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一探國際演講協會成員之參加動機、自我評估學習成效、與

心得感知

**An Exploration Study of Toastmasters Clubs in Taiwan: Members'
Motivation, Self-Perceived Improvement, and Overall Perception**

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中文摘要

在台灣使用英文的需求近年來趨於普遍化，英語口說也被視為象徵個人能力的一項專業(Darling and Dannels, 2003)。由於團體形式的學習最有助於達成學習成效(Wenger, 1998)，本研究探索以培訓成員公眾演說以及領導能力的國際演講協會(Toastmasters Club)。研究對象為國際演講協會在台灣兩個分會中成員，一個為地區性分會，另一個為校園社團型分會，共五十六名。成員自發性加入的動機、自我評估加入協會後的學習成效、以及全盤性的參與心得感知為本研究的三大重點。本研究採用 Kruidenier 和 Cle'ment 在 1986 年提出的知識導向、工具導向、旅遊導向、以及人際導向的動機以了解成員自發性加入的動機。學習成效分為口說能力之構成要素(Shumin, 2008)和國際演講協會統一訂定的學習目標。自信、自發性學習、歸屬感、和學習收穫用以探索協會成員加入後的心得感知。研究者採用敘述性統計和多變量變異數分析來分析量性資料。質性資料則透過內容分析法加以分析討論。

本研究結果發現國際演講協會是一個有效的學習團體。成員加入國際演講協會主要為了學習英文以及英文演說，培養人際關係也為一項重要因素。成員在國際演講協會當中感受到愉悅、溫暖的學習環境、以及對協會感到歸屬感，本研究也發現加入較久的成員自我評估的學習成效較為顯著，英文的進步較為明顯。此外，加入較久的成員也表示參加國際演講協會助於自信的提昇，和擁有較高的自發性學習能力。

關鍵字：國際演講協會、學習社群、自主學習

ABSTRACT

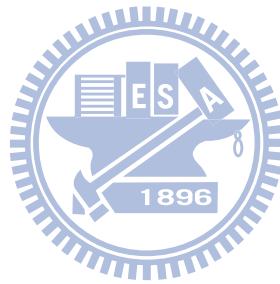
In recent years, the need to use English has become prevalent in Taiwan, and there has been a growing interest in English speaking because it has been considered as an important skill to represent in one's level of professional resume (Darling and Dannels, 2003). It has been advocated that learning can be best achieved in the form of a community. The present study focuses on a specific learning community – Toastmasters (TM) Club in Taiwan that was created to help people to improve both public speaking ability and to develop leadership.

This study surveyed 56 participants from one regional TM club and one campus TM club. In order to investigate reasons which bring Taiwanese people to the club on a voluntary basis, Kruidenier and Cle'ment's (1986) four orientations (knowledge, instrument, travel, and friendship) were used to understand TM members' motivation to attend the club. The members also needed to self-perceive their improvements after participating in TM meetings; the areas of improvements were categorized by Shnmin's (2008) components of speaking proficiency and the goals set up by Toastmasters International (2010). Last, TM members' overall perception of the value of the TM club were explored in regard to self-confidence, learning autonomy, sense of belonging, and perceived learning benefits. The quantitative data were interpreted by descriptive statistics and MANOVA, while the qualitative data were analyzed by content analysis.

The findings revealed that TM members essentially joined the club for knowledge-oriented motivation to learn English and public speaking; friendship-oriented motivation was the second important factor for the development of interpersonal relationship. Also, a longer membership of TM was found beneficial to self-perceived improvement growth. Members who devote their time to regularly

participate in TM meetings believe that they gain greater improvements in English. Finally, the members can feel a pleasant learning environment and sense of belonging to TM, which showed that the TM club is an advantageous learning community. In addition, self-confidence and learning autonomy were found to be developed after a longer term of TM membership; however, there is no guarantee.

Keywords: Toastmasters Clubs, learning community, learning autonomy



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CHAPTER ONE

INTRODUCTION

English is seen as a global language or “lingua franca” meaning a working language; it is used for people who speak different languages to communicate, and that’s why for the past centuries, English is known as an international language (Crystal, 2003). The need to use English has become prevalent in Taiwan, and an increasing number of people are eagerly seeking opportunities to practice English; these people either attend English institutes or go abroad. It has been advocated that learning can be best achieved in the form of a community (Wenger, 1998). Also, recently, there has been a growing interest in English speaking because it has been considered as an important skill to represent in one’s level of professional resume (Darling and Dannels, 2003). The present study focuses on a specific learning community – Toastmasters (TM) Club in Taiwan. Toastmasters (TM) Club was created to help people to improve both public speaking ability and to develop leadership. In order to investigate reasons which bring Taiwanese people to the club on a voluntary basis, TM members’ motivation, their self perception of improvement after participating in TM meetings, and their overall perception of the Toastmasters (TM) Club all are explored in the present study.

Overview of Toastmasters (TM) Club

Toastmasters (TM) Club is a non-profit educational organization established for people to develop and improve public speaking and leadership skills. It was first held by Dr. Ralph C. Smedley in 1932, in California with the aim of fostering members’ self-confidence as well as personal growth. The members were commonly native speakers of English; however, club membership now exceeds 260,000 members around the world in over 12,500 clubs in 113 countries. Among them, 15.5% of the

members are from Asia, and Table 1 shows the whole distribution of the worldwide membership (Toastmasters International, 2010).

Table 1
The Distribution of the Worldwide TM Club Members

| Geographical Region | Percentage |
|------------------------------|--|
| North America | 72.00% (includes United States 59.6%.) |
| United States | 59.60% |
| Asia | 15.50% |
| Australia (includes Oceania) | 6.50% |
| Europe | 4.50% |
| Africa | 1.25% |
| South America | Less than 1.00% |

In 1958, Taiwan had its first TM club in Taipei. To date, the organization in Taiwan has branched out 152 clubs in the country with more than 2, 000 memberships (Toastmasters International, 2010). TM clubs have been growing rapidly in Taiwan during the past 52 years providing an immersed English learning environment in the EFL context of Taiwan for the participants to devote leisure time to attend regular meetings. There are two types of TM clubs: regional clubs and campus clubs; regional TM clubs are localized for people including students, employees, and unemployed adults to join whereas campus TM clubs acts as extracurricular clubs in universities, and most members are students from the specific school.

Each TM club follows a formal pattern to hold a meeting including seven sessions:

(1) Introduction Session: it functions as an icebreaker at the beginning of a regular meeting and welcomes participants.

(2) Variety (Joke) Session: this session provides the audience with warm-up activities before Prepared Speech Session. Some of the activities include joke telling, idea sharing, and little games etc.

(3) Prepared Speech Session: in this session, speeches are prepared in advance in order to help the audience enhance their English listening ability and acquire various kinds of knowledge.

(4) Table Topic Session: it provides a good opportunity to deliver an impromptu English speech. A Table Topic Speech can be derived from questions, opinions, or ideas. For example, it could be answering question such as ‘what’s your most memorable travel experience?’ or ‘what’s your opinion on global warming’.

(5) General Evaluation Session: this session provides a chance for members to make general comments and evaluations of the meeting overall.

(6) Speech Evaluation Session: speech evaluators comment on individual prepared speeches. Speech evaluators offer advice to the prepared speakers for improvements to make on their future speeches; they also remind the audience of what to be aware when delivering speeches.

(7) Language Evaluation Session/Grammarians Report: speakers’ and individual evaluators’ common mistakes in speaking English are reported during this session. English speaking errors from aspects of grammar, pronunciation, and so on are noted.

A sample of a regular TM club meeting agenda is provided in Appendix 1. Also, roles in each meeting are assigned to different members in advance to take responsibilities for holding a meeting, and an overview of each role’s duty is described in Appendix 2.

Communication Track and Leadership Track in TM Club

According to Toastmasters International (2001), the procedure for a new member of TM clubs to be trained as a distinguished toastmaster is shown in Figure 1. Two tracks represent the two goals in TM clubs. In the communication track, a new member entering the TM club has to accomplish a series of prepared speeches to advance from *Competent Communicator* (CC) speeches to *Advanced Communicator* (AC) speeches. On the other hand, in the leadership track, a new member moves from being a *Competent Leader* (CL) to an *Advanced Leader* (AL).

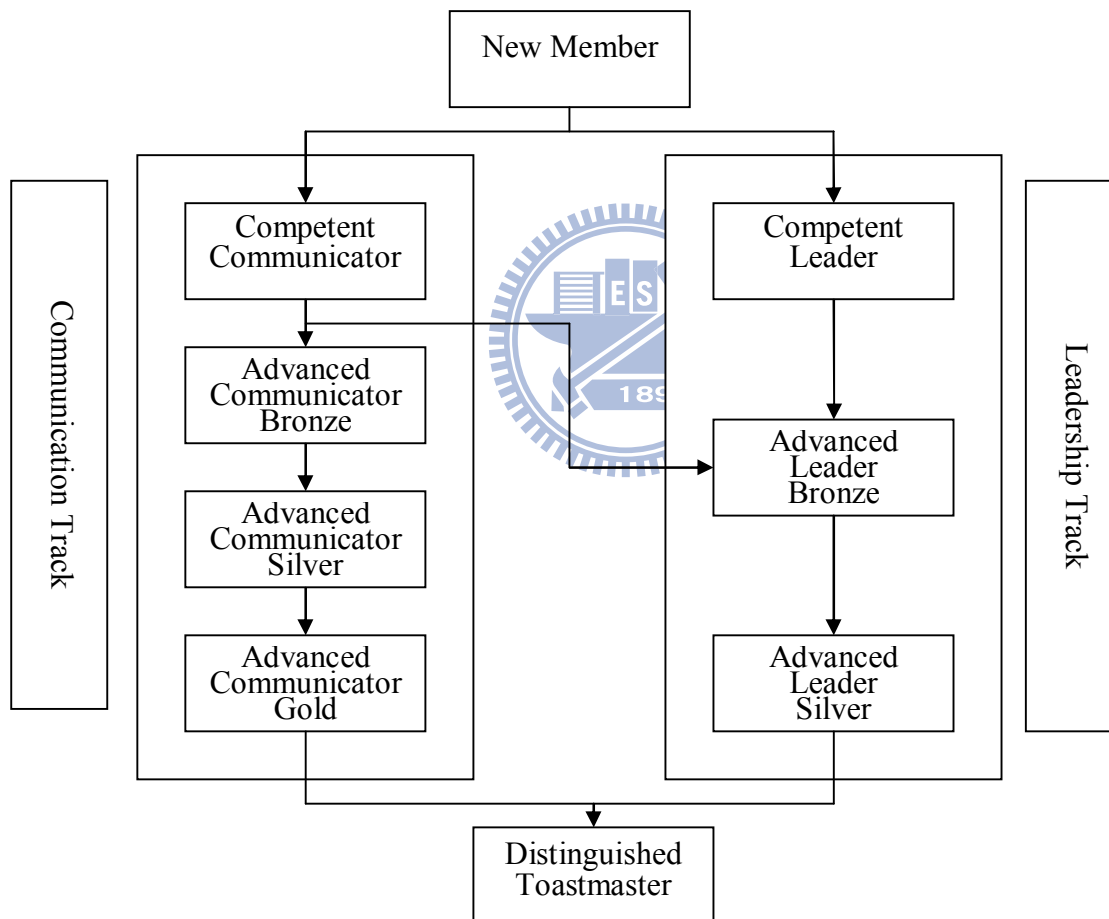


Figure 1 The Procedure to be a Distinguished Toastmaster In a TM Club
(Toastmasters International, 2010)

In *Competent Communicator* speeches, dominated C1 to C10 (see Table 2) to be completed, and each speech generally lasts five to seven minutes. In *Advanced*

Communicator speeches, there are three different levels: AC-Bronze (A1~A11), AC-Silver (A11~A20), and AC-Gold (A21~30). Each level also contains ten speeches, and in general, each speech lasts ten to fifteen minutes. According to personal preferences and needs, members in the level of an *Advanced Communicator* can choose topics from the fifteen manuals (see Table 3) to give speeches.

Table 2
Ten Speech Projects in Competent Communicator (CC) Speeches (Dlugan, 2008)

| CC | Speech Project | Overview |
|-----|-----------------------|---|
| C1 | The Ice Breaker | The first speech of the Toastmasters program is about introducing yourself to your peers, providing a benchmark for your current skill level, and standing and speaking without falling over. |
| C2 | Organize Your Speech | Introduces the basic concepts of organizing a speech around a speech outline. |
| C3 | Get to The Point | Clearly state your speech goal, and make sure that every element of your speech focuses on that goal. |
| C4 | How to Say It | Examines word choice, sentence structure, and rhetorical devices. |
| C5 | Your Body Speaks | Shows how to complement words with posture, stance, gestures, facial expressions, and eye contact. |
| C6 | Vocal Variety | Guides you to add life to your voice with variations in pitch, pace, power, and pauses. |
| C7 | Research Your Topic | Addresses the importance of backing up your arguments with evidence, and touches on the types of evidence to use. |
| C8 | Visual Aids | Examines the use of slides, transparencies, flip charts, whiteboards, or props. |
| C9 | Persuade with Power | Discusses audience analysis and the different forms of persuasion available to a speaker. |
| C10 | Inspire Your Audience | The last of ten speeches, this project challenges the speaker to draw all their skills together to deliver a powerful inspirational message. |

Table 3
 Fifteen Manuals in Advanced Communicator (AC) Speeches (Toastmasters International, 2010)

| No. | 15 Manuals in AC Speeches |
|-----|-----------------------------|
| 1 | The Entertaining Speaker |
| 2 | Speaking to Inform |
| 3 | Public Relations |
| 4 | The Discussion Leader |
| 5 | Specialty Speeches |
| 6 | Speeches By Management |
| 7 | Professional Speaker |
| 8 | Technical Presentations |
| 9 | Persuasive Speaking |
| 10 | Communicating On Television |
| 11 | Storytelling |
| 12 | Interpretive Reading |
| 13 | Interpersonal Communication |
| 14 | Special Occasion Speeches |
| 15 | Humorous Speeches |



In the leadership track, ten projects have to be done in order for a club member to become a *Competent Leader* (see Appendix 3). A new member usually starts taking easier jobs such as “Ah counter,” “timer,” and so forth to more important jobs such as evaluators and Toastmaster of the Evening (TME). After completing *Competent Leader*, *Advanced Leader* comprises two levels: Advanced Leader Bronze (ALB) and Advanced Leader Silver (ALS). To be an ALB, one is required to spend at least 6-month as a club officer such as president, vice president, and so forth. To move on to an ALS, one must take a job as a district officer such as district governor, public relation officer, and so forth. Finally, after achieving Advanced Communicator Gold award and Advanced Leader Silver award, one becomes a distinguished Toastmaster (DTM).

Background of the Study

As mentioned that TM clubs serve the purposes of training people's public speaking ability and developing leadership, in Taiwan, the clubs have a growing number in its branches. Taiwanese people can gain extra opportunities to practice speaking English in the club, especially to train presentation skills and public speaking ability. TM clubs have two primary goals of speaking practices and leadership development, and both appeal to a wide variety of people in different fields with various learning objectives.

According to Warriner (2010), "adult language learners might access membership by taking on certain practices, acquire the knowledge and skills valued by insiders, and demonstrate competence by enacting particular ways of being, thinking, believing, acting, and talking" (p. 22). Moreover, the importance of community building and the sense of belonging to a community have positive impacts on adult ESL learning (Larrotta, 2009). Therefore, a learning community is believed to serve as a facilitative way to enhance one's language proficiency.

In addition, "lifelong learning" is an ideal goal for people to gain knowledge and practices to meet the needs at work and in society (Koper et al., 2005). Lifelong learning commonly takes place in a form of a learning community in which the atmosphere is learner-centered and every participant can take the role as a teacher to facilitate each other's learning process (Koper et al., 2005). Members with similar goals in the community are autonomous and willing to share knowledge with each other (Koper et al., 2005).

Purpose of the Study

The importance of building up learning communities has been highlighted to investigate the effects on language acquisition in a curriculum-based situation

(Shapiro and Levine, 1999; Levine and Shapiro, 2000). However, most research paid attention to in class learning, and little research has focused on English learning communities outside a classroom setting. In addition, some research (Chou, 2003; Sun, 2007; Kuo, 2010) has integrated the “Toastmasters Approach” to language classrooms to investigate the learning effects. They adopted the pattern of regular meetings in TM clubs in the classroom to train students’ English speaking ability. The studies showed beneficial results of applying the “Toastmasters Approach” into classroom learning, and the students appreciated the extraordinary learning experiences compared with learning in traditional teacher-centered classrooms. Thus, the “Toastmasters Approach” has been upheld to be practically applicable to any language learning.

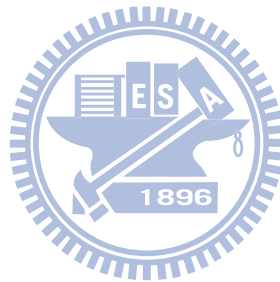
However, few studies have specifically focused on understanding the TM club itself in Taiwan. The purpose of the present study is to explore the effectiveness of the TM clubs, specifically with regard to English learning on a voluntary basis. The participants’ motivation to attend the TM club, their self-perceived learning outcomes, and their overall perception of the TM club are the three main focuses to be investigated in the present study. The major research questions are addressed as follows:

1. What is the participant’s motivation for attending the Toastmasters club?
2. What is the participant’s self-perceived improvement after attending the Toastmasters club?
3. What is the participant’s overall perception of the value of Toastmasters club?

Significance of the Study

Ideally, it is hoped that, with the exploration of TM members, this study can help deepen the understanding of the TM club learning community and find better ways to

enhance the effectiveness of language learning, even to sustain a life long learning process. Lifelong learning requires building up an amicable learning environment which can help constituents of that community develop corporative learning skills, useful strategies, and a variety of learning methods (Chang, 2010). Moreover, this study may be able to provide further pedagogical implications and uncover beneficial methodology to facilitate language teaching and learning in the EFL context. Related literature is reviewed in the next chapter.



CHAPTER TWO

LITERATURE REVIEW

In this chapter, literature related to the present study is reviewed, and is categorized into four themes: situated learning, learning community, autonomous learning, and public speaking. First, situated learning is illustrated, and the application of situated learning is described. Second, psychological sense of community is introduced to be related to learning community, and the definition of learning community is provided. Also, advantages and disadvantages of learning community are discussed. Third, the definition of autonomous learning as well as components of autonomy are given and discussed. Moreover, two main components of autonomy – motivation and self-confidence are described specifically in that they play influential roles in this study. Finally, public speaking is introduced because it is the primary goal in TM clubs. Thus, public speaking needs, factors affecting public speaking, and components of public speaking are illustrated.

Situated Learning

What is Situated Learning?

It has been argued that learning does not happen spontaneously because “knowledge is situated” (Brown, Collins, and Duguld, 1989). Learning is a process in which “activity,” “concept,” and “culture” are interwoven triangularly, and situated cognition is critically summoned in the learning process (Brown, Collins, and Duguld, 1989). Situated cognition refers to one’s cognition which can be situative in different environments, and the environments include social, cultural, and physical contexts in which people are learning (Brown, Collins, and Duguld, 1989). Lave and Wenger (1991) first proposed that situated learning happens in a specific context, and this type

of learning should be regarded as a social process instead of individual work. That is, situated learning strengthens a community of practice so that people involved in the context can interact and cooperate with others to co-construct “meanings” or “knowledge” (Lave and Wenger, 1991). Thus, situated learning is a “peer-based” approach rather than the involvement of a “teacher-student relationship” (Lunce, 2006). Also, situated learning can be of assistance in meeting a goal in the “real world” (Henning, 1998; Lunce, 2006) because the goal can be hidden in creating a situated activity.

The Application of Situated Learning

Situated learning can function as a form of learning strategy (Lave and Wenger, 1991), so, situated activities have been integrated into pedagogy. Situated learning comprises two ideas: cooperation and cognitive apprenticeship (Brown, Collins, and Duguld, 1989). They are widespread in situated activities. People co-construct their learning to fulfill certain objectives in the activities which can then be applied to a broader goal beyond the activity (Lunce, 2006). On the other hand, cognitive apprenticeship is the theory that an expert imparts knowledge or skills to novice learners (Hennessy, 1993). Moreover, the expert consciously supports and helps the novice learners in the process of observation and practice (Hennessy, 1993). When situated learning is applied to activities, they can be in the form of workshops, role plays, job training, field trips, sports or music practice, or any kind of practice (Lunce, 2006). However, the application of situated learning is not without limitations. For example, the process of its development is time-consuming, full active involvement is difficult to reach, and the efficiency is inadequate (Lunce, 2006).

As stated, situated learning involves cooperation and cognitive apprenticeship, the creation of communities of practice is a suggested way to arouse situated learning (Wenger, 1998). In the next section, the theme of learning community is covered.

Learning Community

Psychological Sense of Community

In recent research, community has been more related to the issues of learners' identity and affection (Fendler, 2006). In order to explore in depth what a community can bring to enhance learning, the psychological sense of community (PSOC) needs to be covered for the present study. Sarason (1947) provided a definition of PSOC, which is "interdependent with others, a willingness to maintain this interdependence by giving to or doing for others what one expects from them, the feeling that one is part of a larger dependable and stable structure" (p. 157). Yasuda (2009) explained the definition of PSOC that the word "community" has been replaced by interdependence and dependable and stable structure to represent the characteristics of PSOC. Also, PSOC can be applied geographically and functionally, so, neighborhoods, schools, and workplaces are all possible candidates for PSOC contexts (Yasuda, 2009).

Membership, influence, integration and fulfillment of needs, and shared emotional connection are the factors intertwined in PSOC (McMillan and Chavis, 1986). That is, PSOC refers to "a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met though their commitment to be together" (McMillan and Chavis, 1986, p. 9).

Definition of Learning Community

The concept of learning community was first introduced for the purpose of curriculum in Meiklejohn's Experimental College at the University of Wisconsin, Madison (Meiklejohn, 1932; Nelson, 2001). Students meet their academic needs in a classroom where they devote engagement and involvement with each other to create a learning community (Tinto, 1997). In the 1980s, it has been stated that learning community strengthens student engagement in and out of the classroom (Zhao and Kuh, 2004). Moreover, the statement has been approved that students' participation in a learning community correlates positively with their educational performance (Zhao and Kuh's, 2004).

Astin (1985) provided a broader definition that "such communities can be organized along curricular lines, common career interests, vocational interests, residential living areas, and so on. These can be used to build a sense of group identity, cohesiveness, and uniqueness; to encourage continuity and the integration of diverse curricular and co-curricular experiences; and to counteract the isolation that many students feel" (p. 161). Later on, Shapiro and Levine (1999) defined learning community as a concept that students are capable of interacting with not only the classroom material but also their peers and faculty members within the curricular system.

The "student-type learning community" is especially designed to help "academically underprepared students, historically underrepresented students, honors students, students with disabilities, or students with similar academic interests" (Zhao and Kuh's, 2004, p.116). Smith (2010) stresses one of the main purposes of learning communities proposed by Shapiro and Levine (1999) as providing students with the opportunity to make connections between the content they learn and people they make contact with in the classroom setting. To fulfill the purpose, relevant faculty members

in the learning community applied methods (e.g., team-teaching, collaborative learning strategies, problem-based learning, and service learning) to help the learning environment to be cohesive for the students so that a learning community is ideally formed (Smith, 2010). In addition, social and collaborative activities are prevalent in class in order to increase interaction and cooperation (Zhao and Kuh, 2004).

Advantages and Disadvantages of Learning Community

In the formation of a learning community, a positive, encouraging learning environment has to be guaranteed (Zhao and Kuh, 2004; Engstrom, 2008; Smith, 2010). Faculty members can help to build an advantageous learning community from four perspectives: “active learning pedagogies”, “faculty collaboration and an integrative curriculum”, “development of learning strategies”, and “faculty validation” (Engstrom, 2008, p. 9). These can be explained further: first, dynamic ways of learning, instead of a teacher-centered traditional method, assist learners in building trust to assure desirable participation in the process of learning. Second, relevant member collaboration is helpful in designing learning content so that time can be saved and learners’ previous experiences can be recalled to integrate with the new-learnt information (Cross, 1998). Third, learning strategies can include forming study groups, accessing tutoring services, and seeking out academic support offices. Fourth, faculty validation fortifies the learners’ sense of belonging to the community and acknowledges each other’s contribution in the community; therefore, the learning ability is enhanced.

Competitive advantages which are easily found in a learning community result in the development of the members’ capabilities (Liedtka, 2000). Cross (1998) asserted that a learning community can serve the functions of “training people effectively for the workplace” and “educating them for good citizenship” (p. 10). Moreover,

“leadership” can be built and developed among the community members (Fendler, 2006), which is also one of the major goals in TM clubs (Toastmasters International, 2010).

Although learning communities have been advocated for many years (Zhao and Kuh, 2004; Larrotta, 2006; Engstrom, 2008; Smith, 2010), they may still be unfavorable because of the effects of “assimilation” and “homogeneity” (Fendler, 2006). That is, learning communities may exclude individual differences, and this can be problematic in that expectations toward learning outcomes can be extremely different from person to person.

Much research (Zhao and Kuh, 2004; Larrotta, 2006; Engstrom, 2008; Smith, 2010) related to learning community is limited in the classroom setting with the concern about students’ academic activities and performances. Thus, learning community is generally defined as an enhancement of the curriculum. However, few studies had specifically focused on any “out-of-class” learning communities. With the possibility that “out-of-class” learning communities can be as helpful as in-class learning communities to facilitate the process of learning, it would thus be of interest to learn how the TM club can act as one of “out-of-class” learning communities. TM clubs are in a similar way to any curriculum-based learning communities because of the common purposes of giving the participants a supportive environment and enhancing their learning outcome. In order to gain more insights about people to join the TM club on a volunteer basis, next, autonomous learning is introduced.

Autonomous Learning

Definition of Autonomous Learning

According to Feist (1999), “in many ways autonomy is a trait that clusters around other special dispositions: introversion, internal locus of control, intrinsic

motivation, self-confidence/arrogance ... These traits are social because they each concern one's consistent and unique patterns of interacting with others" (p. 160). If a learner possesses the trait of autonomy, generally, the learner can make connections between what to learn and what role to play in the learning process (Little, 1994). To be more specific to second/foreign language learning, autonomous learners can be near-fully conscious about the language they are learning, and to integrate the language to life (Little, 1994). That is, autonomous language learners are easier to become good L2 communicators who have higher level of independence, self-reliance, and self-confidence to be capable of understanding social, psychological, and discourse situations they encounter (Little, 1994).

Five characteristics of autonomous learners are described as follows (Dickinson, 1993). First, autonomous learners can understand the importance of the curriculum objectives and what has been taught. Second, autonomous learners can collaborate with the teacher to achieve the learning objectives they set up for themselves. Third, autonomous learners can apply useful strategies in the process of learning. Fourth, autonomous learners can actively monitor their learning process and be aware of their learning situation. Last, autonomous learners can feel confident in solving problems they encounter in learning. Therefore, autonomous learners are easier to be good at critical reflection and decision making (Dickinson, 1995). To have an in-depth understanding of autonomous learning, components of autonomy are explored as follows.

Components of Autonomy

Littlewood (1996) proposed that *ability* and *willingness* are two main components of autonomy. Ability refers to one's *knowledge* of doing a specific task and *skills* to accomplish the task. On the other hand, willingness requires one's

motivation and *confidence* to take responsibility to do the task. He stated that all these four sub-components are closely linked to each other (see Figure 2). For instance, “the more knowledge and skills the students possess, the more confident they are likely to feel when asked to perform independently; the more confident they feel, the more they are likely to be able to mobilize their knowledge and skills in order to perform effectively” (p.428).

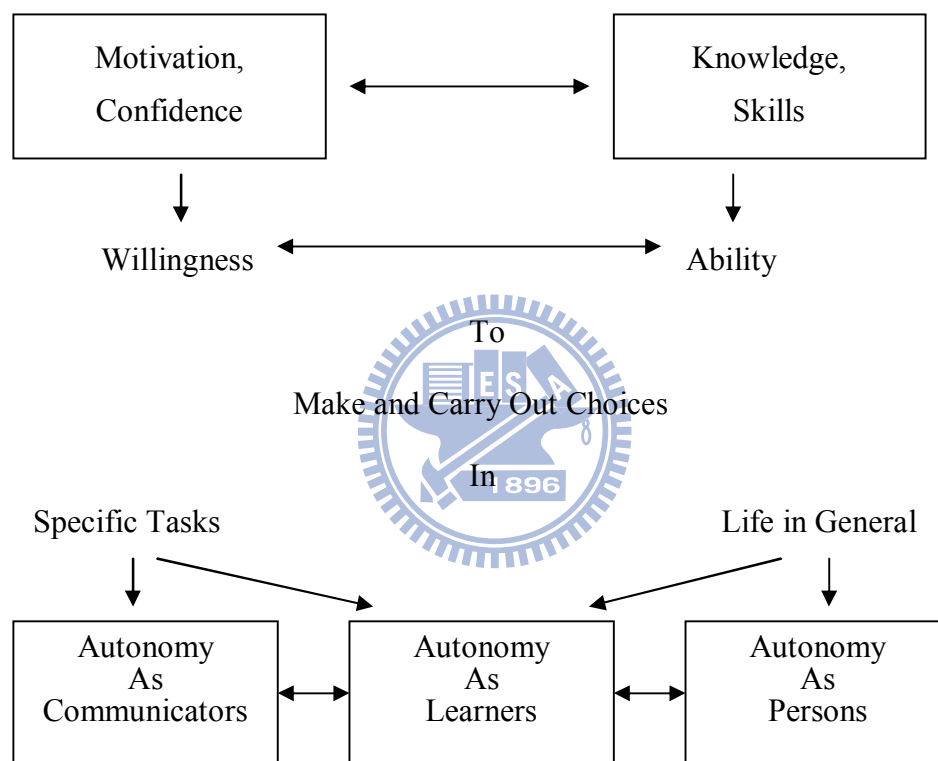


Figure 2 Littlewood's (1996) Model of Components and Domains of Autonomy in Foreign Language Learning

Littlewood (1996) further depicted a framework of the relation between learner autonomy development and foreign language learning (see Figure 3). Autonomy can be obtained by the target language learners in playing three different roles: communicators, learners, and persons. The three roles all require motivation, knowledge, confidence, and skills. As the role of communicators, autonomous ones

can integrate their language ability with communication strategies and linguistic creativity. Since linguistic creativity influences how one expresses thoughts in the target language, so it forms autonomy as a person. On the other hand, as the role of learners, autonomous ones can adopt learning strategies and complete work individually. That is, autonomous learners can do independent work, and they know how to create a suitable learning context for themselves. Personal learning contexts can be a group formed by native speakers of the target language, books or newspapers written in the target language, and so forth. Therefore, the role of autonomous persons can create personal language learning environments, and express in the target language clearly in communicating with others.

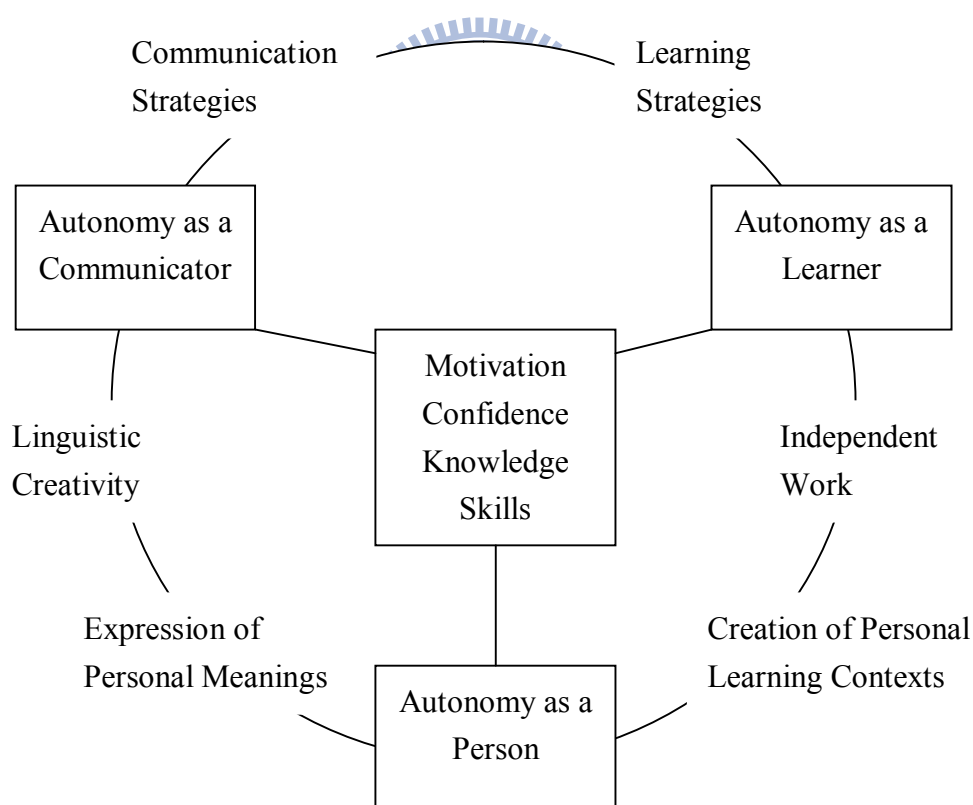


Figure 3 Littlewood's (1996) Framework for Developing Autonomy In and Through Foreign Language Learning

Motivation in Learning Autonomy

Links have been found between autonomy and motivation with regard to the efficacy of learning (Dickinson, 1995). In the previous literature (Dickinson, 1995), both autonomy and motivation connect the three key concepts: learner independence, learner responsibility, and learner choice.

In terms of the two different types of motivation: extrinsic and intrinsic motivation (Ryan and Deci, 1985), learner autonomy positively correlates one's intrinsic motivation. Intrinsic motivation refers to "do something because it is inherently interesting or enjoyable" (Ryan and Deci, 2000, p. 55). On the other hand, extrinsic motivation "refers to doing something because it leads to a separable outcome" (Ryan and Deci, 2000, p. 55).

More specifically, intrinsic motivation (IM) is related to three aspects: knowledge, accomplishment, and stimulation. IM-knowledge is the motivation of doing something for obtaining knowledge or information from it; IM-accomplishment is the motivation of doing something for sensing satisfactory after completing it; IM-stimulation is the motivation of doing something for feeling excited or being appreciated (Noel, Pelletier, Clement, and Vallerand, 2000). Extrinsic motivation (EM) is related to external regulation, introjected regulation, and identified regulation (Vallerand, 1997). External regulation refers to the motivation of doing a certain task for external sources, e.g. awards or any kinds of benefits; introjected regulation relates to "self-concept" so that one does certain things because of the feeling to confirm self-value or not to be disdained; identified regulation refers to the motivation of doing a certain task that is considered important and valuable.

In addition, four 'orientations' for second language learning are proposed to be crucial to learners' motivation (Kruidenier and Cle'ment, 1986). The four orientations include *instrument*, *knowledge*, *travel*, and *friendship* (Kruidenier and Cle'ment,

1986). *Instrument* represents exterior sources such as certificates or diplomas; *knowledge* represents interior sources such as ideas or information. *Travel* refers to opportunities to go overseas for any reasons; *friendship* refers to human relations, e.g. to make more friends (Kruidenier and Cle'ment, 1986). According to Noel, Pelletier, Clement, and Vallerand's study (2000), friendship, travel, and knowledge orientations are found to be related to intrinsic motivation and identified regulation; instrumental orientation is found to be related to external regulation. Thus, the four orientations can imply both intrinsic and extrinsic motivation (see Table 4).

Table 4
The Relationship between Motivation and the Orientations

| | | Knowledge | Travel | Instrument | Friendship |
|----|------------------------|-----------|--------|------------|------------|
| IM | Knowledge | | | | |
| | Accomplishment | | ✓ | | ✓ |
| | Simulation | | | | |
| EM | External regulation | | | ✓ | |
| | Introjected regulation | | | | |
| | Identified regulation | ✓ | ✓ | | ✓ |

IM = Intrinsic Motivation; EM = Extrinsic Motivation

Intrinsic motivation generates self-determination and also initiates autonomous learning (Dickinson, 1995), thus, it is highly encouraged in the language learning process (Scharle, 2001). Moreover, learners' intrinsic motivation is intertwined with the willingness to take the required responsibilities of language acquisition; and one reinforces the other (Scharle, 2001). That is, a learner who possesses high intrinsic motivation understands the goals of learning in greater depth; therefore he or she will be more willing to take the required responsibility. As a result, the intrinsically motivated learner becomes more independent towards learning (Scharle, 2001).

As mentioned earlier, self-confidence is one of the key components of autonomy so that it plays a vital role in autonomous learning (Littlewood, 1996; Scharle, 2001). In particular, it can be more successfully to lead to well manipulation of responsibility to accomplish the goal of learning. Therefore, one who possesses high level of self-confidence is more willing to take actions spontaneously, so self-confidence and action taken can be the essential factors that contribute to self-efficacy (Brown, 2007).

Finally, as public speaking is the main goal in the TM clubs, needs for public speaking, factors which affect public speaking, and components of public speaking are discussed in the next section.

Public Speaking

Public Speaking Needs in Class and in Workplace

Public speaking is a form of oral communication, and it has been viewed as an important ability for people in life academically and occupationally. According to the Ministry of Education (MOE), all the English majors in Taiwan have to take English speech courses to practice public speaking skills for at least two semesters (Katchen, 1989). Moreover, oral communication has recently become a necessity for not only English majors but also students from other disciplines (Darling and Dannels, 2003).

Oral performance now acts as a useful tool to represent one's profession (Darling and Dannels, 2003). In class, students are always asked to make oral presentations and give oral reports of class content and assignments. In addition, many instructors prefer to let students have debate sessions on certain topics to train their public speaking and critical thinking ability (Smith, 1986). Therefore, learners' public speaking skill is trainable (Fawcett and Miller, 1975), and there are a lot of courses designed specifically to train students' public speaking and presentation skills. As for workplaces, except for business environments, many companies start to focus on their

employees' public speaking ability. The reasons are that employees in different job fields have many opportunities to go for business trips, encounter foreign customers, give English presentations of job reports, project proposals, or product benefits (Gergory, 1996). In order to perform better in workplace, employees would like to seek further education on language courses to improve their English speaking skills.

Factors Affecting Public Speaking

Many factors can affect public speaking, and culture is one of the factors (Jaffe, 2004). Taiwan, an EFL setting is unlike ESL context in which English learners can directly contact with native speaking culture. In fact, many EFL learners understand the importance of good English speaking ability; however, how to succeed can be a difficult task (Liu, 2005). Most of the Taiwanese students feel uneasy to communicate with others in English in a language class, and this situation relates to the indirect exposure of English speaking culture and the traditional value in Chinese culture (Liu, 2005). That is, compared with students in western countries, Chinese students prefer to be listeners instead of being speakers who are easily to be regarded as an authority in a communication.

Culture can affect public speaking in many ways because it can give different definitions to public speaking (Jaffe, 2004). For example, culture can be divided into expressive and non-expressive cultures (Jaffe, 2004). In expressive cultures, “members are encouraged to give their opinions, speak their minds, and let their feelings show” (Jaffe, 2004, p. 11). On the other hand, members in non-expressive cultures “value privacy and encourage people to keep their emotions and ideas to themselves rather than to express them publicly” (Jaffe, 2004, p. 12). Therefore, the differentiation between expressive and non-expressive culture may influence one's public speaking ability.

There are still other factors which can affect EFL learners' speaking ability. Age, English listening ability, socio-cultural factors, and affective factors all play important roles to an EFL learner's speaking ability (Shumin, 2008). Learners' affective domain has been a very crucial factor to influence foreign language learning in that the learning process is essentially related to the learner's emotion, self-esteem, empathy, anxiety, attitude, and motivation (Brown, 2007; Shumin, 2008). In speaking, especially, communication apprehension and anxiety may be easily provoked to affect the accuracy and fluency in a talk (Jaffe, 2004; Shumin, 2008).

Components of Public Speaking

In public speaking, it is the speaker's responsibility to know "who's the audience," "what's the topic," and "what's the medium of the speech" (Zarefsky, 2002). Also, communication competence represents one's language proficiency which is rooted in public speaking (Shumin, 2008). According to Canale and Swain (1980), communication competence comprises sociolinguistic competence, grammatical competence, discourse competence, and strategic competence. Shumin (2008) proposed components of effective speaking using Canale and Swain's components of communication competence (see Figure 4). That is, in speaking, grammatical competence refers to knowledge of vocabulary, morphology and syntax, as well as pronunciation of words, intonation, and stress. Discourse competence refers to the speaker's management of cohesion and coherence of a speech. Sociolinguistic competence refers to "appropriateness" of the language use so that the speaker has to understand the "norm" socially and culturally. Strategic competence refers to both verbal and nonverbal actions that serve as tools in delivering a speech (Shumin, 2008).

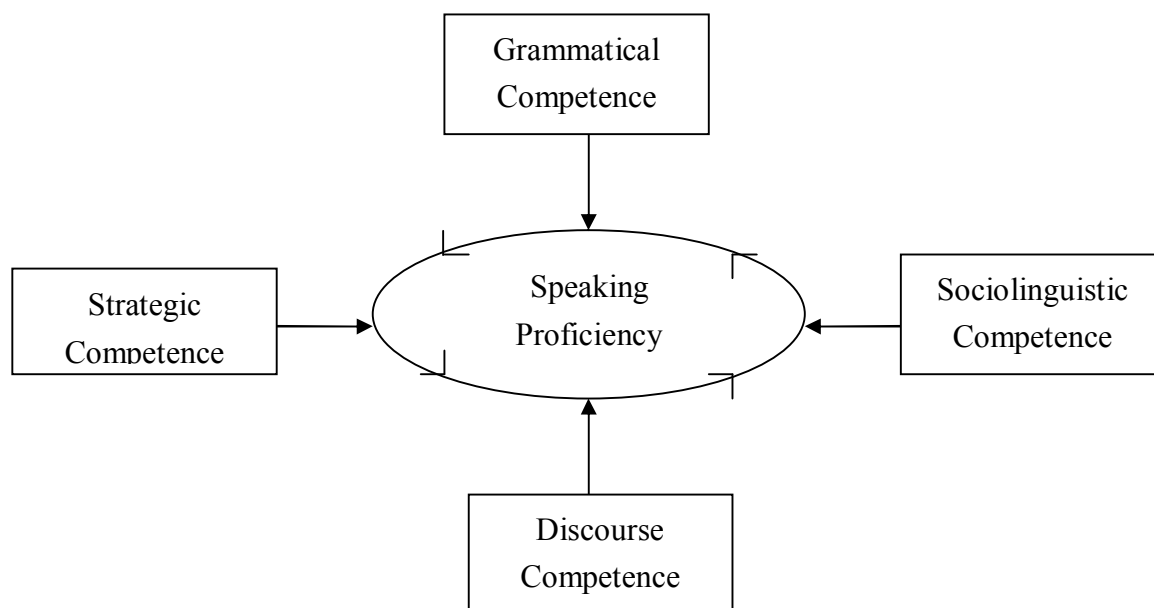


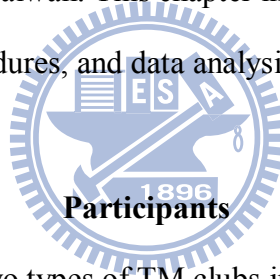
Figure 4 Shumin's (2008) Components Underlying Speaking Effectiveness

Based on the literature reviewed, the present study aims to investigate the components of learning autonomy in TM within a situated context to explore the learning community of TM clubs. The TM club members' motivation (knowledge-oriented, instrument-oriented, travel/business-oriented, and friendship-oriented motivation), knowledge, skills (self-perceived improvements), and self-confidence were analyzed to help understand how these components of learning autonomy are related to the process of learning. Also, the members' perceptions were probed in all aspects. In the next chapter, the method of the present study is described in detail.

CHAPTER THREE

METHOD

The main purpose of the present study is to explore reasons for people to attend the learning community of Toastmasters Club in Taiwan. In particular, this study aims to understand the club members' learning effects after attending the TM club. Thus, the participant's motivation of joining the TM club, the self-perceived improvements, and overall perception of the value of TM club were probed. The research method was a mixed-approach to collect both quantitative and qualitative data, adopting a questionnaire with close-ended and open-ended questions and conducting interview sessions. It is hoped that this present study could provide an encompassing understanding of TM clubs in Taiwan. This chapter introduces the participants, the instruments, the research procedures, and data analysis.



As mentioned, there are two types of TM clubs in Taiwan: regional clubs and campus clubs. This study chose one unit from each type of TM clubs in Taiwan. Table 5 shows the demographic information of the participants in the present study.

Thirty-four participants were from a regional TM club in which participants come from a city in Northern Taiwan. The number of regular attenders in every meeting is about 40. One specialty of the TM club is that many members work in a science park as any kinds of engineers in the local city, and there are also college students, graduate students, teachers, a few foreigners. So, this TM club is more similar to a small society with people studying and working in various fields.

Twenty-two participants were from a campus club which is a student-oriented organization in a university in Northern Taiwan, and the majority of the members are

university students, both undergraduates and graduate students, studying in different departments. In each meeting, there are nearly 30 participants, including more than 20 official members.

Table 5
Demographic Information of Participants

| | | N |
|------------------------|-------------------|----|
| Type of TM | Regional | 34 |
| | Campus | 22 |
| Occupation | Student | 26 |
| | Employee | 29 |
| Gender | Male | 32 |
| | Female | 24 |
| Role | Club officer | 24 |
| | Non club officer | 29 |
| Age | Below 20 | 7 |
| | 20 to 30 | 33 |
| | Above 30 | 12 |
| Duration of membership | Less than 1 year | 29 |
| | 1 to 2 years | 5 |
| | 2 to 3 years | 4 |
| | More than 3 years | 4 |

Data Collection

A mixed-method (quantitative and qualitative) design was implemented in the present study. Quantitative data were elicited from the questionnaire, and it was distributed to all the participants of the two TM clubs. The questionnaire items were designed by the researcher based on relevant literature. Qualitative data were from the participant's response to the six open-ended questions in the questionnaire and a semi-structured interview. After the questionnaire was completed, the participant was asked if they are willing to participate in the interview. Six participants chosen from

the volunteers in each TM club will participate in the interview session. The interview questions were designed to answer the research questions to validate the quantitative data in the present study. The researcher of the present study was also an observer of both TM clubs to participate in the TM meetings and take field notes or record incidents happening in the club. The reason for this mixed-method design is that both general and more detailed information can be collected and analyzed in order to provide more generalized and adequate results and discussions.

Instrumentation

The Questionnaire

The questionnaire was divided into five sections, including (1) demographic information, (2) motivation, attitude, self-perceived improvements of attending the TM club, (3) self-perception of enjoyment and helpfulness of the TM club, and (4) open-ended questions (see Appendix 4 & 5).

Section (1) was demographic information which requires the participant to fill out background information such as age, gender, career, college major, English proficiency level and certificate, duration of TM membership, and current speech level in the TM club.

Section (2) contained the questionnaire items of motivation, attitude, and self-perceived improvements of attending the TM club based on a five-point Likert scale (1 = totally disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = totally agree). There were eight items (1 to 8) used to investigate the participant's motivation of attending the TM club to answer Research Question 1 "What is the participant's motivation for attending the Toastmasters club?"

The questionnaire items (1 to 8) of motivation were based on Kruidenier and Cle'ment's (1986) four orientations in order to focus more comprehensively on

socio-affective factors. Items 1 and 2 were used to understand the *knowledge* scale; Items 3 and 4 were used to understand the *travel* scale; Items 5 and 6 were used to understand the *instrument* scale; Items 7 and 8 were used to understand the *friendship* scale.

Items 19 to 33 in Section (1) were created to answer Research Question 2 “What is the participant’s self-perceived improvement after attending the Toastmasters club?” It included 15 items to understand the participant’s self-perceived improvements on English learning and other aspects. The participant completed this section based on the learning outcome or self-perceived progress. The majority of the items (19 to 26) specifically focused on different aspects in English learning such as four language skills, vocabulary capacity, pronunciation, and grammar. The other items (27 to 33) were designed to evaluate participant’s other improvements which cater to the missions in the TM club. Therefore, the participant needed to examine whether his or her communication skill, presentation skill, public speaking ability, confidence in using English and leadership abilities have been cultivated.

The items (9 to 18) in Section (2) and all items in Section (3) aimed to understand the participant’s perception of attending the TM club. One’s perceived self-confidence, level of autonomous learning, sense of belonging to TM, perceived learning benefits, enjoyment, and helpfulness were the major themes in knowing the participant’s overall perception of attending the TM club. The ten items (9 to 18) in Section (2) were used to understand participants’ perceived self-efficacy. Items 9 and 10 were created for knowing the participant’s confidence; Items 11 to 13 were created for knowing the participant’s perceived level of autonomous learning. Items 14 and 15 were used to understand the member’s sense of belonging to the TM club. Items 16 to 18 were asked to investigate whether the member has gained learning benefits from the club.

Section (3) was also a five-point Likert scale of perceived enjoyment and perceived helpfulness towards different meeting sessions and different meeting roles in the TM club. This section contained two separated parts. The top half of the section was to ask the participant's point of view as an audience in participating in different meeting sessions in the TM club. The bottom half was to ask the participant's perceived enjoyment and perceived helpfulness in playing different meeting roles in the TM club. This section can help elicit information to answer the Research Question 3 "What is the participant's overall perception of the value of the Toastmasters club?"

Finally, the participant was asked to complete six open-ended questions in Section (4). The questions were:

1. What is the most attractive reason for people to attend the Toastmasters club?
2. What is the motivation for you to attend the Toastmasters club?
3. As an audience, what session in the Toastmasters club do you think is the most useful towards English learning?
4. What roles in the Toastmasters club do you think is the most useful towards English learning?
5. What's your most salient improvement (both on English learning and personal development) after attending the Toastmasters club?
6. Write down suggestions or comments for the Toastmasters club if you have.

In fact, most of the open-ended questions were repeated as in the questionnaire items. However, open-ended questions can elicit specific answers more comprehensively so that the researcher can gain more insights in answering the research questions and to make the results and discussions more detailed.

The Interview

Three members from each TM club participated in the interview, and their demographic information is shown in Table 6. The six interviewees were chosen from volunteers based on the duration of their TM membership. They were two who have participated in TM for less than a year, two for one to two years, and two for more than two years respectively and all signed consent forms (see Appendix 8). Each interview session lasted about forty minutes and was conducted face-to-face individually in the native language of Chinese. Moreover, all of the interview sessions were audio recorded for transcription and future analysis. The interview was semi-structured because the researcher used a guide of eighteen questions (see Appendix 6 & 7), and the interviewees had freedom to state opinions on their experience with the TM club. The themes entailed in the interview questions are listed in Table 7.



Table 6
Background Information of the Interviewees

| *Code | Age | Gender | Occupation | Club officer | Current speech | Duration of membership | Date of the interview |
|-------|-----|--------|------------|--------------|----------------|------------------------|-------------------------------|
| R1 | 32 | F | Employee | No | C3 | 9 months | April 28 th , 2011 |
| R2 | 33 | M | Employee | Yes | C3 | 2 years | April 27 th , 2011 |
| R3 | 23 | M | Student | Yes | A10 | 5 years and 9 months | April 26 th , 2011 |
| C1 | 20 | M | Student | Yes | C5 | 1 year and 2 months | April 29 th , 2011 |
| C2 | 21 | F | Student | Yes | C6 | 2 years | April 29 th , 2011 |
| C3 | 19 | F | Student | Yes | A12 | 4 years | April 29 th , 2011 |

*Code R = Regional TM ; C = Campus TM

Table 7
Themes for Interview Questions

| Interview Question | Theme |
|------------------------|---|
| 1 | knowledge-oriented, travel/business-oriented, instrument-orientated, and friendship-oriented motivation |
| 6 – 8, 12 – 13 | self-perceived improvements in English ability, speaking proficiency, public speaking, communication, confidence in using English, and leadership development |
| 2 – 5, 9 – 11, 14 - 20 | situated learning, learning community, autonomous learning, sense of belonging, perceived learning benefits, and other perceptions |

Data Analysis

Both quantitative data and qualitative data contributed to the present study. The Statistical Package for the Social Sciences (SPSS) was applied to deal with data in the questionnaire. On the other hand, qualitative data from open-ended questions and interview sessions were analyzed by content analysis. More specifically, the distributed relation between the research questions and the research instruments is shown in Table 8.

Table 8
The Distributed Relation of Research Questions and Research Instruments

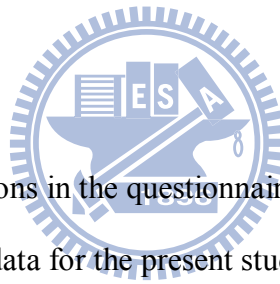
| Research Question | Questionnaire Section | Interview Question |
|-------------------------------|-----------------------|--------------------|
| 1. Motivation | (2) 1 – 8 | 1 |
| | (4) 1 – 2 | |
| 2. Self-perceived improvement | (2) 19 – 33 | 6 – 8 |
| | (4) 5 | 12 – 13 |
| 3. Overall perception | (2) 9 – 18 | 2 – 5 |
| | (3) All | 9 – 11 |
| | (4) 3 – 4, 6 | 14 - 20 |

Quantitative Data Analysis

The numerical data from Section (2) and (3) in the questionnaire were transformed to statistical data and were later analyzed by the SPSS. The descriptive statistics of the totals, percentages, means and standard deviations of each questionnaire items in different sections were applied and interpreted to answer the research questions. In addition, there were some variables (type of TM, occupation, gender, role, age, and TM membership duration) that were influential in this study. To have more specific analyses, MANOVA (Multivariate Analysis Of Variance) was used to see if there were any significant differences among the variables or whether the two types of TM clubs were significantly different from one another for the researcher to explore.

Qualitative Data Analysis

The six open-ended questions in the questionnaire plus twenty interview questions provided qualitative data for the present study. All responses written for the open-ended questions and the transcriptions of the voice files from the interview sessions were compiled and analyzed. The method of content analysis provided the researcher more insights to interpret and validate the quantitative data to help strengthen the results to contribute more details to answer the three research questions.



CHAPTER FOUR RESULTS & DISCUSSION

RQ1: What is the participant’s motivation for attending the Toastmasters club?

To investigate the participants’ motivation to join the Toastmasters club, eight questionnaire items were asked (see Table 9). The participants needed to complete a questionnaire on a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree) to answer each questionnaire item. Also, the qualitative results from the interview session were excerpted to support the quantitative results.

Table 9
Descriptive Statistics for Motivation

| Item description | M | SD | R |
|---|------|------|---|
| Knowledge-oriented motivation (English, public speaking) | 4.44 | 0.61 | 1 |
| I join the TM club because I want to learn English. | 4.47 | 0.63 | |
| I join the TM club because I want to learn English public speaking. | 4.41 | 0.70 | |
| Travel/Business-oriented motivation (Travel/Business English) | 3.96 | 0.85 | 3 |
| I join the TM club because it may be beneficial for me if I have opportunities to travel overseas for pleasure. | 4.02 | 0.89 | |
| I join the TM club because it may be beneficial for me if I have opportunities to go overseas for business trips. | 3.90 | 0.93 | |
| Instrument-oriented motivation (better education, job, salary) | 3.96 | 0.77 | 3 |
| I join the TM club because it can help me perform better at work. | 4.02 | 0.86 | |
| I join the TM club because I can pursue a higher level of diploma, a better job or get higher salary. | 3.90 | 0.93 | |
| Friendship-oriented motivation (interpersonal relationship) | 3.99 | 0.67 | 2 |
| I join the TM club because it can help me make acquaintances with more foreigners. | 3.71 | 0.88 | |
| I join the TM club because it can help me make more friends. | 4.26 | 0.79 | |

R=Ranking

As shown in Table 9, each type of motivation received group means near or greater than 4.0 on the five-point Likert scale. Knowledge-oriented motivation ranked first ($M = 4.44$, $SD = 0.61$) in the participants' responses. Friendship-oriented motivation received the second highest group score ($M = 3.99$, $SD = 0.67$); travel/business-oriented ($M = 3.96$, $SD = 0.85$) and instrument-oriented ($M = 3.96$, $SD = 0.77$) motivation both ranked third.

Knowledge-oriented motivation

As presented in Table 10, among all variables (type of TM, occupation, gender, role, age, and TM membership duration), knowledge-oriented motivation ranked first of the four types of motivation, and the mean scores received higher than 4.31 on the five-point Likert scale. The results indicate that knowledge-oriented motivation plays a primary role for members when deciding to join Toastmasters clubs.



I love English, and I want to practice English speaking. TM clubs provide the environment for people to speak English. (R3)

I think I have two motivators. One is to practice English ability such as listening, speaking, reading, and writing. The other is to train English public speaking because I believe practicing public speaking can enhance my English communication ability. Although I don't need to deliver speeches when working, I need to speak a lot of English to communicate with oversea colleagues. (R2)

When I was a senior student, I participated in the Asian Science Camp. Everyone needed to speak English to talk to each other there, but I found my English ability was insufficient. Also, I didn't want my English to go down hill after I entered college. So, I joined the Toastmasters club when I was a freshman. (C3)

Table 10

Descriptive Statistics for Motivation for Various TM Related Variables

| Variable | N | Knowledge -oriented | | | Travel/Business -oriented | | | Instrument -oriented | | | Friendship -oriented | | |
|---------------------|----|------------------------|------|---|------------------------------|------|---|-------------------------|------|---|-------------------------|------|---|
| | | M | SD | R | M | SD | R | M | SD | R | M | SD | R |
| Type of TM | | | | | | | | | | | | | |
| Regional | 34 | 4.34 | 0.65 | 1 | 4.04 | 0.74 | 3 | 4.02 | 0.80 | 4 | 4.10 | 0.67 | 2 |
| Campus | 22 | 4.64 | 0.49 | 1 | 3.86 | 1.03 | 3 | 3.89 | 0.74 | 2 | 3.82 | 0.67 | 4 |
| Occupation | | | | | | | | | | | | | |
| Student | 26 | 4.48 | 0.61 | 1 | 3.82 | 0.95 | 3 | 3.98 | 0.78 | 2 | 3.82 | 0.65 | 3 |
| Employee | 29 | 4.37 | 0.64 | 1 | 4.18 | 0.71 | 3 | 3.95 | 0.80 | 4 | 4.26 | 0.70 | 2 |
| Gender | | | | | | | | | | | | | |
| Male | 32 | 4.56 | 0.55 | 1 | 4.22 | 0.73 | 2 | 3.94 | 0.75 | 4 | 4.09 | 0.64 | 3 |
| Female | 24 | 4.31 | 0.66 | 1 | 3.65 | 0.93 | 4 | 4.00 | 0.82 | 2 | 3.85 | 0.71 | 3 |
| Role | | | | | | | | | | | | | |
| Club officer | 24 | 4.58 | 0.55 | 1 | 3.98 | 0.88 | 4 | 4.00 | 0.77 | 2 | 4.00 | 0.61 | 2 |
| Non club officer | 29 | 4.48 | 0.53 | 1 | 4.00 | 0.90 | 3 | 3.90 | 0.76 | 4 | 4.05 | 0.72 | 2 |
| Age | | | | | | | | | | | | | |
| < 20 | 7 | 4.14 | 0.90 | 1 | 3.86 | 0.63 | 3 | 4.07 | 0.93 | 2 | 3.36 | 0.48 | 4 |
| 20 to 30 | 33 | 4.61 | 0.48 | 1 | 4.00 | 0.95 | 3 | 3.97 | 0.76 | 4 | 4.08 | 0.70 | 2 |
| > 30 | 12 | 4.33 | 0.72 | 1 | 3.96 | 0.92 | 3 | 3.88 | 0.80 | 4 | 4.08 | 0.67 | 2 |
| Membership duration | | | | | | | | | | | | | |
| < 1 yr | 29 | 4.52 | 0.49 | 1 | 3.81 | 0.96 | 4 | 3.90 | 0.72 | 2 | 3.90 | 0.69 | 2 |
| 1 to 2 yrs | 5 | 4.30 | 0.84 | 2 | 4.10 | 0.74 | 3 | 3.50 | 0.87 | 4 | 4.40 | 0.42 | 1 |
| 2 to 3 yrs | 4 | 4.63 | 0.48 | 1 | 3.63 | 1.11 | 4 | 4.13 | 1.03 | 2 | 4.00 | 0.41 | 3 |
| > 3 yrs | 4 | 4.75 | 0.50 | 1 | 4.75 | 0.50 | 1 | 4.50 | 0.58 | 2 | 4.25 | 0.87 | 4 |

R=Ranking

The participants reported a greater need to improve English, especially on speaking and listening skills. Also, the development of better public speaking ability including presentation and communication skills is the participants' major motivation to join TM. In sum, the members' desire to learn English along with their

commitment to develop their public speaking skills is what brings everyone together in TM.

Friendship-oriented motivation

As for friendship-oriented motivation, it ranked second amongst the variables. The regional TM members and members who are employees valued friendship-oriented motivation as the second most important form of motivation ($M = 4.10$, $SD = 0.67$ for the regional TM member, $M = 4.26$, $SD = 0.70$ for the employee members), following knowledge-oriented motivation. The results show that, in addition to learning English and public speaking, the development of interpersonal relationships plays a significant role as well.

In fact, the reason for me to join TM was that I was a college freshman at that time and I just wanted to join a campus club. I wanted to make friends because I didn't participate in any campus clubs when studying in the senior high school. (R3)

I wanted to make more friends. In TM, people don't treat new members as outsiders; instead, everyone is passionate to welcome each other. That's why I joined TM. (C2)

Moreover, as the results of the MANOVA shown in Table 11, the emphasis of friendship-oriented motivation for the employee participants ($M = 4.26$, $SD = 0.70$) was found significantly higher than that for the student participants ($M = 3.82$, $SD = 0.65$) in TM ($p < 0.05$). More employees reported that making friends is an influential reason for them to join TM whereas the campus TM members who were students and those under 20 years old ranked friendship-oriented motivation as the least important ($M = 3.82$, $SD = 0.67$). These results confirm that for student members and those who

were under the age of 20, consider instrument-oriented motivation more substantial than friendship-oriented motivation to join TM, which is discussed in the next section.

Table 11
Significant Levels for Motivation

| Variable | Knowledge -oriented Sig. | Travel/Business -oriented Sig. | Instrument -oriented Sig. | Friendship -oriented Sig. |
|------------|--------------------------------|--------------------------------------|---------------------------------|---------------------------------|
| Type of TM | 0.071 | 0.448 | 0.549 | 0.126 |
| Occupation | 0.517 | 0.151 | 0.869 | 0.024* |
| Gender | 0.127 | 0.012* | 0.768 | 0.193 |
| Role | 0.498 | 0.933 | 0.625 | 0.782 |

Note: $p < 0.01^{**} = 1\%$ (highly significant) and $p < 0.05^{*} = 5\%$ (significant).

Instrument-oriented motivation

Instrument-oriented motivation, among all the variables, ranked second for the students and fourth for the employees, however all the mean scores received near or greater than 4.0 on the five-point Likert scale. The results indicate that the instrumental motivation could be a prominent factor, but it could also be regarded as the least important for the two different groups of members. For the campus TM members and the student participants in the present study, instrument-oriented motivation ranked second ($M = 3.89$, $SD = 0.74$ for the campus TM members, $M = 3.98$, $SD = 0.78$ for the student members). The results imply that, for the students participating in TM, pursuing better education or a better job in the future is one of the main reasons to join TM; whereas, for the employee participants ($M = 3.95$, $SD = 0.80$, Rank = 4), knowledge-oriented, friendship-oriented, and travel/ business-oriented motivation are more crucial.

I had another motivator to join TM which was to pass the second round (speaking and writing tests) of GEPT (General English Proficiency Test). (C2)

Additionally, for members who have been club officers ($M = 4.00$, $SD = 0.77$, $Rank = 2$), instrumental motivation is more notable than for others who did not take the responsibility as club officers ($M = 3.90$, $SD = 0.76$, $Rank = 4$). Club members serve as club officers on a volunteer basis, but it was found that members who have been club officers hold a higher level of instrumental motivation than members who have not been officers.

Travel/Business-oriented motivation

Last but not least, in terms of travel/business-oriented motivation, the rankings for the variables were mainly third and fourth. Research shows that travel/business-oriented motivation is less of a motivator than the other three forms of motivation. Most members do not consider learning Travel English or Business English as a reason to join TM, however, the male participants in TM acknowledged it as an important factor ($M = 4.22$, $SD = 0.73$, $Rank = 2$). Moreover, as shown in Table 11, travel/business-oriented motivation for male members was found significantly more influential than that for the female members ($p < 0.05$). In addition to knowledge-oriented motivation, the male members also join TM to acquire Travel English or Business English on the account of having opportunities to travel overseas for pleasure or business. Thus, the finding suggests that, travel/business-oriented motivation is more critical for the male members than for the female members, in the present study.

Sometimes I am assigned to go to America for business trip by my company, and I want to speak English more fluently. I joined TM to talk to people in English freely, which is like I'm in America. (R2)

As shown in Table 10, members who have joined TM for more than three years, totaled the mean scores of the four types of motivation greater than 4.25. That is, members who have been in the Toastmasters club for a longer period of time have higher levels of motivation. The four types of motivation are all important for them to maintain a continuous membership. TM members believe their time spent in TM clubs is worthwhile.

I join TM continuously because I want to win a national speech competition held by TM. I want to upgrade my speech skills to participate in an international competition to prove myself competent. (R3)

I push myself to deliver a speech in TM every two months to keep upgrading my speech level. Also, if I stop coming to TM, I will lose a chance to make new friends. (C3)

According to the literature (Noel, Pelletier, Clement, and Vallerand, 2000), knowledge, friendship, and travel motivational orientations are more related to one's intrinsic motivation (IM), and instrumental motivation is more similar to external regulation which is included in extrinsic motivation (EM). In the present study, both intrinsic and extrinsic motivation play major roles in leading TM members to join the club, and the four types of motivation are all influential. Knowledge-oriented motivation definitely acts as the primary trigger for members to join TM, since the Toastmaster club provides an immersed English environment for English learning and practice, with the particular focus on the development of public speaking.

Friendship-oriented motivation is also found crucial because members hope to make more friends through learning in a community. A successful learning community requires the cooperation and collaboration by the members to maintain a supportive learning environment (Misanchuk and Anderson, 2001). Moreover, “the second

gatherings” after a regular meeting help members easily make acquaintance with each other in TM, and develop interpersonal relationships. The instrumental motivation for members such as the student participants in TM is important because they can benefit from learning experiences in TM meetings to pursue better education or desirable jobs in the future after graduation. Finally, travel/business-oriented motivation, comparatively, is not as salient as the other types of motivation, but for the male and the employee participants, it is a practical reason to join TM because they may be able to learn useful Travel English or Business English during the Prepared Speech Session in TM meetings.

RQ2: What is the participant’s self-perceived improvement after attending the TM club?

Fifteen questionnaire items were used to investigate areas of the participants’ self-perceived improvement areas. The areas include English ability, grammatical competence, discourse competence, sociolinguistic competence, strategic competence, public speaking ability, communication ability, confidence in using English, and leadership (see Table 12). Among the areas, grammatical competence, discourse competence, sociolinguistic competence, and strategic competence are the components of speaking proficiency (Shumin, 2008). In this section, they are looked at separately in order to gain greater understanding of one’s ability in speaking. According to Table 12, most members agreed that they have improved in every area, since every area of self-perceived improvements received mean scores higher than 3.48 on the five-point Likert scale. The greatest improvement area is strategic competence (M = 4.12, SD = 0.73); the least improvement area is leadership (M = 3.48, SD = 0.96). Communication ability (M = 3.98, SD = 0.75), discourse competence (M = 3.94, SD = 0.77), public speaking ability (M = 3.94, SD = 0.75),

Table 12

Descriptive Statistics for Areas of Self-perceived Improvement

| Item description | M | SD | R |
|--|------|------|---|
| English ability | 3.76 | 1.26 | 6 |
| My English is improved after attending the TM club. | 3.94 | 0.86 | |
| My English listening ability is improved after attending the TM club. | 4.04 | 0.78 | |
| My English speaking ability is improved after attending the TM club. | 4.02 | 0.83 | |
| My English reading ability is improved after attending the TM club. | 3.40 | 0.82 | |
| My English writing ability is improved after attending the TM club. | 3.38 | 1.04 | |
| Grammatical competence | 3.59 | 1.26 | 7 |
| My English vocabulary capacity is extended after attending the TM club. | 3.64 | 0.88 | |
| My English pronunciation is improved after attending the TM club. | 3.62 | 0.91 | |
| My English grammar is improved after attending the TM club. | 3.51 | 0.87 | |
| Discourse competence | 3.94 | 0.77 | 3 |
| I can use English to express what I want to say more clearly after attending the TM club. | 3.94 | 0.77 | |
| Sociolinguistic competence | 3.56 | 0.80 | 8 |
| I can express what I want to say in English more appropriately without offending other cultures after attending the TM club. | 3.56 | 0.80 | |
| Strategic competence | 4.12 | 0.73 | 1 |
| I learned more strategies and skills that help me to express what I want to say in English after attending the TM club. | 4.12 | 0.73 | |
| Public speaking ability | 3.94 | 0.75 | 3 |
| My public speaking ability is improved after attending the TM club. | 3.94 | 0.75 | |
| Communication ability | 3.98 | 0.75 | 2 |
| My communication ability is improved after attending the TM club. | 3.98 | 0.75 | |
| Confidence in using English | 3.92 | 0.85 | 5 |
| My confidence in using English is improved after attending the TM club. | 3.92 | 0.85 | |
| Leadership | 3.48 | 0.96 | 9 |
| My leadership is improved after attending the TM club. | 3.48 | 0.96 | |

R=Ranking

and confidence in using English ($M = 3.92$, $SD = 0.85$) all received similar mean scores, and ranked in the top half of the areas of improvements. On the other hand,

English ability ($M = 3.76$, $SD = 1.26$), grammatical competence ($M = 3.59$, $SD = 1.26$), sociolinguistic competence ($M = 3.56$, $SD = 0.80$), and leadership ($M = 3.48$, $SD = 0.96$) ranked in the bottom half, and comparably received lower mean scores.

The statistical results for the variables presented in Table 13 are similar to the results shown in Table 12. That is, strategic competence, communication ability, and public speaking ability, discourse competence and confidence in using English all received higher mean scores than did English ability, grammatical competence, sociolinguistic competence, and leadership. These results indicate that most of the club members agree that their strategic competence, discourse competence, public speaking ability, communication ability, and confidence in using English have improved after attending the TM clubs. However, the participants reported non-salient improvements in English ability, grammatical competence, sociolinguistic competence, and leadership.



English ability

English ability includes four language skills (listening, speaking, reading, and writing). According to the participants' responses (see Table 12), overall, English ability did not improve dramatically, but listening and speaking skills improved more than reading and writing. The result tells us that participants are more confident conversing in English after joining TM club; this is indubitable because TM members take roles as speakers and audience both in meetings. Significant differences were also found between two types of TM (regional and campus) and between occupations (students and employees) towards self-perceived improvement in English ability (see Table 14). That is, the regional TM members ($M = 3.96$, $SD = 0.71$) and employee members ($M = 4.02$, $SD = 0.64$) reported greater improvement in English ability than the campus TM members ($M = 3.51$, $SD = 0.61$) and student participants ($M = 3.61$,

Table 13 Descriptive Statistics for Areas of Self-perceived Improvement for TM Related Variables

| Variable | English | | Grammar | | Discourse | | Socioling. | | Strategic | | Public speaking | | Communi. | | Confidence | | Leadership | |
|---------------------|---------|------|---------|------|-----------|------|------------|------|-----------|------|-----------------|------|----------|------|------------|------|------------|------|
| | M (R) | SD | M (R) | SD | M (R) | SD | M (R) | SD | M (R) | SD | M (R) | SD | M (R) | SD | M (R) | SD | M (R) | SD |
| Type of TM | | | | | | | | | | | | | | | | | | |
| Regional | 3.96(6) | 0.71 | 3.86(7) | 0.69 | 4.00(4) | 0.80 | 3.66(8) | 0.77 | 4.15(1) | 0.78 | 4.03(3) | 0.78 | 4.07(2) | 0.75 | 3.97(5) | 0.91 | 3.38(9) | 0.94 |
| Campus | 3.51(7) | 0.61 | 3.22(9) | 0.82 | 3.86(3) | 0.73 | 3.48(8) | 0.87 | 4.08(1) | 0.65 | 3.86(3) | 0.73 | 3.86(3) | 0.73 | 3.90(1) | 0.83 | 3.62(6) | 1.02 |
| Occupation | | | | | | | | | | | | | | | | | | |
| Student | 3.61(7) | 0.64 | 3.32(9) | 0.80 | 3.86(4) | 0.74 | 3.45(8) | 0.83 | 4.00(1) | 0.71 | 3.90(3) | 0.77 | 3.93(2) | 0.75 | 3.83(5) | 0.85 | 3.69(6) | 1.00 |
| Employee | 4.02(6) | 0.64 | 3.97(7) | 0.63 | 4.12(4) | 0.78 | 3.76(8) | 0.75 | 4.29(1) | 0.69 | 4.12(4) | 0.78 | 4.18(3) | 0.73 | 4.24(2) | 0.75 | 3.24(9) | 0.90 |
| Gender | | | | | | | | | | | | | | | | | | |
| Male | 3.88(6) | 0.76 | 3.86(7) | 0.81 | 4.08(3) | 0.85 | 3.62(8) | 0.90 | 4.15(1) | 0.78 | 4.08(3) | 0.80 | 4.08(3) | 0.80 | 4.15(1) | 0.93 | 3.54(9) | 1.07 |
| Female | 3.65(6) | 0.63 | 3.30(9) | 0.71 | 3.79(4) | 0.66 | 3.54(7) | 0.72 | 4.08(1) | 0.65 | 3.83(3) | 0.70 | 3.88(2) | 0.68 | 3.71(5) | 0.75 | 3.42(8) | 0.88 |
| Role | | | | | | | | | | | | | | | | | | |
| Club officer | 3.83(7) | 0.60 | 3.55(9) | 0.80 | 4.12(2) | 0.60 | 3.68(8) | 0.85 | 4.24(1) | 0.66 | 4.08(3) | 0.76 | 4.08(3) | 0.70 | 4.00(5) | 0.76 | 3.96(6) | 0.89 |
| Non club officer | 3.70(6) | 0.80 | 3.63(7) | 0.82 | 3.76(5) | 0.88 | 3.48(8) | 0.77 | 4.00(1) | 0.76 | 3.84(4) | 0.75 | 3.88(2) | 0.78 | 3.88(2) | 0.97 | 3.00(9) | 0.82 |
| Membership duration | | | | | | | | | | | | | | | | | | |
| < 1 yr | 3.59(7) | 0.69 | 3.45(8) | 0.88 | 3.88(3) | 0.82 | 3.62(6) | 0.85 | 4.00(1) | 0.69 | 3.85(4) | 0.73 | 3.81(5) | 0.69 | 3.92(2) | 0.94 | 3.23(9) | 0.95 |
| 1 to 2 yrs | 3.73(6) | 0.77 | 3.67(7) | 0.76 | 3.83(4) | 0.75 | 3.50(9) | 0.84 | 4.17(1) | 0.75 | 4.17(1) | 0.75 | 4.00(3) | 0.89 | 3.83(4) | 0.75 | 3.67(7) | 1.03 |
| 2 to 3 yrs | 4.05(7) | 0.47 | 3.25(9) | 0.33 | 4.75(1) | 0.50 | 4.00(8) | 0.82 | 4.75(1) | 0.50 | 4.75(1) | 0.50 | 4.75(1) | 0.50 | 4.25(6) | 0.96 | 4.75(1) | 0.50 |
| > 3 yrs | 4.60(1) | 0.67 | 4.33(6) | 0.53 | 4.25(7) | 0.50 | 3.00(9) | 0.82 | 4.50(2) | 1.00 | 4.50(2) | 0.58 | 4.50(2) | 0.58 | 4.50(2) | 0.58 | 3.75(8) | 1.26 |

English = English ability, Grammar = Grammatical competence, Discourse = Discourse competence, Socioling. = Sociolinguistic competence, Strategic = Strategic competence, Public speaking = Public speaking ability, Communi. = Communication ability, Confidence = Confidence in using English, R=Ranking

Table 14
Significant Levels for Areas of Self-perceived Improvement

| | Type of TM | Occupation | Gender | Role |
|-----------------------------|---------------|------------|--------|---------|
| | Sig. | Sig. | Sig. | Sig. |
| English ability | 0.023* | 0.038* | 0.258 | 0.525 |
| Grammatical competence | 0.005** | 0.007** | 0.011* | 0.716 |
| Discourse competence | 0.521 | 0.275 | 0.192 | 0.097 |
| Sociolinguistic competence | 0.447 | 0.203 | 0.752 | 0.388 |
| Strategic competence | 0.733 | 0.176 | 0.733 | 0.241 |
| Public speaking ability | 0.418 | 0.356 | 0.258 | 0.265 |
| Communication ability | 0.324 | 0.286 | 0.342 | 0.346 |
| Confidence in using English | 0.810 | 0.108 | 0.069 | 0.629 |
| Leadership | 0.396 | 0.132 | 0.663 | 0.000** |

Note: $p < 0.01^{**} = 1\%$ (highly significant) and $p < 0.05^{*} = 5\%$ (significant).

SD = 0.64). A convincing and crucial key difference is that the language evaluation session/grammarian report in the regional TM club is led by English “professionals” such as native English speaker teachers, whereas the campus sessions are led by student members. It is observed that the regional members gain more in the sessions than the student members. In addition, an exceptional finding is that, members who have joined TM for more than two years reported much greater improvement in English ability (M = 4.05, SD = 0.47 for members who have joined TM for 2 to 3 years, M = 4.60, SD = 0.67 for members who have joined TM for more than 3 years). These results indicate the longer period of time a member stays in TM the more beneficial it is to improve his or her English ability.

I think my English writing ability has improved. Because I have delivered more than 20 speeches and have written so many manuscripts of prepared speeches, now I can write longer sentences instead of many short and simple sentences. Also, I know how to use more advanced verb tenses. (R3)

I have joined TM for almost four years, and I think my English listening and speaking abilities have improved the most. Also, writing manuscripts of prepared speeches helps me to structure a whole speech well. (C3)

Speaking proficiency

According to Shumin (2008), grammatical, discourse, strategic, and sociolinguistic competence are the components of speaking proficiency. Grammatical competence refers not only grammar but also vocabulary and pronunciation and the results show that members did not improve strongly in this particular area. Significant differences were found between two types of TM, occupations and gender towards self-perceived improvement in grammatical competence (see Table 13). The regional TM members ($M = 3.86$, $SD = 0.69$), the employees ($M = 3.97$, $SD = 0.63$), and the male members ($M = 3.86$, $SD = 0.81$) reported greater improvement in grammatical competence than the campus TM members ($M = 3.22$, $SD = 0.82$), the students ($M = 3.32$, $SD = 0.80$), and the female members ($M = 3.30$, $SD = 0.71$). One possibility for this specific difference could be that students are still required to take English courses at school, however most of the employee members rarely get a chance to learn English in their daily lives. Besides, participating in Toastmasters clubs could be the very reason for people that have jobs to maintain a connection in advancing themselves in English.

I learned some pronunciations from other TM members, but I don't think my grammar improved because of TM meetings. I think grammar can be improved only if one works hard to write a manuscript of a prepared speech. Language evaluation session doesn't help a lot on grammar. As for vocabulary, I don't think I learned many new words from TM. (C2)

Strategic competence, which refers to the adaptation of verbal and nonverbal strategies to compensate for any communicative break-down or to facilitate message

conveyance in speaking, was found to be improved the most among components of speaking proficiency. The statistical data show that strategic competence received mean scores of greater than 4.00 and outperformed grammatical, discourse, and sociolinguistic competence. There were no significant differences found in regard to the self-perceived improvement in strategic competence among variables. These results indicate that TM members acknowledged that they acquire useful strategies in speaking through the participation in the club.

I've learned a lot of skills and strategies from other speakers' prepared speeches because I can imitate the way a successful speaker delivers a speech and his/her body language. (R1)

From the TM manual, I learned how to incorporate vocal variety and how to use body language to entertain your audience when speaking. Also, I write down some good strategies used in other prepared speeches. (R2)

Discourse competence, which refers to the management of cohesion and coherence in speaking, improved remarkably as well, receiving mean scores near or higher than 4.00 among all variables. This can be specially applied to members who have been in TM for more than two years for they reported greater improvement in discourse competence, with mean scores of 4.75 and 4.25 respectively. Thus, with a longer period of participation in TM, members feel they can express ideas in English more clearly and smoothly. However, for other members, TM did not teach the exact way to structure a speech specifically.

In TM manual, there are 10 objectives for speakers to follow to structure and deliver a speech well, but the manual didn't teach us specifically how to synthesize all the ideas in the conclusion. (R3)

The TM manual talks about how to structure and deliver a good speech, but I don't quite understand it. I explored ways to make a speech coherent myself, and learned a lot from other speeches. I believe it is beneficial to see and listen to more speeches. (C3)

Last, sociolinguistic competence in speaking is the competence of understanding the culture of the target language to speak to others without being offensive. According to the statistical data, the participants' sociolinguistic competence did not increase greatly. Since speakers can choose any topic they like in delivering prepared speeches, there is no guarantee that the audience can acquire knowledge of sociolinguistics that facilitates cross-cultural communication.

There are some foreigners in the club, but I can't sense any cultural taboos from them. I think it's because people who join TM are nice. If members really want to acquire cross-cultural knowledge, they need to get involved in their lives. So far, I don't think there are any cultural issues when interacting with foreigner members. (R2)

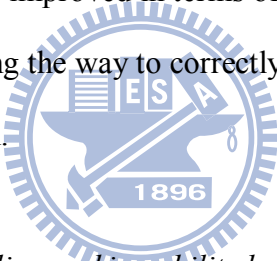
Communication ability

Communication ability ($M = 3.98$, $SD = 0.75$) ranked second in the participants' overall responses, and also received mean scores near or higher than 4.00 among variables. In TM clubs, it was observed that even without formal requirements, members chose to speak to each other in English regardless of their native language. In this case, through opportunities of speaking English, the members are well aware that their communication ability has indeed improved. There were no significant differences in regard to the self-perceived improvement in communication ability among variables.

In our TM club, there are more native speakers of English than other clubs. So when I switched the previous club to this TM club, I felt fearful. However, because of the different environment, I got many chances to communicate with foreigners and other members; I think my English communication ability improved a lot. (R3)

Public speaking ability

Public speaking is the principal focus in joining the TM club, therefore members are required to deliver prepared speeches and randomly chosen to be on the stage to talk about table topics. Overall, public speaking ability ranked third ($M = 3.94$, $SD = 0.75$) among the areas of self-perceived improvement, and also received mean scores of near or greater than 4.00 across all variables. Moreover, most participants reported that their public speaking ability improved in terms of gaining relevant speaking strategies and skills, and knowing the way to correctly make a well-structured manuscript of a prepared speech.



I can feel that my public speaking ability has improved because I keep practicing it by delivering as many prepared speeches as I can. (R3)

Confidence in using English

Confidence in using English received a high mean score of 3.92 for all participants, and received mean scores of near or higher than 4.00 among all variables. Many participants reported increased confidence in using English regularly attending TM meetings. The participants stated in the open-ended questionnaire item that overcoming stage fright, willing to talk to others; and receiving encouragement and praise all help them boost their confidence in using English.

I feel more confident when using English, especially in speaking and writing. Compared with my classmates, I can feel that I am more confident than them if we have to do English presentations in class. (R3)


Leadership

According to the Toastmasters Manual (Toastmasters International, 2010), leadership development is one of the principal focuses in TM clubs, but it ranked last ($M = 3.48$, $SD = 0.96$) among all areas of self-perceived improvements, approximately receiving mean scores of 3.50 among all variables. One possible reason for this could be not all members are engaged to take roles in meetings or act as club officers. In fact, according to the results shown in Table 13, for members who have been club officers, their self-perceived improvement in leadership is greater than those who have never been one. Also, there is a significant difference between club officers and non club officers in terms of self-perceived improvement of leadership ($p < 0.01$), as seen in Table 14 with club officers rating higher. Members who have been club officers ($M = 3.96$, $SD = 0.89$) felt strongly positive that their leadership skills had improved while members who have not been club officer ($M = 3.00$, $SD = 0.82$) felt neutral. Moreover, members who have joined TM for 2 to 3 years received a very high mean score of 4.75 when evaluating their leadership skills. As a result, from these findings, TM club members with a longer term of membership are more likely and possibly more confident to take the responsibility as club officers in order to take their leadership skills to the next level.

I think my leadership improved because I took the job as President in TM. I don't think members who are just being audience in TM can improve leadership. (R3)

To sum up, TM members learn to deliver good speeches in English by preparing well-structured speech outlines and adopting useful strategies in speech-giving throughout the Toastmaster club. As mentioned in the literature review, “development of learning strategies” is one of the advantages of a learning community (Engstrom, 2008, p. 9). Also, while participating in TM meetings, members felt that not only did they strengthen their confidence in English, but communication and public speaking abilities as well. However, areas of improvements in English basic skills, vocabulary, grammar, pronunciation, and cultural learning are not prominent. Nevertheless, most items in self-perceived improvement received mean scores higher than 4.00 from members with more than 2 years of membership. Therefore, it is safe to assume that a longer membership of TM is beneficial to self-perceived improvement growth.

Members who devote their time to regularly participate in TM meetings believe that they gain greater improvements in English.



I believe that the more you are involved in TM, the more you can learn from it. TM is a cheerful club and even the general participants can gain a lot.
(C2)

RQ3: What is the participant’s overall perception of the value of Toastmasters club?

Research Question 3 is an investigation on the TM club members’ perception in joining the club. First, ten questionnaire items are used to understand the club members’ perceived value on the TM club. It was divided into four categories: self-confidence, learning autonomy, sense of belonging, and perceived learning benefit (see Table 15). Second, the results of their perceived enjoyment and perceived usefulness towards each meeting session and each meeting role are presented; also,

the correlation between the perceived enjoyment and the perceived usefulness of meeting sessions and roles are illustrated and discussed.

All the participants in the study, as Table 15 shows, felt a sense of belonging to the TM club ($M = 4.16$, $SD = 0.70$, Rank = 1), and they have also benefited from the club ($M = 4.11$, $SD = 0.61$, Rank = 2) in areas of language knowledge, communication skills, and leadership skills. However, the perceived level of self-confidence ($M = 3.59$, $SD = 1.24$, Rank = 4) and learning autonomy ($M = 3.67$, $SD = 1.17$, Rank = 3) was not as high as for perceived belonging and perceived learning benefit.

Self-confidence

Self-confidence influences one's performance to a large degree, and acts as a key component in autonomous learning (Littlewood, 1996; Scharle, 2001). According to the statistical data presented in Table 16, the perceived value of self-confidence ranked third or fourth, and received mean scores around 3.50 among all participants. The results indicate that participants did not feel a high sense of confidence at the TM meetings. Only those members who have been a part of TM for 2 years or more perceived a greater level of self-confidence ($M = 4.75$, $SD = 0.50$, in the responses of members who have joined TM for 2 to 3 years, $M = 4.25$, $SD = 0.87$, in the responses of members who have joined TM for more than 3 years). In addition, a significant difference was found between officers and non-officers of TM ($p < 0.05$), as presented in Table 17. That is, members holding officer positions ($M = 3.90$, $SD = 0.75$) perceived a higher sense of self confidence than general TM members ($M = 3.32$, $SD = 0.91$). It can be assumed that club officer positions in TM help foster self-confidence, or that members with a higher level of self-confidence are more likely to run for office positions.

Every time when I complete a task, like dealing with some documents or payment that the club president assigns me to do, I feel content and more confident of my ability. (C1)

I was VPM (Vice President Membership), so I have to help members if they encounter any problems. When I solve their problems, I feel confident, and I would like to help more members. (R2)

Table 15
Descriptive Statistics for Perceived Value of TM

| Item description | M | SD | R |
|--|------|------|---|
| Self-confidence | 3.59 | 1.24 | 4 |
| I feel confident speaking English in the TM club. | 3.65 | 0.89 | |
| I feel confident giving a speech in the TM club. | 3.52 | 0.95 | |
| Learning autonomy | 3.67 | 1.17 | 3 |
| I have learning objectives in joining the TM club. | 3.39 | 0.88 | |
| I am aware of my process of learning English in the TM club. | 3.72 | 0.86 | |
| I have learned and adopted strategies from the learning experience in the TM club. | 3.89 | 0.79 | |
| Perceived belonging | 4.16 | 0.70 | 1 |
| I feel there is a pleasant learning atmosphere in the TM club. | 4.25 | 0.73 | |
| I feel a sense of belonging in the TM club. | 4.06 | 0.86 | |
| Perceived learning benefit | 4.11 | 0.61 | 2 |
| I learn language knowledge from other TM club members. | 4.11 | 0.74 | |
| I learn communication skills from other TM club members. | 4.17 | 0.64 | |
| I learn leadership skills from other TM club members. | 4.04 | 0.75 | |

R=Ranking,

Table 16

Descriptive Statistics for Perceived Value of TM According to Variables

| Variable | N | Self-confidence | | | Learning autonomy | | | Perceived-belonging | | | Perceived-learning benefit | | |
|---------------------|----|-----------------|------|---|-------------------|------|---|---------------------|------|---|----------------------------|------|---|
| | | M | SD | R | M | SD | R | M | SD | R | M | SD | R |
| Type of TM | | | | | | | | | | | | | |
| Regional | 34 | 3.52 | 0.98 | 4 | 3.88 | 0.73 | 3 | 4.25 | 0.68 | 1 | 4.17 | 0.67 | 2 |
| Campus | 22 | 3.70 | 0.74 | 3 | 3.42 | 0.64 | 4 | 4.00 | 0.71 | 2 | 4.03 | 0.54 | 1 |
| Occupation | | | | | | | | | | | | | |
| Student | 26 | 3.66 | 0.89 | 3 | 3.59 | 0.73 | 4 | 4.13 | 0.67 | 1 | 4.07 | 0.57 | 2 |
| Employee | 29 | 3.44 | 0.92 | 4 | 3.90 | 0.75 | 3 | 4.18 | 0.75 | 1 | 4.10 | 0.59 | 2 |
| Gender | | | | | | | | | | | | | |
| Male | 32 | 3.67 | 0.80 | 3 | 3.66 | 0.77 | 4 | 4.13 | 0.81 | 1 | 4.08 | 0.61 | 2 |
| Female | 24 | 3.50 | 0.98 | 4 | 3.71 | 0.68 | 3 | 4.15 | 0.53 | 1 | 4.15 | 0.63 | 1 |
| Role | | | | | | | | | | | | | |
| Club officer | 24 | 3.90 | 0.75 | 3 | 3.63 | 0.62 | 4 | 4.30 | 0.56 | 2 | 4.31 | 0.54 | 1 |
| Non club officer | 29 | 3.32 | 0.91 | 4 | 3.73 | 0.81 | 3 | 4.00 | 0.78 | 1 | 3.93 | 0.63 | 2 |
| Age | | | | | | | | | | | | | |
| < 20 | 7 | 3.60 | 1.08 | 4 | 3.67 | 1.13 | 3 | 3.70 | 0.84 | 2 | 3.87 | 0.69 | 1 |
| 20 to 30 | 33 | 3.59 | 0.86 | 4 | 3.64 | 0.72 | 3 | 4.19 | 0.69 | 1 | 4.09 | 0.60 | 2 |
| > 30 | 12 | 3.70 | 1.01 | 4 | 3.83 | 0.67 | 3 | 4.25 | 0.79 | 2 | 4.37 | 0.71 | 1 |
| Membership duration | | | | | | | | | | | | | |
| < 1 yr | 29 | 3.45 | 0.81 | 4 | 3.49 | 0.69 | 3 | 3.97 | 0.80 | 1 | 3.97 | 0.60 | 1 |
| 1 to 2 yrs | 5 | 3.70 | 0.57 | 3 | 3.40 | 0.37 | 4 | 4.40 | 0.55 | 1 | 4.27 | 0.49 | 2 |
| 2 to 3 yrs | 4 | 4.75 | 0.50 | 2 | 4.67 | 0.67 | 4 | 4.75 | 0.29 | 2 | 4.83 | 0.34 | 1 |
| > 3 yrs | 4 | 4.25 | 0.87 | 3 | 3.50 | 0.43 | 4 | 4.50 | 0.41 | 2 | 4.58 | 0.50 | 1 |

R=Ranking,

Table 17
Significant Levels for Perceived Value of TM

| Variable | Self-confidence Sig. | Learning autonomy Sig. | Perceived-belonging Sig. | Perceived-learning benefit Sig. |
|------------|-------------------------|---------------------------|-----------------------------|------------------------------------|
| Type of TM | 0.467 | 0.020* | 0.198 | 0.418 |
| Occupation | 0.430 | 0.168 | 0.807 | 0.714 |
| Gender | 0.498 | 0.789 | 0.923 | 0.695 |
| Role | 0.015* | 0.617 | 0.118 | 0.024* |

Note: $p < 0.01^{**} = 1\%$ (highly significant) and $p < 0.05^{*} = 5\%$ (significant).

Learning autonomy

In agreement with Little (1994), learning autonomy plays an important role in foreign language acquisition; it includes self-confidence as a key component (Littlewood, 1996). Parallel to the result of the perceived level of self-confidence, the TM members did not perceive high learning autonomy in their participation at TM meetings. For the most part, learning autonomy received mean scores no higher than 4. Again, only those members who have participated in TM for 2 to 3 years perceived high values on learning autonomy ($M = 4.67$, $SD = 0.67$). However, for members who have joined TM for more than 3 years, the perceived value of learning autonomy decreased ($M = 3.50$, $SD = 0.43$). According to the original data, members who have participated in TM for more than three years disagreed in having learning objectives in joining TM. These results indicate that a longer term of TM membership does not imply a better perceived value of learning autonomy.

I didn't set up any learning objectives in joining TM. I don't really pay attention to my learning process or improvement, but after joining TM for two or three years, I found prominent improvements in English. I think it's because I participate in TM meetings regularly and I study English on my own. (R3)

In addition, one significant difference was found between the regional and the campus TM members in regard to the perceived value of learning autonomy ($p < 0.05$). That is, the regional TM members ($M = 3.88$, $SD = 0.73$) perceived a significantly higher level of learning autonomy than did the campus TM members ($M = 3.42$, $SD = 0.64$). Thus, relative to the campus TM members, those with a regional TM membership possessed more learning objectives, are acutely aware of their learning process, and adopt learning strategies more readily.

Perceived belonging

The perceived level of belonging mostly received mean scores higher than 4.00, and ranked first or second amongst the four categories of perceived value. The results indicate that TM members feel comfortable and valued as a part of the TM club. The appeal of the affable learning atmosphere of the TM clubs incited membership amongst many TM participants. The common presence of friendly support and rapport encourage member participation. Moreover, perceived belonging of TM generally increases proportionally to the duration of membership increases. Perceived belonging received generally increasing means of 3.97, 4.40, 4.75, and 4.50 in the responses of members who joined TM for less than a year, for 1 to 2 years, for 2 to 3 years, and for more than 3 years, respectively.

I have sense of belonging to TM because people are all supportive and willing to give others feedback, but I think my sense of belonging is not high, compared with other members who have joined TM for longer time. (C1)

I have sense of belonging to TM. I think even audience can have sense of belonging to TM as long as they participate in TM wholeheartedly. The environment in TM helps some passive members to get involved. (C2)

I've stayed in TM for so many years, and I've known a lot of people. My friends are all there in TM, so I have sense of belonging to TM. I like the encouraging atmosphere created by the members. (R3)

Perceived learning benefit

Perceived learning benefit received mean scores mostly higher than 4.00, and ranked either first or second, similar to that of perceived belonging. The results indicate that the members agreed they have gained knowledge from other club members in the learning community of TM. Moreover, a significant difference is found between officers and non-officers ($p < 0.05$). That is, members holding club office positions ($M = 4.31$, $SD = 0.54$) gained significantly more knowledge from TM than those not holding office positions ($M = 3.93$, $SD = 0.63$). The data suggests that being TM officers enhances acquisition of knowledge due to more frequent interaction with other club members. TM officers are required to collaborate and cooperate with fellow team members as detailed by officer position requirements. Collaboration and cooperation act as major characteristics of an advantageous learning community (Cross, 1998), and therefore officers have more headway in obtaining learning benefits.

I was a secretary in TM to deal with some documents, and I found it's uneasy to manage a campus club. From listening to other club officers' experiences and advice, I learned how to manage a campus club and how to build effective teamwork. (C1)

I usually ask my mentor in the club or other more advanced members to check my manuscript of a prepared speech. At first, they help me to find out grammatical mistakes; now, I feel more competent to write in English. Also, I've learned some ideas from other members' speeches. (R3)

In summary, the results provide evidence that the Toastmasters club is an advantageous learning community in that its members can feel a pleasant learning environment and sense of belonging. Thus, 'faculty validation' is achieved in the club (Engstrom, 2008, p.9). Also, TM members believe that they have benefited from the TM experience to enhance their usage of learning strategies which is also a qualification for advantageous learning community (Engstrom, 2008). As for learning autonomy, the TM members' perceived level of their learning autonomy is not high, except for members who have participated in TM for two to three years. Self-confidence, which is also a key component of learning autonomy (Littlewood, 1996), is also not perceived to be high. Only members who have joined TM for more than two years believe they have more self-confidence than other TM members. This suggests that both self-confidence and learning autonomy may be developed after a longer term of TM membership, but is not guaranteed.

In the following section, the participants' perception towards each meeting session and meeting roles are presented and discussed.

Perception on meeting sessions

Table 18 provides the descriptive statistics and the rankings of the perceived enjoyment and the perceived usefulness of each meeting session for all participants in the present study. The participants were asked to provide their perceptions of the meeting sessions as audience members. The results show that almost every session proved to be enjoyable and useful for the TM club members with most of the sessions receiving mean scores near or higher than 4.00, except for the Introduction Session (M = 3.68, SD = 0.72, for the perceived enjoyment, M = 3.52, SD = 0.85, for the perceived usefulness). Prepared Speech, Language Evaluation /Grammarians Report,

and Speech Evaluation Sessions were perceived to be the top three most enjoyable and useful among all meeting sessions.

Table 18
Descriptive Statistics for Perceived Enjoyment and Perceived Usefulness of TM Meeting Sessions

| TM meeting sessions | Enjoyment | | | Usefulness | | |
|---|-----------|------|---|------------|------|---|
| | M | SD | R | M | SD | R |
| Prepared Speech Session | 4.36 | 0.68 | 1 | 4.22 | 0.70 | 3 |
| Language Evaluation Session/Grammarian Report | 4.16 | 0.89 | 2 | 4.36 | 0.69 | 1 |
| Speech Evaluation Session | 4.13 | 0.73 | 3 | 4.24 | 0.68 | 2 |
| Variety (Joke) Session | 4.11 | 0.53 | 4 | 3.98 | 0.69 | 5 |
| General Evaluation Session | 3.95 | 0.78 | 5 | 4.00 | 0.77 | 4 |
| Table Topic Session | 3.91 | 0.63 | 6 | 3.93 | 0.66 | 6 |
| Introduction Session | 3.68 | 0.72 | 7 | 3.52 | 0.85 | 7 |

R=Ranking,

Since the two types of TM clubs, regional and campus-wide, conduct meetings differently, varied perceptions from members of the two unlike types of TM clubs will arise. To compensate for the discrepancies, the results of the perceived enjoyment and usefulness of meeting sessions for the regional and the campus TM clubs are presented separately in Table 19. The significant differences between the regional and the campus TM clubs are also shown. It is found that, each scored session received higher markings for the regional TM club than its counterparts of the campus TM club sessions. Possible reasons for this may be that sessions in the regional TM are run more professionally with higher quality; and TM meetings can be the only connection to English for the regional TM club members therefore they may value the TM sessions to be more useful.

Table 19

Descriptive Statistics and Significant Levels for Perceived Enjoyment of TM Meeting Sessions for Regional and Campus TM Club Members

| TM meeting sessions | Enjoyment | | | | | | | Usefulness | | | | | | |
|--|-------------|------|---|-----------|------|---|------------------|-------------|------|---|-----------|------|---|------------------|
| | Regional TM | | | Campus TM | | | Sig. <i>p</i> | Regional TM | | | Campus TM | | | Sig. <i>p</i> |
| | M | SD | R | M | SD | R | | M | SD | R | M | SD | R | |
| Prepared Speech Session | 4.65 | 0.49 | 1 | 4.10 | 0.77 | 1 | 0.015* | 4.35 | 0.61 | 2 | 4.10 | 0.77 | 2 | 0.267 |
| Language Evaluation Session/ Grammarians Report | 4.47 | 0.51 | 2 | 4.10 | 0.89 | 1 | 0.132 | 4.35 | 0.61 | 2 | 4.33 | 0.80 | 1 | 0.934 |
| Speech Evaluation Session | 4.41 | 0.62 | 3 | 3.81 | 0.75 | 4 | 0.012* | 4.41 | 0.62 | 1 | 4.00 | 0.71 | 3 | 0.067 |
| Variety (Joke) Session | 4.12 | 0.60 | 5 | 4.10 | 0.54 | 1 | 0.904 | 3.94 | 0.75 | 5 | 3.90 | 0.63 | 4 | 0.871 |
| General Evaluation Session | 4.35 | 0.61 | 4 | 3.52 | 0.75 | 6 | 0.001* | 4.24 | 0.66 | 4 | 3.71 | 0.78 | 6 | 0.036* |
| Table Topic Session | 4.06 | 0.66 | 7 | 3.76 | 0.63 | 5 | 0.164 | 3.88 | 0.70 | 6 | 3.81 | 0.60 | 5 | 0.732 |
| Introduction Session | 4.12 | 0.60 | 5 | 3.24 | 0.54 | 7 | 0.000** | 3.76 | 0.75 | 7 | 3.10 | 0.70 | 7 | 0.007** |

R=Ranking,

Also, there were significant differences found in the perceived enjoyment of Prepared Speech, General Evaluation, Speech Evaluation, and Introduction Sessions between two TM clubs. Significant differences were also found in the perceived usefulness of General Evaluation and Introduction Sessions. More details of each TM meeting session are discussed as follows:

Prepared Speech Session received high means of greater than 4.10 for both the perceived enjoyment and usefulness. As an audience, TM members find this session to be both enjoyable and useful.

Grammarians always point out and correct mistakes in a humorous way, and members take notes attentively. There were no significant differences found between the two types of TM for *Language Evaluation Session/Grammarian Report*. This session received high means among all the meeting sessions, and was also perceived to be an enjoyable and useful session in TM meetings.

In *Speech Evaluation Session*, it is observed that the audience is always amused by the speech evaluators who help recall the prepared speech to provide opinions. There is a significant difference found between the two types of TM for the perceived enjoyment ($p < 0.05$). The regional TM members ($M = 4.41$, $SD = 0.62$) perceived Speech Evaluation Session as significantly more enjoyable than did the campus TM members ($M = 3.81$, $SD = 0.75$). However, there was no significant difference for the perceived usefulness. Speech Evaluation Session is seen as a useful session in both TM clubs.

For members in both TM clubs, *Variety (Joke) Session* is an enjoyable and useful session, and it received means near or higher than 4.00. What needs to be emphasized is that, in the campus TM, Variety (Joke) Session is called 'Happy Talk'; during Happy Talk, everyone gets a chance to speak. Participants converse in English with neighbors to complete a questionnaire enabling them to learn about each other. Finally,

some members are chosen to share the information they obtained from others on the stage to the rest of the congregation. Campus TM members ranked this session as the most enjoyable one among all sessions ($M = 4.10$, $SD = 0.54$).

General Evaluation Session is always conducted by Toastmasters of the Evening (TME), long term TM membership holders, or valued guests in the regional TM club. As for the campus TM club, it is often conducted by valued guests from other Toastmasters clubs rather than by its own club members. There were significant differences found in between the two TM clubs for both the perceived enjoyment and usefulness. The regional TM members ($M = 4.35$, $SD = 0.61$, for the enjoyment; $M = 4.24$, $SD = 0.66$, for the usefulness) perceived General Evaluation Session as significantly more enjoyable and significantly more useful than did the campus TM members ($M = 3.52$, $SD = 0.75$, for the enjoyment; $M = 3.71$, $SD = 0.78$, for the usefulness). One plausible reason for this may be that, general evaluators in the regional TM club are always members who understand the club very well instead of other less familiar members. Thus, General Evaluation Session conducted by those members with a more in depth understanding can provide more insights for the participants.

In *Table Topic Session* of the regional TM, members become Table Topic Speakers on a voluntary basis; therefore it is common to see familiar faces as people. On the other hand, Table Topic Speakers of the campus TM are often appointed by the Master of Table Topics. According to the statistical data, there were no significant differences between the two types of TM clubs for Table Topic Sessions. One finding is that, the ranking of Table Topic Session in the campus TM ($M = 3.76$, $SD = 0.63$, Rank = 5) is higher than that in the regional TM ($M = 4.06$, $SD = 0.66$, Rank = 7), even though it received a lower mean score in the campus TM.

Introduction Session is perceived as the least enjoyable and also the least useful session among all meeting sessions in the two types of TM. Also, significant differences were found in regard to the perception of enjoyment and of usefulness between the two clubs. The regional TM members considered Introduction Session significantly more enjoyable and useful than did the campus TM members.

Correlation analyses of the perceived enjoyment and the perceived usefulness of the meeting sessions

In order to investigate the correlation between the perceived enjoyment and the perceived usefulness of the meeting sessions, Table 20 demonstrates the results of the correlation analyses for all the TM participants in this study, the regional, and the campus TM club members. The highly positive correlations between the perceived enjoyment and usefulness were found in Introduction Session, Prepared Speech Session, General Evaluation Session, and Language Evaluation Session/Grammarians Report ($p < 0.01$). That is, the more enjoyable the sessions were, the more the audience considered them to be useful.

The only negative correlation between the perceived enjoyment and usefulness was found in Table Topic Session for the campus TM club members ($p = - 0.260$). This indicates the campus TM members perceived that the usefulness of Table Topic Session is higher than its enjoyment. The lack of enjoyment perceived could be due to the fact that members are chosen by the Master of Table Topic Session to speak in front of the audience rather than volunteering to speak as in the case of the regional TM. Although talking in front of an audience facilitates one's speaking ability, it can be distressful.

Table 20

Correlation Analyses of Perceived Enjoyment and Perceived Usefulness of TM Meeting Sessions for Regional and Campus TM Club Members

| TM meeting sessions | All | Regional | Campus |
|--|---------|----------|---------|
| Prepared Speech Session | 0.711** | 0.672** | 0.715** |
| Language Evaluation Session /Grammarians Report | 0.473** | 0.107 | 0.726** |
| Speech Evaluation Session | 0.722** | 0.698** | 0.693** |
| Variety (Joke) Session | 0.621** | 0.866** | 0.323 |
| General Evaluation Session | 0.809** | 0.868** | 0.744** |
| Table Topic Session | 0.207 | 0.633** | -0.260 |
| Introduction Session | 0.770** | 0.781** | 0.599** |

** Correlation is significant at the $p < 0.01$ (2-tailed).

Perception of meeting roles

The descriptive statistics for the perceived enjoyment and the perceived usefulness of each TM meeting role are presented in Table 21. The quantity of each meeting role is inconsistent because there are no formal requirements for TM members to take roles in a meeting. Most members have experience being Prepared Speech Speakers (N = 32) and Table Topic Speakers (N = 26), but fewer members have taken roles as General Evaluators (N = 18) or Language Evaluator/Grammarians (N = 18).

Overall, Prepared Speech Speaker was perceived as the most enjoyable (M = 4.32, SD = 0.77) and the most useful (M = 4.56, SD = 0.76) role at TM meetings. Also, as Table 22 shows, General Evaluator, Speech Evaluator, and TME ranked in the top half of the roles in both perceived enjoyment and usefulness. On the other hand, Master of Variety Session, Table Topic Speaker, 'Ah' Counter, and Timer all ranked in the bottom half. The roles of Timer and 'Ah' counter require mechanical work to record time and the frequency of a speaker's pauses in a speech, which can lead to dullness.

Table 21

Descriptive Statistics for Perceived Enjoyment and Perceived Usefulness of TM Meeting Roles

| TM meeting roles | Enjoyment | | | Usefulness | |
|-----------------------------------|-----------|------|------|------------|------|
| | N | M | SD | M | SD |
| Prepared Speech Speaker | 32 | 4.32 | 0.77 | 4.56 | 0.76 |
| Master of Table Topics | 23 | 4.04 | 0.77 | 4.00 | 0.93 |
| General Evaluator | 18 | 4.00 | 0.58 | 4.44 | 0.62 |
| Speech Evaluator | 24 | 3.92 | 0.72 | 4.25 | 0.68 |
| TME | 25 | 3.81 | 0.94 | 4.32 | 0.69 |
| Master of Variety Session | 26 | 3.70 | 0.82 | 3.85 | 0.88 |
| Table Topic Speaker | 26 | 3.67 | 0.92 | 4.04 | 0.72 |
| 'Ah' Counter | 25 | 3.56 | 0.85 | 3.48 | 0.92 |
| Timer | 28 | 3.55 | 0.83 | 3.57 | 0.88 |
| Language Evaluator/ Grammarian | 18 | 3.53 | 0.96 | 4.17 | 0.71 |

In addition, two differences lie in Master of Table Topics and Language Evaluator/Grammarian; the former ranked second in the perceived enjoyment ($M = 4.04$, $SD = 0.77$) but seventh in the perceived usefulness ($M = 4.00$, $SD = 0.93$), and the latter ranked last in the perceived enjoyment ($M = 3.53$, $SD = 0.96$) but fifth in perceived usefulness ($M = 4.17$, $SD = 0.71$). Master of Table Topic was perceived more enjoyable than useful could be due to the fact that Master of Table Topic can take control of the session and appoint people to speak thus creating excitement. Language Evaluator/Grammarian ranked last in the perceived enjoyment; the ranking may be due to the extra amount of attentiveness required by members who take on the role to detect linguistic mistakes of others' speeches.

Table 22

Rank Order of Perceived Enjoyment and Perceived Usefulness of TM Meeting Roles

| R | Enjoyment | Usefulness |
|----|--------------------------------|--------------------------------|
| 1 | Prepared Speech Speaker | Prepared Speech Speaker |
| 2 | Master of Table Topics | General Evaluator |
| 3 | General Evaluator | TME |
| 4 | Speech Evaluator | Speech Evaluator |
| 5 | TME | Language Evaluator/ Grammarian |
| 6 | Master of Variety Session | Table Topic Speaker |
| 7 | Table Topic Speaker | Master of Table Topics |
| 8 | 'Ah' Counter | Master of Variety Session |
| 9 | Timer | Timer |
| 10 | Language Evaluator/ Grammarian | 'Ah' Counter |

R=Ranking

Table 23 provides the results of the perceived enjoyment and usefulness of meeting roles for the regional and the campus TM clubs. Prepared Speech Speaker was perceived as the most enjoyable ($M = 4.53$, $SD = 0.64$ for the regional TM members, $M = 4.44$, $SD = 0.86$ for the campus TM members) and the most useful ($M = 4.71$, $SD = 0.61$ for the regional TM members, $M = 4.16$, $SD = 0.83$ for the campus TM members) role in both TM clubs. TM members are required to do thorough preparations as Prepared Speech Speaker, and after completing a speech, they can learn and improve a lot in many areas such as public speaking, confidence, and so on.

Compared with the results from all the participants in this study, the ranking orders of the perceived enjoyment and usefulness from both of the clubs were slightly different. The regional TM members' perception of the meeting roles is similar to the whole participants in the study, but dissimilar to the campus TM members. For the campus TM members, being Master of Variety Session ($M = 3.73$, $SD = 0.59$) is more enjoyable than being TME ($M = 3.67$, $SD = 1.11$). Master of Variety Session in the campus TM acts as a leader in 'Happy Talk' who can design activities for the audience to participate and ask a few members to share information they gained from

the activities. Being the Master of Variety Session can be more fun than TME whose job is basically to introduce meeting sessions and matters of the sessions. In addition, unlike the results from all the TM participants and the regional TM members, the Language Evaluator/Grammarians ranked in the top half of the perceived useful roles and Master of Variety Session ranked in the bottom half, the campus TM members perceived Master of Variety Session ($M = 4.00$, $SD = 0.66$, $R = 5$) as more useful than Language Evaluator/Grammarians ($M = 3.90$, $SD = 0.74$, $R = 7$).

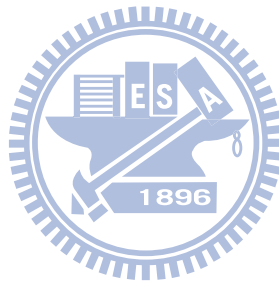


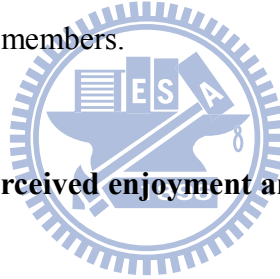
Table 23

Descriptive Statistics and Significant Levels for Perceived Enjoyment of TM Meeting Roles for Regional and Campus TM Club Members

| TM meeting roles | Enjoyment | | | | | | | Usefulness | | | | | | |
|------------------------------------|-------------|------|----|-----------|------|----|------------------|-------------|------|----|-----------|------|---|------------------|
| | Regional TM | | | Campus TM | | | Sig. <i>p</i> | Regional TM | | | Campus TM | | | Sig. <i>p</i> |
| | M | SD | R | M | SD | R | | M | SD | R | M | SD | R | |
| Prepared Speaker | 4.53 | 0.64 | 1 | 4.16 | 0.83 | 1 | 0.268 | 4.71 | 0.61 | 1 | 4.44 | 0.86 | 1 | 0.137 |
| Master of Table Topic | 4.20 | 0.63 | 4 | 3.92 | 0.86 | 2 | 0.168 | 4.20 | 0.79 | 6 | 3.86 | 1.03 | 8 | 0.441 |
| General Evaluator | 4.30 | 0.48 | 3 | 3.67 | 0.50 | 4 | 0.009** | 4.67 | 0.50 | 2 | 4.22 | 0.67 | 3 | 0.192 |
| Speech Evaluator | 4.33 | 0.50 | 2 | 3.67 | 0.72 | 4 | 0.030* | 4.44 | 0.73 | 4 | 4.13 | 0.64 | 4 | 0.152 |
| TME | 4.00 | 0.63 | 5 | 3.67 | 1.11 | 4 | 0.341 | 4.27 | 0.79 | 5 | 4.36 | 0.63 | 2 | 0.530 |
| Master of Variety Session | 3.67 | 1.07 | 9 | 3.73 | 0.59 | 3 | 0.742 | 3.64 | 1.12 | 10 | 4.00 | 0.66 | 5 | 0.463 |
| Table Topic Speaker | 3.75 | 0.87 | 8 | 3.60 | 0.99 | 7 | 0.653 | 4.18 | 0.87 | 7 | 3.93 | 0.59 | 6 | 0.803 |
| 'Ah' Counter | 3.77 | 0.93 | 7 | 3.36 | 0.75 | 9 | 0.077 | 3.91 | 1.04 | 9 | 3.14 | 0.66 | 9 | 0.024* |
| Timer | 3.80 | 0.78 | 6 | 3.29 | 0.83 | 10 | 0.066 | 4.00 | 0.88 | 8 | 3.14 | 0.66 | 9 | 0.047* |
| Language Evaluator/ Grammarians | 3.44 | 1.24 | 10 | 3.60 | 0.70 | 7 | 0.662 | 4.50 | 0.54 | 3 | 3.90 | 0.74 | 7 | 0.147 |

R=Ranking

Moreover, General Evaluator (M = 4.30, SD = 0.48 for the regional TM members, M = 3.67, SD = 0.50 for the campus TM members) and Speech Evaluator (M = 4.33, SD = 0.50 for the regional TM members, M = 3.67, SD = 0.72 for the campus TM members) for the regional TM members were perceived to be significantly more enjoyable than for the campus TM members ($p < 0.05$). The regional TM members, to a greater extent, perceived the two roles as more enjoyable than did the campus TM members. Significant differences of the perceived usefulness of meeting roles were found in Timer (M = 4.00, SD = 0.88 for the regional TM members, M = 3.14, SD = 0.66 for the campus TM members) and 'Ah' counter (M = 3.91, SD = 1.04 for the regional TM members, M = 3.14, SD = 0.66 for the campus TM members, $p < 0.05$). The regional TM members regarded the two roles as more useful than did the campus TM members.



Correlation analyses of the perceived enjoyment and the perceived usefulness of the meeting roles

Finally, Table 24 displays the results of the correlation analyses between the perceived enjoyment and usefulness of the meeting roles for all the TM participants, and in both the regional and campus TM club members. It was found that the perceived enjoyment of the meeting roles significantly and positively correlated with the perceived usefulness, except for Timer and 'Ah' counter. The results indicate that TM members perceived the more enjoyable the roles, the more useful they are. One big difference lies in the role of Language Evaluator/Grammarian. For the regional TM club members, the perceived enjoyment of being Language Evaluator/Grammarian negatively correlated with the perceived usefulness ($p = -0.175$), which means that being Language Evaluator/Grammarian is more useful than enjoyable.

Nevertheless, for the campus TM members, the enjoyment and the usefulness of being Language Evaluator/Grammarians were highly correlated.

Table 24
Correlation Analyses of Perceived Enjoyment and Perceived Usefulness of TM Meeting Roles for Regional and Campus TM Club Members

| TM meeting roles | All | Regional | Campus |
|--------------------------------|---------|----------|---------|
| Prepared Speech Speaker | 0.763** | 0.905** | 0.699** |
| Master of Table Topics | 0.829** | 0.535 | 0.932** |
| General Evaluator | 0.660** | 0.600 | 0.625 |
| Speech Evaluator | 0.457* | 0.750 | 0.257 |
| TME | 0.621** | 0.849** | 0.522 |
| Master of Variety Session | 0.690** | 0.707* | 0.601* |
| Table Topic Speaker | 0.690** | 0.866** | 0.562* |
| 'Ah' Counter | 0.396 | 0.510 | 0.044 |
| Timer | 0.242 | 0.383 | - 0.221 |
| Language Evaluator/Grammarians | 0.290 | - 0.175 | 0.775** |

* Correlation is significant at the $p < 0.05$ (2-tailed).

** Correlation is significant at the $p < 0.01$ (2-tailed)

Correlation analyses help understand the relation between the perceived enjoyment and usefulness of each meeting session and each meeting role. As the results shown, the more enjoyable a meeting session or a meeting role is does not necessarily imply the higher perceived usefulness, and there can be negative correlation or no correlation.

After the results and discussions are presented, the last chapter summarizes and concludes the important findings of the present study.

CHAPTER FIVE CONCLUSION

The present study is based on the exploratory nature to investigate the Toastmasters club members' motivation, self-perceived improvements, and overall perceptions. In the last chapter, important findings of the study are summarized, and the pedagogical implications elicited from the findings are addressed. Finally, limitations of the study and recommendations for future research are provided.

Summary of Findings

Situated Learning and TM Member's Motivation

Regular TM meetings, either weekly or biweekly, build a situated learning condition for the members to be immersed in the learning community to not only improve their English, but also practice their public speaking, communication and leadership skills, with people who have a common goal. The advantage of situated learning is that the TM members are encouraged and driven to use English despite the EFL environment of Taiwan (Hong-Nam and Leavell, 2006). Aside from for language classrooms, rare opportunities are provided for people to have connections with English usage. For the most part, TM clubs assist member with a distinguished English speaking environment to make use of their English skills into further participation. Thus, the situated learning environment of TM acts as one of the primary motivator for people to join. In TM, people attend with knowledge-oriented, friendship-oriented, instrument-oriented, and travel/business-oriented motivation to participate in the club. Overall, the will to learn is predominantly the motivation for members to attend the club, and by doing so, it fulfills the members' desire to improve their English ability and acquire more direct experiences with public speaking. Another significant encouragement for TM members is the earlier

mentioned friendship-oriented motivation, because people is a key influence on a learning community (Fowle and Mayes, 2000), and on top of all, members get the chance to broaden their social connection with people with different areas of expertise. Lastly, instrument-oriented motivation and travel/business-oriented motivation differ from person to person.

PSOC and TM Members' Self-Perceived Improvements

A supportive and encouraging atmosphere convinces the members to cohere psychologically and educationally. The members' psychological sense of community (PSOC) is fulfilled during the practice of TM meetings, considering a higher level of PSOC is required for one to feel his or her learning goal to be psychologically connected to the learning community (Yasuda, 2009). Once a member senses any learning improvement in the participation of TM, the PSOC is strengthened. The sense of belonging is gradually increased along with the duration of one's membership and involvement. It is observed and analyzed by this study that the greater involvement of a member, the more growth of self-perceived improvement can be obtained. The involvement refers not only the interpersonal relationship in TM but also the concentration when engaging in meeting sessions and the different roles each member takes. Moreover, the more determination and involvement a member bestows in the learning community of TM in the long run creates prominent self-confidence. Additionally, members who take roles or jobs as officers appear more confident and composed of their ability and interpersonal relationships. Cooperative learning (Sun, 2007) between TM members, which refers to the mentor-mentee relationship, and officers working together for the club with the processes of giving or receiving feedback, plays a critical role in building up the social relationships within members.

According to the results in the study, strategic competence is the most salient improvement members can have, following by the advancement in communication ability, public speaking skills, and discourse competence. As for the basic skills of English, the continuous TM membership may be beneficial, but the development in the basic language skills still require one's conscious self-learning. Toastmasters clubs can help members build leadership skills, with the demand of partaking jobs as officers or prominent meeting roles.

Autonomous Learning and Continuous TM Membership

It is found that members with a higher level of autonomous learning are more willing to maintain TM membership. High self-expectation with distinct learning objectives or goals also prolongs TM memberships consistently. For example, one may hope to complete higher levels in both communication track and leadership track to become a distinguished toastmaster (DTM), or one may want to join bigger speech contests held by international TM overseas. As long as members feel that they can learn and gain regularly from TM, or they have a strong sense of belonging to TM, most likely they would continuously participate in TM meetings. However, the quality of a DTM is not guaranteed. That is, a DTM represents a member with plenty of experiences in delivering prepared speeches and taking TM club duties, but it does not necessarily mean the DTM can deliver the best speech and be an excellent leader. It still requires one to pursue the continuous development of oneself to invigorate his or her skills to reach perfection.

Pedagogical Implications

Overall, Toastmasters clubs provide autonomous language learners with a suitable learning environment to enhance language ability. Compared with private

English institutes in Taiwan or overseas language programs, attending Toastmasters clubs is more economical. Also, although the English proficiency of every TM member is not a fixed quality, during TM meetings members can still learn from the working experience with other members in the learning community of TM. No matter with what learning goals or objectives members come to attend TM, there must be improvements after participating in the club. In sum, Toastmasters clubs are recommended by the researcher for English learners to join to fulfill one's need or desire in learning English. Some pedagogical implications from the investigation of TM clubs are elicited as follows.

From the findings of the present study, there are practical applications for language classrooms, self learning study groups, and learning communities. Situated learning conditions, learners' PSOC, motivation, and the level of autonomous learning are all crucial concerns for language acquisition.

First, situated learning conditions need to be constructed for learners to comfortably become involved (Young, 1993). Any forms of learning should integrate situated learning environments or activities to arouse learners' attention to be immersed in learning. Learning objectives or goals should be apparent for learners to pursue; in doing so, learners also obtain opportunities to cooperate with each other (Oliver, 1998). When an appropriate learning condition is provided, learning is situated and can be the most beneficial to members (Lave and Wenger, 1991).

Second, learners' psychological sense of community (PSOC) is much related to the solidarity members form (Enright, Schaefer, Schaefer, and Schaefer, 2008). Once solidarity is perceived, one may have a sense of belonging to a language classroom, a learning community, or other forms of learning to co-construct knowledge. In this case, learning is enhanced through the pleasant atmosphere. Developing a good relationship is always contributive for learners to work with each other (Lomax, 1999).

For example, in the TM clubs, there is a tradition for new comers to have consultations with a more advanced or an elder member, hence the mentor-mentee relationship to foster a new relationship.

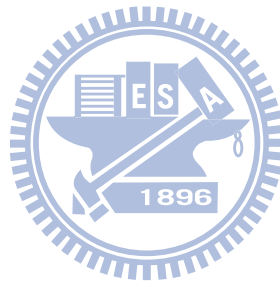
Finally, one's motivation and the level of autonomous learning are critical to one's learning outcome because both factors influence the continuation of a learning process (Dickinson, 1995). Learners capable of seeing the possibility to fulfill their goals in the process of learning can effectively cultivate their autonomous learning skills.

Limitations of the Study and Future Research Recommendations

This study provides general information of the members' motivation, self-perceived improvements and overall perception regarding Toastmasters clubs in Taiwan, but the study is not without limitations. First, only two TM clubs were chosen to participate in the study. One is representative of the regional TM clubs; the other represents a campus TM club. However, the generalizations of all TM participants in Taiwan were limited by the small scale of the study. Thus, for future research, it is necessary to include as many TM clubs as possible to elicit more in depth data to understand the influences on members of TM clubs in Taiwan. More broadly, the research could expand to international scale for investigating TM clubs overseas. An international study of the effects of TM clubs on foreign language acquisition could be performed to understand the influence TM clubs have on members of different nationalities and cultural backgrounds.

Second, the data from the questionnaire and the six interviewees may be insufficient. The questionnaire items might not have been able to include all the areas to be explored. Moreover, the participants in this study were asked about the self-perceived improvements, but self-perception can be subjective. Future research

may adopt a different methodology to investigate the participants' "self-assessed" developments or a real pretest-posttest methodology. Therefore, more thorough results can be collected for researchers to analyze the learning effects from the participation in TM club meetings.



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APPENDIXES

Appendix 1 A Sample of a Regular TM Meeting Agenda (from Tainan TM Club)

| | Activities | Responsible Roles | Remark |
|-----------------------|---|--|---|
| 7:00-7:01 (01mins) | Opening Session: Call for Opening | Sergent at arms | |
| 7:01-7:03 (20mins) | Call Meeting to Order | President | |
| 7:03-7:10 (07mins) | Toastmaster Report Timer's Report Ah Counter's Report | <u>Toastmaster of the Evening</u> <u>Timer</u> <u>Ah Counter</u> | Timer and Ah Counter will announce the rules for the speech. |
| 7:10-7:25 (15mins) | Joke Session | <u>Session Master</u> | Warm up session |
| 7:25-8:00 (35mins) | Prepared Speech Session | <u>Prepared Speaker</u> | |
| 8:00-8:05 (05mins) | Officers' Report & Introducing Guests | President | Officer Announcements and guests giving 1-2 minutes self-introduction. |
| 8:05-8:15 (10mins) | Intermission & refreshment | All Participants | Tea and snacks are provided to the participants |
| 8:15-8:35 (20mins) | Table Topic Session | <u>Session Master</u> | Training for thinking on feet. Everyone can take the chance to speak! |
| 8:35-8:50 (15mins) | Evaluation Session | <u>Individual Evaluator</u> | For each manual speech, the evaluator points out strengths and provide constructive suggestions for improvements. |
| 8:50-8:55 (05mins) | Grammarian or Pop Quiz | <u>Language Evaluator</u> | |
| 8:55-8:57 (02mins) | Gen. Evaluator's Comments | <u>General Evaluator</u> | |
| 8:57-9:00 (03mins) | Award & Closing Session: Award Presentation | <u>Toastmaster of the Evening</u> | Best table topic speaker, manual speech speaker and best evaluator are elected in the meeting. |
| 9:00 | Meeting Adjourned | President | |

Appendix 2 Duty Descriptions of Each TM Club Meeting Role

| Meeting Role | Duty |
|-------------------------------------|--|
| TME-Toastmasters of The Evening | To be the host of the meeting, introduce each role, session, speaker of the meeting, and finally give closing remarks to end the meeting. |
| Master of Table Topic Session | To decide on the table topics in advance, be the host of the Table Topic Session, and choose and invite speakers to talk about the topics on the stage. |
| Table Topic Speaker | To be chosen to talk about the table topics to give an impromptu speech in one to two minutes. |
| Prepared Speech Speaker | To deliver a prepared speech at the current level of the communication track. For example, one who completed C1 speech gives a C2 speech. |
| General Evaluator | To give an overall evaluation of the whole meeting, and point out some common mistakes in speaking. |
| Speech Evaluator | To comment on a prepared speech, and give feedback. To point out strengths and weaknesses, and provide suggestions for improvements. |
| Timer | To explain the time rules, give warnings if the time is almost out, and keep records. |
| 'Ah' Counter | To count how many pauses in a speech/talk, and keep records. |
| Language Evaluator / Grammarians | To report some grammarian mistakes throughout the whole meeting, and provide some correct usage of certain grammatical rules or teach new words/phrases. |

Appendix 3 The Competent Leader Manual

(Tainan TM Club, from <http://sites.google.com/site/tainantoastmasters/education-program/leadership-program>)

RICK HAYNES ATM-G

UNDERSTANDING THE COMPETENT LEADERSHIP MANUAL

NB: Only one role in one project can be evaluated per meeting.
Refer to "Note" or final paragraph of each project.

| | | | |
|------------------|---|--|--|
| Project 1 | <p><u>Listening and Leadership</u></p> <p>Roles:</p> <ol style="list-style-type: none"> 1) Ah-Counter 2) Evaluator 3) Grammarian 4) Table Topics Speaker | <p>Date Project Completed</p> <p>Requirements: Serve in any 3 of the 4 roles</p> <p>Time to complete: 3 meetings</p> | |
| | | | |
| Project 2 | <p><u>Critical Thinking</u></p> <p>Roles:</p> <ol style="list-style-type: none"> 1) Evaluator 2) Grammarian 3) General evaluator | <p>Date Project Completed</p> <p>Requirements: Serve in any 2 of the 3 roles</p> <p>Time to complete: 2 meetings</p> | |
| | | | |
| Project 3 | <p><u>Giving Feed back</u></p> <p>Roles:</p> <ol style="list-style-type: none"> 1) Evaluator 2) Grammarian 3) General evaluator | <p>Date Project Completed</p> <p>Requirements: Serve in all 3 roles</p> <p>Time to complete: 3 meetings</p> | |
| | | | |
| Project 4 | <p><u>Time Management</u></p> <p>Roles:</p> <ol style="list-style-type: none"> 1) Toastmaster 2) Speaker 3) Table Topicsmaster 4) Grammarian 5) Timer | <p>Date Project Completed</p> <p>Requirements: Serve in 1 of the first 4 roles</p> <p style="text-align: center;">And</p> <p>Serve as Timer</p> <p>Time to complete: 2 meetings</p> | |
| | | | |
| Project 5 | <p><u>Planning and Implementation</u></p> <p>Roles:</p> <ol style="list-style-type: none"> 1) Speaker 2) General evaluator 3) Toastmaster 4) Table Topicsmaster | <p>Date Project Completed</p> <p>Requirements: Serve in any 3 of the 4 roles</p> <p>Time to complete: 3 meetings</p> | |

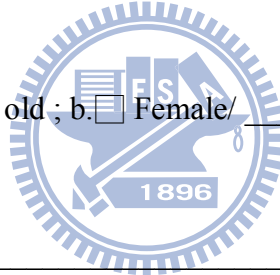
| | | | |
|-------------------|---|---|--|
| Project 6 | <u>Organising and Delegating</u> | <p>Date Project Completed</p> <p>Roles:</p> <ol style="list-style-type: none"> 1) Help organise a club speech contest 2) Help organise a club special event 3) Help organise a club membership campaign or contest 4) Help organise a public relations campaign 5) Help produce the club newsletter 6) Assist the club's Webmaster <p>Requirements: Serve in any 1 of the 6 roles</p> <p>Time to complete: Project - non specific period</p> | <p>Date Project Completed</p> <p>Requirements: Serve in any 2 of the 4 roles</p> <p>Time to complete: 2 meetings</p> |
| <hr/> | | | |
| Project 7 | <u>Developing Your Facilitation Skills</u> | <p>Roles:</p> <ol style="list-style-type: none"> 1) Toastmaster 2) General evaluator 3) Table Topicsmaster 4) Befriend a guest at a club meeting <p>Requirements: Serve as a chairman for either role (1) or (2) And Serve in any 2 of roles (3) to (5)</p> <p>Time to complete: 2 meetings plus Project – non specific period</p> | <p>Date Project Completed</p> <p>Requirements: Serve in both role (1) and (2), OR Serve in 1 of the roles (3) to (8)</p> |
| <hr/> | | | |
| Project 8 | <u>Motivating People</u> | <p>Roles:</p> <ol style="list-style-type: none"> 1) Membership campaign or contest chairman 2) Public relations campaign chairman 3) Toastmaster 4) Evaluator 5) General evaluator | <p>Date Project Completed</p> <p>Requirements: Serve in 1 of the 3 roles</p> <p>Time to complete: Project - non specific period</p> |
| <hr/> | | | |
| Project 9 | <u>Mentoring</u> | <p>Roles:</p> <ol style="list-style-type: none"> 1) Mentor a new member 2) Mentor an existing member 3) Guidance committee member (HPL program) | <p>Date Project Completed</p> <p>Requirements: Serve in both role (1) and (2), OR Serve in 1 of the roles (3) to (8)</p> |
| <hr/> | | | |
| Project 10 | <u>Team Building</u> | <p>Roles:</p> <ol style="list-style-type: none"> 1) Toastmaster 2) General evaluator 3) Club membership Campaign or Contest Chairman 4) Club Public Relations Campaign Chairman 5) Club Speech Contest Chairman 6) Club Special Event Chairman 7) Club Newsletter Editor 8) Club Webmaster | <p>Date Project Completed</p> <p>Requirements: Serve in both role (1) and (2), OR Serve in 1 of the roles (3) to (8)</p> <p>Time to complete: First option: 2 meetings Second option: Project - non specific period</p> |

Appendix 4 Questionnaire (English version)

QUESTIONNAIRE

(1) Demographic Information

1. Are you an official member of the Toastmasters (TM) Club?
a. Yes, for how long? _____; b. No
2. Have you ever been the club officer?
a. Yes, the title(s): _____; b. No
3. Do you regularly attend the Toastmasters Club?
a. Yes; b. No, how often? _____
4. Current Level of Speech:
a. A _____; b. C _____; c. Haven't done one
5. Gender/ Age:
a. Male/ _____ years old; b. Female/ _____ years old
6. Career:
a. Student of _____, grade: _____
b. Employee of _____, title: _____
c. others: _____
7. Major of highest education:
a. _____; b. None
8. English Proficiency Certificate(s): (Example: TOEIC and the score 700)
a. _____ and the score _____
b. _____ and the score _____
c. _____ and the score _____



(2) Questionnaire items of members' Motivation, Attitude, and Self-perceived Improvements

| 1= strongly disagree; 2= disagree; 3= neutral; 4= agree; 5= strongly agree | | | | | | |
|--|--|---|---|---|---|---|
| I join the TM club because ... | | | | | | |
| 1 | I want to learn English. | 1 | 2 | 3 | 4 | 5 |
| 2 | I want to learn English public speaking. | 1 | 2 | 3 | 4 | 5 |
| 3 | It may be beneficial for me if I have opportunities to travel overseas for pleasure. | 1 | 2 | 3 | 4 | 5 |
| 4 | It may be beneficial for me if I have opportunities to go overseas for business trips. | 1 | 2 | 3 | 4 | 5 |
| 5 | It can help me perform better at work. | 1 | 2 | 3 | 4 | 5 |
| 6 | I can pursue a higher level of diploma, a better job or get higher salary. | 1 | 2 | 3 | 4 | 5 |
| 7 | It can help me make acquaintances with more foreigners. | 1 | 2 | 3 | 4 | 5 |
| 8 | It can help me make more friends. | 1 | 2 | 3 | 4 | 5 |
| When I participate(d) in the TM club, ... | | | | | | |
| 9 | I feel confident speaking English. | 1 | 2 | 3 | 4 | 5 |
| 10 | I feel confident giving a speech. | 1 | 2 | 3 | 4 | 5 |
| 11 | I am aware of my process of learning English. | 1 | 2 | 3 | 4 | 5 |
| 12 | I learned and adopted strategies from the learning experience. | 1 | 2 | 3 | 4 | 5 |
| 13 | I learned and adopted strategies from the learning experience. | 1 | 2 | 3 | 4 | 5 |
| 14 | I feel there is a pleasant learning atmosphere. | 1 | 2 | 3 | 4 | 5 |
| 15 | I feel a sense of belonging. | 1 | 2 | 3 | 4 | 5 |
| 16 | I learned language knowledge from other TM club members. | 1 | 2 | 3 | 4 | 5 |
| 17 | I learned communication skills from other TM club members. | 1 | 2 | 3 | 4 | 5 |
| 18 | I learned leadership skills from other TM club members. | 1 | 2 | 3 | 4 | 5 |

| 1= strongly disagree; 2= disagree; 3= neutral; 4= agree; 5= strongly agree | | | | | | |
|--|--|---|---|---|---|---|
| After attending the TM club, ... | | | | | | |
| 19 | My English is improved. | 1 | 2 | 3 | 4 | 5 |
| 20 | My English listening ability is improved. | 1 | 2 | 3 | 4 | 5 |
| 21 | My English speaking ability is improved. | 1 | 2 | 3 | 4 | 5 |
| 22 | My English reading ability is improved. | 1 | 2 | 3 | 4 | 5 |
| 23 | My English writing ability is improved. | 1 | 2 | 3 | 4 | 5 |
| 24 | My English vocabulary capacity is improved. | 1 | 2 | 3 | 4 | 5 |
| 25 | My English pronunciation is improved. | 1 | 2 | 3 | 4 | 5 |
| 26 | My English grammar is improved. | 1 | 2 | 3 | 4 | 5 |
| 27 | My confidence in using English is improved. | 1 | 2 | 3 | 4 | 5 |
| 28 | My leadership is improved. | 1 | 2 | 3 | 4 | 5 |
| 29 | My public speaking ability is improved. | 1 | 2 | 3 | 4 | 5 |
| 30 | My communication ability is improved. | 1 | 2 | 3 | 4 | 5 |
| 31 | I learned more strategies and skills that help me to express what I want to say in English. | 1 | 2 | 3 | 4 | 5 |
| 32 | I can use English to express what I want to say more clearly. | 1 | 2 | 3 | 4 | 5 |
| 33 | I can express what I want to say in English more appropriately without offending other cultures. | 1 | 2 | 3 | 4 | 5 |

(3) Members' Perceived Enjoyment & Perceived Helpfulness towards TM Sessions & Roles

| 1= strongly disagree; 2= disagree; 3= neutral; 4= agree; 5= strongly agree | | | | | | | | | | | |
|--|--|-------------------------------|---|---|---|---|------------------------------------|---|---|---|---|
| TM Sessions | | As an audience, I enjoy... | | | | | As an audience, ... is helpful. | | | | |
| 34 | Introduction Session | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 35 | Variety Session | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 36 | Prepared Speech Session | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 37 | Table Topic Session | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 38 | General Evaluation Session | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 39 | Speech Evaluation Session | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 40 | Language Evaluation/ Grammarians Report Session | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

| 1= strongly disagree; 2= disagree; 3= neutral; 4= agree; 5= strongly agree | | | | | | | | | | | |
|--|------------------------------------|---|---|---|---|---|---|---|---|---|---|
| TM Roles | | In the TM meeting, I enjoy being.... | | | | | In the TM meeting, being ... is helpful. | | | | |
| 41 | TME-Toastmasters of The Evening | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 42 | Master of Variety Session | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 43 | Prepared Speech Speaker | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 44 | Master of Table Topics | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 45 | Table Topic Speaker | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 46 | General Evaluator | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 47 | Speech Evaluator | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 48 | Timer | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 49 | 'Ah' Counter | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 50 | Language Evaluator | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

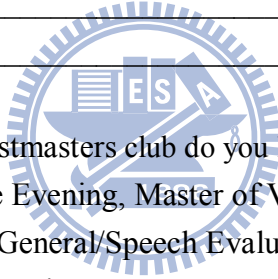
(4) Open-ended Questions

1. What is the most attractive reason for people to attend the Toastmasters club?

2. What is the motivation for you to attend the Toastmasters club?

3. As an audience, what is the most useful session in the Toastmasters club? (Variety Session, Prepared Speech Session, Table Topic Session, or Evaluation Session) Why?

4. Taking what role in the Toastmasters club do you learn the best? (TME-Toastmasters of The Evening, Master of Variety/Table Topic Session, Prepared Speech Speaker, General/Speech Evaluator, Timer, 'Ah' Counter, Language Evaluator/Grammarian) Why?



5. What's your most salient improvement (both on English learning and personal development) after attending the Toastmasters club?

6. Write down suggestions or comments for the Toastmasters club if you have.

Appendix 5 Questionnaire (Chinese version)

Toastmasters Club 成員在社團中學習動機、自我評估學習成效、心得之問卷

(1) 基本資料

1. 請問你是 Toastmasters Club 的會員嗎？
 - a. 是，已經加入了多久？_____。有休會過嗎？_____；b. 不是
2. 請問你擔任過 Toastmasters Club 的幹部嗎？
 - a. 有，職稱為_____； b. 沒有
3. 請問每次聚會你都會按時參加嗎？
 - a. 是； b. 不是，大約多久一次 _____
4. 請問你已經完成第幾個演講？
 - a. A _____； b. C _____； c. 還沒演講過
5. 請問你的性別/年齡為？
 - a. 男生 / _____ 歲； b. 女生 / _____ 歲
6. 請問你的職業為？
 - a. 學生，就讀於 _____，年級 _____
 - b. 上班族，就業於 _____，職稱為 _____
 - c. 其它： _____
7. 請問你的最高學歷以及主修？(範例: 大學，主修外文)
 - a. _____，主修 _____
8. 請問你有任何英文證照嗎？(範例: TOEIC，成績為 700)
 - a. _____，成績為 _____
 - b. _____，成績為 _____
 - c. _____，成績為 _____

(2) TM 成員參加動機/態度/自我評估學習成效問卷

| | | 非常不同意 | 不同意 | 還好 | 同意 | 非常同意 |
|---|----------------------------|-------|-----|----|----|------|
| | 我參加 Toastmasters Club 是因為… | | | | | |
| 1 | 我想要練習英文。 | 1 | 2 | 3 | 4 | 5 |
| 2 | 我想要增進英文演講實力。 | 1 | 2 | 3 | 4 | 5 |

| | | 非常不同意 | 不同意 | 還好 | 同意 | 非常同意 |
|----|-------------------------------|-------|-----|----|----|------|
| 3 | 它對我之後若有出國旅遊機會有幫助。 | 1 | 2 | 3 | 4 | 5 |
| 4 | 它對我之後若有出國考察機會有幫助。 | 1 | 2 | 3 | 4 | 5 |
| 5 | 它對我的工作內容有幫助。 | 1 | 2 | 3 | 4 | 5 |
| 6 | 它可以幫助我得到更高的學歷、更好的工作或是加薪。 | 1 | 2 | 3 | 4 | 5 |
| 7 | 它可以幫助我認識更多外國人。 | 1 | 2 | 3 | 4 | 5 |
| 8 | 我可以交到更多朋友。 | 1 | 2 | 3 | 4 | 5 |
| | 我在 Toastmasters Club 當中... | | | | | |
| 9 | 有自信用英文交談、發言。 | 1 | 2 | 3 | 4 | 5 |
| 10 | 有自信在台上演講。 | 1 | 2 | 3 | 4 | 5 |
| 11 | 有自己設定的學習目標。 | 1 | 2 | 3 | 4 | 5 |
| 12 | 會注重自己的英文學習狀況。 | 1 | 2 | 3 | 4 | 5 |
| 13 | 學到學習策略或方法。(包括語言/演說) | 1 | 2 | 3 | 4 | 5 |
| 14 | 感受到愉悅的學習環境。 | 1 | 2 | 3 | 4 | 5 |
| 15 | 對 Toastmasters Club 有歸屬感。 | 1 | 2 | 3 | 4 | 5 |
| 16 | 從其他會員學到語言相關知識。 | 1 | 2 | 3 | 4 | 5 |
| 17 | 從其他會員學到溝通能力。 | 1 | 2 | 3 | 4 | 5 |
| 18 | 從其他會員學領導能力。 | 1 | 2 | 3 | 4 | 5 |
| | 我覺得參加 Toastmasters Club 之後... | | | | | |
| 19 | 我的英文進步了。 | 1 | 2 | 3 | 4 | 5 |
| 20 | 我的英文聽力進步了。 | 1 | 2 | 3 | 4 | 5 |
| 21 | 我的英文口說進步了。 | 1 | 2 | 3 | 4 | 5 |
| 22 | 我的英文閱讀進步了。 | 1 | 2 | 3 | 4 | 5 |
| 23 | 我的英文寫作進步了。 | 1 | 2 | 3 | 4 | 5 |
| 24 | 我的英文字彙進步了。 | 1 | 2 | 3 | 4 | 5 |
| 25 | 我的英文發音進步了。 | 1 | 2 | 3 | 4 | 5 |
| 26 | 我的英文文法進步了。 | 1 | 2 | 3 | 4 | 5 |
| 27 | 我對使用英文的自信心提升了。 | 1 | 2 | 3 | 4 | 5 |
| 28 | 我的領導能力提升了。 | 1 | 2 | 3 | 4 | 5 |
| 29 | 我的英文演講技巧提升了。 | 1 | 2 | 3 | 4 | 5 |
| 30 | 我的英文溝通能力進步了。 | 1 | 2 | 3 | 4 | 5 |
| 31 | 我學到了更多英文溝通的技巧。 | 1 | 2 | 3 | 4 | 5 |
| 32 | 我更能清楚地用英文表達我的想法。 | 1 | 2 | 3 | 4 | 5 |
| 33 | 我更能適當地用英文表達我的意見而不冒犯到他人文化。 | 1 | 2 | 3 | 4 | 5 |

(3) TM 各項內容、工作角色之喜好與收穫調查問卷

| | | 非常不喜歡 | 不喜歡 | 普通 | 喜歡 | 非常喜歡 | 完全沒有收穫 | 沒有收穫 | 普通 | 有收穫 | 非常有收穫 |
|---------------------------|---|-------|-----|----|----|------|--------|------|----|-----|-------|
| 參與 TM Sessions: | | | | | | | | | | | |
| 34 | Introduction Session | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 35 | Variety (Joke) Session | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 36 | Prepared Speech Session | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 37 | Table Topic Session | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 38 | General Evaluation Session | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 39 | Speech Evaluation Session | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 40 | Language Evaluation Session / Grammarians Report | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 擔任 TM Roles: | | | | | | | | | | | |
| 41 | Toastmasters of the Evening | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 42 | Master of Variety Session | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 43 | Prepared Speech Speaker | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 44 | Master of Table Topics | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 45 | Table Topic Speaker | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 46 | General Evaluator | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 47 | Speech Evaluator | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 48 | Timer | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 49 | 'Ah' Counter | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 50 | Language Evaluator/ Grammarians | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 備註：如果你沒有擔任過其中某個角色，則跳過該項目。 | | | | | | | | | | | |

(4) 開放式問題

1. 請問你覺得 Toastmasters Club 最吸引人的原因為何？

2. 請問你加入 Toastmasters Club 最大的動機為何？

3. 請問身為觀眾，你覺得 Toastmasters Club 哪一個 Session 最有助於你的英文學習？理由是？

(Variety Session, Prepared Speech Session, Table Topic Session, or Evaluation Session)

4. 請問你覺得擔任 Toastmasters Club 的哪一個角色最有助於你的英文學習？理由是？

(Toastmasters of the Evening, Master of Variety/Table Topic Session, Table Topic Speaker, Prepared Speech Speaker, General/Speech Evaluator, Timer, 'Ah' Counter, Language Evaluator/Grammarians)

5. 請問加入 Toastmasters Club 之後，你最大的進步為哪一方面？(包括英語學習以外) 請說明。

6. 請問你覺得 Toastmasters Club 有什麼可以改進的地方？

Appendix 6 Interview Questions (English version)

Interview Questions

1. What is your motivation of attending the Toastmasters club? Is the motivation changed after attending the club? Why?
2. Did you set up any specific learning objectives to attend the Toastmasters club? Do you notice your learning process? and effects
3. In your opinion, how can the Toastmasters club facilitate English learning?
4. In your opinion, what session in the Toastmasters club is the most helpful?
5. In your opinion, being what role in the Toastmasters club meeting can you learn the most?
6. Is your English improved after attending the Toastmasters club? Please specify.
7. Do you feel more confident in English after attending the Toastmasters club?
8. How different do you think the Toastmasters club is from learning English in a classroom?
9. Do you think native speakers of English in the Toastmasters club can help your English learning more? Why?
10. Do you think taking roles in the Toastmasters club meeting can help your English learning more? Why?
11. Do you think taking jobs as club officers can help improve English or other areas? Why?
12. Do you think your public speaking ability get improved after attending the Toastmasters club?
13. Do you think your leadership has been built after attending the Toastmasters club?
14. Do you find any real benefits for your study or in your career after attending the Toastmasters club? Please specify.
15. Do you find any other benefits of the Toastmasters club?
16. In your opinion, what is the most successful reason for people to attend the Toastmasters club?
17. Do you find any limitations of the Toastmasters club?
18. Do you find any drawbacks of the Toastmasters club?
19. Do you encounter any problems in the Toastmasters club?
20. What is the reason for you to continue TM membership? What is your best improvement after joining TM?

Appendix 7 Interview Questions (Chinese version)

訪談問題

1. 請問你參加 Toastmasters Club 的動機為何？加入之後原本的動機有改變嗎？如果改變的話，理由是？
2. 請問你加入 Toastmasters Club 有特定的學習目標嗎？你會注意自己的學習過程和成效嗎？
3. 請問你覺得 Toastmasters Club 對英文學習有什麼幫助？
4. 請問你覺得 Toastmasters Club 中的哪一個 Session 可以學習到最多？理由是？
5. 請問你覺得 Toastmasters Club 中擔任哪一項角色可以學習到最多？理由是？
6. 請問你覺得參加 Toastmasters Club 之後你的英文進步了嗎？哪一方面呢？
7. 請問你覺得參加 Toastmasters Club 之後你的英文演說能力/英文溝通能力進步了嗎？
8. 請問你覺得參加 Toastmasters Club 之後你對英文的信心有增加嗎？
9. 請問你覺得 Toastmasters Club 和課堂中學習英文有什麼不一樣？
10. 請問你覺得社團中有英文母語人士會特別助於英文學習嗎？為什麼呢？
11. 請問你覺得擔任社團幹部會特別助於英文學習嗎？或有其他好處？為什麼呢？
12. 請問你的領導能力有因為參加 Toastmasters Club 提升嗎？
13. 請問你覺得參加 Toastmasters Club 之後在工作上或學業上有實質的幫助了嗎？
14. 你對 Toastmasters Club 有歸屬感嗎？請描述。
15. 請問你覺得參加 Toastmasters Club 還有其他什麼好處呢？
16. 請問你覺得 Toastmasters Club 最成功的原因為何？
17. 請問你覺得 Toastmasters Club 有沒有任何限制(英語能力上、年齡等等)？
18. 請問你覺得參加 Toastmasters Club 有沒有缺點？
19. 請問你覺得參加 Toastmasters Club 有沒有遇到困難？
20. 持續加入 Toastmasters Club 的原因為何？覺得加入到現在最大的收穫？加入越久會進步最多？哪一方面呢？

Appendix 8 Interview Consent Form

訪談同意書

您好，感謝您參與這項研究。我是國立交通大學英語教學研究所的學生韓佩真，這項研究是我的碩士論文，主要的目的是為了要了解台灣的國際演講協會 (Toastmasters Clubs) 對於英語學習的成效。此外，還需要了解協會成員的參加動機、參與態度、以及自我評估的英文學習成效。因為您身為中華民國國際演講協會的一員，所以邀請您參與訪談。

如果您同意參與這項研究，我會與您面談，以了解您對國際演講協會如何幫助英語學習的看法。訪談時間約四十分鐘，而且需要錄音存檔。本訪談沒有任何私人資料流出的風險，所有錄音檔都會以代碼或假名註記，並且妥善地保存。只有研究者本人在進行相關分析時才可讀取錄音檔，所有的錄音內容在研究結果騰寫完畢後都會予以清除。所有有關您的個人資料都會嚴格保密，任何私人資料都不會對外透露。

如果您有任何問題，您可以透過手機：0970-865911 或 e-mail：hehatespeace@hotmail.com 與我聯繫。如果您有需要的話，可以在任何時間要求一份同意書的影本供您保留。

請您現在決定是否參加本研究的後續訪談，您在以下欄位簽名就表示您已讀過以上的說明並且同意參與。假如您之後不想參與，只要跟我聯繫告知，您就可以隨時退出本研究。再次由衷地感謝您的熱心協助，特此致上學生最誠摯的謝意。

參加者簽名：_____ 日期：_____

研究者簽名：_____ 日期：_____

國立交通大學英語教學研究所
研究生： 韓佩真
指導教授： 孫于智 教授

民國 一 百 年 四 月 敬啟