change for THETA-DELTA

```
                 affair    approach    activity     anxiety    competen
               --------    --------    --------    --------    --------
  affair          - -
approach         -0.02        - -
activity         -0.02        0.04        - -
 anxiety          0.00       -0.01       -0.01        - -
competen          0.00       -0.01       -0.01       -0.10        - -
```

      Completely Standardized Expected Change for THETA-DELTA

```
                 affair    approach    activity     anxiety    competen
               --------    --------    --------    --------    --------
  affair          - -
approach         -0.02        - -
activity         -0.02        0.04        - -
 anxiety          0.00       -0.01       -0.01        - -
competen          0.00       -0.01       -0.01       -0.11        - -
```

Maximum Modification Index is   5.52 for Element (5, 1) of LAMBDA-X

           Covariance Matrix of Parameter Estimates

```
                 LY 2,1      LY 3,1      LX 1,1      LX 2,1      LX 3,1      LX 4,2
               --------    --------    --------    --------    --------    --------
  LY 2,1          0.00
  LY 3,1          0.00        0.00
  LX 1,1          0.00        0.00        0.00
  LX 2,1          0.00        0.00        0.00        0.00
  LX 3,1          0.00        0.00        0.00        0.00        0.00
  LX 4,2          0.00        0.00        0.00        0.00        0.00        0.00
  BE 2,1          0.00        0.00        0.00        0.00        0.00        0.00
  BE 3,2          0.00        0.00        0.00        0.00        0.00        0.00
```

```
GA 1,1      0.00      0.00      0.00      0.00      0.00      0.00
GA 2,2      0.00      0.00      0.00      0.00      0.00      0.00
GA 3,1      0.00      0.00      0.00      0.00      0.00      0.00
PH 2,1     -0.03     -0.04      0.05      0.03      0.02      0.00
PH 2,2     -4.16     -4.00      9.02      1.98      1.30      1.22
PS 1,1      0.00      0.00      0.00      0.00      0.00      0.00
PS 2,2      0.00      0.00      0.00      0.00      0.00      0.00
PS 3,3      0.00      0.00      0.00      0.00      0.00      0.00
TE 1,1      0.00      0.00      0.00      0.00      0.00      0.00
TE 2,2      0.00      0.00      0.00      0.00      0.00      0.00
TE 3,3      0.00      0.00      0.00      0.00      0.00      0.00
TE 4,4      0.00      0.00      0.00      0.00      0.00      0.00
TD 1,1      0.00      0.00      0.00      0.00      0.00      0.00
TD 2,2      0.00      0.00      0.00      0.00      0.00      0.00
TD 3,3      0.00      0.00      0.00      0.00      0.00      0.00
TD 4,4      0.00      0.00      0.00      0.00      0.00      0.00
TD 5,5      0.00      0.00      0.00      0.00      0.00      0.00
```

Covariance Matrix of Parameter Estimates

```
            BE 2,1    BE 3,2    GA 1,1    GA 2,2    GA 3,1    PH 2,1
           --------  --------  --------  --------  --------  --------
BE 2,1        0.01
BE 3,2        0.00      0.00
GA 1,1        0.00      0.00      0.00
GA 2,2        0.00      0.00      0.00      0.00
GA 3,1        0.00      0.00      0.00      0.00      0.00
PH 2,1        0.02     -0.03      0.05      0.00      0.02     26.05
PH 2,2      134.29     -9.66     -1.01     -4.20     14.02   2357.94
PS 1,1        0.00      0.00      0.00      0.00      0.00      0.02
PS 2,2        0.01      0.00      0.00      0.00      0.00      0.06
PS 3,3        0.00      0.00      0.00      0.00      0.00      0.01
TE 1,1        0.00      0.00      0.00      0.00      0.00      0.00
TE 2,2        0.00      0.00      0.00      0.00      0.00      0.00
TE 3,3        0.00      0.00      0.00      0.00      0.00      0.00
TE 4,4        0.00      0.00      0.00      0.00      0.00     -0.02
TD 1,1        0.00      0.00      0.00      0.00      0.00      0.00
TD 2,2        0.00      0.00      0.00      0.00      0.00      0.01
TD 3,3        0.00      0.00      0.00      0.00      0.00      0.00
TD 4,4        0.00      0.00      0.00      0.00      0.00      0.00
TD 5,5       -0.01      0.00      0.00      0.00      0.00     -0.08
```

Covariance Matrix of Parameter Estimates

```
            PH 2,2    PS 1,1    PS 2,2    PS 3,3    TE 1,1    TE 2,2
           --------  --------  --------  --------  --------  --------
PH 2,2  6080751.47
PS 1,1        4.97      0.00
PS 2,2      264.39      0.00      0.02
PS 3,3        7.44      0.00      0.00      0.00
TE 1,1       -0.14      0.00      0.00      0.00      0.00
TE 2,2       -0.44      0.00      0.00      0.00      0.00      0.00
TE 3,3        1.05      0.00      0.00      0.00      0.00      0.00
TE 4,4      -16.81      0.00      0.00      0.00      0.00      0.00
TD 1,1       -0.57      0.00      0.00      0.00      0.00      0.00
TD 2,2       -3.51      0.00      0.00      0.00      0.00      0.00
TD 3,3        0.80      0.00      0.00      0.00      0.00      0.00
TD 4,4       -2.50      0.00      0.00      0.00      0.00      0.00
TD 5,5     -568.03      0.00     -0.03      0.00      0.00      0.00
```

Covariance Matrix of Parameter Estimates

```
            TE 3,3    TE 4,4    TD 1,1    TD 2,2    TD 3,3    TD 4,4
           --------  --------  --------  --------  --------  --------
TE 3,3        0.00
TE 4,4        0.00      0.00
TD 1,1        0.00      0.00      0.00
TD 2,2        0.00      0.00      0.00      0.00
```

```
TD 3,3        0.00        0.00        0.00        0.00        0.00
TD 4,4        0.00        0.00        0.00        0.00        0.00        0.00
TD 5,5        0.00        0.00        0.00        0.00        0.00        0.00
```

Covariance Matrix of Parameter Estimates

```
              TD 5,5
            --------
TD 5,5        0.06
```

TI The relations among affective variables, WTC, and communication beahvior

Correlation Matrix of Parameter Estimates

	LY 2,1	LY 3,1	LX 1,1	LX 2,1	LX 3,1	LX 4,2
LY 2,1	1.00					
LY 3,1	0.61	1.00				
LX 1,1	-0.08	-0.09	1.00			
LX 2,1	0.00	0.00	0.12	1.00		
LX 3,1	0.10	0.00	0.11	0.16	1.00	
LX 4,2	-0.02	-0.01	0.06	-0.02	-0.01	1.00
BE 2,1	0.01	0.03	0.02	0.02	-0.01	0.48
BE 3,2	0.01	0.00	0.00	0.03	0.01	-0.03
GA 1,1	-0.37	-0.52	0.18	0.12	0.15	-0.04
GA 2,2	0.01	0.01	-0.04	0.00	0.00	-0.70
GA 3,1	-0.08	-0.04	0.05	0.05	0.01	0.07
PH 2,1	-0.12	-0.13	0.20	0.11	0.07	0.05
PH 2,2	-0.03	-0.03	0.07	0.02	0.01	0.72
PS 1,1	-0.40	-0.45	0.07	0.14	0.06	0.04
PS 2,2	-0.02	-0.01	0.03	-0.01	0.00	0.56
PS 3,3	0.00	0.00	0.00	0.00	0.00	0.04
TE 1,1	0.25	0.29	-0.02	-0.01	0.00	0.00
TE 2,2	-0.10	0.12	0.00	-0.01	-0.01	0.00
TE 3,3	0.00	-0.42	0.02	0.02	0.02	0.01
TE 4,4	0.01	0.00	0.00	0.02	0.01	-0.08
TD 1,1	0.01	0.00	-0.11	0.01	0.00	-0.02
TD 2,2	0.00	-0.01	0.03	-0.42	0.08	-0.02
TD 3,3	-0.03	-0.01	0.01	0.07	-0.31	0.00
TD 4,4	-0.01	0.00	0.02	-0.01	-0.01	0.13
TD 5,5	0.02	0.01	-0.04	0.00	0.00	-0.70

Correlation Matrix of Parameter Estimates

	BE 2,1	BE 3,2	GA 1,1	GA 2,2	GA 3,1	PH 2,1
BE 2,1	1.00					
BE 3,2	0.02	1.00				
GA 1,1	-0.08	0.00	1.00			
GA 2,2	-0.71	-0.03	0.04	1.00		
GA 3,1	-0.12	-0.51	0.10	-0.08	1.00	
PH 2,1	0.04	-0.09	0.20	-0.07	0.09	1.00
PH 2,2	0.66	-0.06	-0.01	-0.94	0.11	0.19
PS 1,1	0.05	-0.01	-0.05	-0.05	0.04	0.09
PS 2,2	0.53	-0.42	-0.03	-0.75	0.27	0.09
PS 3,3	0.05	-0.41	0.01	-0.03	0.10	0.04
TE 1,1	0.04	-0.02	-0.14	-0.01	0.00	-0.02
TE 2,2	-0.01	-0.01	-0.04	0.01	0.01	0.00
TE 3,3	0.01	0.01	0.17	-0.01	-0.01	0.02
TE 4,4	-0.04	0.64	0.00	0.07	-0.32	-0.07
TD 1,1	0.00	-0.01	0.01	0.00	0.01	0.00
TD 2,2	-0.05	-0.04	0.15	0.04	0.05	0.03
TD 3,3	0.00	0.00	0.07	0.00	0.01	0.01
TD 4,4	-0.03	0.00	0.00	0.02	0.00	0.01
TD 5,5	-0.69	0.06	0.04	0.97	-0.11	-0.07

Correlation Matrix of Parameter Estimates

```
                PH 2,2    PS 1,1    PS 2,2    PS 3,3    TE 1,1    TE 2,2
                --------  --------  --------  --------  --------  --------
   PH 2,2         1.00
   PS 1,1         0.06      1.00
   PS 2,2         0.78      0.04      1.00
   PS 3,3         0.07     -0.01      0.20      1.00
   TE 1,1         0.00     -0.22      0.01      0.00      1.00
   TE 2,2        -0.01      0.01      0.00      0.00     -0.05      1.00
   TE 3,3         0.01      0.01      0.00      0.00     -0.11     -0.33
   TE 4,4        -0.12     -0.01     -0.52     -0.35     -0.01      0.00
   TD 1,1         0.00     -0.02      0.01      0.00     -0.01      0.00
   TD 2,2        -0.03     -0.19     -0.01      0.00      0.01      0.01
   TD 3,3         0.01     -0.09      0.00      0.00      0.01     -0.04
   TD 4,4        -0.02      0.00     -0.02      0.00      0.00      0.00
   TD 5,5        -0.97     -0.05     -0.80     -0.07     -0.01      0.01
```

Correlation Matrix of Parameter Estimates

```
                TE 3,3    TE 4,4    TD 1,1    TD 2,2    TD 3,3    TD 4,4
                --------  --------  --------  --------  --------  --------
   TE 3,3         1.00
   TE 4,4         0.01      1.00
   TD 1,1         0.00     -0.01      1.00
   TD 2,2        -0.03     -0.02     -0.01      1.00
   TD 3,3         0.02      0.00     -0.01     -0.10      1.00
   TD 4,4         0.00      0.00     -0.02      0.00      0.00      1.00
   TD 5,5        -0.01      0.12      0.00      0.03      0.00      0.02
```

Correlation Matrix of Parameter Estimates

```
                TD 5,5
                --------
   TD 5,5         1.00
```

TI The relations among affective variables, WTC, and communication beahvior

Covariances

        Y - ETA

```
                intensit    desire  attitude       wtc      behv
                --------  --------  --------  --------  --------
   Motivati        0.63      0.63      0.74      0.21      0.30
        WTC        0.25      0.25      0.29      0.83      0.68
   Behavior        0.30      0.30      0.36      0.58      0.98
```

        Y - KSI

```
                intensit    desire  attitude       wtc      behv
                --------  --------  --------  --------  --------
   Interpos        0.61      0.61      0.71      0.28      0.45
   Confiden       21.58     21.48     25.19     56.17     48.93
```

        X - ETA

```
                  affair  approach  activity   anxiety  competen
                --------  --------  --------  --------  --------
   Motivati        0.24      0.45      0.38     -0.04      0.22
        WTC        0.13      0.25      0.21     -0.13      0.67
   Behavior        0.18      0.33      0.28     -0.10      0.50
```

        X - KSI

```
                  affair  approach  activity   anxiety  competen
                --------  --------  --------  --------  --------
   Interpos        0.39      0.73      0.62     -0.07      0.35
   Confiden       13.93     25.84     22.01    -18.92     94.88
```

```
TI The relations among affective variables, WTC, and communication beahvior

Factor Scores Regressions

        ETA

          intensit    desire   attitude       wtc      behv     affair
          --------  --------  --------  --------  --------  --------
Motivati      0.24      0.10      0.49      0.00      0.00     -0.01
     WTC     -0.20      0.07      0.07      0.57      0.28     -0.09
Behavior    -0.23      0.12      0.02      0.01      1.04     -0.06

        ETA

          approach  activity   anxiety  competen
          --------  --------  --------  --------
Motivati      0.05      0.01      0.05     -0.02
     WTC     -0.02      0.06     -0.03      0.27
Behavior      0.00      0.10      0.01      0.03

        KSI

          intensit    desire   attitude       wtc      behv     affair
          --------  --------  --------  --------  --------  --------
Interpos      0.08      0.03      0.28     -0.03      0.12      0.08
Confiden    -20.98      4.59      7.58     -0.06      3.88    -12.97

        KSI

          approach  activity   anxiety  competen
          --------  --------  --------  --------
Interpos      0.37      0.24      0.04      0.05
Confiden      0.67      5.98    -15.21    101.79

TI The relations among affective variables, WTC, and communication beahvior

Standardized Solution

        LAMBDA-Y

          Motivati       WTC  Behavior
          --------  --------  --------
intensit      0.79       - -       - -
  desire      0.79       - -       - -
attitude      0.93       - -       - -
     wtc       - -      0.84       - -
    behv       - -       - -      0.98

        LAMBDA-X

          Interpos  Confiden
          --------  --------
  affair      0.39       - -
approach      0.73       - -
activity      0.62       - -
 anxiety       - -     -0.19
competen       - -      0.97

        BETA

          Motivati       WTC  Behavior
          --------  --------  --------
Motivati       - -       - -       - -
     WTC      0.13       - -       - -
Behavior       - -      0.61       - -

        GAMMA
```

```
          Interpos    Confiden
          --------    --------
Motivati      0.77       - -
     WTC      - -        0.65
Behavior      0.25       - -
```

        Correlation Matrix of ETA and KSI

```
          Motivati       WTC    Behavior    Interpos    Confiden
          --------    --------  --------    --------    --------
Motivati      1.00
     WTC      0.31        1.00
Behavior      0.38        0.70     1.00
Interpos      0.77        0.34     0.46        1.00
Confiden      0.28        0.69     0.51        0.36        1.00
```

        PSI
        Note: This matrix is diagonal.

```
          Motivati       WTC    Behavior
          --------    --------  --------
              0.41        0.51     0.46
```

        Regression Matrix ETA on KSI (Standardized)

```
          Interpos    Confiden
          --------    --------
Motivati      0.77       - -
     WTC      0.10        0.65
Behavior      0.31        0.40
```

TI The relations among affective variables, WTC, and communication beahvior

Completely Standardized Solution

        LAMBDA-Y

```
          Motivati       WTC    Behavior
          --------    --------  --------
intensit      0.80       - -        - -
  desire      0.79       - -        - -
attitude      0.93       - -        - -
     wtc      - -         0.85      - -
    behv      - -        - -        0.99
```

        LAMBDA-X

```
          Interpos    Confiden
          --------    --------
  affair      0.39       - -
approach      0.73       - -
activity      0.62       - -
 anxiety      - -        -0.19
competen      - -         0.99
```

        BETA

```
          Motivati       WTC    Behavior
          --------    --------  --------
Motivati      - -        - -        - -
     WTC      0.13       - -        - -
Behavior      - -         0.61      - -
```

        GAMMA

```
          Interpos    Confiden
          --------    --------
Motivati      0.77       - -
```

```
        WTC            – –        0.65
   Behavior          0.25          – –
```

        Correlation Matrix of ETA and KSI

	Motivati	WTC	Behavior	Interpos	Confiden
Motivati	1.00				
WTC	0.31	1.00			
Behavior	0.38	0.70	1.00		
Interpos	0.77	0.34	0.46	1.00	
Confiden	0.28	0.69	0.51	0.36	1.00

        PSI
        Note: This matrix is diagonal.

Motivati	WTC	Behavior
0.41	0.51	0.46

        THETA-EPS

	intensit	desire	attitude	wtc	behv
intensit	0.36				
desire	– –	0.37			
attitude	-0.09	– –	0.13		
wtc	0.09	– –	– –	0.29	
behv	0.10	-0.03	– –	– –	0.01

        THETA-DELTA-EPS

	intensit	desire	attitude	wtc	behv
affair	0.08	– –	– –	0.07	0.06
approach	– –	– –	– –	– –	– –
activity	– –	0.08	– –	-0.04	-0.07
anxiety	-0.05	-0.07	-0.05	– –	– –
competen	0.11	– –	– –	– –	– –

        THETA-DELTA

	affair	approach	activity	anxiety	competen
affair	0.84				
approach	– –	0.46			
activity	– –	– –	0.61		
anxiety	0.07	-0.08	-0.04	0.96	
competen	0.14	– –	-0.03	0.16	0.02

        Regression Matrix ETA on KSI (Standardized)

	Interpos	Confiden
Motivati	0.77	– –
WTC	0.10	0.65
Behavior	0.31	0.40

TI The relations among affective variables, WTC, and communication beahvior

Total and Indirect Effects

        Total Effects of KSI on ETA

	Interpos	Confiden
Motivati	0.61	– –
	(0.05)	

```
                13.23

      WTC          0.10          0.01
                 (0.05)        (0.00)
                  2.00          3.67

  Behavior         0.31          0.00
                 (0.05)        (0.00)
                  5.79          3.46


         Indirect Effects of KSI on ETA

               Interpos    Confiden
               --------    --------
  Motivati        - -          - -

      WTC          0.10         - -
                 (0.05)
                  2.00

  Behavior         0.06          0.00
                 (0.03)        (0.00)
                  1.95          3.46


          Total Effects of ETA on ETA

               Motivati        WTC    Behavior
               --------    --------    --------
  Motivati        - -          - -          - -

      WTC          0.16         - -          - -
                 (0.08)
                  1.99

  Behavior         0.10          0.61         - -
                 (0.05)        (0.06)
                  1.95          9.78


   Largest Eigenvalue of B*B' (Stability Index) is   0.377

          Indirect Effects of ETA on ETA

               Motivati        WTC    Behavior
               --------    --------    --------
  Motivati        - -          - -          - -

      WTC          - -          - -          - -

  Behavior         0.10         - -          - -
                 (0.05)
                  1.95


           Total Effects of ETA on Y

               Motivati        WTC    Behavior
               --------    --------    --------
  intensit        1.00         - -          - -

    desire         1.00         - -          - -
                 (0.05)
                 18.30

   attitude        1.17         - -          - -
                 (0.06)
```

```
                    18.08

        wtc         0.14        0.84        - -
                   (0.07)
                    1.99

        behv        0.10        0.60        0.98
                   (0.05)      (0.06)
                    1.95        9.78
```

        Indirect Effects of ETA on Y

```
               Motivati        WTC     Behavior
               --------    --------    --------
 intensit        - -          - -         - -

   desire        - -          - -         - -

 attitude        - -          - -         - -

      wtc        0.14         - -         - -
                (0.07)
                 1.99

     behv        0.10         0.60        - -
                (0.05)       (0.06)
                 1.95         9.78
```

        Total Effects of KSI on Y

```
               Interpos    Confiden
               --------    --------
 intensit        0.61        - -
                (0.05)
                13.23

   desire        0.61        - -
                (0.05)
                13.31

 attitude        0.71        - -
                (0.05)
                15.07

      wtc        0.08        0.01
                (0.04)      (0.00)
                 2.00        3.67

     behv        0.31        0.00
                (0.05)      (0.00)
                 5.79        3.46
```

TI The relations among affective variables, WTC, and communication beahvior

Standardized Total and Indirect Effects

        Standardized Total Effects of KSI on ETA

```
               Interpos    Confiden
               --------    --------
 Motivati        0.77        - -
      WTC        0.10        0.65
 Behavior        0.31        0.40
```

        Standardized Indirect Effects of KSI on ETA

```
         Interpos   Confiden
         --------   --------
Motivati     - -        - -
    WTC     0.10        - -
Behavior    0.06       0.40

      Standardized Total Effects of ETA on ETA

         Motivati      WTC    Behavior
         --------   --------  --------
Motivati     - -        - -       - -
    WTC     0.13        - -       - -
Behavior    0.08       0.61       - -

      Standardized Indirect Effects of ETA on ETA

         Motivati      WTC    Behavior
         --------   --------  --------
Motivati     - -        - -       - -
    WTC      - -        - -       - -
Behavior    0.08        - -       - -

      Standardized Total Effects of ETA on Y

         Motivati      WTC    Behavior
         --------   --------  --------
intensit    0.79        - -       - -
 desire     0.79        - -       - -
attitude    0.93        - -       - -
    wtc     0.11       0.84       - -
    behv    0.08       0.60      0.98

   Completely Standardized Total Effects of ETA on Y

         Motivati      WTC    Behavior
         --------   --------  --------
intensit    0.80        - -       - -
 desire     0.79        - -       - -
attitude    0.93        - -       - -
    wtc     0.11       0.85       - -
    behv    0.08       0.61      0.99

      Standardized Indirect Effects of ETA on Y

         Motivati      WTC    Behavior
         --------   --------  --------
intensit     - -        - -       - -
 desire      - -        - -       - -
attitude     - -        - -       - -
    wtc     0.11        - -       - -
    behv    0.08       0.60       - -

   Completely Standardized Indirect Effects of ETA on Y

         Motivati      WTC    Behavior
         --------   --------  --------
intensit     - -        - -       - -
 desire      - -        - -       - -
attitude     - -        - -       - -
    wtc     0.11        - -       - -
    behv    0.08       0.61       - -

      Standardized Total Effects of KSI on Y

         Interpos   Confiden
         --------   --------
intensit    0.61        - -
```

```
  desire         0.61          - -
attitude         0.71          - -
     wtc         0.08         0.55
    behv         0.31         0.39

        Completely Standardized Total Effects of KSI on Y

            Interpos  Confiden
            --------  --------
intensit        0.61          - -
  desire        0.61          - -
attitude        0.72          - -
     wtc        0.08         0.55
    behv        0.31         0.40
  Time used:    0.094 Seconds
```

BIOGRAPHY

Miss Hathairat Jonsermtreakoon was born on the December 28th, 1981 in Surin Province. She received her Bachelor degree of Education majoring in Teaching English and French from Faculty of Education, Chulalongkorm University in March 2004. After graduation, she worked as a primary English teacher at Roong Aroon School in Bangkok one and a half year. Later on, she furthered the study in the TEFL Master's program. While studying in the TEFL Master's program, she worked as a research coordinator for two projects: Child Watch (2007 - 2008) and CPP Thiland (2009), and did a private teaching. In August 2009, she with a classmate in TEFL program, Ms Nathida Thong-Iam, and her Thesis advisor, Dr. Jutarat Vibulphol presented a paper entitled, "When Are Thai Students Willing to Communicate in English?" at the 7th Asia TEFL International Conference, Bangkok, Thailand.

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