The Relationship of Ideal L2-Self and Anxiety with L2 Willingness to Communicate Inside the Classroom of Thai Junior High School English Program Students

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Abstract

English language plays as a communicative tool, it has been very crucial to achieve goals (Crystal, 1997) and is the practical communicative working tool (Crystal, 2003). As well as in Thai context, Since the emerge of ASEAN community in 2015, also with the learner aspirations (8Cs) of National Scheme (2017-2036) that 'Communication skills' has also been put in to its core, emphasizing the role and significance of English as communicative language in Thai context. While the vitality of English communication has been emphasized and grown, encountering the communication such language seems to be hard for Thai students because the limitation in Thai classroom context and the language exposure. Thus, the study aimed to look in the variables (Ideal L2-Self and Anxiety) in the production of L2Willingness to Communicate (L2WTC) based on Macintyre's model among the group of EP students whom have given more English communication exposure inside the classroom. The objectives of the study are 1) to study the level of Ideal L2-Self inside the classroom of Thai Junior High EP students; 2) to study the level of Anxiety inside the classroom of Thai Junior High EP students; 3) to study the level of L2WTC inside the classroom of Thai Junior High EP students and 4) to explore the relationship of Ideal L2-Self an Anxiety inside the classroom of Thai Junior High EP students. The study utilized the quantitative method design by employing questionnaires to gauge the data from 71 Thai Junior High EP students (Grade 7, Grade 8, and Grade 9). The findings reported that 1) Thai Junior High EP students possess a high level of Ideal L2-Self inside the classroom. 2) Thai Junior High EP students possess a moderate level of Anxiety inside the classroom. 3) Thai Junior High EP students possess a high level of L2WTC inside the classroom. And 4) There is a significant relationship between Ideal L2-Self and L2WTC inside the classroom among Thai Junior High EP students.

Keywords: Ideal L2-Self, Anxiety, L2WTC, English Program (EP)

Introduction

Over the past decades, since the end of World War II, English has been a leading foreign language and in prestigious position in many countries (Karahan, 2007). As a current international language, English has become the dominant language used by people worldwide and is currently playing a significant role among communities in various purposes as a practical tool to achieve the goal. Frankly speaking, English as communication is an undeniably crucial practical communicative working tool (Crystal, 2003). As well as in Thai context, since the emerge of ASEAN community in 2015, also with the learner aspirations (8Cs) of National Scheme (2017-2036) that 'Communication skills' has also been put in to its core, emphasizing the role and significance of English as communicative language in Thai context. While the vitality of English communication has been emphasized and grown, encountering the communication such language seems to be hard for Thai students because the limitation in Thai classroom context and the language exposure. As also shows in the recent year the low English language performances in the recent year of Thai students shows that Thailand ranked 100 out of 112 countries (English Proficiency Index, 2021). Thus, it is crucial that L2WTC should be put in the frame as it is readiness to join the communication using L2 willingly, this is when L2WTC should be put into the picture for L2. Willingness to Communicate construct (Macintyre et al.,1998), as its name goes by 'willingness to communicate,' it could lead the students to be more willing in the target language communication. In other words, the readiness to join in the conversation using L2 (MacIntyre, Clément, Dörnyei and Noels, 1998). The more WTC the students possess, the more willing they are to participate in the communication using L2 (Kang, 2005) because WTC is the last step to begin using L2 to communicate (Macintyre et al., 1998).

L2WTC is variables-related process as seen in the previous studies that it needs variables to activate the state of be willingness. For example, in the overall the aspect of L2WTC in EFL, the research findings in L2 studies show that motivation is one of the most substantial variables that could predict L2WTC (Peng, 2007)., it shows the emphasizing role of motivation. Following the line, in Munezane's (2013) study with a new concept of motivation, a path is drawn directly from a new concept of motivation, Ideal L2-Self to L2WTC and also, there is no direct relationship of motivation with WTC in Peng and Woodrow (2010). While in Peng and Woodrow (2010),

findings of the L2WTC model show that another L2WTC variable that has an influence on L2WTC, anxiety (Clement, Dornyei & Noels, 1994; Peng, 2007; Wen & Clement, 2003) directly affects students' communication confidence, which leads to L2WTC. Recent research also found that Ideal L2-Self and Anxiety show the relationship toward L2WTC inside and outside class (Basoz & Erten, 2020) as well. The relationship and influence predictive power of the variables on L2WTC found that the results vary, contradict, and correlate in different contexts of the studies. With these findings, it could be said that L2WTC is variables-related and there needs to be the variables involved in the process to take in an account in order to understand and achieve the state of L2WTC. Moreover, these findings in EFL in an aspect of L2WTC have shown the significant role and a predictive effect of Ideal L2-Self and anxiety variables to reach L2WTC for EFL learners as These studies have demonstrated the power of these two variables on L2WTC over the years.

In Thai Context, English as a communication language is quite hard to achieve among Thai students with limited language exposure in Thai context. As it has been stated that, when speaking in the first language spontaneously and automatically, we barely stop thinking about the related knowledge or the process involved (Thornbury, 2005), the opportunity to speak English in the Thai social community is insignificant (Kirkpatrick, 2010). Also, as for Thai learners, explicitly speaking and listening, most Thai students could not effectively employ the skills. (Jaiyai, Torwong, Usaha, Danvirattana, Luangthongkam & Piyadamrongchai, 2005). In most EFL classrooms in Thailand, even with the teachers' efforts to achieve the communicative approach, it is pretty normal to see students avoiding using English (Pattapong, 2015). Many studies in Thailand have been carried out to investigate the student's L2WTC. After exploring the idea of L2WTC and substantial variables, the findings show that there are some variables that influence L2WTC; such as, cultural and context aspect (Pattapong, 2015), anxiety, language proficiency, etc., should be involved (Tan & Phirot, 2018; Ma, Wannaruk, & Lei, 2019). The results show the significant variables influencing L2WTC among Thai students are motivation, anxiety, etc. Moreover, it has been found that among the three of components L2MSS, Ideal L2-Self had the most substantial relationship with L2WTC (Daraswang & Reinders, 2021). For Anxiety, in the study of Thai L2WTC, Pattapong (2015), motivation has not shown significantly, but anxiety is the variable among various variables affecting L2WTC among Thai EFL students under the 'Social and Psychology 'context found in Pattapong's study. Anxiety causes internal motives that influence Thai students to fear making mistakes and losing face (Pattapong, 2015). Karnchanachari (2019) also mentions that fear of making mistakes is one of the variables influencing Thai students. Thus, based on these findings, it suggested that L2WTC is variables-related process as well, Ideal L2-Self as the new concept of motivation and Anxiety shows an influence on L2WTC among Thai EFL learners and should be accounted for in the study among Thai EP students in Thai context in the current study.

For this case, as the EP students were given more of English communication exposure in their daily lives provided by EP program (taught entirely in English in total of 13 subjects by native teachers), the study aimed to look at Ideal L2-Self, Anxiety with L2WTC among Thai EFL learners. Moreover, to understand and enhance the students' English ability and willingness to communicate using L2. Thus, it is essential to look at the Ideal L2-Self as the newly concept of motivation where a learner envision of their future selves (Dornyei, 2005) as well as the anxiety which is defined as nervousness, a tension related to the provocation of nervousness (Spielberger, 1983) and a significant predictor on L2WTC (Macintyre, Dornyei, Clemet & Noels, 1998). Especially in this circumstance when the EP is also responsible for English communication improvement of Thai students, to improve students' language potential and communication performances. The current study based on Macintyre's Pyramid shaped model, employed layer III (state a desire to communicate and state communicative self-confidence) and Layer II (state willingness to communicate). Therefore, it is hoped that the findings from the current study would lighten the area of Thai learners' L2WTC in English and give more view in the Thai EP classroom aspect, which could generally benefit Thai EFL students' perspective of Thai students toward L2WTC.

Purposes

1) To identify the level of Thai Junior high EP students' Ideal L2-Self inside the classroom of Thai Junior High EP students in Sirirattanathorn school.

2) To identify the level of Thai Junior High EP students' Anxiety inside the classroom of Thai Junior high EP students in Sirirattanathorn school.

3) To identify the level of Thai Junior High EP students' L2WTC inside the classroom of Thai Junior high EP students in Sirirattanathorn school.

4) To explore whether there is a significant relationship of Ideal L2-Self and Anxiety with L2WTC inside the classroom of Thai Junior high EP students in Sirirattanathorn school.

Research Methodology

The present study employed a quantitative research approach.

Population

In the Sirirattanathorn school EP program, there is 1 English Program class in each grade; thus, there will be a total of 3 English Program classes. There would be 28 students from grade 7, 25 students from grade 8, and 27 students from grade 9. Therefore, the total number of students from three English Program classes was 80 from Grade 7 to Grade 9. The students in the study are all in EP and had a different primary school backgrounds before they entered Sirirattanathorn school for the junior high education level. The researcher has observed the school and the EP program to know the basic curriculum and subjects taught. During the data collection period, the students are in the academic year 2021 in their last semester. The 7th-grade students are newly entrance to the junior high education and in their final academic year, while the 9th-grade students were in their last year of middle school education.

Sample

A convenient sampling technique (non-probability) was utilized in sampling for the current study. The study aimed to use all the population numbers of 80 as the current study sample. The sample of the study is illustrated in table down below.

Table 1 The sample of the current study.

N	S
28	22
25	22
27	27
80	71

As seen in the table, the current study sample was rounded up to 71 as that was the number of the respondents that the researcher was able to collect after the collection of the data, thus, the sample of the current study is 71, 22 students from grade 7th, 22 students from grade 8th and 27 students from grade 9th. (n=71, N=80)

The instruments used in this study were 5-point Likert scale questionnaire, the Ideal L2-Self questionnaire was adapted from Dörnyei and Taguchi (2010) in Bursali and Oz (2017) (α=.86 in Bursali & Oz, 2017), Foreign Language Anxiety questionnaire was adapted from Alemi, Parisa, Pashmforoosh (2011) (α=.80 in Alemi, Parisa & Pashmforoosh (2011), and WTC questionnaire was adapted from Peng and Woodrow (2010) (α=.88 in Peng & Woodrow, 2010).The questionnaire consisted of 30 items from three domains (10 each). Ideal L2-Self questionnaire Thai-translated version was adapted from Swatevacharkul (2021), Foreign language anxiety and WTC questionnaire went through the back translation process. The questionnaires were analyzed through the SPSS statistical package to get the outcomes; Descriptive analysis (Mean and SD) and Correlational Analysis by using Pearson Product Moment Correlation Coefficient were utilized. The evaluation criteria of the questionnaire used in the study (WTC, Ideal L2-Self and Language Anxiety) were as follows:

Mean	Degree
1.00-1.80	very low
1.81-2.60	low
2.61-3.40	moderate
3.41-4.20	high
4.21-5.00	very high

The criterion for Pearson's Correlation coefficient values were as follows:

Coefficient Value |r|	Degree
0.00 – 0.20	very low
0.21 – 0.40	low
0.41 – 0.60	moderate
0.61 – 0.80	high
0.81 – 1.00	very high

Results

Results of Research Question 1: What is the level of Ideal L2-Self inside the classroom of Thai Junior high EP Students?

The quantitative data from the questionnaire from Ideal L2-Self were analyzed to find (M), and the standard deviation (S.D.). The data analysis shows that the overall mean is 3.42 and SD is 0.86. This means that students' degree of Ideal L2-Self is high.

Table 2 Mean, Standard Deviation and the Level of Ideal L2-Self (n=71)

Statements	Mean	S.D	Level
1. I can imagine myself speaking English as if I were a native speaker of English.	3.44	1.17	High
2. I can imagine myself studying in a university where all my courses are English.	3.23	1.06	Moderate
3. I imagine myself writing English e-mails/letters fluently.	3.54	1.17	High
4. I can imagine myself living abroad and having a discussion in English.	3.55	1.07	High
5. Whenever I think of my future career, I imagine myself using English.	3.61	1.03	High
6. I can imagine myself speaking English with international friends and colleagues.	2.73	1.22	Moderate
7. I can imagine myself living abroad and using English effectively for communicating with locals.	3.62	1.05	High
8. I can imagine a situation where I am speaking English with foreigners.	4.11	.98	High
9. I imagine myself as someone who is able to speak English.	3.28	1.14	Moderate
10. The things I want to do in the future require me to use English.	3.10	1.16	Moderate
Total	**3.42**	**.86**	**High**

***Adapted from Dornyei and Taguchi (2010) in Bursali and Oz (2017)

According to table 4.1, the overall mean score of the overall level of Ideal L2-Self was at a high level (M =3.42, SD=.86). Among the items that are rated 'High' which are items 1,3,4,5,7,8, Item8, *I can imagine a situation where I speak English with foreigners*, gains the highest means (M=4.11, SD=.98). Descending in order, Item 7, *I can imagine myself living abroad and using English effectively for communicating with locals* (M=3.62 SD=1.05), Item 5, *Whenever I think of my future career, I imagine myself using English* (M=3.61 SD=1.03), Item 4, *I can imagine myself living abroad and discussing English* (M=3.55, SD=1.07), Item 3, *I imagine myself writing English e-mails/letters fluently* (M=3.54, SD=1.17) and the lowest means in the high rated item group is item 1, *I can imagine myself speaking English as if I were a native speaker of English* (M=3.44, SD=1.17). Among the items that are rated 'Moderate' which are items 2,6,9,10, Item 9, *I imagine myself as someone who is able to speak English gains the highest means in moderate rated items group* (M=3.28 SD=1.14). Descending in order, item 2, *I can imagine myself studying in a university where all my courses are in English* (M=3.23, SD=1.06), item 10, *The things I want to do in the future require me to use English* (M=3.10, SD=1.16) respectively. And the lowest means of moderate rated item group falls to item 6, *I can imagine myself speaking English with international friends and colleagues* (M=2.73, SD=1.22).

Results of Research Question 2: What is the level of Anxiety inside the classroom of Thai Junior High EP students?

The quantitative data from the questionnaire from foreign language Anxiety were analyzed to find (M), and the standard deviation (S.D.). The data analysis shows that the overall mean is 2.90 and SD is 0.81. This means that students' degree of Anxiety is moderate.

Table 3 Mean, Standard Deviation and the Level of Foreign Language Anxiety (n=71)

Statements	Mean	S.D	Level
1. I forget how to say things I know in English classes.	3.38	1.00	Moderate
2. I tremble when I know I will have to speak in English.	2.86	1.22	Moderate
3. I panic when I speak English without preparation.	3.10	1.20	Moderate
4. I feel like a different person when I speak English.	2.45	1.11	Low
5. I get nervous even when I'm prepared to speak English.	3.15	1.26	Moderate
6. I'm afraid that my teachers are ready to correct every mistake I make.	2.72	1.11	Moderate
7. Sometimes, I can't express my true feelings in English, making me uncomfortable.	2.96	1.16	Moderate
8. I get nervous and confused when speaking English in English classes.	2.85	1.03	Moderate
9. There are so many rules in English I feel like I can't learn them all.	2.66	1.13	Moderate
10. I'm afraid that advanced English speakers will laugh at me when I speak English in classes.	2.92	1.42	Moderate
Total	**2.90**	**.81**	**Moderate**

***Adapted from Alemi, Parisa, Pashmforoosh (2011)

According to table 4.2, The overall mean score of the overall level of Foreign Language Anxiety was at a moderate level (M =2.90, SD=.81). Among the items that are rated 'Moderate' which are items 1,2,3,5,6,7,8,9,10, Item1, In English classes, I forget how to say things I know, gains the highest means (M=3.38, SD=1.00). Descending in order, item 5, In English classes, even when I'm prepared to speak English, I get nervous (M=3.15, SD=1.26), item 3, In English classes, I start to panic when I have to speak English without preparation (M=3.10, SD=1.20), item 7, In English classes, sometimes I can't express my true feelings in English and this makes me uncomfortable (M=2.96, SD=1.16), item 10, In English classes, I'm afraid that advanced English speakers will laugh at me when I speak English (M=2.92, SD=1.42), item2, In English classes, I tremble when I realize I'm going to have to speak in English (M=2.86, SD=1.22), item 8, In English classes, I get nervous and confused when I'm speaking English (M=2.85, SD=1.03), item6, In English classes, I'm afraid that my teachers are ready to correct every mistake I make (M=2.72, SD=1.11) and item 9,), In English classes, there are so many rules in English, I feel like I can't learn them all (M=2.66, SD=1.13). The lowest means and the only low ranked item falls to item 4, In English classes, when I speak English, I feel like a different person (M=2.45, SD=1.11).

Results of Research Question 3: What is the level of L2WTC inside the classroom of Thai Junior High EP students?

The quantitative data from the questionnaire from WTC were analyzed to find (M), and the standard deviation (S.D.) The data analysis shows that the overall mean is 3.51 and SD is 0.81. This means that students' degree of L2WTC is high.

Table 4 Mean, Standard Deviation and the Level of L2WTC (n=71)

Statements	Mean	S.D	Level
1. I am willing to do a role play in front of the class in English (e.g., ordering food in a restaurant)	2.65	1.00	Moderate
2. I am willing to give a short self-introduction without notes in English to the class.	3.75	1.01	High
3. I am willing to give a short speech in English to the class about my hometown with notes.	3.42	1.16	High
4. I am willing to translate a spoken utterance from Thai into English in my group.	3.24	1.14	Moderate
5. I am willing to ask the teacher in English to repeat what they just said in English because I didn't understand.	3.93	.93	High
6. I am willing to do a role-play in English at my desk with my peer (e.g., ordering food in a restaurant)	3.04	1.04	Moderate
7. I am willing to ask my peer sitting next to me in English the meaning of the English word.	3.89	1.12	High
8. I am willing to ask my group mates in English the meaning of the word I don't know.	3.73	1.12	High
9. I am willing to ask my group mates in English how to pronounce a word in English.	3.80	1.15	High
10. I am willing to ask my peer sitting next to me in English how to say an English phrase to express the thoughts in my mind.	3.37	1.08	Moderate
Total	**3.51**	**.81**	**High**

***Adapted from Peng and Woodrow (2010)

According to table 4.3, The overall mean score of the overall level of L2WTC was at high level (M =3.51, SD=.81). Among the items that are rated 'High' which are items 2,3,5,7,8,9, item 5, *I am willing to ask the teacher in English to repeat what they just said in English because I didn't understand*, gains the highest means (M=3.93, SD=.93). Descending in order, item 7, *I am willing to ask my peer sitting next to me in English the meaning of the English word* (M=3.89, SD=1.12), item 9, *I am willing to ask my group mates in English how to pronounce a word in English* (M=3.80, SD=1.15), item2, *I am willing to give a short self-introduction without notes in English to the class* (M=3.75, SD=1.01), item 8, *I am willing to ask my group mates in English the meaning of the word I don't know* (M=3.73, SD=1.12), table 3, *I am willing to give a short speech in English to the class about my hometown with notes* (M =3.42, SD=1.16) respectively. Among the moderate rated items which are item 1,4,6,10, item 10, *I am willing to ask my peer sitting next to me in English how to say an English phrase to express the thoughts in my mind*, gains the highest means in moderate rated item group (M=3.37, SD=1.08). Descending in order, item 4, *I am willing to translate a spoken utterance from Thai into English in my group* (M=3.24, SD=1.14), item 6, *I am willing to do a role-play in English at my desk with my peer* (e.g., ordering food in a restaurant)(M=3.04, SD=1.04) and the lowest means and among moderate rated item fall to item 1, *I am willing to do a role play in front of the class in English (e.g., ordering food in a restaurant)* (M=2.65, SD=1.00).

Results of Research Question 4: Is there any significant relationship of Ideal L2-Self and Anxiety with L2WTC inside the classroom of Thai Junior High EP students?
Correlational Analysis by using Pearson Product Moment Correlation Coefficient of Ideal L2-Self, Anxiety with L2WTC.

Table 5 Correlational Analysis by using Pearson Product Moment Correlation Coefficient of Ideal L2-Self,
Anxiety with L2WTC (n=71).

Variables	1	2	3
1. Ideal L2-Self	.672**	-	
	(.000)		
2. Foreign Language Anxiety	-.103	-.056	-
	(.391)	(.644)	
3. L2WTC	-		

Note. * Denotes a statistically significant relationship (correlation statistical significance level set at p=0.01 level, 2-tailed
**) p-values appear within parentheses below the correlation coefficients.

As reported in table 4.4, the findings have shown a significant relationship between Ideal L2-Self with
L2WTC. The correlation was found to be high regards to Pearson's Correlation Coefficients rules of thumb
(r=.672, p < 0.01), while Foreign Language Anxiety shows the negative relationship toward L2WTC, but it shows
no significant negative relationship and low correlation with L2WTC (r=.103, p < 0.01).

Discussion

The High level of Ideal L2-Self inside the classroom EP students possess.

Based on the findings of the first research objective, Thai Junior high EP students agree or strongly agree
with the Ideal L2-Self section, implying that they agree that they could envision and imagine themself as someone
who uses the English language. The present study reported that the students possess a high level of Ideal L2-Self
inside the classroom (M=3.42; SD= 0.86).

For Ideal L2-Self, when comparing the findings with the previous research, the results of the current
study are supported by the earlier studies as the level of Ideal L2-self among EFL learners were found to be
moderate to a high level (Bal, 2021; Bursali & Oz, 2017; Kim, 2012; Papi, 2010; Sak, 2020,). When looking into
the aspect of Ideal L2-Self among Thai EFL learners, it has also been found that Ideal L2-Self has a high level
among Thai EFL learners (Darling & Chanyoo, 2018; Marilum, 2018; Rattanabhumma, 2016; Swatevacharkul,
2021). The high items corresponding to the findings in the study are: '*I can imagine myself living abroad and
having a discussion in English*.' '*Whenever I think of my future career, I imagine myself using English*.' or '*I can
imagine a situation where I am speaking English with foreigners.*' The findings implied that EP students could
envision themselves as someone who could communicate using English is vital for Thai Junior high EP students
regarding the findings, and could image and envision their future selves which support Dornyei's (2005) theory
of L2MSS (L2Motivational Self-system).

Even though with the setting of Thai educational classroom which has little contact with English
language, when the academic setting of the current study is EP, the high level of Ideal L2-Self seemed to make
sense as shown in the findings of high-level EP students possess of Ideal L2-self. The concept of Ideal L2-Self
would be more for students with experience in an environment where communication is in English (Darling &
Chanyoo, 2018) as the learning environment is related to a learner integrating into Ideal L2-Self (Dornyei &
Ushioda, 2011) and additionally, the awareness of the learners on the ideal L2 self may contribute to L2WTC
development in a foreign language among EFL learners (Sak, 2020).

The Moderate level of Anxiety inside the classroom Thai Junior High EP students possess.

In the aspect of anxiety, the findings show EP students possess a moderate level of anxiety. Signifying
the students still have anxiety when communicating in class, as seen in the results showing that they still have that
nervousness even though it is not high. Still, it could not be neglected as it could not be categorized as low level.
Thus, even though the result does not show a high level of anxiety, it is not lacking either, indicating that the
moderate level could imply both high and low. So, the findings are not entirely in contrast with the previous
findings as the students have an average level of anxiety; in the earlier study by Manipuspika (2018), the results
indicate that EFL students have a high level of anxiety when communicating using English. As it has been stated
by Basoz (2018), some learners prefer to remain silent because they have anxiety and fear making mistakes.
Additionally, in both quantitative and qualitative aspects of variables on L2WTC, language anxiety is also one of
the components among communicative competence, teachers' support, classroom climate (Clement, Dornyei &
Noels, 1994; Peng, 2007; Wen & Clement, 2003). These anxiety findings have shown the role of anxiety that
emerges among EFL learners.

Specifically, in the Thai context where the current study took place, anxiety was also high among Thai EFL learners, inside and outside the classroom (Chinpakdee, 2015). In another study conducted among Thai EFL undergraduates, anxiety in 'test-anxiety' and 'communication apprehension' was high (Namsang, 2011). In line with the survey among Thai EFL students, they found that they experience high communication apprehension high level of anxiety (Sampaothong & Simpson, 2019) and Thai culture seems to affect Thai students' nervousness about fear of making mistakes (Khamkhien, 2011; Young, 2003). It is possible that the culture tend to effect their anxiety in class, as for Thai culture, it has been stated that, Thai students tend to have 'Submissive way of learning' where the students cleave on a teacher as their center and 'other directed-self' which refers to cleaving on to other's evaluation (Pattapong, 2011), However, on the other hand, there are findings that the background of Thai culture is not an obstacle in the language learning process as the negative relationship of cultural perceptions and WTC inside and outside the classroom was found (Waluyo, 2020). Particularly in the current study's context, the moderate level found from findings could not be neglected, it could be said that, anxiety still shows its role among Thai EP Junior High EP students.

As seen in the current study's findings, which even though there is no significant negative relationship with L2WTC inside the classroom was found in the current study, but the level of Anxiety Thai Junior High EP students possess is in moderate level seen in the items that have reported moderate related to the state of being evaluated and being mistakes pointed out; for instances, '*In English classes, I tremble when I know I'm going to have to speak in English*', '*In English classes, even when I'm prepared to speak English, I get nervous*', '*In English classes, I'm afraid that my teachers are ready to correct every mistake I make*' and '*In English classes, I'm afraid that advanced English speakers will laugh at me when I speak English,*' with regards to Horwitz's (1986) foreign language anxiety, these statements shows that even for EP students who is in EP classroom setting, the fear of being evaluated and the negative evaluation and also the fear that would do the language mistakes still emerged and it is possible that the cultural aspect could also interfere among Thai EFL learners' anxiety as well.

Therefore, considering the moderate level of foreign language anxiety found in the current study, even though it shows no significant negative relationship on the development of L2WTC. It should not be neglected and is still emerged and took part towards L2WTC of Thai Junior High EP students in the Thai context.

The High level of L2WTC inside the classroom Thai Junior High EP students possess

The findings show that students possess a high level of L2WTC inside the classroom, when looking in the high rated items in the questionnaire such as; '*I am willing to give a short self-introduction without notes in English to the class*', '*I am willing to ask the teacher in English to repeat what they just said in English because I didn't understand*' or '*I am willing to ask my peer sitting next to me in English the meaning of the English word.*'. These findings indicated that Thai Junior High EP students are willing to communicate with the peers whom they familiar with and willing to communicate using English in class. Similarly, to the previous researches in EFL context that have found the moderate level of L2WTC (Basoz, 2018) and high level of L2WTC (Kun, Senom & Peng, 2021).

In Thai context, the results are not fully in contrast, it could be said to also be supported with the previous research in the Thai context, in the study by Ma, Wannaruk, and Lei (2019), which even though it has not found to be high but it has been found that the level of L2WTC of Thai EFL students is in the intermediate/moderate level as well. As for Thai students, they only communicate when answering teachers in class or doing a role play meaning, the limited chance to communicate using English in the Thai context and the opportunity to expose to the variables which help a student develop L2WTC is less in the Thai context (Daraswang & Reinders, 2021). So, when the academic setting EP, which EP provides the language exposure to students, this might be the possible reason to the findings from the current study that the high level of L2WTC in Thai Junior High EP students was found to be high. Overall, L2WTC was found to be high among EP students as they are willing to communicate in the class.

The significant relationship of Ideal L2-Self and L2WTC inside the classroom of Thai Junior High EP Students

Based on the findings in the present study, there is a significant relationship between Ideal L2-Self and L2WTC inside the classroom. At the same time, there is no significant relationship of Anxiety with L2WTC inside the classroom of Thai Junior high EP students. The researcher has hypothesized that there would be a significant relationship between Ideal L2-Self and Anxiety with L2WTC inside the classroom of Thai Junior High EP Students. The hypothesis was accepted as there is a significant relationship of Ideal L2-Self with L2WTC.

The finding in the study is supported by the previous EFL research, which has found the significant relationship of Ideal-L2 Self. First, the relationship of Ideal L2-Self inside the classroom was found by Bursali and Oz (2017). Like Munezane (2013, 2016), the Ideal L2-Self has a relationship with L2WTC inside a classroom.

Following in the line, Papi (2010) also found the relationship of Ideal L2-Self with L2WTC. In line with the recent year, a strong relationship of Ideal L2-Self with L2WTC inside the classroom was also found (Sak, 2020). This could be said that for Thai Junior high EP EFL learners, Ideal L2-Self plays a vital part in L2WTC as the significant relationship was found with L2WTC inside the classroom, meaning they could envision themselves as someone who could use L2 to communicate as it has been stated that, Ideal 2-Self as a self-concept when learners see and envision themselves to achieve a communication task (Dornyei, 2009; Papi, 2010). Additionally, the findings show that students possess a high level of L2WTC inside the classroom along with high level of Ideal L2-Self the student possess, which supported by the statement that, the awareness of student's Ideal L2-Self could eventually lead to the development of L2WTC (Sak, 2020). Which also supported by the previous research in the path analysis study that, Ideal L2-Self was found to have a relationship with L2WTC inside-class and could also predict the development of L2WTC as well in the path analysis study by Basoz and Erten (2020).

Therefore, regards to the findings, Ideal L2-Self shows itself as the substantial variable of L2WTC inside the classroom among Thai Junior High EP students.

Conclusions

Based on the research findings, Thai Junior High EP students possess high level of Ideal L2-Self and L2WTC while, possess moderate level of Anxiety inside the classroom. Even though anxiety does not have a significant negative relationship with L2WTC or holds power to predict L2WTC inside the classroom but it could not be neglected as it was found to be moderate and based on the items that give a glimpse and guide toward the fear of being evaluated and fear of making mistakes that emerge among Thai EP students. Thus, the overall research findings agreed with Katsaris (2019) stated that, L2WTC is directly influenced by layer III (regards to Macintyre's model) and is the step for an L2 to communicate using L2. WTC's most immediate precursors are a desire to communicate, communicative self-confidence, layer III, regards the model (Macintyre, Dornyei, Clement and Noels, 1998).

Therefore, regards to Macintyre's model (1998) that the study employed, the level of antecedents (Layer III; state a desire to communicate, state communicative self-confidence), the affiliation as an internal motive in the state of a desire to communicate, Ideal L2-Self, was found to have the significant-high relationship with L2WTC inside the classroom. While on the other hand, state communicative self-confidence, Anxiety, shows the moderate power to influence students even there is no significant relationship was found with L2WTC. It could be stated that, the findings of the current study emphasize the idea of Ideal L2-Self toward L2WTC among Thai EFL learners in Thai context.

Recommendations

The current study was conducted in inside-class L2WTC of Thai Junior High EP students. For further research, it is recommended to look at the outside classroom aspect of the EP students, perhaps the qualitative approach, to get to in-depth details where the current study did not touch and look.

The recommendation would be the sufficient of the sample size, the sample size should be a more sufficient and the number of samples is suggested to be bigger and from different schools so that the results would be more comprehensive in terms of the generalization of the sample.

Furthermore, other variables aside from the ones covered in this study: learning environment, cultural perspectives, etc., other sub-components of the L2MSS components should also be looked at among Thai EP students as these variables could also hold an impact on the EP students' perspectives toward L2WTC as well.

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