Developing EFL University Students' Willingness to Communicate and Self-Perceived Communicative Confidence through Self-Assessment of Self-Recorded Conversations

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Abstract

Research on teacher strategies to improve learners' willingness to communicate (WTC) is limited. However, encouraging outside-the-class conversations could increase L2 exposure and improve communicative skills. This study investigated the effects of self-assessment of self-recorded conversations on Thai university EFL learners' WTC and self-perceived communicative confidence. It also explored their attitudes towards the self-assessment. A mixed-method research design involving questionnaires, reflective reports, and interviews was employed to gain a comprehensive understanding of the effects and perspectives among 46 first-year university students with low English proficiency. Six students were interviewed to provide deeper insights into self-assessment effects. The results suggested that the self-assessment could develop WTC and self-perceived confidence. Also, it could raise awareness of their speaking problems as well as promote learning autonomy and the feeling of being supported by the teacher. Teachers can use the findings to increase learners' WTC and foster learning autonomy, especially in the EFL context.

INTRODUCTION

Speaking is a vital language skill and is often considered the most important among the four language skills (Bailey & Savage, 1994; Nunan, 1991). Despite its importance, the development of students' speaking skills is not highlighted as much as reading and writing skills are, especially in a setting where English is taught as a foreign language (Richards & Rodgers, 2001). This could be due to the less practical need to speak English in EFL settings and a deep-rooted grammar-translation methodology emphasising reading and writing skills (Hinkel, 2018). In Thailand, an attempt at a shift to a more learner-centred pedagogy introduced in 1999 (Darasawang, 2007) requires learners to communicate effectively in real-life situations. Nonetheless, Thais' English proficiency, which includes speaking skills, is very low for the sixth consecutive year since 2018 (EF Education First, 2023). Research demonstrates that exposure to foreign language input correlates positively with communicative skill development (Jindathai, 2015; Maramag-Manalastas & Batang, 2018; Peters et al., 2019). This limited exposure then tends to negatively affect students' affective factors, such as student confidence and motivation, which influence willingness to communicate (WTC). WTC inside and outside

the classroom was found to play a significant role in predicting language learners' engagement in communication both inside and outside the classroom, which can facilitate their L2 acquisition (MacIntyre et al., 1998). Since exposure to foreign language input has been proven to improve communicative skills and limited exposure can negatively affect students' confidence and motivation, understanding how WTC functions in real-world settings holds the potential to enhance language learners' engagement and ultimately contribute to more effective language learning.

WTC is defined as the probability of taking opportunities to initiate conversations (McCroskey, 1992). Although WTC has been highlighted in many studies in recent years (e.g., Guo et al., 2023; Heidari, 2019; Rahimi & Fathi, 2022; Zarrinabadi et al., 2021), research on how teachers can support the development of learners' WTC is still limited (Al-Murtadha, 2019; Weaver, 2010). Of those studies, two major areas have been investigated: factors contributing to WTC (e.g., Karnchanachari, 2019; Weda et al., 2021) and the relationship between WTC and other related factors such as motivation (Ma et al., 2019), confidence (Bagalay et al., 2021; Hashimoto, 2002), self-perceived competence (Ghonsooly et al., 2012), and situational contextual factors (Kang, 2005; Liu & Jackson, 2008). Limited studies looked at practical ways for teachers to enhance students' WTC through pedagogical strategies. A few were the studies of Kamdideh and Barhesteh (2019) and Nazari and Allahyar (2012). In the study of Kamdideh and Barhesteh, the effect of wait time during teacher-student spoken interactions was investigated. The study found that adult EFL learners who were provided with more wait time (3-5 seconds) had higher WTC than learners with less than 3 seconds of wait time.

Similarly, the review article by Nazari and Allahyar (2012) suggested from the literature that the way teachers interact with students is a powerful tool to increase students' WTC. Examples of effective interactions are increasing the time allocated for student talk, reducing teacher talk, and using different types of questions and feedback to encourage students to talk. These two pieces of work gave feasible guidelines for teachers to help students with their WTC; however, they focused more on in-class communication than out-of-class communication, which potentially lacks in the EFL context. Willingness outside the classroom could not be overlooked. As MacIntyre et al. (2001) point out, another important aspect of the WTC concept is the distinction between classroom situations and real-world contexts where communication happens as learners possibly use L2 both inside and outside the classroom. It is crucial to understand learners' WTC in both settings.

This study addresses research gaps by examining the impact of self-assessment through self-recorded conversations on Thai university EFL learners' WTC and self-perceived communicative confidence. Specifically, it sought to answer the following research questions:

1. Could the self-assessment of self-recorded conversations increase the WTC of Thai EFL university students?
2. Could the self-assessment of self-recorded conversations increase the students' self-perceived communicative confidence?
3. What were the students' attitudes towards the self-assessment of self-recorded conversations?

LITERATURE REVIEW

1. Willingness to Communicate (WTC)

Initially, studies on L2 WTC highlighted personality traits as significant factors in WTC (McCroskey & Baer, 1985). Later, L2 WTC research indicated various factors affecting WTC which could affect L2 use, such as self-perceived communicative competence (MacIntyre & Charos, 1996; Öz et al., 2015), communicative confidence (MacIntyre et al., 1998; Yashima, 2002), and attitudes and motivation (Hashimoto, 2002; MacIntyre & Charos, 1996). These studies demonstrate that affective variables, especially self-perceived communicative competence, L2 self-confidence, and motivation, significantly influence WTC and L2 communication behaviours.

In 1998, MacIntyre et al. introduced a model that combines linguistic, communicative, and social-psychological factors influencing WTC. This model is structured into six layers, encompassing twelve key elements (see Figure 1). The first layer is the social and individual context, which includes intergroup dynamics and personality traits as the most distant influences. This level examines how society and personal characteristics interact, with society playing a crucial role in creating supportive environments for learning and using a second language (Clément, 1980). The second layer, the affective-cognitive context, involves intergroup attitudes, social situations (such as participants, topics, and types of communication) (Freiermuth & Ito, 2020), and communicative competence. The third layer emphasises motivational factors, including motivation and L2 self-confidence. The fourth layer, which is closely associated with WTC, addresses situational factors like the desire to communicate with specific individuals and state communicative self-confidence. At the top, the model highlights WTC as the most direct influence on communicative behaviour (L2 use). This model suggests that these factors collectively shape WTC, thereby predicting L2 use. It underscores the importance of affective factors in influencing WTC and serves as a foundational framework for later studies by Freiermuth and Ito (2020), Ningsih et al. (2018), Öz et al. (2015), and Yashima (2002). Based on this WTC model, the present study proposes that self-perceived communicative confidence and motivation can lead to WTC.

To enhance learners' self-perceived communicative confidence, researchers argue that learners should be encouraged to seek opportunities to participate in authentic communication (MacIntyre et al., 1998). To do so, learners need WTC to initiate conversations, as learners with higher WTC are more likely to use L2 in authentic communication (Kang, 2005). This could lead to the development of oral competence (Heidari, 2019). Theoretically, the advantages of WTC on L2 output are supported by Swain's (1985) Output Hypothesis. It emphasises that learners can discuss language forms during communicative language use. As a result, it helps improve their language accuracy and learning autonomy (Guo & Luan, 2013). To develop learner autonomy, teachers play an essential role. A recent study by Zarrinabadi et al. (2021) found that autonomy-supportive teachers significantly influenced the development of learner autonomy and could cause learners to feel more competent and willing to communicate.

As discussed above, self-perceived communicative confidence could enhance WTC and vice versa. It could be more convenient for learners in the ESL context to engage in authentic

communication. In the EFL classroom, however, teachers might question "how to enhance learners' WTC with a limited English environment." Since the teaching method is one of the variables affecting WTC (Karnchanachari, 2019; Liu & Jackson, 2008), exploring a pedagogical strategy that could affect learners' WTC would be worthwhile for their language development. Self-assessment is one of the strategies found to benefit language learning. Although previous studies confirm a positive correlation between self-perceived communicative confidence and WTC, little attention has been paid to students' self-assessment as a teaching strategy to foster students' WTC and self-perceived communicative confidence.

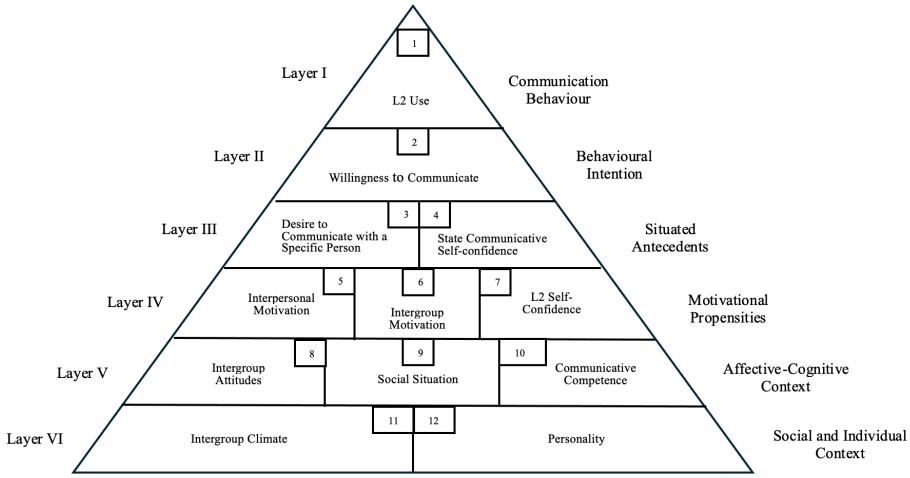

Figure 1 The heuristic model of variables influencing WTC

Note: Factors affecting WTC. From "Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation," by P. D. MacIntyre et al., 1998, *The Modern Language Journal, 82*, p. 547. Copyright 1998 by John Wiley and Sons

2. Self-assessment and language learning

With a movement to more student-centred educational concepts, self-assessment and authenticity in language teaching have been highlighted to increase student involvement in their learning (Bachman & Palmer, 1996). Self-assessment is referred to as any form of self-administered assessment (Gardner, 2000). It can also mean the process of self-reflection and assessment of one's own performance (Bourke & Mentis, 2011). Through self-assessment, learners become aware of their role, such as taking responsibility for their learning and setting goals (Nunan, 1988). As can be seen, self-assessment does not limit itself to self-grading. It can refer to self-reflection aiming for improvements.

Constructivist approaches theoretically support self-assessment in learning, arguing that knowledge is individually constructed through an individual's interpretation and understanding (Mayer, 2009). Moreover, self-assessment can enhance the development of good language learners' characteristics, such as being self-critical and autonomous learners (Hedge, 2000). Regarding speaking skills, self-assessment is considered a metacognitive strategy that emphasises learners' thinking about their learning process, from planning and comprehension to production

and self-evaluation (Forbes & Fisher, 2018). This enables them to finally manage their learning. Autonomous learning is essential for all language learners, especially for improving their oral skills. As Ellis and Sinclair (1989) suggest, learners should learn to be critical of their spoken mistakes because they need to be fully independent when speaking in real-life situations. To accomplish this aim, teachers are crucial in introducing and training language learners to monitor themselves in real oral communication (Underhill, 1987). Besides learning autonomy, previous research suggests that self-assessment affects learner confidence and motivation (Chalkia, 2012; Oscarson, 1989). Interestingly, the two affective factors, self-confidence and motivation, impact WTC in a second language (Dewaele & Pavelescu, 2021; MacIntyre et al., 1998). Baran-Lucarz (2015) studied relationships between self-assessment and WTC inside and outside the foreign language classroom and reported that self-assessment was significantly related to WTC.

3. Self-assessment and voice-recording in language learning

Several studies investigated the effects of voice recording in language teaching when learners self-assessed their oral performance (e.g., Brown, 2012; Cooke, 2013; Lynch, 2001; Lynch, 2007; Mennim, 2003; Mennim, 2012). Most of these studies collected the data by having learners record their oral performance and assess it to investigate the effects of voice recording on language development. The positive effects reported by these related studies include learners becoming more aware of their weaknesses in speaking, becoming more autonomous learners, and improving grammar accuracy in their spoken language. However, the effects of audio recording and self-assessment can vary due to different goals and interests in learning English (Mennim, 2003).

Cooke (2013) explored the effects of L2 students' self-assessment of their spoken language through transcription activities and reported that they could notice the weaknesses in their speaking, which included mispronunciation. He concluded that self-reflection could promote autonomous language learning. Similarly, Brown (2012) investigated the pronunciation awareness-raising effects of an out-of-class activity. In his study, ESL students read along with native speakers' recordings and recorded them. Then, in the classroom, they discussed various accents of English and reflected on their accent and pronunciation. Through the questionnaire, the students reported that they were aware of their pronunciation problems and paid more attention to suprasegmental elements (e.g., intonation, stress, and linking). Moreover, they perceived improvements in their pronunciation. Similarly, Lynch (2007) investigated the effects of a reflective noticing activity on spoken output. In this study, the teacher gave learners corrective feedback on the transcripts. Besides the language improvements seen in learners, the study also emphasised the crucial role of teachers as facilitators of this self-assessment task. This shows that the impact of the self-assessment of voice recording can depend on how it is carried out.

The potential advantages of using audio recording in language instruction are supported by the Output Hypothesis. This theory helps explain why students in their studies could actively notice their own spoken mistakes. As Swain and Lapkin (1995) highlighted, learners' L2 output assists them in recognising linguistic problems, leading to improvements in their modified

output. They also suggested that having learners record and assess their language output can increase their overall output, particularly in non-English-speaking environments.

As can be seen, voice recording has mainly been used with transcription activities to assess learners' speaking performance in the classroom (Cooke, 2013; Lynch, 2007; Mennim, 2012). An exception was the study of Brown (2012), in which the students evaluated the recordings of their text reading outside the classroom. Nonetheless, limited studies investigated the self-assessment of out-of-class communication. Also, learners' attitudes towards self-assessment introduced in the classroom have not gained enough attention from previous research (Lui, 2020).

Considering the literature, this study employed a self-assessment of recorded audio of conversations to explore whether it could enhance students' WTC and self-perceived communicative confidence. In addition, their attitudes towards the self-assessment were investigated. In this study, 'self-recorded conversations' refer to interactions that the participants autonomously recorded during their daily life without researcher intervention. They were instructed to initiate and record conversations in English with peers or native speakers in various real-life contexts, such as during social gatherings. After recording, participants assessed their conversations by completing reflective reports provided by the researcher, which guided them in analysing their language use and communication problems. Although self-assessment of self-recorded conversations can be implied as having students assess their communicative competence, it is essential to note here that this paper does not focus on self-perceived communicative competence. Instead, it aims to report the effects of the self-assessment on WTC and self-perceived communicative confidence based on their self-recorded conversations.

METHODS

This research paper is part of a more extensive investigation into the WTC of Thai university students. To gain insights into the effects of self-assessment on WTC and self-perceived confidence, this study employed the convergence model of a mixed-method triangulation design. In this method, both quantitative and qualitative data about the same subject were gathered independently. Then, complementary data about the same topic were compared and contrasted during the interpretation phase (Creswell, 1999). The quantitative data was collected from the questionnaires and the reflective reports, while the qualitative data was derived from the semi-structured interviews and the open-ended questions in the reflective reports. To address Research Questions 1 and 2, the quantitative data from the questionnaires, the reflective reports, and the interviews were thoroughly analysed and interpreted. Additionally, to investigate the impact of self-assessment on participants' WTC, the study employed a one-group pretest-posttest design (Allen, 2017), utilising data collected from the questionnaires. For Research Question 3, the qualitative data from the interviews was carefully examined.

1. Research setting and sampling

The study was conducted at a university in Thailand. Participants were drawn from a 50-student class of a course focusing on speaking skills. All of the participants were first-year students of the university.

Eight potential participants were approached for the pilot study. They were students at the same university as the main study participants but enrolled in different courses. They were approached due to personal connections with the researcher. They were excluded from the main study. The main objectives of the pilot study were to assess the clarity of the items in the questionnaire and the reflective report, the time required for completion, and whether they were overly lengthy or difficult to understand. Also, the pilot study aimed to identify items that could be too distant from the respondents' experiences. For the main study, convenience sampling and volunteer sampling were adopted since this research collected the data for a full 16-week term, which might intrude on the participants' privacy and time. The participants were provided with brief information about the study and the consent form in the first hour of the course. After four weeks of the data collection, four participants withdrew from the study for personal reasons. This left 46 students who voluntarily joined the study, consisting of 38 females and eight males. According to the English score of the Ordinary National Education Test (O-NET), which was used for university admission in Thailand, all of the participants were of low proficiency level. The mean score of their ONET scores in the English language was 36.83 (out of 100). They were 17-19 years old, with more than ten years of learning English in the national education system.

To develop a fuller understanding of the effects of self-assessment, six of the 46 participants were recruited. The interview participants were initially selected based on their WTC scores from the questionnaires. These average scores were then categorised into 4.00-5.00, 3.00-4.00, and below 3.00. This approach recognises that interpreting Likert scale data is not one-size-fits-all; the interpretation method can vary based on the intended use of the data (Watson Todd, 2011). Subsequently, representatives from each group were recruited using snowball sampling. As a result, a total of six interviewees were included.

There were approximately 3,500 students at the university. Class sizes ranged from 25 to 50 students. For admission eligibility, students were required to submit their O-NET English scores. Interestingly, the university did not require a minimum exam score in English for any of its study programs. The self-assessment of self-recorded conversations was assigned in a compulsory speaking course which aimed at developing communicative skills. Regarding the researcher's role as the instructor, the goal of the researcher's positioning was to reduce intrusiveness. While the researcher was both the course instructor and interviewer for the interviews, the participants were assured from the early stages of data collection that the information gathered was aimed solely at enhancing their speaking skills and would not impact their grades in any way.

In this study, the instructor's role included providing participants with comprehensive guidelines for assessing their speaking performance in the reflective reports. Each element

within the report was thoroughly explained to ensure participants' complete comprehension. Throughout the research period, the instructor offered feedback on the self-reflective reports. The objectives of the feedback were to provide guidance on addressing challenges encountered during conversations and to encourage them to keep developing their speaking skills when they seemed to feel discouraged. The feedback acted as communication between the participants and the instructor. Therefore, it could vary depending on what kind of advice they needed. However, the instructor's responsibilities were confined to guidance and feedback provision without interfering with participants' responses in the reflective reports.

2. Ethical considerations

Participants were allowed to withdraw from the study at any point. They were fully briefed on the study's objectives, the intended use of the data, and the tasks they would need to complete. Informed consent was obtained from the student participants prior to the start of data collection. To protect their privacy, participants' real identities were kept confidential, and non-traceability was ensured, making it impossible to link responses to any individual (Cohen et al., 2007). All collected data remained confidential and was not shared with anyone, including other participants.

3. Data collection

The data were collected from three sources: a questionnaire (implemented twice), a reflective report (implemented four times), and semi-structured interviews. The data collection was conducted from December 2019 to March 2020.

For an in-depth investigation, multimethods (multiple forms of data collection) of data collection are recommended (Yin, 2014). The effects of self-assessment on WTC were investigated through questionnaires (WTC scale), reflective reports, and interviews. All the interviews were semi-structured. Interesting points and themes emerging from the questionnaire and the reflective reports were considered when setting the interview questions. The interviews were audio-recorded with the participants' consent to capture all the details of their responses. The interviews were carried out in the Thai language to minimise the anxiety and stress of the interviewees.

The questionnaire was refined following the pilot study and feedback from three ELT experts. Similarly, the reflective report and interview schedule were revised based on suggestions from the experts. In December 2019, before the first self-assessment activity, a questionnaire measuring participants' levels of WTC and self-perceived communicative confidence was distributed. On the same day, the participants were assigned to record 20-minute English conversations with others outside the classroom, following guidelines for self-assessment. They were trained to seek consent before recording any conversations.

To assess progress, the participants submitted a self-reflective report and recordings every four weeks over 16 weeks until March 2020. Each participant submitted a total of four recordings and four reports. Each recording lasted between 20 to 40 minutes and could consist of a single

conversation or a combination of multiple conversations. The instructor's feedback was provided at the end of each report. It was designed not to overshadow self-assessment but to enhance it by encouraging learners to reflect on their own strengths and weaknesses. After this period, they completed the same questionnaire as before the study. A paired t-test was used to statistically analyse differences in WTC and self-perceived communicative confidence scores before and after the self-assessment activity. It should be noted here that the term 'self-assessment' in this paper refers to the whole process of recording spoken conversations, self-assessing the conversations, and receiving feedback from the instructor on the reflective reports. In April 2020, six participants were invited for an interview to explore their attitudes towards self-assessment and the challenges faced during the activity. Qualitative data were thematically analysed.

4. Instruments

Various data sources were adopted to investigate the effects of self-assessment on WTC inside and outside the classroom and self-perceived communicative confidence. They included the questionnaire, reflective reports, and semi-structured interviews.

4.1 Questionnaire

There were four main parts of the questionnaire. The first part comprised five topics related to the participants' demographic data and English learning background. They were sex, age, duration of the English learning experience, frequency of speaking English, and self-perceived English-speaking competence. The data from this part was collected through both open-ended and closed-ended questions. The second part was related to the learners' level of WTC in the classroom in 10 situations. The third part focused on WTC outside the classroom in 13 situations. The last part was about levels of confidence in speaking in 12 situations. The WTC and confidence scales were taken from Baghaei's (2013) and Peng and Woodrow's (2010) with slight modifications for the Thai context. The participants were requested to assess their WTC within the classroom, as well as their WTC outside the classroom, along with their self-perceived communicative confidence. A 5-point Likert scale was employed for this purpose, with ratings ranging from 1 (strongly disagree) to 5 (strongly agree), measuring their WTC and communicative confidence. To ensure better comprehension for participants with low English proficiency, a professional translator translated the questionnaire into Thai. To enhance its validity, the translated version underwent review by three ELT professionals (Nemoto & Beglar, 2014; Sudina, 2023). The translator received the feedback from the reviewers and proceeded to make the necessary revisions accordingly. Following this, the questionnaire was piloted and revised. Reliability analysis was carried out on the WTC scale. Cronbach's alpha showed the questionnaire to reach acceptable reliability, $\alpha = 0.83$ (WTC in the classroom), $\alpha = 0.93$ (WTC outside the classroom), $\alpha = 0.93$ (levels of confidence in speaking).

4.2 Reflective reports

The report consisted of 10 questions. The items in the report were designed to align with the report's goals, which were to collect their insights about the difficulties they face when speaking

English outside the classroom. The report also aimed to capture the participants' views on how their speaking skills improved after reviewing their recorded conversations. The open-ended questions covered speaking topics, instances of improvement (if applicable), obstacles encountered in English speaking, elements influencing willingness to communicate (WTC), as well as strategies for addressing challenges in WTC. The close-ended questions pertained to participants' perceptions of their speaking skills' improvement since the initial recording, which they rated on a self-assessed scale ranging from 1 to 5. Additionally, the participants were asked to rate their WTC and perceived communicative confidence on a scale of 0 to 100%. This additional step was taken to gather another perspective on their WTC and confidence, which would be cross-referenced with the questionnaire data for a deeper understanding of the information. The reflective report was evaluated by three ELT professionals and edited before being used to enhance content validity.

4.3 Semi-structured interviews

All the interviews were semi-structured. Each interview lasted about 40-60 minutes. When constructing the interview questions, interesting topics and themes that emerged from the questionnaire and reflective reports were taken into consideration. The questions were subsequently reviewed by three ELT professionals to enhance the wording, clarity, and appropriateness. Also, to strengthen the interview data's validity, the interviews' findings were compared with the data collected through the questionnaires and the reflective reports (Patton, 2002). In addition, after conducting the interviews, the transcriptions were shared with the interviewees to ask for their feedback on the accuracy and completeness of their responses. This member-checking process enhances the validity of the collected data (Lincoln & Guba, 1985). The interview questions were primarily open-ended For instance, the question 'How do you feel about the self-assessment?' was used instead of 'Do you think the self-assessment could improve your willingness to communicate?'

5. Data analysis

SPSS software version 16 was used to analyse the quantitative data. The mean score of each Likert scale item in the questionnaires was calculated to indicate the level of WTC and confidence. The paired t-test was employed to assess differences before the first self-assessment and after the last self-assessment. Additionally, the mean self-rated WTC score and self-perceived communication score out of 100 for each assessment obtained from the reflective reports (Items 7 and 8) were calculated to provide triangulation with the questionnaire data. Please note that only Items 6-10 in the reflective reports were analysed in this study due to their relevance to the research questions. Items 1-5, which relate to perceived communicative competence, were not analysed or discussed in this context because they were not the central focus of this research report. For the qualitative data from the reflective reports and the interviews, the researcher collected the answers to the open-ended questions in the reflective reports (Items 9-10) and transcribed the interviews. Then, the data were coded and analysed using Dedoose 8.3.35 (a qualitative data analysis software developed by academics at UCLA). Thematic analysis was adopted to analyse the qualitative data (Mills et al., 2010). The data was grouped according to themes. Themes were drawn by searching for commonalities,

differences, and relationships across the data set (Gibson & Brown, 2009). The themes identified from the data and later discussed in the findings were self-reflection on speaking problems, learning autonomy, the feeling of being supported by the teacher, and a problem of the self-assessment.

To enhance the analysis's validity and reliability, data triangulation, drawing from questionnaires, reflective reports, and interviews, was employed (Bazeley, 2013; Lincoln & Guba, 1985). It involved cross-referencing findings from different data sources. This was used together with a negative case analysis involving examining inconsistencies among the data gathered at each stage of collection (Given, 2008). In addition, the decision-making related to the analysis, such as the development of themes, was noted to enhance the transparency of the data analysis, which can help increase research credibility (Lincoln & Guba, 1985; Vazire, 2018).

RESULTS

The findings derived from analysing all four data sources are presented in alignment with the research questions. As this study is part of a broader investigation into the WTC of Thai university students, only the data and findings relevant to the research questions will be outlined here.

1. Could the self-assessment of self-recorded conversations increase the WTC of Thai EFL university students?

The t-test of the questionnaire data indicated that WTC inside and outside the classroom before and after the self-assessment were significantly different, as shown in Table 1.

Table 1

WTC before the first and Aater the last self-assessment

Effects of the self-assessment	Before		After		t	df	p
	Mean	SD	Mean	SD			
WTC inside the classroom	3.91	0.39	4.16	0.45	4.749*	45	.000
WTC outside the classroom	4.10	0.42	4.42	0.37	4.413*	45	.000

*p < .05

Table 1 shows a significant difference between WTC scores inside the classroom before the first assessment (*M* = 3.91, *SD* = 0.39) and after the last assessment (*M* = 4.16, *SD* = 0.45). It shows that the difference in WTC score inside the classroom before the first assessment and after the last assessment was statistically significant (*t*(45) = 4.749, *p* = .000). Also, the participants had higher WTC outside the classroom after the last assessment (*M* = 4.42, *SD* = 0.37) than before the first assessment (*M* = 4.10, *SD* = 0.42), *t*(45) = 4.413, *p* = .000. The effects of the self-assessment of the self-recorded conversations were in accordance with the reflective reports, as shown in Figure 2.

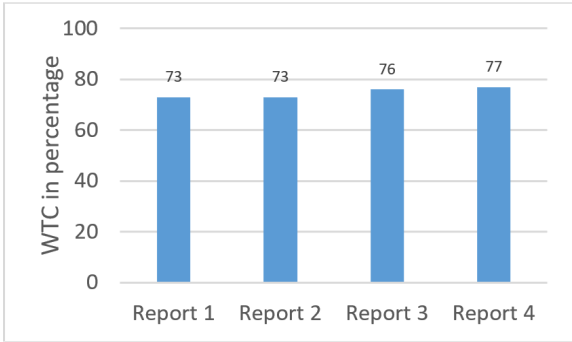

Figure 2 Self-rated WTC (out of 100%)

Figure 2 shows the average self-rated WTC out of 100% in the four reports. In accordance with the data from the WTC scales, the reflective report data revealed an increase in WTC after doing each self-reflective report. Question 8 in the reflective reports asked the participants to rate their WTC out of 100%. Their WTC level increased throughout the four reports, although the levels in Report 1 and Report 2 were the same (73%). The increase between Report 2 and Report 3, and between Report 3 and Report 4 was slight (3% and 1%, respectively). The difference between Report 1 (at the beginning of the term) and Report 4 (at the end of the term) was 4%.

The reason behind the increase in self-rated WTC based on the reflective report data can be explained by the qualitative data obtained from participants' responses to Question 9, which pertains to factors influencing their WTC. Increased motivation to communicate was mentioned by the participants as an essential factor in their WTC. For instance, Student 21 detailed how motivation impacted her WTC in Report 1, stating, "I'm willing to speak when I have an opportunity (to do so)." In Report 2, she highlighted the positive effects of engaging in more frequent English conversations, noting, "I was willing to speak English a lot more because speaking English made me excited." In Report 3, she recognised her speaking improvement, leading to a heightened desire to converse. She wrote, "I wanted to speak more because I could see I spoke better." Finally, in Report 4, she underscored how the self-assessment process spurred her to practise speaking by explaining, "…when seeing people speak well, it inspired me (to speak English)."

Similarly, Student 4 in Report 3 conveyed a surge in motivation due to improved pronunciation resulting from increased English conversations. She reported, "I was so happy that my pronunciation was better. It made me feel like I wanted to learn everything more and speak more." In Report 4, she emphasised that her WTC was prompted by a desire to comprehend others. She stated, "I wanted to understand (other people) when I listened to them speaking English, and I wanted to speak English more." The qualitative insights gleaned from the reflective reports underscore that the self-assessment process, wherein students evaluated their speaking performance, had the potential to amplify their motivation to communicate. Consequently, there was a strong likelihood that WTC was enhanced as a consequential outcome.

Additional factors contributing to the increase in WTC were revealed during the interviews. The interview insights present a comprehensive understanding of the intricate relationship

between self-assessment, language competence, confidence, and WTC. All six interviewees mentioned that their WTC increased as a result of feeling more confident due to their enhanced language skills. When asked about the reason for rating his level of WTC higher in the last two reports, Interviewee 1 explained that engaging in more English conversations had boosted his confidence, as his speaking skills and vocabulary had improved. These factors contributed to his increased WTC. He highlighted:

> "I felt more confident as I became more accustomed to conversing in English. Additionally, I noticed an improvement in my understanding of others' speech due to my expanded vocabulary. All these factors elevated my confidence and willingness to communicate, as reflected in the last two reports."

Due to the unclear nature of his speech and the potential confusion between confidence and WTC, a follow-up question was posed: "Some individuals might feel confident about speaking but may not be willing to communicate. In your case, are you implying that you both felt confident and were willing to speak?" Interviewee 1 provided clarification, stating:

> "I was more willing to speak because I wanted to show you (the instructor) my speaking problems. After the midterm, I started feeling more comfortable making mistakes, as you would say, 'It's okay' and give me some advice to correct my mistakes. It made me more confident and more willing to speak."

To investigate whether the effect on the learner's WTC and confidence was due to the instructor's feedback or the self-assessment, another follow-up question was asked. The answer from the interviewee illustrates that it was the interplay between the two factors that drove the improvements. While the instructor's feedback served as an important drive, the self-assessment process played a critical role in fostering deeper reflection. When asked about participating in English conversations without the requirement of self-assessment, he responded, "I don't think they (the self-assessment) should be eliminated. They helped me look at my mistakes and learn from them. While doing the reports, I spent a lot of time thinking about what I could do better, which really helped me improve."

The significance of self-assessment reports resonates strongly across the interviews. Interviewee 1 and Interviewee 3 both agreed that these reports helped to improve their speaking skills. Interviewee 3's recognition of the reports as "summaries of the challenges" that she encountered during the conversations aligns with the sentiment of enhancing awareness of mistakes and strategies for correcting mistakes. Similarly, Interviewee 2's affirmation that self-assessment reports are "markers of progress" echoes this sentiment. Interviewee 4 brought up an interesting idea by discussing how the assignments made her feel better about herself. This shows a connection between how she saw herself and how confident she felt in communicating. She explained, "The assignments made me feel good about myself. In the last recording, I was so proud of myself."

Interviewee 5 and Interviewee 6 provided additional layers to this discourse by linking the self-assessment to motivation and effort. Interviewee 5's statement that "the reports played

a pivotal role in maintaining enthusiasm for English conversations" underscores the motivational aspect of these tools. Likewise, Interviewee 6 commented that the deadlines for the reports made her plan ahead for conversations and learn new words. This shows the dynamic interaction between self-assessment, motivation, and proactive language learning.

In summary, the data from all the sources paints a comprehensive picture of how perceived language competence, self-assessment, and intrinsic motivation contributed to an increase in WTC. All these factors show how language learners perceived themselves as better at speaking and were more willing to communicate.

2. Could the self-assessment of self-recorded conversations increase the students' self-perceived communicative confidence?

To answer Research Question 2, the participants were asked to score their confidence in speaking from 1-5 through the questionnaire before the first and after the last self-assessment. In addition, they were asked to rate their confidence out of 100% on the four reflective reports. The questionnaire data shows a significant difference between the two periods, and the reflective report data reveals that their self-perceived confidence constantly increased throughout the term.

Table 2

Self-perceived communicative confidence before and after the first assessment

Effects of the self-assessment	Before		After		t	df	p
	Mean	SD	Mean	SD			
Communicative confidence	3.64	0.64	3.97	0.56	3.410*	45	.001

*p < .05

As can be seen in Table 2, apart from the increase in their WTC, their communicative confidence also significantly improved when compared between before the first assessment (M = 3.64, SD = 0.64) and after the last assessment (M = 3.97, SD = 0.56), $t(45) = 3.410$, p = .001. In accordance with this, the self-rated communicative confidence from the four reflective reports indicated that the students perceived themselves as more confident in speaking. This is consistent with Items 6 and 7 in the reflective reports. In the reflective reports, Item 6 prompted participants to assess whether their speaking confidence had improved after completing the speaking assignments, while Item 7 asked them to rate their communicative confidence on a scale of 0 to 100. Interestingly, across all four reports, one hundred percent of the participants reflected that they were more confident when conversing in English. This suggests that the self-assessment process may indeed contribute to heightened communicative confidence. Notably, when participants were asked to rate their speaking confidence on a scale of 0 to 100% (Item 7), the mean percentage of their confidence level consistently increased from Report 1 onwards, as shown in Figure 3.

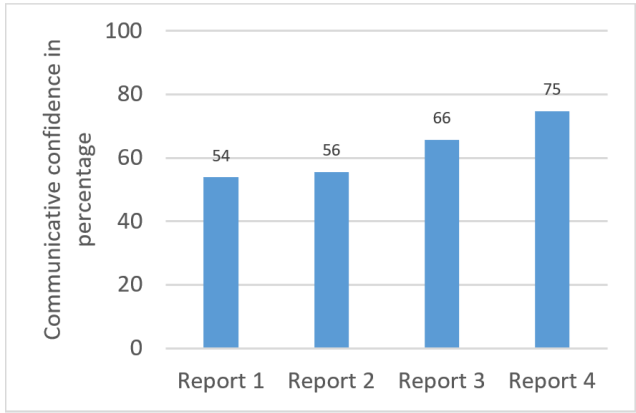

Figure 3 Self-rated communicative confidence (out of 100%)

Figure 3 shows that the self-rated confidence (out of 100%) had improved since the first reflective report. Although there was a slight improvement from Report 1 to Report 2 (2%), the self-perceived confidence markedly increased after Report 2 (10% between Report 2 and 3, and 9% between Report 3 and 4). This increase was explained during the interviews concerning their perceived communicative competence, enjoyment in learning, and willingness to communicate.

Based on the interviews, it is evident that all the interviewees experienced an increase in their confidence and perceived competence after the final assessment. For instance, Interviewee 3 remarked, "When I knew more words, it was fun to talk (in English). The conversations flowed, I talked more naturally and confidently, and I felt so good about myself." Similarly, Interviewee 1's self-perception transformed as he engaged in more conversations. He explained, "At first, I didn't have enough knowledge (of English), but when I talked more, I knew more words and had better listening. Then, I felt more confident and more willing to speak." This sentiment aligns with the experiences shared by Interviewee 5 and Interviewee 2. Their confidence grew as they expanded their vocabulary and improved their language structures through increased speaking practice, motivating them to communicate more effectively.

Interviewee 4's evolving confidence in her speaking abilities brought forth feelings of pride and joy when conversing in English. At first, she was nervous about speaking assignments, but as she noticed herself speaking more fluently over time, her confidence, motivation, and willingness to communicate grew stronger. She explained her shift in confidence: "I spoke so fluently (in the conversations for the third report) that I was surprised. That was so cool. When I tried doing it (speaking English), I'd developed myself. I'd like to talk more." This shift positively impacted her real-life interactions in English, such as speaking with her niece. She said, "I'm trying to use English more daily. I talked to my niece in English, and although she didn't fully understand English yet, I felt good that I dared to speak out."

In alignment with Interviewee 4's perspective, Interviewee 6 experienced a significant boost in her WTC. This positive change was linked to her improved language skills throughout the assignments. She recognised that actively engaging in more conversations improved her

vocabulary, grammar, and pronunciation. She shared, “After the third assignment, I knew they (the assessment) were good for me, for my speaking ability. So, I wanted to speak more.”

According to the data gathered from all three sources, it becomes apparent that engaging in self-assessment of self-recorded conversations has the potential to enhance one’s self-perceived communicative confidence. The final research question related to participants’ attitudes regarding this self-assessment process.

3. What are the students’ attitudes towards the self-assessment of self-recorded conversations?

The students’ attitudes towards the self-assessment were investigated through the interviews. All of the interviewees expressed positive attitudes towards the self-assessment of self-recorded conversations. Although it could be a heavy commitment that required continuing efforts to push themselves to talk in English and write the four reflective reports throughout the term, they did not think it was a burden or feel they were ‘forced’ to do it. They revealed that this was the first time they did a self-assessment as part of learning. When asked why they had positive thoughts towards the self-assessment of the speaking tasks, they pointed out three main benefits: self-reflection of speaking problems, enhancing learning autonomy, and feeling supported by the teacher.

3.1 Self-reflection of speaking problems

All interviewees considered the assessment a tool to identify what they needed to develop to communicate more effectively. For example, Interviewee 1 said:

> “Before I wrote the reports, I thought back to the recent conversations and realised the problems I had during speaking.”

Interviewee 1 also believed that doing the self-assessment by writing the reflections and submitting them to the teacher was ‘communication between the teacher and the students, which he thought was helpful for his language development. In the same way, Interviewee 3 emphasised that doing the assessment created “good feelings” towards herself. She said:

> “It was good to think back about what I’d done and compare it with my speaking the following week. I could use it to improve myself.”

Like Interviewee 3, Interviewee 4 said she felt “proud” when reporting how her speaking skills developed from the last report. Interviewees 5 and 6 also expressed similar ideas that the reflective reports helped them realise their mistakes. Although it could be assumed that the awareness might come from more speaking, they pointed out that it would not happen if they were not provided with opportunities to reflect on themselves. Interviewee 2 said:

> “If I didn’t write the report, I couldn’t think of what I’d improved. In every report, I replayed the records of the previous reports to see in which way I’d developed.”

Similarly, Interviewee 3 said she liked the assessment as it helped her realise her mistakes. She insisted:

> "The reports are still needed, so we know what we should improve on and know our improvements."

Interviewee 4 elaborated on the usefulness of the self-assessment, saying:

> "Without the assessment, I might think I'd improved, though I hadn't. When I did the assessment, I reflected on my speaking performance based on the evidence."

3.2 Enhancing learning autonomy

When asked if they found the self-assessment helpful in future learning, all of the interviewees revealed they were more active in developing their English competency as a result of realising their weaknesses.

Interviewee 1 said that at the end of the term, he started doing a weekly learning schedule in which he wrote down what he would do to improve his English. Also, he registered for an online speaking course where he would practise talking to native speakers. Similarly, Interviewee 6 revealed that when she could not think of a word in English during a conversation, she looked it up afterwards. Assessing her speaking performances made the English word "indelibly stamped in mind." When asked if she planned to do something to improve her linguistic competence, she said:

> "I know now what I need to improve. I'm thinking of learning more words from movies, and I'll probably ask my sister to teach me grammar, as she is an English tutor."

Interviewee 5 also indicated the link between awareness of her weakness and her learning autonomy. She revealed that she realised she needed to learn more English vocabulary as a result of writing the reflective reports. Therefore, she was more active in developing her vocabulary knowledge. She said:

> "Writing the reports made me realise my limited vocabulary. While watching movies at home, I took notes of sentences and idioms in the movies."

Although Interviewee 3 did not have a concrete plan for self-learning, she reported a change in her learning. She revealed that she would immediately look up unknown words she encountered inside and outside the classroom.

3.3 Feelings of being supported by the teacher

As discussed above, Interviewee 1 mentioned the self-assessment as a tool to communicate with the teacher. It was because, after submitting every report, the teacher gave individual feedback on their reflections. From the participants' perspectives, the feedback played a dual

role. It not only guided them in their reflective practices but also served as a motivational and supportive tool, reinforcing their confidence and willingness to engage in self-assessment. For example, when a student expressed concern in their report by writing, “My problem is I’m not good at grammar. I’m not confident.” The teacher responded with, “Don’t worry too much about grammar.” This type of feedback helped the student to focus on broader communicative goals rather than becoming overly concerned with specific linguistic issues.

The participants viewed teacher feedback as promoting self-assessment because it helped them identify areas of improvement they might not recognise on their own. It also encouraged them to continue the self-assessment process by reinforcing the value of reflection and self-evaluation. As Interviewee 3 noted, the feedback was valuable because sometimes they “couldn’t think of how to solve the speaking problems,” and Interviewee 6 mentioned that they “might overlook something important for speaking skills.” The feedback helped bridge these gaps, ensuring that learners’ self-assessments were more comprehensive.

Moreover, a sense of being supported came from the feeling of being cared for by the teacher. As Interviewee 4 pointed out, 'It was good to know what the teacher thought about the reflections.' Additionally, Interviewee 5 viewed the feedback as a source of 'encouragement' that contributed to a supportive learning environment. All five interviewees agreed with Interviewee 1 that the teacher’s feedback was valuable and should be continued, as it significantly contributed to their learning process.

3.4 A problem of the self-assessment

When asked whether there were problems during the self-assessment, no specific difficulties were identified. Nonetheless, when the question was reframed as, “What aspects of the assessment would you like to see altered?” the temporal intervals between each assessment report were raised. Five out of six interviewees suggested that there should be longer intervals between each reflective report. Instead of doing four reports every four weeks, they preferred two reports every eight weeks. They said that the four-week interval was not long enough to substantially develop their speaking skills or notice the development. Interviewee 3 said,

> “If I had more time between each report, I’d probably have more things to write on the report as I’d have time to talk more.”

In the case of Interviewee 2, the longer interval would also help her make a more concrete self-assessment. She admitted that she rated her WTC at the same percentage in the first two reports because she “couldn’t tell the difference in WTC between the two.” She added,

> “I think I needed more time for the speaking tasks, so I could speak more and do the assessment based on more concrete evidence.”

When Interviewee 6 was asked about this opinion, she agreed and added that the self-assessed reports could be reduced to two—one after the eight weeks and the other after the last eight weeks. This way, she could see her development “more clearly.”

While the five interviewees believed that the intervals between the reports should be longer, Interviewee 5 did not think so. She said that doing four reports at four-week intervals was good because she took the self-assessment so seriously that she listened to her conversation recordings many times before writing the assessment reports. She confirmed,

> "I was serious about it. I didn't have problems with not having things to write as I listened to my recordings carefully over and over again."

DISCUSSION

It is essential to highlight that the self-assessment utilised in this study encompassed the entire process, which included participants engaging in more English conversations and receiving feedback from the instructor. The findings resonated with those of Lynch (2007), highlighting that teachers played a significant role in learners' self-assessment. By considering the self-assessment as an integral part of the process, this study discovered that self-assessment of self-recorded conversations could enhance WTC and self-perceived communicative confidence. Furthermore, the study indicated that self-assessment could evoke positive emotions in students, such as a sense of autonomy, motivation, and feeling supported. Although the study did not extensively examine self-perceived competence and motivation, the data from the reflective reports and interviews provide insight into the potential benefits of self-assessment in cultivating a positive self-concept.

It was revealed from the data of this current study that self-concept, which is defined as the feelings about self in a particular matter (Erten & Burden, 2014, p. 105), was beneficially affected by self-assessment. The students had more positive perceptions of their confidence. This is in line with the empirical studies of Chalkia (2012), Heidarian (2016), and Caicedo Pereira et al. (2018), which found that self-assessment helped increase the students' self-esteem, confidence, and self-perceived competence. The positive emotions stimulated by the self-assessment seemed to serve as the link to the improvement of WTC since WTC can be enhanced by positive emotions such as self-perceived confidence and motivation (Dewaele & Pavelescu, 2021; MacIntyre et al., 1998; Öz et al., 2015).

In addition, the current study indicated the benefit of self-assessment in raising awareness of their speaking problems. This could be because self-assessment allows learners to notice gaps in their knowledge since it requires self-judgement about the extent to which they achieve the learning goals (McMillan & Hearn, 2008). This can also be referred to as 'metacognition', or "the ability to reflect on what one knows and does and what one does not know and does not do" (Anderson, 2012, p. 170). The impact of self-assessment on language awareness supports the work of other studies in this area linking these two variables, such as Kissling and O'Donnell (2015), Su (2020), and Tailab and Marsh (2020). Moreover, the findings of this present study reflect the effectiveness of the integration of voice recording and self-assessment in language learning, as highlighted in previous studies such as Brown (2012) and Cooke (2013). However, this current study sheds some light on an alternative way to incorporate self-assessment and voice recording of conversations outside the classroom to improve willingness to communicate.

Consistent with the literature, this research found that self-assessment influenced learner autonomy. It could be because the students had opportunities to notice their mistakes after the conversations and reflect on their language use (Forbes & Fisher, 2018; Guo & Luan, 2013; Swain, 1985). Another factor that might cause the students to feel able to manage their learning was the feedback provided by the teacher after the self-assessment since the students revealed that it was helpful for their learning. Also, autonomy-supportive teachers could improve learner autonomy and WTC (Zarrinabadi et al., 2021). Moreover, the fact that the students perceived the teacher as supportive might contribute to the overall positive attitudes towards the self-assessment because teachers and teaching practices significantly influence students' attitudes (Blazar & Kraft, 2017).

PEDAGOGICAL IMPLICATIONS

The findings of this study have significant pedagogical implications for language educators aiming to enhance their students' WTC, self-perceived communicative confidence, learning autonomy, and self-awareness of speaking challenges.

Firstly, the study demonstrated that incorporating self-assessment of self-recorded conversations could effectively boost learners' WTC and self-perceived communicative confidence. This insight provides teachers with an innovative approach to empowering their students to take charge of their language learning journey. By encouraging students to actively evaluate their speaking performance, educators can help them develop a sense of ownership over their progress and achievements.

Furthermore, the positive impact on learner autonomy and heightened awareness of speaking issues highlights the broader benefits of self-assessment. Teachers can encourage students to engage in reflective practices, where they critically assess their language usage, pinpoint areas for improvement, and set personalised goals. This approach nurtures autonomy by fostering a self-directed learning mindset, where students become more responsible for their growth and development.

One practical application arising from the study's implications is the incorporation of voice recording for self-assessment in English as a Foreign Language (EFL) settings. Voice recording allows students to listen to their speech, enabling them to identify errors, pronunciation issues, and gaps in their language usage. This method, as opposed to more intrusive video recording, offers learners a comfortable and less self-conscious platform to self-evaluate (Burns, 2005). It allows learners to carefully assess their speaking at their convenience.

However, it is essential to acknowledge that the effectiveness of self-assessment depends on individual learners' engagement levels and motivations. Different students have varying language learning goals and dedication levels, which influence how seriously they undertake self-assessment (Mennim, 2003). Those who approach it earnestly are likely to derive more benefit from the process. For instance, Interviewee 5's active involvement in repeated listening to her recordings shows how thorough engagement can lead to a deeper understanding of one's language gaps.

Recognising the diversity in student responses, teachers can implement strategies to address varied levels of engagement. For students who might not take self-assessment as seriously, educators could extend the time allocated for each assessment interval. This extension offers students more opportunities to elaborate on their reflections, reducing any anxiety related to providing insufficient content. It encourages students to delve deeper into their language development journey and express their thoughts more comprehensively.

In summary, the pedagogical implications drawn from this study emphasise the potential of self-assessment to improve learners' WTC, self-perceived communicative confidence, autonomy, and awareness of speaking challenges. By integrating voice recording for self-assessment, educators can offer students a valuable tool for self-improvement, promoting a more active, reflective, and self-directed approach to language learning.

LIMITATIONS

There were limitations of the study that need to be addressed. First, it could be argued that the positive results of the self-assessment were influenced partly by the researcher's role as the course instructor, although the participants were firmly assured that their responses would not affect their grades. Additionally, the feedback provided by the instructor during the self-assessment might have impacted how participants evaluated themselves and their overall attitude towards the process. Nonetheless, a clear explanation of the instructor's role and the self-assessment process were expected to enhance the transparency of the research. Third, the impact of self-assessment could vary with factors such as students' language proficiency, teacher-student interactions, speaking topics, and interlocutors. Lastly, the authenticity of the self-assessment might be affected as participants might not have spoken entirely independently, potentially altering the components of the assessment designed for this study. However, data triangulation was expected to help lessen this effect. Future research should take these limitations into account to avoid response bias and strengthen the research data.

CONCLUSION

This paper highlights the effects of self-assessment on WTC, which is essential for the development of speaking skills. Although it might be assumed from the previous research that these two variables are related, limited studies have focused on how teachers can help students raise WTC, especially in the EFL context, where opportunities to speak English in real life are rare. Incorporating voice recording of conversations, self-assessment, and WTC can be an option for teachers to help students improve their WTC, self-perceived communicative confidence, and learning autonomy. This could lead to improvements in speaking and enhancement of skills for life-long learning, which is vital for language learners with limited opportunities to use a foreign language. Teacher support in the form of feedback and encouragement is highly recommended when implementing self-assessment in the classroom.

COMPLIANCE WITH ETHICAL STANDARDS

The author declares that there is no conflict of interest.
Informed consent: Informed consent was obtained from all participants in the study.

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APPENDICES

Questionnaire of willingness to communicate

Section 1: Willingness to communicate inside the classroom

Item	WTC situations	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I am willing to talk to my close friends in English about a personal topic (such as their well-being, their family, etc.).					
2	I am willing to ask my close friends in English the meaning of an English word.					
3	I am willing to ask my close friends in English how to say an English phrase to express the thoughts in my mind.					
4	I am willing to ask my teachers in English how to pronounce a word in English.					
5	I am willing to ask my teachers in English when I do not understand the lesson they teach.					
6	I am willing to express my opinions or answer questions in English to the class.					
7	I am willing to do a role-play standing in front of the class in English (e.g., ordering food in a restaurant) without notes.					
8	I am willing to do a role-play standing in front of the class in English (e.g., ordering food in a restaurant) with notes.					
9	I am willing to do a role play in English without notes at my desk, with my close friends (e.g., ordering food in a restaurant).					
10	I am willing to do a role play in English with notes at my desk, with my close friends (e.g., ordering food in a restaurant).					

Section 2: Willingness to communicate outside the classroom

Item	WTC situations	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	If I encountered some native speakers of English in the street, restaurant, hotel etc., I hope an opportunity will arise and they would talk to me.					
2	If I encountered some native speakers of English in the street, restaurant, hotel etc., I would find an excuse to talk to them.					
3	If I encountered some native speakers of English who were facing problems in Thailand because of not knowing the Thai language, I would take advantage of this opportunity and					
4	I am willing to accompany some native speakers of English and be their tour guide for a day free of charge.					
5	If someone introduced me to a native-speaker of English, I would like to try my abilities in communicating with him/her in English.					
6	If I encountered some non-native speakers of English in the street, restaurant, hotel etc., I hope an opportunity will arise and they would talk to me.					
7	If I encountered some non-native speakers of English in the street, restaurant, hotel etc., I would find an excuse to talk to them.					
8	If I encountered some non-native speakers of English who were facing problems in Thailand because of not knowing the Thai language, I would take advantage of this opportunity and would talk to them.					
9	I am willing to accompany some non-native speakers of English and be their tour guide for a day free of charge.					
10	If someone introduced me to a non-native-speaker of English, I would like to try my abilities in communicating with him/her in English.					
11	In order to practice my English, I am willing to talk in English with my friends outside the classroom.					
12	In order to practice my English, I am willing to talk in English with my teachers outside the classroom.					
13	In order to practice my English, I am willing to talk in English with myself outside the classroom.					

Section 3: Communicative confidence

Item	WTC situations	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I am confident to do a role play in English in front of the classroom with notes.					
2	I am confident to do a role play in English in front of the classroom without speaking notes.					
3	I am confident to do a role play in English at my seat with notes.					
4	I am confident to express my opinions in English in the classroom without notes.					
5	I am confident to answer the teacher's questions in English in the classroom.					
6	I am confident to talk to the teacher in English the classroom.					
7	I am confident to talk to my friends in English about the assignments.					
8	I am confident to talk to my friends in English about non-academic topics.					
9	I am confident to talk to the teacher about non-academic topics outside the classroom.					
10	I am confident to talk to native speakers of English in English outside the classroom.					
11	I am confident to talk to non-native speakers of English in English outside the classroom.					
12	I am confident that I can communicate in English effectively.					

Questions in the Reflective Report Form

1. What did you talk about when you had conversations in English?
2. Do you think you have improved your speaking skills over the past week?
3. If you answer 'Yes' to the question above, what skills do you think you have improved?
4. Give at least four examples of what you have gained relating to the selected skills above.
5. What do you think was problematic when you had a conversation in English and Why?
6. Do you think your confidence in speaking English has improved?
7. How would you rate your confidence level in speaking English (out of 100%)?
8. How would you rate your willingness to communicate in English (out of 100%)?
9. What factors affected the level of your confidence and your willingness to communicate in English?
10. How would you improve your confidence in speaking English and your willingness to communicate in English?

Sample questions for the interview

1. How did you feel during the period of doing the self-assessment activity?
2. How did you think about making English conversations?
3. How did you feel after completing the activity?
4. What was the best thing you got from this activity?
5. What aspects of the self-assessment did you believe should have been changed?
6. Why did you rate your willingness to communicate at_____ in Report_____?
7. How did you know your willingness to communicate increased or decreased?
8. Why did you rate your communicative confidence at_____in Report_____?
9. How did you know your communicative confidence increased or decreased?
10. Why did you rate _____ less/more than_____ in the questionnaire?

Questionnaire results

Participants	WTC mean scores in the classroom		WTC mean scores outside the classroom		Mean scores of communicative confidence	
	Before	After	Before	After	Before	After
1	4.50	4.50	4.00	4.23	3.17	3.42
2	4.70	4.83	4.38	4.51	4.00	4.08
3	4.00	4.00	4.00	4.23	4.83	4.00
4	4.25	4.67	4.00	4.00	4.67	4.00
5	3.58	3.92	3.85	4.15	3.58	4.17
6	3.42	4.33	3.31	4.62	4.08	4.17
7	4.17	4.58	4.62	4.62	4.50	4.42
8	4.08	4.50	4.38	5.00	4.42	4.42
9	4.08	4.17	4.15	4.23	3.58	3.50
10	4.42	4.50	4.31	4.31	3.92	3.08
11	4.00	4.00	4.15	4.23	3.17	3.33
12	3.25	3.25	4.15	4.23	3.42	4.67
13	4.25	4.25	4.15	4.62	3.83	4.00
14	3.58	3.62	3.85	3.92	2.33	3.00
15	3.58	4.17	3.46	3.62	3.67	3.75
16	3.58	3.25	3.31	3.92	3.42	3.42
17	3.92	4.08	4.31	4.46	3.33	3.92
18	3.83	3.25	3.69	4.31	3.00	3.75
19	3.83	4.67	3.85	4.51	3.00	4.17
20	4.25	4.08	3.46	4.69	3.58	4.92
21	3.83	4.92	4.46	4.62	4.17	4.92
22	3.67	4.67	3.46	4.85	3.08	4.83
23	4.92	4.92	4.85	3.46	4.50	3.25
24	3.92	4.67	3.46	4.54	3.50	3.17

Participants	WTC mean scores in the classroom		WTC mean scores outside the classroom		Mean scores of communicative confidence	
	Before	After	Before	After	Before	After
25	3.92	4.08	3.85	4.15	3.50	3.50
26	3.42	3.42	3.38	4.69	2.33	2.67
27	4.25	4.67	4.46	4.62	3.42	4.75
28	4.08	4.42	4.31	4.69	3.50	4.42
29	3.75	3.58	4.54	4.69	3.25	3.67
30	3.25	3.58	3.85	3.92	3.00	4.25
31	3.25	4.08	4.54	4.62	3.75	4.83
32	4.00	4.00	4.31	3.69	3.58	4.33
33	3.75	4.00	4.46	4.69	4.83	4.33
34	4.33	4.58	4.69	4.85	4.50	4.58
35	3.75	4.08	4.00	4.69	3.83	4.25
36	3.58	4.17	4.00	4.85	3.33	3.67
37	4.50	4.50	4.77	4.38	4.83	4.33
38	3.92	3.92	4.00	4.69	3.83	4.42
39	3.75	4.17	4.31	4.62	3.33	3.17
40	4.08	4.08	4.85	4.85	4.42	4.17
41	3.38	3.38	4.31	4.62	3.17	3.75
42	3.50	4.42	4.31	4.54	3.25	4.42
43	3.75	3.92	4.00	4.62	2.75	3.67
44	3.92	4.00	3.46	3.69	3.42	3.33
45	4.50	4.50	4.54	4.69	4.17	4.08
46	3.50	4.17	4.08	4.69	2.50	3.83