

**WILLINGNESS TO COMMUNICATE IN ENGLISH AMONG
UNDERGRADUATE STUDENTS IN BANGKOK**

PICHAPORN PUNTULARB

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS
(LANGUAGE AND CULTURE FOR COMMUNICATION
AND DEVELOPMENT)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
2017**

COPYRIGHT OF MAHIDOL UNIVERSITY

Thesis
entitled

**WILLINGNESS TO COMMUNICATE IN ENGLISH AMONG
UNDERGRADUATE STUDENTS IN BANGKOK**



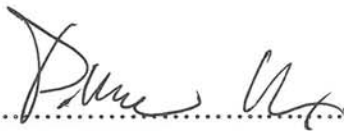
Miss Pichaporn Puntularb
Candidate



Lect. Sumittra Suraratdecha,
Ph.D. (Linguistics)
Major advisor



Lect. Natthapong Chanyoo,
Ph.D. (Instruction and Learning)
Co-advisor



Prof. Patcharee Lertrit,
M.D., Ph.D. (Biochemistry)
Dean
Faculty of Graduate Studies
Mahidol University




Lect. Sirintorn Bhibulbhanuvat,
Ph.D. (Interpersonal Communication)
Program Director
Master of Arts Program in
Language and Culture for
Communication and Development
Research Institute for Languages and
Cultures of Asia
Mahidol University


Thesis
entitled


**WILLINGNESS TO COMMUNICATE IN ENGLISH AMONG
UNDERGRADUATE STUDENTS IN BANGKOK**


was submitted to the Faculty of Graduate Studies, Mahidol University
for the degree of Master of Arts
(Language and Culture for Communication and Development)


on
April 25, 2017



.....
Miss Pichaporn Puntularb
Candidate


.....
Assoc. Prof. Chamaipak Tayjasanant,
Ph.D. (Linguistics)
Chair


.....
Lect. Sumittra Suraratdecha,
Ph.D. (Linguistics)
Member


.....
Lect. Natthapong Chanyoo,
Ph.D. (Instruction and Learning)
Member


.....
Prof. Patcharee Lertrit,
M.D., Ph.D. (Biochemistry)
Dean
Faculty of Graduate Studies
Mahidol University


.....
Assoc. Prof. Kwanchit Sasiwongsaroj,
Ph.D. (Demography)
Director
Research Institute for Languages and
Cultures of Asia
Mahidol University

ACKNOWLEDGEMENTS

This thesis would not have been possible without the guidance, support, and warm encouragement of others. I would like to express my gratitude to all those who always willingly help me thoroughly the process of this thesis.

First, I would like to express my sincere gratitude to my major advisor, Dr. Sumittra Suraratdacha who always supported, and encouraged me at times of difficulty. With her encouragement, I was able to make it to the end. I also appreciate the great help of my co-advisor, Dr. Natthapong Chanyoo for his valuable comments and improvements to this thesis. My sincere thanks also go to the examination chair person, Assoc. Prof. Dr. Chamaipak Tayjasanant whose comments guided me in the right direction.

Next, I am indebted to all my lecturers, and special thanks to Mr. Richard Hiam, who helped me with my academic writing. I am grateful to all staff at the Research Institute for Languages and Cultures of Asia, Mahidol University for their advice and help. Furthermore, I greatly appreciate to all my friends in the Language and Culture for Communication and Development Program for their kind supports.

Finally, my supreme gratitude goes to my parents, of course, for their strong support, encouragement, and patience. Without all these people, my efforts would be for nothing. Thanks for everything you have taught me.

Pichaporn Puntularb

WILLINGNESS TO COMMUNICATE IN ENGLISH AMONG
UNDERGRADUATE STUDENTS IN BANGKOK

PICHAPORN PUNTULARB 5637498 LCCD/M

M.A. (LANGUAGE AND CULTURE FOR COMMUNICATION AND DEVELOPMENT)

THESIS ADVISORY COMMITTEE: SUMITTRA SURARATDECHA, Ph.D.,
NATTHAPONG CHANYOO, Ph.D.

ABSTRACT

This study aimed to investigate the level of willingness to communicate in English among undergraduate students and to examine the psychosocial factors (gender, communication apprehension, self-perceived communication competence, motivation, personality, and content and familiarity) that affect their willingness to communicate in English. A mixed method was used in this study. The participants comprised of 450 fourth year undergraduate students majoring in the fields associated with AEC professions mobility including medical and dental services, nursing, accounting, surveying, engineering, architecture, and tourism. The research instruments employed were a questionnaire and a focused group interview. The findings revealed that undergraduate students in Bangkok are willing to communicate in English language at a moderate level. They seemed to have a higher level of willingness to communicate in English with friends rather than strangers and acquaintances, which was consistent with the focused group interview. The self-perceived communication competence and motivation factors correlated significantly with the willingness to communicate in English at $p = 0.01$ and $p = 0.05$ levels, respectively. The results from this study revealed factors which affect Thai students' willingness to communicate in English and would help educators to develop more effective ways in teaching English speaking skills.

KEY WORDS: WILLINGNESS TO COMMUNICATE/ COMMUNICATION
APPREHENSION/ SELF-PERCEIVED COMMUNICATION
COMPETENCE/ MOTIVATION

127 pages

ความเต็มใจในการสื่อสารภาษาอังกฤษของนักศึกษาระดับปริญญาตรีในกรุงเทพมหานคร
WILLINGNESS TO COMMUNICATE IN ENGLISH AMONG UNDERGRADUATE
STUDENTS IN BANGKOK

พิชชาพร พันธุลาก 5637498 LCCD/M

ศศ.ม. (ภาษาและวัฒนธรรมเพื่อการสื่อสารและพัฒนา)

คณะกรรมการที่ปรึกษาวิทยานิพนธ์: สุมิตรา สุวรรณ์เดชา, Ph.D., ญัฐพงษ์ จันทร์อยู่, Ph.D.

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาระดับความเต็มใจในการสื่อสารภาษาอังกฤษของนักศึกษาระดับปริญญาตรีในกรุงเทพมหานคร และ (2) ศึกษาความสัมพันธ์ระหว่างตัวแปร (เพศ, ความวิตกกังวลในการสื่อสาร, การรับรู้ความสามารถในการสื่อสาร, แรงจูงใจ, บุคลิกภาพ, และเนื้อหาและความคุ้นเคย) ที่มีอิทธิพลต่อความเต็มใจในการสื่อสารภาษาอังกฤษ กลุ่มตัวอย่างที่ใช้ศึกษาคือนักศึกษาชั้นปีที่สี่จำนวน 450 คน และต้องเป็นนักศึกษาที่กำลังเรียนในกลุ่มสาขาอาชีพเคลื่อนย้ายแรงงานเสรีในอาเซียน ได้แก่ แพทย์, ทันตแพทย์, พยาบาล, นักบัญชี, นักสำรวจ, วิศวกร, สถาปนิก, และการท่องเที่ยว เครื่องมือที่ใช้ในการวิจัยคือแบบสอบถามและแบบสัมภาษณ์ ผลจากการวิจัยพบว่าระดับความเต็มใจในการสื่อสารภาษาอังกฤษของนักศึกษาอยู่ในระดับปานกลาง นักศึกษามีระดับความเต็มใจในการสื่อสารภาษาอังกฤษค่อนข้างสูงเมื่อสนทนากับเพื่อนมากกว่า สนทนากับคนแปลกหน้าและคนที่เพิ่งรู้จักซึ่งสอดคล้องกับผลการสัมภาษณ์แบบกลุ่ม ปัจจัยการรับรู้ความสามารถในการสื่อสารและแรงจูงใจมีความสัมพันธ์กับความเต็มใจในการสื่อสารภาษาอังกฤษอย่างมีนัยสำคัญทางสถิติที่ระดับ $p = 0.01$ และ $p = 0.05$ ตามลำดับ ผลจากงานวิจัยนี้ทำให้รู้ถึงปัจจัยที่ส่งผลต่อความเต็มใจในการสื่อสารของนักศึกษาและยังสามารถช่วยนักการศึกษาในการพัฒนาการสอนทักษะการพูดภาษาอังกฤษที่มีประสิทธิภาพ

CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
ABSTRACT (ENGLISH)	iv
ABSTRACT (THAI)	v
LIST OF TABLES	ix
LIST OF FIGURES	xi
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Rational of the Study	3
1.3 Statement of the Problems	6
1.4 Research Objectives	6
1.5 Research Questions	6
1.6 Significance of the Study	7
1.7 Scope of the Study	7
1.8 Definition of Terms	7
1.9 Chapter Summary	8
CHAPTER II LITERATURE REVIEW	9
2.1 Willingness to Communicate in First Language	9
2.2 Willingness to Communicate in English (WTC)	10
2.2.1 The enduring influences	11
2.2.2 The situational influences	15
2.3 Variables Influencing Willingness to Communicate	18
2.3.1 Communication Apprehension	18
2.3.2 Self-Perceived Communication Competence	20
2.3.3 Motivation	21
2.3.4 Personality	22
2.3.5 Content and Familiarity	23

CONTENTS (cont.)

	Page
2.3.6 Sex	24
2.4 Previous Research	25
2.4.1 Previous Research Abroad	25
2.4.2 Previous Research in Thailand	28
CHAPTER III RESEARCH METHODOLOGY	31
3.1 Research Design	31
3.2 Population	31
3.2.1 Criteria for selecting participants	31
3.2.2 Sampling method and Sampling size	32
3.3 Research Instruments	32
3.3.1 Questionnaires	32
3.3.2 A Focus Group Interview	37
3.4 Data Collection	38
3.5 Data Analysis	38
3.5.1 Questionnaires analysis	38
3.5.2 A focus group interview	39
3.6 Reliability and Validity	39
3.6.1 Reliability	39
3.6.2 Validity	40
3.7 Ethical Issues	40
3.8 Chapter Summary	40
CHAPTER IV FINDINGS	42
4.1 Demographic Data	42
4.2 The Level of Willingness to Communicate in English of Undergraduate Students in Bangkok	43

CONTENTS (cont.)

	Page
4.3 A Focus Group Interview	57
4.4 Psychosocial Factors and Willingness to Communicate in English of Undergraduate Students in Bangkok	76
4.5 Chapter Summary	77
CHAPTER V DISCUSSIONS	79
5.1 Summary of the Study	79
5.2 Discussions	79
5.2.1 The Level of Willingness to Communicate in English of Undergraduate Students in Bangkok	79
5.2.2 The Psychosocial Factors Affecting the Willingness to Communicate in English of Undergraduate Students in Bangkok	81
5.2.3 The Relationship between Psychosocial Factors and Willingness to Communicate in English of Undergraduate Students in Bangkok	85
5.3 Pedagogical Implications	91
5.4 Recommendation for Further Studies	92
5.5 Conclusion	93
BIBLIOGRAPHY	94
APPENDICES	105
Appendix A Questionnaire (Thai Version)	106
Appendix B Questionnaire (English Version)	115
Appendix C A Certification of the Ethic in Human Research Course	125
Appendix D Publication	126
BIOGRAPHY	127

LIST OF TABLES

Table	Page
4.1 Demographic data of the participants	42
4.2 Levels of Willingness to Communicate in English and Psychosocial Factors	43
4.3 Willingness to Communicate in English	44
4.4 Willingness to Communicate in English by Receiver Types and Communication Contexts	45
4.5 Personal Report of Communication Apprehension (PRCA-24)	45
4.6 Personal Report of Communication Apprehension (PRCA-24) in Types of Communication Contexts	48
4.7 Self-Perceived Communication Competence	48
4.8 Self-Perceived Communication Competence by Receiver Types and Communication Contexts	50
4.9 Motivation	50
4.10 Motivation Types of Undergraduate Students	52
4.11 Personality	53
4.12 Personality of Undergraduate Students	54
4.13 Content and Familiarity	55
4.14 Volunteering an opinion in front of a group of people, such as in a class or meeting in Thai	57
4.15 Volunteering an opinion in front of a group of people, such as in a class or meeting in English	58
4.16 Telling a joke or funny story to a small group of people you know reasonably well in Thai	59
4.17 Telling a joke or funny story to a small group of people you know reasonably well in English	60
4.18 Presenting a project to a group of strangers in Thai	61

LIST OF TABLES (cont.)

Table	Page
4.19 Presenting a project to a group of strangers in English	61
4.20 Offering to help a stranger who appears to be lost in Thai	62
4.21 Offering to help a stranger who appears to be lost in English	63
4.22 Saying something to a person you know when they are misbehaving in a public place in Thai	64
4.23 Saying something to a person you know when they are misbehaving in a public place in English	65
4.24 Asking for directions from a stranger when you are lost in Thai	66
4.25 Asking for directions from a stranger when you are lost in English	66
4.26 Giving a presentation on your hobby to a group of strangers in Thai	67
4.27 Giving a presentation on your hobby to a group of strangers in English	68
4.28 Asking for help in buying some unfamiliar items in a shop in Thai	69
4.29 Asking for help in buying some unfamiliar items in a shop in English	69
4.30 Greeting a person you have just known in a public place in Thai	70
4.31 Greeting a person you have just known in a public place in English	71
4.32 Starting up a conversation with a stranger next to you in a public place such as on a bus or plane in Thai	72
4.33 Starting up a conversation with a stranger next to you in a public place such as on a bus or plane in English	73
4.34 The Relationship between Psychosocial Factors and WTC in English	76
4.35 The Difference between Sex and WTC in English	77

LIST OF FIGURES

Figure		Page
2.1	Heuristic Model of Variables Influencing L2 WTC	11

CHAPTER I

INTRODUCTION

This chapter provides an introduction to the study. The first three sections include the background, rationale, and the statement of the problem of the study. The following three sections are the research objectives, research questions, and the significance of the study. Finally, the scope of the study and the definition of terms are presented.

1.1 Background of the Study

Communication plays a fundamental role in the everyday lives of people. We communicate with parents, colleagues, friends, bosses, or strangers to share information, ideas, and feelings with each other. Mallett-Hamer (2005) defined communication as the process of sharing ideas, information, and messages with others in a particular time and place. The ability to communicate effectively affects relationships and success. For example, a teacher has to communicate and pass on the knowledge to students in the classroom; an employee presents a project to his or her employer, or a relationship may get better or worse depending on the communication. Morreale et al. (2000) stated that competence in oral communication: speaking and listening, is required for students' academic, personal, and professional success in life. However, we tend to selectively communicate in particular situations. Sometimes, we do not need to speak with others, or if we do not like that situation, we may choose to be silent when such communication situations occur. This communication behavior relates to willingness to communicate theory.

Some people tend to speak when others speak to while others tend to speak constantly; some people talk more in some contexts than in others; and some people talk more with certain interlocutors than they usually do with others (McCroskey and Richmond, 1987). This variability in speaking behavior is called "Willingness to

Communicate” (McCroskey and Baer, 1985). This willingness to communicate (WTC) theory was developed for study in the first language context by McCroskey and Baer (1985), but was adapted for second language learning by MacIntyre and Charos (1996). Willingness to communicate in second language theory has been studied for decades. MacIntyre and Charos offered a definition of willingness to communicate in second language as “a readiness to enter into discourse at a particular time with a specific person or persons by using a second language” (MacIntyre et al., 1998). MacIntyre, Clement, Dornyei, and Noels (1998) stated that willingness to communicate was directly influenced by communication apprehension and perceived communication competence, factors of which result from introversion and self-esteem. They also stated that numerous factors alter an individual’s willingness to communicate such as the degree of familiarity between communicators, the number of people present, the formality of the situation, the degree of to which the speakers may be being evaluated, the topic of discussion, and situational elements that influence a person’s willingness to communicate. MacIntyre, Clement, Dornyei, and Noels (1998) also regarded their willingness to communicate model as the final step in preparing the language learners for communication because it represents the possibility that learners will use the language when the opportunity is given.

Previous research found three factors (communication apprehension, self-perceived communication competence, and motivation) as having an impact on WTC in second language (Seiffert and Riffle, 1987; Sallinen-Kuparnen et al., 1991; Baker & MacIntyre, 2000; Susan & MacIntyre, 2000; Hashimoto, 2002; MacIntyre et al., 2002; Burroughs et al., 2003; Peng, 2006; Lu and Hsu, 2008; Yu, 2008; Boonsongsup and Rimkeeratikul, 2012; Ouamcheep, 2012; Fatemipour, 2014). The person who has low communication apprehension, high self-perceived communication competence, and high motivation to learn a second language will likely have a high level of WTC and more often engage in L2 communication opportunities. On the other hand, the person who has high communication apprehension, low self-perceived communication competence, and low motivation will also possess a low level of WTC in L2; therefore, will choose to keep silent during L2 communication events.

In the Thai context, Boonsongsup and Rimkeeratikul (2012) found that low willingness to communicate influenced an individual’s oral communication

behavior. The willingness of Thais (students in particular) to communicate in English is affected by different factors such as personality, anxiety, motivation, and contexts. Previous research about willingness to communicate in Thailand, by Boonsongsup and Rimkeeratikul (2012), Thong-iam (2010), and Matsuoka (2008) found that communication apprehension, topic familiarity, group cohesiveness, conversational context, and perceived English language competence strongly affected to willingness to communicate.

Willingness to communicate is an important factor in communication behavior in both first and second languages. The greater the willingness to communicate, the higher the tendency for people to initiate a speaking event. Additionally, it improves the rate of acquisition of second language speaking skills according to MacIntyre (2007) stressed that “the willingness to take chances in using a second language affects a level of success in language learning and language training”.

1.2 Rationale of the Study

The English language is widely used all across the world. English is the most recognizable language because it serves as the international language, and it is extensively spoken in many parts of the world (Glendora, 2011). Joshi (2013) noted that the English language has generally been used as the international language and is widely used as lingua franca in communication. In the AEC (ASEAN Economic Community) for example, English was designated as an official language and the declaration of ASEAN Concord II states that “the development of teaching and learning English is considered to be the fundamental of people for using English to communicate, contact, and interact among the regions” (Wimontham, 2012).

Under AEC terms, certain categories of professional are permitted free movement to work in other ASEAN countries as AEC mobility professions (AMPs). These include engineers, nurses, architects, surveyors, medical practitioners, dental practitioners, accountants, and tourism professionals (Yue, 2011) and such skilled labor professionals who choose to work in other ASEAN countries need a good command of English to communicate in a foreign context both in their daily and

professional lives. As a result, Thai professionals must improve not only their working skills but also their English proficiency if they wish to take these opportunities within AEC. Saraithong and Chancharoenchai (2012) stated that English has always been one of the weakest aspects of Thai skilled labor resources and this impacts on employment opportunities for workers. The World Economic Forum (2016) found that the country with the highest English proficiency was the Netherlands (72) and only one ASEAN country which placed in the top ten is Singapore (63.52). Elsewhere in the ASEAN, Malaysia scored 60.7, and Philippines scored 60.33. Thailand on the other hand scored a low 47.21 which shows that the English proficiency of Thais is very low when compared with many other countries in ASEAN.

In previous research about the problems in English of Thai people, Promrak (2015) investigated the English communication problems and needs in English communication of undergraduate students of tourism and the hotel industry. The results reveals that the students could not speak English fluently and lacked ability in speaking and listening. The students also indicated that actual communication in English was different from what they studied in the classroom. In another work, Jindathai (2015) studied factors that cause English speaking problems among undergraduate engineering students. The findings showed that poor management of teaching and learning and lack of opportunities to actually speak English were the main problems affecting English speaking. They indicated that the students needed extra activities such as a field trip with a foreign teacher and more time to speak with a foreign teacher in class. The participants in these two groups were students of professions with AEC mobility opportunities and such professionals continue to have problems with English especially speaking skills because of the teaching and learning methods used in teaching English in the classroom.

In Thailand, students learn English as a foreign language with four macro skills taught namely, reading, listening, writing, and speaking. Yashima et al. (2004) described a goal of second language and foreign language learning as being to “facilitate better communication and understanding between individuals who come from different cultural backgrounds and speak different language”. The speaking skill is considered as a very important skill, because speakers have to use their language knowledge to express their thoughts or feelings actively in these situations in which

they have to use second language (Djigunovic, 2006). According to Choomthong (2014), Thai teachers taught English with an emphasis more on grammar rules and error correction than on listening and speaking skills because students have to be prepared for examinations which consist mostly of grammar rule and reading. The primary exam that students have to take is for admission into university. The insufficiency in English skills of teachers affects students' learning of English. Hilado-Deita (2016) stated that teachers who lack capabilities and qualifications cannot help students to communicate in English. Passive learning and ill-qualified teachers may help students become familiar with learning English grammar to pass their examinations but not familiar with English speaking and listening skills. This leads students to choose to be silent in class or avoid using the English or second language when the opportunities arise.

Thus, this study attempts to investigate the level of willingness to communicate in English and to examine psychosocial factors (communication apprehension, self-perceived communication competence, motivation, personality, content and familiarity, and sex) affecting the willingness to communicate in English among undergraduate students in Bangkok. The undergraduate students in the study were students studying for professions that enjoy mobility privileges in AEC. This group of professionals will require an ability to use English both in their working and daily lives, if they wish to work in other ASEAN countries apart from Thailand. They will encounter regular communication events with other AEC workers whose English proficiency is good so in order to stay competitive, Thai professional with AEC mobility privileges (AMPs) will need to enhance their English proficiency (Saraithong, 2013). The researcher hopes that the findings from this study will provide significant background information regarding willingness to communicate in English and will benefit all stakeholders in the field of teaching English for communication as well as scholars, educational administrators, teachers, and students.

1.3 Statement of the Problems

As mentioned, Thai workers will encounter competition in AEC (Saraithong, 2013). The ability to use English to communicate is more important for Thai students but they have few opportunities to encounter second language communication events both inside and outside classroom, and the school curriculum emphasizes grammar over communicative effectiveness (Kongkerd, 2013). To know the way to improve second language communication ability, this study reveals the factors that affect the second language use of Thai undergraduate students who are majoring in professions which have skilled labor mobility privileges in AEC (AEC mobility professions).

1.4 Research Objectives

The objectives of this study are:

1. To investigate the level of willingness to communicate in English among undergraduate students in Bangkok.
2. To examine psychosocial factors affecting willingness to communicate in English among undergraduate students in Bangkok.

1.5 Research Questions

From the objectives of the study mentioned above, there are two research questions:

1. What is the level of willingness to communicate in English among undergraduate students in Bangkok?
2. What are the relationship between psychosocial factors and willingness to communicate in English among undergraduate students in Bangkok?

1.6 Significances of the Study

The research findings will benefit as follows.

1. The results in this study can reveal some factors which affect Thai students' English speaking skills.
2. The findings from this study can help teachers to adapt towards a more effective methodology for teaching English speaking skills in class.
3. This study can be beneficial to further research on the willingness to communicate in other second languages apart from English.

1.7 Scope of the Study

This study investigates the level of willingness to communicate in English among undergraduate students in Bangkok, and examines psychosocial factors affecting the willingness to communicate in English. The population in this study is fourth year undergraduate students in Bangkok majoring in AMP subjects (medicine, dentistry, nursing, accountancy, surveying, engineering, architecture, and tourism). This research uses mixed methods with questionnaire and focus groups used as the instruments. Frequency distribution and percentage were used to analyze the participants' information as well as to analyze influential factors and willingness to communicate in English. Multiple regression was used to find a correlation between influential factors and willingness to communicate in English of the undergraduate students in Bangkok in this study. T-test was used to investigate the differences between sex and willingness to communicate in English. A focus group provided more detailed information about willingness to communicate in first (Thai) and second language (English).

1.8 Definition of Terms

1. *Willingness to communicate in a second language*: "A readiness to enter into discourse at a particular time with a specific person, or person, using a L2" (MacIntyre et al., 1998). In this study, the researcher will investigate the level of

willingness to communicate in English and examine psychosocial factors affecting the willingness to communicate in English of undergraduate students who are studying subjects for professions that have mobility privileges.

2. *Undergraduate students*: Fourth year undergraduate university students who major in the fields of study for professions with special skills that are entitled to free mobility in the ASEAN Economic Community. These majors are medicine, dentistry, nursing, accountancy, surveying, engineering, architecture, and tourism. They have to study in Bangkok only.

1.9 Chapter Summary

This present study aims to investigate the level of willingness to communicate in English among undergraduate students in Bangkok and to examine psychosocial factors affecting willingness to communicate in English among undergraduate students in Bangkok. The population in this study is students majoring in AMP subjects. This group of students will have opportunities to work in the ASEAN countries, so good English skills are essential for them especially speaking skills in order to meet the requirement of the workplace. Identifying the factors and problems that affect students' learning English speaking will be necessary for this group of students and teachers.

CHAPTER II

LITERATURE REVIEW AND RELATED RESEARCH

This part is a review of related and previous research and includes three topics: willingness to communicate in English, influencing variables, and previous studies. The first is willingness to communicate in English which provides the definition and background of the academic literature on the topic. Next, the influencing variables are presented comprising communication apprehension, self-perceived communication competence, motivation, personality, content and familiarity, and gender. The last part presents a review of previous studies which are concerned with the relationship between willingness to communicate in a second language and influential factors.

2.1 Willingness to Communicate in First Language (WTC in L1)

Some people like to communicate and others choose to be silent. McCrosky and Richmond (1987) stated that some people will speak when someone speaks with them, many people will speak more in some contexts than in others, and some people will talk more to receivers than others (p.129). This phenomenon of a self-evaluation as to whether the person is about to engage in a conversation can be called “willingness to communicate”. McCroskey and Baer (1985) developed the primary concept and scale of willingness to communicate to study in first language and they defined willingness to communicate in L1 as the individual’s “tendency to initiate communication when free to do so.” The scale of L1 WTC is used to measure WTC level in four communication contexts (public, meeting, small group, and dyad) with participation including three interlocutors (strangers, acquaintances, and friends). Many studies on WTC in L2 have applied this scale to measure L2 WTC (Hashimoto, 2002; Yashima, 2002; Peng, 2007).

L1 WTC has been determined to be a personality-based feature which affects an individual's communication behavior. Numerous factors have been studied in L1 WTC: introversion, self-esteem, communication competence, communication apprehension, and cultural diversity by McCroskey & Richmond (1990). Soon after, MacIntyre (1994) studied the fundamental variables in L1 WTC and found that L1 WTC was formed from communication apprehension and perceived communication competence. The study of MacIntyre and Charos (1996) applied MacIntyre's (1994) L1 WTC model and Gardner's (1985) socio-educational model of language learning for second language communication. They investigated the relationship between affective variables (attitudes, motivation, perceived competence, and anxiety) and frequency of second language communication. They also examined the model of willingness to communicate in second language. The participants were 92 anglophone students in Ottawa where French was the second language and English the main language. It was found that the frequency of second language communication contributed to willingness to enter into second language communication, as well as motivation, opportunities of contact with second language speakers, and perceived communicative competence. Moreover, MacIntyre and Charos also suggested that "the willingness to communicate construct appeared to adapt well to the second language context and represented a profitable addition to the literature" (p.20).

2.2 Willingness to Communicate in English (WTC in L2)

The concept of willingness to communicate was adapted to second language communication by MacIntyre and Charos (1996). Following MacIntyre and Charos, the heuristic model was created by MacIntyre et al. (1998). MacIntyre, Clement, Dornyei, and Noels (1998) which defined willingness to communicate in L2 as "a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (p.547). This heuristic model was designed to be a broad foundation for the willingness to communicate theory and to approach this process that one initiates to communicate in a second language, both immediate situational factors

and enduring factors need to be considered. The heuristic model is presented in figure 2.1

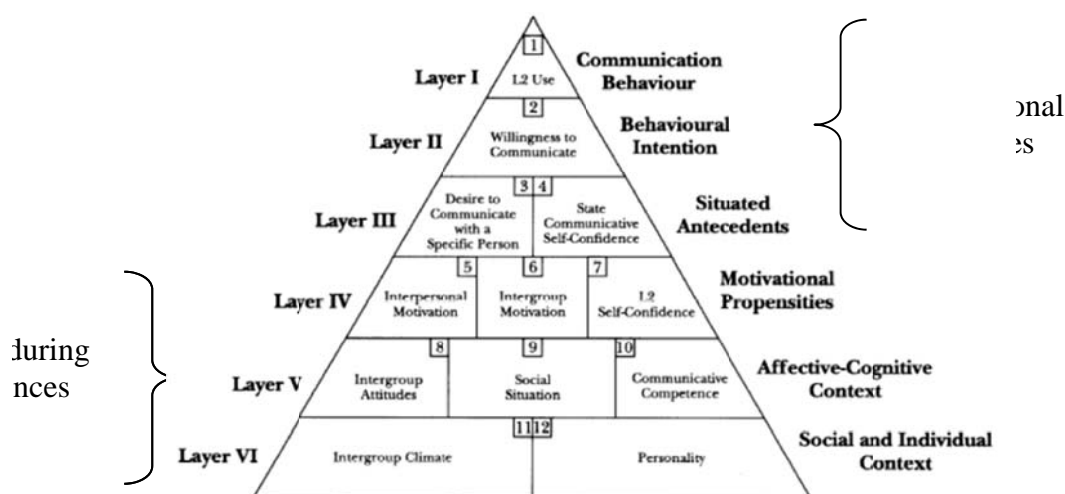


Figure: 2.1 Heuristic Model of Variables Influencing L2 WTC

The pyramid model of variables influencing willingness to communicate consists of six layers and can be divided into two categories: enduring influences and situational influences.

2.2.1 The enduring influences

The enduring influences are permanent and long-term characteristic that can apply to variety of situations (MacIntyre, Clement, Dornyei, and Noels, 1998). The enduring influences are composed of intergroup climate, personality, intergroup attitude, social situation, communicative competence, interpersonal motivations, intergroup motivation, and self-confidence (layer VI, layer V, and layer IV respectively).

1) *Layer VI Motivational Propensities*: this layer is composed of three variables: interpersonal motivation, intergroup motivation, and self-confidence.

1.1) Interpersonal motivation

Affiliation motive and control motive can explain the majority of communication events. Control motive leads to communication behavior which aims to limit the cognitive, affective, and behavioral freedom of the speakers and involves the hierarchy system. For example, doctors speak with their patients to control the patient's behavior, employers control workers, or teachers' worksheets are used to control students so as to make them submit their homework. This communication type is normally initiated by the speakers who have more power.

Affiliation motive depends on the personal characteristics of the speakers such as attractiveness, similarity, or familiarity. Affiliation motive may appear with control motive but appears less in task-oriented situations. For example, friendships may be started through communication in the language classroom with conversation about personal topics; however, the conversation will be guided by the teacher during class time. It is clear that control motive and affiliation motive lead to interpersonal affiliation.

1.2) Intergroup motivation

Interpersonal motivation is related to personal characteristics. Intergroup motivation is formed from belonging to a specific group. Intergroup climate and intergroup attitudes have an effect on intergroup motivation. Based on interpersonal motivation, control motive and affiliation motive are the basic components of two kinds of motivation: interpersonal motivation and intergroup motivation.

Control motive in intergroup motivation will be the same types as the interpersonal motivation discussed earlier, but the initiation to communicate rests on the power of familiarity within the groups. Affiliation motive occurs when speakers need to maintain a relationship with members of another group who have a different language and culture. Attitudes towards the other group and integrativeness are significant to this kind of motivation.

1.3) L2 Self-confidence

Second language confidence is related with the speakers and their second language. There are two components in second language confidence. The first component is cognitive which involves a self-evaluation of second language

skills. The second component is affective which is concerned with language anxiety especially the discomfort experienced when using the second language. In summary, communicative competence, communication experience, and personality variables help determine self-confidence in using the second language.

2) *Layer V The Affective and Cognitive Context*: this layer is composed of three variables: intergroup attitude, social situation, and communicative competence. The factors in this layer are individually based and represent accumulated previous history, the various attitudes and motivation of a person.

2.1) *Intergroup attitude*

People who desire to be a part of the second language community tend to increase their involvement with that second language community. Integrative factors increase frequency and quality of interaction with the second language community. Adaptation to the other community's values and customs may reap benefits; however, these benefits may not increase without some deficit. A variable that is shown to affect interaction with the second language community is fear of assimilation. Fear of assimilation is where the person fears losing his or her identification with place in the first language community as a result of learning the second language. It can be concluded that learning the new language can lead to a loss of the first language and its culture, and so intergroup attitude affect the frequency and quality of second language communication and together with a fear of assimilation, may ultimately affect one's motivation to learn the new language.

2.2) *Social situation*

The social situation is a compound of categories explaining a social setting. These types of situation include a set of behaviors which are appropriate to them. There are five factors that influence situational variation: the participants, the setting, the purpose, the topic, and the channel of communication.

First, the participant variables include the speakers' ages, gender, social class, and the relationship between the participants such as the power relationship between interlocutors, their intimacy, and the social distance between them. Another important variable is the second language proficiency level of the participants. The second factor is setting which is the place and time of communication. Thirdly, the communication purpose means the goal or reason for

having the conversation. Next is the topic of communication which can affect language use - interesting or familiarity with the topic will increase a person's linguistic self-confidence whereas a lack of these may limit a speaker's confidence. Finally, the communication channel is the medium for the communication. These are the variables that affect situational stability.

2.3) Communicative competence

A person's second language efficacy has an effect on his or her willingness to communicate. Second language proficiency is defined as "communicative competence". McCroskey and Richmond (1991) stated that willingness to communicate can be a function of the individual knowing his or her competence. They also asserted that many incompetent speakers who believed they were in fact competent showed a high level of willingness to communicate.

3) Layer VI The Societal and Individual Context: This layer consists of two variables: intergroup climate and personality. Social context refers to the intergroup climate and individual context refers to permanent personality which has an impact on communication.

3.1) Intergroup climate

Intergroup climate is concerned with structural characteristics, and perceptual and affective correlates.

- Structural characteristics

The intergroup climate of a community is "conditioned by the group's relative representation of the first and second language communities in term of ethnolinguistic vitality and personal communication networks." (MacIntyre et al., 1998, p. 555). The language of a group with high ethnolinguistic vitality can maintain more respectability, attract more speakers, and is used more regularly in daily exchanges. The ethnolinguistic vitality can be decreased by personal communication networks. A communication network is defined as a group with whom we communicate on a normal basis. That group is called a network and can be identified by its relationship with the first and second language subnetworks. Ethnolinguistic vitality and personal communication network offer opportunities and conditions which lead the speakers like or dislike using the second language.

- Perceptual and affective correlates

This part will focus on the role of attitude and values on the second language community. A person who has a positive attitude toward an ethnic group will tend to increase positive interactions with that ethnic group whereas a negative attitude will decrease interactions with that language group (MacIntyre et al., 1998). The most negative intergroup issues are prejudicial attitudes and discriminatory behavior, which can be influenced by social cognition. These attitudes may affect a person's level of willingness to communicate.

It can be concluded that certain enduring social factors influence second language communication, but not every member within the group reacts to members of other groups in the same way.

3.2) Personality

Personality patterns can affect a person's reaction to members of another group. Developments in personality trait research have focused on the development of "the Big Five". These are extraversion, agreeableness, conscientiousness, emotional stability, and openness to new experiences. MacIntyre et al. (1998) stated that personality did not play a direct role in language learning communication. Personality helps to establish the context in which language learning appears. The ability to respond positively or negatively to foreign people is combined with the development of positive or negative attitudes. Hence, the intergroup context and the personality of the learner will establish the stage for second language communication.

2.2.2 The situational influences

The situational influences are temporary and dependent on the specific context at a given time (MacIntyre, Clement, Dornyei, and Noels, 1998). The situation influences the use of L2, willingness to communicate, desire to communicate with a specific person, and degree of communication self-confidence (layer I, layer II, and layer III respectively).

1) Layer I Communication Behavior

This complex system of variables results in authentic communication in a second language. Communication behavior includes activities such as speaking up in

class, reading second language newspapers, watching second language television, or utilizing the second language on the job (p.547). The goal of learning a language is to lead learners to actively take opportunities to communicate and have a willingness to communicate in L2. Thus, one objective of second language education is to create this willingness. A course that fails to create willingness in a student to use the language is a failed course (McIntyre et al, 1998).

2) Layer II Willingness to Communicate

MacIntyre, Clement, Dornyei, and Noels (1998) defined willingness to communicate in L2 as “a readiness to enter into discourse at a particular time with a specific person or persons, using a L2” (p.547). Willingness to communicate can comprise a variety of aspects. For example, if a teacher asks the students a question, many of them are confident enough to answer and wish to speak. These students are asked to raise their hands before speaking. Only one of the students is given an actual chance to speak, but all of the students who raised their hands have expressed a willingness to communicate in the second language. It can be considered that the hand-raising is a nonverbal communication.

Raising one’s hand is an action indicating that the student is willing to answer, if the opportunity is given to them. The willingness to communicate model tries to explain this phenomenon. The willing students raise their hands because they feel confident to answer. They are also motivated by interpersonal motivation factors such as integrative motive and instrumental motive. A student’s behavior leads to the development of self-confidence which comes from a lack of anxiety combined with a sufficient level of communicative competence. If these conditions are not met, the student will be unwilling to answer the question.

3) Layer III Situated Antecedents of Communication: this layer composes of two variables: the desire to communicate with a specific person and state communicative self-confidence.

3.1) The desire to communicate with a specific person

This factor results from a combination of interpersonal and intergroup motivations which will be discussed in Layer IV. The affiliation motive and control motive are hypothesized to foster the desire to communicate. The affiliation motive occurs with persons who are nearby, persons who are often met, persons who

are attractive, and persons who are the same to us. The affiliation may be the most significant motive in informal situation. The control motive often occurs for a specific purpose such as requiring help, cooperation, or service. Thus, a person can be supported by these two motives which affect the desire to communicate.

3.2) State communicative self-confidence

State self-confidence is a temporary feeling of confidence. The components of the state self-confidence are state anxiety and state perceived competence. "State anxiety is apprehension experienced at particular time for example before taking the examination" (Chan & Wu, 2004, p.291). Increased of state anxiety will reduce a person's self-confidence and a person's willingness to communicate. State perceived competence is a feeling of capacity to communicate at a particular moment. It happens when a person is in an "experienced situation". An experienced situation is the situation which a person has met previously and provided the language knowledge and skills (McIntyre et al, 1998).

An "inexperienced" situation refers to a new situation that a person has never encountered before and will affect their willingness to communicate because of the uncertainty in their ability to communicate at that moment.

These two factors - the desire to communicate with a specific person and state communicative self-confidence - are shown to have a high correlation with willingness to communicate because they are caused by the accumulated factors of the layer below (MacIntyre et al., 1998).

Scholars have developed this theory in various aspects. Yashima (2002) conducted a study on Japanese students and found that motivated students had more confidence in communication as well as positive attitudes toward intercultural communication or international interest and this influenced their willingness to communicate. It can be said that the more internationally oriented the person is, the more willing they are to communicate in English (Yashima, 2002, p.62). Another work by McCroskey et al. (1985), Japanese college students' reported higher communication apprehension in English over speaking in Japanese. It showed that Japanese students had higher levels of communication apprehension than any other previous study group and had high communication apprehension in Japanese as well as English. In addition, they argue that this may be due to Japanese culture that fosters

a lack of confidence. McCroskey et al. (1985) also suggested that students had to learn to be less apprehensive or fearful of communicating when it is proper to communicate.

Previous international research, such as Jing (2013), Lu and Hsu (2008), Bektas (2007), McIntyre and Baker (2002), Yashima (2002), and Rosenfeld, Grant, and McCroskey (1995), has found that communication apprehension, self-perceived communication competence, motivation, personality, and sex all influenced the participants' willingness to communicate. Moreover, in the Thai context, Boonsongsup and Rimkeeratikul (2012), Ouamcheep (2012), Lairat (2012), Thong-Iam (2010), and Jongsermtrakoon (2009) also found that communication apprehension, self-perceived communication competence, motivation, group cohesiveness and conversational context also had an effect to the participants' willingness to communicate. Thus, this study will focus on these six factors, namely, communication apprehension, self-perceived communication competence, motivation, personality, content and familiarity, and sex. These variables were chosen from the literature review and previous research concerned with willingness to communicate.

2.3 Variables Influencing Willingness to Communicate

There are numerous variables that influence willingness to communicate in a second or foreign language. A number of researches have focused on the following six significant factors of willingness to communicate as shown in past studies: communication apprehension, self-perceived communication competence, motivation, personality, content and familiarity, and sex.

2.3.1 Communication Apprehension (CA)

Communication apprehension refers to "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 1977, p.78). People who have significant fear and anxiety will avoid communicating in that situation. Thus, it will affect their willingness to communicate level and ability to develop their communication skills. A high level of communication apprehension can limit communication competence and

communication skill development which results in negative communication competence (Boonsongsup & Rimkeeratikul, 2012). Horwitz et al. (1986), found that communication apprehension is linked to foreign language anxiety. Horwitz et al. (1986) defined anxiety as a “subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of autonomic nervous system” (p. 125). Anxiety can be divided into three types: trait anxiety, state anxiety, and situation specific anxiety.

“Trait anxiety is a generally stable predisposition to be nervous in a wide range of situations on one end, and a moment-to-moment experience of transient emotional state on the other” (Zheng, 2008, p.2). Persons with high anxiety trait will be nervous in any different situations. Situation specific anxiety is seen as trait anxiety measure limited to a given context (McIntyre & Gardner, 1991, p.90). Finally, “State anxiety is apprehension experienced at a particular time for example before taking the examination” (Chan & Wu, 2004, p.291). State anxiety is a mix of trait anxiety and situational specific anxiety. This type of anxiety focuses on the situation in which the anxiety is aroused. Respondents are tested for their anxiety reactions in a specific situation such as public speaking, writing examinations, or participating in class (McIntyre & Gardner, 1991).

Moreover, communication apprehension is a subtype of foreign language anxiety. Foreign language anxiety consists of communication apprehension, test anxiety, and fear of negative evaluation. As the researcher mentioned above, communication apprehension is an individual’s level of fear or anxiety associated with either real or anticipated communication with other persons. Horwitz et al. (1986) defines test anxiety is “a type of performance anxiety stemming from a fear of failure” (p. 127). It will occur when students have had a bad experience or a negative attitude towards a test in the language subject or other subjects. Test-anxious students may have false beliefs in language learning (Chan & Wu, 2004). Finally, fear of negative evaluation is defined as “apprehension about other’s evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (Horwitz et al., 1986, p.128). It can occur in various situations such as interviewing for a job or speaking in foreign language class. When students are unsure of what they are saying, fear of negative evaluation occurs and they may doubt their

ability to make a proper impression (Chan & Wu, 2004). Students who are to be evaluated by either their teachers or their friends, feel afraid to perform or do an activity in class and may avoid that situation. Ouamcheep (2012) studied communication apprehension and its relationship with self-esteem and willingness to communicate among Thai MEC13 students at Thammasat University. This population comprised the students of class 13 of the MA program “English for Careers” at Thammasat University. She found that they had a moderate level of communication apprehension which correlated with self-esteem and willingness to communicate at a moderate level of relationship. These students with high level of self-esteem had a tendency to communicate because they believed that they were good communicators in English or evaluated themselves to be good at English. Furthermore, it was found that people with high levels of communication apprehension had proportionally low willingness to communicate in English and vice versa.

2.3.2 Self-Perceived Communication Competence

Communication Competence is defined as “adequate ability to pass along or give information; the ability to make known by talking or writing” (McCroskey, 1984, p.261). Self-perceived communication competence is how a person regards their competence in speaking (Lockley, 2013). It is a considerable variable that influences a person’s willingness to communicate. Those who believe that they can speak English well will be more likely to speak English in every situation. Thus, it will likely increase their willingness to communicate and vice versa. Those who do not believe that they can speak English well are unlikely to perform or speak English language in any situation and avoid speaking. As a result, their willingness to communicate is reduced. Boonsongsup and Rimkeeratikul (2012) found that those who perceive and evaluate their language competence highly will have more self-confidence to speak out than those who evaluate their language competence as being low. Thus, self-perceived communication competence may have a strong influence on a person’s willingness to communicate (McCroskey & Richmond, 1991).

Previous research has revealed a variety of results. Rosenfeld, Grant, and McCroskey’s (1995) work tested other researchers’ predictions. They questioned whether at-risk students who had high level of apprehension in speaking in dyads and

groups, and who perceived themselves as lacking competence in speaking to strangers and acquaintances, were not good at academic study. Rosenfeld et al (1995) tested their hypothesis that low academic achievement by at-risk students contrasted with high academic achievement for students who were academically talented. The result showed that whereas at-risk students were most apprehensive about speaking in a group, the academically talented students were least apprehensive; and whereas at-risk students perceived themselves as least competent in speaking with strangers, the academically talented students perceived themselves as most competent. The study of Rosenfeld et al. (1995) supported the work of Chesebro et al. which showed that apprehension about speaking in groups and self-perceived competency in speaking to strangers were the key communication variables affecting academic success.

2.3.3 Motivation

One variable that influences willingness to communicate is motivation. According to Gardner (1985), motivation consists of four aspects; a goal, effortful behavior, a desire to achieve the goal and favorable attitudes toward learning the language. There are two kinds of motivation: integrative motivation and instrumental motivation. Masgoret & Gardner (2003) an integratively motivated student as one who is “motivated to learn the second language, has an openness to identification with the other language community, and has favorable attitudes toward the learning situation” (p.174). Ellis (1997) stated that some students learned L2 because they are interested in the people and culture. Another motivation is instrumental motivation which Gardner and MacIntyre (1991) defined as “the practical value and advantages of learning a new language” (p.58). Another interpretation of instrumental motivation, by Behzadi (2013) describes as the purpose of language acquisition as “more utilitarian such as meeting the requirements for school or university graduation, passing entrance exam successfully, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status” (p.148). According to this view, people learn the L2 for practical reasons such as to pass their examinations, to get better job, or to enter into a good university (Ellis, 1997).

Most studies on willingness to communicate usually use an integrative construct which is used in second language acquisition. In the Thai context, however,

Thai people learn English as a foreign language (Kachru, 1998). They learn English to gain access to higher paid or better jobs, go abroad, or get good grades. Choosri and Intharaksa's (2014) work aimed to determine the levels of motivation in students with high and low achievement, investigate the differences and similarities in motivation of students with high and low achievement and investigate the relationship between motivation and students' achievement. The findings showed a high level of motivation in both the high and low groups. Both high and low groups had higher instrumental motivation than integrative motivation and the participants explained that they studied English for success in their future education and career. Other results showed that there was no significant difference in motivation between the high and low achievement group and the correlation between motivation and their English learning achievement was found to be at a low level.

Kitjaroonchai and Kitjaroonchai's (2012) study aimed to investigate the types of motivation that English major Thai students at Asia-Pacific International University had for learning English and the correlation between the students' learning motivation and their academic achievement (GPA). The result showed that these students had both high integrative and instrumental motivation to learn English but their instrumental motivation was found slightly higher than integrative motivation. The findings also revealed that students realized the importance English language competency had for career opportunities, and that it was necessary to help them find an ideal job in the future, do research online, or for advanced studies. Furthermore, this study indicated that there was a strong correlation between students' integrative and instrumental motivation and their academic achievement (GPA). This present study will focus on two types of motivation: integrative motivation and instrumental motivation.

2.3.4 Personality

Another significant variable of WTC is personality. Personality theory supposes that everyone is different and individuals are characterized by a unique and basically unchanging pattern of trait, disposition or temperaments (Sharp, 2008, p.18). Personality is divided into two types: extrovert and introvert. Everyone has extrovert and introvert personalities but to a different degree (Zafar & Meenakshi, 2011).

Zafar and Meenakshi (2011, p. 34) state that “extroverts are sociable, like parties, have many friends and need excitement in everything; they are sensation-seekers and are lively and active.” Meanwhile, “introvert is a person who is more interested in his own thoughts and feelings than things outside himself” (Zhang, 2008, p.58). On the other hand, Zafar & Meenakshi (2011) gave another explanation of extrovert and introvert. Extrovert people are motivated from “without” and their attention is directed outside. Extrovert people are relaxed and confident. When they have some problem, they will try to understand the problem and then they will leave it. When they feel bad or stressed, they like to go outside for relief. Introverts are motivated from “within” and they are people who have the inner realm of ideas, imagery, and reflection. They make the energy within themselves rather than get the energy from the outside world or other people. When introverts are tired or stressed, they like to withdraw to a quiet place and engage in reflective activity that only involves themselves. An introvert likes to think alone and extrovert like to spend time with others for action (p. 34).

These two personality types have an influence on willingness to communicate. Bektas’ work (2007) found that a language learner’s personality and whether they are introverted or extroverted, was linked to their willingness to communicate through their perception of communication competence. Extroverted students had a higher perception of their competence which made them more willing to communicate in English. Extrovert students evaluated their communication competence positively compared to introverted students. Students who perceived their English proficiency as high, are more willing to communicate in English.

2.3.5 Content and Familiarity

Content and familiarity have been shown to have an impact on willingness to communicate. Content concerns the topics that learners or participants are familiar with. If they have some background knowledge about the topic, they are likely to participate in that activity. Familiarity is concerned with the relationship between interlocutors. More familiarity leads to more speaking so it can be said that if the relationship between speakers is intimate, they are more likely to talk a lot.

Thong-Iam's (2010) study found that topic familiarity, group cohesiveness, and conversational contexts all influenced willingness to communicate and English classroom communication behaviors of the ninth grade students. The participants would be more willing to communicate and English classroom communication behavior improved when they had some background knowledge of the topic under discussion. Also a group with strong internal relationships was found to have more frequent English classroom communication behavior whereas a group which lacked group cohesiveness was reported as having no willingness to communicate and avoided English classroom communication. Finally, the conversational context was found to influence willingness to communicate and English classroom communication behavior differently.

2.3.6 Sex

Sex is found to have an effect on willingness to communicate. The researcher uses the word "sex" because it is clearer than the word "gender". Coates (1986) stated that "sex refers to a biological distinction" (p. 4). Previous studies assured that sex has an effect on willingness to communicate in English language. Jing's work (2013) revealed that female students had comparatively higher WTC than male students inside the classroom. Compared with male students, female students never avoid the chance to practice and improve their English, and they often related English to daily life, and were more active in communicating in English. McIntyre and Baker (2002) observed patterns of sex variations in WTC and anxiety, and found that boys' overall WTC and anxiety levels remained stable across the three grade levels. Girls however showed an increase in WTC and decreased anxiety from grades 8 to 9. Coates (1986) asserted that "in area of sex different is girls' superiority over boys in the acquisition of speech" (p. 122).

These six factors were all found to influence willingness to communicate in the second language. This current study assesses the relationship between these factors and the willingness to communicate in English of the Bangkok student participants. The sex factor will identify differences between male and female students' willingness to communicate. The participants are undergraduate students of

professions that enjoy free mobility status in ASEAN so the results from this work will be useful to this group of workers.

2.4 Previous Research

These following studies focused on willingness to communicate in various influencing factors and circumstances.

2.4.1 Previous Research Abroad

Lahuerta (2014) investigated variables (self-perceived communication competence, communication anxiety, motivation, and L2 competence) that are believed to affect Spanish undergraduates' willingness to communicate in English. The participants were 195 students majoring in chemistry, geography, musicology, art, history, finance and accountancy, tourism, computing, and industrial engineering at the University of Oviedo. The students used Spanish as their native language. The instruments were questionnaire and an English test of their listening, and reading, skills as well as grammar, and use of English items. Regression analysis showed that willingness to communicate in English and self-perceived communication competence had a significant positive correlation; communication anxiety showed a significant negative correlation with willingness to communicate; and finally, self-perceived communication competence showed a significant correlation with L2 competence.

Yu (2008) examined 1) the relationships among willingness to communicate (WTC), communication apprehension, and self-perceived communication competence in Chinese and English language contexts; 2) the relationships between integrativeness, attitudes toward the learning situation, motivation, and instrumental orientation with WTC in English; and 3) tested the proposed relationships among communication variables (communication apprehension and self-perceived communication competence), affective variables (integrativeness, attitudes toward the learning situation, motivation, and instrumental orientation), teacher immediacy, and WTC in English. The participants were 235 sophomores and juniors majoring in English at a public university in China. This study was a

quantitative research method; self-report questionnaires were employed to collect data. Ten different variables were considered including the participants' communication and affective orientations, and the perceived teacher immediacy behavior. The result showed that all of the communication variables including willingness to communicate, communication apprehension, and self-perceived communication competence were significantly correlated at the .01 level in both the Chinese and English communication settings. All of the affective variables and the willingness to communicate in English were significantly correlated at .05. Nevertheless, attitudes toward the learning situation and motivation contributed significant predicative power to willingness to communicate in English. Communication apprehension and self-perceived communication competence directly affected willingness to communicate in English. Teacher immediacy had direct positive effect on communication apprehension and negative effect on self-perceived communication competence. The hypotheses of relationships from attitudes toward the learning situation, integrativeness, and instrumental orientation to motivation were supported: motivation could indirectly predict willingness to communicate in English through the mediation of communication apprehension and self-perceived communication competence.

Bektas (2007) investigated a comprehensive willingness to communicate (WTC) model for Turkish students and tested the model to understand whether it could explain the relationships among the socio-psychological, linguistic, and communicative variables - in a Turkish context - to predict one's willingness. The participants were 356 Turkish college students taking one-year compulsory English preparatory courses at Dokuz Eylul University prior to commencing their major studies. The participants were majoring in business related fields (46%), engineering (36%), arts and science (6%), architecture (5%), education (3%), and nursing (3%). The instrument was a questionnaire measuring students' willingness to communicate, linguistic, self-confidence, motivation, attitudes toward the international community, and personality. The result showed that the students' motivation to learn English and their personality (introvert or extrovert) were indirectly related to their willingness to communicate. Learners' personality was related to their willingness to communicate through their perception of communication competence. Extroverted students seemed to have higher perception of communication competence which led to their having

greater willingness to communicate in English. Extroverted students evaluated their communication competence positively compared to introverted students.

Peng (2006) examined the relationship between willingness to communicate in a second language and integrative motivation (integrativeness, attitudes toward the learning situation, and motivation). The participants were 174 medical college students attending an intensive English program in China. This college had been teaching an intensive English program since 2004. The aim of this course was to increase students' comprehensive English language competence and to prepare them for medical content courses for which English was mostly used. The college engaged in joint projects with many teaching hospitals in England, Canada, Australia, and other Western countries and provided a fund for internships or for students to continue on to higher studies overseas. Thus, students expected to benefit from the intensive program to prepare themselves to take these opportunities. A questionnaire consisting of two parts measuring willingness to communicate in a second language and integrative motivation was used to obtain detailed data. The result revealed that motivation was the strongest predictor of willingness to communicate in a second language. He also argued that in an EFL context, motivation is an important factor in stimulating learners to persevere in both second language learning and second language communication.

Yashima (2002) examined relations between L2 learning and L2 communication variables in a Japanese EFL context using the WTC model and the socioeducational model as a framework. The participants were 297 Japanese university students. The research instrument was a questionnaire measuring attitudes, motivation, and communication tendencies in Japanese. The students took a standardized English test (TOEFL - ITP) about 3 weeks before the questionnaires were distributed. The result showed that international posture influenced motivation and also influenced proficiency in English. Motivation was found to affect self-confidence in L2 communication which led to willingness to communicate in the L2.

2.4.2 Previous Research in Thailand

Boonsongsup and Rimkeeratikul (2012) examined whether demographic differences (sex, age, income, years of work experience, education level, and

perceived English language competence) among Thai employees affect their WTC and Communication Apprehension (CA) when communicating in English. The sample was 420 Thai employees responding to a questionnaire to obtain their demographic backgrounds and their WTC and CA scores. T-Test and One-way ANOVA were applied. The result showed that amount of work experience exerted an influence on total L2 WTC and L2 CA scores in English. Perceived English language competence also exerted an influence on overall L2 WTC and L2 CA scores. The high L2 WTC level group and low L2 CA level group were these respondents whose perceived English language competence at a very high level. Finally, age exerted an influence on overall L2 WTC scores but did not influence L2 CA scores. Furthermore, there were no significant relationships across sex, income, and education variables in WTC and CA scores.

Ouamcheep (2012) examined the level of communication apprehension and its relationship with self-esteem and willingness to communicate. The participants were students of class 13 of the MA program in English for Careers at a public university in Bangkok. There were 66 respondents. This study used a quantitative research method and data from a questionnaire were analyzed by descriptive statistics and Pearson's Correlation. The result showed that the average level of communication apprehension among participants was at a moderate level and correlated with self-esteem and willingness to communicate at the moderate level.

Lairat (2012) investigated the level of Thai employees' anxiety events when they spoke with foreigners to determine whether Thai employees were willing to communicate in English with foreigners. The participants in this study were staff working at international related organizations in Thammasat University. The 90 respondents were randomly selected from a university staff with experience in speaking English with foreigners. The study used a quantitative research method with questionnaires analyzed with SPSS for frequency, percentage, mean, and standard deviation. The result showed that the frequency level of anxiety events when speaking English and the frequency level of willingness to communicate in English of Thammasat staff were at moderate levels. Moreover, Thammasat staff reported their English proficiency as fair.

Thong-Iam (2010) investigated willingness to communicate as a factor influencing Thai learners' English communication behavior in Thai English classroom context. The focus of this study was on how willingness to communicate can fluctuate from one situation to another because of three situational variables including topic familiarity, group cohesiveness, and conversational context. This study also applied both qualitative and quantitative research methods. The participants of the study were ninth grade students at the school in Chonburi province, Thailand. Three research instruments were employed to collect the data. A questionnaire included questions on willingness to communicate and English classroom communication behavior, classroom observation scheme, and stimulated recall. The result showed that topic familiarity, group cohesiveness, and conversational contexts all influenced willingness to communicate and English classroom communication behaviors of the ninth grade students. The participants showed a greater willingness to communicate and positive English classroom communication behavior when they had background knowledge on the topic under discussion. The group with strong relationships was found to have more frequent English classroom communication behavior and the group which lacked group cohesiveness was reported as having no willingness to communicate and avoided English classroom communication behaviors. Finally, conversational contexts were found to influence willingness to communicate and English classroom communication behavior differently.

In another study, Jongsermtrakoon (2009) investigated the levels of affective variables (international posture, English learning motivation, and confidence in English communication), WTC in English, and English communication behavior of Thai secondary school students. She explored the relationships between the three affective variables and the student's WTC in English, and English communication behavior in order to evaluate the English communication model in a Thai context. The participants were 438 eleventh grade students of 11 public schools in Bangkok Educational Service Areas 1-3. The research instruments were questionnaire, classroom observation, and interview. The results showed that Thai secondary school students possessed a high level of motivation for learning English with the other four variables at a moderate level. With regard to the relationships between the five variables, WTC in English was found to have a relationship with English

communication behaviors at a moderate level, and the three affective variables were found to have relationships with WTC in English and English communication behaviors at a low level. The observation showed that the students with higher WTC communicated more frequently than students with lower WTC. The interview data showed that students with high and low WTC had equal affective variable levels. The study determined that the model of English communication in a Thai context was different from the theoretical model.

In related studies, previous researchers use multiple variables in their work such as group cohesiveness, conversational contexts, communication apprehension, self-perceived English language competence, English learning motivation, international posture, and identity. These variables were found to affect willingness to communicate in a second language. This present study will focus on the following six factors: communication apprehension, self-perceived communication competence, motivation, personality, content and familiarity, and sex.

International scholars have conducted research in the field of willingness to communicate in various aspects but this theory is still not well recognized in Thailand. Identifying influential factors and the correlation between influential factors and willingness to communicate in English has rarely been studied in Thailand or in the ASEAN context. It could offer fundamental information for further research especially given Thailand's membership of the ASEAN community for which English is the primary bridging and working language. Therefore, further research which concerns the ASEAN context can offer valuable insights into communication and language learning for scholars, educators, and teachers.

CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss research methodology in five sections. There are the research design, the description of population and participants, research instruments, reliability and validity, and data analysis respectively.

3.1 Research Design

This research used mixed methods. The purposes were to investigate the level of willingness to communicate in English and to examine psychosocial factors affecting the willingness to communicate in English among undergraduate students in Bangkok. To obtain the data, questionnaire and focus group interviews were used in this study.

3.2 Population

The population in this study was fourth year undergraduate students in Bangkok, majoring in fields identified for AEC mobility professions (AMPs), namely, medical and dental services, nursing, accounting, surveying, engineering, architecture, and tourism.

3.2.1 Criteria for selecting participants

The criteria used for identifying the research population were that the students were studying in the eight fields of AEC mobility professions (AMPs), namely, medical and dental services, nursing, accounting, surveying, engineering, architecture, and tourism. They also needed to be fourth year undergraduate students and studying in Bangkok.

3.2.2 Sampling method and Sampling size

The number of fourth year undergraduate students in the selected professions in Bangkok was about 14,105 (as of December 2014). According to, formula for determining sample size for a given population of Krejcie & Morgan (1970) at 95% level of confidence, the sample group number should be at least 375 persons; so, the researcher included 400 students in the sample to provide a buffer to compensate for drop outs and incomplete returns. Simple random sampling was used to select the targeted undergraduate students.

3.3 Research Instruments

Questionnaires were used to collect data on willingness to communicate in English and psychosocial factors (communication apprehension, self-perceived communication competence, motivation, personality, content and familiarity, and sex) affecting the willingness to communicate in English of fourth year students of AEC mobility professions (AMPs) in Bangkok.

3.3.1 Questionnaires

Construction and Development of the Questionnaire

The design of the questionnaire was based on related research regarding willingness to communicate and willingness to communicate in a second language. Questionnaires on Willingness to Communicate in English and Self-Perceived Communication Competence were adapted from McCroskey's (1992) model but McCroskey's Communication Apprehension model was fully adopted. Motivation and Content and Familiarity were created from the related research.

The questionnaire consisted of four parts. The first part covered the background of the participants and the second part, their willingness to communicate in English language. The third part dealt with factors that influence willingness to communicate in English and the fourth part provided open ended questions.

Part 1: Participants' information

This part consisted of two items. The background information questions required the participants to identify their sex and their major subjects.

Part 2: Willingness to Communicate in English Language

This part investigated the participants' willingness to communicate in English by using a willingness to communicate scale adapted from McCroskey (1992). The willingness to communicate scale consisted of twenty items with eight items used to distract the respondent's attention from items which were scored. These non-scored questions were 1, 2, 5, 7, 10, 13, 16, and 18 asking about, for example, "Talk with a salesperson in a store" and "Talk with a librarian". The twelve items were categorized into four context-type scores and then further categorized into three receiver-type scores making a total of twelve. The four context-type scores were group discussion, meeting, interpersonal, and public speaking for example: "Talk in a small group of strangers" and "Talk with an acquaintance while standing in line". The three receiver-type scores focused on strangers, acquaintances, and friends for example: "Present a talk to a group of strangers" and "Talk in a large meeting of friends". All of these items were ranked according to the five-point Likert scale, described as follow:

Scale	Criteria
5	Students would always communicate in English language (approximately 76-100%)
4	Students would often communicate in English language (approximately 51-75%)
3	Students would sometimes communicate in English language (approximately 26-50%)
2	Students would hardly communicate in English language (approximately 1-25%)
1	Students would never communicate in English language (0%)

Part 3: Variables that affected Willingness to Communicate in English language

This part dealt with variables that influence willingness to communicate in English. There were five subsections in this part: Personal Report of Communication Apprehension (PRCA-24), Self-Perceived Communication Competence scale (SPCC), Motivation, Personality, and Content and Familiarity.

Part 3.1: Personal Report of Communication Apprehension (PRCA-24)

This part investigated the participants' communication apprehension in communication in L2 by using a Personal Report of Communication Apprehension (PRCA-24) adopted from McCroskey (1982). The Personal Report of Communication Apprehension consists of twenty-four items. The items concern the participant's feeling when communicating and is categorized into four contexts, namely, group discussions, meetings, interpersonal speaking, and public speaking, for example: "Generally, I am comfortable while participating in group discussions." and "Communicating at meetings usually makes me uncomfortable." All of these items were ranked according to the five-point Likert scale, described as follow:

Scale	Criteria
5	The highest
4	High
3	Moderate
2	Low
1	The lowest

Part 3.2: Self-Perceived Communication Competence

This part investigated the participants' self-perceived communication competence in English by using a Self-Perceived Communication Competence scale (SPCC) adopted from McCroskey & McCroskey (1988). The Self-Perceived Communication Competence consists of twelve items focusing on the degree of competence which the respondent feels communicating in English in given situations. The twelve items are categorized into four context-type scores and three receiver-type

scores. The four context-type scores included conversations, a small group discussion, presentation, and a large meeting, e.g., “I can speak with a friend.” and “I can present my project to a group of acquaintances.” The three receiver-type scores are for friends, acquaintances, and strangers for example: “I can speak in a large meeting of acquaintances.” and “I can speak in a small group of strangers.” All of these items were ranked according to the five-point Likert scale, as follows:

Scale	Criteria
5	Students always feel competent (approximately 76-100%)
4	Students often feel competent (approximately 51-75%)
3	Students sometimes feel competent (approximately 26-50%)
2	Students hardly feel competent (approximately 1-25%)
1	Students never feel competent (0%)

Part 3.3: Motivation

This part investigates the participants’ motivation concerning integrative motivation and instrumental motivation. The researcher developed this part from the literature review. It consists of twenty items. Items 1, 3, 5, 7, 9, 11, 13, 15, 17, and 19 related to integrative motivation for example: “I feel happy when I study English.” and “I study English because I like communicating in English with other people.” Items 2, 4, 6, 8, 10, 12, 14, 16, 18, and 20 related to instrumental motivation for example: “Studying English is beneficial to me because it is a medium language in ASEAN.” and “I study English because I have to find lots of education information in English.” All of these items were graded according to the five-point Likert scale, as follows:

Scale	Criteria
5	The highest
4	High
3	Moderate
2	Low
1	The lowest

Part 3.4: Personality

This part investigated the participants' personality as to extrovert personality type and introvert personality type. The researcher created this part from literature review. It consisted of ten items. Items 1 to 5 referred to extrovert personality type for example: "I am a sociable and confident person." and "I can talk with people that I have ever known them before." Items 6 to 10 referred to introvert personality type for example: "I am a preserving person." and "I do not like to meet a lot of people." All of these items were graded according to the five-point Likert scale, as follows:

Scale	Criteria
5	The highest
4	High
3	Moderate
2	Low
1	The lowest

Part 3.5: Content and Familiarity

This part investigated the participants' concerning with content and familiarity in discourse. The researcher created this part from literature review. It consisted of twelve items. Items 1 to 6 referred to contents for example: "If I have background knowledge about the topic, I will participate a lot in a conversation." and "If I do not have background knowledge about the topic, I will choose to be silent in a conversation." Items 7 to 12 referred to familiarity for example: "If I know that person well, I will talk to his or her in conversation." and "If I do not know that person well, I

will choose to be silent in a conversation.” All of these items were graded according to the five-point Likert scale, as follows:

Scale	Criteria
5	The highest
4	High
3	Moderate
2	Low
1	The lowest

3.3.2 A Focus Group Interview

The Construct and development of the interview

Gill et al. (2008) stated that “a focus group can work successfully as few as three and as many as 14 participants; small group risk limited discussion occurring while large group can be chaotic, hard to manage for the moderator, and frustrating for participants who feel they get insufficient opportunities to speak.” The number of respondents interviewed was 24 who were representatives of each field. The respondents were interviewed as focus groups by dividing into three people from each field of study. The focus group was used after the respondents had completed the questionnaire. The aim of the interview was to obtain detailed data regarding the willingness to communicate in English of the participants. There were 10 questions in the interview questions which were adapted from Williams et al. (2015). The participants’ responses to the questions were audio-recorded and then the researcher transcribed later.

3.4 Data Collection

3.4.1 The questionnaires were distributed to 500 target participants. The researcher explained about the questionnaires before they started to complete the questionnaire and they could ask questions if they had any problems. After that, the researcher collected the completed questionnaires and got 450 questionnaires for analysis.

3.4.2 The focus group interview was conducted with 24 respondents by dividing into 3 people per academic fields. After finishing the questionnaire, the researcher invited the respondents who were willing to be interviewed. The respondents were asked 10 questions regarding willingness to communicate in English and Thai language for about 30 minutes. The interviews were conducted in Thai.

3.5 Data Analysis

3.5.1 Questionnaire analysis

When the participants had completed the questionnaires, the researcher collected all the questionnaires. Descriptive Statistic was used to analyze the participants' information, level of willingness to communicate in English, psychosocial factors of the respondents. Multiple regression was used to examine the psychosocial factors affecting the willingness to communicate in English of the respondents and t-test was used to determine the difference between sex and willingness to communicate in English.

1. Percentage and frequency distribution was used with the analysis of the participants' information including sex and the participants' major and open ended questions.

2. Arithmetic mean and standard deviation were used to analyze the level of willingness to communicate in English, and psychosocial factors including communication apprehension, self-perceived communication competence, motivation, personality, and content and familiarity.

3. The mean scores are interpreted by using the following criteria:

4.51 - 5.00	means	the participants reported to have the particular variable at a “very high” level.
3.51 – 4.50	means	the participants reported to have the particular variable at a “high” level
2.51 - 3.50	means	the participants reported to have the particular variable at a “moderate” level
1.51 – 2.50	means	the participants reported to have the particular variable at a “low” level
1.00 – 1.50	means	the participants reported to have the particular variable at a “very low” level

(Bowarnkitiwong, 2005)

4. Multiple Regression was used to investigate the relationship between willingness to communicate in English and psychosocial factors (communication apprehension, self-perceived communication competence, motivation personality, and content and familiarity).

5. T-Test was used to investigate the difference between sex and willingness to communicate in English.

3.5.2 A focus group interview

The qualitative data from the focus group interviews was transcribed, coded, grouped, and finally concluding the patterns.

3.6 Reliability and Validity

3.6.1 Reliability

The questionnaires were trialed with forty-five fourth year students of AEC mobility professions (AMPs) subject in Bangkok. The scores from the questionnaire were computed using Cronbach’s alpha coefficient. The Cronbarch alpha reliability coefficient of the questionnaire was .94. To ensure the reliability of

the interview questions, the researcher used an interview schedule framework developed by an expert (Williams et al., 2015).

3.6.2 Validity

The content validity of the questionnaires and the interview questions were verified and approved by 2/3 of the experts. The researcher used IOC method (index of item-objective congruence) to calculate the average scores from the experts. The experts gave a score: 1 (agree); 0 (unsure); and -1 (disagree). The validity of the questionnaire had to pass an average of 0.67 for every question. The items which did not meet the required cut-off score were revised according to the experts' suggestions. The content validity of the interview questions were checked and revised by the experts. The questionnaire in this study passed all criteria.

3.7 Ethical Issues

To conduct this study, the researcher was fully aware of ethical issues concerning the participants in this research. Before conducting the study, the researcher took the Ethics in Human Research course organized by the Faculty of Graduate Studies, Mahidol University and obtained a certificate from the program (Appendix C). Additionally, this research was also approved by the Committee for Research Ethics (Social Sciences) of Mahidol University, Thailand, under the project no. MU-SSIRB2015/084 (B2).

3.8 Chapter Summary

This study used mixed methods to investigate the level of willingness to communicate in English among undergraduate students in Bangkok and examine psychosocial factors affecting their willingness to communicate in English. The participants were fourth year undergraduate students for professions which have mobility privileges in AEC including: medical and dental services, nursing, accounting, surveying, engineering, architecture, and tourism. The sample size was

450. Descriptive statistic was used to analyze the participants' information, the level of willingness to communicate in English, and psychosocial factors. Multiple regression was used to examine the relationship between psychosocial factors and willingness to communicate in English. T-test was used to examine the differences between sex and willingness to communicate in English. A focus group interview was used to obtain detailed information about willingness to communicate in English for supporting quantitative data. The findings of both methods are reported in the next chapter.

CHAPTER IV

FINDINGS

This chapter will report the findings of the present study which were obtained from the questionnaires. The findings are presented in order to answer the research questions as follows:

1. What is the level of willingness to communicate in English among undergraduate students in Bangkok?
2. What are the psychosocial factors that affect the willingness to communicate in English among undergraduate students in Bangkok?

4.1 Demographic Data

This section presents information about the participants in the study.

Table: 4.1 Demographic data of the participants

Background Information	<i>f</i>	<i>Percentage</i>
1. Sex:		
- Male	215	47.80
- Female	235	52.20
Total	450	100.00
2. Major:		
- Medicine	33	7.30
- Dentistry	16	3.60
- Nursing	25	5.60
- Accountancy	46	10.20
- Surveying	12	2.70
- Engineering	245	54.40
- Architecture	50	11.10
- Tourism	23	5.10
Total	450	100.00

According to the data in Table 4.1, the results indicated that 52.20% were female and 47.80% were male. The highest number of students was from the engineering major (54.40%). Other majors included medicine (7.30%), nursing (5.60%), dentistry (3.60%), accountancy (10.20%), surveying (2.70%), architecture (11.10%), and tourism (5.10%).

4.2 The Level of Willingness to Communicate in English of Undergraduate Students in Bangkok

This section will present the level of willingness to communicate in English. The levels of psychosocial factors affecting willingness to communicate are also presented in the Table 4.2

Table 4.2: Levels of Willingness to Communicate in English and Psychosocial Factors

Variables	\bar{X}	<i>S.D.</i>	Levels
Willingness to Communicate in English	3.37	0.96	Moderate
Communication Apprehension	3.09	0.43	Moderate
Self-Perceived Communication Competence	3.09	0.90	Moderate
Motivation	3.70	0.63	High
Personality	3.51	0.49	High
Content and Familiarity	3.67	0.49	High

The findings in Table 4.2 show that the participants reported willingness to communicate in English, communication apprehension, and self-perceived communication competence at moderate levels ($\bar{X} = 3.37$, *S.D.* = 0.96; $\bar{X} = 3.09$, *S.D.* = .438; $\bar{X} = 3.09$, *S.D.* = 0.90 respectively) while they reported motivation, personality, and content and familiarity at high levels ($\bar{X} = 3.70$, *S.D.* = .633; $\bar{X} = 3.51$, *S.D.* = 0.49; $\bar{X} = 3.67$, *S.D.* = 0.49 respectively). Individual variables are presented as follows:

Table 4.3: Willingness to Communicate in English

Statements	\bar{X}	<i>S.D.</i>	Levels
1. Present a talk to a group of strangers.	3.36	1.15	Moderate
2. Talk with an acquaintance while standing in line.	3.34	1.18	Moderate
3. Talk in a large meeting of friends.	3.57	1.15	High
4. Talk in a small group of strangers.	3.21	1.22	Moderate
5. Talk with a friend while standing in line.	3.30	1.18	Moderate
6. Talk in a large meeting of acquaintances.	3.45	1.17	Moderate
7. Talk with a stranger while standing in line.	3.08	1.29	Moderate
8. Present a talk to a group of friends.	3.56	1.12	High
9. Talk in a small group of acquaintances	3.50	1.13	Moderate
10. Talk in a large meeting of strangers.	3.11	1.27	Moderate
11. Talk in a small group of friends.	3.46	1.19	Moderate
12. Present a talk to a group of acquaintances.	3.44	1.18	Moderate
Total	3.37	0.96	Moderate

Table 4.3 shows that the participants reported willingness to communicate in English at a moderate level ($\bar{X} = 3.37$, *S.D.* = 0.96). The highest scores were for item 3 “*Talk in a large meeting of friends.*” ($\bar{X} = 3.57$, *S.D.* = 1.15) and item 8 “*Present a talk to a group of friends.*” ($\bar{X} = 3.56$, *S.D.* = 1.12). The lowest score was for item 7 “*Talk with a stranger while standing in line.*” ($\bar{X} = 3.08$, *S.D.* = 1.29). The data in Table 4.4 presents the level of willingness to communicate by type of receivers and communication contexts.

Table 4.4: Willingness to Communicate in English by Receivers Types and Communication Contexts

Type of receivers and Communication context		\bar{X}	<i>S.D.</i>	Levels
Receivers	Stranger	3.15	1.08	moderate
	Acquaintance	3.42	0.99	moderate
	Friend	3.44	1.01	moderate
Communication contexts	Group discussion	3.36	1.00	moderate
	Meetings	3.35	1.01	moderate
	Interpersonal	3.19	1.03	moderate
	Public Speaking	3.43	0.99	moderate

Table 4.4 above shows that the participants had higher scores of willingness to communicate in English with friends ($\bar{X} = 3.44$; *S.D.* = 1.01) than strangers ($\bar{X} = 3.15$; *S.D.* = 1.08) and acquaintances ($\bar{X} = 3.42$; *S.D.* = 0.99). In different communication contexts, the participants showed higher scores of willingness to communicate in English in a public speaking context ($\bar{X} = 3.43$; *S.D.* = 1.03) than in a meeting context ($\bar{X} = 3.35$; *S.D.* = 1.01) and an interpersonal context ($\bar{X} = 3.19$; *S.D.* = 0.99). Table 4.5 presents the participants' scores in personal report of communication apprehension.

Table 4.5: Personal Report of Communication Apprehension (PRCA-24)

Statements	\bar{X}	<i>S.D.</i>	Levels
1. I dislike participating in group discussions.	2.96	0.95	Moderate
2. Generally, I am comfortable while participating in group discussions.	3.30	0.86	Moderate
3. I am tense and nervous while participating in group discussions.	2.96	0.94	Moderate
4. I like to get involved in group discussions.	3.18	0.85	Moderate

Table 4.5: Personal Report of Communication Apprehension (PRCA-24) (cont.)

Statements	\bar{X}	<i>S.D.</i>	Levels
5. Engaging in a group discussion with new people makes me tense and nervous.	3.13	0.98	Moderate
6. I am calm and relaxed while participating in group discussions.	3.07	0.82	Moderate
7. Generally, I am nervous when I have to participate in a meeting.	3.04	1.00	Moderate
8. Usually, I am comfortable when I have to participate in a meeting.	3.12	0.87	Moderate
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.	3.03	0.95	Moderate
10. I am afraid to express myself at meetings.	3.00	1.04	Moderate
11. Communicating at meetings usually makes me uncomfortable.	2.95	0.95	Moderate
12. I am very relaxed when answering questions at a meeting.	3.06	0.94	Moderate
13. While participating in a conversation with a new acquaintance, I feel very nervous.	2.96	1.01	Moderate
14. I have no fear of speaking up in conversations.	3.35	0.93	Moderate
15. Ordinarily I am very tense and nervous in conversations.	2.85	1.08	Moderate
16. Ordinarily I am very calm and relaxed in conversations.	3.33	0.85	Moderate
17. While conversing with a new acquaintance, I feel very relaxed.	3.16	0.94	Moderate
18. I'm afraid to speak up in conversations.	2.78	1.00	Moderate
19. I have no fear of giving a speech.	3.11	0.94	Moderate

Table 4.5: Personal Report of Communication Apprehension (PRCA-24) (cont.)

Statements	\bar{X}	S.D.	Levels
20. Certain parts of my body feel very tense and rigid while giving a speech.	3.18	1.04	Moderate
21. I feel relaxed while giving a speech.	2.96	0.93	Moderate
22. My thoughts become confused and jumbled when I am giving a speech.	3.19	0.94	Moderate
23. I face the prospect of giving a speech with confidence.	3.24	0.90	Moderate
24. While giving a speech, I get so nervous I forget facts I really know.	3.22	0.95	Moderate
Total	2.94	0.47	Moderate

Table 4.5 shows that the participants reported communication apprehension at a moderate level ($\bar{X} = 2.94$, $S.D. = 0.47$). The scores in this table were reversed already. The highest score was for item 14 “*I have no fear of speaking up in conversation.*” ($\bar{X} = 3.35$, $S.D. = 0.93$). The lowest score was for item 18 “*I’m afraid to speak up in conversation.*” ($\bar{X} = 2.78$, $S.D. = 1.00$). The participants showed higher nervousness and tension when they had to give a speech in item 20 “*Certain parts of my body feel very tense and rigid while giving a speech.*”; item 22 “*My thoughts become confused and jumbled when I am giving a speech.*”; and item 24 “*While giving a speech, I get so nervous I forget facts I really know.*” ($\bar{X} = 3.18$, $S.D. = 1.04$; $\bar{X} = 3.19$, $S.D. = 0.94$; $\bar{X} = 3.22$, $S.D. = 0.95$, respectively). The next Table presents personal report of communication apprehension in communication contexts.

Table 4.6: Personal Report of Communication Apprehension (PRCA-24) in Types of Communication Contexts

Type of Communication contexts	\bar{X}	<i>S.D.</i>	Levels
Group discussion	2.92	0.56	moderate
Meetings	2.97	0.55	moderate
Interpersonal	2.79	0.54	moderate
Public Speaking	3.06	0.62	moderate

Table 4.6 shows that the participants reported the highest score of communication apprehension in a public speaking context ($\bar{X} = 3.06$; *S.D.* = 0.62). They showed the lowest score of communication apprehension in interpersonal contexts ($\bar{X} = 2.79$; *S.D.* = 0.54).

Table 4.7: Self-Perceived Communication Competence

Statements	\bar{X}	<i>S.D.</i>	Levels
1. I can speak with a friend.	3.32	1.22	Moderate
2. I can speak with an acquaintance.	3.23	1.19	Moderate
3. I can speak with a stranger.	3.02	1.13	Moderate
4. I can speak in a small group of friends.	3.20	1.16	Moderate
5. I can speak in a small group of acquaintances.	3.08	1.15	Moderate
6. I can speak in a small group of strangers.	2.92	1.09	Moderate
7. I can present my project to a group of friends.	3.21	1.12	Moderate
8. I can present my project to a group of acquaintances.	3.16	1.12	Moderate
9. I can present my project to a group of strangers.	3.03	1.13	Moderate
10. I can speak in a large meeting of friends.	3.07	1.16	Moderate

Table 4.7: Self-Perceived Communication Competence (cont.)

Statements	\bar{X}	S.D.	Levels
11. I can speak in a large meeting of acquaintances.	3.02	1.15	Moderate
12. I can speak in a large meeting of strangers.	2.86	1.16	Moderate
Total	3.09	0.90	Moderate

According to the Table 4.7, the participants reported self-perceived communication competence at a moderate level ($\bar{X} = 3.09$, $S.D. = 0.90$). The highest score was for item 1 “*I can speak with a friend.*” ($\bar{X} = 3.32$, $S.D. = 1.22$). The lowest score was for item 12 “*I can speak in a large meeting of strangers.*” ($\bar{X} = 2.86$, $S.D. = 1.16$). The participants spoke more with their friends than with strangers and acquaintances in every communication context in item 1 “*I can speak with a friend.*”; item 4 “*I can speak in a small group of friends.*”; item 7 “*I can present my project to a group of friends.*”; and item 10 “*I can speak in a large meeting of friends.*” ($\bar{X} = 3.32$, $S.D. = 1.22$; $\bar{X} = 3.20$, $S.D. = 1.16$; $\bar{X} = 3.21$, $S.D. = 1.12$; $\bar{X} = 3.07$, $S.D. = 1.16$ respectively). The participants spoke the least with strangers in every communication context in item 3 “*I can speak with a stranger.*”; item 6 “*I can speak in a small group of strangers.*”; item 9 “*I can present my project to a group of strangers.*”; and item 12 “*I can speak in a large meeting of strangers.*” ($\bar{X} = 3.02$, $S.D. = 1.22$; $\bar{X} = 2.92$, $S.D. = 1.16$; $\bar{X} = 3.03$, $S.D. = 1.13$; $\bar{X} = 2.86$, $S.D. = 1.16$ respectively). Table 4.8 shows the scores of self-perceived communication competence in types of receivers and communication contexts.

Table 4.8: Self-Perceived Communication Competence by Receivers Types and Communication Contexts

Types of receivers and Communication contexts		\bar{X}	<i>S.D.</i>	Levels
Receivers	Friend	3.20	1.04	moderate
	Acquaintance	3.12	1.02	moderate
	Stranger	2.93	0.97	moderate
Communication contexts	Dyad	3.18	0.99	moderate
	Small group	3.05	0.98	moderate
	Present Project	3.12	1.00	moderate
	Large meeting	2.97	1.02	moderate

According to Table 4.8, the participants reported the highest score of self-perceived communication competence with friends ($\bar{X} = 3.20$; *S.D.* = 1.04). They showed the lowest score of self-perceived communication competence with strangers ($\bar{X} = 2.93$; *S.D.* = 0.97). In communication contexts, the participants reported to have high scores of self-perceived communication competence in the dyad context ($\bar{X} = 3.18$; *S.D.* = 0.99) and they reported low scores of self-perceived communication competence in large meeting contexts ($\bar{X} = 2.97$; *S.D.* = 1.02).

Table 4.9: Motivation

Statements	\bar{X}	<i>S.D.</i>	Levels
1. I feel happy when I study English.	3.57	0.97	High
2. When ASEAN is opened, English will be important to me.	4.04	0.91	High
3. I am admired people who speak English.	3.35	0.96	Moderate
4. Studying English is useful to me because I have to communicate with ASEAN people.	3.93	0.96	High
5. I study English because I like communicating in English with other people.	3.58	1.00	High

Table 4.9: Motivation (cont.)

Statements	\bar{X}	<i>S.D.</i>	Levels
6. Studying English is beneficial to me because it is a medium language in ASEAN.	3.94	0.90	High
7. I study English because I like learning and watching English medium.	3.70	0.98	High
8. I study English because I have to find lots of education information in English.	3.80	0.93	High
9. I study English because I like traveling foreign countries.	3.65	1.03	High
10. I study English because I would like to go abroad for studying.	3.58	1.06	High
11. I study English because I like their cultures.	3.30	1.06	Moderate
12. I study English because it is a compulsory subject of the university curriculum.	3.58	1.07	High
13. I study English because I like English speaker's accent.	3.41	1.02	Moderate
14. I study English because I have to pass an examination at my university.	3.63	1.01	High
15. I study English because I would like to be friend with foreigners.	3.52	1.02	High
16. I study English because it will be useful to my future career.	4.06	0.93	High
17. When I have to do English assignment or homework, I can do it effectively.	3.61	0.99	High
18. If I study English, I may get higher salary than others.	3.95	0.90	High
19. I usually find a way to practice my English skills.	3.73	0.93	High

Table 4.9: Motivation (cont.)

Statements	\bar{X}	S.D.	Levels
20. I study English because I will have more opportunities to get better job than others.	3.92	0.92	High
Total	3.70	0.63	High

According to Table 4.9, the participants reported motivation at a high level ($\bar{X} = 3.70$, $S.D. = 0.63$). The highest score was for item 16 “*I study English because it will be useful to my future career.*” ($\bar{X} = 4.06$, $S.D. = 0.93$). The lowest score was for item 11 “*I study English because I like their cultures.*” ($\bar{X} = 3.30$, $S.D. = 1.06$). The participants showed higher scores in instrumental motivation than integrative motivation. Three items of instrumental motivation which had high scores were item 2 “*When ASEAN is opened, English will be important to me.*”; item 16 “*I study English because it will be useful to my future career.*” and item 18 “*If I study English, I may get higher salary than others.*” ($\bar{X} = 4.04$, $S.D. = 0.91$; $\bar{X} = 4.06$, $S.D. = 0.93$; $\bar{X} = 3.95$, $S.D. = 0.90$ respectively). Three items which had low score were item 3 “*I am admired people who speak English.*”; item 11 “*I study English because I like their cultures.*”; and item 13 “*I study English because I like English speaker’s accent.*” ($\bar{X} = 3.35$, $S.D. = 0.96$; $\bar{X} = 3.30$, $S.D. = 1.06$; $\bar{X} = 3.14$, $S.D. = 1.02$ respectively).

Table 4.10: Motivation Types of Undergraduate Students

Majors	Integrative Motivation			Instrumental Motivation		
	\bar{X}	S.D.	Levels	\bar{X}	S.D.	Levels
1. Medicine	3.43	0.71	Moderate	3.80	0.58	High
2. Dentistry	3.76	0.67	High	3.97	0.58	High
3. Nursing	3.03	0.40	Moderate	3.02	0.36	Moderate
4. Accountancy	3.29	0.69	Moderate	3.41	0.79	Moderate
5. Surveying	3.46	0.49	Moderate	3.46	0.50	Moderate

Table 4.10: Motivation Types of Undergraduate Students (cont.)

Majors	Integrative Motivation			Instrumental Motivation		
	\bar{X}	<i>S.D.</i>	Levels	\bar{X}	<i>S.D.</i>	Levels
6. Engineering	3.62	0.74	High	3.95	0.63	High
7. Architecture	3.72	0.54	High	4.09	0.44	High
8. Tourism	3.50	0.74	Moderate	4.11	0.51	High
Total	3.55	0.71	High	3.84	0.66	High

According to Table 4.10, the participants reported a high level of both motivations ($\bar{X} = 3.55$, *S.D.* = 0.71; $\bar{X} = 3.84$, *S.D.* = 0.66). Nevertheless, the participants show higher scores in instrumental motivation than integrative motivation.

Table 4.11: Personality

Statements	\bar{X}	<i>S.D.</i>	Levels
1. I am a sociable and confident person.	3.52	0.87	High
2. I like to hang out with a big group of friends.	3.59	0.96	High
3. I like to go to party with my friends.	3.66	0.93	High
4. I like to do exciting activities.	3.87	0.92	High
5. I can talk with people that I have ever known them before.	3.52	0.97	High

Table 4.11: Personality (cont.)

Statements	\bar{X}	S.D.	Levels
6. I am a preserving person.	2.92	1.04	Moderate
7. I like to go shopping with my close friends.	3.75	1.00	High
8. I do not like to meet a lot of people.	3.15	1.05	Moderate
9. I like to stay and do activities at my home.	3.54	0.95	High
10. I like to be alone in a peacefully place.	3.53	0.99	High
Total	3.51	0.49	High

According to Table 4.11, the participants reported a high level of personality ($\bar{X} = 3.51$, $S.D. = 0.49$). The highest score was for item 4 “*I like to do exciting activities.*” ($\bar{X} = 3.87$, $S.D. = 0.92$). The lowest score was for item 6 “*I am a preserving person.*” ($\bar{X} = 2.92$, $S.D. = 1.04$). High scoring items were item 4 “*I like to do exciting activities.*”; item 3 “*I like to go to party with my friends*”; and item 2 “*I like to hang out with a big group of friends.*” ($\bar{X} = 3.87$, $S.D. = 0.92$; $\bar{X} = 3.66$, $S.D. = 0.93$; $\bar{X} = 3.59$, $S.D. = 0.96$ respectively). Low scoring items were item 6 “*I am a preserving person.*” and item 8 “*I do not like to meet a lot of people.*” ($\bar{X} = 2.92$, $S.D. = 1.04$; $\bar{X} = 3.15$, $S.D. = 1.05$).

Table 4.12: Personality of Undergraduate Students

Majors	Extrovert Personality			Introvert Personality		
	\bar{X}	S.D.	Levels	\bar{X}	S.D.	Levels
1. Medicine	3.55	0.76	High	3.26	0.69	Moderate
2. Dentistry	3.99	0.55	High	3.80	0.67	High
3. Nursing	3.13	0.41	Moderate	2.62	0.42	Moderate
4. Accountancy	3.41	0.74	Moderate	3.46	0.72	Moderate
5. Surveying	3.32	0.82	Moderate	3.20	0.47	Moderate

Table 4.12: Personality of Undergraduate Students (cont.)

Majors	Extrovert Personality			Introvert Personality		
	\bar{X}	<i>S.D.</i>	Levels	\bar{X}	<i>S.D.</i>	Levels
6. Engineering	3.73	0.69	High	3.42	0.66	Moderate
7. Architecture	3.66	0.61	High	3.42	0.47	Moderate
8. Tourism	3.59	0.41	High	3.56	0.62	High
Total	3.63	0.69	High	3.38	0.66	Moderate

According to Table 4.12, the participants reported higher scores in extrovert personality ($\bar{X} = 3.63$, *S.D.* = 0.69) than introvert personality ($\bar{X} = 3.38$, *S.D.* = 0.66). Most of the participants in this study were extrovert personality.

Table 4.13: Content and Familiarity

Statements	\bar{X}	<i>S.D.</i>	Levels
1. If I have background knowledge about the topic, I will participate a lot in a conversation.	3.94	0.82	High
2. If a topic is interesting, I will participate a lot in a conversation.	3.98	0.77	High
3. If I do not have background knowledge about the topic, I will choose to be silent in a conversation.	3.50	0.93	Moderate

Table 4.13: Content and Familiarity (cont.)

Statements	\bar{X}	S.D.	Levels
4. If a topic is not interesting, I will choose to be silent in a conversation.	3.47	0.90	Moderate
5. If I know a person well, I will talk to him or her in conversation.	3.91	0.83	High
6. If I do not know a person well, I will choose to be silent in a conversation.	3.44	0.88	Moderate
7. If I have to work in a group with my close friends, I will participate a lot in a conversation.	3.92	0.83	High
8. If I have to work in a group with other persons who I am not intimate, I will choose to be silent in a conversation.	3.24	0.95	Moderate
9. If ASEAN is opened, it makes me would like to speak English more than before.	3.68	1.03	High
10. If ASEAN is opened, I am willing to speak with people in ASEAN countries more than before.	3.66	0.97	High
Total	3.67	0.49	High

Table 4.13 shows that the participants reported a high level of content and familiarity ($\bar{X} = 3.67$, $S.D. = 0.49$). The high scores were for item 2 “*If a topic is interesting, I will participate a lot in a conversation.*”; item 1 “*If I have background knowledge about the topic, I will participate a lot in a conversation.*”; item 7 “*If I have to work in a group with my close friends, I will participate a lot in a conversation.*”; and item 5 “*If I know a person well, I will talk to him or her in conversation.*” ($\bar{X} = 3.98$, $S.D. = 0.77$; $\bar{X} = 3.94$, $S.D. = 0.82$; $\bar{X} = 3.92$, $S.D. = 0.83$; $\bar{X} = 3.91$, $S.D. = 0.83$ respectively). The four low scores were item 8 “*If I have to work in a group with other persons with whom I am not intimate, I will choose to be*

silent in a conversation”; item 6 *“If I do not know that person well, I will choose to be silent in a conversation.”*; item 4 *“If the topic is not interesting, I will choose to be silent in a conversation.”*; and item 3 *“If I do not have background knowledge about the topic, I will choose to be silent in a conversation.”* ($\bar{X} = 3.24, S.D. = 0.95$; $\bar{X} = 3.44, S.D. = 0.88$; $\bar{X} = 3.47, S.D. = 0.90$; $\bar{X} = 3.50, S.D. = 0.93$ respectively).

4.3 A Focus Group Interview

Three undergraduate students in each field were asked to interview. The number of interviewees was 24 people. The interviewees represented a sample group from eight fields of study.

(1) Volunteering an opinion in front of a group of people, such as in a class or meeting in Thai

Table 4.14: Volunteering an opinion in front of a group of people, such as in a class or meeting in Thai

Answers	The number of participants
1. They <u>would volunteer</u> an opinion in front of a group of people, such as in a class or meeting in <u>Thai</u> .	18
2. They <u>would not volunteer</u> an opinion in front of a group of people, such as in a class or meeting in <u>Thai</u> .	6
Total	24

Eighteen undergraduate students said they would volunteer an opinion in front of a group of people, such as in a class or meeting in Thai. They said: *“I like to volunteer or give a speech.”* ($n = 5$); *“It is common for me to volunteer in Thai”* ($n = 4$); *“I will only answer if I know the answer, because I feel embarrassed if I answer*

incorrectly, especially in a meeting.” (AC2); “Speaking in Thai is easier than in English.” (EN2); and “If my answer is useful to the meeting, I will answer” (n = 2).

Six undergraduate students majoring in architecture and tourism said they would not volunteer an opinion in front of a group of people, such as in a class or meeting in Thai. The reasons were: *“I do not want to volunteer. It is Thai culture that people do not like to present or give a speech in meetings.” (TO2), “I am not confident when everyone stares at me.” (AR1); and “I do not like to be the center of attention.” (AR2).*

(1) Volunteering an opinion in front of a group of people, such as in a class or meeting in English

Table 4.15: Volunteering an opinion in front of a group of people, such as in a class or meeting in English

Answers	The number of participants
1. They <u>would volunteer</u> an opinion in front of a group of people, such as in a class or meeting <u>in English</u> .	11
2. They <u>would not volunteer</u> an opinion in front of a group of people, such as in a class or meeting <u>in English</u> .	10
3. They would volunteer if the teacher orders.	3
Total	24

Eleven undergraduate students said that they would volunteer an opinion in front of a group of people, such as in a class or meeting in English. They said that: *“I like English, if I have a chance I want to use it.” (AC1); “If I know the content, I will volunteer; but, I have to take more time to think in English and then speak.” (n = 4); and “I want to practice English. It is very good to practice English every day.” (DOC3).*

Ten undergraduate students said they would not volunteer an opinion in front of a group of people, such as in a class or meeting in English. Three participants said that: *“I will volunteer if the teacher orders.”* (n = 3); *“I am not good at English, so I do not want to volunteer.”* (EN3); *“In Thai, I do not need to think about grammar. I think and then I speak in Thai because it is our language. In English I have to prepare the sentences before speaking.”* (EN1); and *“Mostly, the teacher will ask me and the teacher does not give a chance to volunteer.”* (NU1).

(2) Telling a joke or funny story to a small group of people you know reasonably well in Thai

Table 4.16: Telling a joke or funny story to a small group of people you know reasonably well in Thai

Answers	The number of participants
1. They <u>would tell</u> a joke or funny story to a small group of people you know reasonably well <u>in Thai</u> .	17
2. They <u>would not tell</u> a joke or funny story to a small group of people you know reasonably well <u>in Thai</u> .	7
Total	24

Seventeen undergraduate students said they would tell a joke or funny story to a small group of people they know reasonably well in Thai. The reasons were: *“I think telling jokes can help strengthen the relationship with each other.”* (n = 2); and *“If I know a person, I will tell a joke but a stranger I will not.”* (DOC2).

Seven participants said they would not tell a joke or funny story to a small group of people they know reasonably well in Thai. The reasons were: *“If I do not know those people well, I will not tell a joke.”* (n = 4); and *“I do not like to talk with people who I am not intimate with.”* (AR3).

(2) Telling a joke or funny story to a small group of people you know reasonably well in English

Table 4.17: Telling a joke or funny story to a small group of people you know reasonably well in English

Answers	The number of participants
1. They <u>would tell</u> a joke or funny story to a small group of people you know reasonably well <u>in English</u> .	5
2. They <u>would not tell</u> a joke or funny story to a small group of people you know reasonably well <u>in English</u> .	19
Total	24

Five participants said they would tell a joke or funny story to a small group of people they know reasonably well in English. They said that: *“I do not know any idiom but when I want to tell a joke I will tell one, and I do not think about the idioms and jokes, I just want to tell them.”* (NU1); and *“It depends on the person I tell, if the person is a stranger then I would not want to speak with them.”* (DOC3).

Nineteen participants said they would not tell a joke or funny story to a small group of people they know reasonably well in English. They said that: *“It is difficult to understand jokes or funny stories.”* (n = 5); *“I do not know any idioms.”* (TO3); *“If I do not know the people well, I will not tell a joke or funny story but if they are my close friends, I will tell jokes both in Thai and English.”* (EN1); and *“It does not depend on the language, it depends on the relationship.”* (AR3).

(3) Presenting a project to a group of strangers in Thai**Table 4.18: Presenting a project to a group of strangers in Thai**

Answers	The number of participants
1. They <u>would present</u> a project to a group of strangers <u>in Thai</u> .	23
2. They <u>would not present</u> a project to a group of strangers <u>in Thai</u> .	1
Total	24

Twenty-three students said they would present a project to a group of strangers in Thai. The reasons were: “*It is my project, so I have to present.*” (*n = 9*); “*Studying in this university, every student has to go through presentations. Presentations are highlighted at this university.*” (*NU1*); “*It depends on the situation, if I study or work, I have to present.*” (*AR3*); and “*If it is in Thai, I will present. Maybe, I will be able to get opportunities and support from other people and this can help me finish my project or get a good job.*” (*AC3*).

Only 1 person majoring in tourism said she would not present a project to a group of strangers in Thai. The reason was: “*I have not had a chance to present, so I hardly present my work or projects.*” (*TO3*).

(3) Presenting a project to a group of strangers in English**Table 4.19: Presenting a project to a group of strangers in English**

Answers	The number of participants
1. They <u>would present</u> a project to a group of strangers <u>in English</u> .	18
2. They <u>would not present</u> a project to a group of strangers <u>in English</u> .	6
Total	24

Eighteen participants said they would present a project to a group of strangers in English. They said that: *“I would present my project, but I would have to prepare sentences in English before presenting.”* (n = 7); *“I think I am good at English, I can present in English.”* (AR1); and *“I can present in English but I have to practice before presenting. When I have to face foreigners, I feel very excited and nervous because I hardly speak with foreigners. I get shy, if I have to initiate a conversation with foreigners.”* (DEN2).

There are 6 participants majoring in nursing and tourism said they would not present a project to a group of strangers in English. They said that: *“I have never presented in English before.”* (n = 2); *“I am not good at English, so I am scared and nervous to present in English.”* (NU3); and *“If I have to present in English, it means I can communicate in English well; but, I cannot.”* (TO1).

(4) Offering to help a stranger who appears to be lost in Thai

Table 4.20: Offering to help a stranger who appears to be lost in Thai

Answers	The number of participants
1. They <u>would offer</u> to help a stranger who appears to be lost in <u>Thai</u> .	23
2. They <u>would not offer</u> to help a stranger who appears to be lost in <u>Thai</u> .	1
Total	24

Twenty-three participants said that they would offer to help a stranger who appears to be lost in Thai. The reasons were: *“If they seem to be lost, I will offer to help.”* (n = 3); *“I always get lost, I really understand people who are lost.”* (NU1); *“If I see that they are opening a map, I will offer to help.”* (EN1); and *“If I know the way, I will offer to help.”* (AR3).

One person majoring in architecture said he would not offer to help a stranger who appears to be lost in Thai. He gave the reason that *“I do not know that they are lost, so I will not offer to help.”* (AR2).

(4) Offering to help a stranger who appears to be lost in English

Table 4.21: Offering to help a stranger who appears to be lost in English

Answers	The number of participants
1. They <u>would offer</u> to help a stranger who appears to be lost <u>in English</u> .	18
2. They <u>would not offer</u> to help a stranger who appears to be lost <u>in English</u> .	6
Total	24

Eighteen students said they would offer to help a stranger who appears to be lost in English. They said that: *“I will offer to help. Sometimes, they are not lost, but I want to practice English. I will start a conversation in English with them.”* (DOC2); *“I will offer to help because then foreigners will have a good first impression of Thailand. Thai people are encouraged to learn English in the wrong way. They will be afraid to use English because they are too worried about grammar correction.”* (DOC3); *“Our country is popular for traveling. So, we often meet foreigners who are lost. Some Thai people usually walk away when a foreigner needs help because of being afraid to use English. I will offer to help, although I am not good at English, but I can use just single words to help the foreigner.”* (DOC1); *“Last time on the BTS, a foreigner did not know where to get off and looked at the BTS map. Then, I offered to help them.”* (AC3); *“If I am not good enough at English, I can use body language instead.”* (TO1); and *“I will offer to help a foreigner and I am not shy when I have to use English.”* (SU2).

Six students said they would not offer to help a stranger who appears to be lost in English. They said that: *“I have experience with this. I offered to help Chinese foreigners and they could speak English a little. I tried to communicate in every way. Finally, I told the wrong way to the foreigners. It made me afraid and nervous when I have to offer to help foreigners. Sometimes, I want to help but I feel disappointed because of my weak English proficiency.”* (EN1); and *“I will not offer, I do not know how to initiate a conversation.”* (NU1).

(5) Saying something to a person you know when they are misbehaving in a public place in Thai

Table 4.22: Saying something to a person you know when they are misbehaving in a public place in Thai

Answers	The number of participants
1. They <u>would say</u> something to a person you know when they are misbehaving in a public place <u>in Thai</u> .	13
2. They <u>would not say</u> something to a person you know when they are misbehaving in a public place <u>in Thai</u> .	11
Total	24

Thirteen participants said they would say something to a person they know when they are misbehaving in a public place in Thai. The reasons were: “*I will say so, if they throw some rubbish on the road.*” ($n = 2$); and “*I will say something because I know them.*” (NU2).

Eleven participants said they would not say something to a person they know when they are misbehaving in a public place in Thai. The reasons were: “*If it is in a public place, I would not want to say anything. I would say something when we are alone and in another place.*” ($n = 5$); “*I always save people’s face, so I would not say anything in a public place. They would get angry.*” (EN1); “*Although they are my close friends, I still would not want to say anything in a public place.*” (DEN1); and “*I am a quiet person, so I would choose to be quiet.*” (EN3.)

The researcher changed the interlocutor to be a friend and a stranger. They gave the opinions that: “*If they are my friends, I would definitely say something. It is easy and comfortable to say to your friends because they will understand.*” ($n = 20$) and “*If I am not intimate with them or they are strangers, I would not say anything to them.*” ($n = 18$).

(5) Saying something to a person you know when they are misbehaving in a public place in English

Table 4.23: Saying something to a person you know when they are misbehaving in a public place in English

Answers	The number of participants
1. They <u>would say</u> something to a person they know when they are misbehaving in a public place <u>in English</u> .	8
2. They <u>would not say</u> anything to a person they know when they are misbehaving in a public place <u>in English</u> .	16
Total	24

Eight undergraduate students said they would say something to a person they know when they are misbehaving in a public place in English. Their reasons were: *“I think we have to explain to them because of the differences in culture.”* (DOC2); and *“When I say to something Thai people, they feel that I cause them to feel shame or I am rude to them. If I say something to foreigners, they usually feel OK because they are open-minded.”* (DOC3). Some participants also said that if a stranger was misbehaving in a public place, they would say something to the stranger: *“I saw a foreigner who cut the queue. I would definitely say something because it is not good manners.”* (EN2); and *“I went to Donmuang airport and saw that a foreigner’s bag hit a child’s head. I said something to him and he said sorry. So, if I see a stranger or a person I know is misbehaving in a public place, I will absolutely say something to them.”* (DOC1).

Sixteen undergraduate students said they would not say anything to a person they know when they are misbehaving in a public place in English. Their reasons were: *“I would not say anything because I do not want to have a problem and I do not want to upset anyone.”* (DEN1); and in the case of talking to a stranger: *“I*

would not say anything to them. It is not because of the English language but because it is a stranger. Warning someone in a public place, they may not like it.” (AC3).

(6) Asking for directions from a stranger when you are lost in Thai

Table 4.24: Asking for directions from a stranger when you are lost in Thai

Answers	The number of participants
1. They <u>would ask</u> for directions when they are lost <u>in Thai</u> .	24
Total	24

All of the twenty-four participants said they would ask for directions when they are lost in Thai. The reason was: “*It is a normal thing to ask when you get lost, so you will know the right way. I usually ask a stranger.*” ($n = 20$).

(6) Asking for directions from a stranger when you are lost in English

Table 4.25: Asking for directions from a stranger when you are lost in English

Answers	The number of participants
1. They <u>would ask</u> for directions when they are lost <u>in English</u> .	24
Total	24

Interestingly, all of the twenty-four participants again said they would ask for directions from a stranger when they are lost in English. The reason was: “*If I have to ask, I will ask.*” ($n = 8$); and “*It is normal, if I go to foreign country and I get lost. I usually ask strangers.*” ($n = 9$).

(7) Giving a presentation on your hobby to a group of strangers in Thai

Table 4.26: Giving a presentation on your hobby to a group of strangers in Thai

Answers	The number of participants
1. They <u>would give</u> a presentation on their hobby to a group of strangers <u>in Thai</u> .	3
2. They <u>would not give</u> a presentation on their hobby to a group of strangers <u>in Thai</u> .	21
Total	24

Three participants said they would give a presentation on their hobby to a group of strangers in Thai. Their reasons were: “*I can talk with everyone; I think we should present ourselves to others.*” (NU1); “*If there are only Thai people, I will present my hobby.*” (SU1). Comparing with giving a presentation on your hobby to a group of friends in Thai, they said that: “*If they were my friends, I would choose to give a presentation on my hobby to them more than strangers.*” (n =8); and “*I do not like to talk with strangers, I would prefer to talk to my close friends.*” (n = 5).

Twenty-one participants said they would not give a presentation on their hobby to a group of strangers in Thai. The reasons were: “*If we are talking about the same topic, I would give a presentation on my hobby.*” (EN3); “*I do not know whether a group of strangers would want to know about my hobby. It is strange to give a presentation on my hobby.*” (n = 5); and “*I think Thai people do not talk about their hobbies much.*” (AR3).

(7) Giving a presentation on your hobby to a group of strangers in English

Table 4.27: Giving a presentation on your hobby to a group of strangers in English

Answers	The number of participants
1. They <u>would give</u> a presentation on their hobby to a group of strangers <u>in English</u> .	1
2. They <u>would not give</u> a presentation on their hobby to a group of strangers <u>in English</u> .	23
Total	24

There was only one person said she would give a presentation on her hobby to a group of strangers in English. The reason was: *“I can present my hobby. I am so proud of my hobby. I feel very good when I talk about something that I like. I think it can improve our relationship. If we like the same hobby, we will be more intimate than before. However, if they are my close friend, I will talk a lot.”* (DEN2).

Twenty-three participants said they would not give a presentation on their hobbies to a group of strangers in English. The reasons were: *“If they do not ask me about my hobby, I will not talk about my hobby.”* ($n = 5$); and *“It depends on the situation. If I am studying English and I have to present my hobby, I will present.”* (TO3). However, one participant said *“I tend to speak more with my friends than strangers.”* (DOC1).

(8) Asking for help in buying some unfamiliar items in a shop in Thai

Table 4.28: Asking for help in buying some unfamiliar items in a shop in Thai

Answers	The number of participants
1. They <u>would ask</u> for help in buying some unfamiliar items in a shop <u>in Thai</u> .	24
Total	24

All of the twenty-four participants said they would ask for help in buying some unfamiliar items in a shop in Thai. They gave the following reasons: “*It is very simple to ask about something you do not know in a shop.*” ($n = 10$); “*I am lazy to find the items, so I will choose to ask for help. It makes my life easier and it can build relationships with others.*” (DEN1); and “*I will ask because I do not know details about items such as running shoes. If I knew the details, I would not ask for help.*” (DEN3).

(8) Asking for help in buying some unfamiliar items in a shop in English

Table 4.29: Asking for help in buying some unfamiliar items in a shop in English

Answers	The number of participants
1. They <u>would ask</u> for help in buying some unfamiliar items in a shop <u>in English</u> .	24
Total	24

Interestingly, all of 24 participants said they would ask for help in buying some unfamiliar items in a shop in English. They gave the following reason: “*If it is necessary, I will ask for help.*” ($n = 5$); “*Although I do not know a correct the grammar, I would still choose to ask for help.*” ($n = 6$); and “*If I have to use English,*

it means I am traveling in another country. It is very simple to ask for help when you do not understand something.” (DOC3).

(9) Greeting a person you have just known in a public place in Thai

Table 4.30: Greeting a person you have just known in a public place in Thai

Answers	The number of participants
1. They <u>would greet</u> a person they have just known in a public place <u>in Thai</u> .	21
2. They <u>would not greet</u> a person they have just known in a public place <u>in Thai</u> .	3
Total	24

Twenty-one students said they would greet a person they have just known in a public place in Thai. The reasons were: *“If I am familiar with their faces, I will greet them.” (n = 3); “I like to travel, so I love to make relationships with other people.” (EN1); “I will greet them, but I think you should see the situation and their emotion first. Is it proper to greet?” (DOC1).*

Three students said that they would not greet a person they have just known in a public place in Thai. The reasons were: *“I would not greet them. I would just smile, but if they greeted me first, I would talk with them.” (DEN3); “I would not greet them, if they did not see me. Because I have just known them, it is not necessary to greet them. However, if they were my close friends, I would surely greet them.” (AR2); and “Maybe, I am a quiet and shy person. So, I do not want to greet people.” (EN3).*

(9) Greeting a person you have just known in a public place in English**Table 4.31: Greeting a person you have just known in a public place in English**

Answers	The number of participants
1. They <u>would greet</u> a person you just know in a public place <u>in English</u> .	22
2. They <u>would not greet</u> a person you just know in a public place <u>in English</u> .	2
Total	24

Twenty-two participants said they would greet a person you have just known in a public place in English. They said that: “*It is like when I meet my friends, so I would greet them.*” (AC3); “*For example, if I had met them in the evening yesterday and I then met them again in the morning. If I could remember their face, I would greet them. Even if, they could not remember me, I would still choose to greet them.*” (NU3); “*I like to make friends, so I will greet everyone I know.*” (DOC2); “*I have a lot of friends, so I always greet people who I have just known.*” (DOC3); “*If I meet my foreigner friends, I will greet them. It is their custom.*” (AR2); and “*I will greet because I want to practice my English skills.*” (EN1).

Only two participants said they would not greet a person you have just known in a public place in English. The reason was: “*I do not like to talk with a person I have just known. I prefer to be quiet.*” (DEN3).

(10) Starting up a conversation with a stranger next to you in a public place such as on a bus or plane in Thai

Table 4.32: Starting up a conversation with a stranger next to you in a public place such as on a bus or plane in Thai

Answers	The number of participants
1. They <u>would start up</u> a conversation with a stranger next to them in a public place such as on a bus or plane <u>in Thai</u> .	4
2. They <u>would not start up</u> a conversation with a stranger next to them in a public place such as on a bus or plane <u>in Thai</u> .	20
Total	24

Four participants said they would start up a conversation with a stranger next to them in a public place such as on a bus or plane in Thai. The reasons were: “*I will start a conversation, if I have to travel a long time.*” ($n = 3$); and “*I will start a conversation, if we are going the same way together.*” (TO2).

Twenty participants said they would not start up a conversation with a stranger next to them in a public place such as on a bus or plane in Thai. The reasons were: “*I do not start conversations. If they talk to me first, I will talk.*” ($N = 8$); and “*I think it is strange to start a conversation with a stranger, if you do not have a problem or necessary information to ask.*” ($n = 4$).

(10) Starting up a conversation with a stranger next to you in a public place such as on a bus or plane in English

Table 4.33: Starting up a conversation with a stranger next to you in a public place such as on a bus or plane in English

Answers	The number of participants
1. They <u>would start up</u> a conversation with a stranger next to them in a public place such as on a bus or plane <u>in English</u> .	7
2. They <u>would not start up</u> a conversation with a stranger next to them in a public place such as on a bus or plane <u>in English</u> .	17
Total	24

Seven students said they would start up a conversation with a stranger next to them in a public place such as on a bus or plane in English. Their reasons were: *“If I have to take a long time for traveling, I will start a conversation. If I just take a bus for only 30 minutes, I will not start a conversation.”* ($n = 4$); and *“I will start a conversation in English with a stranger. I think foreigners usually start up a conversation with strangers. It is their culture. Thai people are shy and they like to be private.”* (DOC3).

Seventeen students said they would not start up a conversation with a stranger next to them in a public place such as on a bus or plane in English. Their reasons were: *“I do not want to start a conversation by using English, so I will try to avoid using it.”* ($n = 2$); *“If something happens or I have some problems, I will start a conversation. If there is nothing, I will not start a conversation.”* (AC3); and *“Because it is a stranger, I think it is strange to start a conversation.”* (TO2).

The researcher changed the interlocutor to be a friend and acquaintance. The result showed 20 participants would start up a conversation with a stranger next to them in a public place such as on a bus or plane both in English and Thai.

Another question was asked to the participants to obtain the data regarding English learning. Firstly, would you like foreign teachers teaching you English in your university? Yes, they like foreigner teachers. The students gave their opinions that the students have few opportunities to learn with foreign teachers because they usually teach in the language field. The students enjoy learning English with foreign teachers more than Thai teachers; however, learning English grammar with Thai teachers is good, if the students have the opportunities to use English with foreign teachers. They feel that they have learned English grammar too much and they do not have opportunities to utilize it.

Secondly, how about your English learning in your university? They gave their opinions that *“I will study English only in my first year and second year. Then, I will study English again in final semester. I will study for six years and I think it takes too long to study English again. So, I will have forgotten everything and I will only know about specific vocab in the dental field.”* (DEN1). Another opinion from nursing: *“I study English in 6 subjects but I still feel that I am very ineffective to use English. I finished learning English in my third year. I studied English with both Thai teachers and foreign teachers only 1 hour per week. I think I want to increase the time with foreign teachers more than Thai teachers.”* (NU1). Surveying students said that *“I study with a Thai teacher. He teaches English very well and uses English all through the class. I do not like teachers who always open the textbook for teaching us like teachers in secondary school.”* (SU1, SU2, and SU3). Engineering students gave their opinions that: *“The old course includes essays only, but my university just changed the syllabus. The teachers have to speak English in class and the students have to practice English by role-plays. The students have to speak immediately and try not to translate from Thai into English. It is not necessary to correct all grammar rules just try to speak. The students study 3 hours per week and the teacher teaches English grammar only 20 minutes. The teacher will emphasize the essential things in the workplace such as writing emails and emphasizing communication. When I study this course, I feel that my English skill is better especially English speaking skills and I can utilize it in real life.”* (EN1, EN2, and EN3). Other opinions are they feel that studying English in university is similar to studying English in secondary school and this cannot help them to improve their English capability. They want to change the

syllabus to be half and half English speaking and English grammar. It should not be English grammar 90 percent and English listening and speaking only 10 percent.

Thirdly, do teachers affect your English learning? They said that they feel more comfortable speaking with foreign teachers than Thai teachers. Thai teachers make them nervous when they have to speak English with them. They like to niggle the students about their accents and grammar correction while foreigner teachers just encourage the students to speak. Some participants said that they like to study English with tutors because they are very fun, make the students want to learn English, and dare to speak English. The students are more confident than before when studying with English tutors. They also do not like the teacher to blame in front of the class or other students. They feel bad and embarrassed and do not like to study English.

Fourthly, do you think that English is important? The undergraduate students said that English is important for their work; it is the common language nowadays. They will get higher salaries than other people. They can get more money if they have high TOEIC scores. If they are good at English, the company will choose them compared to other people who are not good at English. It can increase their opportunities to get a job. Other countries in ASEAN can speak English and most people use English to communicate. It will be advantageous if they are good at English because they can communicate with other people all around the world.

Finally, how to help students to speak English effectively? The participants gave the opinions that: *“I think foreigner teachers can help students to communicate in English. They will not understand at the beginning; but, they will become familiar with the teachers’ accents. They will adjust themselves and be able to understand and communicate. Thai teacher always speak Thai when they are teaching English and students should not study through memorizing.”* (AC3); *“I think it should provide the good basis from a child. Children will learn and adapt fast to new language. They should have a good teacher since they start to learn English. It can make students want to learn English.”* (TO3); *“It does not depend on the student only; it also depends on their teachers. The teachers should know how to create inspiration and change students’ attitudes. When we learn Thai language, we start with learning listening and speaking at the beginning; but, we have learned English by starting with writing and reading. It should start with listening and speaking at the beginning in*

learning English.” (DOC2); “In Thailand, we study English by concentrating too much on grammar. Some people are very good at English; but, they cannot communicate. English grammar is important; but, we should concentrate more on communicating than grammar.” (DOC3); and “I feel that we should use English to communicate every day. So, we will familiar with using English.” (DEN2).

Another opinion said that the teachers should increase activities to use and practice English. Some participants said the teachers have to increase motivation to students that learning English is very important and essential.

4.4 Psychosocial Factors and Willingness to Communicate in English of Undergraduate Students in Bangkok

This section will present the correlation between psychosocial factors and the willingness to communicate in English of undergraduate students. Psychosocial factors consist of communication apprehension, self-perceived communication competence, motivation, personality, content and familiarity, and sex.

Table 4.34 shows the relationship between psychosocial factors and WTC by using Multiple Regression.

Table 4.34: The Relationship between Psychosocial Factors and WTC in English

Psychosocial Factors	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>p</i>
1. Communication Apprehension	.083	.096	.037	.863	.389
2. Self-Perceived Communication Competence	.412	.048	.378	8.564	.000**
3. Motivation	.197	.078	.128	2.505	.013*
4. Personality	.132	.104	.068	1.273	.204
5. Content and Context	.085	.099	.044	.862	.389
R = .510, R² = .260					

** $p < .01$, * $p < .05$

Table 4.34 shows that self-perceived communication competence factors significantly correlated with a willingness to communicate in English at $p < .01$ level. Motivation also significantly correlated with a willingness to communicate in English at $p < .05$ level.

Table 4.35: The Difference between Sex and WTC in English

Sex	<i>N</i>	\bar{X}	<i>s</i>	<i>t</i>	<i>Sig.</i>
Male	215	3.43	0.97	1.198	.231
Female	235	3.32	0.96		

Table 4.35 shows that no statistical significance was found in sex difference and willingness to communicate in English. However, the raw scores suggested that female respondents show little lower scores in willingness to communicate in English when compared to the male group.

4.5 Chapter Summary

This chapter has presented both qualitative and quantitative findings of the present study. The level of willingness to communicate in English among undergraduate students and the psychosocial factors affecting willingness to communicate in English among undergraduate students in Bangkok were presented. There were five parts in this chapter including demographic data of the participants, willingness to communicate in English, a focus group interview, an analysis of the relationship between willingness to communicate in English and psychosocial factors, and the summary of the chapter.

The finding suggested that undergraduate students showed a medium level of willingness to communicate in English. Additionally, it was found that self-perceived communication competence and motivation significantly correlated with willingness to communicate in English, while no statistical significance correlation was found between sex and willingness to communicate in English.

The findings from the focus group were consistent with the questionnaire responses. The undergraduate students had a higher level of willingness to communicate with friends than acquaintances or strangers, both in Thai and English. The students also had a higher willingness to communicate both in Thai and English in common situations such as asking when they were lost, as compared to being unwilling to speak up in the meeting or public speaking situations. Responses from the questionnaire and the focus group revealed that the students chose not to speak out, nor volunteer in a meeting or public speaking situations. This may result from higher levels of anxiety in public and meeting contexts.

In consistent to the questionnaire, the focus group participants revealed that their willingness to communicate was due to instrumental motivation. The respondents admitted that they were aware of how important English is. Thus, most of them wanted to study English because they wanted to get an advanced position, higher salary, and better chance of being recruited.

Furthermore, it was found that perceived familiarity with the topic influenced their willingness to communicate, both in Thai and English. That is to say, the participants chose to speak when they assessed that they were familiar with the topic, the topic interested them, or the topic was one that they have some background knowledge in. The last influential component that affected the participants to speak out is their L1 communication behavior. In other words, if they participated a lot in their L1 conversation, they tended to speak out when they were engaging in their L2 context as well. The next chapter will discuss the major findings in relation to those found in previous studies.

CHAPTER V

DISCUSSIONS

This chapter contains a summary and discussion of the study results.

5.1 Summary of the Study

The aim of this study is to investigate the level of willingness to communicate (WTC) in English of undergraduate students and determine the psychosocial factors affecting such willingness. The research objectives are as follows:

1. To investigate the level of WTC in English among undergraduate students in Bangkok.
2. To determine the psychosocial factors affecting the WTC in English among undergraduate students in Bangkok.

5.2 Discussions

Two topics are presented in this section: the level of WTC in English of undergraduate students in Bangkok and the factors affecting such willingness.

5.2.1 The Level of WTC in English among Undergraduate Students in Bangkok

Participants are Thai students studying English as a foreign language and reported to have a moderate level of WTC in that language. Kachru (1998) stated that an expanding circle of countries such as Japan, South Korea, China, Taiwan, Thailand, and others use English as a foreign language. According to Brown (2000), learners who study English as a foreign language have few opportunities to use it in their countries. Therefore, students from these countries will normally show a low or

moderate level of WTC in English. Ouamcheep (2012), Boonsongsup and Rimkeeratikul (2012), Lairat (2012), and Jongsermtrakoon (2009) found that the participants in their research were reported to have a moderate level of WTC in English. Another study in Korea found that Korean university students were reported to have a low level of WTC in English (Kim, 2004).

Additionally, the level of WTC in English may be influenced by the teaching method. In Thailand, learning English is known to be important in the preparation of university entrance examinations, with particular emphasis on grammar rather than listening and speaking. English grammar has been taught in Thailand for decades but does not necessarily help students achieve English interaction in the workplace (Kongkerd, 2013). English teachers tend to follow books and underline grammar; students are familiar with learning English by taking notes, making them passive learners. This system of learning focuses on teacher explanations concerning grammar rules and familiarizes the students in passive learning (Pattapong, 2013). Consequently, students do not have enough opportunity to use English in the classroom and feel nervous or lack the confidence to use English in real situations. This is consistent with a focus group interview which found that participants felt that teachers still taught English by following books and focus too much on grammar. The Thai education curriculum and English courses cannot help students to accomplish English speaking skills, resulting in a reduction in the WTC in L2. Grubbs et al. (2009) found that Thai students lacked confidence in speaking skills due to insufficient knowledge, nervousness, and preferring to listen rather than speak. Wiriyaichitra (2002) stated that “the English curriculum in Thai universities cannot meet the demands for English used in the workplace.” The results of a focus group interview indicate that there are not enough English courses for students, and the available curriculum does not provide enough verbal skills. Moreover, of greater significance is the effectiveness of teachers, since they still use Thai during an English class. Hilado Deita (2016) stated that the lack of qualified teachers leads to a failure to produce students with communicative competence. Hengsadeeikul et al. (2010) stressed that using English as a medium of instruction enables students to improve their language proficiency.

Another important factor is the Thai culture when learning to speak English. This can impede the level of WTC in English. Yusica (2014) also stressed that “Thai students are easily afraid of making a mistake in the learning process; it is different from the cultures in other countries where students are confident enough to ask questions and give opinions.” One problem usually occurring in an English class involves students who are unsure of their answers and choose not to respond because they are afraid of losing face. They choose to be silent in an English speaking class because they are afraid of giving the wrong pronunciation and becoming embarrassed. Sometimes, their classmates laugh and mock them when they use the wrong pronunciation. Even when students speak English well their classmates think they are overacting. Khamkhien (2011) found that the participants in his study were worried about making mistakes in pronunciation, thereby hindering their success in mastering English speaking skills. Thus, these factors can affect the level of WTC in English for students and consequently its use as a second language.

Studies also reported that participants had a higher level of WTC in English with friends rather than strangers or acquaintances. MacIntyre, Clément, Dörnyei, and Noels (1998) stated that relationships influenced people’s communication. Speakers will choose to communicate with a person with whom they are intimate or with someone they have known for a long time. They feel comfortable and relaxed when speaking to them. Thus, they will be willing to speak frequently during a conversation. This can affect their desire to become involved in the conversation and the WTC in English. The difference in WTC in English depends on the degree of intimacy (Pattapong, 2010). Research in Japan found that participants showed a very low WTC in the English language with strangers (Watanabe, 2013).

5.2.2 The Psychosocial Factors Affecting the WTC in English of Undergraduate Students in Bangkok

5.2.2.1 Communication Apprehension (CA)

CA is a person’s level of fear or anxiety when he or she has to enter into a communication situation. Someone with a high CA will choose to avoid communication. This can affect the success of second language learning and WTC in L2. Persons who have a high CA will be less likely to use English in a real situation

because they tend to avoid using a second language when the opportunity arises. The higher the CA, the lower the likelihood that people will take the opportunity to communicate (Baker and MacIntyre, 2000).

In this study, the Thai university student participants were reported as having a moderate level of CA, which is similar to the works of Lairat (2012), Boonsongsup and Rimkeeratikul (2012), and Ouamcheep (2012). Another related study found that Japanese students had a high level of CA in the English language (McCroskey et al., 1985). According to the findings, students who study English as a foreign language will tend to have a higher level of CA or anxiety than those from native English speaking countries such as America, Canada, or Australia. This is because different cultures affect people's orientation toward communication (Burroughs et al., 2003). Burroughs, Marie, and McCroskey (2003) studied the CA of Micronesian students who use English as a second language and American students whose first language is English. They found that the Micronesian students had a higher CA than American.

The findings in this present study reveal that the participants feel more nervous and stressed in group discussions, meetings, and especially when giving a speech, than in a conversation where, for example, they had to talk to new people and participate or give an opinion during a meeting. This is in line with the findings of the focus group. The participants stated that they felt nervous when volunteering in the meeting or presenting a project to a group of strangers in English and Thai. It can therefore be assumed that the number of people affects the CA level. Boonsongsup and Rimkeeratikul (2012) found that the participants in their study reported high CA scores in the public context. The study by Bukhari et al. (2015) revealed that Pakistani undergraduates did not like speaking in front of a large group of people or in public.

5.2.2.2 Self-Perceived Communication Competence (SPCC)

Self-perceived communication competence (SPCC) is defined as when a person acknowledges his or her ability to speak in certain situations. This factor also directly affects the WTC (MacIntyre et al., 2002). A person with a higher SPCC will be more willing to communicate than one with lower. When a person is confident in his or her ability in English, he or she will always take the opportunity to

use that second language in various situations. McIntyre, Baker, Clément, and Donovan (2002) found that perceived competence had the strongest effect on second language WTC.

This study found that Thai university students had moderate levels of SPCC. The present work also indicates that participants had higher levels of SPCC with their friends than acquaintances or strangers. They showed the highest score during conversation with friends and the lowest when speaking to strangers at a large meeting. Previous research by McCroskey and Dilbeck (2010) found that Thai students' SPCC was low when speaking in public and talking to strangers.

5.2.2.3 Motivation

Motivation is the reason people reach their goals and may be why they study a second language (Gardner, 1985). This factor was found to have an effect on WTC in English and second language learning. In a previous study, Peng (2006) found that motivation was the strongest variable for second language WTC. Those students with a higher L2 learning motivation tend to be more ready to interact than those with a lower level of motivation (Yashima et al., 2004). Previous research found a positive correlation between motivation and WTC in English (Hashimoto, 2002; Peng, 2006; Tan et al., 2016). The work of Hashimoto (2002) indicated that Japanese students with higher motivation and WTC used L2 more frequently in the classroom. This present study also found motivation to be significantly correlated with WTC in English.

The present study uses two types of motivation: instrumental and integrative. Thai university students in this study had a high level of motivation. This is similar to the results of Kitjaroonchai (2013), Kitjaroonchai and Kitjaroonchai (2012), and Choosri and Intharaksa (2011) who found that the participants in their studies had a high level of motivation. The participants in this study also had higher instrumental motivation than integrative. This is consistent with the findings in previous studies (Kitjaroonchai, 2013; Tsai and Chang, 2013; Kitjaroonchai and Kitjaroonchai, 2012; Wimolmas, 2012; Choosri and Intharaksa, 2011; Qashoa, 2006). Participants want to study English for the following reasons: it will be useful in their future careers; it will be important to them when they move between AEC member

countries; they can obtain a higher salary; it is the language medium of AEC countries; and they have to communicate with ASEAN people.

5.2.2.4 Personality

Personality is the variable that affects the WTC in English, although not directly (MacIntyre et al., 1998). Both extrovert and introvert personalities can affect the level of WTC in English. An extrovert is someone who likes to perform or initiate a conversation with others and join a group or society. On the contrary, introverted people tend to do everything alone. McCroskey and Richmond (1990) stated that the more extroverted the person, the higher chance he or she will interact. Therefore, extroverted people normally show higher WTC levels than introverted. Bektas (2007) studied the WTC model in the Turkish context. It was found that the participants' personalities were related with WTC through their perceived communication competence. Extroverted students had a higher perception of their competence, giving them a greater WTC in English. The extrovert participants in this present study had higher scores than the introverts. This is consistent with the study by Sharp (2008) and Suliman (2014) which found that extrovert participants showed higher scores.

5.2.2.5 Content and Familiarity

Participants in this study showed high levels of content and familiarity, with a high level of participation in situations where they had background knowledge of the topic and were interested in it. Otherwise, they tended to remain silent. This indicates that the conversation content affects WTC. On the question of familiarity, students showed high levels of participation with someone more intimate, such as when communicating with close friends. On the other hand, they chose to be silent with someone less intimate. Similar research has revealed that students communicated more frequently in the second language when they were satisfied with a relationship or pleased to talk to the person (Yashima et al., 2004). A focus group interview revealed that they are willing to communicate in Thai rather than in English in general, except for the purpose of asking for directions, which they are willing to do equally in both languages for their own benefits and greeting unfamiliar people in a public, which surprisingly they would prefer to do in English

Additionally, participants showed a high level of WTC in the ASEAN context. They particularly liked speaking English with ASEAN people. It can be assumed that they are interested in other ASEAN countries and want to learn about their culture, society, and economics.

5.2.3 The Relationship between Psychosocial Factors and WTC in English among Undergraduate Students in Bangkok

The relationship between psychosocial factors and WTC are discussed in this section. The findings indicate that SPCC and motivation correlated significantly with WTC in English at 0.01 and 0.05 levels, respectively. Other factors such as CA, personality, sex, and content and familiarity were not correlated with WTC in English.

SPCC is one of the most important factors affecting WTC in a second language. Participants in this study showed a moderate level of SPCC. People with more SPCC will show more WTC in a second language, while those who believe they can speak English well will be more confident in their language competence. In contrast, those who are not confident in their second language ability will normally choose to be silent. Thus, low SPCC can restrict the WTC in a second language. Boonsongsup and Rimkeeratikul (2012) found that people who highly perceive and evaluate their language competence will have more self-confidence to speak out than those with a low perceived evaluation of their language competence. Baker and MacIntyre (2000) stressed that “willingness to communicate and perceived competence have been shown to influence the frequency of communication.”

The present study found that SPCC correlated significantly with the WTC in English. This result is consistent with that of Seiffert and Riffle (1987), Sallinen-Kuparinen et al. (1991), Baker and MacIntyre (2000), MacIntyre et al. (2002), Burroughs et al. (2003), Lu and Hsu (2008), and Boonsongsup and Rimkeeratikul (2012), who found that perceived communication competence is correlated with the WTC in a second language.

The undergraduate students in this study are in fields associated with AEC mobility professions (AMPs). They must use English to communicate with ASEAN people or their colleagues if they move to work in other ASEAN countries. Nguyen (2015) stated that “communication skills are considered as having the ability to speak

English fluently, which consists of reading, writing, collecting, and using information to communicate with others.” However, Thai students still have low ability in English, and Thai workers need to improve their English proficiency in comparison to other ASEAN members (Saraithong, 2010). In Thailand, English is taught with too much emphasis on grammar rules in order to comply with the majority of examinations which are concerned with grammar, reading, or writing. Meanwhile, speaking tends to be disregarded by teachers. Another problem is the university curriculum. From a focus group interview, it seems that there are not enough English speaking courses and participants need more. Students do not have sufficient experience in speaking English or do not practice enough and are unfamiliar with speaking English, and feel more anxious and reluctant to do so. Consequently, their communication competence does not progress.

SPCC consists of anxiety and self-evaluation (Lockley, 2013). To increase the SPCC of undergraduates in skilled labor mobility subjects, a teacher must reduce anxiety and enhance self-evaluation. There are many ways to educate students. Communicative Language Teaching (CLT) is a good method for increasing SPCC for students concerned with skilled labor mobility and focuses on communicative competence by using the language first and placing accuracy in a secondary role. This does not mean that grammar is unimportant but should be divided evenly with speaking. Breshneh (2014) stated that “this method enables learners to use a language in a communicative situation to satisfy their needs in real-life communication (p. 442).” In Thailand, English is used as a foreign language. Some teachers still teach English in the classroom using the Thai language. As a consequence, students cannot get sufficient exposure to the use of English. Watanasin (2013) stressed that “the students have to communicate effectively in natural contexts; they have to learn by communicating in the classroom setting.”

In previous research on CLT, Pei-long (2011) determined its effectiveness in college English classes during a study conducted at Youjiang Medical University. The findings showed that CLT strategies were effective in improving the students’ language proficiency and recommended their use when teaching English at colleges in China. Ahmad and Rao (2013) compared the Grammar Translation Method (GTM) and CLT in teaching English at the intermediate level. The population consisted of

forty male students in the twelfth grade of a local college in Pakistan. The results revealed that the CLT approach was better than the GTM. Pakistani students could increase their communicative ability when provided with suitable conditions. The teachers showed their willingness to incorporate communicative activities in the classrooms. Further research on communicative language teaching by Reis da Luz (2015) investigated how the communicative approach and cooperative learning strategies affect and improve students' learning performance. The participants were freshman students and teachers of freshman classes at Bridgewater State University (BSU), and graduate students who were second language teachers. The findings showed that participants were interested in this approach because they felt that was more useful and helpful to the students. Teachers and students also reported that by adopting CLT into an ESL classroom, the class became more interactive and interesting. Most of the survey participants reported that they preferred CLT to the grammar-based approach. The CLT method helped the students to improve their communication skills, interaction in the classroom, motivated them to use English in class and gave them the chance to build knowledge.

From the above discussion, a teacher should be able to genuinely realize the student's goal of learning English or a second language. They need to create an authentic context for studying English communication, use English in the classroom, create activities between learners, and provide instruction to students on the use of English in the workplace. There are many activities to help students practice the language such as role-play, games, group discussions, or presentations, and English should be used during all processes. For the group of students in this present study, English is very important to them in the workplace such as when composing e-mails to customers, presenting their work to the superiors, or in a meeting. Teachers should always foster communication in the classroom and focus less on grammar. The goal when learning a second or foreign language is to help those from different cultural backgrounds and countries to communicate and understand each other (Yashima et al., 2004). Thus, the aim of the lesson need not be absolute accuracy. People use English to communicate and if they can understand each other, communicative competency has been achieved, which is the major goal of EFL or ESL.

As a result, students will become familiar with the use of language from the classroom and can use English not only at work but also in their daily lives, which is especially important for students concerned with skilled labor mobility. They can work in other countries such as those in the ASEAN and use English to communicate. The CLT method can be applied to the students' learning and help them in the practical use of English. Additionally, CLT can enhance SPCC, leading to frequent second language communication.

Another factor found to affect the WTC is motivation. The present study found motivation to be significantly correlated with WTC in English. This is consistent with the studies by Hashimoto (2002), Peng (2006), Lu and Hsu (2008), and Yu (2008) who found motivation to be correlated with WTC. Peng (2006) also stressed that motivation was the strongest factor of WTC in a second language. The person who is highly motivated is likely to study a second language. The undergraduate students in this present study showed a slightly higher level of instrumental motivation than integrative. The highest score for integrative motivation was in the way participants usually practiced their English skills. Someone with integrative motivation is likely to learn a language willingly and can always find a way to improve their language ability. The high scores for instrumental motivation indicate that studying English would be useful to the students' future careers. It can be seen that the skilled labor mobility students study English to accomplish their goals. It can be assumed that the students in this study showed a slightly higher level of instrumental motivation because they are students in skilled labor mobility and can move freely to work in the AEC. This group of students is mainly concerned with their future career prospects and opportunities and this motivates them to study English.

Motivation is a vital factor in second language learning and achievement. Previous research indicates that both integrative and instrumental motivation is important in language learning. There are many research studies involving these two types of motivation. Mun (2011) studied instrumental and integrative motivation to discover which had a greater influence on third-year Chinese students in their second language learning process. The results revealed that undergraduates had a stronger instrumental motivation compared to integrative and the success of second language learning and the motivation of Chinese students in learning a second language were

significantly correlated. Gholami et al. (2012) investigated motivation types among Iranian EFL students in the third grade at high school and discovered the motivation type of high achievers. The results showed that Iranian students had a high level of instrumental motivation; however, the integratively motivated students were high achievers. Another study in Thailand by Kitjaroonchai and Kitjaroonchai (2012) investigated the type of motivation (instrumental or integrative) Thai students majoring in English at Asia-Pacific International University had toward English language learning and the correlation between that motivation and their academic achievements. The findings revealed that students had a higher level of instrumental motivation than integrative and there was a significant correlation between integrative and instrumental motivation and the students' academic achievements. Thus, previous research indicates that these two types of motivation play an important role in second language learning and achievement. Gardner and McIntyre (1994) also found that both integrative and instrumental motivation facilitate learning; instrumentally motivated students studied longer than those non-instrumentally motivated; and both integratively and instrumentally motivated students spent more time thinking about the correct answers than those who were unmotivated.

Student-centered learning can increase motivation and should be applied in the classroom. "Student-centered instruction (SCI) is an approach where students influence the content, activities, materials, and pace of learning. This learning model places students in the center of the learning process. The instructor provides opportunities for students to learn independently and coaches them in the skills they need to do so effectively. The SCI approach includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems, problems requiring critical or creative thinking that cannot be solved by following text samples, involving students in simulations and role-play, and using self-paced or cooperative (team-based) learning. Properly implemented SCI can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and a more positive attitude toward the subject being taught (Collins and O'Brien, 2003, p. 338). This teaching method encourages the students to be active rather than passive. Students have the opportunity to make a decision about the activity together in the class. Yuan (2013) claimed that the student-centered approach means that the students speak more

than 50% in the class. Phungphol (2005) stated that “this approach provides a rich assortment of creative teaching, learning, and assessment strategies that motivate and enhance learning” (p. 6). The teacher should give the students an opportunity to use English in the class and each must have the chance to use and speak English. Thamraksa (2004) provided the following characteristics for student-centered learning:

1. Knowledge is constructed through authentic learning by linking school experiences to real-life situations.
2. Students are active participants in the learning process rather than passive.
3. Class activities and project work are arranged differently to give learners a variety of choices according to their individual needs.
4. The learning may take place anywhere, at any time. Such a learning environment enables students to be responsible for their education and become involved.
5. Students are more intrinsically motivated than extrinsically.

Previous research by Lu et al. (2010) examined the student-centered teaching model integrated with an English audio-video speaking class (EAVSC) and found that this specific teaching model was plausible and effective in improving students’ communicative language ability. Another work by Dueraman (2013) investigated how a learner-centered syllabus influenced Thai adult learners’ English language development. Forty-five students who enrolled in an “English Conversation” course participated in the study. The results revealed that students developed speaking skills, positive feelings toward English, self-independence in learning, and also had the confidence and courage to speak and use the language in real-life situations.

Thus, teachers should encourage students concerned with skill mobility to become more motivated; for example, by creating activities which can be utilized in reality, integrating the culture of other countries into learning, and create a suitable context for using English communication. Teachers could create circumstances in which English is used in real situations, encouraging students to solve problems and recognize the importance of using English in the workplace. Dörnyei (1994) proposed strategies for motivating language learners. For example, the teacher should promote student contact with other L2 speakers in the country, increase interest and

involvement in the class, discuss teaching materials with students, or create a syllabus based on a needs analysis. As this group of students is likely to work in other ASEAN countries, they have to be prepared to learn many new things and absolutely must use English to communicate. Lu and Hsu (2008) stated that “the higher the desire people hold about learning cultural values and language skills in a foreign country, the more likely they will initiate communication with local people” (p. 85).

Other factors not found to be correlated with WTC were sex, CA, personality, content, and familiarity.

5.3 Pedagogical Implications

Based on the findings of this study, the researcher proposes certain pedagogy for increasing the WTC in English, motivation, SPCC, and reducing CA in skilled labor mobility undergraduate students.

Firstly, qualified teachers are needed: teachers who can speak English comfortably in the classroom and prepare suitable material for English speaking. This can give students the opportunity to practice and improve both their listening and speaking skills. Teachers should create a comfortable atmosphere for CLT in class to increase SPCC. Providing the chance for each student to use English in the classroom, helping them to feel relaxed about it, and dividing courses evenly between grammar and speaking will assist their WTC.

Furthermore, teachers should motivate students by using a student-centered approach to English in the classroom. Teachers should provide activities to promote the use of English both inside and outside the classroom; for example, by giving students a project involving investigation and problem-solving to motivate them to learn, or provide opportunities for contact with foreigners or English speakers. This could decrease student anxiety and help them to become more familiar with English usage. Students will recognize the importance of learning English. It is essential for policymakers to create English courses which can be utilized in real life and in the workplace. Additionally, sufficient English courses should be provided for students in every semester.

5.4 Recommendations for Further Study

The present study investigates the level of WTC in English and determines the factors affecting undergraduate students in Bangkok. However, the results provide only preliminary information in this field, and suggestions for future study are as follows.

1. The participants in this study were undergraduate students in Bangkok only. Future research may be conducted with undergraduate students in Thailand or in other regions of the country to provide deeper information and a more extensive picture of Thai university students.

2. This study was conducted with undergraduate students in the skilled labor mobility programs but nevertheless provided broad fundamental research. Further research could divide each field to explore deeper issues concerning each major.

3. The participants in this study were fourth-year undergraduate students. Moreover, another study could be conducted using first or second-year undergraduate students to address any problems or improvements before the end of the course and plan for a new curriculum.

5.5 Conclusion

This study investigated the level of WTC in English and determines the psychosocial factors (CA, SPCC, personality, motivation, content and familiarity, and sex) affecting undergraduate students in Bangkok. The sample population contained 450 fourth-year undergraduate students on the skilled labor mobility program (medicine, dentistry, nursing, accountancy, surveying, engineering, architecture, and tourism). The research involved a mixed method design, with data gathered by the use of a questionnaire and focus group interview.

The results showed that the participants had a moderate level of WTC in English. This indicates that, countries where English is studied as a foreign language, have fewer opportunities to use the target language, culminating in a lack of WTC in English. In addition, the participants showed a higher level of WTC in English with friends rather than strangers, choosing to speak more frequently with someone with

whom they are intimate than a person they have just met. This situation can influence the frequency of their WTC in English.

The relationship between psychosocial factors and WTC in the English language indicated that SPCC and motivation was significantly correlated with the WTC in the English language. A highly motivated person who feels confident in their language ability will frequently use the second language, and always takes the chance to practice. The participants in this study were students in professions enjoying mobility throughout the AEC. They can move freely and work in other ASEAN countries and will certainly have to use English to communicate with others in those countries and in the workplace. They also have to compete with AEC workers with a certain level of English proficiency. Teachers should provide this group of learners with a pleasantly communicative classroom and SCI, which would not only reduce anxiety but also enhance SPCC and motivation. Educators should always recognize the importance of communicative effectiveness and practicality in EFL and ESL over the idea of grammatical accuracy. They should encourage students to be more confident in their English ability and integrate study with real-life practice. Thus, this can help students to learn English communication efficiently, with a good attitude toward learning a foreign language.

BIBLIOGRAPHY

- Ahmad, S., & Rao, C. (2013). Applying communicative approach in teaching English as a foreign language: a case study of Pakistan. *Portar Linguarum*, 20, 187-203.
- Baker, S. C., & Macintyre, P. D. (2000). The role of gender and immersion in communication and second language orientations. *Language Learning*, 50(2), June, 311-341.
- Behzadi, A. (2013). Iranian English learners' motivation to learn English in higher levels. *Indian Journal of Fundamental and Applied Life Science*, 3(4), 148-157.
- Bektas, Y. (2007). Turkish students' willingness to communicate in English. *Dokuz Eylul Universitesi Buca Egitim Fakultesi Dergisi*. 21, 115-123.
- Bowarnkitipong, S. (2005). *Statistic applied to behavioral science*. Bangkok, Chulalongkorn University.
- Breshneh, A. H. (2014). Communicative language teaching characteristics and principles. *International Journal of Language Learning and Applied Linguistics World*, 6(4), 436-445.
- Brown, H. D. (2000). *Principle of language learning and teaching*. New York: A Pearson Education Company.
- Bukhari, S. F., Cheng, X., & Khan, S. A. (2015). Willingness to communicate in English as a second language: a case study of Pakistani undergraduates. *Journal of Education and Practice*, 6(29), 39-44.
- Burroughs, N. S., Marie V., & McCroskey, J. C. (2003). Relationships of self-perceived communication competence and communication apprehension with willingness to communicate: a comparison with first and second language in Micronesia. *Communication Research Reports*, 20(3), 230-239.
- Cao, Y. & Philip, J. (2006). Interactional context and willingness to communicate: a comparison of behavior in whole class, group and dyadic interaction. *An*

- International Journal of Educational Technology and Applied Linguistics*, 34, 480-493.
- Coates, J. (1986). *Women, men and language: A sociolinguistic account of sex differences in language*. (pp. 1-175). New York: Longman Inc.
- Collins, J. W., 3rd, & O'Brien, (2003). *Greenwood Dictionary of Education*. N. P. (Eds.) London: Greenwood Press.
- Choomthong, D. (2014). Preparing Thai students' English for the ASEAN economic community: some pedagogical implications and trends. *Language Education and Acquisition Research Network Journal*. 7(1), 45-57.
- Chosri, C. & Intharaksa, U. (2014). Relationship between motivation and students' English learning achievement: a study of the second-year vocational certificate level Hatyai Technical College students. *International Conference on Humanities and Social Science*, Faculty of Liberal Arts, Prince of Songkla University.
- Djigunovic, J. M. (2006). Role of affective factors in the development of productive skills. In M. Nikolov & J. Horvath (Eds.), *Empirical studies In English applied linguistics*. (pp. 9-23). Lingua Franca Csoport.
- Dornyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273-284.
- Dueraman, B. (2013). Focus on Thai learners of English: their self-reports about foreign language learning. *International Research Journal of Arts and Social Science*, 2(7), 176-186.
- Ellis, R. (1997). *Second language acquisition*. New York: Oxford University Press.
- Fatemipour, H. (2014). The relationship between communication apprehension and learner's beliefs about language learning with EFL university students' willingness to communicate. *International Journal of Language Learning and Applied Linguistic World*, 7(4), 112-122.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold Publishers.
- Gardner, R. C. & McIntyre, P. D. (1994). *An instrumental motivation in language study*. United State of America: Cambridge University Press.

- Gardner, R. C. (2007). Motivation and second language acquisition. University of Western Ontario: *Porta Lingurum*, 8, 9-20.
- Gholami, R., Allahyar, N., & Rafik-Galea, S. (2012). Integrative motivation as an essential determinant of achievement: a case of EFL high school students. *World Applied Science Journal*, 17(11), 1416-1424.
- Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: interview and focus groups. *British Dental Journal*, 291-295
- Glendora V. T. (2011). Classroom opportunities that foster willingness to communicate. *ESL Journal*, 6(4). Philippines.
- Grubbs, S. J., Chaengploy, S., & Worawong, K. (2009). Rajabhat and traditional universities: institutional differences in Thai students' perceptions of English. *Higher Education*, 53(8), 283–298.
- Hashimoto, Y. (2002). Motivation and willingness to communicate as predictor of reported L2 use: the Japanese ESL context. *Second Language Studies*, 20(2), 29-70.
- Hilado-Deita, H. C. (2016). History of English language teaching: a glimpse of Thailand scenario. *Sripatum Chonburi Journal*, 2, 16-26.
- Hinces, S. C., & Barraclough, R. A. (1995). Communicating in a foreign language: Its effects on perceived motivation, knowledge, and communication ability. *Communication Research Reports*, 12, 241-247.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70, 125-132.
- Jindathai, S. (2015). *Factors affecting English speaking problems among engineering students at Thai-Nichi Institute of Technology*. College of General Education and Languages, Thai-Nichi Institute of Technology.
- Jing, L. (2013). Research on English major's willingness to communicate inside classroom. *Sino-US English Teaching*, 10(8), 615-620.
- Jongsermtrakoon, H. (2009). *The relationships between affective variables, willingness to communicate in English, and English communication behaviors of Thai secondary school students*. Faculty of Education, Chulalongkorn University.

- Joshi, D. H. (2013). Importance of English language for students of engineering. *International Journal of Technical & Non- Technical Research*, 4(3), 51-52.
- Kachru, B. B. (1998). *English as an Asian language*. pp. 89-108. University of Illinois.
- Kachru, B. B. (1998). English as an Asian language. *Links & Letters*, 5, 89-108.
- Khamkien, A. (2011). Quantitative and qualitative views of Thai EFL learners' learning oral communication skills. *Academic Research International*, 1(1), 90-103.
- Kim, S. J. (2004). *Exploring Willingness to communicate (WTC) in English among Korean EFL (English as a Foreign Language) students in Korea: WTC as a predictor of success in second language acquisition*. Ohio state university.
- Kitjaroonchai, N., & Kitjaroonchai, T. (2012). Motivation toward English language learning of Thai students majoring in English as Asia-Pacific International University. *Institute Press*, 7(1).
- Kitjaroonchai, N. (2013). Motivation toward English language learning of students in secondary and high schools in education service area office 4, Saraburi province, Thailand. *International Journal of Language and Linguistics*, 1(1), 22-33.
- Kongkerd, W. (2013). *Teaching English in the era of English used as a lingua franca in Thailand*. Bangkok: Bangkok University.
- Lahuerta, A. C. (2014). Factors affecting willingness to communicate in a Spanish university context. *International Journal of English Studies*, 14 (2), 39-55.
- Lairat, W. (2012). *The study of Thai employees' English speaking anxiety and their willingness to communicate with foreigners at Thammasat University* (Master's Thesis). Language Institute, Thammasat University.
- Lockley, T. (2013). Exploring self-perceived communication competence in foreign language learning. *Studies in Second Language Learning and Teaching*, 3, 187-212.

- Lu, Y., & Hsu, C. F. (2008). Willingness to communicate in intercultural interactions between Chinese and Americans. *Journal of Intercultural Communication Research, 37*(2), 75-88.
- Lu, Z., Hou, L., & Huang, X. (2010). A research on a student-centered teaching model in an ICT-based English audio-video speaking class. *International Journal of Education and Development using Information and Communication Technology, 6*(3), 101-123.
- MacIntyre, P. D., & Gardner, R. C. (1991). Methods and result in the study of anxiety and language learning: A review of the literature. *Language Learning, 41*(1), 85-117.
- MacIntyre, P. D. (1994). Variables underlying willingness to communicate: A causal analysis. *Communication Research Reports, 11*(2), 135-142.
- MacIntyre, P. D., & Charos, C. (1996). Personality, attitude, and affects as predictors of second language communication. *Journal of Language and Social Psychology, 15*(1), 3-26.
- MacIntyre, P., Dornyei, Z., Clement, R., & Noels, K. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal, 82*, 545-562.
- MacIntyre, P. D., Baker, C. S., Clement, R., & Donovan, L. A. (2002). Sex and age effects on willingness to communicate, anxiety, perceived competence, and L2 motivation among junior high school French immersion students. *Language Learning, 53*(1), 537-564.
- MacIntyre, P. D. (2007). Willingness to communicate in the second language: understanding the decision to speak as a volitional process. *The Modern Language Journal, 91*(4), 564-576.
- MacIntyre, P. D. (2007). *Willingness to communicate in a second language: individual decision making in a social context*. Cape Breton University.
- Mallett-Hamer, B. (2005). *Communication within the workplace*. The Graduate School University in Wisconsin-Stout.
- Masgoret, A. M., & Gardner, R. C. (2003). Attitude, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associate. *Language Learning Research Club, 53*(1), 167-210.

- Matsuoka, R. (2008). Communication apprehension among Japanese college students. *Journal of Pan-Pacific Association of Applied Linguistics*, 12(2), 37-48.
- McCroskey, J. C. (1982). *An introduction to rhetorical communication*. (4th Ed). Englewood Cliffs, NJ: Prentice-Hall.
- McCroskey, J. C., & McCroskey, L. L. (1988). Self-report as an approach to measuring communication competence. *Communication Research Reports*, 5, 108-113.
- McCroskey, J. C., & Richmond, V. P. (1990). Willingness to communicate: a cognitive view. *Communication Studies*. Morgantown, WV: West Virginia University.
- McCroskey, J. C. (1992). Reliability and validity of the willingness to communicate scale. *Communication Quarterly*, 40, 16-25.
- McCroskey, J. C. (1977). Oral communication apprehension: A summary of recent theory and research. *Human Communication Research*, 4, 78-96.
- McCroskey, J. C. (1984). *Communication Competence: The elusive construction*. In R.N. Bostron (Ed.), *Competence in communication: A multidisciplinary approach* (pp. 258-269). Beverly Hills, CA: Sage.
- McCroskey, J. C., & Baer, J. E. (1985). Willingness to communicate: the construct and its measurement. *Paper Presented at the Annual Meeting of the Speech Communication Association*.
- McCrosky, J. C., Gudykunst, W. B., & Nishida, T. (1985). Communication apprehension among Japanese students in native and second language. *Communication Research Report*, 2, 11-15.
- McCroskey, J. C., & Richmond, V. P. (1987). *Willingness to communicate*. In J.C. McCroskey & J.A. Daly (Eds.), *Personality and interpersonal communication*. (pp. 129-155). London: Sage Publication Inc.
- McCroskey, J. C., & Richmond, V. P. (1990). Willingness to communicate: A cognitive view. *Journal of Social Behavior and Personality*, 5(2), 19 - 44.
- McCroskey, J. C., & Richmond, V. P. (1991). *Willingness to communicate: A cognitive view*. In M. Booth-Butterfield (Ed.). *Communication, cognition, and anxiety* (pp. 19-37). Newbury Park, CA: Sage.

- McCroskey, J.C., & Dilbeck, K. E. (2010). *Self-perceived communication competence in the Thai culture*. Retrieved on 8 January 2010 from <http://www.jamescmccroskey.com/publications/235.pdf>
- Morreale, S., Osborn, M., & Pearson, J. (2000). Why communication is important: a rationale for the centrality of the study of communication. *Journal of the Association for Communication Administration*, 29, 1-25.
- Mun, W. Y. (2011). *A study of instrumental and integrative motivation as factors influencing UTAR third-year Chinese undergraduates in learning ESL*. Faculty of Arts and Social Science. University Tunku Abdul Rahman.
- Thong-Iam, N. (2010). *Willingness to communicate and English classroom communication behaviors*. (Master's Thesis). Chulalongkorn University.
- Nguyen, N. H. (2015). *Thai workforce ready for ASEAN economic community 2015*. University of Thai Chamber of Commerce.
- Boonsongsup, N., & Rimkeeratikul, S. (2012). *Willingness to communicate and communication apprehension in English among Thai employees*. Thammasat University, Thailand.
- Ouamcheep, C. (2012). *A study of communication apprehension, self-esteem, and willingness to communicate among MEC13 students at the language institute, Thammasat University*. English for Careers, Language Institute, Thammasat University.
- Pattapong, K. (2010). *Willingness to communicate in a second language: a qualitative study of issues affecting Thai EFL learners from students' and teachers' points of view*. (Doctor's Thesis). Faculty of Education and Social work, University of Sydney.
- Pei-long, L. (2011). The study on the effectiveness of communicative language teaching strategies used in college English classes. *Sino-US English Teaching*, 8(7), 457-461.
- Peng, J. E. (2006). Willingness to communicate in an L2 and integrative motivation among college students in an intensive English language program in China. *University of Sydney Papers in TESOL*, 33-59.
- Phungphol, Y. (2005). Learning-centered teaching approach: a paradigm shift in Thai education. *ABAC journal*, 25(2), 5-16.

- Promrak, W., Wimolkasem, N., & Kongsom, T. (2015). *Orientation training course for tourism and hotel students internship on English listening and speaking skills*. Department of Languages. Faculty of Applied Arts, King Mongkut's University of Technology North Bangkok.
- Qashoa, S. H. H. (2006). *Motivating among learners of English in the secondary schools in the eastern coast of the UAE*. Institute of Education, British University, Dubai.
- Reis da Luz, F. S. D. (2015). *The relationship between teacher and students in the classroom: communicative language teaching approach and cooperative learning strategies to improve learning*. Bridgewater State University, Bridgewater, Massachusetts.
- Rosenfeld, L. B., Grant, C. H., & McCroskey, J. C. (1995). Communication apprehension and self-perceived communication competence of academically gifted students. *Communication Education, 44*, 79-86.
- Sallinen-Kuparinen, A., McCroskey, J. C., & Richmond, V. P. (1991). Willingness to communicate, communication apprehension, introversion, and self-reported communication competence: Finnish and American comparisons. *Paper presented at the World Communication Association convention, Jyvaskyla, Finland*.
- Sample Size Determination Using Krejcie and Morgan Table. (2013). Retrieved on 28 July 2014 from <http://www.kenpro.org/sample-size-determination-using-krejcie-and-morgan-table/>
- Saraithong, W., & Chanchaoenchai, K. (2012). The determinants of new coming workers' English proficiency in the ASEAN economic community: a case of Thai vocational students. *The IISES International Interdisciplinary Conference, Palermo, Italy*.
- Saraithong, W. (2013). The economic perspective of labor's English language proficiency in the AEC era. *WEI International Academic Conference Proceedings, Antalya, Turkey*.
- Seiffert, M. A., & Riffle, S. (1987). Communication apprehension and willingness to communicate as related to perceptions of communication competence.

- Paper presented at the Annual Meeting of the Speech Communication Association. 73rd, Boston, MA.*
- Sharp, A. (2008). Personality and second language learning. *Asian Social Science*, 4 (11), 17-25.
- Sinhaneti, K., & Fu, W. (2015). *English skill for AEC communication: a challenger for Thai universities*. Shinawatra University, Thailand.
- Suliman, F. H. A. (2014). The role of extrovert and introvert personality in second language acquisition. *International Conference on Social Science and Humanities*, 227-234.
- Sursattayawong, O. (2006). *A survey of English speaking problems of nurses at Rajavithi hospital*. (Master's Thesis). Business English for International Communication. Srinakharinwirot University.
- Tan et al. (2016). Willingness to communicate in English and motivation level among Chinese secondary students in Northern Malaysia. *International Journal of Humanities and Management Sciences*, 4, 283-287.
- Thamaraksa, C. (2004). *Student-centered learning: Demystifying the myth*. English Department, School of Humanities, Bangkok University.
- Tsai, C., & Chang, I. (2013). The study on motivation and anxiety of English learning of students at a Taiwan Technical University. *International of English language teaching*, 1(1), 24-41.
- Yashima, T. (2002). *Willingness to communicate in a second language: the Japanese EFL context*. Institute of Foreign Language Education and Research, Kansai University, Japan.
- Yashima et al. (2004). The influence of attitude and affect on willingness to communicate and second language communication. *Language Learning*, 54(1), 119-152.
- Yu, M. (2009). *Willingness to communicate of foreign language learners in a Chinese setting*. Electronic Thesis, Treaties and Dissertations, Florida State University.
- Yu, Y. (2012). *A study of English learning motivation of less successful students. Contemporary English Teaching and Learning in Non-English-Speaking Countries*. Jiangsu University of Science and Technology, Jiangsu, China.

- Yuan, Li. (2013). *Student-centered approach and communicative language learning in the exam-oriented EFL setting*. Language Institute, Thammasat University.
- Yue, C. S. (2011). *Free flow of skilled labor in the AEC*. Singapore Institute of International Affairs. Retrieved on 17 July 2014 from http://www.eria.org/publications/research_project_reports/images/pdf/y2010/no3/chapter4.pdf
- Waidarp, W. (2011). *Demand of English skills for Thai nurses working in an international healthcare organization: a study in a private hospital in the Silom area*. Language Institute, Thammasat University.
- Watanabe, M. (2013). Willingness to communicate and Japanese high school English learners. *JALT Journal*, 35(2).
- Watanasin, P. (2013). *Teachers' perspective and implementations of communicative language teaching (CLT): A case study*. Faculty of Humanity, Naresuan University.
- Williams, M., Mercer, S., & Ryan, S. (2015). *Exploring psychology in language learning and teaching*. Oxford University Press. Great Clarendon street, Oxford, United Kingdom.
- Wimolmas, R. (2012). *A survey study of motivation in English language learning of first year undergraduate students at Sirindhorn International Institute of Technology (SIIT)*. Thammasat University, Thailand.
- Wimontham, O. (2012). From European community to ASEAN community: how to improve undergraduate students' English skills by integrating the king of Thailand's philosophy of a sufficiency economy with 3G. *Journal of Education and Practice*, 3(16), 80-88.
- Wiriyaichitra, A. (2002). *English language teaching and learning in Thailand in this decade*. Retrieved on 8 April 2017 from <http://www.reo14.moe.go.th/en/images/upfile/english%20language%20teaching%20and%20learning%20in%20thailand.pdf>
- World Economic Forum. (2016). *Which countries are best at English as a second language*. Retrieved on 21 December 2015 from <https://www.weforum.org/agenda/2016/11/which-countries-are-best-at-english-as-a-second-language-4d24c8c8-6cf6-4067-a753-4c82b4bc865b/>

- Yusica, U. (2014). *Problem faced by Thai students in speaking English*. Retrieved on 29 April 2017 from https://www.academia.edu/9423968/PROBLEM_FACED_BY_THAI_STUDENT_IN_SPEAKING_ENGLISH
- Zafar, S., & Meenakshi, K. (2011). A study on the relationship between extrovert – introvert and risk – taking in the context of second language acquisition. *International Journal of Research Studies in Language learning*, 1(1), 33-40.
- Zhang, Y. (2008). The role of personality in second language acquisition. *Asian Social Science*, 4(5), 58-59.
- Zheng, Y. (2008). Anxiety and second/ foreign language learning revisited. *Canadian Journal for New Scholars in Education*, 1(1), 1-12.
- สารสนเทศอุดมศึกษา. (2013). ข้อมูลสถิตินักศึกษา. Retrieved on 28 July 2014 from http://www.info.mua.go.th/information/show_all_statdata_table.php?data_show=2

APPENDICES

APPENDIX A

QUESTIONNAIRE (THAI VERSION)

แบบสอบถาม

เรื่อง ความเต็มใจในการสื่อสารภาษาอังกฤษของนักศึกษาระดับปริญญาตรีในกรุงเทพมหานคร

คำชี้แจง แบบสอบถามนี้เป็นส่วนหนึ่งของการทำวิทยานิพนธ์ มีวัตถุประสงค์ที่จะสำรวจระดับความเต็มใจในการสื่อสารภาษาอังกฤษและหาปัจจัยที่มีผลต่อความเต็มใจในการสื่อสารภาษาอังกฤษของนักศึกษาระดับปริญญาตรีในกรุงเทพมหานคร ข้อมูลที่ได้รับจากท่านจะเป็นประโยชน์อย่างยิ่งในการนำมาวิเคราะห์ การให้ข้อมูลตามความเป็นจริงและตอบคำถามที่ตรงกับความคิดเห็นของท่าน จะเป็นประโยชน์อย่างยิ่งต่อการวิจัยครั้งนี้ ขอรับรองว่าคำตอบจากท่านจะเป็นความลับและไม่มีผลกระทบใดๆต่อตัวท่าน

การนำเสนอข้อมูลจะนำเสนอโดยรวม จึงขอความกรุณาในการตอบแบบสอบถามทุกข้อ

ขอขอบคุณในความร่วมมือและการเสียสละเวลาของท่านมา ณ โอกาสนี้

แบบสอบถามแบ่งออกเป็น 4 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตอนที่ 2 แบบสอบถามเกี่ยวกับความเต็มใจในการสื่อสารภาษาอังกฤษ

ตอนที่ 3 แบบสอบถามเกี่ยวกับปัจจัยที่มีอิทธิพลต่อความเต็มใจในการสื่อสารภาษาอังกฤษ

ตอนที่ 4 แบบสอบถามเกี่ยวกับการทำงานในประเทศสมาชิกอาเซียน

- ** หมายเหตุ**
1. ความเต็มใจในการสื่อสาร หมายถึง ความพร้อมที่จะเข้าสู่การสนทนาในเวลาที่เฉพาะเจาะจงกับบุคคลที่เฉพาะเจาะจงหรือบุคคลทั่วไปโดยใช้ภาษาอังกฤษ
 2. ความวิตกกังวลในการสื่อสาร หมายถึง ระดับความกลัวหรือความวิตกกังวลในการสื่อสารกับบุคคลอื่นๆ
 3. การรับรู้ความสามารถในการสื่อสารของตัวเอง หมายถึง บุคคลคนๆนั้น สามารถที่จะรู้ถึงความสามารถในการสื่อสารเป็นภาษาอังกฤษของตัวเอง

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง กรุณาใส่เครื่องหมาย ✓ ลงในช่อง หน้าข้อความที่ตรงกับความเป็นจริงของท่าน

1. เพศ: ชาย หญิง
2. สาขา: แพทยศาสตร์ ทันตแพทยศาสตร์ พยาบาลศาสตร์
 การบัญชี การสำรวจ วิศวกรรมศาสตร์
 สถาปัตยกรรมศาสตร์ การท่องเที่ยว

ตอนที่ 2 แบบสอบถามเกี่ยวกับความเต็มใจในการสื่อสารภาษาอังกฤษ

คำชี้แจง หากท่านอยู่ในประเทศที่ต้องใช้ภาษาอังกฤษในการสื่อสาร และท่านสามารถเลือกได้ว่าจะสื่อสารหรือไม่ในสถานการณ์นั้นๆ โดยการระบุว่าท่านจะมีการสื่อสารบ่อยเพียงใด กรุณาอ่านข้อความต่อไปนี้และทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความจริงของท่านมากที่สุด

- 5 หมายถึง ท่านจะสื่อสารด้วยภาษาอังกฤษเสมอ (โดยเฉลี่ย 76-100%)
 4 หมายถึง ท่านจะสื่อสารด้วยภาษาอังกฤษบ่อยๆ (โดยเฉลี่ย 51-75%)
 3 หมายถึง ท่านจะสื่อสารด้วยภาษาอังกฤษเป็นครั้งคราว (โดยเฉลี่ย 26-50%)
 2 หมายถึง ท่านจะไม่ค่อยสื่อสารด้วยภาษาอังกฤษ (โดยเฉลี่ย 1-25%)
 1 หมายถึง ท่านจะไม่สื่อสารด้วยภาษาอังกฤษ (0%)

ข้อความ	5	4	3	2	1
1. พูดคุยกับพนักงานบริการที่สถานีขนส่งมวลชน เช่น สถานีรถไฟฟ้า รถโดยสารประจำทาง					
2. พูดคุยกับแพทย์					
3. พูดนำเสนอต่อหน้ากลุ่มคนแปลกหน้า					
4. พูดคุยกับคนรู้จักขณะยืนเข้าแถว					
5. พูดคุยกับพนักงานขายของในร้านค้า					
6. พูดคุยในกลุ่มเพื่อนกลุ่มใหญ่					
7. พูดคุยกับตำรวจ					
8. พูดคุยในกลุ่มคนแปลกหน้ากลุ่มเล็กๆ					
9. พูดคุยกับเพื่อนขณะยืนเข้าแถว					

10. พุดคุยกับพนักงานให้บริการในร้านอาหาร					
11. พุดคุยในกลุ่มคนรู้จักกลุ่มใหญ่					
12. พุดคุยกับคนแปลกหน้าขณะยืนเข้าแถว					
13. พุดคุยกับเจ้าหน้าที่ห้องสมุด					
14. พุดนำเสนอต่อหน้ากลุ่มเพื่อน					
15. พุดคุยในกลุ่มคนรู้จักกลุ่มเล็กๆ					
16. พุดคุยกับเพื่อนบ้าน					
17. พุดคุยในกลุ่มคนแปลกหน้ากลุ่มใหญ่					
18. พุดคุยกับแฟน					
19. พุดคุยในกลุ่มเพื่อนกลุ่มเล็กๆ					
20. พุดนำเสนอต่อหน้าคนรู้จัก					

ตอนที่ 3 แบบสอบถามเกี่ยวกับปัจจัยที่มีอิทธิพลต่อความเต็มใจในการสื่อสารภาษาอังกฤษ

ตอนที่ 3.1 ความวิตกกังวลในการสื่อสาร

คำชี้แจง หากท่านอยู่ใน 24 สถานการณ์ต่อไปนี้ ซึ่งเป็นสถานการณ์เกี่ยวกับความรู้สึกของท่านเมื่อท่านจะต้องสื่อสารกับบุคคลอื่นๆ กรุณาอ่านข้อความต่อไปนี้และทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความจริงของตัวท่านมากที่สุด

ข้อความ	เห็นด้วย อย่างยิ่ง 5	เห็นด้วย 4	ไม่แน่ใจ 3	ไม่เห็นด้วย 2	ไม่เห็น ด้วยอย่าง ยิ่ง 1
1. ฉันไม่ชอบเข้าร่วมในการอภิปรายกลุ่ม					
2. โดยทั่วไปแล้ว ฉันรู้สึกสบายใจ ขณะเข้าร่วม การอภิปรายกลุ่ม					
3. ฉันรู้สึกเครียดและวิตกกังวลขณะเข้าร่วมการ อภิปรายกลุ่ม					
4. ฉันชอบเข้าร่วมการอภิปรายกลุ่ม					
5. การเข้าร่วมอภิปรายกลุ่มกับผู้อื่นใหม่ๆ ทำให้					

ฉันรู้สึกเครียดและวิตกกังวล					
6. ฉันรู้สึกสงบและผ่อนคลายขณะที่เข้าร่วมการอภิปรายกลุ่ม					
7. โดยทั่วไปแล้ว ฉันรู้สึกวิตกกังวลเมื่อต้องเข้าร่วมการประชุม					
8. โดยปกติแล้ว ฉันรู้สึกสบายใจเมื่อต้องเข้าร่วมการประชุม					
9. ฉันรู้สึกสงบและผ่อนคลายมาก เมื่อถูกเรียกให้แสดงความคิดเห็นในที่ประชุม					
10. ฉันรู้สึกกลัวที่จะแสดงความคิดเห็นของตัวเองในที่ประชุม					
11. การสื่อสารในที่ประชุมมักทำให้ฉันรู้สึกไม่สบายใจ					
12. ฉันรู้สึกผ่อนคลายมากเมื่อต้องตอบคำถามในที่ประชุม					
13. ขณะที่เข้าร่วมการสนทนากับคนที่เพิ่งรู้จัก ฉันรู้สึกวิตกกังวลมาก					
14. ฉันไม่รู้สึกกลัวที่จะต้องพูดระหว่างการสนทนา					
15. โดยปกติแล้ว ฉันรู้สึกเครียดและวิตกกังวลมากระหว่างการสนทนา					
16. โดยปกติแล้ว ฉันรู้สึกสงบและผ่อนคลายมากระหว่างการสนทนา					
17. ขณะที่สนทนากับคนที่เพิ่งรู้จัก ฉันรู้สึกผ่อนคลายมาก					
18. ฉันรู้สึกกลัวที่จะต้องพูดระหว่างการสนทนา					
19. ฉันไม่กลัวที่จะพูดต่อหน้าคนจำนวนมาก					

20. ฉันรู้สึกเครียดและเกร็งเป็นอย่างมากขณะที่ ฉันพูดต่อหน้าคนจำนวนมาก					
21. ฉันรู้สึกผ่อนคลายขณะที่กำลังพูดต่อหน้าคน จำนวนมาก					
22. ความคิดของฉันสับสนและยุ่งเหยิงขณะที่ กำลังพูดต่อหน้าคนจำนวนมาก					
23. ฉันเผชิญหน้ากับโอกาสที่จะได้พูดต่อหน้า คนจำนวนมากด้วยความมั่นใจ					
24. ขณะที่กำลังพูดต่อหน้าคนจำนวนมาก ฉัน รู้สึกวิตกกังวลมากจนทำให้ลืมเนื้อหาที่ฉัน จะพูด					

ตอนที่ 3.2 การรับรู้ความสามารถในการสื่อสารของตัวเอง

คำชี้แจง หากท่านอยู่ใน 12 สถานการณ์ต่อไปนี้ ท่านคิดว่าท่านจะสื่อสารด้วยภาษาอังกฤษในแต่ละสถานการณ์ได้บ่อยเพียงใด

กรุณาอ่านข้อความต่อไปนี้และทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความจริงของตัวท่านมากที่สุด

- 5 หมายถึง ท่านสามารถสื่อสารด้วยภาษาอังกฤษได้เสมอ (โดยเฉลี่ย 76-100%)
- 4 หมายถึง ท่านสามารถสื่อสารด้วยภาษาอังกฤษได้บ่อยๆ (โดยเฉลี่ย 51-75%)
- 3 หมายถึง ท่านสามารถสื่อสารด้วยภาษาอังกฤษได้เป็นครั้งคราว (โดยเฉลี่ย 26-50%)
- 2 หมายถึง ท่านไม่ค่อยสามารถสื่อสารด้วยภาษาอังกฤษได้ (โดยเฉลี่ย 1-25%)
- 1 หมายถึง ท่านไม่สามารถสื่อสารด้วยภาษาอังกฤษได้ (0%)

ข้อความ	5	4	3	2	1
1. พูดคุยกับเพื่อน					
2. พูดคุยกับคนที่รู้จัก					
3. พูดคุยกับคนแปลกหน้า					
4. พูดในกลุ่มเพื่อนกลุ่มเล็กๆ					
5. พูดในกลุ่มคนรู้จักกลุ่มเล็กๆ					

6. พูดในกลุ่มคนแปลกหน้ากลุ่มเล็กๆ					
7. นำเสนอแผนงานต่อกลุ่มเพื่อนๆ					
8. นำเสนอแผนงานต่อกลุ่มคนที่รู้จัก					
9. นำเสนอแผนงานต่อกลุ่มคนแปลกหน้า					
10. พูดคุยในกลุ่มเพื่อนกลุ่มใหญ่ๆ					
11. พูดคุยในกลุ่มคนที่รู้จักกลุ่มใหญ่ๆ					
12. พูดคุยในกลุ่มคนแปลกหน้ากลุ่มใหญ่ๆ					

ตอนที่ 3.3 แรงจูงใจ

คำชี้แจง กรุณาอ่านข้อความต่อไปนี้และทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความจริงของตัวท่านมากที่สุด

ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
	5	4	3	2	1
1. ฉันรู้สึกมีความสุขเมื่อได้เรียนภาษาอังกฤษ					
2. เมื่อมีประชาคมอาเซียนอย่างเป็นทางการ ภาษาอังกฤษจะมีความสำคัญกับฉัน					
3. ฉันรู้สึกชื่นชมคนที่พูดภาษาอังกฤษ					
4. การเรียนภาษาอังกฤษมีประโยชน์ต่อฉันเพราะฉันต้องติดต่อสื่อสารกับคนในประเทศอาเซียน					
5. ฉันเรียนภาษาอังกฤษเพราะว่าฉันชอบที่จะสื่อสารเป็นภาษาอังกฤษกับคนอื่นๆ					
6. การเรียนภาษาอังกฤษมีประโยชน์ต่อฉันเพราะภาษาอังกฤษเป็นภาษากลางในประชาคมอาเซียน					
7. ฉันเรียนภาษาอังกฤษเพราะว่าฉันชอบศึกษาและดูสื่อต่างๆเป็นภาษาอังกฤษ					

8. ฉันเรียนภาษาอังกฤษเพราะฉันต้องหาข้อมูลในการศึกษาจำนวนมากที่เป็นภาษาอังกฤษ					
9. ฉันเรียนภาษาอังกฤษเพราะฉันชอบท่องเที่ยวในต่างประเทศ					
10. ฉันเรียนภาษาอังกฤษเพราะฉันต้องการไปเรียนต่อต่างประเทศ					
11. ฉันเรียนภาษาอังกฤษเพราะฉันชอบวัฒนธรรมของพวกเขา					
12. ฉันเรียนภาษาอังกฤษเพราะภาษาอังกฤษเป็นวิชาบังคับในหลักสูตรของมหาวิทยาลัย					
13. ฉันเรียนภาษาอังกฤษเพราะฉันชอบสำเนียงภาษาอังกฤษ					
14. ฉันเรียนภาษาอังกฤษเพราะฉันต้องผ่านการทดสอบของมหาวิทยาลัย					
15. ฉันเรียนภาษาอังกฤษเพราะฉันอยากเป็นเพื่อนกับชาวต่างชาติ					
16. ฉันเรียนภาษาอังกฤษเพราะภาษาอังกฤษจะเป็นประโยชน์ต่องานของฉันในอนาคต					
17. เมื่อฉันต้องทำการบ้านหรืองานที่ได้รับมอบหมายเป็นภาษาอังกฤษ ฉันสามารถทำได้ อย่างมีประสิทธิภาพ					
18. ถ้าฉันเรียนภาษาอังกฤษ ฉันอาจจะได้เงินเดือนมากกว่าคนอื่น ๆ					
19. ฉันมักจะหาทางให้ได้ฝึกฝนทักษะภาษาอังกฤษของฉัน					
20. ฉันเรียนภาษาอังกฤษเพราะฉันจะมีโอกาสมากกว่าคนอื่นที่จะได้งานที่ดีกว่า					

ตอนที่ 3.4 บุคลิกลักษณะ

คำชี้แจง กรุณาอ่านข้อความต่อไปนี้และทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความจริงของตัวท่านมากที่สุด

ข้อความ	เห็นด้วยอย่างยิ่ง 5	เห็นด้วย 4	ไม่แน่ใจ 3	ไม่เห็นด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
1. ฉันเป็นคนชอบเข้าสังคมและเป็นคนที่มี ความมั่นใจ					
2. ฉันชอบออกไปเที่ยวกับเพื่อนเป็นกลุ่ม ใหญ่ๆ					
3. ฉันชอบไปงานเลี้ยงกับเพื่อนๆ					
4. ฉันชอบทำกิจกรรมที่น่าตื่นเต้น					
5. ฉันสามารถพูดคุยกับคนที่ไม่เคยรู้จักมา ก่อนได้					
6. ฉันเป็นคนชอบเก็บตัว					
7. ฉันชอบไปเดินช้อปปิ้งกับเพื่อนสนิท					
8. ฉันไม่ชอบพบปะกับผู้คนจำนวนมาก					
9. ฉันชอบอยู่บ้านและทำกิจกรรมที่บ้าน					
10. ฉันชอบอยู่คนเดียวในสถานที่ที่สงบๆ					

ตอนที่ 3.5 เนื้อหาและบริบท

คำชี้แจง กรุณาอ่านข้อความต่อไปนี้และทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความจริงของตัวท่านมากที่สุด

ข้อความ	เห็นด้วยอย่างยิ่ง 5	เห็นด้วย 4	ไม่แน่ใจ 3	ไม่เห็นด้วย 2	ไม่เห็น ด้วยอย่าง ยิ่ง 1
1. ถ้าฉันมีพื้นฐานความรู้เกี่ยวกับหัวข้อนี้ๆ ฉัน					

จะมีส่วนร่วมอย่างมากในการสนทนา					
2. ถ้าหัวข้อน่าสนใจ ฉันจะมีส่วนร่วมอย่างมากในการสนทนา					
3. ถ้าฉัน ไม่มีความรู้พื้นฐานเกี่ยวกับหัวข้อนั้นๆ ฉันเลือกที่จะเงียบ ไม่พูดอะไรในวงสนทนา					
4. ถ้าหัวข้อไม่น่าสนใจ ฉันเลือกที่จะเงียบ ไม่พูดอะไรในวงสนทนา					
5. ถ้าฉันรู้จักบุคคลผู้นั้นดี ฉันจะพูดกับเขาหรือเธอในวงสนทนา					
6. ถ้าฉันไม่รู้จักบุคคลผู้นั้นดี ฉันเลือกที่จะเงียบ ไม่พูดอะไรในวงสนทนา					
7. ถ้าฉันต้องทำงานกับกลุ่มเพื่อนสนิทของฉัน ฉันจะมีส่วนร่วมอย่างมากในวงสนทนา					
8. ถ้าฉันต้องทำงานกับกลุ่มคนที่ฉันไม่สนิทด้วย ฉันเลือกที่จะเงียบ ไม่พูดอะไรในวงสนทนา					
9. การเกิดประชาคมอาเซียน จะทำให้ฉันอยากพูดภาษาอังกฤษมากกว่าเมื่อก่อน					
10. การเกิดประชาคมอาเซียนจะทำให้ฉันเต็มใจที่จะพูดกับคนในประเทศอาเซียนมากกว่าเมื่อก่อน					

APPENDIX B
QUESTIONNAIRE (ENGLISH VERSION)

Questionnaire
Willingness to Communicate in the English of Undergraduate Students in
Bangkok

This questionnaire is a part of a thesis. It aims to investigate the level of willingness to communicate in the English language and to determine the psychosocial factors affecting the willingness to communicate in the English language of undergraduate students in Bangkok. Your answers are very valuable to the research. The researcher will keep participants' information confidential. Providing truthful information will make the research more accurate. The researcher requests you to answer the questionnaire cautiously.

This questionnaire is divided into 3 parts.

Part 1 The participants' background information.

Part 2 Willingness to Communicate in the English language.

Part 3 Variables affecting Willingness to Communicate in the English language.

Researcher

Part 1 The participants' information

Instruction: Please tick \checkmark into the given boxes.

- 1.1 Sex : Male Female
- 1.2 Major : Medicine Dentistry Nursing
- Accounting Surveying Engineering
- Architecture Tourism

Part 2 Willingness to communicate in the English language

Instruction: Below are 20 situations. Suppose you were in a country where English is required for communication and you can choose to communicate or not to communicate by indicating how often you would communicate in the English language. Please read these questions and tick \checkmark into the boxes that are true.

5 means Students would always communicate in English (approximately 76-100%)

4 means Students would often communicate in English (approximately 51-75%)

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

2 means Students would hardly communicate in English (approximately 1-25%)

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

Statements	5	4	3	2	1
1. Talk with a service station attendant (such as BTS station and bus).					
2. Talk with a physician.					
3. Present a talk to a group of strangers.					
4. Talk with an acquaintance while waiting 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 to 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 librarian.					
14. Present a talk to a group of friends.					
15. Talk in a small group of acquaintances.					
16. Talk with a neighbor.					
17. Talk in a large meeting of strangers.					
18. Talk with a girl/boyfriend.					
19. Talk in a small group of friends.					
20. Present a talk to a group of acquaintances.					

Part 3 Variables affecting Willingness to Communicate in the English language.

Part 3.1 Personal Report of Communication Apprehension (PRCA-24)

Instruction: Below are 24 statements concerning feelings about communicating with others. Please read the statements and tick \surd in the box that most closely represents yourself.

Statements	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1. I dislike participating in group discussions.					
2. I am generally comfortable with participating in group discussions.					
3. I feel tense and nervous while participating in group discussions.					

4. I like to get involved in group discussions.					
5. Engaging in a group discussion with new people makes me tense and nervous.					
6. I am calm and relaxed while participating in group discussions.					
7. I am generally nervous when I have to participate in a meeting.					
8. I generally feel comfortable when I have to participate in a meeting.					
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.					
10. I am afraid to express myself at meetings.					
11. Communicating at meetings usually makes me uncomfortable.					
12. I am very relaxed when answering questions at a meeting.					
13. I feel very nervous while participating in a conversation with a new					

acquaintance.					
14. I have no fear of speaking up in conversations.					
15. I am generally very tense and nervous in conversations.					
16. I am generally very calm and relaxed in conversations.					
17. I feel very relaxed while conversing with a new acquaintance.					
18. I am afraid to speak up in conversations.					
19. I have no fear of giving a speech in front of a large crowd.					
20. My body feels very tense and rigid while giving a speech.					
21. I feel relaxed while giving a speech.					
22. My thoughts become confused and jumbled when I have to give a speech in front of a large crowd.					
23. I face the prospect of giving a speech in front of a large crowd with					

confidence.					
24. While giving a speech, I get so nervous and worried that I forget what I intend to say.					

Part 3.2 Self-Perceived Communication Competence

Instruction: Below are 12 situations. How often do you think you can competently communicate in English in each of the following situation? Please read the following statements and tick \surd in the box that most closely represents yourself.

5 means You always feel competent, approximately 76-100%

4 means You often feel competent, approximately 51-75%

3 means You sometimes feel competent, approximately 26-50%

2 means You hardly feel competent, approximately 1-25%

1 means You never feel competent 0%

Statements	5	4	3	2	1
1. I can speak with a friend.					
2. I can speak with an acquaintance.					
3. I can speak with a stranger.					
4. I can speak in a small group of friends.					
5. I can speak in a small group of acquaintances.					
6. I can speak in a small group of strangers.					
7. I can present my project to a group of friends.					
8. I can present my project to a group of acquaintances.					
9. I can present my project to a group					

of strangers.					
10. I can speak in a large meeting of friends.					
11. I can speak in a large meeting of acquaintances.					
12. I can speak in a large meeting of strangers.					

Part 3.3 Motivation

Instruction: Please read the following statements and tick \checkmark in the box that most closely represents yourself.

Statements	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1. I feel happy when I study English.					
2. With the official opening of ASEAN community, English will become important to me.					
3. I am admired people who speak English.					
4. Studying English is beneficial to me because I have to communicate with ASEAN people.					
5. I study English because I like communicating in English with other people.					
6. Studying English is beneficial to me because it is a medium language in the ASEAN community.					
7. I study English because I like watching movies, reading novels, and listening to music in English.					
8. I study English because I					

have to find lots of information in English for my education.					
9. I study English because I like traveling to foreign countries.					
10. I study English because I would like to go abroad to further my study.					
11. I study English because I like their cultures.					
12. I study English because it is compulsory at my university.					
13. I study English because I like the English speakers' accent.					
14. I study English because I have to pass an examination at my university.					
15. I study English because I would like to be friend with foreigners.					
16. I study English because it will be useful to my future career.					
17. When I have to do English assignments or homework, I can do it efficiently.					
18. If I study English, I may get a higher salary than others.					
19. I usually find a way to practice my English skills.					
20. I study English because I will have more opportunities to get better job than others.					

Part 3.4 Personality

Instruction: Please read the following statements and tick \checkmark in the box that most closely represents yourself.

Statements	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1. I am a sociable and confident person.					
2. I like hanging out with a big group of friends.					
3. I like going to parties with my friends.					
4. I like doing exciting activities.					
5. I can talk with people that I have never met before.					
6. I am a reserved person.					
7. I like going shopping with my close friends.					
8. I do not like meeting a lot of people.					
9. I like staying home and reading books.					
10. I like to be alone in a peaceful place.					

Part 3.5 Content and Familiarity

Instruction: Please read the following statements and tick \checkmark in the box that closely represents yourself.

Statements	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1. If I have background knowledge about the topic, I will participate a lot in a conversation.					
2. If I am familiar with the topic, I will participate a lot in a conversation.					
3. If the topic is interesting, I will participate a lot in a conversation.					
4. If I do not have background knowledge					

about the topic, I will choose to be silent in a conversation.					
5. If I am not familiar with the topic, I will choose to be silent in a conversation.					
6. If the topic is not interesting, I will choose to be silent in a conversation.					
7. If I know a person well, I will talk to him or her in a conversation.					
8. If I do not know a person well, I will choose to be silent in a conversation.					
9. If I have to work in a group with my close friends, I will participate a lot in a conversation.					
10. If I have to work in a group with other persons with whom I am not intimate with, I will choose to be silent in a conversation.					
11. The opening of ASEAN community does not make me want to speak in English more than before.					
12. The opening of ASEAN community will make me willing to speak with people from ASEAN countries more than before.					

APPENDIX C
A CERTIFICATION OF THE ETHIC IN HUMAN RESEARCH
COURSE



คณะสังคมศาสตร์และมนุษยศาสตร์ มหาวิทยาลัยมหิดล

ขอมอบประกาศนียบัตรนี้ เพื่อแสดงว่า

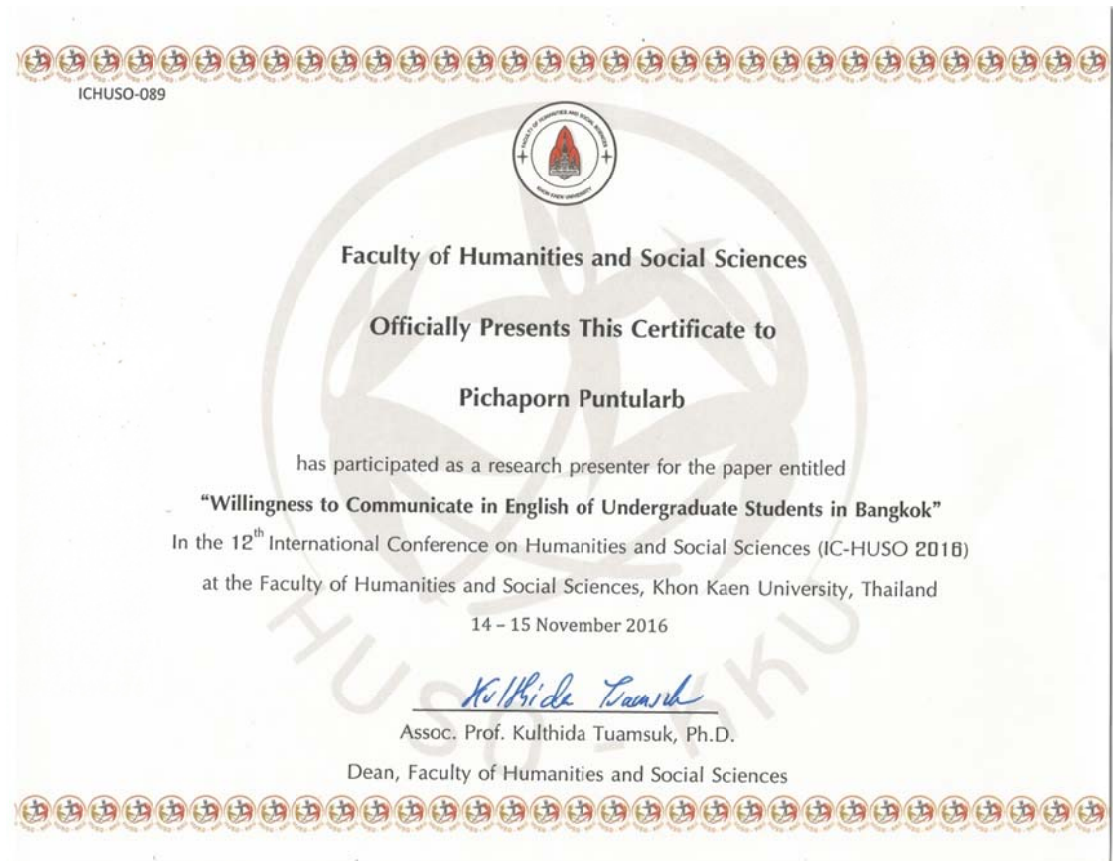
นางสาวพิชชาพร พันธสุลาภ

ผ่านการอบรมเรื่อง จริยธรรมการวิจัยในคน: สาขาสังคมศาสตร์
วันเสาร์ที่ ๑๗ กันยายน พ.ศ.๒๕๕๖

ณ คณะสังคมศาสตร์และมนุษยศาสตร์ มหาวิทยาลัยมหิดล ศาลายา
ขอให้นำความรู้และประสบการณ์ที่ได้รับไปใช้เป็นหลักในการปฏิบัติให้เกิดประโยชน์สูงสุด

 รองศาสตราจารย์ ดร.สมบูรณ์ ศิริสรวิหิรัญ รองคณบดีฝ่ายบริหารและพัฒนาระบบ ประธานคณะกรรมการดำเนินงานโครงการฝึกอบรมฯ	 รองศาสตราจารย์ ดร.วิริยา ชินวรรณ คณบดี คณะสังคมศาสตร์และมนุษยศาสตร์
--	---

APPENDIX D PUBLICATION



BIOGRAPHY

NAME	Miss Pichaporn Puntularb
DATE OF BIRTH	14 December, 1990
PLACE OF BIRTH	Bangkok, Thailand
INSTITUTIONS ATTENDED	Bachelor of Arts (English for International Communication) Rajamangala University of Technology Rattanakosin, 2009-2012 Master of Arts (Language and Culture for Communication and Development) Mahidol University, 2013-2017
HOME ADDRESS	Room 1249 Flat Naval Medical Department 9, Soi Taksin22, Taksin Road, Bukkhalo, Thonburi District, Bangkok 10600
PLUBLICATION/ PRESENTATION	12 th International Conference on Humanities and Social Sciences 2016, at Khon Kaen University, Thailand