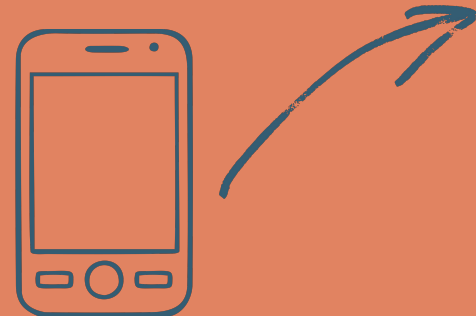


MIT Instruction for Young Learners' Willingness to Communicate

Mindfulness integrated into
Task-based Language Teaching
(MIT) enhanced young students'
willingness to speak.

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this poster.



PRE-TASK

1. **Mindful Reading** Incorporated into
Input-based Task

2. Matching Text and Images

3. Brainstorming Ideas for Comic

TASK CYCLE

1. **Mindful Listening** Integrated into Comic Strip
Creation

2. **Mindful Listening** Integrated into Planning

3. **Mindful Listening** Integrated into Report

LANGUAGE FOCUS

1. Analysis

2. Practice (Comparing and Contrast, Matching,
Listing)

3. Assessment

Intro

Many young Vietnamese students face challenges engaging in basic classroom and real life communication, a struggle to which low willingness to communicate (WTC) heavily contributes. To address this, this study examines an MIT instruction model designed to cultivate WTC, thereby enhancing learners' overall speaking development.

Methods

- 34 fifth-graders from Nui Thanh - Danang.
- 6-week MIT course.
- A self-report WTC scale was administered to 34 students at three time points: pre-, mid-, and post-treatment.
- Classroom observations were conducted with 5 students representing high- and low-proficiency profiles within 6 sessions.

Discussion

The increase in young learners' WTC through MIT can be explained by both its task-based and mindfulness components.

- The task-based component—i.e., the specific task sequences and types used in the intervention—provided meaningful opportunities for authentic communication (Ellis, 2012; Willis & Willis, 2007).
- Concurrently, the mindfulness component, implemented via mindful reading and mindful listening, helped learners regulate emotions, increase focus and present-moment awareness, as well as reduce anxiety and pressure during communicative activities (Jenkins, 2015; Mak et al., 2018; Mortimore, 2017; Schonert-Reichl et al., 2015).

Findings

TABLE 1. Repeated-Measures ANOVA of WTC Scores (WTC Scale)

Source	df	F	Sig.	Partial η^2
Time	2	3.533	0.035	0.097

MIT increased young learners' WTC.

TABLE 2. Friedman Test for WTC Behavior Frequency at Midpoint and Ending (Classroom Observation)

N	Chi-Square	df	p
5	5	1	0.025

The increase in communicative behaviors of less-fluent students surpassed the higher ones.

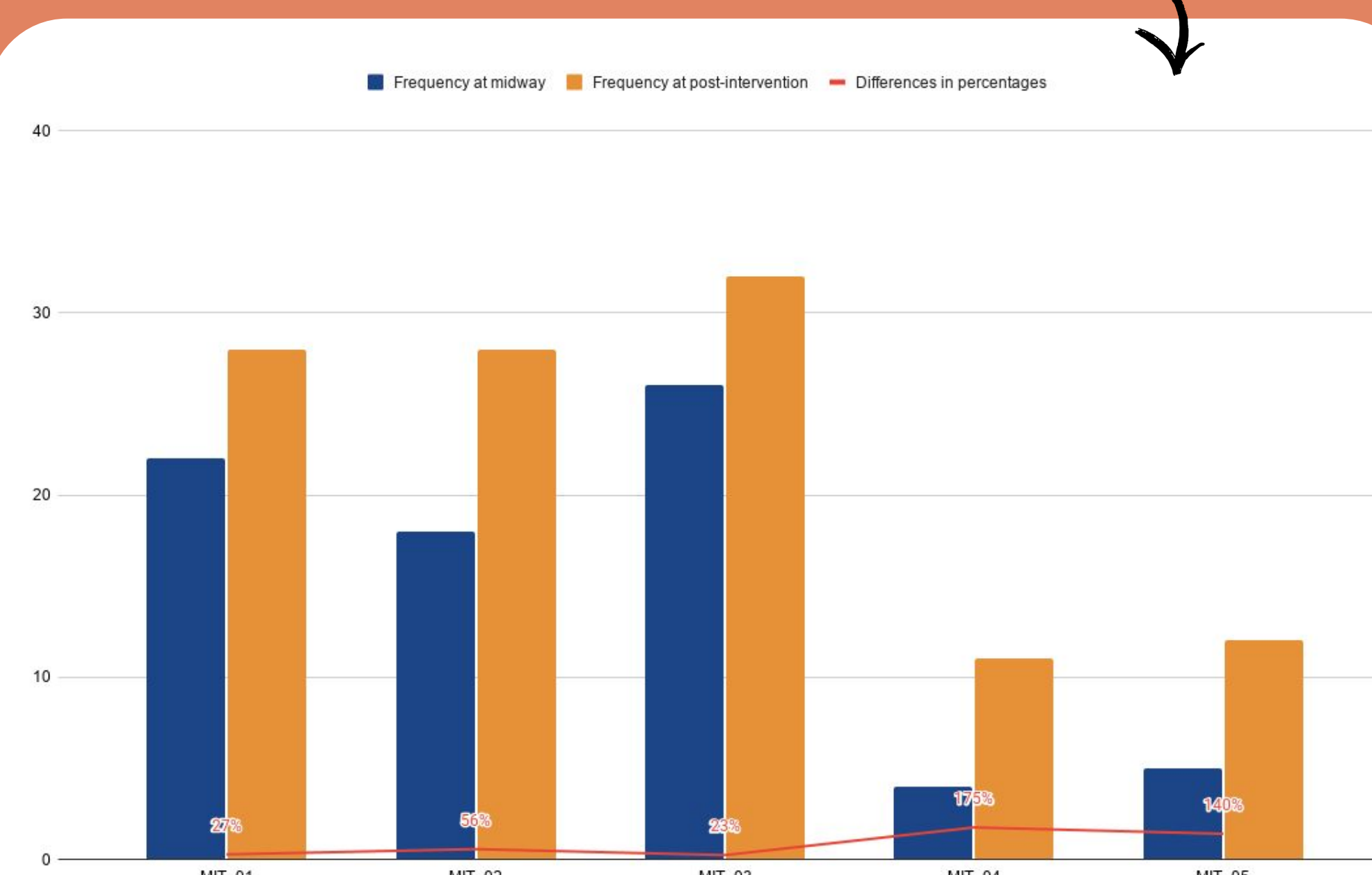


FIGURE 1. WTC Behavior Frequency Changes (Classroom Observation)

The focal students demonstrated higher levels of engagement in communicative activities, complementing the findings from the WTC scale.

MIT varied its effects on high and low proficiency students.

- Rooted in the principle of non-judgment (Kabat-Zinn, 2003), mindfulness-based exercises like mindful listening created a sense of safety and respect in the classroom. This lowered the pressure regarding accurate answers and pronunciation typically felt by novice learners, resulting in a notable increase in communicative engagement among lower-proficiency students compared to their higher-proficiency peers, who likely faced fewer initial affective barriers.