

Effects of Task-Based Instruction through Online Games on Willingness to  
Communicate in English of Undergraduate Students in Bangkok

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จุฬาลงกรณ์มหาวิทยาลัย

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ผลของการสอนแบบเน้นงานปฏิบัติผ่านเกมออนไลน์ที่มีต่อความเต็มใจในการสื่อสารเป็นภาษาอังกฤษ  
ของนิสิต นักศึกษา ระดับปริญญาตรี ในกรุงเทพมหานคร



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต  
สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน

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นวพล เอื้อทรัพย์ทวี : ผลของการสอนแบบเน้นงานปฏิบัติผ่านเกมออนไลน์ที่มีต่อความเต็มใจในการสื่อสารเป็นภาษาอังกฤษของนิสิต นักศึกษา ระดับปริญญาตรี ในกรุงเทพมหานคร (Effects of Task-Based Instruction through Online Games on Willingness to Communicate in English of Undergraduate Students in Bangkok) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ดร. พรพิมล ศุขะวาที, หน้า.

งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการสอนแบบเน้นงานปฏิบัติผ่านเกมออนไลน์ที่มีต่อความเต็มใจในการสื่อสารเป็นภาษาอังกฤษของนิสิต นักศึกษา ระดับปริญญาตรี ในกรุงเทพมหานคร และ 2) สำรวจความคิดเห็นเกี่ยวกับการสอนวิชาภาษาอังกฤษผ่านเกมออนไลน์ที่มีผลต่อความเต็มใจในการสื่อสารเป็นภาษาอังกฤษ กลุ่มตัวอย่างประกอบด้วยนิสิตชั้นปีที่ 1 จำนวน 15 คน จากมหาวิทยาลัยรัฐบาลในกรุงเทพฯ ในภาคการศึกษาตอนปลาย ปีการศึกษา 2557 ไวยกรณ์จากเนื้อหาของเกมออนไลน์ได้นำมาเป็นหัวข้อในการอภิปรายระหว่างการเรียนการสอน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถามความเต็มใจในการสื่อสารเป็นภาษาอังกฤษจำนวน 2 ชุด และชุดคำถามสัมภาษณ์ที่ใช้ในการสัมภาษณ์กลุ่มเจาะจง สถิติที่ใช้ในการวิเคราะห์ข้อมูลเชิงปริมาณ ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าความถี่ และอัตราร้อยละ ส่วนข้อมูลเชิงคุณภาพถูกวิเคราะห์โดยการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) นิสิตรายงานว่าค่อนข้างมีความเต็มใจในการสื่อสารเป็นภาษาอังกฤษทั้งในบริบทชั้นเรียนและบริบทเกมออนไลน์ และ 2) นิสิตระบุทั้งข้อดีและข้อเสียของการสอนแบบเน้นงานปฏิบัติผ่านเกมออนไลน์ ข้อดีรวมถึงสภาพแวดล้อมการเรียนรู้ที่น่าติดตามและสนุก บริบทที่มีความวิตกกังวลต่ำเพื่อสื่อสารในภาษาเป้าหมาย การเข้าถึงภาษาเป้าหมาย และโอกาสที่จะสื่อสารในภาษาเป้าหมายกับผู้ใช้ภาษาคนอื่นๆ ในทางตรงกันข้าม ข้อเสีย ได้แก่ ความยากของภาษาของเนื้อหาเกม คำศัพท์ที่ไม่เกี่ยวข้องกับชีวิตประจำวัน และการใส่ใจกับการเล่นเกมมากกว่าบทเรียน

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The objectives of the current study were: 1) to explore effects of task-based instruction through online games on willingness to communicate in English of undergraduate students in Bangkok, and 2) to examine their opinions about the instruction through online games on their willingness to communicate in English. The participants were 15 first-year undergraduate students who studied in a public university in Bangkok in the second semester of the academic year 2014. Grammar points from the game contents were selected as topics for discussion during the instruction in the current study. The research instruments in this study included two sets of willingness to communicate in English questionnaires and a set of questions for focus group interview. The quantitative data was analyzed using descriptive statistics to obtain mean scores, standard deviations, frequencies, and percentages; the qualitative data was analyzed by content analysis.

The findings showed that 1) the participants reported to be somewhat willing to communicate in English both in the classroom and online gaming contexts, and 2) The participants identified both advantages and disadvantages of task-based instruction through online games. The advantages included engaging and fun learning environment, low-anxiety context for communicating in the target language, exposure to the target language, and opportunity to communicate in the target language with other language users. On the contrary, the disadvantages were difficulty of the language of the game contents, unrelated vocabulary to their daily life, and more attention to gameplay than the lessons.

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

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## CONTENTS

	Page
THAI ABSTRACT.....	iv
ENGLISH ABSTRACT.....	v
ACKNOWLEDGEMENTS .....	vi
CONTENTS.....	vii
LIST OF TABLES .....	xiii
LIST OF FIGURES.....	xv
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Research Questions .....	6
1.3 Research Objectives.....	6
1.4 Definitions of Terms.....	6
1.5 Scope of the Study.....	9
1.6 Significance of the Study.....	9
CHAPTER II LITERATURE REVIEW.....	11
2.1 Willingness to communicate (WTC).....	11
2.1.1 Definition of willingness to communicate in EFL .....	11
2.1.2 WTC model .....	12
2.1.2.1 MacIntyre's WTC model (1994).....	13
2.1.2.2 MacIntyre and Charos's WTC model (1996).....	14
2.1.2.3 MacIntyre et al.'s WTC model (1998).....	15
2.1.2.4 Hashimoto's WTC model (2002).....	19
2.1.2.5 Yashima's WTC model (2002).....	20

	Page
2.1.2.6 Yashima et al.'s WTC model (2004).....	21
2.1.2.7 Kamlaitip Pattapong's WTC model (2010).....	23
2.1.3 Measurement of willingness to communicate in EFL.....	27
2.1.4 Related research on willingness to communicate .....	29
2.2 Online games.....	34
2.2.1 Definitions of online games.....	34
2.2.2 Genres of digital games.....	35
2.2.3 Online games and grammar learning.....	38
2.2.4 Related research on online gaming .....	39
2.3 Task-based instruction .....	44
2.3.1 Definitions of task-based instruction.....	44
2.3.2 Framework for task-based instruction .....	45
2.3.3 Types of tasks in task-based instruction .....	51
2.3.4 Related research on task-based instruction.....	51
2.4 Computer-mediated communication (CMC) .....	53
2.4.1 Definitions of computer-mediated communication.....	53
2.4.2 Synchronous and Asynchronous CMC.....	54
2.4.3 Related research on computer-mediated communication .....	55
CHAPTER III RESEARCH METHODOLOGY.....	59
3.1 Research Design .....	59
3.2 Population and Participants.....	60
3.3 Research Procedure .....	60



3.3.1 Phase 1: The preparation of the task-based instruction through online games.....	61
3.3.1.1 Explore and study the basic concepts and related documents....	61
3.3.1.2 Development of lesson plans .....	61
3.3.1.3 Development of WTC questionnaires and focus group interview questions .....	63
3.3.1.4 Validation of all instruments.....	64
3.3.1.5 Pilot study.....	64
3.3.2 Phase 2: Implementation of the task-based instruction through online games and instruments .....	65
3.3.2.1 First set of WTC questionnaires.....	66
3.3.2.2 Task-based instruction through an online game.....	66
3.3.2.3 Second set of WTC questionnaires.....	67
3.3.2.4 Focus group interview.....	67
3.4 Instruments.....	67
3.4.1 Instructional Instrument.....	67
3.4.2 Research Instruments .....	74
3.5 Data Collection .....	77
3.6 Data Analysis .....	78
CHAPTER IV RESEARCH FINDINGS .....	84
4.4 Research Question 1: To what extent does a task-based instruction through online games affect willingness to communicate in English of undergraduate students in Bangkok? .....	85
4.1.1 Perceptions of WTC in English in the classroom .....	86

4.1.2 Levels of desire to communicate with a specific person in the classroom .....	88
4.1.3 Levels of state communicative self-confidence in the classroom .....	91
4.1.4 Perceptions of WTC in English in the online game .....	95
4.1.5 Levels of desire to communicate with a specific person in the online game .....	99
4.1.6 Levels of state communicative self-confidence in the online game .....	106
4.1.7 Interaction analysis of text-based chats .....	112
4.1.8 Additional finding on levels of willingness to communicate in English..	114
4.2 Research Question 2: What are students' opinions towards a task-based instruction through online games on their willingness to communicate in English? .....	122
4.2.1 Task-based instruction through online game created an engaging and fun learning environment.....	124
4.2.2 Task-based instruction through online games provided an opportunity to communicate in the target language with other language users.....	126
4.2.3 Task-based instruction through online games offered a low-anxiety context for communicating in the target language .....	128
4.2.4 Task-based instruction through online games allowed exposure to the target language .....	130
4.2.5 Difficulty of the language in the game .....	132
4.2.6 Unrelated vocabulary to their daily life.....	134
4.2.7 More attention to gameplay than the lessons .....	136
4.3 Summary .....	140
CHAPTER V DISCUSSIONS AND RECOMMENDATIONS.....	142

	Page
5.1 Summary of the study .....	142
5.2 Summary of the findings .....	143
5.3 Discussions .....	144
5.3.1 The Effects of the Task-Based Instruction through Online Games on Willingness to Communicate in English .....	145
5.3.1.1 Face-to-face and online game-based learning .....	145
5.3.1.2 The use of L1 in online game-based language learning .....	151
5.3.2 Students' Opinions towards the Task-Based Instruction through Online Games .....	153
5.3.2.1 Learning engagement .....	153
5.3.2.2 Low-anxiety context .....	154
5.3.2.3 Exposure to target language .....	155
5.3.2.4 Opportunity to interact in target language .....	156
5.3.2.5 Difficulty of the authentic inputs .....	156
5.3.2.6 Relatedness of language inputs to students' daily life .....	157
5.3.2.7 More attention to gameplay than the lessons .....	158
5.4 Limitations of the study .....	159
5.5 Pedagogical implications .....	160
5.6 Suggestions for future research .....	160
REFERENCES .....	162
APPENDICES .....	181
Appendix A Samples of Lesson Plans .....	182
Appendix B First Set of WTC Questionnaires (English Version) .....	232
Appendix C First Set of WTC Questionnaires (Thai Version) .....	237

	Page
Appendix D Second Set of WTC Questionnaires (English Version) .....	242
Appendix E Second Set of WTC Questionnaires (Thai Version).....	248
Appendix F Focus Group Interview Guideline (English Version).....	254
Appendix G Focus Group Interview Guideline (Thai Version).....	257
Appendix H Results of the Lesson Plan Evaluation .....	260
Appendix I Results of the Questionnaires Evaluation (Set A).....	264
Appendix J Results of the Questionnaires Evaluation (Set B).....	269
Appendix K Results of the Focus Group Interview Questions Evaluation.....	275
VITA .....	277



## LIST OF TABLES

Table 1 <i>The Summary of Common Variables Related to WTC in Previous Studies</i> .....	25
Table 2 <i>The Summary of Task-Based Instruction Frameworks (adapted from Nittaya Sanguangarm, 2010)</i> .....	48
Table 3 <i>Contents of Task-Based Instruction through Online Games</i> .....	62
Table 4 <i>Cronbach's Alpha Coefficient of WTC questionnaires</i> .....	76
Table 5 <i>Categories and Possible Keywords for Content Analysis</i> .....	79
Table 6 <i>Interpretation of Questionnaire Scale</i> .....	86
Table 7 <i>Participants' Perceptions on Their WTC in English in the Classroom (N = 15)</i> .....	87
Table 8 <i>Participants' Levels of Desire to Communicate with a Specific Person in the Classroom (N = 15)</i> .....	89
Table 9 <i>Participants' Levels of State Communicative Self-Confidence in the Classroom (N = 15)</i> .....	93
Table 10 <i>Participants' Perceptions on Their WTC in English in the Online Game (N = 15)</i> .....	96
Table 11 <i>Differences of Participants' Perceptions of WTC in English in the Classroom and the Online Game (N = 15)</i> .....	98
Table 12 <i>Participants' Levels of Desire to Communicate with a Specific Person in the Online Game (N = 15)</i> .....	101
Table 13 <i>Differences of Participants' Levels of Desire to Communicate with a Specific Person in the Classroom and the Online Game (N = 15)</i> .....	104
Table 14 <i>Participants' Levels of State Communicative Self-Confidence in the Online Game (N = 15)</i> .....	107

Table 15 <i>Differences of Participants' Levels of State Communicative Self-Confidence in the Classroom and the Online Game (N = 15)</i> .....	110
Table 16 <i>Number of Words, Number of Turns, and Length of Turns in Text-Based Chat during Game Play (N = 15)</i> .....	113
Table 17 <i>Paired-Sample T-Test of Overall Willingness to Communicate in English between Classroom and Online Gaming Contexts (N = 15)</i> .....	115
Table 18 <i>Paired-Sample T-Test of Overall Perceived Willingness to Communicate in English between Classroom and Online Gaming Contexts (N = 15)</i> .....	116
Table 19 <i>Paired-Sample T-Test of Overall Desire to Communicate with a Specific Person between Classroom and Online Gaming Contexts (N = 15)</i> .....	117
Table 20 <i>Paired-Sample T-Test of Overall Interlocutor-Related Desire to Communicate with a Specific Person between Classroom and Online Gaming Contexts (N = 15)</i> .....	118
Table 21 <i>Paired-Sample T-Test of Overall Purpose-Related Desire to Communicate with a Specific Person between Classroom and Online Gaming Contexts (N = 15)</i> .....	119
Table 22 <i>Paired-Sample T-Test of Overall State Communicative Self-Confidence between Classroom and Online Gaming Contexts (N = 15)</i> .....	119
Table 23 <i>Paired-Sample T-Test of Overall State Perceived Competence between Classroom and Online Gaming Contexts (N = 15)</i> .....	120
Table 24 <i>Paired-Sample T-Test of Overall State Anxiety between Classroom and Online Gaming Contexts (N = 15)</i> .....	121
Table 25 <i>Students' Opinions towards the Task-Based Instruction through Online Games (N = 15)</i> .....	123

## LIST OF FIGURES

Figure 1 <i>Model of WTC in L1 and Affective Variables (MacIntyre, 1994)</i> .....	13
Figure 2 <i>Model of L2 Communication, WTC in L2, and Affective Variables (MacIntyre &amp; Charos, 1996)</i> .....	14
Figure 3 <i>Heuristic Model of Variables Influencing WTC in L2 (MacIntyre et al., 1998)</i> .....	16
Figure 4 <i>Model of Variables Influencing WTC in L2 Applied to Japanese ESL Students (Hashimoto, 2002)</i> .....	19
Figure 5 <i>WTC Model in the Japanese EFL Context (Yashima, 2002)</i> .....	21
Figure 6 <i>Model of WTC in L2, L2 communication, and affective variables (Yashima et al., 2004)</i> .....	22
Figure 7 <i>Model of WTC in L2 for Thai EFL learners (Kamlaitip Pattapong, 2010)</i> .....	23
Figure 8 <i>Conceptual Framework</i> .....	58
Figure 9 <i>Participants Interact with NPC Farmer Diah in Lesson 1</i> .....	69
Figure 10 <i>Participants Discussed Problems and Solutions for Game Quest within Their Parties in Lesson 1</i> .....	70
Figure 11 <i>Participants Attempted to Complete Game Quest in Lesson 1</i> .....	71
Figure 12 <i>Participants Discussed Language Focus in Lesson 1</i> .....	71

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Being able to communicate in English well is considerably important for Thai EFL learners. By "communication", the term refers to the social function (Cherry, 1957), involving the sharing of meaningful information (Porter & Grant, 1992). The more recent definition was given by Samovar, Porter, and McDaniel (2009), stating that the term means "a dynamic process in which people attempt to share their internal states with other people through the use of symbols" (p.16). Camp and Satterwhite (2002) proposed four major purposes of communication: a) to inquire, referring to obtaining information by questioning; b) to inform, which is to distribute information via different channels of communication; c) to persuade or to influence others; and d) to develop goodwill, meaning to maintain and to form relationships with others in the community. For Thai EFL learners, communication in English as a foreign language would also concern a language that is unfamiliar to them, involving code-switching process, as Edmondson (2004) indicated.

However, Thai EFL students are generally well-known for their passive nature when they are in classrooms. Kamprasertwong (as cited in Reinders & Wattana, 2011, 2012, 2014; Sorada Wattana, 2013) stated that they are more likely to avoid



interaction in English classroom altogether. Kamlaitip Pattapong (2010) explained that this might be because of the code of behavior as a product of Thai cultural values, which appears to be consistent with Knutson, Hwang, and Vivatananukul (1995) that Thai students are apprehensive about communication, even in their first language.

Kamlaitip Pattapong (2010) emphasized that, even at university level where English classrooms are more communication-oriented, Thai EFL learners are still reluctant to use English for communication within English classroom. However, for EFL instructors, it would be more ideal that the students seek opportunities to communicate in English in order to practice what they have learned from the classroom. Rama, Black, van Es, and Warschauer (2012) advised that, by engaging in the communication, the students could enhance their language skills. Berns, Palomo-Duarte, Doderer, and Valero-Franco (2013) added that language practice is crucial in language learning.

Unfortunately, the reluctance and the avoidance to communicate in English, as well as the communication apprehension, of Thai EFL learners suggest the decrease in the language use (MacDonald, Clément, & MacIntyre, 2003), which in turn limits the possibility to improve their communicative competence (Knell & Chi, 2012), namely linguistic/grammatical competence, discourse competence, sociolinguistic competence, strategic competence, and pragmatic competence (Brown, 2007; MacIntyre, Dörnyei, Clément, & Noels, 1998).

In addition, the reluctance, avoidance, and communication apprehension are related to the concept of willingness to communicate (WTC) in second language as proposed by MacIntyre et al. (1998). This concept involves the intention to actively participate in a communication when given a choice to do so. However, WTC is not necessarily correspond with communicative competence or level of communicative ability (Brown, 2007; Dörnyei, 2003), meaning that students with low communicative ability might show higher level of WTC than students with higher ability. MacIntyre et al. (1998) also proposed that the main goal of language instruction should be to promote WTC as it is one of many predictors of success in language learning (Brown, 2007; Kim, 2004).

This research, therefore, proposed the use of online games as a virtual learning environment. However, online games or digital games have many genres. Sykes and Reinhardt (2013) proposed ones that have educational potentials, especially in language learning, including action games, adventure games, role-playing games, strategy games, and simulation and management games. Apart from these genres, there are another two types of games that have been discussed: a) serious/education games, referring to the games in which education is the primary goal rather than entertainment (Michael & Chen, 2006); and b) vernacular/commercial off-the-shelf (COTs) games, which are games that are not designed for educational purposes (Reinhardt & Sykes, 2012; Sykes & Reinhardt, 2013). The genre selected for this study was a vernacular role-playing game,

particularly massively multiplayer online role-playing game (MMORPG), because many studies have revealed that MMORPGs can encourage the WTC among language learners by allowing more opportunities to communicate.

MMORPGs refer to highly graphical 2-D or 3-D games played online, allowing players to interact through their “avatars” with the non-player characters (NPCs) and other players (Steinkuehler, 2004, 2006, 2007; Steinkuehler & Williams, 2006). Steinkuehler (2004, 2006, 2007) further explained that "these virtual worlds are persistent social and material worlds loosely structured by open-ended fantasy narratives, where players are largely free to do as they please [such as] slay [monsters], siege castles, barter goods in town, or shake the fruit out of trees."

The related recent research on the effects of online games on WTC included the one by Reinders and Wattana (2011, 2012, 2014) and Sorada Wattana (2013). They selected one of the most popular online games in Thailand called *Ragnarok Online* for their studies. They found that the game provided a sheltered environment where their participants felt less anxious to make mistakes; hence, more willingness to communicate in English, especially in text-based chat.

A similar study was conducted by Berns et al. (2013). Although they primarily aimed to investigate the effects of their newly created online game called *The Hidden Room* on students' language acquisition and communicative competence, they also addressed that the virtual environment of the game created a space where students were encouraged to communicate. As a result, students who showed less

WTC in the classroom tended to be more willing to do so in the game (Berns et al., 2013).

In addition, task-based instruction was proposed as an instructional approach in this research because it is believed to be one of the best ways to promote language acquisition (Ellis, 2003; Nunan, 2004; Willis, 1996). Dörnyei and Kosmos (2000) also claimed that task-based instruction could maximize the opportunity to communicate in English; hence, it could promote willingness to communicate in English among the students. Parichat Saiyod (2009) emphasized that task-based instruction is a student-centered approach in which the students play the central role in their own learning.

In regards to the relationship between online games and task-based instruction, Gros (2007) stated that task-based instruction can be easily introduced in the gaming environment. To elaborate on this notion, it can be said that tasks (or quests) involve largely intellectual challenges embedded in role-playing games (Sykes & Reinhardt, 2013). El-Nasr and Smith (as cited in Rankin, McNeal, Shute, & Gooch, 2008) and Steinkuehler and Williams (2006) indicated that games are ideal for collaborative task-based learning, offering opportunities for students to work together to accomplish game tasks.

In summary, the present study attempted to investigate the effects of a task-based instruction through online games on the willingness to communicate in English of undergraduate students at a public university in Bangkok. The focus of the study

was the quantitative data of the communication in English of the students during gameplay, indicating their WTC in English, as well as the qualitative data of students' opinions towards the task-based instruction through online games.

## 1.2 Research Questions

1. To what extent does a task-based instruction through online games affect willingness to communicate in English of undergraduate students in Bangkok?
2. What are students' opinions towards a task-based instruction through online games?

## 1.3 Research Objectives

1. To investigate the effects of a task-based instruction through online games on willingness to communicate in English of undergraduate students.
2. To explore opinions towards a task-based instruction through online games of undergraduate students.

## 1.4 Definitions of Terms

1. **Task-based instruction** refers to an instructional approach used in this research to enhance willingness to communicate in English among undergraduate students. Instructor and the students controlled their self-created avatars, representing their identities within the online gaming environment. The students performed tasks and learned grammar from the

game contents. The instruction includes three main phases, following the framework by Willis (1996):

- a) Pre-task - students were asked to interact with the non-player characters (NPCs), which were characters that were not controlled by the players, and to notice the language features assigned by the instructor to be discussed during language focus phase;
- b) Task cycle - students were divided into small groups/parties and discussed problems and solutions of the game quests by performing one of three task types proposed by Willis (1996). After that, students completed the game quests;
- c) Language focus - students discussed the language features they found from the interaction with the NPCs; then, concluded and evaluated what they learned.

2. **Online game** refers to a massively multiplayer role-playing online game called *Guild Wars 2*, played on personal computers. This genre of games was selected because it is linguistically rich in nature and it provides the students with opportunities to interact with other English speakers. Moreover, the researcher and the participants created the avatars to represent themselves to interact with each other and the NPCs. The researcher and the participants communicated with each other through the synchronous computer-mediated communication channel. The game required the students to complete game

quests provided by the NPCs in order to advance in the game, involving interaction with the NPCs. Additionally, the game was not modified to serve educational purposes in terms of the game contents, but the language tasks were embedded into the game to teach English grammar.

3. **Task-based instruction through online games** refers to the use of an online game, *Guild Wars 2*, as an instructional tool and a virtual environment for task-based instruction on English grammar. In this study, 100% of the instruction was given within online gaming environment. Students had to interact with the NPCs, notice the language features, complete the game quests, and discuss the language features they found from the interaction with the NPCs.
4. **Willingness to communicate in English** (WTC in English) refers to the intention of the students to actively commit in the synchronous computer-mediated communication, using English. To measure WTC in English, the questionnaires adapted from Reinders and Wattana (2014) and (Sorada Wattana, 2013) were used. Number of words, number of turns, and length of turns were considered as evidence of WTC in English during gameplay.
5. **Communication in English** refers to the communication through the synchronous computer-mediated communication channel, using English, between students and instructor, students and students, and students and

other game players to serve one of the four purposes of communication: to inquire, to inform, to persuade, and to develop goodwill.

6. **Computer-mediated communication** (CMC) refers to the chat-based communication between students and instructor, students and students, and students and other game players via different chat channels. *Overwolf* program was used to record students' interactions during the gameplay.

### 1.5 Scope of the Study

1. The population for this study was undergraduate students in Bangkok.
2. The variables in this study were as follows:

The independent variables were the task-based instruction and online games.

The dependent variables were the WTC in English of the students and their opinions towards the task-based instruction through online games.

### 1.6 Significance of the Study

This study about effects of task-based instruction through online games on willingness to communicate of undergraduate students will contribute to the following parties:

*For students:*

1. Thai EFL students will recognize an alternative activity that they can be exposed to an authentic English language use.



2. At the end of this study, the willingness to communicate in English could be enhanced among the participants.

*For teachers:*

1. English teachers can employ task-based instruction as an alternative way of teaching English communication for their students.
2. The results of this study will assist English teachers to realize the importance of willingness to communicate in English classroom.
3. This study will offer an example of how to develop task-based lessons for English classes through online games.
4. This study will contribute additional knowledge of the task-based instruction through online games, as well as willingness to communicate in English research areas. The researchers who are interested in the fields can use this study as a preliminary study to conduct further studies on task-based instruction, online games, or willingness to communicate in English.

## CHAPTER II

### LITERATURE REVIEW

This research involved four major areas of study: willingness to communicate, online games, task-based instruction, and computer-mediated communication. This chapter presents a literature review on the topics.

#### 2.1 Willingness to communicate (WTC)

Willingness to communicate has been regarded as one of many indicators of the success in language learning. In this study, willingness to communicate construct refers to willingness to communicate in English (WTC in English), which is reviewed in respect to the previous studies on WTC in second language (L2). It has been found in many previous studies that WTC in L2 have an explicit impact on communication (Cao & Philip, 2006; Clément, Baker, & MacIntyre, 2003; Hashimoto, 2002; Kang, 2005; MacIntyre, 2007; MacIntyre & Charos, 1996; MacIntyre et al., 1998; Yashima, Zenuk-Nishide, & Shimizu, 2004). MacIntyre et al. (1998) addressed that the fundamental goal of language instruction should be to encourage willingness to communicate among language learners.

##### 2.1.1 Definition of willingness to communicate in EFL

There are two major perspectives of willingness to communicate. The first perspective considered willingness to communicate as an enduring construct

(McCroskey & Baer, 1985). McCrosky and Baer defined it as the probability of initiating communication, particularly in oral communication, when the opportunity is presented. This original construct of WTC implied that it is likely to remain stable across time and contexts. However, McCroskey and Richmond (1990) indicated that WTC can also be impacted by variables, such as the feelings, previous experience of communication, and/or the interlocutors.

Another view by MacIntyre et al. (1998) perceived willingness to communicate as a situational construct and referred it as “a readiness to enter into discourse at a particular time with a specific person or persons in a second language.” Kang (2005) proposed a more specific definition of this term as the decision to engage in the act of communication in a specific situation.

In conclusion, WTC can be divided into two major levels: trait-like level and situational level. At trait-like level, it refers to personality-oriented trait which is constant within an individual towards communication. On the other hand, at situational level, it can be affected by situational variables, such as persons, time, contexts, and other variables.

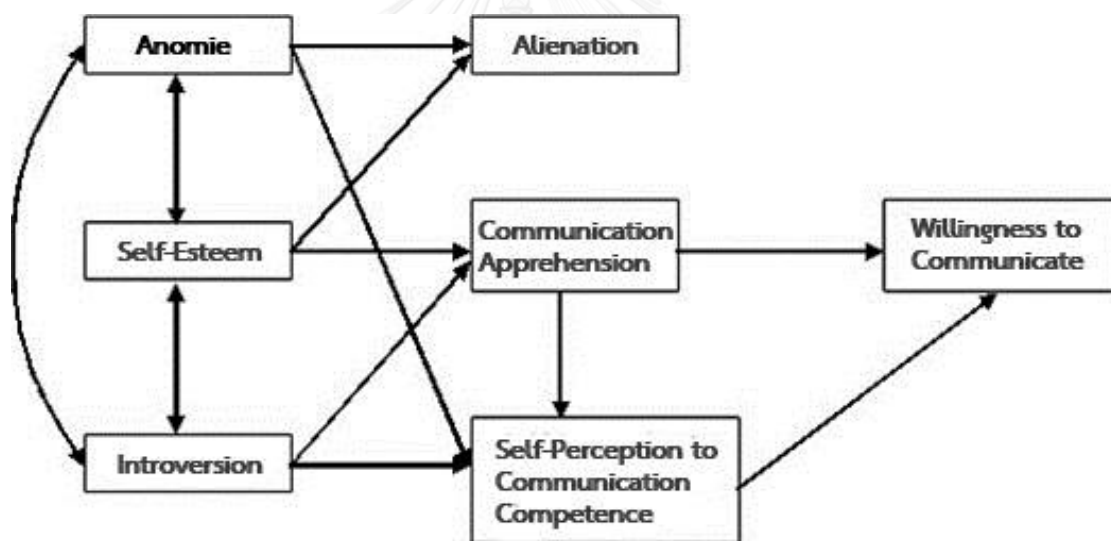
### 2.1.2 WTC model

Many researchers have developed different models to illustrate the variables that influence WTC. Some are discussed as follows:

### 2.1.2.1 MacIntyre's WTC model (1994)

MacIntyre (1994) conducted a study on trait-like WTC in L1 based on Burgoon's (1976) study on unwillingness to communicate. MacIntyre examined five affective variables underlying WTC in L1, namely anomie, alienation, self-esteem, introversion, and communication apprehension, which were proposed by Burgoon (1976). MacIntyre also added self-perception to communication competence as another antecedent, contributing to WTC in L1 (See Figure 1).

Figure 1 *Model of WTC in L1 and Affective Variables (MacIntyre, 1994)*

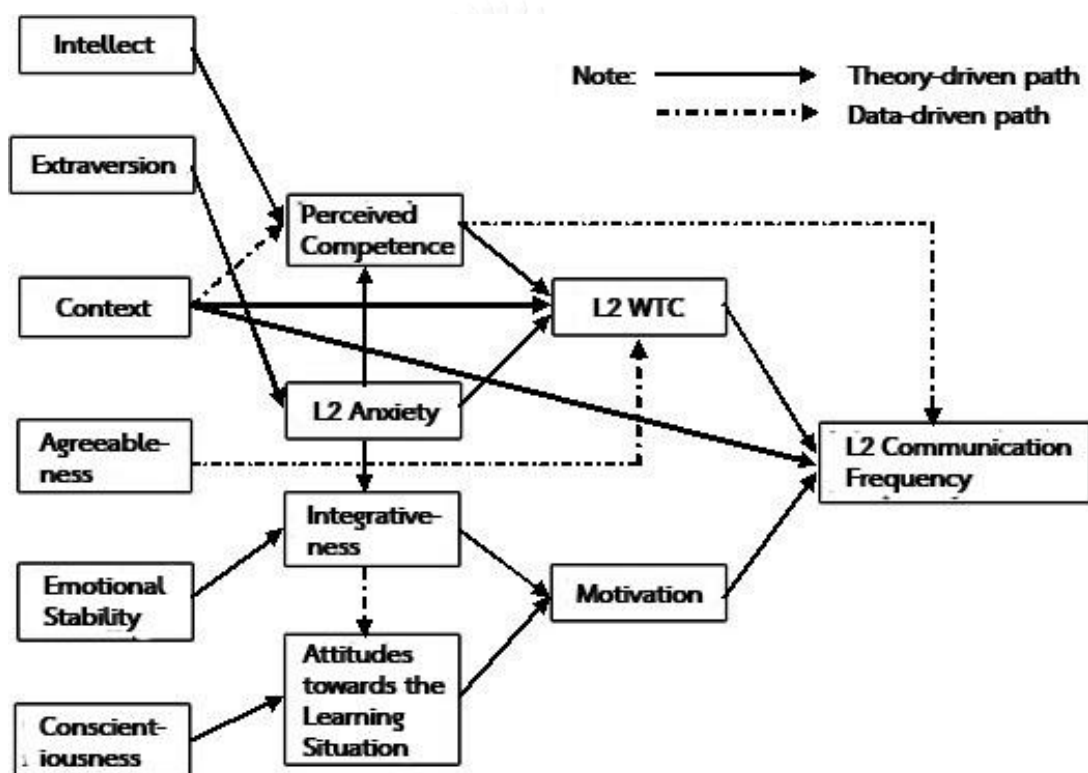


MacIntyre's findings revealed that communication apprehension and self-perception to communication competence were directly related to WTC in L1, in which communication apprehension had a negative effect while self-perception to communication competence had a positive effect on WTC in L1.

### 2.1.2.2 MacIntyre and Charos's WTC model (1996)

MacIntyre and Charos (1996) further investigated the relationship between affective variables and WTC in L2. They also examined the influence of these variables and WTC in L2 on the frequency of L2 communication (See Figure 2).

Figure 2 Model of L2 Communication, WTC in L2, and Affective Variables (MacIntyre & Charos, 1996)



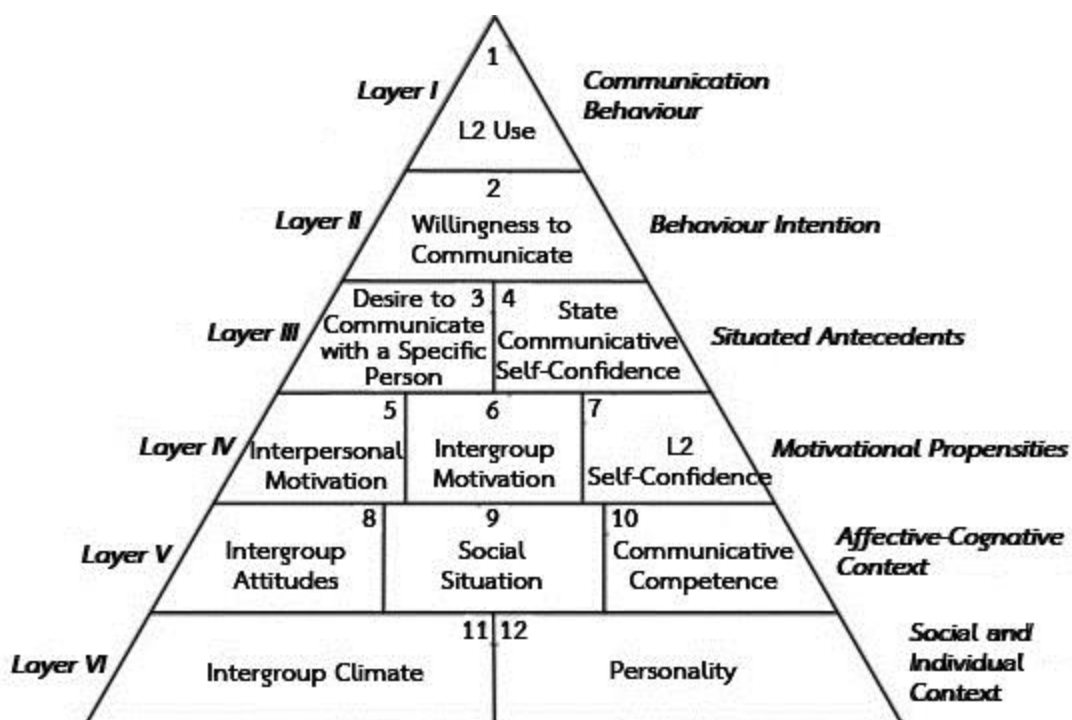
The results showed that perceived competence, L2 anxiety, communication contexts, and agreeableness had direct effects on WTC in L2. This was consistent with MacIntyre (1994) that positive perceived communication competence and negative anxiety were the direct predictors of WTC in L2. Moreover, the results also

showed that motivation, WTC in L2, perceived competence, and communication contexts had direct influence on the frequency of L2 communication.

### *2.1.2.3 MacIntyre et al.'s WTC model (1998)*

Later, MacIntyre et al. (1998) developed an influential model of L2 WTC based on McCroskey and Baer's (1985) L1 WTC model. They illustrated the mental processes leading to actual language use in L2 with a six-layered pyramid diagram, which contains twelve variables (see Figure 3). They further explained that the six layers represent two basic structures: the top three layers (I, II, and III) represent situational variables on WTC at a given specific time; and the lower three layers (IV, V, and VI) represent trait-like variables. The arrangement of the twelve variables in the model signifies the significance of situational variables over enduring variables.

Figure 3 Heuristic Model of Variables Influencing WTC in L2 (MacIntyre et al., 1998)



Layer I in Figure 3 represents the L2 use (Box 1), which is not only limited to productive skills, but also includes receptive skills, such as reading newspapers and listening to songs in L2. Layer II represents behavioral intention or *willingness to communicate* (Box 2), which can be indicated both verbally and non-verbally. Layer III signifies situated antecedents that immediately impact the WTC, involving *desire to communicate with a specific person* (Box 3) and *state communicative self-confidence* (Box 4). They are the immediate determinants of WTC, formulated by the enduring influences located underneath. Desire to communicate with a specific person is influenced by two motives: affiliation and control. Affiliation is the need to form a relationship with the interlocutors, influenced by other motives, such as physical attractiveness of the interlocutors, similarity of the interlocutors, and

familiarity with the interlocutors. Control is any task-related situations where interlocutors try to influence each other's behavior whether through requirement of assistance, cooperation, or services. State communicative self-confidence involves two key components: state perceived competence and state anxiety. State perceived competence refers to how ones view their capacity to communicate effectively at that given moment. State anxiety is the temporary emotional reaction controlled by tension and apprehension. Note that two variables in Layer III are the most important immediate antecedents of WTC (MacIntyre, 1994; MacIntyre & Charos, 1996).

At the enduring levels, Layer IV, motivational propensities are composed of three variables: interpersonal motivation, intergroup motivation, and L2 self-confidence. *Interpersonal motivation* (Box 5) contributes to specific interpersonal purposes either they are control-oriented or affiliation-oriented. It is only related to individual characteristics. On the other hand, *intergroup motivation* (Box 6) is related to the sense of belonging of an individual to a particular social group; but similarly, it can be either control-oriented or affiliation-oriented. *L2 self-confidence* (Box 7) is different from state communicative self-confidence and it is composed of two components: cognitive and affective. The first component corresponds to how ones judge their overall capacity to communicate effectively and adaptively in the L2. The second component corresponds to language anxious experience when using L2.

Layer V, affective-cognitive context addresses three variables: intergroup attitudes, social situation, and communicative competence. *Intergroup attitudes* (Box



8) consists of three components: integrativeness (related to the desire to be a part of the L2 community), fear of assimilation (related to the fear of losing membership with the L1 community by acquiring an L2), and motivation to learn the L2 (related to the enjoyment and satisfaction in learning and using the L2). *Social situation* (Box 9) involves five factors: the participants (age, gender, social class, relationship between participants, power relationship, level of intimacy, extent of shared knowledge, and social distance), the setting (place and time of communication), the purpose (persuade, transfer information, entertain, and reveal self), the topic (topical expertise and topic familiarity), and the communication channel (speaking and writing). *Communicative competence* (Box 10) contains five competencies: linguistic competence, discourse competence, pragmatic competence, sociolinguistic competence, and strategic competence.

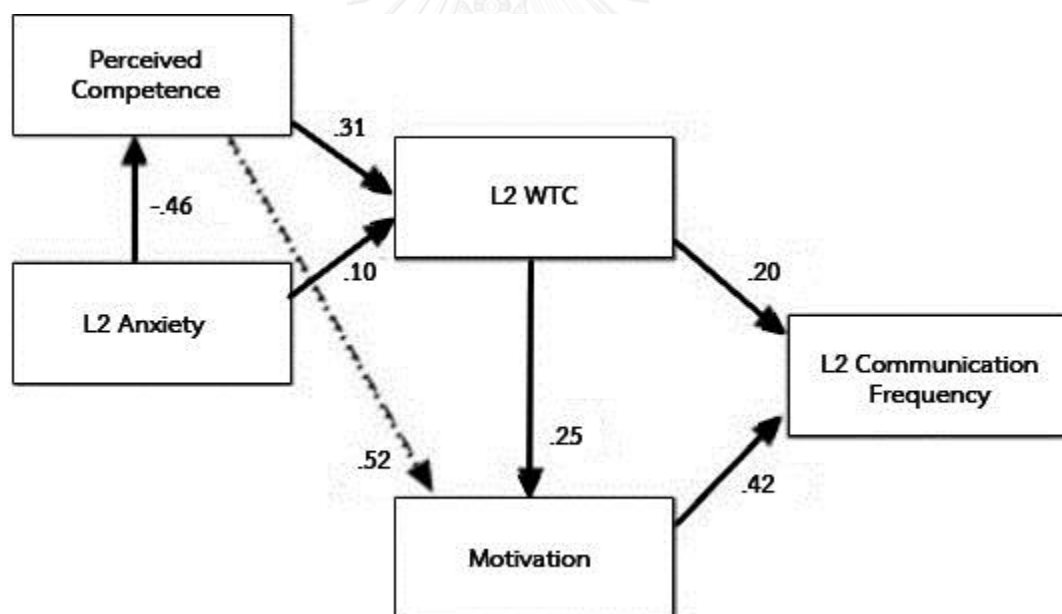
Finally, Layer VI, societal-individual context, consists of two variables: intergroup climate and personality. *Intergroup climate* (Box 11) reflects the special characteristics of the bilingual context, where structural characteristics (the issues of availability of the language or linguistic vitality) and perceptual and affective correlates (attitudes towards ethnic groups) become important. *Personality* (Box 12) is explained by MacIntyre et al. (1998) that certain personality patterns predict how an individual reacts to other people. It helps to set the context in which language learning occurs. MacIntyre et al. (1998) regarded the intergroup climate and the personality of the learner as variables that set the foundation for communication in

L2. However, they viewed that these two variables are less directly involved in determining a learner's WTC.

#### 2.1.2.4 Hashimoto's WTC model (2002)

Hashimoto (2002) studied effective variables influencing L2 use in classroom of Japanese ESL students. She then attempted to develop a model of WTC to be applied to this group of students (See Figure 4).

Figure 4 *Model of Variables Influencing WTC in L2 Applied to Japanese ESL Students* (Hashimoto, 2002)



Her results revealed that perceived competence and L2 anxiety were directly related to WTC, which led to L2 use. She further explained that L2 anxiety had a negative impact on perceived competence, which was in accordance with the findings of MacIntyre and Charos (1996). She also found that WTC and perceived

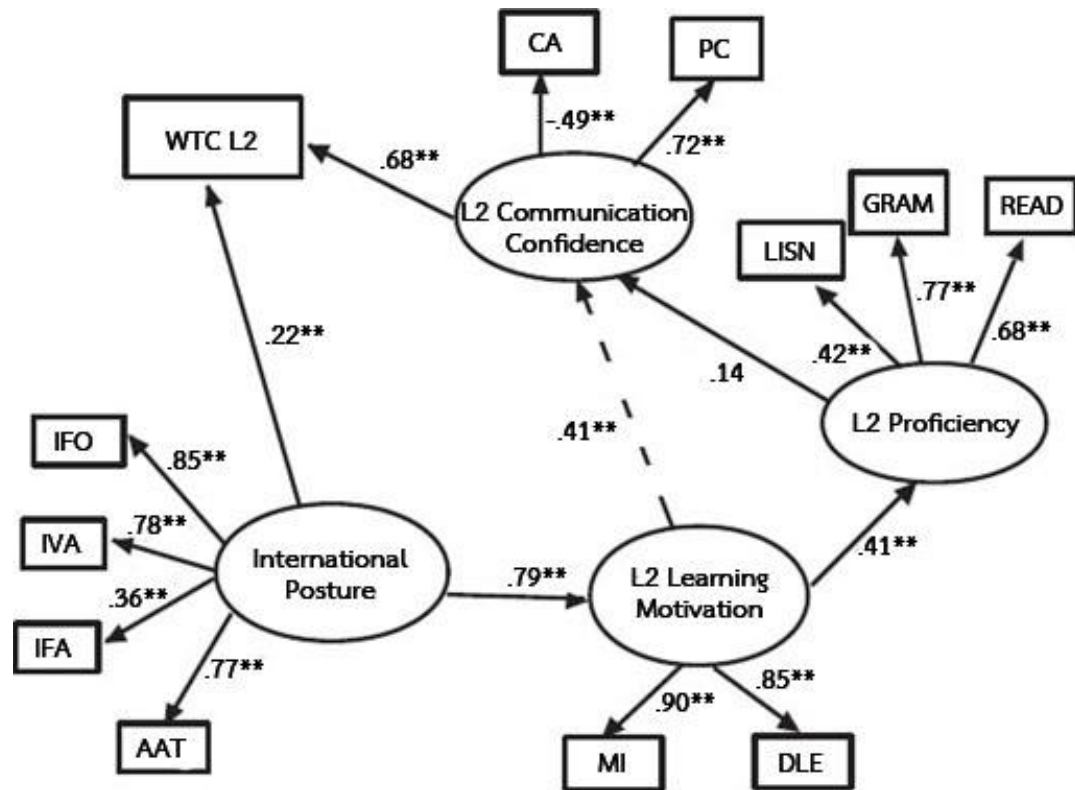
competence had a significant impact on motivation. Hashimoto also proposed that motivation was a direct factor of L2 communication.

#### *2.1.2.5 Yashima's WTC model (2002)*

Similar to Hashimoto (2002), Yashima (2002) investigated variables in relations to L2 learning and L2 communication among Japanese EFL students. She also added that a variable called international posture was related to the general attitude toward the international community and foreign language learning. Another WTC model applied to Japanese EFL context was developed (See Figure 5).



Figure 5 WTC Model in the Japanese EFL Context (Yashima, 2002)



Note. \*\* $p < .01$ ;  $\chi^2(49) = 62.63$ , n.s.; GFI = 0.97; AGFI = 0.95; CFI = 0.99; RMSEA = 0.031; WTC L2: Willingness to Communicate in L2; CA: Communication Anxiety in L2; PC: Perceived Communication Competence in L2; LISN: Listening Comprehension; GRAM: Grammar & Vocabulary; READ: Reading Comprehension; IFO: Intercultural Friendship Orientation in Learning English; IVA: Interest in International Vocation/Activities; IFA: Interest in Foreign Affairs; AAT: Intergroup Approach Avoidance Tendency; MI: Motivation Intensity; DLE: Desire to Learn English.

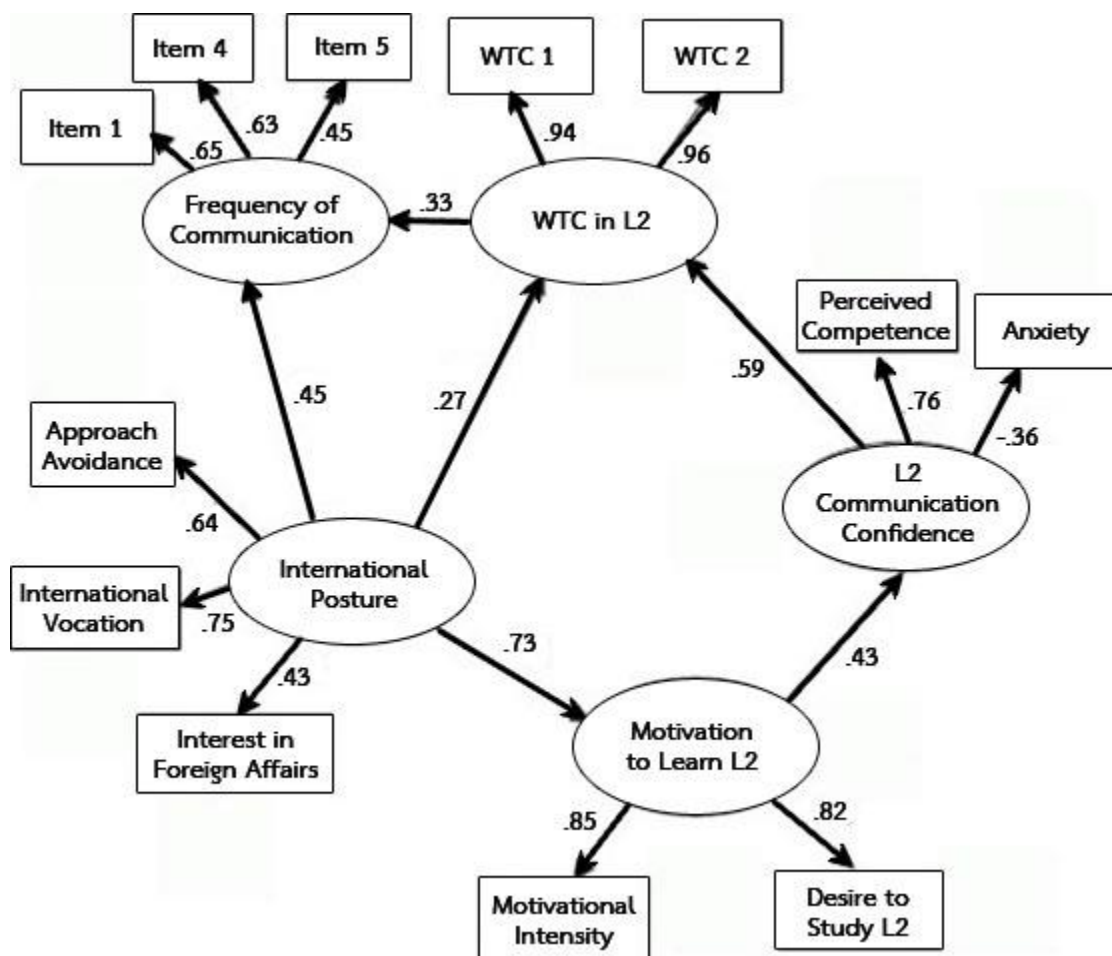
From this model, Yashima found that the international posture had an impact on motivation, which in turn influenced English proficiency. Motivation also had an effect on self-confidence in L2 communication that led to WTC in L2. There was also a significantly direct path from international posture to WTC in L2.

#### 2.1.2.6 Yashima et al.'s WTC model (2004)

Later, Yashima et al. (2004) further developed another WTC model following Yashima (2002). In this model, they added L2 communication in the investigation.

Their results were consistent with MacIntyre and Charos (1996) and Hashimoto (2002) that WTC in L2 had a direct effect on L2 communication and positive perceived competence (See Figure 6).

Figure 6 Model of WTC in L2, L2 communication, and affective variables (Yashima et al., 2004)



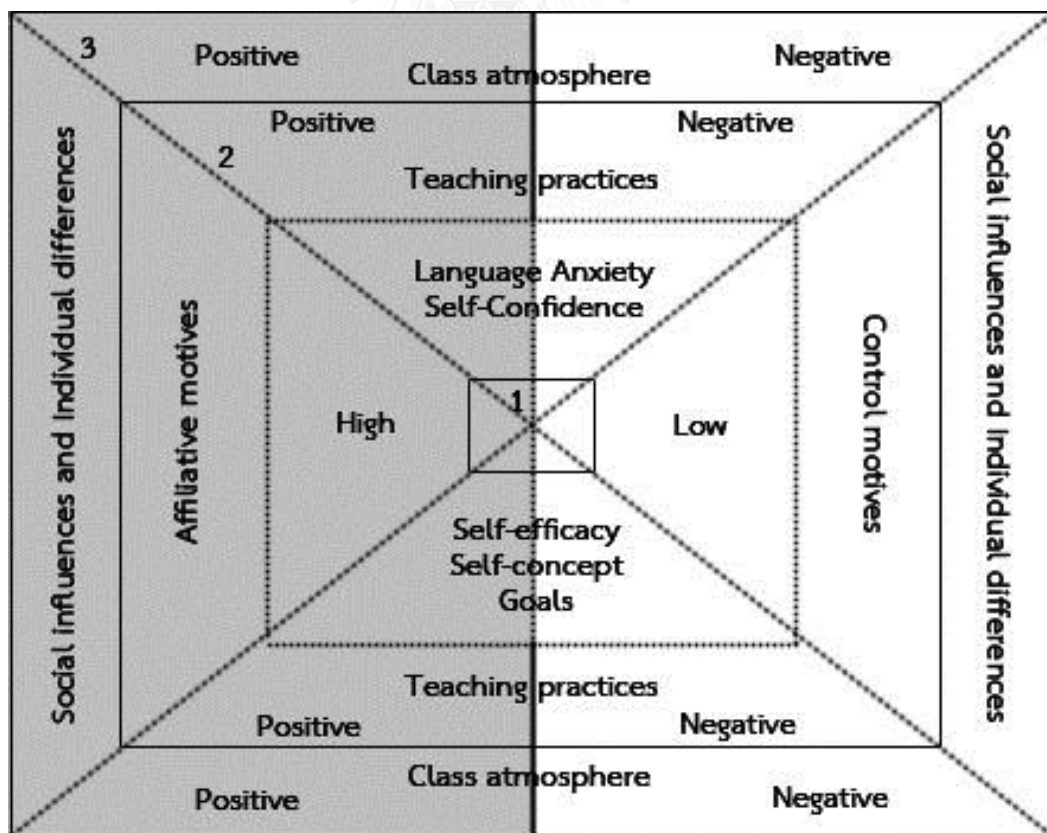
Furthermore, they found that negative L2 anxiety, which was formed under L2 communication confidence, had direct effects on WTC in L2. Still, the international posture directly influenced WTC in L2 and L2 communication behavior

and indirectly influenced WTC in L2 through motivation and L2 communication confidence.

#### 2.1.2.7 Kamlaitip Pattapong's WTC model (2010)

More recently, Kamlaitip Pattapong (2010) attempted to develop a WTC model to be applied to Thai EFL context. She presented the model by multiple dimensions of layers of a pyramid shape as seen in top view (See Figure 7). She explained that WTC was changeable, depending on situational contexts in classroom as specified by the variables in each layer of the pyramid.

Figure 7 Model of WTC in L2 for Thai EFL learners (Kamlaitip Pattapong, 2010)



The top two layers were considered the immediate variables that affect students' WTC. Layer 1 was psychological variables, which included L2 anxiety, self-confidence, self-efficacy, self-concept, and personal goals. Layer 2 was variables related to interlocutors and teaching practices, including affiliation and control motives, task, classroom management, and teaching approach. Layer 3 was non-immediate variables that involved other variables and may affect students' attitudes towards learning L2, which in turn influenced their WTC. These variables included social and individual difference and classroom atmosphere.

From these models of WTC, it can be summarized and concluded that there are different pieces of research proposing both different and similar variables influencing WTC in L2. Table 1 represents the common variables that have been discussed.

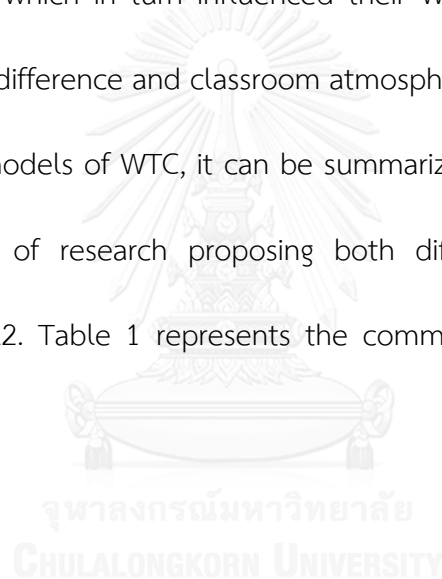


Table 1 *The Summary of Common Variables Related to WTC in Previous Studies*

Variables	MacIntyre (1994)	MacIntyre & Charos (1996)	MacIntyre et al. (1998)	Hashimoto (2002)
WTC in L2		✓	✓	✓
Perceived competence	✓	✓	✓	✓
L2 anxiety		✓	✓	✓
L2 learning motivation		✓	✓	✓
International posture			✓	
Interlocutors			✓	



Table 1 (*continued*)

Variables	Yashima (2002)	Yashima et al. (2004)	Pattapong (2010)
WTC in L2	✓	✓	✓
Perceived competence	✓	✓	✓
L2 anxiety	✓	✓	✓
L2 learning motivation	✓	✓	✓
International posture	✓	✓	
Interlocutors			✓

As shown in Table 1, four variables, namely WTC in L2, perceived competence, L2 anxiety, and L2 learning motivation, are considered crucial factors affecting WTC in L2. Only models by MacIntyre et al. (1998) and Kamlaitip Pattapong (2010) discussed the interlocutors as another immediate situated antecedent of WTC. Although the studies of Hashimoto (2002), Yashima (2002), and Yashima et al. (2004) were conducted in EFL contexts, they failed to consider interlocutors as another

variable. On the other hand, Kamlaitip Pattapong's (2010) study was conducted specifically in Thai EFL context; she failed to recognize international posture as a variable affecting WTC in L2. Only MacIntyre et al. (1998) discussed all of these variables.

As a result, this study employed the model proposed by MacIntyre et al. (1998). The WTC was treated as situational variable, leading to authentic L2 use. The focus was on Layer II and Layer III of the model, including the following variables: WTC in English, desire to communicate with a specific person, and state communicative self-confidence.

### 2.1.3 Measurement of willingness to communicate in EFL

There are two types of instruments to investigate WTC. Qualitatively, the stimulated recall was used to prompt participants to recall their thoughts and to produce verbal protocol about what they were thinking while performing their tasks (Gass & Mackey, 2000). Kang (2005) utilized this method by videotaping participants' conversation with native speakers and prompted them by replaying the recordings and asking them to recall what they thought during the time.

The most common instrument used to measure WTC in L2 was developed by McCroskey and Baer (1985). Their scale was claimed to have content, construct, and predictive validity and reliability (McCroskey, 1992; McCroskey & Baer, 1985). Many researchers adopted and adapted their WTC scale to measure willingness to

communicate in different contexts (Kim, 2004; MacIntyre, 1994; MacIntyre & Charos, 1996; Yashima, 2002; Yashima et al., 2004). The scale was designed to measure the respondent's self-awareness of approaching or avoiding the communication discourse, consisting of five-point scale twenty items (McCroskey, 1992; McCroskey & Baer, 1985). Eight items are fillers, which are not scored, and another twelve items measure WTC in three types of receivers (friends, acquaintances, and strangers), and four types of communication contexts (dyad, group, meeting, and public). Cao and Philip (2006) added five items concerning classroom context into the scale.

However, these instruments were not designed for communication situations that commonly occur during gameplay. Reinders and Wattana (2014) and Sorada Wattana (2013) developed two sets of WTC questionnaires, focusing mainly on WTC in English and state communicative self-confidence in the language classroom, compared to the online gaming environment. The WTC questionnaires consisted of fifteen 5-point Likert scale items. Five items measure WTC in English and the other ten items measure state communicative self-confidence, dividing into five items on state anxiety and five items on state perceived competence.

This study adapted the WTC questionnaires of Reinders and Wattana (2014) and Sorada Wattana (2013) because the similar nature of the study. The questionnaires were already created based on the model of WTC by MacIntyre et al. (1998). In addition, one of them was designed specifically for online gaming

environment. However, another variable was added to be investigated in this research, namely desire to communicate with a specific person.

#### 2.1.4 Related research on willingness to communicate

Research on willingness to communicate was not something new. It has been of an interest of many advocates for many years. Nevertheless, only until recently, there have been few studies to investigate the variables contributing to WTC through qualitative method (Cao & Philip, 2006; Kang, 2005).

Kang (2005) examined variables affecting WTC in the classroom setting among Korean learners in a conversation partner program at a state university in the northeastern part of the United States. She suggested three emerging psychological antecedents of situational WTC, namely security, excitement, and responsibility, all of which are subject to change, depending on situational variables, such as topic, interlocutors, and conversational context (Kang, 2005). Similarly, Cao and Philip (2006) studied learners' perceptions of factors affecting ETC in the classroom context among language learners, who enrolled in an intensive General English course at a language school in New Zealand. Their participants had different native backgrounds, such as Chinese, Japanese, Korean, and Swiss-German. They found that the main factors affecting WTC were group size, familiarity with the interlocutors, and participation of interlocutors. Low self-confidence remained the major antecedent of

low participation, while topic familiarity and interest were reported as factors impacting communication behaviors.

Furthermore, de Saint-Léger and Storch (2009) investigated the perceptions and attitudes of the language learners towards oral activities with English native speakers, enrolling advanced French course in Australia. They gathered the data via many methods, including questionnaires, interviews, and the teacher's assessment. They concluded that, in general, self-confidence increased over time, as well as learners' WTC; however, the learners' desire to communicate with peers in small groups was not consistent and was influenced by affiliation motive.

Concerning quantitative research, many studies have been done based on the perspective of MacIntyre et al. (1998), describing WTC as a situational construct. For examples, MacIntyre, Babin, and Clément (1999) investigated variables affecting trait and state WTC. These variables included trait-like WTC, extraversion, emotional stability, self-esteem, communication apprehension, communicative competence, state WTC, state anxiety, perceived competence, and communication task. They found that state variables, such as the difficulty of communication task, corresponded with state WTC via state anxiety and state perceived competence.

A similar study was done by Clément et al. (2003). They examined contextual and individual difference variables that influenced WTC in L2. These variables were social context, subjective social norms, and ethno linguistic vitality among bilingual students. Their results revealed that ethno linguistic vitality and social norms had

impacts on context, individual, frequency of L2 communication, WTC in L2, L2 identity, as well as L2 confidence.

Moreover, Freiermuth and Jarrell (2006) investigated channel of communication as another variable influencing WTC. They compared WTC of their female Japanese university students, dividing them into two separate channels: online chats and face-to-face communication. The results showed that students were more willing to communicate in English during participation in online chats than in face-to-face context because they felt less anxious and more relaxed.

Lastly, Kim (2004), considering WTC as a predictor of the success in L2 acquisition, attempted to identify WTC in English among Korean EFL learners and variables affecting their WTC. She found that Korean university students had low level of WTC and addressed that indirect and direct variables affecting WTC included attitudes (international posture), English learning motivation, and confidence in L2 communication.

In Thai context, a few pieces of research have been found. Among these studies includes:

Knutson, Komolsevin, Chatiket, and Smith (2002) compared the willingness to communicate in L1 between Thai and American university students. It was unsurprising that they found Thai students were less willing to communicate than American students, significantly. They suggested that this might be because Thailand

gave the strong emphasis on social harmony and deferential behavior, resulting in low WTC among Thai.

Likewise, Natthida Thong-lam (2009) examined three situational variables, namely topic familiarity, group cohesiveness, and conversational contexts, influencing WTC in L2 and communication behavior in the classroom setting among Thai lower secondary level students. She concluded that topic familiarity and group cohesiveness had positive effects on WTC and communication behavior. She also attempted to explain that some conversational contexts, such as an English-speaking environment, when someone provided the answer that students did not know, an enjoyable atmosphere, a sense of competition, and when others made mistakes, could have positive effects on WTC in L2 and communication behavior. On the other hand, situations, such as when students made mistakes or someone interrupted them, could discourage them to communicate in the classroom setting.

Furthermore, Hathairat Jongsermtrakoon (2009) studied the relationships between three affective variables (international posture, English learning motivation, and confidence in English communication), WTC in English, and English communication behaviors among Thai upper secondary level students. She reported that the students had a high level of English learning motivation and possessed moderate levels of other four variables. She also reported a moderate relationship between English communication behaviors and WTC in English, and low relationships

between three affective variables, English communication behaviors, and WTC in English.

Lastly, Kamlaitip Pattapong (2010) explored students' and teachers' perspectives concerning WTC in the Thai EFL classroom setting. She identified and categorized variables contributing to WTC into four dimensions: cultural context, social and individual context, classroom context, and social and psychological context. She also found some other emerging variables within these dimensions. She concluded that cultural value had a powerful influence on WTC in English among Thai EFL learners. Recently, Kamlaitip Pattapong (2015) employed a qualitative approach, including interviews, stimulated recall, and classroom observations, to explore further on factors influencing WTC in English in Thai context. She found the overlap between all four dimensions and also emphasized on emersion of the cultural impact on WTC she found.

In this study, the WTC in English of undergraduate students refers to the intention to actively participate in synchronous computer-mediated communication during a task-based instruction through online games. It was determined by the participants' mean scores and standard deviations from their self-evaluation WTC questionnaires, adapted from Reinders and Wattana (2014) and Sorada Wattana (2013). The participants' responses to the WTC questionnaires were further validated by the number of words, the number of turns, and the length of turns from the



recordings of their English language production during gameplay, recorded by *Overwolf* program.

## 2.2 Online games

In Thailand, it is generally known that online gaming is perceived rather negatively. At best, it is considered a non-productive activity (Techavimol & Walsh, 2011); at worst, it is labeled altogether as a ‘disruptive’ activity (Thomas, 2012). In spite of the negative perspectives, during the past decades, educational values of online games have been of an interest of many advocates. It has been found that language learning can occur during online gaming, both intentionally and incidentally.

### 2.2.1 Definitions of online games

The Organisation for Economic Co-operation and Development (OECD) (2005) defined online games as any games played over the Internet via devices, such as personal computers (PCs), game consoles, and smartphones. It was further explained that the term included extensions of games for small groups of gamers to massively multiplayer online games (MMOGs) with more than 10,000 players playing at the same time. More clearly defined, according to Adams (2010), online games are multiplayer distributed games in which the players’ machines are connected by a network, which can be the Internet or a local area network (LAN).

Simply put, online games can be defined as any digital games played on personal computers, game consoles, or smartphones; they need network

connections such as the Internet, LAN, or 3G, in order to play the games. In the past, online games used to be regarded as a niche form of gameplay on personal computers only, as game consoles did not offer online capabilities like they do at present (Kirriemuir, 2006).

### 2.2.2 Genres of digital games

Regarding the genres of digital games, many researchers described them differently, depending on how they characterized each genre. Adams and Rollings (2007) classified eight main genres of digital games, with five sub-genres. Sykes and Reinhardt (2013) identified five genres suitable for language learning, in particular. Peterson (2013) listed nine genres of computer games used in computer-assisted language learning (CALL) research. The following section focuses on the five genres proposed by Sykes and Reinhardt (2013).

- A) **Action games**, including first-person perspective shooter (FPS), third-person perspective shooter (TPS), and dance and rhythm games, refer to games that require high reaction speed and hand-eye coordination (Adams, 2010; Adams & Rollings, 2007). It is claimed that this genre usually is simpler than the other genres because the players are more often under the time pressure. Adams (2010) and Adams and Rollings (2007) indicated that most action games offer challenges of players' physical skills, as well as puzzle-solving, tactical, and exploration skills.

Sykes and Reinhardt (2013) addressed that, in sheltered contexts, team play in action games may provide language learners with opportunity to use the target language in a meaningful way for genuine social purposes with real social consequence.

- B) **Adventure games** are games that offer an interactive story about the players' avatars. Storytelling and exploration are essential elements of the game (Adams, 2010; Adams & Rollings, 2007). Puzzle-solving and conceptual challenges are the majority of the gameplay. What sets this genre apart from RPGs is that there is no an economic system in adventure games. Sykes and Reinhardt (2013) suggested that adventure games hold much potential for language teaching and learning for they are rich in narrative and text and they focus on problem solving.
- C) **Role-playing games (RPGs)**, as well as massively multiplayer online role-playing games (MMORPGs), are games that allow players to experience something impossible in the real world via their avatars (Adams, 2010; Adams & Rollings, 2007). Character growth in powers and abilities, called "leveling up", is a key feature of this genre. Adams (2010) and Adams and Rollings (2007) described that typical challenges of this genre include tactical combat, logistics, economic growth, exploration, and puzzle-solving. RPGs are usually linguistically

rich in nature. To advance in game, the players need to complete quests offered by non-player characters (NPCs). Normally, these quests involve conversations with the NPCs. Sykes and Reinhardt (2013) expressed that RPGs offer the learning potentials of action and adventure games, with the added aspect of character development, which involves meaningful vocabulary use and critical thinking. Moreover, MMORPGs include an opportunity to interact with other speakers of the target language.

- D) **Strategy games**, including turn-based and real-time strategy (RTS) games, refer to games that challenge players to achieve the victory through planning a series of actions taken against one or more opponents. According to Adams (2010) and Adams and Rollings (2007), they often include the reduction of enemy forces as a key goal; hence, most of them are war games. Strategy games offer challenges of players' strategic thinking skills, including planning and taking actions, as well as tactical, logistical, economic, and exploration skills. Sykes and Reinhardt (2013) suggested that they can be used in language teaching and learning to teach content and vocabulary related to the game topic and may be useful for content-based and problem-based language teaching of subjects, such as History and Geography, and skills like planning and global thinking.

E) **Simulation and management games** are games about processes.

The goal of this genre is to build something within the context of an ongoing process. Adams (2010) and Adams and Rollings (2007) claimed that the majority of challenges are economic, concerned with growth. Sykes and Reinhardt (2013) explained that players develop planning, management, layout, and design skills. They also included social network games into this genre, and they proposed that simulation and management games hold similar potentials to strategy games, in which game contents and vocabulary can be useful in language teaching and learning. This genre of digital games can be used for critical discussion activities.

In this study, the role-playing genre was selected because it is linguistically rich in nature, which could lead to the authentic use of the target language. Moreover, this type of games offers learners opportunities to interact with other speakers of the target language, as well as a low-anxiety learning environment, where language learners feel less anxious about making mistakes.

### 2.2.3 Online games and grammar learning

In terms of the relationship between online games and grammar learning, Yang and Hsu (2013) suggested that gamers could learn the knowledge of grammar and vocabulary from the games they played. Their study demonstrated the

effectiveness of an online game they developed as a learning tool of the instruction of vocabulary and sentence patterns.

Earlier, Squire (2006) stated that games offer “designed experiences” in which the students could learn through what he called “grammar of doing and being.” What he meant was that grammar could be learned and acquired by doing via the interactions that occurred within the games, as well as in the broader social contexts.

From this perspective, the lesson plans for this study were developed on grammar lessons. Additionally, since the participants were recruited from an existing English grammar course they were taking, they could see the benefits of participating in the research.

#### 2.2.4 Related research on online gaming

Online gaming environments have been used for instructional purposes in a range of science and humanities subjects (Thorne, Fischer, & Lu, 2012). In addition, the recent works has mainly focused on developing educational games to teach the related subjects; many pieces of research were conducted either during school or after school, using either customized or commercial games for authentic participation (Turkay & Adinolf, 2012). Apart from the works on educational games, the studies on commercial games have also been widely investigated. This is because the relationship between gaming and language learning can be found not only in the interaction between gamers and game mechanics and game contents, but also

between gamers during game play through collaborative gaming and beyond through online discussion (Ryu, 2013).

As reported by Yang and Hsu (2013), online games can provide an engaging learning experience for language learners. They used this positive characteristic of online gaming to design what they called an English learning multiplayer online role-playing game (ELMORPG) and used the game to teach vocabulary and sentence patterns, in particular. This was supported by Berns et al. (2013) as they also proposed that online games can also offer opportunities to use the target language, in their case was German, to interact with other native and non-native speakers of the language. They pointed out that language practice is extremely important to complement in-class teaching and to guarantee that language learners would reach the goals they expect to achieve at the end of the course. From this perspective, it would rather be unarguable that, as a result, the language learning motivation would also yield positive results as mentioned by Chen and Huang (2013). Cheng, Kuo, Lou, and Shih (2012) also added that an easy-operating and friendly-user interface of the games play the key role in influencing language learners' motivation and willingness to learn continuously.

Furthermore, Sylvén and Sundqvist (2012) claimed that knowledge of vocabulary can be acquired either intentionally or incidentally from online gaming. They explained that language learners can learn the meaning of new lexical items from the gaming context or through interaction with other gamers. Finally, Rama et

al. (2012) suggested that, from the moment a gamer starts gaming, they are engulfed by the target languages that are used as the game contents, providing them with multiple options to be engaged in authentic communication via speaking, reading, writing, and listening, and allowing risk-taking; hence, consequentially, language learners would be able to enhance these skills upon their choices.

In sum, the advantages of online games as a learning environment would include: 1) Online games offered fun and engaging learning environment (Yang & Hsu, 2013); 2) Online games provided learners with exposure to authentic use of the target language (Rama et al., 2012; Reinhardt & Sykes, 2012; Turkay & Adinolf, 2012); 3) Online games presented opportunity to interact with other users of the target language (Berns et al., 2013; Kongmee, Strachan, Montgomery, & Pickard, 2011), and 4) Online games created a low-anxiety learning environment for the language learners (Reinders & Wattana, 2011, 2012, 2014; Sorada Wattana, 2013).

On the other hand, it also has been realized the negative effects of online games. Particularly, in Thailand, many problems arising from online games have been widely studied, especially in the field of psychology. For example, Prakaitip Niyomrat (2004) tried to describe the prevalence and correlated psychosocial and sensation seeking factors and online gaming behavior of lower secondary students in Bangkok. Her study showed that prolonged online gamers tended to be sensitive to boredom; they lacked self-disciplinary and their academic performance became lower. Threerachai Satarpontanasin (2009) studied depression and online gaming behaviors



of upper secondary students in Bangkok and emphasized on the lower academic achievement for online gamers. He added that students with depression were more likely to spend more time on playing the online games; hence, they would become addicted.

Moreover, Pankanok Raksriakson (2011) examined the social skills level by comparing social skills and two online game genres, namely casual game and MMORPG, and time spent on playing online games. She also studied the relationship between social skills and time spent playing online games of adolescents who play online games at internet café in Bangkok. She found that the more gamers spent time on gaming, the lower their social skills, which was assumed to eventually lead to game addiction problem.

There are more studies on negative aspect of online games in other fields, such as mass communication and journalism, human and social development, and computer engineering. These studies paid large attention to game addiction problem as well. For instance, Tawanseth Sennan (2006) studied the online gaming behavior of students in Bangkok who had a tendency to be game addictive. He found that online game addictive students encountered problems, such as lower academic performance because of the lack of attention and time for study, isolation from social life with less participation and interaction with friends and family, financial problem, as well as health problem.

Additionally, Duangporn Hutarom (2007) investigated supportive and obstructive factors contributing to the reduction of online game addiction problem among juvenile who participated in the Family and Juvenile's Capacity Development Program, provided by the Center of Game Addict Prevention. She listed the factors causing online game addiction, including the parents, the game itself, persuasion among friends, and media. Kittaya Moongwicha (2006) investigated the implicit violence and ethical issues surrounding an online game called *Pangya*. She claimed that *Pangya* contained both implicit and explicit violence in the nature and contents, as well as the structure and theme of the game. She also added that unethical deeds were found in the game, resulting from violence, selfishness, greed, and the desire to defeat other players of the gamers themselves.

In summary, it seems that, especially in Thailand, the problem of online game addiction appears to be a major problem among Thai students that leads to other problems, such as violence, poor academic performance, health problem, and etc. There is no doubt why online games are perceived rather badly in Thailand.

This study, however, focused on the educational potential for language teaching and learning of an MMORPG called *Guild Wars 2*. This game is an online game developed by *ArenaNet*, an American video game developer. The game was selected to ensure the authenticity of the language use as Reinhardt and Sykes (2012) stated that vernacular games, referring to games that are not designed for educational purposes (Reinhardt & Sykes, 2012; Sykes & Reinhardt, 2013), are

perceived by language learners as an everyday authentic activity practiced by native and expert speakers.

## 2.3 Task-based instruction

Task-based instruction is an instructional approach which allows students to work at their own paces. It offers language learner control, freedom, and autonomy in their learning process while the teacher's role is defined as a helper (van Lier, 1996; Willis, 1996).

### 2.3.1 Definitions of task-based instruction

Task-based instruction refers to an instructional approach that focuses on the authentic language use and performing tasks in the target language (Pratchawan Kongkaew, 2009). Nunan (1989) stated that task-based instruction was characterized in five features: 1) an emphasis on learning to communicate through interaction in the target language; 2) the use of authentic comprehensible materials into the learning; 3) the opportunities for learners to focus both the language use and their learning process; 4) an enhancement of the learner's own personal experiences to classroom learning; and 5) an attempt to relate classroom language learning with activities outside the classroom.

According to Richards and Rodgers (2001), task-based instruction is an approach based on the use of tasks as the core unit of planning and instruction in language teaching. It could help the learners to promote learning language for

communication. Nunan (2001) indicated that task-based instruction represents a particular realization of communicative language teaching. It emphasizes what learners need in the real world, outside the classroom.

Prabhu (1987) defined tasks in task-based instruction as activities that require learners to achieve an outcome from given information through some thinking process, and allow teachers to control and regulate that process. Furthermore, Willis (1996) claimed that tasks are activities in which the language learners use the target language for communicative purposes to achieve an outcome. She added that the tasks aim to create an authentic language use and to provide a natural context for language study.

In sum, task-based instruction is an instructional approach which emphasizes on completing the tasks, and the purpose of this approach is to promote the learner's communication skills. The students have a total control over authentic language use. As a result, language learners could increase their communicative confidence while they learn. Therefore, it could motivate students to communicate more.

### 2.3.2 Framework for task-based instruction

Task-based instruction strongly aims to enable language learners to use target language as a means to perform an assigned task to learn the target language. Many

scholars have outlined frameworks for task-based instruction. Three frameworks are discussed here.

Willis (1996) suggested a framework, composing of three phases: pre-task, task cycle, and language focus. She claimed that her framework provide exposure, use, and motivation as three basic components. In brief details, 'pre-task' phase initiates the topic and task, and introduces related language features that may help students in their learning. The 'task cycle' phase offers learners with an opportunity to use the target language to complete the task, usually in pairs, or small groups. After finishing the task, students prepare and report their work to the whole class, exchange their work, and/or compare the results. Teachers act as facilitators, offering guidance when needed. Students' exposure to the target language can be done during this phase instead of at the pre-task phase, depending on the task type. Finally, language focus phase is where learners investigate and discuss specific language features.

Ellis's (2003) framework consists of three stages: pre-task, task, and post-task. The pre-task stage aims to prepare students to perform the task that facilitates language acquisition. During this stage, students may be required to perform a similar task to the main task or to observe a model by the teacher of how the task can be achieved for them to be prepared to perform the main task. Moreover, students may get involved with activities which help prepare them with language and skills they may employ in the next stage. The second stage is the actual task, concerning with options related to how the task can be accomplished and can be before the actual

performance of the task. The last stage is the post-task which involves the three pedagogical goals of performance repetition, reflection on how the task is performed, and attention to problematic language features.

Lastly, Nunan (2004) indicated that task-based instruction is basically derived from real-world tasks that people accomplish with language. He referred to a general level of macrofunctions of language. These 'macrofunctions' consist of transactional or service macrofunctions, social functions and aesthetic macrofunctions for enjoyment. Nunan also suggested a pedagogical sequence for introducing tasks to develop a unit of work, consisting of six steps: 1) create a number of schema building tasks that focus on the related vocabulary, language and contexts for the task; 2) give learners controlled practice in the target language vocabulary, language, vocabulary, structure and functions; 3) give learners authentic listening practice; 4) focus learners on linguistic elements; 5) provide free practice; and 6) introduce pedagogical tasks.

Table 2 *The Summary of Task-Based Instruction Frameworks (adapted from Nittaya Sanguanngarm, 2010)*

Phase/Stage		Activities
Willis (1996)	Pre-task	- Introduction to topic and task  - Option of hearing similar task recording/reading text
	Task cycle	- Task  - Planning  - Report
	Language focus	- Analysis of problematic linguistic features  - Practice of new words, phrase, and patterns emerging from the task

Table 2 (continued)

Phase/Stage		Activities
Ellis (2003)	Pre-task	<ul style="list-style-type: none"> <li>- Similar task performing</li> <li>- Task model</li> <li>- Non-task activity</li> <li>- Strategic planning, including linguistic form provision or strategies for performing the task</li> </ul>
	During task	<ul style="list-style-type: none"> <li>- Task performance options, including time pressure, task access allowance, and introducing some surprise</li> </ul>
	Post-task	<ul style="list-style-type: none"> <li>- Process options</li> <li>- Performance repetition</li> <li>- Reflection on carried-out task</li> <li>- Attention to problematic forms</li> </ul>



Table 2 (continued)

	Phase/Stage	Activities
Nunan (2004)	Steps for unit to work	<ul style="list-style-type: none"> <li>- Schema building</li> <li>- Controlled practice</li> <li>- Authentic listening practice</li> <li>- Linguistic elements focus</li> <li>- Provision of free practice</li> <li>- Pedagogical task introduction</li> </ul>

From Table 2, there are slight differences among the task-based learning frameworks. Willis focused on learners' exposure to the language, learners' language use and motivation, suggesting pre-task, during task, and post-task as task-based learning frameworks. On the other hand, Ellis's framework included input, conditions, process, and predicted outcome, consisting of pre-task, during task and post-task phases in the framework. Nunan was more concerned with tasks in language learning and real-world tasks. Rehearsal tasks and activation tasks are in his framework, introducing the six steps for the framework.

The present study employed the framework proposed by Willis (1996) because the instruction of this study was conducted on the topic of English grammar. The language focus phase in Willis (1996) seemed to be more appropriate for the open-ended discussions.

### 2.3.3 Types of tasks in task-based instruction

Willis (1998) provided that, by 'task', she meant a goal-oriented activity with a clear purpose. She further explained that tasks can be used as the central component of the three phases of her framework. These tasks can be categorized into six types, namely listing, ordering and sorting, comparing, sharing personal experiences, problem solving, and creative task/project work (Willis, 1996).

Each type involves different cognitive processes. The first three types relate to cognitive complexity, but are generally cognitively less challenging than the latter three. Sharing personal experiences, problem solving, and creative tasks may involve more complex cognitive operations or combinations of less complicated task types.

Willis (1998) gave an example of the topic "cats". The listing task might be to list three reasons why people think cats make good pets. The comparing task might be to compare cats and dogs as pets. The more complex task such problem-solving could be to think of three low budget solutions to the problem of taking care of a cat while the family is away. The experience sharing task could involve sharing stories about cats.

### 2.3.4 Related research on task-based instruction

Over the past years, there have been many pieces of research related to the implementation of task-based instruction in the field of language teaching and learning. Only some are mentioned here.

Chinnapen Rattanawong (2004) studied the effects of task-based instruction on communicative ability in English language of primary students. The students were divided into two groups: the experimental group and the control group. Her results revealed that task-based instruction enhanced all four English skills, and the students were more attentive in the task-based classroom. Students also expressed positive attitudes towards the instruction.

Later, Pratchawan Kongkaew (2009) explored the effects of the course called "English for Little Guides in Krabi". Ten lessons of the course were constructed based on the framework by Willis (1996). Unsurprisingly, her study yielded positive results. Task-based instruction not only enhanced communication skills among the students, but also increased their confidence in using the language. The students showed high level of interest and motivation, and they had good impression throughout the course. She also noted that the students participated in all tasks actively and enthusiastically. Similarly, Parichat Saiyod (2009) found positive results in her studies on the effects of task-based English reading instruction on reading comprehension ability among primary students. Her students commented that the instruction provided them opportunities to perform various kinds of tasks. Students could increase the interaction with their friends during the tasks, and their experience concerning the topics and vocabulary knowledge were broadened.

Lastly, Nittaya Sanguangarm (2010) developed an English Tourist Guides course using task-based instruction for the undergraduate students. The results

showed that the instructional approach, together with authentic inputs, was the central of learning process. The students improved their oral communication ability significantly, and their learning task engagement appeared to be much higher than the average. Her students demonstrated active task engagement in their learning. Recently, Duangkamon Klungthong (2014) also investigated the effects of task-based instruction on English speaking ability of undergraduate students in Bangkok. Her research yielded positive results, which could be concluded that task-based instruction could improve her students' English speaking skills and the students had a positive attitude towards the instruction.

The present study employed a task-based instruction in English language teaching through online games and investigated students' WTC in English and their opinions towards the instructional approach through online games.

## **2.4 Computer-mediated communication (CMC)**

Since the communication in this study occurs virtually, it is also related to the concept of computer-mediated communication (CMC). Hence, it is also essential to review literature on CMC. This section discusses definitions of CMC, types of CMC, and related previous studies.

### **2.4.1 Definitions of computer-mediated communication**

CMC has been widely defined by many experts; however, the most cited is proposed by Herring (1996). She defined it as "communication that takes place

between human beings via the instrumentality of computer." McQuail (2005) proposed a more updated definition of the term, due to the advance in technology, as any communication that takes place through the use of two or more electronic devices. The term was traditionally used to refer to communication activities that took place on computers, such as instant messaging, e-mail, chat rooms, and etc.; however, it is now used to refer to other forms of text-based interaction such as short message service (SMS) (Thurlow, Lengel, & Tomic, 2004).

#### 2.4.2 Synchronous and Asynchronous CMC

Interactions via CMC can be categorized into two modes: asynchronous and synchronous. According to Sumanee Pinweha (2010), asynchronous CMC refers to the communication over a period of time through a "different-time-different-place" mode. Examples of asynchronous CMC include e-mail exchanging, web blogs, online forums, social networking, and etc. She also described synchronous CMC as real-time communication in a "same-time-different-place" mode, such as instant messaging, voice chat, video conferencing, and etc. In this sense, it can be said that synchronous CMC is comparable to oral communication; while, asynchronous CMC is to ordinary writing.

According to Hirotnani (2009), synchronous CMC is closer to speaking because it involves more communication strategies close to face-to-face communication and different discourse patterns can be found (Abrams, 2001, 2003; Chun, 1994; Kern,

1995; Smith, 2003; Vandergriff, 2006; Warschauer, 1995). On the other hand, Hirotsu also stated that asynchronous CMC is closer to writing because the interlocutors can produce more syntactic complexity in their discourse (Abrams, 2003; Sotillo, 2000; Yates, 1996).

#### 2.4.3 Related research on computer-mediated communication

The related previous studies on CMC revealed that learners produced more interactive discourse (Sotillo, 2000) and more new words (Pérez, 2003) in synchronous CMC than in asynchronous CMC. On the other hand, Sotillo (2000) found many discourse patterns and interactive modifications similar to those of face-to-face communication in a synchronous CMC environment and that learners were more likely to produce more complex sentences in asynchronous CMC.

Supanisa Kasemsant (2003) examined the roles of CMC on creating the virtual community relationship, as well as factors in the virtual community relationship among her participants. She found that the roles of CMC on her participants could be divided into 1) role on individual level, and 2) role on community. She stated that her participants used CMC for forming companionship, social support, and experience exchanges. She concluded that this constructive interrelationship through CMC could result in psychological well-being of her participants.

Furthermore, Chomraj Patanasorn (2004) investigated the negotiation features for meaning and form in synchronous CMC among students at Khon Kaen University.

The analysis of the transcripts by the participants showed a high frequency of signal trigger and response as negotiation features for meaning with the majority focusing on lexical items. He also found that most of the students had positive opinions towards synchronous CMC in practicing English.

In addition, Woraphot Chatwaraphithak (2009) attempted to address factors affecting leadership in CMC team. His results revealed that more than one leader could be identified within CMC virtual team. He also listed three major factors affecting leadership, namely idea generation, creating process, and dividing labor. Lastly, Sumanee Pinweha (2010) investigated the effects of the differentiated speaking instruction using CMC and project work on students' English speaking proficiency. Her findings showed that students' scores improved significantly with her treatment. She also found that students employed five major communication strategies in CMC. These strategies included compensatory, time-gaining, emphasis, avoidance, and interactional strategies.

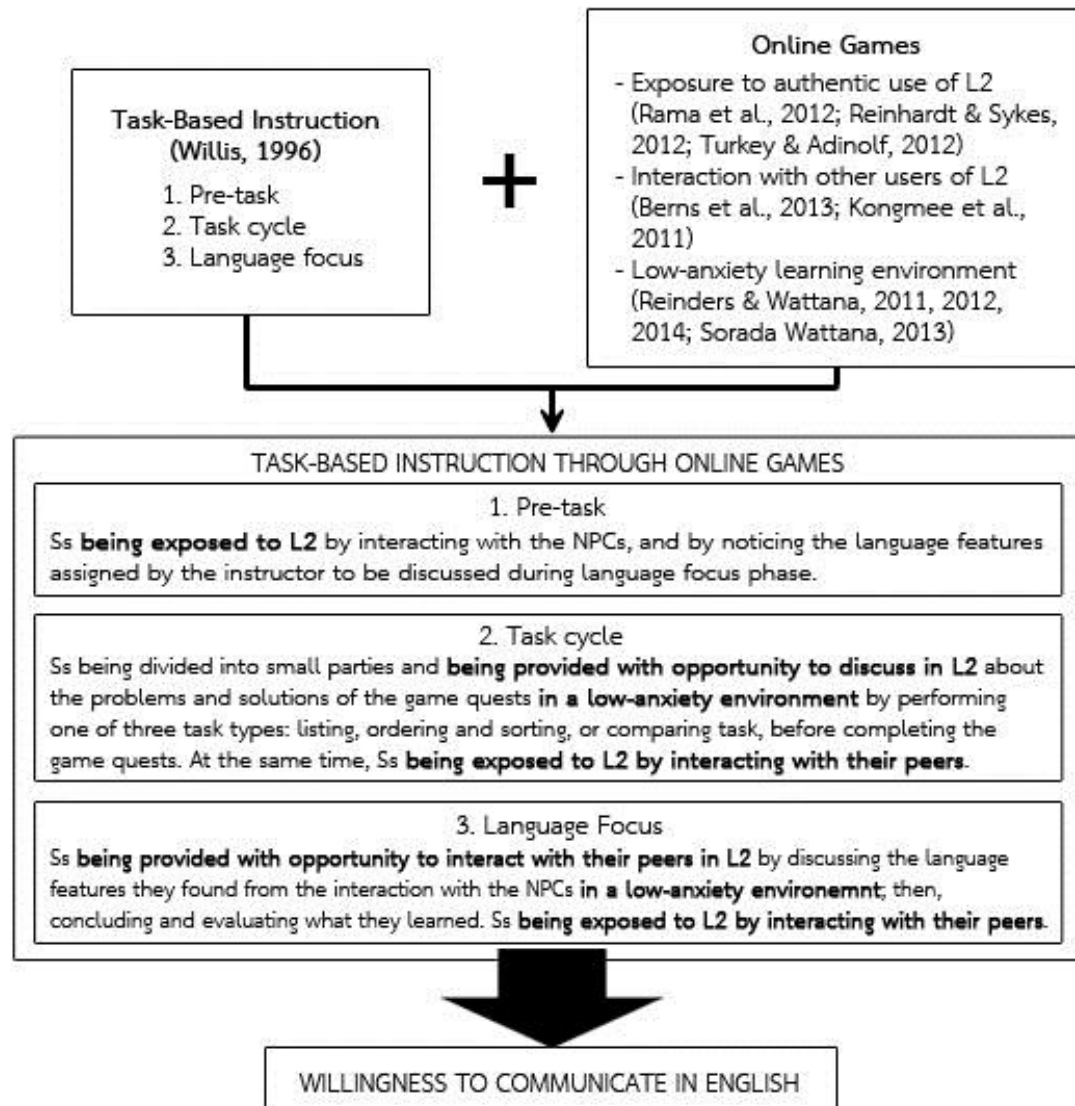
Since the communication in this study occurred virtually during gameplay, CMC of this study is considered synchronous CMC (text-based chats).

As a result, the conceptual framework of this study was developed based on the literature review as illustrated by Figure 8. The present study followed three phases of task-based instruction by Willis (1996). At pre-task phase, students were asked to interact with the non-player characters (NPCs) and to notice the language

features assigned by the instructor to be discussed during language focus phase. During task cycle, students were divided into small groups or parties and discussed problems and solutions of the game quests by performing one of three task types: listing, ordering and sorting, or comparing task, as proposed by Willis (1996). After that, students completed the game quests. Lastly, for language focus phase, students discussed the language features they found from the interaction with the NPCs; then, concluded and evaluated what they learned. The instruction was given 100% within the online gaming environment which provided students with exposure to authentic use of the target language, opportunity to interact with other language users in the target language, as well as a low-anxiety learning environment where students could feel safe to make mistakes. The willingness to communicate in English was explored before and after implementing the task-based instruction through online games.



Figure 8 Conceptual Framework



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses the research methodology of the current study: research design, population and participants, research instruments, data collection procedures, and data analysis.

#### 3.1 Research Design

The research design employed a single-group quasi-experimental method. The participants were selected using purposive sampling method. The independent variables were the task-based instruction and online games. The dependent variables included the willingness to communicate in English and the opinions towards task-based instruction through online games of the students. The implementation of the experiment covered the total of 12 hours over four weeks of one training session and seven sessions of task-based instruction on English grammar. Two sets of WTC questionnaires were analyzed quantitatively for mean scores and standard deviations. Number of words, number of turns, and length of turns were treated as evidence of WTC in English during task-based instruction through online games. To triangulate the results from quantitative data, qualitative data was obtained from two open-ended questions in the second set of WTC questionnaires and from focus group interviews.

### 3.2 Population and Participants

The population of this study was the undergraduate students in Bangkok, as the literatures stated that the undergraduate students still encountered the problem with communication in English effectively.

The participants of this study were fifteen first-year undergraduate students, major in English of the Faculty of Education, at a public university in Bangkok of second semester, academic year 2014. The participants were selected, using purposive sampling method. There were eleven female students, and four male, with six of them who had prior experience with other MMORPGs. None of them had ever played *Guild Wars 2* before this research. The task-based instruction was given separately from the existing English grammar course they were taking at the time; hence, English grammar was chosen to be the topics for open-ended discussions during language focus phase so that the participants would find the benefits of participating in the research.

### 3.3 Research Procedure

The research procedure consisted of two main phases. The first phase associated with the preparation of the task-based instruction through online games. The second stage involved the conduct of the task-based instruction through online games.

3.3.1 Phase 1: The preparation of the task-based instruction through online games.

*3.3.1.1 Explore and study the basic concepts and related documents.*

The basic concepts and related documents involving task-based English instruction were explored. The researcher, then, analyzed and synthesized the information and used it to develop the task-based English instruction through online games.

*3.3.1.2 Development of lesson plans*

The information from the first stage was compiled and carried out in a theoretical framework for the development of the task-based instruction through online games. Lesson plans were developed by the researcher (see Appendix A). Each lesson plan included title of the lesson, learning outcomes, learning contents, language focus, and instructional procedures, as well as screenshots for each step of instructional procedures. One session of online gaming training and seven sessions of English grammar lessons were planned as shown in Table 3.

Table 3 Contents of Task-Based Instruction through Online Games

Session	Topics/Quests	Task Type	Language Focus
1	Training: Introduction of Guild Wars 2 (how to control your character, professions, and etc.) and Overwolf program, create your character and finish tutorial quest	-	-
2	Help Farmer Diah tend her farm	Comparing	Conditional sentences
3	Help Fisher Travis maintain the river	Listing	Modal verbs
4	Assist Farmer Eda with her orchard	Ordering and sorting	'used to + infinitive' and 'be/get used to + verb
5	Assist the Seraph at Shaemoor Garrison	Listing	Transitive and intransitive verbs
6	Help Lexi Price protect the trade route	Ordering and sorting	Reported and direct speech

*Note: Each session lasted approximately 90 minutes.*

Table 3 (continued)

Session	Topics/Quests	Task Type	Language Focus
7	Train with the militia	Comparing	Active/passive forms
8	Keep the monastery operational	Ordering and sorting	Subject/verb agreement

*Note: Each session lasted approximately 90 minutes.*

### *3.3.1.3 Development of WTC questionnaires and focus group interview questions*

The WTC questionnaires of Reinders and Wattana (2014) and Sorada Wattana (2013) were adapted because the similar nature of the study. The questionnaires were already created based on the model of WTC by MacIntyre et al. (1998). The purpose of the first set of WTC questionnaire was to investigate the WTC in English of the undergraduate students in the classroom setting to settle the baseline of their WTC in English (see Appendices B and C); the second set was to measure WTC in English within the online gaming environment during task-based instruction through online games, as well as their opinions toward the instruction (see Appendices D and E).

A set of predetermined questions were designed to explore more in-depth information on students' opinion towards the task-based instruction through online

games. There are eight questions for the focus group interview (see Appendices F and G).

#### *3.3.1.4 Validation of all instruments*

Since there were two types of instruments in this research, each type of instruments was evaluated by two groups of experts. The instructional instrument was assessed by three experts in the field of EFL teaching. The research instruments, including two sets of WTC questionnaires and focus group interview questions, were validated by two experts in the field of assessment and evaluation and one expert in the field of WTC. Three evaluation forms were used for the validation of all instruments. The experts were asked to indicate their opinions, using the three-point rating scale for each statement. The item-objective congruence index (IOC) was used to summarize the experts' opinion. If the IOC was higher than or equal to .5, it inferred the statement was appropriate. On the other hand, if the IOC was less than .5, the statement was not appropriate and the revision was considered in accordance to the experts' comments.

#### *3.3.1.5 Pilot study*

After the validation of all instruments and before implementing the actual instruction with the participants, the instructional instruments and research instruments were piloted with a small group of first-year undergraduate students who shared the similar characteristics to the participants and who were not part of

the actual sample group. The pilot was also conducted in the second semester of the academic year 2014.

The researcher found three major aspects from the pilot study to be focused on, namely the readiness of equipment and facilities, time allocation for each phase of the instruction, and task difficulty. Starting with the readiness of equipment and facilities, the researcher had to contact the educational technology center to book a computer lab to facilitate the participants. The computers were compatible with the requirements by the game client and the video recording program. However, it was found that the booking had to be extended to retrieve the video files. In relations to the time allocation, the time for each phase of the task-based instruction through online games was appropriately allocated. The participants completed tasks and activities within the 90-minute session. Lastly, concerning task difficulty, the participants of the pilot study were able to complete the task without any comments on the difficulty of the tasks. They managed to follow the instructions and finished the tasks in time.

### 3.3.2 Phase 2: Implementation of the task-based instruction through online games and instruments

After the first phase of the research, the task-based instruction through online games was carried out with a group of fifteen participants at a public university in Bangkok in the second semester of academic year 2014. All instructions, tasks, and



activities took place 100% virtually through *Guild Wars 2*. The research was conducted in the following steps:

#### *3.3.2.1 First set of WTC questionnaires*

Before the training session, the participants were administered with the first set of WTC questionnaires to set the baseline of their WTC in English in the classroom context.

#### *3.3.2.2 Task-based instruction through an online game*

The instruction was given twice a week over four weeks of the experiment. A training session was given at the beginning of the experiment to give an introduction to the online game *Guild Wars 2*, and the video recording program *Overwolf*. During this session, the participants learned how to create their characters (also known as avatars), how to control their characters with the keyboard and mouse, and to try out with the tutorial quest. The following sessions were the actual instructions on English grammar during which the participants were required to record their interactions, using *Overwolf* program. The researcher, as the instructor in this research, acted as a facilitator and a guide to assist the participants of what to do during each phase of instructions, as well as provided assistance when required, mainly with technical difficulties the participants encountered throughout the research.

### 3.3.2.3 Second set of WTC questionnaires

After the seventh session of the task-based instruction through online games, the participants were administered with another set of WTC questionnaires to explore their level of WTC in English within the online gaming environment, as well as their opinions towards the instruction.

### 3.3.2.4 Focus group interview

Then, a focus group interview was conducted with all fifteen participants. The aims for this focus group interview was for the participants to share with their peers their ideas and opinions towards the instruction.

## 3.4 Instruments

Two types of instruments were used in this study: an instructional instrument and two research instruments. The instructional tool in this study was the task-based instruction through online games. The two research instruments included two sets of WTC questionnaires and focus group interview questions.

### 3.4.1 Instructional Instrument

In the current study, a task-based instruction through online games was developed to instruct English grammar so that the participants would find the benefits of participating in this research. *Guild Wars 2* was chosen to be a virtual environment for the instruction and its contents to be the contents of the lessons.

This game was selected because: a) It was an MMORPG which was linguistically rich in nature and it could offer participants an environment where they felt safe to communicate in English; b) It was developed by an American game developer to ensure the authenticity of the language of the game contents; c) it was relatively new and it had never been studied its affordance in language learning before; and d) None of the participants had a previous experience with this game before; hence, no participants had more advantages over the others despite their prior experience with other online games. The instruction consisted of seven sessions lasting for approximately 90 minutes. The instructional procedures of each lesson comprised three phases as the following:

- a) Pre-task - students were asked to interact with the non-player characters (NPCs) and to notice the language features assigned by the instructor to be discussed during language focus phase (see Figure 9);

Figure 9 Participants Interact with NPC Farmer Diah in Lesson 1



- b) Task cycle - students were divided into small groups/parties and discussed problems and solutions of the game quests by performing one of three task types proposed by Willis (1996). After that, students completed the game quests (see Figure 10 – 11);

Figure 10 Participants Discussed Problems and Solutions for Game Quest within Their Parties in Lesson 1



A sample of transcript between three participants, attempting to perform the comparing task in Lesson 1

[P] Eirene W: lets begin w/ the wife na

[P] Skyler Hoff: well I didn't really read..

[P] Eirene W: then re read it

[P] Eirene W: i think someone called bandits or something

[P] Eirene W: wants to throw them away from this town

[P] Eirene W: right ?

[P] Skyler Hoff: We habve to kill the badnits?

[P] Elenaxoxo: yea

[P] Skyler Hoff: \*\*bandits

[P] Eirene W: actually not kill

[P] Elenaxoxo: sound like that

[P] Elenaxoxo: if bandits try raiding the farm

[P] Elenaxoxo: fend them off

Figure 11 Participants Attempted to Complete Game Quest in Lesson 1



- c) Language focus - students discussed the language features they found from the interaction with the NPCs; then, concluded and evaluated what they learned (see Figure 12).

Figure 12 Participants Discussed Language Focus in Lesson 1



A sample of transcript between the participants and the instructor, discussing the language focus in Lesson 1

[G] Shawn Sherborne: *okay, can anyone tell me what conditional sentences that you found?*

[G] Aberforthphoenix: *If bandits try raiding the farm, fend them off*

[G] Di Ryuuujome: *If that happens, people will starve.*

[G] Di Ryuuujome: *If a week goes by where those punks dont try and burn my fields, i count myself lucky*

[G] Shawn Sherborne: *very good!*

[G] Shawn Sherborn: *now, what type are they?*

[G] Elenaxoxo: *0*

[G] Di Ryuuujome: *first*

[G] Veroline Gutes: *zero*

[G] Inwellezazab: *0? 1?*

[G] Eirene W: *type1*

[G] Adam Einsteiness: *type1*

[G] Psychofelix: *i think 1*

[G] Skyler Hoff: *it's like future condition?*

[G] Shawn Sherborn: *how can you tell if it's type 0 or type 1?*

[G] Eirene W: *type0 is the fact?*

[G] Veroline Gutes: *type 0 uses the present tense the tell the fact*

[G] Psychofelix: *and type 1 is the possibility*

[G] Psychofelix: *like it may or may not happen in the future*

[G] Adam Einsteiness: *type 1 uses will in the independent clause, and type 0 uses present tense?*

Note that chat channel [P] means the conversation that occurred within the participants' own parties or groups. Those who were not party members would not see their conversations. Chat channel [G] is the conversation within the guild. All

participants and the instructor could see the conversations in this channel, but other game players who were not part of this research would not see those conversations.

Three experts in the field of EFL teaching evaluated the lesson plans of task-based instruction through online games by providing their opinions and comments in the evaluation form. The researcher used the IOC to summarize the experts' opinion. The IOC results of the lesson plans are shown in Appendix H.

The results of the evaluation showed that IOC of all statements was more than .5, except Item 6 "The explanations/instructions of the tasks and activities are easy to follow." Expert C stated that she was unable to follow the lesson plans without more elaboration from the researcher. For example, the language tasks were not introduced during the pre-task phases. The lesson plan, then, were revised by inserting the introduction of task types the participants were supposed to perform for each lesson, such as "Today we'll be doing a comparing task" in Lesson 1. In addition, for the practice stage during language focus phase, Expert C recommended that the researcher could give some possible examples of what was expected from the participants. Therefore, the revision of "Discuss within your group how you would put it in a different way" was "Discuss within your group how you would put it in a different way but it still conveys the same meaning. For example, "when you find bandits, keep them off the farm" for the sentence "if bandits try raiding the farm, fend them off."



### 3.4.2 Research Instruments

In this study, two research instruments were used: two sets of WTC questionnaires and focus group interview questions. The WTC questionnaires were designed by adapting Reinders and Wattana (2014) and Sorada Wattana (2013). The questionnaires consisted of five items of WTC in English construct and ten items of state communicative self-confidence, a total of fifteen items. The researcher added another variable into the questionnaires, namely the desire to communicate with a specific person. The participants were asked to indicate their degree of agreement or disagreement to each statement on a 4-point scale to eliminate neutral responses (1=Highly unwilling/strongly disagree, 2=Somewhat unwilling/disagree, 3=Somewhat willing/agree, and 4=Highly willing/strongly agree). In addition, two open-ended questions were added in the second set of the questionnaires to examine the students' opinions towards a task-based instruction through online games.

Two experts in the field of assessment and evaluation and one expert in the field of WTC evaluated two set of WTC questionnaires by providing their opinions and comments in the evaluation form. The researcher used the IOC to summarize the experts' opinion. The IOC results of the first set of WTC questionnaires are shown in Appendix I.

The results of the evaluation showed that IOC of all statements was more than .5. However, the researcher still put the comments from Expert C into

consideration. She suggested the insertion of the phrase “in English classes” in front of each statement and the use the pronoun “I” in the verb in each item of section 1 of the questionnaires so it was parallel with other items. Moreover, Item 16 was also revised according to Expert B’s comments stating that the statement did not measure the perceived competence. Hence, the word “fluency” was changed to “English skills” instead. Table 6 shows the similar IOC results of the second set of WTC questionnaires.

The results of the evaluation of the second set of WTC questionnaire as showed Appendix J revealed that IOC of all statements was more than .5. Similar to the first set of WTC questionnaires, the revision included the insertion of the phrase “in online gaming context” in front of each statement and the use the pronoun “I” in the verb in each item of section 1 of the questionnaires and the change of the word “fluency” to “English skills” of Item 16. In relations to Item 26 and Item 27, Expert C pointed out that they should be in numbering format; hence, the revision.

The reliability of the WTC questionnaires, then, was tested with the pilot group. Cronbach’s Alpha Coefficient was used to assess it, given that to be acceptable Cronbach’s Alpha Coefficient should be at least .6. Table 4 illustrates the results of Cronbach’s Alpha Coefficient of the two sets of WTC questionnaires. The internal consistency of the items for both sets of WTC questionnaires were above the acceptable level.

Table 4 Cronbach's Alpha Coefficient of WTC questionnaires

WTC Questionnaires	Number of Items	Cronbach's Alpha
First set	25	.760
Second set	25	.789

The semi-structured focus group interview questions were validated by this group of three experts by providing their opinions and comments in the evaluation form. Appendix K shows results and comments from the three experts.

Again, the results of the evaluation showed that IOC of all statements was more than .5. Nevertheless, the comments from Expert C were considered. She suggested that there could be some other questions to extend students' opinions. For example, something about participants' confidence and anxiety during the time they were on task in the game should be questioned. As a result, all follow-up questions were revised and reduced.

Moreover, the researcher had the two sets of WTC questionnaires and focus group interview questions translated into Thai and had another professional translator translated all texts back into English. According to the process of back translation, the originals were compared to the English translation by two native speakers: one was an Australian, another was an American. This was to check the consistency of the meaning between the translated documents and the original texts. Both native speakers agreed that the translated texts and the original ones

conveyed the same meanings; hence, there was no revision of the Thai translated version.

### 3.5 Data Collection

At the beginning of the research, the first set of WTC questionnaires was administered to the students to explore the baseline of their level of WTC in English in the classroom context. Throughout seven sessions of task-based instruction through online games, students were required to record their interactions with other players, using *Overwolf* program. The second set of the WTC questionnaires was administered to the students at the completion of the task-based instruction through online games to evaluate their WTC in English after a task-based instruction through online games.

One focus group interview was arranged for the students to share their opinions towards task-based instruction through online games. A set of questions and guideline were predetermined for the focus group interview (See Appendix F and G). During the focus group interview, the conversations were recorded by audio recorders. Later, the researcher and his assistant transcribed the recordings separately. The transcripts, then, were compared to confirm the congruence of the data to be analyzed later.

### 3.6 Data Analysis

Mean scores and standard deviations were used to analyze the data collected from the two sets of WTC questionnaires for the level of WTC of the students in different contexts. In addition, number of words, number of turns, and length of turns during the gameplay were counted and calculated for the frequencies and percentages as evidence of the willingness to communicate in English during a task-based instruction through online games.

Content analysis was employed to analyze the data from two open-ended questions and the transcripts from focus group interview. The data was categorized and explained to identify and to clarify the students' opinions towards task-based instruction through online games.

The researcher read the transcription for relevant keywords, phrases or sentences that were in accordance with the categories shown in Table 5. The categories for the content analysis were developed based on the findings of Berns et al. (2013), Rama et al. (2012), Reinders and Wattana (2011, 2012, 2014), Reinhardt and Sykes (2012), Turkay and Adinolf (2012), Sorada Wattana (2013), and Yang and Hsu (2013). The additional categories were added according to the data obtained from the focus group interview. Two main aspects were focused on, including advantages and disadvantages of the task-based instruction through online games (see Table 5).

Table 5 *Categories and Possible Keywords for Content Analysis*

Categories	Description	Keywords/key phrases
	Advantages	
1. Engaging and fun learning environment	<ul style="list-style-type: none"> <li>- Students found the tasks and/or the game narratives were engaging.</li> <li>- Students thought that learning while playing game was fun.</li> </ul>	<ul style="list-style-type: none"> <li>- เรียนแบบนี้สนุกดี (<i>learning like this was fun</i>)</li> <li>- ได้เรียนพร้อมกับเล่นเกมไปด้วย (<i>got to learn while playing game</i>)</li> <li>- รู้สึกแปลก และสนุกดี (<i>felt strange and entertaining</i>)</li> </ul>

Table 5 (continued)

Categories	Description	Keywords/key phrases
	Advantages	
2. Low-anxiety context for communicating in TL	<p>- Students felt that they would like to communicate in English more in the game.</p> <p>- Compared to the classrooms, students found that they were less anxious about communicating in English.</p>	<p>- ไม่รู้สึกอายที่จะใช้ภาษา (<i>did not feel embarrassed to use the language</i>)</p> <p>- ผ่อนคลายกว่าพูดในชั้นเรียน (<i>felt more relaxed than speaking in the classroom</i>)</p>

Table 5 (continued)

Categories	Description	Keywords/key phrases
	Advantages	
3. Exposure to target language	- Students found new words by reading the game narratives.	- เควสต์เป็นตัวกระตุ้นให้ต้องอ่านภาษาอังกฤษ ( <i>quests were the stimuli to read in English</i> )  - ได้เจอคำศัพท์แปลกๆที่ไม่ค่อยได้เจอในชีวิตประจำวัน ( <i>got to find new strange vocabulary that you do not find in daily life</i> )
4. Opportunity to communicate in TL with other language users	- Students found it was necessary to communicate in English.	- เกมไม่รองรับภาษาไทย ก็ต้องพยายามใช้ภาษาอังกฤษ ( <i>the game did not support Thai language; so, we had to try using English</i> )



Table 5 (continued)

Categories	Description	Keywords/key phrases
	Disadvantages	
1. Difficulty of the language in the game	<p>- Students found some challenging words in the game narratives.</p> <p>- Students could not understand what required of them during some game quests.</p>	<p>- ศัพท์ในเกมบางคำยาก เช่น depravity (<i>some vocabulary in the game was difficult, such as depravity</i>)</p> <p>- ไม่เข้าใจเนื้อหาในเกม (<i>unable to understand the game contents</i>)</p>
2. Unrelated vocabulary to their daily life	<p>- Students thought the words they found in the game narratives could not be used in their daily life.</p>	<p>- เป็นศัพท์ที่ไม่ได้ใช้ในชีวิตประจำวัน (<i>vocabulary was not for daily use</i>)</p> <p>- เป็นศัพท์เกี่ยวกับเนื้อเรื่องในเกม ใช้ประโยชน์ได้ไม่เยอะ (<i>vocabulary was specific to the game contents and cannot be widely used</i>)</p>

Table 5 (continued)

Categories	Description	Keywords/key phrases
	Disadvantages	
3. More attention to gameplay than the lessons	- Students found themselves paying more attention to playing the game rather than the lessons.	- Focus เกมมากกว่าเรียน <i>(focused more on playing game than the lessons)</i>

To check the reliability of the content analysis, the transcription of focus group interviews was compared between the researcher and his assistance. The audio recordings of focus group interview were listened to twice to ensure the consistency of the transcription.

## CHAPTER IV

### RESEARCH FINDINGS

This chapter reports the research findings of the current study. The contents of an online game called *Guild Wars 2* was used in designing the seven sessions of task-based instruction through online games on English grammar. Then, the instruction was implemented with 15 English-majored freshmen of academic year 2014 in one public university in Bangkok. During the instruction, students' interactions in online gaming context were recorded, using *Overwolf* program, to be analyzed quantitatively as evidence of their WTC in English.

Two sets of WTC questionnaires, adapted from Reinders and Wattana (2014) and Sorada Wattana (2013), were administered to the participants. The first set was completed at the beginning of the research before the training session to survey students' perceptions of their WTC in English, desire to communicate with a specific person, and state communicative self-confidence in English classroom setting for a baseline of their level of WTC in English. The second set was completed after the end of the seventh session of the instruction to explore their perceptions of their WTC in English, desire to communicate with a specific person, and state communicative self-competence in online gaming setting. Lastly, one focus group

interview was conducted with all participants to share their opinions, ideas, and comments.

The findings were reported in two parts, addressing two research objectives: 1) to investigate the effects of task-based instruction through online games on willingness to communicate in English of undergraduate students in Bangkok, and 2) to explore students' opinions towards the instruction through online games.

#### **4.4 Research Question 1: To what extent does a task-based instruction through online games affect willingness to communicate in English of undergraduate students in Bangkok?**

To investigate the effect of task-based instruction through online games on students' willingness to communicate in English, the descriptive statistics was used to analyze the gathered data quantitatively. The mean scores and standard deviations were employed to analyze the data collected from the two sets of WTC questionnaires; the effect size was analyzed to examine the magnitude of the treatment on students' willingness to communicate in English. The result of Cohen's *d* effect size was 0.54, meaning the effect size was medium. Frequencies and percentages of number of words, number of turns, and length of turns were used to analyze the data from transcriptions of students' recorded interactions during gameplay to support the results of the second set of WTC questionnaires.

#### 4.1.1 Perceptions of WTC in English in the classroom

The first section of the first set of WTC questionnaires asked the students to indicate their perceptions towards their willingness to communicate in English for five communication tasks on a scale of 1 ('highly unwilling') to 4 ('highly willing'). The interpretation of the scale followed the one used by Sorada Wattana (2013), as shown in Table 6.

Table 6 Interpretation of Questionnaire Scale

Range of Mean Scores	Interpretation	
	Favorable Items	Unfavorable Items
3.50 – 4.00	= Highly willing/Strongly agree	Strongly disagree
2.50 – 3.49	= Somewhat willing/agree	Somewhat disagree
1.50 – 2.49	= Somewhat unwilling/disagree	Somewhat agree
1.00 – 1.49	= Highly unwilling/Strongly disagree	Strongly agree

As could be seen in Table 7, the overall willingness to communication in classroom context of this group of participants was somewhat willing to communicate in English ( $M = 3.04$ ,  $S.D. = .348$ ). Among five communication tasks in the classroom, participants perceived themselves as being somewhat willing in all five tasks. Ranking from the highest mean score to the lowest, they were somewhat willing to listen to their peers speaking in English ( $M = 3.20$ ,  $S.D. = .561$ ), somewhat

willing to read in English ( $M = 3.13, S.D. = .352$ ), somewhat willing to talk in English ( $M = 3.07, S.D. = .458$ ), somewhat willing to communicate their ideas, feelings, and opinions in English ( $M = 2.93, S.D. = .594$ ), and somewhat willing to ask in English when they were unclear about something ( $M = 2.87, S.D. = .640$ ).

Table 7 *Participants' Perceptions on Their WTC in English in the Classroom (N = 15)*

Communication Tasks	Mean	S.D.	Interpretation
Perceived WTC in English (Set A)			
1. In English classes, I talk to my classmates about the assignments.	3.07	0.458	Somewhat willing
2. In English classes, I communicate my ideas, feelings, and opinions in English.	2.93	0.594	Somewhat willing
3. In English classes, I ask for clarification in English when I am confused about the task I must complete.	2.87	0.640	Somewhat willing
4. In English classes, I read the English instructions/explanations before starting the assigned task.	3.13	0.352	Somewhat willing
5. In English classes, I listen to what my classmates say in English.	3.20	0.561	Somewhat willing
<b>Overall Perceived WTC in English</b>	<b>3.04</b>	<b>0.348</b>	<b>Somewhat willing</b>

#### 4.1.2 Levels of desire to communicate with a specific person in the classroom

The second section of the first set of WTC questionnaires urged the students to rate the extent to which they agreed or disagreed to the statements on a scale of 1 ('strongly disagree') and 4 ('strongly agree'). This research divided desire to communicate with a specific person into two components. The first five items were interlocutor-related desire; and another five were purpose-related desire.

From Table 8, it could be concluded that overall the participants somewhat agreed that they desired to communicate with a specific person ( $M = 2.83$ ,  $S.D. = .348$ ) in the classroom, using English, when they had to think about their interlocutor. Considering each component individually, the overall interlocutor-related desire was somewhat positive ( $M = 2.89$ ,  $S.D. = .399$ ). The participants strongly agreed that they desired to talk to those they were familiar with ( $M = 3.53$ ,  $S.D. = .516$ ); while they somewhat agreed that they desired to talk to those who can help them ( $M = 3.07$ ,  $S.D. = .594$ ) and those with the same level of English competency as them ( $M = 2.93$ ,  $S.D. = .594$ ). On the other hand, they somewhat disagreed that they desired to attractive persons and native speakers in English ( $M = 2.47$ ,  $S.D. = .743$ ).

In addition, concerning purpose-related desire, Table 8 shows that overall the participants somewhat agreed that they desired to communicate with a specific person ( $M = 2.77$ ,  $S.D. = .377$ ) in the classroom, using English, with a purpose to do so. They somewhat agreed in all five purpose-related items, ranking from desire to

ask questions in English ( $M = 2.93$ ,  $S.D. = .458$ ), desire to form relationship using English ( $M = 2.87$ ,  $S.D. = .640$ ), desire to request help or assistance in English ( $M = 2.80$ ,  $S.D. = .561$ ), desire to give an advice in English ( $M = 2.67$ ,  $S.D. = .488$ ), and desire to give command to others in English ( $M = 2.60$ ,  $S.D. = .507$ ).

Table 8 *Participants' Levels of Desire to Communicate with a Specific Person in the Classroom (N = 15)*

Statements	Mean	S.D.	Interpretation
Interlocutor-related desire to communicate with a specific person (Set A)			
6. In English classes, I desire to talk in English to those who are physically attractive.	2.47	0.743	Somewhat disagree
7. In English classes, I desire to talk in English to the person I am familiar with.	3.53	0.516	Strongly agree
8. In English classes, I desire to talk in English to native speakers only.	2.47	0.743	Somewhat disagree
9. In English classes, I desire to talk in English to those who can help me.	3.07	0.594	Somewhat agree
10. In English classes, I desire to talk in English to those who have the same level of English competency as me.	2.93	0.594	Somewhat agree
<i>All interlocutor-related desire to communicate with a specific person items</i>	<i>2.89</i>	<i>0.399</i>	<i>Somewhat agree</i>



Table 8 (continued)

Statements	Mean	S.D.	Interpretation
Purpose-related desire to communicate with a specific person (Set A)			
11. In English classes, I desire to talk in English to others to form a relationship with them.	2.87	0.640	Somewhat agree
12. In English classes, I desire to talk in English to others to request help/assistance.	2.80	0.561	Somewhat agree
13. In English classes, I desire to talk in English to others to ask questions.	2.93	0.458	Somewhat agree
14. In English classes, I desire to talk in English to others to give advice/suggestions.	2.67	0.488	Somewhat agree
15. In English classes, I desire to talk in English to others to command them to follow my instructions.	2.60	0.507	Somewhat agree
<i>All purpose-related desire to communicate with a specific person items</i>	<i>2.77</i>	<i>0.377</i>	<i>Somewhat agree</i>
Overall Desire to Communicate with a Specific Person	2.83	0.348	Somewhat agree

In short, a slightly positive interlocutor-related desire combined with a slightly positive purpose-related desire of the participants led to a somewhat positive desire to communicate with a specific person in the classroom, using English. This could indicate a slight positive level of willingness to communicate in English in the classroom of this group of participants.

#### 4.1.3 Levels of state communicative self-confidence in the classroom

Lastly, the third section of the first set of WTC questionnaires explored students' state communicative self-confidence when they had to participate in classroom activities, using English. This section of the questionnaire asked the students to indicate the extent to which they agreed or disagreed with the statements on a scale of 1 ('strongly disagree') to 4 ('strongly agree'). The first five items involved state perceived competence, and the rest involved state anxiety.

As shown in Table 9, overall this group of participants in this study somewhat possessed a positive level of state communicative self-confidence when communicating in English within the classroom ( $M = 2.59, S.D. = .275$ ). Concerning their state perceived competence, the participants somewhat perceived that they had a competence to communicate in English classroom ( $M = 2.71, S.D. = .260$ ). Most of all, they somewhat agreed that participating in classroom activities could improve their English skills ( $M = 3.20, S.D. = .414$ ). They equally somewhat agreed that they could say what they wanted to say in the classroom ( $M = 2.73, S.D. = .458$ ) and they

knew the words of each communication ( $M = 2.73, S.D. = .458$ ). Surprisingly, they somewhat agreed that they thought others could not understand them because of their English was poor ( $M = 2.47, S.D. = .516$ ) and they found communicating in English was challenging ( $M = 2.40, S.D. = .632$ ).

Furthermore, it was found from Table 9 that they suffered from state anxiety ( $M = 2.47, S.D. = .352$ ) when communicating in English in the classroom context. The participants were somehow worried about making mistakes in the classroom ( $M = 2.40, S.D. = .632$ ). In addition, they somewhat agreed that they were worried about others not being able to understand them ( $M = 2.27, S.D. = .594$ ) and they felt nervous using English in the classroom ( $M = 2.13, S.D. = .352$ ). Despite all these, they somewhat agreed that it was comfortable communicating in English ( $M = 2.87, S.D. = .743$ ) and relaxing in general ( $M = 2.67, S.D. = .617$ ).

Table 9 *Participants' Levels of State Communicative Self-Confidence in the Classroom (N = 15)*

Statements	Mean	S.D.	Interpretation
State perceived competence (Set A)			
16. In English classes, I find it difficult to communicate in English.*	2.40	0.632	Somewhat agree
17. In English classes, I can say what I want to say in English.	2.73	0.458	Somewhat agree
18. In English classes, I think others cannot understand me because of my poor English.*	2.47	0.516	Somewhat agree
19. In English classes, I know the words required for each communication.	2.73	0.458	Somewhat agree
20. In English classes, I think participating in English activities help me develop my English skills.	3.20	0.414	Somewhat agree
<i>All state perceived competence items</i>	<i>2.71</i>	<i>0.260</i>	<i>Somewhat agree</i>

Note: \*Responses for these items were reversed.

Table 9 (continued)

Statements	Mean	S.D.	Interpretation
State anxiety (Set A)			
21. In English classes, I am not worried about making mistakes in English.	2.40	0.632	Somewhat disagree
22. In English classes, I am worried that I will not understand what others say in English.*	2.27	0.594	Somewhat agree
23. In English classes, I feel nervous about using English when participating in activities.*	2.13	0.352	Somewhat agree
24. In English classes, I feel comfortable sharing my ideas/feelings/opinions in English with others.	2.87	0.743	Somewhat agree
25. In English classes, I generally find communicating in English relaxing.	2.67	0.617	Somewhat agree
<i>All state anxiety items</i>	<i>2.47</i>	<i>0.352</i>	<i>Somewhat disagree</i>
<b>Overall State Communicative Self-Confidence</b>	<b>2.59</b>	<b>0.275</b>	<b>Somewhat agree</b>

Note: \*Responses for these items were reversed.

In summary, the slightly high level of state perceived competence together with a slightly low level of state anxiety influenced a slightly high level of state communicative self-confidence of the participants when communicating in English in the classroom. From all three sections of the first set of WTC questionnaires, it could be concluded that the baseline for WTC in English of this group of participants was somewhat positive, though not strongly. To elaborate on this, the participants felt comfortable communicating and using English when opportunity provided. However, this could also indicate that they did not seek opportunity to do so, only waited for the opportunity to arise.

#### 4.1.4 Perceptions of WTC in English in the online game

The first section of the second set of WTC questionnaires inquired the participants to rate their perceptions towards their willingness to communicate in online gaming context, using English, on a scale of 1 ('strongly unwilling') to 4 ('strongly willing'). The items were designed in accordance with the first set of WTC questionnaires. Hence, this section asked the students how willing or unwilling to communicate in English in five communication tasks in Table 10.

Table 10 *Participants' Perceptions on Their WTC in English in the Online Game (N = 15)*

Communication Tasks	Mean	S.D.	Interpretation
Perceived WTC in English (Set B)			
1. In online gaming context, I talk to your classmates about the tasks in English.	3.33	0.488	Somewhat willing
2. In online gaming context, I communicate my ideas, feelings, and opinions in English.	3.33	0.488	Somewhat willing
3. In online gaming context, I ask for clarification in English when I am confused about a task I must complete.	2.80	0.414	Somewhat willing
4. In online gaming context, I read task description/instructions in English before I start completing.	3.13	0.352	Somewhat willing
5. In online gaming context, I read what your classmates say in English.	3.47	0.516	Somewhat willing
<b>Overall Perceived WTC in English</b>	<b>3.21</b>	<b>0.307</b>	<b>Somewhat willing</b>

From Table 10, it can be seen that overall the participants thought that they were somewhat willing to communicate in English ( $M = 3.21$ ,  $S.D. = .307$ ) in online gaming environment. Most of all, they were somewhat willing to read what their

peers had to say ( $M = 3.47, S.D. = .516$ ). They were equally somewhat willing to talk to their peers in English and somewhat willing to communicate their ideas, feelings, and opinions in English ( $M = 3.33, S.D. = .488$ ). Also, they were less but somewhat willing to read the quest descriptions and instructions ( $M = 3.13, S.D. = .352$ ) and somewhat willing to ask for clarification when they get confused about something ( $M = 2.80, S.D. = .414$ ).

Although the research objectives did not include comparing the differences of the levels of WTC in English between the two contexts, it was necessary to investigate how much different each component of WTC in English between two contexts to gain more understandings of the findings. As a result, Table 11 shows the differences of perceived levels of WTC in English by the participants between two contexts. It was obvious that the participants perceived themselves to be slightly more willing to communicate in English in the online game than in the classroom. They generally perceived themselves to be somewhat more willing to use English during gameplay ( $M = 3.21, S.D. = .307$ ) in classrooms ( $M = 3.04, S.D. = .348$ ).



Table 11 *Differences of Participants' Perceptions of WTC in English in the Classroom and the Online Game (N = 15)*

Communication tasks	Classroom		Online Game		Difference
	M	Interpretation	M	Interpretation	
Perceived WTC in English					
1. I talk to my classmates about the assignments (tasks).	3.07	Somewhat willing	3.33	Somewhat willing	+0.26
2. I communicate my ideas, feelings, and opinions in English.	2.93	Somewhat willing	3.33	Somewhat willing	+0.40
3. I ask for clarification in English when I am confused about the task I must complete.	2.87	Somewhat willing	2.80	Somewhat willing	-0.07
4. I read (task) instructions/explanations before starting/completing the task.	3.13	Somewhat willing	3.13	Somewhat willing	+0.00
5. I listen to (read) what my classmates say in English.	3.20	Somewhat willing	3.47	Somewhat willing	+0.27
<b>Overall Perceived WTC in English</b>	<b>3.04</b>	<b>Somewhat willing</b>	<b>3.21</b>	<b>Somewhat willing</b>	<b>+0.17</b>

A consideration of each communication task mean score also showed that there was a slight difference in participants' perceptions, indicating that they were more willing to interact in English in communication situations in online game than in the classroom, except for reading instructions/explanations before starting/completing the task which the participant equally willing to do so, and asking for clarification which they were more willing to do so in the classroom than in the game.

#### 4.1.5 Levels of desire to communicate with a specific person in the online game

The second section of the second set of WTC questionnaires explored their desire to communicate with a specific person in online gaming environment by asking them to indicate the extent to which they agreed or disagreed with the statements on the scale of 1 ('strongly disagree') to 4 ('strongly agree'). Again, the statements were created in accordance with the first set of WTC questionnaires. The first five items were interlocutor-related, and the latter five were purpose-related.

Table 12 shows that overall the participants had a somewhat positive desire to communicate with a specific person in the online game ( $M = 2.85$ ,  $S.D. = .336$ ). Concerning the interlocutor-related desire, the participants overall somewhat agreed to the statements ( $M = 2.64$ ,  $S.D. = .461$ ), implying their slight positive interlocutor-related desire. Particularly, they somewhat agreed that they desired to communicate

with their peers ( $M = 3.27, S.D. = .458$ ), with those who could provide them assistance ( $M = 2.93, S.D. = .458$ ), and with those with the same level of English competency ( $M = 2.60, S.D. = .737$ ). However, they somehow disagreed that they desired to communicate in English with physically attractive avatars ( $M = 2.27, S.D. = .884$ ) and native speakers ( $M = 2.13, S.D. = .834$ ).

Additionally, as shown in Table 12, overall the participants had a slightly positive desire to communicate with a specific person when having a purpose to do so ( $M = 3.05, S.D. = .396$ ). They somewhat agreed that they desired to communicate to ask questions ( $M = 3.13, S.D. = .516$ ), to form a relationship and to give advice ( $M = 3.07, S.D. = .458$ ), to request help ( $M = 3.00, S.D. = .655$ ), and to give a command ( $M = 3.00, S.D. = .378$ ). In brief, with a slightly positive interlocutor-related desire and a slightly positive purpose-related desire, the participants possessed a slightly positive desire to communicate with a specific person in the online game, using English.

Table 12 *Participants' Levels of Desire to Communicate with a Specific Person in the Online Game (N = 15)*

Activities	Mean	S.D.	Interpretation
Interlocutor-related desire to communicate with a specific person (Set B)			
6. In online gaming context, I desire to talk in English to those whose characters are physically attractive.	2.27	0.884	Somewhat disagree
7. In online gaming context, I desire to talk in English to my classmates.	3.27	0.458	Somewhat agree
8. In online gaming context, I desire to talk in English to native speakers only.	2.13	0.834	Somewhat disagree
9. In online gaming context, I desire to talk in English to those who can help me finish the tasks.	2.93	0.458	Somewhat agree
10. In online gaming context, I desire to talk in English to those who have the same level of English competency as me.	2.60	0.737	Somewhat agree
<i>All interlocutor-related desire to communicate with a specific person items</i>	<i>2.64</i>	<i>0.461</i>	<i>Somewhat agree</i>

Table 12 (continued)

Activities	Mean	S.D.	Interpretation
Purpose-related desire to communicate with a specific person (Set B)			
11. In online gaming context, I desire to talk in English to others to form a relationship with them.	3.07	0.458	Somewhat agree
12. In online gaming context, I desire to talk in English to others to request help/assistance.	3.00	0.655	Somewhat agree
13. In online gaming context, I desire to talk in English to others to ask questions.	3.13	0.516	Somewhat agree
14. In online gaming context, I desire to talk in English to others to give advice/suggestions on how to complete the tasks.	3.07	0.458	Somewhat agree
15. In online gaming context, I desire to talk in English to others to command them to follow my instructions.	3.00	0.378	Somewhat agree
<i>All purpose-related desire to communicate with a specific person items</i>	<i>3.05</i>	<i>0.396</i>	<i>Somewhat agree</i>
<b>Overall Desire to Communicate with a Specific Person</b>			
<b>Overall Desire to Communicate with a Specific Person</b>	<b>2.85</b>	<b>0.336</b>	<b>Somewhat agree</b>

Additionally, as shown in Table 12, overall the participants had a slightly positive desire to communicate with a specific person when having a purpose to do

so ( $M = 3.05$ ,  $S.D. = .396$ ). They somewhat agreed that they desired to communicate to ask questions ( $M = 3.13$ ,  $S.D. = .516$ ), to form a relationship and to give advice ( $M = 3.07$ ,  $S.D. = .458$ ), to request help ( $M = 3.00$ ,  $S.D. = .655$ ), and to give a command ( $M = 3.00$ ,  $S.D. = .378$ ). In brief, with a slightly positive interlocutor-related desire and a slightly positive purpose-related desire, the participants possessed a slightly positive desire to communicate with a specific person in the online game, using English.

As shown in Table 13, despite the slightly higher overall level of desire to communicate with a specific person in online game ( $M = 2.85$ ,  $S.D. = .336$ ) than in the classroom ( $M = 2.83$ ,  $S.D. = .348$ ), all interlocutor-related desire decreased during gameplay which was unexpected.

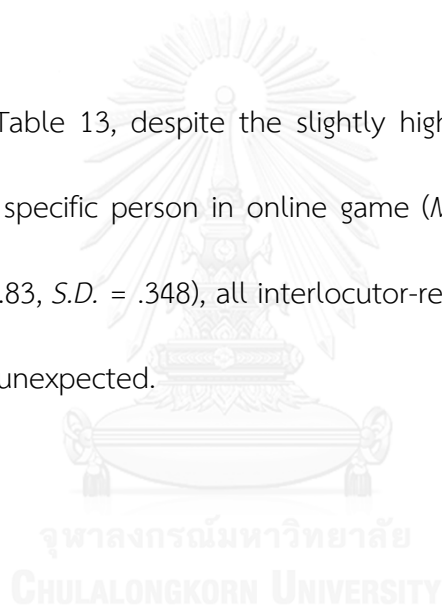


Table 13 *Differences of Participants' Levels of Desire to Communicate with a Specific Person in the Classroom and the Online Game (N = 15)*

Statements	Classroom		Online Game		Difference
	M	Interpretation	M	Interpretation	
Interlocutor-related desire to communicate with a specific person (Set B)					
6. I desire to talk in English to those who (whose characters) are physically attractive.	2.47	Somewhat disagree	2.27	Somewhat disagree	-0.20
7. I desire to talk in English to the person I am familiar with (my classmates).	3.53	Strongly agree	3.27	Somewhat agree	-0.26
8. I desire to talk in English to native speakers only.	2.47	Somewhat disagree	2.13	Somewhat disagree	-0.34
9. I desire to talk in English to those who can help me finish the tasks.	3.07	Somewhat agree	2.93	Somewhat agree	-0.14
10. I desire to talk in English to those who have the same level of English competency as me.	2.93	Somewhat agree	2.60	Somewhat agree	-0.33
<i>All interlocutor-related desire items</i>	<i>2.89</i>	<i>Somewhat agree</i>	<i>2.64</i>	<i>Somewhat agree</i>	<i>-0.25</i>

Table 13 (continued)

Statements	Classroom		Online Game		Difference
	M	Interpretation	M	Interpretation	
Purpose-related desire to communicate with a specific person (Set B)					
11. I desire to talk in English to form a relationship.	2.87	Somewhat agree	3.07	Somewhat agree	+0.20
12. I desire to talk in English to request help/assistance.	2.80	Somewhat agree	3.00	Somewhat agree	+0.20
13. I desire to talk in English to ask questions.	2.93	Somewhat agree	3.13	Somewhat agree	+0.20
14. I desire to talk in English to give advice/suggestions.	2.67	Somewhat agree	3.07	Somewhat agree	+0.40
15. I desire to talk in English to command others to follow my instructions.	2.60	Somewhat agree	3.00	Somewhat agree	+0.40
<i>All purpose-related desire items</i>	<i>2.77</i>	<i>Somewhat agree</i>	<i>3.05</i>	<i>Somewhat agree</i>	<i>+0.28</i>
Overall desire to communicate with a specific person	2.83	Somewhat agree	2.85	Somewhat agree	+0.02



On the contrary, when it came to communicating for a purpose, the participants reported that they had a higher desire to communicate with a specific person in English in online gaming environment than classroom context.

#### 4.1.6 Levels of state communicative self-confidence in the online game

Finally, the third section of the second set of WTC questionnaires explored state communicative self-confidence of the students when using English in online gaming setting. The section asked them to indicate the extent to which they agreed or disagreed to the statements on a scale of 1 ('strongly disagree') to 4 ('strongly agree'). The first five statements involved state perceived competence, and another five involved state anxiety.

Overall, as shown in Table 14, the participants somewhat agreed to the statements ( $M = 2.77$ ,  $S.D. = .255$ ) related to state communicative self-confidence, implying their positive level of WTC in English. Concerning the overall state perceived competence, the students somehow agreed to the statements ( $M = 2.76$ ,  $S.D. = .285$ ). In details, they somewhat agreed that participating in online gaming activities helped improve their English skills ( $M = 3.07$ ,  $S.D. = .594$ ), they could say what they wanted to in English ( $M = 3.00$ ,  $S.D. = .378$ ), they somewhat disagreed that other players could not understand them because of their poor English ( $M = 2.73$ ,  $S.D. = .594$ ), and they knew the words for each communication ( $M = 2.53$ ,  $S.D. = .516$ ). On

the other hand, they somewhat found it was difficult to communicate in English in online gaming context ( $M = 2.47, S.D. = .640$ ).

Table 14 *Participants' Levels of State Communicative Self-Confidence in the Online Game (N = 15)*

Activities	Mean	S.D.	Interpretation
State perceived competence (Set B)			
16. In online gaming context, I find it difficult to communicate in English.*	2.47	0.640	Somewhat agree
17. In online gaming context, I can say what I want to say in English.	3.00	0.378	Somewhat agree
18. In online gaming context, I think other players cannot understand me because of my poor English.*	2.73	0.594	Somewhat disagree
19. In online gaming context, I know the words required for each task completion.	2.53	0.516	Somewhat agree
20. In online gaming context, I think participating in English activities help me develop my English skills.	3.07	0.594	Somewhat agree
<b><i>All state perceived competence items</i></b>	<b><i>2.76</i></b>	<b><i>0.285</i></b>	<b><i>Somewhat agree</i></b>

Note: \*Responses for these items were reversed.

Table 14 (continued)

Activities	Mean	S.D.	Interpretation
State anxiety (Set B)			
21. In online gaming context, I am not worried about making mistakes in English.	2.80	0.676	Somewhat agree
22. In online gaming context, I am worried that I will not understand what others say in English.*	2.40	0.632	Somewhat agree
23. In online gaming context, I feel nervous about using English when participating in online gaming activities.*	2.67	0.488	Somewhat disagree
24. In online gaming context, I feel comfortable sharing my ideas/feelings/opinions in English with other players.	3.27	0.458	Somewhat agree
25. In online gaming context, I generally find communicating in English relaxing.	2.80	0.561	Somewhat agree
<i>All state anxiety items</i>	<i>2.79</i>	<i>0.350</i>	<i>Somewhat agree</i>
<b>Overall State Communicative Self-Confidence</b>	<b>2.77</b>	<b>0.255</b>	<b>Somewhat agree</b>

Note: \*Responses for these items were reversed.

Additionally, Table 14 reveals that the students somewhat agreed to the statements ( $M = 2.79$ ,  $S.D. = .350$ ) concerning state anxiety, implying they were less anxious about using English in the online game than in the classrooms. Particularly, they somewhat agreed that it was comfortable to share their ideas, feelings, and/or opinions in English with other players ( $M = 3.27$ ,  $S.D. = .458$ ), they were not worried about making mistakes ( $M = 2.80$ ,  $S.D. = .676$ ), and found communicating in English relaxing ( $M = 2.80$ ,  $S.D. = .561$ ). They also were not nervous about using English in online gaming environment ( $M = 2.67$ ,  $S.D. = .488$ ). On the contrary, they somewhat agreed that they were worried about not understanding other players ( $M = 2.40$ ,  $S.D. = .632$ ).

From Table 15, the differences of participants' levels of state communicative self-confidence between two settings were shown. The overall state communicative self-confidence in the online game was higher ( $M = 2.77$ ,  $S.D. = .255$ ) than in the classroom ( $M = 2.59$ ,  $S.D. = .275$ ). Table 15 displays the slightly higher state perceived competence and the lower state anxiety in the online game, as contradict to the lower state perceived competence and the higher state anxiety in the classroom.

Table 15 *Differences of Participants' Levels of State Communicative Self-Confidence in the Classroom and the Online Game (N = 15)*

Statements	Classroom		Online Game		Difference
	M	Interpretation	M	Interpretation	
State perceived competence (Set B)					
16. I find it difficult to communicate in English.*	2.40	Somewhat agree	2.47	Somewhat agree	+0.07
17. I can say what I want to say in English.	2.73	Somewhat agree	3.00	Somewhat agree	+0.27
18. I think others (other players) cannot understand me because of my poor English.*	2.47	Somewhat agree	2.73	Somewhat disagree	+0.26
19. I know the words required for each communication.	2.73	Somewhat agree	2.53	Somewhat agree	-0.20
20. I think participating in English activities help me develop my English skills.	3.20	Somewhat agree	3.07	Somewhat agree	-0.13
<i>All state perceived competence</i>	<i>2.71</i>	<i>Somewhat agree</i>	<i>2.76</i>	<i>Somewhat agree</i>	<i>+0.05</i>

Note: \*Responses for these items were reversed.

Table 15 (continued)

Statements	Classroom		Online Game		Difference
	M	Interpretation	M	Interpretation	
State anxiety (Set B)					
21. I am not worried about making mistakes in English.	2.40	Somewhat disagree	2.80	Somewhat agree	+0.40
22. I am worried that I will not understand what others say in English.*	2.27	Somewhat agree	2.40	Somewhat agree	+0.13
23. I feel nervous about using English when participating in (online gaming) activities.*	2.13	Somewhat agree	2.67	Somewhat disagree	+0.54
24. I feel comfortable sharing my ideas/feelings/opinions in English with others.	2.87	Somewhat agree	3.27	Somewhat agree	+0.40
25. I generally find communicating in English relaxing.	2.67	Somewhat agree	2.80	Somewhat agree	+0.13
<i>All state anxiety</i>	<i>2.47</i>	<i>Somewhat disagree</i>	<i>2.77</i>	<i>Somewhat agree</i>	<i>+0.30</i>
<b>Overall state communicative self-confidence</b>	<b>2.59</b>	<b>Somewhat agree</b>	<b>2.77</b>	<b>Somewhat agree</b>	<b>+0.18</b>

Note: \*Responses for these items were reversed.

Interestingly, unlike state communicative self-confidence in the classroom, the slightly high level of state perceived competence and the slightly high state anxiety led to a slightly high level of state communicative self-confidence in online gaming environment. From all three sections of the second set of WTC questionnaires, it could be concluded that the WTC in English in the online game of this group of participants was similar to their WTC in English in the classroom context; though they had lower anxiety in the online game. The participants were willing enough to communicate and use English when opportunity provided, but not seek for the opportunity.

#### 4.1.7 Interaction analysis of text-based chats

During the seven-session task-based instruction through online games on grammar, the participants' text-based interactions were video recorded by *Overwolf* program. The recordings were, then, transcribed to be counted for number of words, number of turns, and length of turns. The quantitative data was analyzed by descriptive statistics and reported in frequencies and percentages. The production of English language during tasks and game play was used to support the data collected from the second set of WTC questionnaires.

Table 16 shows that the total production of English language by 15 participants over seven sessions of grammar lessons was 4,441 turns, comprising 1,265 turns of single words (28.48%), 971 turns of phrases (21.86%), and 2,205 turns

of t-units (49.65%). These turns consisted of 18,852 words with 18,695 English-only words (99.17%). Interestingly, it could be seen that during Session 1 the production of English language was only 251 turns, comprising 85 turns of single words (33.86%), 45 turns of phrases (17.93%), and 121 turns of t-units (48.21%) with the total of 883 words and 875 English-only words (99.09%); then, the language production increased profoundly in Session 2 until Session 7, which was as many as 796 turns, consisted of 244 turns of single words (30.65%), 182 turns of phrases (22.86%), and 370 turns of t-units (46.48%) with the total of 3,161 words and 3,143 English-only words (99.43%).

Table 16 *Number of Words, Number of Turns, and Length of Turns in Text-Based Chat during Game Play (N = 15)*

	Session 1	Session 2	Session 3	Session 4
Number of turns	251	821	702	634
Length of turn				
• Single word	85 (33.86%)	271 (33.01%)	195 (27.78%)	163 (25.71%)
• Phrase	45 (17.93%)	166 (20.22%)	133 (18.95%)	169 (26.66%)
• T-units	121 (48.21%)	384 (46.77%)	374 (53.28%)	302 (47.63%)
Total words	883	3,094	3,152	2,756
English-only total words	875 (99.09%)	3,063 (99.00%)	3,127 (99.21%)	2,733 (99.17%)

*Note: Each session lasted approximately 90 minutes.*



Table 16 (continued)

	Session 5	Session 6	Session 7	Total
Number of turns	542	695	796	4,441
Length of turn				
• Single word	117 (21.59%)	190 (27.34%)	244 (30.65%)	1,265 (28.48%)
• Phrase	131 (24.17%)	145 (20.86%)	182 (22.86%)	971 (21.86%)
• T-units	294 (54.24%)	360 (51.80%)	370 (46.48%)	2,205 (49.65%)
Total words	2,704	3,102	3,161	18,852
English-only total words	2,676 (98.96%)	3,078 (99.23%)	3,143 (99.43%)	18,695 (99.17%)

*Note: Each session lasted approximately 90 minutes.*

As also shown in Table 16, between Session 2 to Session 7, the language production was varied in numbers and lengths. Yet, the majority of the production was lengths in t-units (between 46.77% - 54.24%). The production of lengths in single words and phrases were similar (<35%). In addition, no session showed the use of Thai language more than 2% of the production.

#### 4.1.8 Additional finding on levels of willingness to communicate in English

To understand more of the findings of the effects of task-based instruction through online games on the willingness to communicate in English of the undergraduate students, a paired-sample *t*-test was employed to compare the results of the first set and the second set of WTC questionnaires. Table 17 illustrates

the paired-sample *t*-test of overall willingness to communicate in English between within the classrooms and the online games.

Table 17 *Paired-Sample T-Test of Overall Willingness to Communicate in English between Classroom and Online Gaming Contexts (N = 15)*

Overall WTC in English	M	S.D.	M.D.	t	d
Classrooms	2.78	0.22	-0.11	-2.10	.054
Online Games	2.89	0.18			

As shown in Table 17, the paired-sample *t*-test results revealed that the overall levels of students' willingness to communicate in English increased slightly in the online game, compared to the classrooms. The total mean scores of the students' willingness to communicate in English in the online gaming environment ( $M = 2.89$ ,  $S.D. = 0.18$ ) was statistically insignificantly higher than the total mean scores of the students' willingness to communicate in English in the classrooms ( $M = 2.78$ ,  $S.D. = 0.22$ ,  $t = -2.10$ ,  $p > .05$ ). The mean difference score was 0.11. This suggested that the students' willingness to communicate in English was not increased significantly after the implementation of the task-based instruction through online games.

In addition, Table 18 displays the paired-sample *t*-test of overall perceived willingness to communicate in English between within the classrooms and the online

game by the participants. Similarly to the finding of overall levels of willingness to communicate in English of the participants, the overall willingness to communicate in English as perceived by the participants was insignificantly higher in the online game ( $M = 3.21, S.D. = 0.31$ ) than in the classrooms ( $M = 3.04, S.D. = 0.35, t = -1.55, p > .05$ ). The mean difference score was 0.17. Again, it suggested that the overall perceived willingness to communicate in English of this group of participants was not increased significantly after the implementation of the task-based instruction through online games.

Table 18 *Paired-Sample T-Test of Overall Perceived Willingness to Communicate in English between Classroom and Online Gaming Contexts (N = 15)*

Perceived WTC in English	M	S.D.	M.D.	t	d
Classrooms	3.04	0.35	-0.17	-1.55	.144
Online Games	3.21	0.31			

Table 19 presents the paired-sample *t*-test of overall levels of desire to communicate with a specific person between within the classrooms and the online game of the participants. It can be seen that the overall levels of desire to communicate with a specific person of the participants was insignificantly higher in the online game ( $M = 2.85, S.D. = 0.34$ ) than in the classrooms ( $M = 2.83, S.D. = 0.35, t = -1.55, p > .05$ ), and the mean difference score was only 0.01. This could be concluded that the overall levels of desire to communicate with a specific person of

the participants were not increased significantly after the implementation of the task-based instruction through online games.

Table 19 *Paired-Sample T-Test of Overall Desire to Communicate with a Specific Person between Classroom and Online Gaming Contexts (N = 15)*

DCSP in English	M	S.D.	M.D.	t	d
Classrooms	2.83	0.35	-0.01	-0.11	.910
Online Games	2.85	0.34			

Moreover, to consider each component of desire to communicate with a specific person individually, Table 20 shows the paired-sample *t*-test of overall interlocutor-related desire to communicate with a specific person between within the classrooms and the online game of the participants. Surprisingly, the results revealed that participants' desire to communicate with a specific person, related to the interlocutors, was insignificantly higher in the classroom context ( $M = 2.89$ ,  $S.D. = 0.40$ ) than in the online game ( $M = 2.64$ ,  $S.D. = 0.46$ ,  $t = 1.73$ ,  $p > .05$ ). The mean difference was 0.25. Conclusively, the overall interlocutor-related desire to communicate with a specific person of the participants was insignificantly decreased after the implementation of the task-based instruction through online games.

Table 20 Paired-Sample T-Test of Overall Interlocutor-Related Desire to Communicate with a Specific Person between Classroom and Online Gaming Contexts ( $N = 15$ )

IRDCSP in English	M	S.D.	M.D.	t	d
Classrooms	2.89	0.40	0.25	1.73	.106
Online Games	2.64	0.46			

On the other hand, Table 21 illustrates the pair-sample *t*-test of total purpose-related desire to communicate with a specific person between classroom and online gaming settings of the participants. Contradict to the pair-sample *t*-test of overall interlocutor-related desire to communicate with a specific person, the participants' desire to communicate with a specific person, related to the purpose of communication, in the online game ( $M = 3.05$ ,  $S.D. = 0.40$ ) was insignificantly higher than in the classroom context ( $M = 2.77$ ,  $S.D. = 0.38$ ,  $t = -2.10$ ,  $p > .05$ ) with the mean difference of 0.28. Compared to the interlocutor-related desire to communicate with a specific person, it could be established that, when the students communicate with a purpose, the overall purpose-related desire to communicate with a specific person was insignificantly increased after the implementation of the task-based instruction through online games.

Table 21 *Paired-Sample T-Test of Overall Purpose-Related Desire to Communicate with a Specific Person between Classroom and Online Gaming Contexts (N = 15)*

PRDCSP in English	M	S.D.	M.D.	t	d
Classrooms	2.77	0.38	-0.28	-2.10	.055
Online Games	3.05	0.40			

Concerning another immediate antecedent of WTC in English, the pair-sample *t*-test of overall state communicative self-confidence between classroom and online gaming settings of the participants was shown in Table 22. It was obvious that the overall state communicative self-confidence in the online game ( $M = 2.77$ ,  $S.D. = 0.25$ ) was significantly higher than in the classrooms ( $M = 2.59$ ,  $S.D. = 0.27$ ,  $t = -2.27$ ,  $p < .05$ ) with the mean difference of 0.19. It, then, was concluded that students' state communicative self-confidence was significantly increased after the implementation of the task-based instruction through online games.

Table 22 *Paired-Sample T-Test of Overall State Communicative Self-Confidence between Classroom and Online Gaming Contexts (N = 15)*

SCSC in English	M	S.D.	M.D.	t	d
Classrooms	2.59	0.27	-0.19	-2.27	.039*
Online Games	2.77	0.25			

\* $p < .05$

When considering the individual components of state communicative self-confidence, Table 23 reveals the pair-sample *t*-test of total state perceived competence between the two settings of the participants. Surprisingly, the overall state perceived competence of the students was insignificantly higher in the online game ( $M = 2.76, S.D. = 0.28$ ) than in the classrooms ( $M = 2.71, S.D. = 0.26, t = -0.62, p > .05$ ). The mean difference was only 0.05. This suggested that the students' state perceived competence was not increased significantly after the implementation of the task-based instruction through online games.

Table 23 Paired-Sample *T*-Test of Overall State Perceived Competence between Classroom and Online Gaming Contexts ( $N = 15$ )

SPC in English	M	S.D.	M.D.	t	d
Classrooms	2.71	0.26	-0.05	-0.62	.546
Online Games	2.76	0.28			

Lastly, Table 24 shows the pair-sample *t*-test of total state anxiety between the two settings of the participants. The overall state anxiety of the students was significantly higher in the online game ( $M = 2.79, S.D. = 0.35$ ) than in the classrooms ( $M = 2.47, S.D. = 0.35, t = -2.63, p < .05$ ) with the mean difference of 0.32. This implied that the students' state anxiety was increased significantly after the implementation of the task-based instruction through online games.

Table 24 Paired-Sample T-Test of Overall State Anxiety between Classroom and Online Gaming Contexts (N = 15)

SA in English	M	S.D.	M.D.	t	D
Classrooms	2.47	0.35	-0.32	-2.63	.020*
Online Games	2.79	0.35			

\* $p < .05$

In summary, when using the paired-sample *t*-test to compare the differences between each variable contributing to willingness to communicate, it was found that the overall willingness to communicate, perceived willingness to communicate, overall desire to communicate with a specific person, purpose-related desire, and state perceived competence were all insignificantly higher in online gaming setting than classroom context. However, interlocutor-related desire was insignificantly lower in the online game than in the classrooms. Moreover, it was revealed that state anxiety was significantly higher in online game than in classrooms, indicating the participants being less anxious in online game than in classrooms. This, in turn, affected the overall state communicative self-confidence to be significantly higher in online gaming environment than in classroom setting.



#### 4.2 Research Question 2: What are students' opinions towards a task-based instruction through online games on their willingness to communicate in English?

To explore the students' opinions towards a task-based instruction through online games, the data obtained from the fourth section of the second set of WTC questionnaire and the focus group interview was analyzed by content analysis method. Two open-ended questions asked the students to list their opinions towards the instruction and what they thought could have been improved. In addition, during the focus group, all 15 students were required to express their opinions towards the task-based instruction through online games and their overall language use experience. Table 25 showed the students' opinions towards the task-based instruction through online games.

Table 25 *Students' Opinions towards the Task-Based Instruction through Online Games (N = 15)*

Students' Opinions	Frequencies of Keywords / Key Phrases
<b>Advantages</b>	
1. Engaging and fun learning environment	15
2. Low-anxiety context for communicating in TL	10
3. Exposure to target language	8
4. Opportunity to communicate in TL with other language users	12
<b>Disadvantages</b>	
1. Difficulty of the language in the game	15
2. Unrelated vocabulary to their daily life	12
3. More attention to gameplay than the lessons	10

To analyze students' opinions towards the task-based instruction through online games, two aspects of students' opinions were focused: the advantages and disadvantages of the instruction. "Engaging and fun learning environment" was mentioned the most ( $f = 15$ ) among the four advantages, followed by "opportunity

to communicate in TL with other language users” ( $f = 12$ ), “low-anxiety context for communicating in TL” ( $f = 10$ ), and “exposure to target language” ( $f = 8$ ). On the contrary, three disadvantages were also mentioned by the students, namely “difficulty of the language in the game” ( $f = 15$ ), “unrelated vocabulary to their daily life” ( $f = 12$ ), and “more attention to gameplay than the lessons” ( $f = 10$ ).

To elaborate more on students’ opinions towards the task-based instruction through online games, the following section showed the excerpts from the content analysis of two aspects of advantages and disadvantages obtained from the open-ended questions and the semi-structured focus group interview.

#### 4.2.1 Task-based instruction through online game created an engaging and fun learning environment

Regarding creating an engaging and fun learning environment, the analysis showed that this advantage obtained the most frequencies in the answer from the questionnaire and focus group. All students ( $f = 15$ ) described that the online games had provided them a fun learning environment while engaging in the tasks and lessons. They were given an opportunity to do something in collaboration with their friends, just like in the classroom activities, to complete the tasks and game quests. For example, Student 9 mentioned in the questionnaire that the online game was fun and engaging, making him/her want to communicate more, as shown in excerpt 1.

*Excerpt 1*

Student 9: “เกมออนไลน์มีความสนุกสนานและน่าติดตามทำให้อยากสื่อสารมากขึ้น”

“The online game was fun and engaging, making me want to communicate more.”

Similarly, excerpt 2 shows that Student 1 also mentioned in the focus group that it was unexpected as she thought it would be regular educational game, but it turned out to be an actual online game and it was fun, as shown in the following excerpt.

*Excerpt 2*

Student 1: “ความรู้สึกหรือคะ ก็สนุกนะ ตอนแรกก็รู้ว่าเกมออนไลน์ แต่ก็ไม่ใช่เป็น  
แนวนี้หรือ ก็อารมณ์เค้าแก่น้อยมาอะ แต่พอจริงๆ ก็เออ ดีกว่าที่คิดนะ  
รู้สึกว่ายินแบบนั้นก็สนุกดี”

“My feelings? [I thought] it was fun. At first, [I] knew it was an online game, but not like this. [What I thought] was more like Taokae Noi games, but actually it was better than I thought. Learning like that was entertaining.”

Moreover, Student 5 also said during the focus group it was strange and fun to learn in the online gaming environment. The following excerpt showed the consistency of keywords mentioned in this category.

*Excerpt 3*

Student 5: “ตอนแรกพอรู้ว่าจะเรียนภาษาอังกฤษ นี่ก็ไม่ออกกว่าจะเรียนแบบไหน พอเจอเป็นเกมส์ออนไลน์ก็แปลกดี สนุก”

“At first, I was told that we were to learn English grammar, but I could not imagine how the lessons would be like. When it was learning in the online game, it was pleasantly strange and enjoyable.”

4.2.2 Task-based instruction through online games provided an opportunity to communicate in the target language with other language users

In regard to opportunity to communicate in the target language with other language users, this advantage obtained the second most frequencies from the students' answer. A number of students ( $f = 12$ ) described that this instruction through online games offered them an opportunity to communicate in the language they had learned but could not find ways to use it in real life. For the example, as shown in the excerpt 1, S 13 stated in the questionnaire that he/she had an opportunity to use the sentence structure, which he/she never used in real life, with his/her friends.

*Excerpt 1*

Student 13: “ได้ใช้ประโยคที่ไม่เคยใช้กับเพื่อนมาก่อนในชีวิตจริง”

“I got a chance to use the sentence structures I normally never used in real life with my friends.”

Consistently, Student 4 also replied during the focus group that since he could only type in English he had to communicate in English. In addition, he thought that typing in English was easier than typing Thai words in English as shown in the following excerpt.

*Excerpt 2*

Student 4: “ในเกม มันต้องพูด มันต้องพิมพ์อังกฤษ เพราะว่ามันไม่รองรับภาษาไทย จะพิมพ์คาราโอเกะไป มันก็ลำบากกว่าพิมพ์เป็นภาษาอังกฤษอีก มันก็มีบ้างครับ แต่ว่าพิมพ์อังกฤษมันง่ายกว่า”

“In the game, we had to communicate. We had to type in English because it did not support Thai characters. Typing Thai words in English was more difficult than typing in English, though it happened sometimes. Yet, typing in English was easier.”

In accordance with the two previous excerpts, Student 5 also stated in the focus group that the English context of the game made it necessary to communicate in the target language as shown in the excerpt 3.

*Excerpt 3*

Student 5: “ในเกมอย่างนี้ เราเหมือนมาเป็นอีกบทบาทหนึ่ง แล้วในบริบทของเกม ต้องใช้ภาษาอังกฤษเป็นส่วนใหญ่ มันก็ทำให้ผู้เล่นใช้ภาษาอังกฤษ”

“In a game like that, it was as if we assumed another role. Then, the context in the game, we had to mainly use English. That made the players use English.”

4.2.3 Task-based instruction through online games offered a low-anxiety context for communicating in the target language

Focusing on providing low-anxiety context for communicating in the target language, this category obtained the third most frequencies from the questionnaire and the focus group answers. A number of students ( $f = 10$ ) described that they felt less anxious about making mistakes when communicating in English than in classroom context. Furthermore, the online gaming environment made them want to communicate with their friends more. For instance, Student 14 stated in the questionnaire that he/she thought the online gaming environment was more relaxing than the classroom, and he/she wanted to communicate in English more, as shown in the excerpt 1.

*Excerpt 1*

Student 14: “บรรยากาศในการเล่นเกมน่าผ่อนคลายกว่าชั้นเรียน ทำให้อยากสื่อสารเป็นภาษาอังกฤษมากขึ้น”

“The atmosphere while playing the game was more relaxing than the classroom, causing [me] wanted to communicate in English more.”

Likewise, as shown in the excerpt 2, Student 1 reported in the focus group that she felt more relaxed in the online game. As a result, she thought that it was not as much pressured to communicate in the target language.

*Excerpt 2*

Student 1: “คือในเกมอะ มันก็ค่อนข้างผ่อนคลายกว่าเพราะมันเป็นเกม แล้วคนที่คุยกันก็คือเพื่อนเราเอง เหมือนกับเราทำอะไรก็ได้ เสร็จให้ได้อะ ให้แบบเข้าใจกันก็พอแล้ว ทำให้พูดภาษาอังกฤษไม่กดดันเท่าไร”

“[The thing] is it was a game. It was somewhat more relaxing because it was a game, and the people I talked were my friends. It was like I could do anything to complete the tasks/quests. It was enough to communicate for understanding, making me feel less pressured to talk in English.”



The following excerpt also remarked that task-based instruction through online games could make them feel less anxious about communicating in English. Student 8 said during the focus group that she felt less anxious in terms of making mistaking than in the classroom when communicating in English.

*Excerpt 3*

Student 8: “ถ้า chat ในเกมก็จะกังวลน้อยกว่า กับผู้เล่นอื่นก็คิดว่ากังวลน้อยกว่า เพราะว่าไม่รู้จัก ก็คุยๆไป ใครก็ไม่รู้ ก็คุยแบบให้พอรู้เรื่อง อยู่ในเกมก็จะไม่มีใครเห็นหน้าเรา ก็อยากใช้ภาษาอังกฤษเป็นหลักในเกมมากกว่า ผิดถูกก็ไม่เป็นไร”

“If it was chatting in the game, I felt less worried. I also think that with other people, I would be less anxious because I did not know them. It was just communicating with whomever for understanding. In game, nobody saw my face; so, I wanted to mainly use English more. It did not matter if I said it correctly or not.”

#### 4.2.4 Task-based instruction through online games allowed exposure to the target language

In terms of exposure to target language, the data obtained was in the fourth and the last rank for this category. Some students ( $f = 8$ ) described that they were exposed to the authentic target language via this instruction through online games.

For example, as shown in the excerpt 1, Student 3 said in the focus group that the game narratives acted as stimuli to read the game contents.

*Excerpt 1*

Student 3: “มันเป็นอะไรที่กระตุ้นว่า อย่างน้อยเราก็ต้องอ่านเนื้อหาของ quests อย่างน้อยเราก็ต้องทำความเข้าใจกับตรงนี้ก่อน เพราะไม่ใช่ว่า อยู่ดีๆ แล้วเราก็ไปทำนู่นนี่นั่น เราก็อยากรู้ว่าทำไมต้องไปทำ แล้วทำแล้วได้อะไร เหมือนได้เรียนรู้”

“It was like being stimulated that at least we had to read the contents of the quests. At least, we had to understand them before completing the quests because it was not like out of nowhere and we had to do this or do that. I wanted to know why I had to do them and what was gained if I did them. It was like I got to learn.”

In addition to the previous excerpt, Student 2 added in the focus group that she found some new words that she normally did not find in her daily life. As shown in the following excerpt, she mentioned that the words were somehow limited to only the narratives of this game, specifically.

*Excerpt 2*

Student 2: “ได้เจอคำศัพท์แปลกๆที่ไม่ค่อยได้เจอในชีวิตประจำวันด้วยค่ะ อย่างคำว่า depravity หรือ คำว่า bandit อะค่ะ”

“I got to find some strange vocabulary that I rarely found in my daily life, such as depravity or bandit.”

From both the second set of WTC questionnaire and the semi-structured focus group interview, students also reported some disadvantages of task-based instruction through online games. These disadvantages included difficulty of the language in the game, unrelated vocabulary to their daily life, and paying more attention to gameplay than the lessons.

#### 4.2.5 Difficulty of the language in the game

Regarding the difficulty of the language in the game, the analysis revealed that this disadvantage obtained the most frequencies in the answer from the questionnaire and the focus group interview. All students ( $f = 15$ ) described that the vocabulary was very difficult for them. For example, Student 6 mentioned in the WTC questionnaire that because of the difficult vocabulary he/she was unable to understand the game contents as shown in excerpt 1.

*Excerpt 1*

Student 6: “คำศัพท์ยาก ถ้ามีการอธิบายเพิ่มเติม อาจทำให้เข้าใจเนื้อเรื่องมากขึ้น และอาจกล้าสื่อสารมากขึ้นเพราะไม่กลัวที่จะเข้าใจเนื้อเรื่องผิด”

“The vocabulary was difficult. If there was additional explanation, it might help me understand the story more and I might communicate more because I would not be afraid that I misunderstood the contents.”

Consistently with the excerpt 2, Student 7 said in the focus group that the vocabulary was rather difficult. She found that sometimes she could not comprehend what a specific quest asked her to do, as shown in the following excerpt.

*Excerpt 2*

Student 7: “คิดว่าศัพท์ในเกมก็ค่อนข้างยาก บางทีก็อ่านไม่เข้าใจ ว่าเขาให้ทำอะไร ก็จะไม่ค่อยรู้เรื่อง”

“I thought that the vocabulary in the game was difficult. Sometimes, I could not understand what they wanted me to do. I could not comprehend.”

Moreover, Student 15 mentioned during the focus group that the difficulty of the vocabulary was her obstacle to participate in completing the tasks. The following excerpt showed the consistency of keywords mentioned in this category.

*Excerpt 3*

Student 15: “อุปสรรคในเกมส์ก็จะเป็นเรื่องคำศัพท์ค่ะ บางทีอ่านไม่เข้าใจ เพื่อนทำอะไรก็ทำตาม เพื่อนวิ่งก็วิ่งตาม อ่านคำสั่งไม่ทัน ไม่เข้าใจ แต่บางครั้งเพื่อนก็จะช่วยอธิบาย”

“Obstacle in the game would be the vocabulary. Sometimes, I could understand. Whatever my friends did, I did. Wherever my friends ran to, I ran. I could not finish reading and could not understand, but sometimes my friends would help explain it to me.”

4.2.6 Unrelated vocabulary to their daily life

Concerning the unrelated vocabulary to their daily life, this disadvantage obtained the second most frequencies from the students' answer. Most students ( $f = 12$ ) described that the vocabulary was specific to this game and could not be widely used in their daily life. For instance, Student 11 stated in the questionnaire that he/she thought the vocabulary was limited to the game narratives only and could not find the use of it in his/her daily life, as shown in the excerpt 1.

*Excerpt 1*

Student 11: “เกมที่น่ามาวิจัยนี้มีคำศัพท์เฉพาะทางค่อนข้างมาก ผู้เรียนอาจจะไม่สามารถเข้าใจเนื้อเรื่องได้ทั้งหมด และหาโอกาสใช้คำศัพท์เหล่านั้นในชีวิตประจำวันได้ยาก”

“The game in this research had relatively many specific words. Learners might not understand the entire contents, and it is difficult to find a chance to use these words in daily life.”

Similarly, as shown in the excerpt 2, Student 13 said during focus group that he thought the vocabulary was specific to the game contents only. He could not find himself using them in his daily life.

*Excerpt 2*

Student 13: “คิดว่าศัพท์มันเฉพาะทางเกินไปครับ เนื้อเรื่องก็เป็นสำหรับเฉพาะเกมนี้เท่านั้น ไม่ใช่เรื่องทั่วไป ดังนั้นคิดว่าไม่ค่อยเกี่ยวข้องกับชีวิตตัวเองสักเท่าไร เพราะใช้ประโยชน์ได้ไม่เยอะ”

“I think that the vocabulary was too specific. The story was also specific to this game only. It was not general topic. So, I think it was not really related to my life because it cannot be widely used.”

The following excerpt confirmed the unrelated vocabulary to their daily life. Student 4 agreed that she felt it would be difficult to find opportunity to use some specific words she found in the game contents.

*Excerpt 3*

Student 4: “หนูคิดว่าศัพท์บางคำที่เจอในเกม เราก็จะเจอแค่เฉพาะในเกมนี้ปะคะ มันไม่ค่อยได้เจอที่อื่น หนูว่ามันเอาไปใช้ประโยชน์ในชีวิตไม่ค่อยได้”

“I think some vocabulary I found in the game could be found in this game only. It would not be found anywhere else. I think it was somehow useless for me.”

4.2.7 More attention to gameplay than the lessons

The last most frequency from the second set of WTC questionnaire and the focus group answer under this category was more attention to gameplay than the lessons. Some students ( $f = 10$ ) described that sometimes they would pay large amount of attention to the gameplay, compared to the chats and the instruction. For example, as shown in the excerpt 1, Student 12 commented in the WTC questionnaire that they should pay more attention to the chat window for the instruction and discussion.

*Excerpt 1*

Student 12: “ผู้เรียนควรสนใจหน้าต่างสนทนามากกว่านี้ เพราะบางครั้งทำ quest อยู่ที่ขาดความสนใจส่วนนี้”

“Learners should pay more attention to the chat window because sometimes while completing the quests it was neglected.”

In the same manner, Student 10 said during the focus group that during the early sessions she was too distracted with the gameplay to pay attention to the lessons, shown in the following excerpt.

*Excerpt 2*

Student 10: “ช่วงแรกๆ ระหว่างที่ตั้งหน้าตั้งตาเรียน grammar อะ คือแบบ อันนั้นนะ ใจอยู่นั่นแล้วนะ ก็มันก็เลยแบบรู้สึกว๊า โอ้ยๆ อยากไปตีมอนสเตอร์แล้ว”

“Early on during the grammar lessons, my mind was not on the lessons. I focused more on killing monsters.”

Student 12 confirmed that, though it later improved, he thought that he paid more attention on playing the game than on the lessons and the chat window, as shown in the excerpt 3.



*Excerpt 3*

Student 12: “ผมว่าตัวเองให้ความสนใจกับตัวเกมส์มากกว่าจะคิดว่ากำลังเรียน ไม่ค่อยสนใจในหน้าต่างสนทนา คือสนใจแต่เกมส์ แต่พอนานๆไปก็เริ่มที่จะคุ้นเคย และหันไปเริ่มดูเองเยอะขึ้น”

“I think I paid more attention to playing the game than on learning the lessons. I did not pay much attention to the chat window. I focused only on the game, but later I became familiar and started to look at the chat window more by myself.”

In addition to the advantages and disadvantages, the participants reported that they did not learn much about English grammar because the lessons covered what they had already known. However, they felt that they learned more about summarizing and/or paraphrasing during the preparation stage of task cycle phase because they had to review what they gathered from the NPCs to discuss with their group members. In addition, during the language focus phase, the participants thought that they learned how to form the sentences in a different way of the same meanings they tried to imply. They explained that they could learn from their friends when their friends wrote more structured sentences during the discussion.

In conclusion, the participant thought that the task-based instruction through online games could create an engaging and fun learning environment in which they

work in collaboration with their peers while enjoying playing the online game. They also agreed that instruction through online games provided an opportunity for them to communicate in the target language with other language users in a meaningful way – communicating for a purpose; instead of repeating what was taught – the way they usually did in a traditional classroom. The low-anxiety context could also encourage the students to communicate more in the target language. Most of the participants felt that they did not have to worry about the pronunciation or the accent and they mentioned that they felt comfortable making mistakes. On the contrary, some participants still viewed that the mistakes they made could be seen by all and would stay in the chat box; hence, they became anxious about making mistakes. Lastly, the participants thought that this instruction through online games allowed them to be exposed to the target language because the selected game was linguistically rich. The participants were engulfed by the target language once they played the game.

On the contrary, the game selected in this research drew attention on some disadvantages. Since the game contents were not modified, some vocabulary was difficult and unrelated to the participants. They felt that the language was specifically designed for the game narratives and they could not use it in their daily life. In addition, for some students, the instructor could monitor some students who paid more attention on the gameplay than on the lessons. Because of the engaging

nature of role-playing games, the students could easily lose focus on the lessons and they had a tendency to pay more attention on playing the game than the lessons.

### 4.3 Summary

Overall findings of this study revealed that the students' willingness to communicate in English was statistically insignificantly higher in online gaming context than in classroom setting after receiving the task-based instruction through online games.

The mean scores of both set of WTC questionnaires showed that this group of participants was somewhat willing to communicate in English in both classroom and online gaming environments. However, unexpectedly, some variables influencing WTC were slightly lower in online gaming context than in the classroom, such as the interlocutor-related desire to communicate with a specific person. The evidence of language production could be considered as evidence of being "somewhat willing" to communicate in English of the participants.

In regard to the students' opinions towards the task-based instruction through online games, the findings revealed that there were both advantages and disadvantages. The advantages included an engaging and fun learning environment, a low-anxiety context for communicating in the target language, the exposure to target language, and an opportunity to communicate in the target language with other

language users. On the other hand, the disadvantages of this study included the difficulty of the language in the game, the unrelated vocabulary to their daily life, and more attention to gameplay than the lessons.

In summary, the overall findings of this study can be concluded that the task-based instruction through online games can be an effective instructional approach to enhance students' willingness to communicate in English.



## CHAPTER V

### DISCUSSIONS AND RECOMMENDATIONS

This chapter presents a summary of the study, a summary of findings, and a discussion of the findings in comparison with the previous studies. Furthermore, the limitations of the study, pedagogical implications, and suggestions for future research are presented.

#### 5.1 Summary of the study

This study employed a single group quasi-experimental design to investigate the effects of a task-based instruction through online games on undergraduate students' willingness to communicate in English and to explore their opinions towards the instruction through online games. The participants were 15 first-year English-major students of a public university in Bangkok in second semester, academic year 2014. They were purposively selected to participate in this study from a grammar course they were taking.

The seven sessions of the task-based instruction through online games were implemented as a separated, but related to, English grammar course. There are three phases of the task-based instruction, following the framework by Ellis (1996), including pre-task, task cycle, and language focus. Three task types, as proposed by Ellis (1998), were employed for each grammar lessons. Each participant performed

the language tasks and completed the game quests during task cycle phase, and participated in the open-ended discussions during language focus phase.

The research instruments in this present study included two sets of willingness to communicate in English questionnaires, adapted from Reinders and Wattana (2014) and Sorada Wattana (2013), the video recordings of students' text-based interactions during gameplay, and semi-structured focus group interview questions. First, to explore the effects of a task-based instruction through online games, the data obtained from two sets of WTC questionnaires were analyzed descriptively for mean scores and standard deviations. Additional findings were also emerged by using paired-sample *t*-test. The transcripts of video recordings of students' text-based interactions during game play were counted for number of words, number of turns, and length of turns to be statistically analyzed for frequencies and percentages to support the data from the second set of WTC questionnaires. Lastly, the content analysis was used to analyze the data from two open-ended questions in the second set of WTC questionnaires and the semi-structured focus group interview to be triangulated with the data of the statistical analysis of participants' willingness to communicate in English.

## **5.2 Summary of the findings**

The current study proved two major findings according to the research questions. First, the quantitative data from the two sets of WTC questionnaires

revealed that this group of participants was somewhat willing to communicate in both classroom and online gaming contexts, using English. However, the results of the two sets of WTC questionnaires were insignificantly different. The quantitative data from the transcripts of video recordings of students' text-based interactions during gameplay also supported as evidence of this claim of somewhat willingness.

On the other hand, the qualitative data from two open-ended questions in the second set of WTC questionnaires and the semi-structured focus group interview showed that there were both advantages and disadvantages obtained from students' opinions. The advantages of the task-based instruction through online games included an engaging and fun learning environment, a low-anxiety context for communicating in the target language, the exposure to the target language, and the opportunity to communicate in the target language with other language users. The disadvantages as mentioned by the participants included the difficulty of the language in the game, the unrelated vocabulary to their daily life, and more attention to the gameplay than the lessons.

### **5.3 Discussions**

The aims for the present study were to investigate the effects of task-based instruction through online games on willingness to communicate in English of undergraduate students in Bangkok and to explore their opinions towards the instruction through online games. Respectively, the findings are discussed in the light

of previous studies on the two aspects: students' willingness to communicate in English and their opinions towards the instruction through online games.

### 5.3.1 The Effects of the Task-Based Instruction through Online Games on Willingness to Communicate in English

Concerning the effects of the task-based instruction through online games on willingness to communicate in English, two issues emerged to be discussed: the face-to-face learning versus learning through online game, and the use of L1 in online game-based language learning.

#### 5.3.1.1 *Face-to-face and online game-based learning*

Language learning involves with communicating in the target language. Therefore, MacIntyre et al. (1998) proposed that the main goal of language instruction should be to promote WTC, as Brown (2007) and Kim (2004) suggested that WTC is one of many indicators of successful language learning. The findings of this research showed that this group of participants had a moderate level of WTC in English in both the classroom and online gaming environment. It, then, could be implied that this group of undergraduate students had some intention to participate in English communication if they were required to do so. However, they were unlikely to seek opportunities to practice the language on their own. This assumption was consistent with Kamprasertwong's (as cited in Reinders & Wattana, 2011, 2012, 2014; Sorada Wattana, 2013) claim that Thai EFL students are generally well-known



for their passive nature. It could also be related to the findings by Hathairat Jongsermtrakoon (2009) in Thailand, Kim (2004) in Korea, and Yashima et al. (2004) in Japan that EFL learners do not use English in their daily life; hence, the limited exposure to the language in their respective countries can affect their WTC in English.

When considering item by item of each variable contributing to WTC, the participants claimed to be most willing to listen to what others say in English both in classroom context ( $M = 3.20$ ,  $S.D. = 0.561$ ) and online gaming environment ( $M = 3.47$ ,  $S.D. = 0.516$ ), and least willing to ask for clarification when they were confused about something both in the classrooms ( $M = 2.87$ ,  $S.D. = 0.640$ ) and in the online game ( $M = 2.80$ ,  $S.D. = 0.414$ ). This reflected they were more receptive than productive, confirming the claim by Kamprasertwong (as cited in Reinders & Wattana, 2011, 2012, 2014; Sorada Wattana, 2013) stating that Thai EFL learners were passive in nature.

Concerning the desire to communicate with a specific person, they claimed that they agreed desiring to communicate in English with those they were familiar with the most both in the classrooms ( $M = 3.53$ ,  $S.D. = 0.516$ ) and in the online game ( $M = 3.27$ ,  $S.D. = 0.458$ ), while they least desired to communicate in English with those who were physically attractive ( $M = 2.47$ ,  $S.D. = 0.743$ ) and native speakers ( $M = 2.47$ ,  $S.D. = 0.743$ ) in the classrooms and least desired to communicate in English with native speakers in the online game ( $M = 2.13$ ,  $S.D. = 0.834$ ). This was consistent with Knutson et al. (2002) that Thai EFL undergraduate students were most

comfortable and most willing to communicate with their friends and acquaintances. Regarding the purpose-related desire, the participants claimed to be most willing to ask questions in both the classroom context ( $M = 2.93$ ,  $S.D. = 0.458$ ) and the online gaming environment ( $M = 3.13$ ,  $S.D. = 0.561$ ), while they were least willing to give command in both the classrooms ( $M = 2.60$ ,  $S.D. = 0.507$ ) and least willing to ask for help ( $M = 3.00$ ,  $S.D. = 0.655$ ), as well as to give command ( $M = 3.00$ ,  $S.D. = 0.378$ ) in the online game. Again, this reflected the participants' affiliative motive more than control motive in both settings.

In addition, the findings revealed that the participants found it difficult to communicate in English the most in classroom context ( $M = 2.40$ ,  $S.D. = 0.632$ ) and in online gaming environment ( $M = 2.47$ ,  $S.D. = 0.640$ ), and by participating in English activities they thought that they could improve their English skills the most both in the classrooms ( $M = 3.20$ ,  $S.D. = 0.414$ ) and in the online game ( $M = 3.07$ ,  $S.D. = 0.594$ ). This implied that they perceived themselves to be competent enough in communicating in English in both settings, despite finding it difficult to communicate in the target language. Lastly, they were most comfortable sharing their ideas, feelings, or opinions with others in English both in the classrooms ( $M = 2.87$ ,  $S.D. = 0.743$ ) and in the online game ( $M = 3.27$ ,  $S.D. = 0.458$ ). On the contrary, they reported to be most nervous about using English in the classrooms ( $M = 2.13$ ,  $S.D. = 0.352$ ) while they were more worried that they could not understand others in the

online game ( $M = 2.40$ ,  $S.D. = 0.632$ ); though their worries did not show in the recordings of their interactions during gameplay. This somehow signified them being more anxious about communicating in English in the classrooms than in the online game.

Furthermore, the additional findings from the pair-sample  $t$ -test revealed that almost all variables influencing WTC in English between in the classrooms and in the online game were insignificantly different. The result of level of state anxiety in online game was significantly higher than in the classroom ( $M.D. = -0.32$ ,  $t = -2.63$ ,  $p < .05$ ). This signified a lower level of state anxiety of the participants. This finding was congruent with Reinders and Wattana (2014) and Sorada Wattana (2013) that students' state anxiety appeared to be lower in online games than in the classrooms.

As the state anxiety became lower in the online gaming environment, it somehow contributed to the overall state communicative self-confidence. The result of pair-sample  $t$ -test of state communicative self-confidence revealed that the state communicative self-confidence in online game was significantly higher than in the classroom ( $M.D. = -0.19$ ,  $t = -2.27$ ,  $p < .05$ ). This finding also was in accordance with Reinders and Wattana (2014) and Sorada Wattana (2013) that students' state communicative self-confidence became higher in online games than in the classrooms.

Since this study investigated an additional variable influencing WTC in English, it was also discovered that this group of participants had a lower interlocutor-related desire to communicate with a specific person in the online game than in the classrooms. It was assumed that, because the identities of the interlocutors were hidden behind their avatars, the appearance and the nativeness of the interlocutors did not play a major role to the WTC.

In addition to the level of WTC in English as perceived by the participants, number of words, number of turns, and length of turns were regarded as the evidence of the claim of being somewhat willing to communicate in English in the online game. The language production during Session 1 was relatively low, compared to the sessions that followed, because the participants were still having trouble adjusting themselves to the online gaming context and learning the game mechanics, as well as the instructional procedures and what they were expected to complete. Once they were familiar with all of that, in Session 2, the language production was greatly increased.

Additionally, concerning the difference between experienced and inexperienced game players, the six students with prior experience with other online games commented that they did not feel more advantaged than other students because none of them had ever played *Guild Wars 2* before. They had to learn the game mechanics like those without gaming experience. However, from the

observation, the experienced gamers tended to have a better gaming experience with *Guild Wars 2*. The game literacy that the experienced students possessed helped them learn and adapt to the new game better than their inexperienced peers. This could affect the overall gaming experience, but the participants did not think that it affected their willingness to communicate in English within online gaming environment.

Apart from this, the vernacular online game *Guild Wars 2* was developed for entertainment only. As a result, without a pedagogical and psychological preparation for them before the implementation of the experiment, the participants came to the class to play rather than to learn. In addition, participating in this research did not affect their grades in the grammar course they were taking and the participants did not view the researcher as their teacher; hence, their willingness to communicate in English was also influenced by all these facts.

In conclusion, in language learning, lowering students' anxiety could ultimately lead to more willingness to communicate during the class. The more willing students are, the more language they produce. Though WTC could not be a sole predictor of the success in language learning, its importance should be regarded more in the classrooms. Since the participants of this research were from English major, it could be seen that they already had a moderate willingness to communicate in English; though the findings showed that the students were slightly

more willing to communicate in the target language in the virtual environment. This might not apply to other groups of students.

#### *5.3.1.2 The use of L1 in online game-based language learning*

Another aspect to be discussed was the use of L1 in language learning, especially through online games. Because this group of participants majored in English, they already possessed a capable level of English communication ability. As a result, the use of L1 was less than 2% of the total words throughout the seven session of the instruction. The finding also was congruent with Reinders and Wattana (2011, 2012, 2014) and Sorada Wattana (2013) that the use of L1 in online gaming environment was minimized. This might be because the games allowed the students to type in English only. To express in Thai, they had to type Thai words in English which was more difficulty, as commended by a few participants.

Furthermore, since the lessons aimed to teach English grammar which was what the participants were already familiar with, the participants noted that they did not learn much about English grammar because they were already familiar with the topics; though Yang and Hsu (2013) suggested that grammar could be learned from the digital games. What they thought that they learned, as commented by the participants, was summarizing and/or paraphrasing. This was because they had to summarize that they had gathered from the NPCs to their party members to discuss

the problems and solutions. In addition, for paraphrasing, they learned during the language focus.

Additionally, regarding number of words, number of turns, and length of turns, the low numbers and length in Session 1 could be explained that the participants were still unfamiliar with the procedures and what was expected from them; hence, the relatively low numbers and length reflected their confusion. Another session to mention is Session 5 when the researcher did not assign the grammar point at the beginning and wanted the participants to take initiative to decide which grammar point they wanted to discuss. The participants proposed none to be discussed and the researcher had to lead the discussions as the original plan; therefore, the lower numbers and length. Nevertheless, when considering the number of turns that contained only single words, clauses, or T-units, the majority of language production of this group of participants was turns with T-units. This could be concluded that the participants thought it was necessary to complete their thoughts or ideas in the turns rather than merely a single word or a clause.

In sum, the participants commented that it was easier to communicate in English in the online game, reflected by the English-only total words compared to the total words. Moreover, from the language production of turns, the participants felt it was necessary for them to complete their thoughts in their turn of communication.

### 5.3.2 Students' Opinions towards the Task-Based Instruction through Online Games

From the open-ended questions and the focus group interview, it was found that the participants had both positive and negative opinions towards the task-based instruction through online games. The positive opinions included such advantages as an engaging and fun learning environment, a low-anxiety context for communicating in the target language, an exposure to the target language, and opportunity to communicate in the target language with other language users. These advantages were consistent with the potential advantages of synchronous computer-mediated communication proposed by Peterson (2010) and the findings by Berns et al. (2013), Rama et al. (2012), Reinders and Wattana (2011, 2012, 2014), Reinhardt and Sykes (2012), Turkay and Adinolf (2012), Sorada Wattana (2013), and Yang and Hsu (2013). Each advantage and disadvantage was discussed individually as follows.

#### *5.3.2.1 Learning engagement*

The first and foremost advantage of the task-based instruction through online games mentioned by all participants was that it offered them with an engaging and fun learning environment. Since MMORPGs are linguistically rich in nature (Sykes & Reinhardt, 2013), they usually have a story. Though not all stories are engaging, the selected game was engaging enough to capture the participants as the keywords found in their comments included “fun,” “entertaining,” “engaging,” or “enjoyable.”



To mention a few, this advantage was in accordance with the research by Childress and Braswell (2006), Kongmee et al. (2011), Paraskeva, Mysirlaki, and Papagianni (2009), Peterson (2012), Ryu (2013), and Squire (2006). This, as a result, led to engagement in learning among the students. With the engaging nature of digital games, it was unsurprising that the participants would find learning through *Guild Wars 2* was fun and engaging.

#### 5.3.2.2 Low-anxiety context

Peterson (2010) listed potential advantages of CMC, which included the elimination of anxiety over pronunciation. The participants also mentioned that they did not have to be concerned about their pronunciation or accent in the online games, compared to the classroom setting. The keywords under this category included “less worried,” “less anxious,” “more relaxing,” and “less pressured.” In addition to the pronunciation and accent, the participants felt that in the classrooms the teachers would monitor them closely for the mistakes they made. On the other hand, in the online gaming environment, the corrective feedbacks given to them were less threatening. Furthermore, the participants were given additional time to compose what they wanted to communicate (Peterson, 2010).

Despite this fact, some participants were still self-conscious about making mistakes. They commented that, once they made mistakes, the mistakes would be displayed on the chat screen for everybody to see. Nonetheless, it was crucial for

teachers to provide an environment where the students felt comfortable about making mistakes without being too monitored in order to promote their communicative self-confidence, which in turn could promote willingness to communicate in the target language.

### *5.3.2.3 Exposure to target language*

As Rama et al. (2012), Reinhardt and Sykes (2012), and Turkey and Adinolf (2012) noted that the online games could expose the students to the authentic use of the target language, the majority of the participants seemed to agree on this advantage. The key phrases found in the comments included “being stimulated to read,” or “to find some vocabulary that uncommonly found in daily life.” Adding to this notion, Sykes and Reinhardt (2013) emphasized that MMORPGs are linguistically rich in nature. As a result, the students would be enveloped by the target language once they started to play the game (Rama et al., 2012). Since in EFL context the exposure to the target language is limited, digital games with the contents in the target language can provide more exposure to the students. However, the contents designed by the teachers would be more appropriate in the sense that teachers would know what contents students could relate to their life. As a result, students would find more benefits in learning the language.

#### *5.3.2.4 Opportunity to interact in target language*

Lastly, another advantage of task-based instruction through online games was an opportunity to interact with other users of the target language. This advantage was suggested by Berns et al. (2013) and Squire (2006). The key phrases included “a chance to use the target language,” or “having to mainly use the target language.” Since the game did not support Thai characters, the participants were somehow forced to communicate in English. They also commented that it was easier to type in English than typing Thai words in English. With this feature of the game, the students had no other choice but to communicate in English, and by interacting with others in the target language, students can practice the language at the same time. The more opportunities provided for them to communicate in the target language, the more chances they practice the language. As the result, this could allow the students to achieve their goals in language learning.

#### *5.3.2.5 Difficulty of the authentic inputs*

However, some disadvantages were also mentioned by the participants. Among these emerged disadvantages, the first and foremost was the difficulty of the language inputs in the game. The keywords and key phrases for this disadvantage included “difficult vocabulary,” or “being unable to understand the game contents.” Since the contents of the game were not modified in this research, the participants found that sometimes some vocabulary was challenging, such as the word

“depravity,” and at times they were unable to comprehend what was going on with the game narratives. This disadvantage was somehow related to the comprehensible input hypothesis of Krashen (as cited in Brown, 2001, 2007; Gass, Behney, & Plonsky, 2013; Nunan, 2004; Ortega, 2009) stating “condition for language acquisition to occur is that the acquirer understand input language that contains structure ‘a bit beyond’ his or her current level of competence. It is also what Nunan (1989) mentioned in his framework for task-based instruction that the language inputs need to be comprehensible to the learners so that the learning could occur.

#### *5.3.2.6 Relatedness of language inputs to students’ daily life*

The participants also found the vocabulary was not relevant to their daily life. The key phrases found in the comments included “the vocabulary cannot be widely used,” “it was not related to my life,” or “the vocabulary was specific to this game.” This was congruent with Nunan (1989) as he also mentioned that the learning should relate with the activities outside classrooms, meaning that the instruction should enable learners to relate the learning to their daily life. The carefully designed tasks and meaningful contents which student could relate to their real-life use could help the students to learn more. When the students find that the learning is related to their life, they consequentially could be more motivated to learn.

### *5.3.2.7 More attention to gameplay than the lessons*

Last but not least, the study by deHaan, Reed, and Kuwada (2010), who investigated the effects of playing a digital game in comparison to watching it, reported that the interactivity of the game could divert the players' attention from the game contents/narratives, and possibly the lesson at hand. In another word, at times, those who play the game could be engaged more on playing the game rather than paying attention to the game contents/narratives, or the lessons. This disadvantage was also reported by the participants as they mentioned that during the first session they focused more on the goal of the game quest, which was to kill the monsters, rather than on the lesson. The main key phrase from the comments was "focusing more on playing the game." However, once they were familiar with the instruction procedure, they tended to pay attention to the chat window, which was used for giving instructions by the instructor and for communicating between party members.

It might be concluded that the participants of this study viewed the task-based instruction through online games as being both beneficial and unfavorable, which could relate to the previous studies.

#### 5.4 Limitations of the study

The main limitations of the current study were as follows:

1) Since this research focused more on the process of learning, the number of participants was relatively small. Hence, this research did not aim to generalize the findings. Moreover, since WTC is a situational variable, an experiment with other groups of students would possibly yield different findings. Also, this study was conducted with a single group of the participants. There was a lack of control group to compare the progress of willingness to communicate in English with, using the same instruction and the same contents.

2) The game contents selected for the study were unmodified. Hence, the language of the game contents used for the lessons were too authentic and sometimes incomprehensible to the participants. In addition, the participants did not see the relevance of the language inputs to their daily life.

3) Pedagogical and psychological preparations were not given to the participants. The preparation could have developed participants' positive attitudes towards playing online games and using them in language learning and could have raised awareness that online games can be used as instructional tools and as means of promoting students' learning.

## 5.5 Pedagogical implications

The findings from this study suggested the following pedagogical implication.

1) The task-based instruction through online games can be implemented at the tertiary education level to help students enhance their willingness to communicate in English. The tasks and the online games offer students more opportunities to interact in the target language in a low-anxiety and fun learning environment.

2) The use of modified online games would be more appropriate; despite the time-consuming nature of modifying the games. As suggested by the underlying principles of task-based instruction, comprehensible language inputs are necessary for the students to develop from their learning.

## 5.6 Suggestions for future research

The present study established a task-based instructional procedure through online games to improve students' willingness to communicate in English. The findings generated some recommendations for the further study as follows:

1) A larger group of participants with a variety of genders, game literacy, and English competency levels should be investigated for a better understanding of the effectiveness of the task-based instruction through online games. It would also be interesting to employ the same methodology with other groups of students who are

inexperienced with online gaming with low willingness to communicate in English, such as students from other majors rather than English, together with a control group to compare the progress with.

2) The quality of language production can be examined for the possibility of improvement of the quality of language production. The findings might reveal more in-depth information of the study.

3) The use of modifiable games is highly recommended. As online games can offer students a low-anxiety context to communicate in the target language, the game contents that are comprehensible and related to their life can also enhance their learning. Besides, the game contents designed by the teachers can develop other language skills of the students as well.

In conclusion, although the significant findings were not yielded as much due to the capable level of English competence of the participants, this research was considered satisfactory. The task-based instruction provides language learners with opportunity to learn the language through authentic communication in the target language, and online games could provide a virtually engaging learning environment where the learners could feel comfortable making mistakes. With this combination, Thai EFL teachers and educators are provided with another alternative for their instruction.



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APPENDICES

จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY

**Appendix A**  
**Samples of Lesson Plans**

**Sample of Lesson 1**

**Instructor:** Nawaphon Euasapthawee, Mr.

**Level:** 1st Year Undergraduate

**Title:** Help Farmer Diah tend her farm

**Time:** 90 minutes (1 period)

**Learning outcomes:**

- 1) Students will be able to identify the problems in the farm.
- 2) Students will be able to discuss the solutions to those problems.
- 3) Students will be able to rephrase the conditional sentences into the non-conditional forms.

**Learning contents:**

- Problems in the farm.
- Solutions to the problems in the farm.

**Language focus:**

- Conditional sentences.


**Materials and resources:**



- Guild Wars 2 Handbook
- Guild Wars 2 Wiki

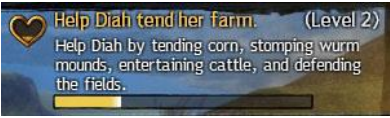
**Evaluation:**

- Students discuss the issues in the farm and solutions to those issues.
- Students discuss conditional sentences and rephrase the sentences into the non-conditional forms, using appropriate conjunctions and conveying the same meanings.
- Students contribute their ideas/thoughts to the discussions.

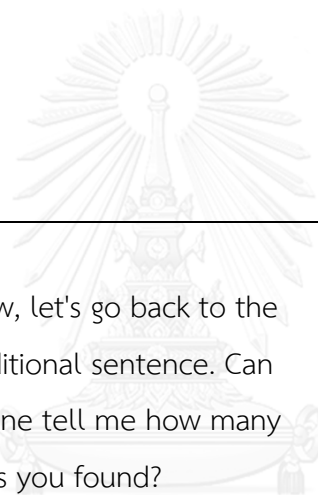

**Procedure:** Help Farmer Diah tend her farm (90 minutes)

Phase	Teacher	Students
<p><b>Pre-task:</b></p> <p>- Ss are asked to interact with the non-player characters (NPCs) and to notice the language features assigned by the instructor to be discussed during language focus phase.</p>	<p>- Hi, everyone! Welcome to our first lesson. Please don't forget to record this gaming session.</p> <p>- Before we start, how do you like the game so far? Any problems anyone wanna share?</p> <p>- Now that everything is figured out, shall we begin?</p> <p>- Remember that each of you is hero of Sheamoor, and Priestess Amelia has suggested that you could help others. Remember?</p> <p>- Good! Let's go to our first quest, shall we? Today we'll be doing a comparing task. Meet me at Farmer Diah's farm.</p>	<p>Ss greet T and turn on <i>Overwolf</i> program for recording.</p> <p>Ss share their opinions toward and problems with the game/program.</p> <p>Possible answers: <i>I like the game, I have a problem with controlling my avatar/character, I have a problem with Overwolf program, my friend isn't in the guild, etc.</i></p> <p>Possible answers: <i>Yes!</i></p> <p>Possible answers: <i>Yes!</i></p> <p>Ss move to Farmer's Diah's farm.</p> 

Phase	Teacher	Students
	<p>- Talk to Farmer Diah and her husband, Farmer Jeb. Take note of the conversations and look for conditional sentences you find.</p> <p>- After you're done talking to Farmer Diah, find Farmer Jeb and talk to him.</p> <p>- Are you done talking to both of them?</p> <p>- Ok! Let's move to somewhere else where you don't risk getting killed.</p>	<p>Ss locate Farmer Diah.</p>  <p>Ss start talking to Farmer Diah by clicking the responses to continue the conversations.</p> <p>Ss locate Farmer Jeb.</p>  <p>Ss talk to Farmer Jeb by clicking the responses to continue the conversations.</p> <p>Possible answers: <i>Yes!</i></p> <p>Ss follow T.</p>
<p><b>Task cycle:</b></p> <p>- Ss are divided into small groups/parties and discussed</p>	<p>- Ok, form a party of three members.</p> <p>- Within your party, I want you to compare the two</p>	<p>Ss form parties, consisting with three members.</p> <p>Ss discuss within the parties to complete the assigned</p>

Phase	Teacher	Students
<p>problems and solutions of the game quests by performing one of three task types proposed by Willis (1996). After that, students completed the game quests.</p>	<p>conversations. Identify the problems in the farm that both farmers tell you about, and discuss what you can do to help them solve those problems. I'll give you 10 minutes for the discussion.</p> <p><i>(After 10 minutes)</i></p> <p>- Are you all done? - Ok, let's share your answer.</p> <p>What problems did Farmer Diah talk about, but Farmer Jeb didn't? Or what problems did Farmer Jeb mention, but Farmer Diah didn't?</p> <p>- Well done! So, what can we do here to help them out?</p> <p>- Good going! Now, before we finish this quest over here, if you haven't selected the conditional sentence yet, go take a look again at the conversation. We'll discuss it later.</p> <p>- When you're ready, let's finish the quest!</p>	<p>task.</p> <p>Possible answers: <i>Yes!</i></p> <p>Ss share their answers.</p> <p>Possible answers: <i>Farmer Diah talked about harpies busting the dam, but Farmer Jeb didn't mention it.</i></p> <p>Possible answers: <i>Tend the corns, entertain the cattle, kill wurms, and etc.</i></p> <p>Ss go back to talk to Farmer Diah and Farmer Jeb; then, select the conditional sentence.</p> <p>Ss do different tasks to complete the first quest by:</p>  <p>tending the scorched corn,</p>



Phase	Teacher	Students
		<p>entertaining the cattle, or flattening the worm mounds and killing the worms in self-defense.</p> <p>Upon finishing the quest, Ss receive a thank you message from Farmer Diah.</p> 
<p><b>Language focus:</b></p> <p>- Ss discuss the language features they found from the interaction with the NPCs; then, concluded and evaluated what they learned.</p>	<p>- Now, let's go back to the conditional sentence. Can anyone tell me how many types you found?</p> <p>- And which types can you find here?</p> <p>- Okay! Let's share with your friend which sentence you have selected.</p>	<p>Possible answers: <i>One or two types.</i></p> <p>Possible answers: <i>Types zero and Type 1.</i></p> <p>Ss share their answers in the guild chat channel.</p> <p>Possible answers: <i>1) If bandits try raiding the farm, fend them off; 2) If a week goes by where those punks don't try and burn my fields, I count myself lucky; or 3) If that happens, people will starve.</i></p>

Phase	Teacher	Students
	<p>- Great! Now, can you rephrase the sentences? Discuss within your group how you would put it in a different way but it still conveys the same meaning. For example, “when you find bandits, keep them off the farm” for the sentence “if bandits try raiding the farm, fend them off.” Is that understandable?</p> <p>- Great! I’ll give you 10 minutes. <i>(After 10 minutes)</i></p> <p>- Are you done?</p> <p>- Okay, let’s hear your answers.</p> <p>- Great job today, everyone! Anyone wanna conclude what we've learned today?</p> <p>- Well done! That's it for today. I hope you enjoy the lesson today. I'll see you again next week.</p>	<p>Possible answers: <i>Yes!</i></p> <p>Ss discuss within the parties to reconstruct different sentences.</p> <p>Possible answers: <i>Yes!</i></p> <p>Ss share their answers in the guild chat channel.</p> <p>Ss make the conclusion of today's lesson.</p> <p>- Possible answers: <i>See you next week!</i></p>

## Storyboard

1. T gives instructions through guild chat channel.



2. Ss locate and talk to the first NPC individually. Ss may take note of the conversation. T will stand near by and will provide assistance when needed.





3. Ss locate and talk to the second NPC individually. Ss may take note of the conversation. T will stand near by and will provide assistance when needed.





4. Everyone moves to a safer place where they do not risk getting killed. Then, Ss are divided into parties (groups), consisting of three to five members, and discuss what they find through party chat channel.





5. Representatives of each party share their answers to the whole class through guild chat channel.



6. Ss try out their solutions by:

Tending the corn,



Entertaining the cattles,



And/or flattening the worm holes and killing the worms in self-defense.





7. Ss in the same parties discuss the grammar point assigned by the T through party chat channel.



8. Ss share their answers to the whole class through guild chat channel.



9. Ss evaluate and summarize what they have learned with everyone through guild chat channel.



**Conversation scripts:****Farmer Diah**

💛 Make it quick. Running a farm doesn't leave a lot of spare time for chitchat.

➡ *How can I help?*

💛 Now that's what I want to hear! You can tend the corn or keep the cattle occupied. Maybe stomp a few worm holes. And if bandits try raiding the farm, fend them off.

➡ *Bandits?*

💛 If a week goes by where those punks don't try and burn my fields, I count myself lucky. I'm also worried harpies will bust the dam wide open some day and flood me out. Hasn't happened yet, though.

☒ *That's good. See you around.*

☒ *Got it.*

☒ *I'll leave you to it.*

**Farmer Jeb**

I've got so many problems around my fields, I can't deal with them all: cows to maintain, plants to tend, and a worm infestation! Worst of all, bandits keep trying to burn all my hay!

➡ *Why are the bandits trying to burn your hay?*

The bandits want to drive us off our land and back into Divinity's Reach. If that happens, people will starve. How can humans be so cruel while we battle for our very existence against the centaurs?

➡ *I will of course help. As long as some people stick hard to their values, there's hope.*

You're right. Thanks you for those words of comfort, and for your offer of help. Dwelling on their depravity doesn't help anything. I should just focus on what I can do to resist.

☒ *I'll get to work.*

➡ *That's just downright rotten! I'll deal with them. And they won't like it!*

Glad to know you're on our side! I could use your help.

✘ *I've got your covered!*

➡ *I'll do what I can to help.*

Thank you. I appreciate it.

✘ *No problem.*

✘ *I'd better be on my way now.*

✘ *I'll do what I can to help.*



### Sample of Lesson 2

**Instructor:** Nawaphon Euasapthawee, Mr.

**Level:** 1st Year Undergraduate

**Title:** Help Fisher Travis maintain the river

**Time:** 90 minutes (1 period)

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#### Learning outcomes:

- 1) Students will be able to identify the problems the fishermen are having.
- 2) Students will be able to discuss the solutions to those problems.
- 3) Students will be able to identify different types of modal verbs.

#### Learning contents:

- Problems the fishermen are having.
- Solutions to the problems for the fishermen.

#### Language focus:

- Modal verbs.



#### Materials and resources:

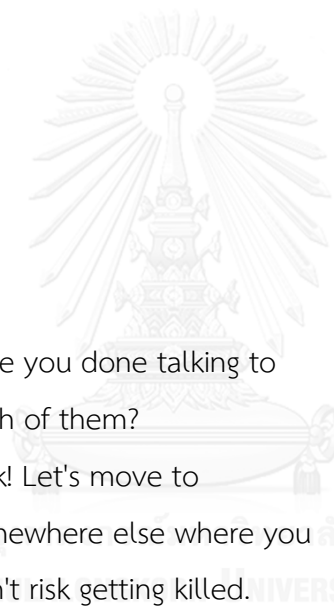

- Guild Wars 2 Handbook
- Guild Wars 2 Wiki


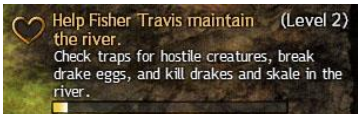
#### Evaluation:

- Students discuss the issues that the fishermen encounter and solutions to those issues.
- Students discuss modal verbs, identify different types of modal verbs (obligation, suggestion, possibility, and etc.), and provide an example for each type.
- Students contribute their ideas/thoughts to the discussions.




**Procedure:** Help Fisher Travis maintain the river (90 minutes)

Phase	Teacher	Students
<p><b>Pre-task:</b></p> <p>- Ss are asked to interact with the non-player characters (NPCs) and to notice the language features assigned by the instructor to be discussed during language focus phase.</p>	<p>- Good morning/afternoon/evening, everyone! Don't forget to record this gaming session.</p> <p>- How was your week?</p> <p>- Well, either way, I hope you're ready for this week lesson with me.</p> <p>- Does anyone have questions about last week?</p> <p>- Now, that's settled. This week we'll help out Fisher Travis and his brother. And today we'll be doing listing task, ok? Meet me at Fisher Travis and we'll start from there.</p>  <p>- I want you to talk to Fisher Travis and his brother, Fisher Justin. Take note of the conversations and look for sentences with modal verbs.</p>	<p>Ss greet T and turn on <i>Overwolf</i> program for recording.</p> <p>Ss share how they feel about their week.</p> <p>Possible answers: Yes!</p> <p>Ss ask the questions, if any.</p> <p>Ss move to where Fisher Travis is.</p> <p>Ss locate Fisher Travis.</p> 

Phase	Teacher	Students
	<p>- Now, talk to Fisher Justin. He should be nearby.</p>  <p>- Are you done talking to both of them? - Ok! Let's move to somewhere else where you don't risk getting killed.</p>	<p>Ss start talking to Fisher Travis by clicking the responses to continue the conversations. Ss locate Fisher Justin.</p>  <p>Ss talk to Farmer Jeb by clicking the responses to continue the conversations. Possible answers: <i>Yes!</i> Ss follow T.</p>
<p><b>Task cycle:</b> - Ss are divided into small groups/parties and discussed problems and solutions of the game quests by performing one of three task types</p>	<p>- Ok, form a party of five with different members from last week. - This week, I want you to list the issues or problems that Fisher Travis and Fisher Justin talk about. Then, discuss what you can do to help</p>	<p>Ss form parties, consisting with three different members from last week. Ss discuss within the parties to complete the assigned task.</p>

Phase	Teacher	Students
<p>proposed by Willis (1996). After that, students completed the game quests.</p>	<p>them with those problems. I'll give you 10 minutes for the discussion.</p> <p><i>(After 10 minutes)</i></p> <ul style="list-style-type: none"> <li>- Are you ready to share your answers?</li> <li>- Ok, let's share your answer. List the issues first.</li> </ul>  <ul style="list-style-type: none"> <li>- So, what can we do here?</li> <li>- Good work! Now, before we finish another quest over here, if you haven't looked at the modal verbs yet, go take a look again at the conversation. We'll discuss it later.</li> <li>- Ok, let's finish this quest!</li> </ul>	<p>Possible answers: <i>Yes!</i></p> <p>Ss share their answers.</p> <p>Possible answer: <i>Drake hatchlings get caught in crawfish net, problem with the skale, the drakes scare off the fish, and etc.</i></p> <p>Possible answers: <i>Check traps for hostile creatures, break drake eggs, and kill drakes and skales.</i></p> <p>Ss go back to talk to Fisher Travis and Fisher Justin; then, select the sentences, containing modal verbs.</p> <p>Ss do different tasks to complete the quest by:</p>  <p>opening the crawfish traps and killing drake hatchlings (if any) in self-defense,</p>



Phase	Teacher	Students
		<p>eliminating drakes and skales to decrease their population, or destroying drake's eggs to decrease their population.</p> <p>Upon finishing the quest, Ss receive a thank you message from Fisher Travis.</p> 
<p><b>Language focus:</b></p> <p>- Ss discuss the language features they found from the interaction with the NPCs; then, concluded and evaluated what they learned.</p>	 <p>- Finish?</p> <p>- Good! Let's talk about modal verbs. Can anyone tell me what they are for?</p> <p>- And how many types do you know?</p> <p>- Good! Now that we've reviewed what we knew, let's share with your friend which sentence you have found.</p>	<p>Possible answers: <i>Yes!</i></p> <p>Possible answers: <i>They are used to indicate modality, such as likelihood, ability, permission, and obligation.</i></p> <p>Possible answers: <i>Three. For example, modals of prohibition, obligation, or necessity.</i></p> <p>Ss share their answers in the guild chat channel.</p> <p>Possible answers: <i>1) You could inspect the crawfish</i></p>

Phase	Teacher	Students
	<p>- Well done, everyone! Now, within your party, discuss the types of modal verbs and form sentences as example of each type. I'll give you 10 minutes. For example, modal of necessity "I must kill the drakes to help Fisher Travis and his brother." Is that clear?</p> <p>- Well, then, let's discuss in your party.</p> <p><i>(After 10 minutes)</i></p> <p>- Are you done?</p> <p>- Okay, let's share your answers.</p>	<p><i>cages in the river; 2) Anything you can do to quell the drake and skale population would be a big help; 3) I love me some fish, but I could do with a drake kabob; 4) Makes me so mad I could roast all of them alive and have a big party; or 5) I would but I've heard stories about drake broodmothers popping out of the water and devouring everything in sight.</i></p> <p>Possible answers: <i>Yes!</i></p> <p>Ss discuss within the parties different types of modal verbs and provide an example for each type.</p> <p>Possible answers: <i>Yes!</i></p> <p>Ss share their answers in the guild chat channel.</p>

Phase	Teacher	Students
	<p>- Another good work, everyone! Anyone wanna conclude what we've learned today?</p> <p>- Okay, then! That's it for today. I hope you enjoy the lesson today. I'll see you again next week.</p>	<p>Ss make the conclusion of today's lesson.</p> <p>- Possible answers: <i>See you next week!</i></p>



## Storyboard

1. T gives instructions through guild chat channel.



2. Ss locate and talk to the first NPC individually. Ss may take note of the conversation. T will stand near by and will provide assistance when needed.





3. Ss locate and talk to the second NPC individually. Ss may take note of the conversation. T will stand near by and will provide assistance when needed.





4. Everyone moves to a safer place where they do not risk getting killed. Then, Ss are divided into parties (groups), consisting of three to five members, and discuss what they find through party chat channel.



5. Representatives of each party share their answers to the whole class through guild chat channel.



6. Ss try out their solutions by:

Opening the crawfish traps and killing drake hatchlings (if any) in self-defense,





Eliminating drakes and skales to decrease their population,







And/or destroying drake's eggs to decrease their population.



7. Ss in the same parties discuss the grammar point assigned by the T through party chat channel.



8. Ss share their answers to the whole class through guild chat channel.



9. Ss evaluate and summarize what they have learned with everyone through guild chat channel.



**Conversation scripts:*****Fisher Travis***

💛 My bother said this was a dangerous job, but I had no idea it was this bad. Drake hatchlings get caught in crawfish traps constantly, and they sure are mad when you let them out! The skale in the river don't help either.

➡ *Is there anything I can do?*

💛 Well, you could inspect the crawfish cages in the river, and see if anything dangerous crawled inside. And anything you can do to quell the drake and skale population would be a big help.

⊗ *I'll see what I can do.*

⊗ *Well, good luck.*

***Fisher Justin***

Mmmm. I love me some fish, but I could do with a drake kabob.

➡ *Why do you say that?*

Well, I love the simple joy of fishing. Problem is, I know the drakes are scaring off the best catches. Makes me so mad I could roast all of them alive and have a big party. Fresh kabobs for all!

➡ *You should do it.*

Well, I would but I've heard stories about drake broodmothers popping out of the water and devouring everything in sight, supposedly to get revenge. I don't want that kind of rage directed at me.

⊗ *Thanks for the information. Good-bye.*

⊗ *Good-bye.*

⊗ *Good-bye.*

### Sample of Lesson 3

**Instructor:** Nawaphon Euasapthawee, Mr.

**Level:** 1st Year Undergraduate

**Title:** Assist Farmer Eda with her orchard

**Time:** 90 minutes (1 period)

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**Learning outcomes:**

- 1) Students will be able to identify the problems in the orchard.
- 2) Students will be able to discuss the solutions to those problems.
- 3) Students will be able to describe the difference(s) between “used to + infinitive”, and “get/be used to + verb -ing”.

**Learning contents:**

- Problems in the orchard.
- Solutions to the problems in the orchard.

**Language focus:**

- “Used to” + infinitive, and “get/be used to” + verb -ing.



**Materials and resources:**




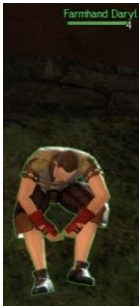
- Guild Wars 2 Handbook
- Guild Wars 2 Wiki

**Evaluation:**

- Students discuss the issues in the orchard and solutions to those issues.
- Students discuss “used to” + infinitive, and “get/be used to” + verb -ing.
- Students contribute their ideas/thoughts to the discussions.


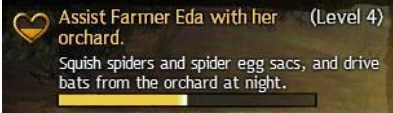
**Procedure:** Assist Farmer Eda with her orchard (90 minutes)

Phase	Teacher	Students
<p><b>Pre-task:</b></p> <p>- Ss are asked to interact with the non-player characters (NPCs) and to notice the language features assigned by the instructor to be discussed during language focus phase.</p>	<p>- Good morning/afternoon/evening, class! Don't forget to turn on <i>Overwolf</i>, okay?</p> <p>- How's everyone today?</p> <p>- Does anyone have questions about last week?</p> <p>- All right! If there's no other question, today we'll go see Farmer Eda at her orchard and find out what we can do to help her out there. Also, today we'll do ordering and sorting task. So, you'll be sorting something. Pay attention. Meet me at the orchard.</p>  <p>- Okay! When you're ready, go talk to Farmer Eda and her workers. She has three workers here: Farmhand Paris,</p>	<p>Ss greet T and turn on <i>Overwolf</i> program for recording.</p> <p>Ss share how they feel about their day.</p> <p>Ss ask the questions, if any.</p> <p>Ss move to Farmer Eda's orchard.</p> <p>Ss locate Farmer Eda.</p> 

Phase	Teacher	Students
	<p>Farmhand Nevin, and Farmhand Daryl. Take note of the conversations and look for sentences with “used to” in them. There are only two sentences from the conversation. This should be easy for you to find. Let’s begin!</p> <p>- Now, talk to Farmhand Paris. He’s standing right next to Farmer Eda.</p>  <p>- Next are Farmhand Nevin and Farmhand Daryl. They’re sitting on the other side of the house.</p>	<p>Ss start talking to Farmer Eda by clicking the responses to continue the conversations.</p> <p>Ss locate Farmhand Paris.</p>  <p>Ss talk to Farmhand Paris by clicking the responses to continue the conversations.</p> <p>Ss locate Farmhand Nevin and Farmhand Daryl.</p>   <p>Ss talk to Farmhand Nevin and Farmhand Daryl by clicking the responses to</p>

Phase	Teacher	Students
	<p>- When you're done, follow me so we can discuss.</p>	<p>continue the conversations. Ss follow T.</p>
<p><b>Task cycle:</b> - Ss are divided into small groups/parties and discussed problems and solutions of the game quests by performing one of three task types proposed by Willis (1996). After that, students completed the game quests.</p>	<p>- Now, form a party of five with different members from last week. Make sure you have a chance to work with different people, okay? - Ok, I want you to try to come up with a timeline of what're happening here, starting with Farmer Eda and her husband owning this orchard. Come up with two or three events after that. Then, we'll discuss what we can do in the orchard. I'll give you 10 minutes for the discussion. <i>(After 10 minutes)</i> - Are you ready to share your answers? - Ok, let's hear your answer. Starting with the timeline. Anyone wanna share?</p>	<p>Ss form parties, consisting with three different members from last week.  Ss discuss within the parties to complete the assigned task.  Possible answers: <i>Yes!</i>  Ss share their answers. Possible answers: <i>Farmer Eda and her husband own the orchard. Then, her husband delivered apples to Beetletun and got killed by</i></p>



Phase	Teacher	Students
	<p>- Great job! Now, as usual, what can we help here?</p> <p>- Excellent! Now, if you don't have to sentence with "used to" yet, go back and take a look again at the conversations. We'll discuss it after you complete the quest.</p> <p>- Now, let's finish this quest!</p> 	<p><i>the centaurs, and etc.</i></p> <p>Possible answers: <i>Squish spiders and spider eggs, and drive bats from the orchard at night.</i></p> <p>Ss go back to talk to Farmer Eda and her farmhands; then, select the sentence, containing "used to".</p> <p>Ss do different tasks to complete the quest by:</p>  <p>squishing spider egg sacs and killing orchard spiders in self-defense (if any), or eliminating orchard spider hatchlings and fruit bats to decrease the infestation.</p> <p>Upon finishing the quest, Ss receive a thank you message from Farmer Eda.</p>

Phase	Teacher	Students
<p><b>Language focus:</b></p> <p>- Ss discuss the language features they found from the interaction with the NPCs; then, concluded and evaluated what they learned.</p>	<p>- When you're done, follow me.</p> <p>- Okay, have you found the sentences with "used to"?</p> <p>- Then, what can you tell me about "used to"?</p> <p>- Okay, so it's past simple tense, then?</p> <p>- All right! Then, what's the difference between "used to" and "get/be used to"?</p> <p>- Well explained! Let's share which sentence you have found.</p> <p>- Great! Next, within your</p>	<p>Ss follow T.</p> <p>Possible answers: <i>Yes!</i></p> <p>Possible answers: <i>It is used when you want to talk about things that happened in the past but don't happen anymore.</i></p> <p>Possible answers: <i>Yes!</i></p> <p>Possible answers: <i>The form -- "used to" is followed by infinitive and "get/be used to" is followed by verb -ing. The meaning -- "used to" explains the habit in the past, and "get/be used to" explains that you're accustomed to something.</i></p> <p>Ss share their answers in the guild chat channel.</p> <p>Possible answers: <i>1) My husband used to harvest the apples, before he passed away; or 2) He used to tell me I make the best pies in Kryta!</i></p> <p>Possible answers: <i>Yes!</i></p>

Phase	Teacher	Students
	<p>party, let's make two sentences, containing both of them. For example, I used to love eating apple pie; and I get used to eating apple pie. Is that clear?</p> <p>- This shouldn't be too difficult for you. I'll give you 5 minutes.</p> <p><i>(After 5 minutes)</i></p> <p>- Let's hear your answers.</p> <p>- Excellent today, everyone! Anyone wanna conclude what we've learned today?</p> <p>- Alright! That's a wrap for today. I hope you enjoy the lesson and I'll see you again next week.</p>	<p>Ss discuss within the parties to come up with the sentences.</p> <p>Ss share their answers in the guild chat channel.</p> <p>Ss make the conclusion of today's lesson.</p> <p>- Possible answers: <i>See you next week!</i></p>

## Storyboard

1. T gives instructions through guild chat channel.



2. Ss locate and talk to the first NPC individually. Ss may take note of the conversation. T will stand near by and will provide assistance when needed.





3. Ss locate and talk to the second NPC individually. Ss may take note of the conversation. T will stand near by and will provide assistance when needed.





4. Ss locate and talk to the third NPC individually. Ss may take note of the conversation. T will stand near by and will provide assistance when needed.





5. Ss locate and talk to the last NPC individually. Ss may take note of the conversation. T will stand near by and will provide assistance when needed.





6. Everyone moves to a safer place where they do not risk getting killed. Then, Ss are divided into parties (groups), consisting of three to five members, and discuss what they find through party chat channel.





7. Representatives of each party share their answers to the whole class through guild chat channel.



8. Ss try out their solutions by:

Squishing spider egg sacs and killing orchard spiders in self-defense (if any),





And/or eliminating orchard spider hatchlings and fruit bats to decrease the infestation,





9. Ss in the same parties discuss the grammar point assigned by the T through party chat channel.



10. Ss share their answers to the whole class through guild chat channel.



11. Ss evaluate and summarize what they have learned with everyone through guild chat channel.



**Conversation scripts:*****Farmer Eda***

♥ Like my orchard? The apples we harvest here make for delicious pies. My husband used to harvest the apples, before he passed away.

➡ *Do you need help around here?*

♥ Without my husband, I need more help than ever. The orchard is infested with spiders, and they're starting to build nests. And at night, bats are everywhere! It's awful.

➡ *What happened to your husband?*

♥ He was taking a shipment of apples to Beetletun. Then the centaurs attacked. Now I just have my orchard, my kitchen, and my memories.

☒ *Best of luck.*

☒ *I'll see what I can do to help.*

➡ *I bet he really liked apple pie.*

♥ He used to tell me I make the best pies in Kryta! Nothing makes you feel at home like pies cooling on the windowsill.

➡ *What happened to your husband?*

♥ He was taking a shipment of apples to Beetletun. Then the centaurs attacked. Now I just have my orchard, my kitchen, and my memories.

☒ *Best of luck.*

☒ *Good-bye.*

☒ *Well, good luck.*

***Farmhand Paris***

I worry about Eda. She's trying to run this orchard while she's grieving for her husband.

☒ *Good-bye.*

***Farmhand Nevin***

Farmer Eda makes the best apple pies in Shaemoor. I technically work here for free, but I receive plenty of complimentary pie slices for my efforts.

☒ *Sounds like a good deal.*

***Farmhand Daryl***

I hate spiders. I can't stand to look at them, and I can't stand being around them. I would probably be working at the Western Divinity Dam right now if Farmer Eda's pies weren't so delicious.

☒ *See you around.*



## Appendix B

### First Set of WTC Questionnaires (English Version)

#### Willingness to Communicate Questionnaire Set A

This questionnaire contains 3 sections to measure your willingness to communicate in English during English classes. It should take about 15 minutes to complete. Your answers will be treated confidentially and only the researcher will have access to the information you provide. Remember, there is no right or wrong answer.

Gender:  Male  Female

Do you have previous experience on playing Massively Multiplayer Online Role-Playing Games (MMORPG) e.g. Ragnarok Online etc.?

Yes  No

#### Section 1: Willingness to Communicate in English

**Instructions:** Please indicate how much you are willing or unwilling to do each of the following communication tasks. By 'willing,' it means 'showing strong intention' so please put an "X" in the box that describes the level of your willingness, using the following scales.

1	2	3	4
Highly unwilling	Somewhat unwilling	Somewhat willing	Highly willing

Communication Tasks in English	1	2	3	4
1. In English classes, I talk to my classmates about the assignments.				
2. In English classes, I communicate my ideas, feelings, and opinions in English.				
3. In English classes, I clarification in English when I am confused about the task I must complete.				
4. In English classes, I read the English instructions/explanations before starting the assigned task.				
5. In English classes, I listen to what my classmates say in English.				

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## Section 2: Desire to Communicate with a Specific Person

**Instructions:** Please indicate how much you agree or disagree with each of the following statements. Put an “X” in the box that represents the degree to which you agree or disagree with each statement, using the following scales:

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree



Statements	1	2	3	4
6. In English classes, I desire to talk in English to those who are physically attractive.				
7. In English classes, I desire to talk in English to the person I am familiar with.				
8. In English classes, I desire to talk in English to native speakers only.				
9. In English classes, I desire to talk in English to those who can help me.				
10. In English classes, I desire to talk in English to those who have the same level of English competency as me.				
11. In English classes, I desire to talk in English to others to form a relationship with them.				
12. In English classes, I desire to talk in English to others to request help/assistance.				
13. In English classes, I desire to talk in English to others to ask questions.				
14. In English classes, I desire to talk in English to others to give advice/suggestions.				

Statements	1	2	3	4
15. In English classes, I desire to talk in English to others to command them to follow my instructions.				

### Section 3: State Communicative Self-confidence

**Instructions:** Please indicate how much you agree or disagree with each of the following statements. Put an “X” in the box that represents the degree to which you agree or disagree with each statement, using the following scales:

1                                      2                                      3                                      4  
 Strongly disagree      Somewhat disagree      Somewhat agree      Strongly agree

Statement	1	2	3	4
16. In English classes, I find it difficult to communicate in English.				
17. In English classes, I can say what I want to say in English.				
18. In English classes, I think others cannot understand me because of my poor English.				
19. In English classes, I know the words required for each communication.				

Statement	1	2	3	4
20. In English classes, I think participating in English activities help me develop my English skills.				
21. In English classes, I am not worried about making mistakes in English.				
22. In English classes, I am worried that I will not understand what others say in English.				
23. In English classes, I feel nervous about using English when participating in activities.				
24. In English classes, I feel comfortable sharing my ideas/feelings/opinions in English with others.				
25. In English classes, I generally find communicating in English relaxing.				

End of questionnaire

## Appendix C

## First Set of WTC Questionnaires (Thai Version)

## แบบสอบถามเกี่ยวกับความเต็มใจที่จะสื่อสารเป็นภาษาอังกฤษ ชุด A

แบบสอบถามชุดนี้ประกอบด้วย 3 ส่วน เพื่อวัดความเต็มใจในการสื่อสารเป็นภาษาอังกฤษของนิสิตระหว่างกิจกรรมในชั้นเรียนวิชาภาษาอังกฤษ ใช้เวลาในการทำประมาณ 15 นาที คำตอบของนิสิตจะได้รับการประเมินอย่างเป็นความลับ และมีเพียงผู้วิจัยเท่านั้นที่จะเข้าถึงข้อมูลที่นิสิตให้ได้ พึงระลึกว่าไม่มีคำตอบที่ถูกหรือผิด

เพศ:  ชาย  หญิง

นิสิตมีประสบการณ์เคยเล่นเกมออนไลน์ประเภทสวมบทบาท (MMORPG) เช่น Ragnarok Online

เป็นต้น

เคย  ไม่เคย

## ส่วนที่ 1: ความเต็มใจที่จะสื่อสารเป็นภาษาอังกฤษ

คำชี้แจง: กรุณาระบุว่านิสิตเต็มใจหรือไม่เต็มใจมากน้อยเพียงใดที่จะทำกิจกรรมการสื่อสารเป็น

ภาษาอังกฤษดังต่อไปนี้ โดยที่ “เต็มใจ” หมายถึง “แสดงความมุ่งมั่นอย่างสูง” ดังนั้นกรุณาใส่

เครื่องหมาย “x” ในช่องซึ่งระบุระดับความเต็มใจของนิสิตโดยใช้มาตรวัดดังต่อไปนี้

1

2

3

4

ไม่เต็มใจอย่างมาก

ค่อนข้างไม่เต็มใจ

ค่อนข้างเต็มใจ

เต็มใจอย่างมาก

กิจกรรมการสื่อสารเป็นภาษาอังกฤษ	1	2	3	4
1. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตพูดคุยกับเพื่อนร่วมชั้นเกี่ยวกับงานที่ได้รับมอบหมาย				
2. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตสื่อสารความคิด ความรู้สึก และความเห็นเป็นภาษาอังกฤษ				
3. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตขอความกระจ่างเป็นภาษาอังกฤษ เมื่อนิสิตสับสนกับภารกิจที่ต้องทำให้เสร็จสมบูรณ์				
4. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตอ่านคำอธิบาย/คำชี้แจงเป็นภาษาอังกฤษก่อนเริ่มลงมือทำงานที่ได้รับมอบหมาย				
5. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตฟังสิ่งที่เพื่อนร่วมชั้นพูดเป็นภาษาอังกฤษ				

## ส่วนที่ 2: ความประสงค์ที่จะสื่อสารกับบุคคลใดโดยเฉพาะเจาะจง

คำชี้แจง: กรุณาระบุว่านิสิตเห็นด้วยหรือไม่เห็นด้วยอย่างน้อยเพียงใดกับแต่ละข้อความดังต่อไปนี้ โดยใส่เครื่องหมาย “x” ในช่องซึ่งแสดงระดับความเห็นด้วยหรือไม่เห็นด้วยกับแต่ละข้อความโดยใช้มาตรวัดดังต่อไปนี้

1	2	3	4
ไม่เห็นด้วย	ค่อนข้าง	ค่อนข้างเห็นด้วย	เห็นด้วยอย่างมาก
อย่างมาก	ไม่เห็นด้วย		

ข้อความ	1	2	3	4
6. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตประสงค์ที่จะพูดคุยเป็นภาษาอังกฤษกับคนที่รูปร่างหน้าตาดี				
7. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตประสงค์ที่จะพูดคุยเป็นภาษาอังกฤษกับบุคคลที่นิสัยคุ่นเคยด้วย				
8. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตประสงค์ที่จะพูดคุยเป็นภาษาอังกฤษกับเจ้าของภาษาเท่านั้น				
9. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตประสงค์ที่จะพูดคุยเป็นภาษาอังกฤษกับบุคคลที่ช่วยเหลือนิสัยได้				
10. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตประสงค์ที่จะพูดคุยเป็นภาษาอังกฤษกับคนที่มีความสามารถทางภาษาอังกฤษระดับเดียวกัน				
11. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตประสงค์ที่จะพูดคุยกับผู้อื่นเป็นภาษาอังกฤษเพื่อสร้างความสัมพันธ์กับพวกเขา				
12. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตประสงค์ที่จะพูดคุยกับผู้อื่นเป็นภาษาอังกฤษเพื่อขอความช่วยเหลือ				
13. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตประสงค์ที่จะพูดคุยกับผู้อื่นเป็นภาษาอังกฤษเพื่อถามคำถาม				
14. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตประสงค์ที่จะพูดคุยกับผู้อื่นเป็นภาษาอังกฤษเพื่อให้คำแนะนำ				

ข้อความ	1	2	3	4
15. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตประสงค์ที่จะพูดคุยกับผู้อื่นเป็นภาษาอังกฤษเพื่อสั่งการให้พวกเขาทำตามคำสั่ง				

### ส่วนที่ 3: ความมั่นใจในการสื่อสารตามสถานะ

คำชี้แจง: กรุณาระบุว่านิสิตเห็นด้วยหรือไม่เห็นด้วยมากน้อยเพียงใดกับข้อความดังต่อไปนี้ ใส่เครื่องหมาย “x” ในช่องซึ่งแสดงระดับความเห็นด้วยหรือไม่เห็นด้วยกับแต่ละข้อความโดยใช้มาตรวัดดังต่อไปนี้

1	2	3	4
ไม่เห็นด้วย อย่างมาก	ค่อนข้าง ไม่เห็นด้วย	ค่อนข้างเห็นด้วย	เห็นด้วยอย่างมาก

ข้อความ	1	2	3	4
16. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตรู้สึกว่าการสื่อสารเป็นภาษาอังกฤษเป็นเรื่องยาก				
17. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตสามารถพูดสิ่งที่ต้องการพูดเป็นภาษาอังกฤษได้				
18. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตคิดว่าเพื่อนร่วมชั้นไม่เข้าใจนิสิต เพราะภาษาอังกฤษของนิสิตอ่อนด้อย				

ข้อความ	1	2	3	4
19. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตรู้คำศัพท์ที่ต้องใช้ในการปฏิบัติภารกิจแต่ละครั้งให้เสร็จสมบูรณ์				
20. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตคิดว่าการเข้าร่วมกิจกรรมเกี่ยวกับภาษาอังกฤษช่วยพัฒนาความสามารถทางภาษาอังกฤษของนิสิต				
21. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตไม่กังวลที่จะสื่อสารเป็นภาษาอังกฤษผิดๆ				
22. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตกังวลว่าจะไม่เข้าใจสิ่งที่เพื่อนร่วมชั้นพูดเป็นภาษาอังกฤษ				
23. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตรู้สึกประหม่าในการใช้ภาษาอังกฤษขณะร่วมกิจกรรม				
24. ในชั้นเรียนวิชาภาษาอังกฤษ นิสิตรู้สึกสะดวกใจในการแบ่งปันความคิด/ความรู้สึก/ความเห็นกับเพื่อนร่วมชั้นเป็นภาษาอังกฤษ				
25. ในชั้นเรียนวิชาภาษาอังกฤษ โดยรวมแล้วนิสิตรู้สึกว่าการสื่อสารเป็นภาษาอังกฤษเป็นเรื่องผ่อนคลาย				

จบแบบสอบถาม



## Appendix D

### Second Set of WTC Questionnaires (English Version)

#### Willingness to Communicate Questionnaire Set B

This questionnaire contains 4 sections to measure your willingness to communicate in English during online gaming activities. It should take about 20 minutes to complete. Please answer truthfully. Your answers will be treated confidentially and only the researcher will have access to the information you provide. Remember, you are telling the researcher about your willingness to communicate in English in a gaming environment. There is no right or wrong answer.

#### Section 1: Willingness to Communicate in English

**Instructions:** Please indicate how much you are willing or unwilling to do each of the following communication tasks. By 'willing,' it means 'showing strong intention' so please put an "X" in the box that describes the level of your willingness, using the following scales.

1	3	4	6
Highly unwilling	Somewhat unwilling	Somewhat willing	Highly willing

Communication Tasks	1	2	3	4
1. In online gaming context, I talk to your classmates about the tasks in English.				
2. In online gaming context, I communicate my ideas, feelings, and opinions in English.				
3. In online gaming context, I ask for clarification in English when I am confused about a task I must complete.				
4. In online gaming context, I read task description/instructions in English before I start completing.				
5. In online gaming context, I read what your classmates say in English.				

## Section 2: Desire to Communicate with a Specific Person

**Instructions:** Please indicate how much you agree or disagree with each of the following statements. Put an “X” in the box that represents the degree to which you agree or disagree with each statement, using the following scales:

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Statement	1	2	3	4
6. In online gaming context, I desire to talk in English to those whose characters are physically attractive.				
7. In online gaming context, I desire to talk in English to my classmates.				
8. In online gaming context, I desire to talk in English to native speakers only.				
9. In online gaming context, I desire to talk in English to those who can help me finish the tasks.				
10. In online gaming context, I desire to talk in English to those who have the same level of English competency as me.				
11. In online gaming context, I desire to talk in English to others to form a relationship with them.				
12. In online gaming context, I desire to talk in English to others to request help/assistance.				
13. In online gaming context, I desire to talk in English to others to ask questions.				
14. In online gaming context, I desire to talk in English to others to give advice/suggestions on how to complete the tasks.				



Statement	1	2	3	4
19. In online gaming context, I know the words required for each task completion.				
20. In online gaming context, I think participating in English activities help me develop my English skills.				
21. In online gaming context, I am not worried about making mistakes in English.				
22. In online gaming context, I am worried that I will not understand what others say in English.				
23. In online gaming context, I feel nervous about using English when participating in online gaming activities.				
24. In online gaming context, I feel comfortable sharing my ideas/feelings/opinions in English with other players.				
25. In online gaming context, I generally find communicating in English relaxing.				

#### Section 4: Opinions toward a Task-Based Instruction through Online games on

#### Your Willingness to Communicate in English

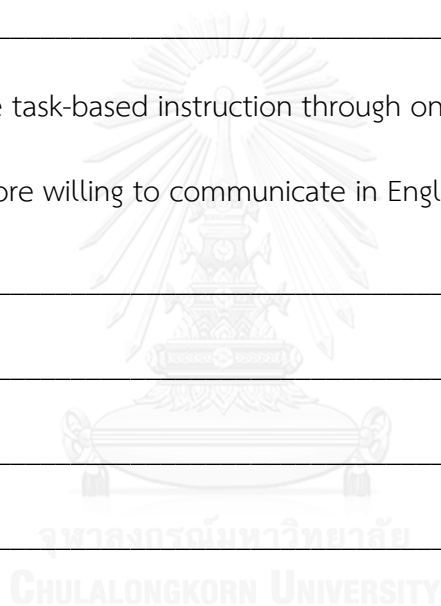
**Instructions:** Please provide your answers to the following questions:

26. In my opinion, the task-based instruction through online games affects my willingness to communicate in English as following:

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

27. In my opinion, the task-based instruction through online games can be improved so that I would be more willing to communicate in English as following:

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_



End of questionnaire

## Appendix E

## Second Set of WTC Questionnaires (Thai Version)

## แบบสอบถามเรื่องความเต็มใจที่จะสื่อสารเป็นภาษาอังกฤษ ชุด B

แบบสอบถามชุดนี้ประกอบด้วย 4 ส่วน เพื่อวัดความเต็มใจในการสื่อสารเป็นภาษาอังกฤษของนิสิตระหว่างกิจกรรมผ่านเกมออนไลน์ ใช้เวลาในการทำประมาณ 20 นาที คำตอบของนิสิตจะได้รับการประเมินอย่างเป็นความลับ และมีเพียงผู้วิจัยเท่านั้นที่จะเข้าถึงข้อมูลที่นิสิตให้ได้ พึงระลึกว่านิสิตกำลังบอกผู้วิจัยเกี่ยวกับความเต็มใจในการสื่อสารเป็นภาษาอังกฤษในสภาพแวดล้อมของเกม ไม่มีคำตอบที่ถูกหรือผิด

## ส่วนที่ 1: ความเต็มใจที่จะสื่อสารเป็นภาษาอังกฤษ

คำชี้แจง: กรุณาระบุว่านิสิตเต็มใจหรือไม่เต็มใจมากน้อยเพียงใดที่จะทำกิจกรรมการสื่อสารดังต่อไปนี้ เป็นภาษาอังกฤษ คำว่า “เต็มใจ” หมายถึง “แสดงความมุ่งมั่นอย่างสูง” ดังนั้นโปรดใส่เครื่องหมาย “x” ในช่องซึ่งระบุระดับความเต็มใจของนิสิตโดยใช้มาตรวัดดังต่อไปนี้

1	2	3	4
ไม่เต็มใจอย่างมาก	ค่อนข้างไม่เต็มใจ	ค่อนข้างเต็มใจ	เต็มใจอย่างมาก

กิจกรรมการสื่อสาร	1	2	3	4
1. ในบริบทเกมออนไลน์ นิสิตพูดคุยกับเพื่อนร่วมชั้นเกี่ยวกับงานที่ได้รับมอบหมายเป็นภาษาอังกฤษ				
2. ในบริบทเกมออนไลน์ นิสิตสื่อสารความคิด ความรู้สึก และความเห็นเป็นภาษาอังกฤษ				

กิจกรรมการสื่อสาร	1	2	3	4
3. ในบริบทเกมออนไลน์ นิสิตขอความกระจ่างเป็นภาษาอังกฤษเมื่อ นิสิตสับสนกับภารกิจที่ต้องทำให้เสร็จสมบูรณ์				
4. ในบริบทเกมออนไลน์ นิสิตอ่านคำอธิบาย/คำชี้แจงเป็นภาษาอังกฤษ ก่อนเริ่มลงมือทำภารกิจที่ได้รับมอบหมาย				
5. ในบริบทเกมออนไลน์ นิสิตอ่านสิ่งที่เพื่อนร่วมชั้นพิมพ์คุยเป็น ภาษาอังกฤษ				

## ส่วนที่ 2: ความประสงค์ที่จะสื่อสารกับบุคคลใดโดยเฉพาะเจาะจง

คำชี้แจง: กรุณาระบุว่านิสิตเห็นด้วยหรือไม่เห็นด้วยมากน้อยเพียงใดกับข้อความดังต่อไปนี้ ใส่

เครื่องหมาย “x” ในช่องซึ่งแสดงระดับความเห็นด้วยหรือไม่เห็นด้วยกับแต่ละข้อความโดยใช้มาตรวัด  
ดังต่อไปนี้

1	2	3	4
ไม่เห็นด้วย	ค่อนข้าง	ค่อนข้างเห็นด้วย	เห็นด้วยอย่างมาก
อย่างมาก	ไม่เห็นด้วย		

ข้อความ	1	2	3	4
6. ในบริบทเกมออนไลน์ นิสิตประสงค์ที่จะพูดคุยเป็นภาษาอังกฤษกับ ตัวละครที่รูปร่างหน้าตาดี				



ข้อความ	1	2	3	4
7. ในบริบทเกมออนไลน์ นิสิตประสงค์ที่จะพูดคุยเป็นภาษาอังกฤษกับเพื่อนร่วมชั้น				
8. ในบริบทเกมออนไลน์ นิสิตประสงค์ที่จะพูดคุยเป็นภาษาอังกฤษกับเจ้าของภาษาเท่านั้น				
9. ในบริบทเกมออนไลน์ นิสิตประสงค์ที่จะพูดคุยเป็นภาษาอังกฤษกับบุคคลที่ช่วยเหลือนิสิตให้ปฏิบัติการกิจเสร็จสมบูรณ์ได้				
10. ในบริบทเกมออนไลน์ นิสิตประสงค์ที่จะพูดคุยเป็นภาษาอังกฤษกับคนที่มีความสามารถทางภาษาอังกฤษระดับเดียวกัน				
11. ในบริบทเกมออนไลน์ นิสิตประสงค์ที่จะพูดคุยกับผู้อื่นเป็นภาษาอังกฤษเพื่อสร้างความสัมพันธ์กับพวกเขา				
12. ในบริบทเกมออนไลน์ นิสิตประสงค์ที่จะพูดคุยกับผู้อื่นเป็นภาษาอังกฤษเพื่อขอความช่วยเหลือ				
13. ในบริบทเกมออนไลน์ นิสิตประสงค์ที่จะพูดคุยกับผู้อื่นเป็นภาษาอังกฤษเพื่อถามคำถาม				
14. ในบริบทเกมออนไลน์ นิสิตประสงค์ที่จะพูดคุยกับผู้อื่นเป็นภาษาอังกฤษเพื่อให้คำแนะนำในการปฏิบัติการกิจให้เสร็จสมบูรณ์				
15. ในบริบทเกมออนไลน์ นิสิตประสงค์ที่จะพูดคุยกับผู้อื่นเป็นภาษาอังกฤษเพื่อสั่งการให้พวกเขาทำตามคำสั่ง				

### ส่วนที่ 3: ความมั่นใจในการสื่อสารตามสถานะ

คำชี้แจง: กรุณาระบุว่านิสิตเห็นด้วยหรือไม่เห็นด้วยมากน้อยเพียงใดกับข้อความดังต่อไปนี้ ใส่เครื่องหมาย “x” ในช่องซึ่งแสดงระดับความเห็นด้วยหรือไม่เห็นด้วยกับแต่ละข้อความโดยใช้มาตรวัดดังต่อไปนี้

1	2	3	4
ไม่เห็นด้วย อย่างมาก	ค่อนข้าง ไม่เห็นด้วย	ค่อนข้างเห็นด้วย	เห็นด้วยอย่างมาก

ข้อความ	1	2	3	4
16. ในบริบทเกมออนไลน์ นิสิตรู้สึกว่าการสื่อสารเป็นภาษาอังกฤษเป็นเรื่องยาก				
17. ในบริบทเกมออนไลน์ นิสิตสามารถพูดสิ่งที่ต้องการพูดเป็นภาษาอังกฤษได้				
18. ในบริบทเกมออนไลน์ นิสิตคิดว่าผู้อื่นไม่เข้าใจนิสิตเพราะภาษาอังกฤษของนิสิตอ่อนด้อย				
19. ในบริบทเกมออนไลน์ นิสิตรู้คำศัพท์ที่ต้องใช้ในการปฏิบัติการกิจแต่ละครั้งให้เสร็จสมบูรณ์				
20. ในบริบทเกมออนไลน์ นิสิตคิดว่าการเข้าร่วมกิจกรรมเกี่ยวกับภาษาอังกฤษช่วยพัฒนาความสามารถทางภาษาอังกฤษของนิสิต				

ข้อความ	1	2	3	4
21. ในบริบทเกมออนไลน์ นิสิตไม่กังวลที่จะสื่อสารเป็นภาษาอังกฤษ ผิดๆ				
22. ในบริบทเกมออนไลน์ นิสิตกังวลว่าจะไม่เข้าใจสิ่งที่ผู้อื่นพูดเป็น ภาษาอังกฤษ				
23. ในบริบทเกมออนไลน์ นิสิตรู้สึกประหม่าในการใช้ภาษาอังกฤษขณะ ร่วมกิจกรรมผ่านเกมออนไลน์				
24. ในบริบทเกมออนไลน์ นิสิตรู้สึกสะดวกใจในการแบ่งปันความคิด/ ความรู้สึก/ความเห็นกับผู้เล่นอื่นเป็นภาษาอังกฤษ				
25. ในบริบทเกมออนไลน์ โดยรวมแล้วนิสิตรู้สึกว่าการสื่อสารเป็น ภาษาอังกฤษเป็นเรื่องผ่อนคลาย				

ส่วนที่ 4: ความคิดเห็นที่มีต่อการเรียนรู้ผ่านกิจกรรมทางเกมออนไลน์ในแง่ของความเต็มใจที่จะ  
สื่อสารเป็นภาษาอังกฤษ

คำชี้แจง: กรุณาตอบคำถามดังต่อไปนี้

26. ในความเห็นของนิสิต การสอนแบบเน้นงานปฏิบัติผ่านเกมออนไลน์ส่งผลต่อความเต็มใจในการ  
สื่อสารเป็นภาษาอังกฤษของนิสิต ดังนี้:

- ก. \_\_\_\_\_
- ข. \_\_\_\_\_
- ค. \_\_\_\_\_

ง. \_\_\_\_\_

จ. \_\_\_\_\_

27. ในความเห็นของนิสิต การสอนแบบเน้นงานปฏิบัติผ่านเกมออนไลน์สามารถปรับปรุงดังต่อไปนี้ เพื่อให้นิสิตมีความเต็มใจในการสื่อสารเป็นภาษาอังกฤษมากขึ้น:

ก. \_\_\_\_\_

ข. \_\_\_\_\_

ค. \_\_\_\_\_

ง. \_\_\_\_\_

จ. \_\_\_\_\_

จบแบบสอบถาม

จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY

**Appendix F**  
**Focus Group Interview Guideline (English Version)**

**Guideline for Focus Group Interview**

The following outline will be used as a guide to conduct focus group interview:

**WELCOME**

Thank you all for agreeing to be part of this research and the focus group. Your willingness to participate is highly appreciated.

**INTRODUCTIONS**

Introduce moderator and assistant moderator

**PURPOSE OF FOCUS GROUP**

The reason we are having this focus group is to find out more about your willingness to communicate in English during task-based instruction through online games, as well as your opinions toward it. We need your input and want you to share your honest and open thoughts with us.

**GROUND RULES**

1. We need you to do the talking. We'd like everyone to participate. I may call on you if I haven't heard from you in a while.
2. There is no right or wrong answer. Everyone's experiences, feelings, thoughts, and opinions are important. Speak up whether you agree or

disagree. You don't need to agree with others, but you must listen respectfully as others share their views.

3. What is said in this room stays in this room. We want everyone to feel comfortable sharing their opinions.
4. We will be recording the group. We want to capture everything you have to say and we can't write fast enough to get them all down. We'll also be on a nickname basis, but we'll only use pseudo-names in our report. Your information will remain confidentially.
5. We ask that you turn off your mobile phones. If you cannot, turn them on silent mode. And if you must respond to a call, please do so as quietly as possible and rejoin us as quickly as you can.

#### OPENING QUESTION

- How do you feel over the weeks of lessons on Guild War 2?

#### QUESTIONS

- What do you think you have gained from the lessons through online games?
- What were the factors you think affect your willingness to communicate in English between face-to-face communication in the classroom and communication in online gaming context?

- How did you feel regarding the differences of your confidence in communicating in English between English classes and online gaming context?
- How did you feel regarding the differences of your anxiety in communicating in English between English classes and online gaming context?
- What were the differences between the language forms you used during face-to-face communication and communication in online games?
- What challenges did you find in communicating in English between English classes and online gaming context?

## CONCLUSION

Summarize with confirmation.

Review purpose and ask if anything has been missed.

Thanks, dismissal, and distribute the incentives.

## Appendix G

### Focus Group Interview Guideline (Thai Version)

#### แนวทางสำหรับคำถามในการสัมภาษณ์กลุ่มเจาะจง

โครงร่างดังต่อไปนี้จะถูกใช้เป็นแนวทางในการจัดการการสัมภาษณ์กลุ่มเจาะจง

#### การกล่าวต้อนรับ

ขอบคุณทุกท่านที่ยินยอมเป็นส่วนหนึ่งของการวิจัยและการสัมภาษณ์กลุ่มเจาะจงในครั้งนี้  
เราซาบซึ้งใจอย่างยิ่งที่คุณเต็มใจเข้าร่วมกิจกรรมของเรา

#### การแนะนำตัว

แนะนำผู้ดำเนินการอภิปราย และผู้ช่วยผู้ดำเนินการอภิปราย

#### จุดประสงค์ของการสนทนากลุ่ม

เหตุผลที่เราจัดการสัมภาษณ์กลุ่มเจาะจงในครั้งนี้ก็เพื่อศึกษาเพิ่มเติมเกี่ยวกับความเต็มใจ  
ของคุณในการสื่อสารเป็นภาษาอังกฤษในระหว่างการสอนแบบเน้นงานปฏิบัติผ่านเกมออนไลน์  
รวมถึงความคิดเห็นของคุณเกี่ยวกับการสอนดังกล่าวอีกด้วย เราต้องการข้อมูลจากคุณ และต้องการ  
ให้คุณแบ่งปันความคิดเห็นกับเราอย่างเปิดเผยและจริงใจ

#### กฎเกณฑ์เบื้องต้น

1. เราต้องการให้คุณพูดคุย ต้องการให้ทุกคนมีส่วนร่วม เราอาจเรียกคุณหากไม่ได้ยินเสียงคุณ  
มาระยะหนึ่ง
2. ไม่มีคำตอบที่ถูกหรือผิด ประสบการณ์ ความรู้สึก ความคิด และความเห็นของทุกคนเป็นสิ่ง  
สำคัญ ไม่ว่าคุณจะเห็นด้วยหรือไม่เห็นด้วยก็จงพูดออกมา คุณไม่จำเป็นต้องเห็นด้วยกับผู้อื่น  
แต่คุณต้องฟังอย่างให้เกียรติในขณะที่ผู้อื่นแสดงความคิดเห็น
3. สิ่งที่คุณพูดในตอนนี้จะเป็นความลับ เราอยากให้ทุกคนรู้สึกสบายใจที่จะแบ่งปันความคิดเห็น



4. เราจะบันทึกเสียงการสนทนา เราต้องการเก็บข้อมูลทุกอย่างที่คุณพูด และเราไม่สามารถเขียนบันทึกทุกอย่างได้เร็วเพียงพอ นอกจากนี้เรายังจะเรียกคุณด้วยชื่อเล่น แต่เราจะใช้นามสมมติในรายงาน ข้อมูลของคุณจะถูกปกปิดเป็นความลับ
5. กรุณาปิดโทรศัพท์มือถือ หากไม่สามารถทำได้ กรุณาเปลี่ยนเป็นระบบสั่น และหากคุณจำเป็นต้องรับโทรศัพท์ กรุณาพูดเสียงเบาที่สุดเท่าที่จะทำได้ และกลับมารวมกลุ่มกับเราโดยเร็วที่สุดเท่าที่จะทำได้

### คำถามเปิด

- คุณรู้สึกอย่างไรกับการเรียนหลายสัปดาห์ใน Guild Wars 2

### คำถาม

- คุณคิดว่าคุณสามารถเรียนรู้อะไรบ้างจากบทเรียนผ่านเกมออนไลน์
- อะไรคือปัจจัยที่มีผลต่อความเต็มใจในการสื่อสารเป็นภาษาอังกฤษของคุณ ระหว่างการสื่อสารต่อหน้าในชั้นเรียนวิชาภาษาอังกฤษ และการสื่อสารในบริบทเกมออนไลน์
- คุณรู้สึกถึงความแตกต่างของความมั่นใจในการสื่อสารเป็นภาษาอังกฤษของคุณอย่างไร ระหว่างในชั้นเรียนวิชาภาษาอังกฤษ และในบริบทเกมออนไลน์
- คุณรู้สึกถึงความแตกต่างความกังวลใจในการสื่อสารเป็นภาษาอังกฤษของคุณอย่างไร ระหว่างในชั้นเรียนวิชาภาษาอังกฤษ และในบริบทเกมออนไลน์
- รูปแบบการใช้ภาษาอังกฤษในการสื่อสารแบบต่อหน้า และการสื่อสารในเกมออนไลน์ของคุณแตกต่างกันอย่างไร
- อุปสรรคใดที่คุณเจอในการสื่อสารเป็นภาษาอังกฤษ ระหว่างในชั้นเรียนวิชาภาษาอังกฤษ และในบริบทเกมออนไลน์

## การสรุป

สรุปความด้วยการยืนยัน

ทบทวนจุดประสงค์และสอบถามว่ามีสิ่งใดตกหล่นหรือไม่

กล่าวขอบคุณ กล่าวปิดการสนทนากลุ่ม แจกของกำนัลตอบแทน



## Appendix H

## Results of the Lesson Plan Evaluation

- Criteria: +1 = the aspects that are appropriate/relevant to the study
- 0 = the aspects that are questionable
- 1 = the aspects that are inappropriate/irrelevant to the study

Items	Experts			Sum ( $\Sigma R$ )	IOC ( $\Sigma R/N$ )	Decision
	A	B	C			
Learning Outcomes						
1. The instruction helps students achieve the learning outcomes.	+1	+1	0	2	.67	Reserved
2. The learning outcomes are observable.	+1	+1	0	2	.67	Reserved
3. The learning outcomes reflect students' willingness to communicate in English.	0	+1	+1	2	.67	Reserved
Overall Teaching Procedures						
4. The teaching procedures promote willingness to communicate in English.	+1	0	+1	2	.67	Reserved

Items	Experts			Sum	IOC	Decision
	A	B	C	( $\Sigma R$ )	( $\Sigma R/N$ )	
Overall Teaching Procedures						
5. The teaching procedures require collaboration and discussion within groups.	+1	+1	0	2	.67	Reserved
6. The explanations/instructions of the tasks and activities are easy to follow.	+1	+1	-1	1	.33	Revised
Task-Based Instruction						
7. The 'pre-task' phase initiates the topic and task.	+1	+1	0	2	.67	Reserved
8. The 'task cycle' phase offers learners with an opportunity to use the target language to complete the task.	+1	+1	+1	3	1	Reserved
9. The 'language focus' phase allows learners to investigate and to discuss specific language features.	+1	+1	0	2	.67	Reserved

Items	Experts			Sum ( $\Sigma R$ )	IOC ( $\Sigma R/N$ )	Decision
	A	B	C			
Tasks and Activities						
10. The tasks and activities can motivate and challenge learners to participate in them.	+1	0	+1	2	.67	Reserved
11. The tasks and activities can promote students' grammatical knowledge.	+1	+1	+1	3	1	Reserved
12. The tasks and activities can promote students' willingness to communicate in English.	0	+1	+1	2	.67	Reserved
Time Allocation						
13. 90-minute duration is appropriate for the task-based instruction through online games to enhance WTC in English.	+1	+1	0	2	.67	Reserved

Items	Experts			Sum ( $\Sigma R$ )	IOC ( $\Sigma R/N$ )	Decision
	A	B	C			
Evaluation						
14. Students' grammatical knowledge can be evaluated during "language focus" phrase.	+1	+1	+1	3	1	Reserved
15. Students' willingness to communicate in English can be evaluated throughout the three instructional phrases.	+1	0	+1	2	.67	Reserved

## Appendix I

## Results of the Questionnaires Evaluation (Set A)

- Criteria: +1 = the statement clearly measures the stated variable
- 0 = the statement questionably measures the stated variable
- 1 = the statement does not measure the stated variable

## Willingness to Communicate Questionnaire Set A

Items	Experts			Sum ( $\Sigma R$ )	IOC ( $\Sigma R/N$ )	Decision
	A	B	C			
Willingness to communicate in English						
1. Talk to other people in English.	+1	0	+1	2	.67	Reserved
2. Communicate ideas, feelings, and opinions in English.	+1	+1	+1	3	1	Reserved
3. Ask for clarification in English when you are confused about something.	+1	+1	+1	3	1	Reserved
4. Read in English.	+1	0	+1	2	.67	Reserved
5. Listen to what other people say in English.	+1	+1	+1	3	1	Reserved

Items	Experts			Sum ( $\Sigma R$ )	IOC ( $\Sigma R/N$ )	Decision
	A	B	C			
Desire to communicate with a specific person: Interlocutor-related						
6. I desire to talk in English to those who are physically attractive.	+1	+1	+1	3	1	Reserved
7. I desire to talk in English to the person I am familiar with.	+1	+1	+1	3	1	Reserved
8. I desire to talk in English to native speakers only.	+1	+1	+1	3	1	Reserved
9. I desire to talk in English to those who can help me.	+1	+1	+1	3	1	Reserved
10. I desire to talk in English to those who have the same level of English competency as me.	0	+1	+1	2	.67	Reserved



Items	Experts			Sum ( $\Sigma R$ )	IOC ( $\Sigma R/N$ )	Decision
	A	B	C			
Desire to communicate with a specific person: Purpose-related						
11. I desire to talk in English to others to form a relationship with them.	+1	+1	+1	3	1	Reserved
12. I desire to talk in English to others to request help/assistance.	+1	+1	+1	3	1	Reserved
13. I desire to talk in English to others to ask questions.	+1	+1	+1	3	1	Reserved
14. I desire to talk in English to others to give advice/suggestions.	+1	+1	+1	3	1	Reserved
15. I desire to talk in English to others to command them to follow my instructions.	+1	+1	+1	3	1	Reserved

Items	Experts			Sum ( $\Sigma R$ )	IOC ( $\Sigma R/N$ )	Decision
	A	B	C			
State communicative self-confidence: State perceived competence						
16. I find it difficult to communicate in English.	+1	+1	+1	3	1	Reserved
17. I can say what I want to say in English.	+1	+1	+1	3	1	Reserved
18. I think others cannot understand me because of my poor English.	+1	+1	+1	3	1	Reserved
19. I know the words required for each communication.	+1	+1	+1	3	1	Reserved
20. I think participating in English activities help me develop my fluency.	+1	0	+1	2	.67	Reserved

Items	Experts			Sum ( $\Sigma R$ )	IOC ( $\Sigma R/N$ )	Decision
	A	B	C			
State communicative self-confidence: State anxiety						
21. I am not worried about making mistakes in English.	+1	+1	+1	3	1	Reserved
22. I am worried that I will not understand what others say in English.	+1	+1	+1	3	1	Reserved
23. I feel nervous about using English.	+1	+1	+1	3	1	Reserved
24. I feel comfortable sharing my ideas/feelings/opinions in English with others.	+1	+1	+1	3	1	Reserved
25. In general, I find communicating in English relaxing.	+1	+1	+1	3	1	Reserved

## Appendix J

## Results of the Questionnaires Evaluation (Set B)

- Criteria: +1 = the statement clearly measures the stated variable
- 0 = the statement questionably measures the stated variable
- 1 = the statement does not measure the stated variable

## Willingness to Communicate Questionnaire Set B

Items	Experts			Sum ( $\Sigma R$ )	IOC ( $\Sigma R/N$ )	Decision
	A	B	C			
Willingness to communicate in English						
1. Talk to your classmates about the tasks in English.	+1	+1	+1	3	1	Reserved
2. Communicate ideas, feelings, and opinions in English.	+1	+1	+1	3	1	Reserved
3. Ask for clarification in English when you are confused about a task you must complete.	+1	+1	+1	3	1	Reserved
4. Read task description/instructions in English before you start completing.	+1	0	+1	2	.67	Reserved

Items	Experts			Sum	IOC	Decision
	A	B	C	( $\Sigma R$ )	( $\Sigma R/N$ )	
Willingness to communicate in English						
5. Read what your classmates/ instructor say in English.	+1	0	+1	2	.67	Reserved
Desire to communicate with a specific person: Interlocutor-related						
6. I desire to talk in English to those whose characters are physically attractive.	+1	+1	+1	3	1	Reserved
7. I desire to talk in English to my classmates/instructor.	+1	+1	+1	3	1	Reserved
8. I desire to talk in English to native speakers only.	+1	+1	+1	3	1	Reserved
9. I desire to talk in English to those who can help me finish the tasks.	+1	+1	+1	3	1	Reserved
10. I desire to talk in English to those who have the same level of English competency as me.	0	+1	+1	2	.67	Reserved

Items	Experts			Sum ( $\Sigma R$ )	IOC ( $\Sigma R/N$ )	Decision
	A	B	C			
Desire to communicate with a specific person: Purpose-related						
11. I desire to talk in English to others to form a relationship with them.	+1	+1	+1	3	1	Reserved
12. I desire to talk in English to others to request help/assistance.	+1	+1	+1	3	1	Reserved
13. I desire to talk in English to others to ask questions.	+1	+1	+1	3	1	Reserved
14. I desire to talk in English to others to give advice/suggestions on how to complete the tasks.	+1	+1	+1	3	1	Reserved
15. I desire to talk in English to others to command them to follow my instructions.	+1	+1	+1	3	1	Reserved

Items	Experts			Sum ( $\Sigma R$ )	IOC ( $\Sigma R/N$ )	Decision
	A	B	C			
State communicative self-confidence: State perceived competence						
16. I find it difficult to communicate in English.	+1	+1	+1	3	1	Reserved
17. I can say what I want to say in English.	+1	+1	+1	3	1	Reserved
18. I think others cannot understand me because of my poor English.	+1	+1	+1	3	1	Reserved
19. I know the words required for each task completion.	+1	+1	+1	3	1	Reserved
20. I think participating in English activities help me develop my fluency.	+1	0	+1	2	.67	Reserved

Items	Experts			Sum ( $\Sigma R$ )	IOC ( $\Sigma R/N$ )	Decision
	A	B	C			
State communicative self-confidence: State anxiety						
21. I am not worried about making mistakes in English.	+1	+1	+1	3	1	Reserved
22. I am worried that I will not understand what others say in English.	+1	+1	+1	3	1	Reserved
23. I feel nervous about using English.	+1	+1	+1	3	1	Reserved
24. I feel comfortable sharing my ideas/feelings/opinions in English with others.	+1	+1	+1	3	1	Reserved
25. In general, I find communicating in English relaxing.	+1	0	+1	2	.67	Reserved



Items	Experts			Sum ( $\Sigma R$ )	IOC ( $\Sigma R/N$ )	Decision
	A	B	C			
Opinions toward a task-based instruction through online games on WTC in English						
26. In your opinion, how does the task-based instruction through online games affect your willingness to communicate in English?	+1	+1	+1	3	1	Reserved
27. What about task-based instruction through online games can be improved so that you would be more willing to communicate in English?	+1	+1	+1	3	1	Reserved

## Appendix K

## Results of the Focus Group Interview Questions Evaluation

- Criteria: +1 = the question is appropriate for the focus group interview
- 0 = the question is questionable for the focus group interview
- 1 = the question is inappropriate for the focus group interview

Questions	Experts			Sum	IOC	Decision
	A	B	C	( $\Sigma R$ )	( $\Sigma R/N$ )	
Opening Question						
1. How do you feel over the weeks of lessons on Guild War 2?	+1	+1	+1	3	1	Reserved
Follow-up Question						
2. In what way have you become more/less willing to communicate in English?	+1	0	+1	2	.67	Reserved
3. How difficult were the tasks?	+1	+1	+1	3	1	Reserved
4. What were the factors you think affect your willingness to communicate in English?	+1	+1	+1	3	1	Reserved

Questions	Experts			Sum ( $\Sigma R$ )	IOC ( $\Sigma R/N$ )	Decision
	A	B	C			
Follow-up Question						
5. How did you choose other players to communicate with?	+1	+1	+1	3	1	Reserved
6. How did task-based instruction affect your WTC in English?	+1	0	+1	2	.67	Reserved
7. How did Guild Wars 2 affect your WTC in English?	+1	+1	+1	3	1	Reserved
8. What challenges did you find in communicating in English?	+1	+1	+1	3	1	Reserved

## VITA

Mr. Nawaphon Euasapthawee previously obtained his Bachelor's Degree of Arts in Business English from Assumption University and Master's Degree in Applied Linguistics from Macquarie University, Sydney. His fascination in the languages had inspired him to pursue a teaching career. As a result, he continued another Master's Degree in Teaching English as a Foreign Language of Faculty of Education at Chulalongkorn University.

