

FACULTAD DE EDUCACIÓN Y CIENCIAS SOCIALES

MAGÍSTER EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

Tesina de grado

Metacognitive instruction and willingness to communicate: A experiment with young second language learners

Submitted in partial fulfilment of the requirements for the degree of Master of Arts in TESOL

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Santiago, Chile

2018

ACKNOWLEDGEMENTS

Life has taught me that we always must move on, no matter what. That is exactly what happened to me this year, I faced challenges and difficulties that made me realise that I had the strength to continue with my life. Thanks to my husband and my family who have been always there. Tomás, Catalina and Fernanda have been my motivation to keep working on my professional development. You are the light of my life.

My best friend, my guide, my role model, my mother. Thank you for always being there when I needed the most. You were one of a kind, and I could not have asked for another mother rather than you. You taught me how to be strong and how to face life with courage. I will always love you! Thanks to you I am who I am; thanks to you I am where I am. You were the one who told me to become in a teacher, and that is exactly what I did. You were passionate and lovely; also, your personality was from a strong woman, like if you had superpowers. That is something that I had admired since I can remember. I am proud for what you did for me, for my brother and for my two sisters. I feel you in everything I do, and I know that you are proud of us, wherever you are…

I would like to thank my beloved husband, Daniel, who encouraged me to enrol in this programme because he believed in me when I decided that I wanted to continue studying to become in a better professional. Thank you, Dani, for being my number one fan! Without your love, patience, and dedication it would have not been possible. You were there in every step I took, and you were there pushing me to pursue my dreams. I admire your wisdom and honesty, specially throughout this process because you had the answer for everything I needed. I love you!!!

Last, but not least, Professor Masatoshi. I learned so many things from you that I would need an entire chapter to write about it. Thank you for your devoted guidance, unconditional patience and constant motivation to complete this process. I learned how to conduct a study, how to write a thesis, but most importantly, I learned from you that you have to love what you do and be the best in your area. You are an excellent advisor, and I feel lucky that I had you as a supervisor.

TABLE OF CONTENTS

Acknowledgements…… ii

Table of Contents……... iv

List of Tables……. vii

List of Figures…… viii

Abstract…….. ix

Resumen……. x

CHAPTER 1: INTRODUCTION…… 1

1.1. BACKGROUND……. 1

1.2. THE CURRENT STUDY……... 3

CHAPTER 2: LITERATURE REVIEW……... 5

2.1. WILLINGNESS TO COMMUNICATE…… 7

2.1.1. Trait-like vs. State-like WTC. …….……... 11

2.1.2. Classroom WTC. ……. 12

2.1.3. WTC Interventions. ……. 15

2.2. METACOGNITIVE INSTRUCTION…… 16

2.2.1. Metacognition. ……. 17

2.2.2. Metacognitive instruction. ……... 18

2.3. YOUNG SECOND LANGUAGE LEARNERS……. 19

2.4 THE PRESENT STUDY 20

CHAPTER 3: METHODOLOGY…….. 22

3.1. CONTEXT…….. 22

3.2. PARTICIPANTS …… 23

3.3. OVERALL DESIGN ……. 24

3.4. PROCEDURE……. 24

3.5. DATA COLLECTION ……... 25

3.5.1. Intervention: Metacognitive instruction……... 25

3.5.1.1. *Stage 1: awareness raising*. ……. 25

3.5.1.2. *Stage 2: strategy training.* …… 29

3.5.1.3. *Stage 3: self-monitoring.* …….. 31

3.5.1.4. *Stage 4: self-evaluation.* ……..... 32

3.5.2. WTC questionnaire……. 33

3.5.3. Class behaviour. …….. 36

3.5.4. Interviews. ……...…… 37

3.6. DATA ANALYSIS……. 38

3.6.1. WTC questionnaire……. 38

3.6.2. Class behaviour…… 38

CHAPTER 4: RESULTS……. 40

4.1. BEHAVIOURAL INTENTION……. 40

4.2. COMMUNICATIVE BEHAVIOUR…….. 47

4.3. RELATIONSHIP BETWEEN BEHAVIOURAL INTENTION AND COMMUNICATIVE BEHAVIOUR……. 51

CHAPTER 5: DISCUSSION……... 52

5.1. METACOGNITIVE KNOWLEDGE OF WILLINGNESS TO COMMUNICATE. 52

5.2. BEHAVIOURAL INTENTION……. 57

5.3. COMMUNICATIVE BEHAVIOUR…….. 58

CHAPTER 6: CONCLUSION…… 66

6.1. GENERAL CONCLUSIONS……. 66

6.2. LIMITATIONS……... 67

6.3. PEDAGOGICAL IMPLICATIONS……... 68

REFERENCES…….. 69

APPENDICES……... 76

Appendix A: WTC questionnaire (Spanish version) …….……... 76

Appendix B: Good deeds and bad deeds' pictures *Stage 2: strategy training*…….. 79

Appendix C: Excerpts…… 85

Appendix D: Semi-structured interviews (Spanish version) ……..…….. 87

LIST OF TABLES

Table 3.1 Strategies to initiate and/or politely interrupt……. 30

Table 3.2 Strategies checklist applied in the current study…… 32

Table 3.3 WTC questionnaire original statements vs. adapted statements…… 34

Table 3.4 Semi-structured interviews (English version) ……...…… 37

Table 4.1 WTC questionnaire items' results – pretest……... 42

Table 4.2 WTC questionnaire items' results – posttest…….. 44

Table 4.3 Pretest and posttest WTC questionnaire…… 47

Table 4.4 Number of Words – English and Spanish…….. 51

Table 4.5 Number of Words – English and Spanish…….. 51

LIST OF FIGURES

Figure 2.1 Heuristic model of variables influencing WTC…… 8

Figure 3.1 MacIntyre et al. (1998) modified empty pyramid for the current study…... 26

Figure 3.2 MacIntyre et al. (1998) modified empty pyramid for the current study….. 29

Figure 3.3 Good deed's picture…….. 31

Figure 3.4 Bad deed's picture…… 31

Figure 4.1 Pretest and Posttest WTC questionnaire……... 46

Figure 4.2 Number of Words – English……...……...…….. 48

Figure 4.3 Number of Words – Spanish……. 49

Figure 4.4 Number of Turns – English……. 49

Figure 4.5 Number of Turns – Spanish……. 50

Figure 4.6 Number of Turns – Mixed..……. 50

Figure 5.1 Group N°1 Pyramid pre-group work…… 53

Figure 5.2 Group N°1 Pyramid post-group work…… 54

Figure 5.3 Group N°3 Pyramid post-group work……... 55

ABSTRACT

This quasi-experimental study examined how metacognitive instruction (MI) would promote and increase willingness to communicate (WTC) of Grade 3 second language learners. The current study was conducted in a private institution, located in Santiago, Chile. Forty-four male students participated in the study over a period of 5 weeks. Class A served as the experimental group, while Class B was the control group. The data was collected via (a) a Classroom WTC questionnaire (pretest and posttest); (b) recordings for both the experimental and the control group (pre-group work and post-group work) carried out before and after the eight intervention sessions; (c) exit individual interviews (after the intervention); and (d) exit group discussion (after the intervention). The results suggest that MI influenced the participants' communicative behaviour by increasing the number of turns in English, as well as in the number of words in English; however, behavioural intentions examined via the questionnaire did not show any significant difference between prior to and after the intervention. Limitations and pedagogical implications are suggested for further research.

RESUMEN

Este estudio cuasi-experimental examinó cómo la instrucción metacognitiva (MI) promovería y aumentaría la disposición a comunicarse (WTC) en un segundo idioma en estudiantes de 3ro básico. El presente estudio se realizó en una institución privada, ubicada en Santiago, Chile. Cuarenta y cuatro estudiantes varones participaron en el estudio durante un período de 5 semanas. La clase A sirvió como grupo experimental, mientras que la clase B fue el grupo de control. Los datos se recolectaron a través de (a) un cuestionario WTC en el aula (prueba previa y posterior); (b) grabaciones de audio tanto para el grupo experimental como para el grupo de control (trabajo pre-grupo y trabajo post-grupo) realizadas antes y después de las ocho sesiones de intervención; (c) entrevistas individuales de salida (después de la intervención); and (d) discusión grupal de salida (después de la intervención). Los resultados sugieren que la MI influyó en el comportamiento comunicativo de los participantes al aumentar el número de turnos en inglés, así como el número de palabras en inglés; sin embargo, las intenciones de comportamiento examinadas a través del cuestionario no mostraron diferencias significativas entre antes y después de la intervención. Se sugieren limitaciones e implicaciones pedagógicas para futuras investigaciones

CHAPTER 1: INTRODUCTION

1.1.BACKGROUND

In the current world, communication in English (either oral or written) plays an important role in shaping people's life successes. Particularly in Chile, the main objective of teaching English as a Foreign Language (EFL) concerns the globalisation that the country has been going through for the past 20 years. Regardless of professions, English has become a useful and sometimes necessary tool because it helps people to get involved in different phases of globalisation, to overcome challenges, and to benefit from the information delivered in English. In order to truly benefit from the language, people must develop communicative skills in English.

In Chile, English is taught as an EFL. One of the many challenges that teachers face is related to how to implement communicative teaching methods and to encourage students to communicate using the foreign language (FL) or second language (L2). Such a pedagogical framework is fundamental for developing communicative skills. To this end, Dörnyei and Kormos (2000) expressed the importance of "group dynamics" (p. 279) as a significant factor affecting the way in which students participate in communicative activities. Group dynamics entails teacher-fronted and student-student-fronted activities because teachers as well as classmates have been reported as willingness to communicate (WTC) influencers. According to MacIntyre, Dörnyei, Clément, and Noels (1998) WTC has been defined as the "readiness to enter into discourse at a particular time with specific person or persons, using a L2" (p. 547). The current study, therefore, investigated the learners' WTC specifically related to classroom L2 teaching/learning.

Meanwhile, in Chile, the Ministry of Education (MINEDUC) is in charge of creating and planning English lessons according to the educational needs of the national curriculum. The national curriculum aims to focus on the four skills: listening, reading, writing, and speaking.

The national curriculum mandates English education from 5th grade onwards; however, there are optional programmes for Pre-K, Kinder, 1st, 2nd, 3rd, and 4th primary school. Schools and institutions have the freedom to choose either to use or not to use these optional programmes. Furthermore, there exists alignment with international standards, often based on the Common European Framework (CEFR). The CEFR establishes criteria and standards of English skills. MINEDUC's aim is based on two levels; on the one hand, level A2, which is the expected level that a student from 8th grade should achieve; on the other hand, level B1, corresponding to the expected level that a student in 12th grade when s/he graduates from the school.

Unfortunately, current Chilean EFL learning programmes provide limited opportunities for learners to develop communicative skills. Such a reality underscores the importance for learners to take advantage of their time in the classroom. This is because they do not have the opportunity to speak in English outside the classroom. As explained, one important component that substantiates students' participation is WTC, defined by MacIntyre, Dörnyei, Clément, and Noels (1998) as the "readiness to enter into discourse at a particular time with specific person or persons, using a L2" (p. 547).

According to MacIntyre et al. (1998), the emphasis on grammatical skills only is insufficient to develop skills needed for the authentic and real use of the language. In other words, the actual use and focus of the L2 should be on communication as close as possible to situations that learners will face in the real world. The researchers argue that WTC is useful for understanding learners' communicative intention and behaviour.

Despite the amount of research pertaining to the construct of WTC, limited research has addressed what roles teachers play in terms of the students' levels of WTC. The current study focused on a relatively new pedagogical framework called metacognitive instruction (MI). The first author to discuss metacognition was Flavell (1976, 1979). This construct was defined as any type of activity in which an individual's memory content is enhanced. Moreover, it encompasses thinking about one's individual learning process; hence, becoming more aware of what the learner knows about himself or herself. In the current study, it was thought that MI may positively impact the students' WTC. MI's impact will be further explained in chapter 4, where the current study's results are going to be reported.

1.2.THE CURRENT STUDY

The main purpose of the current study was to examine how MI would increase WTC in students from 3rd grade primary school. No previous studies have given sufficient consideration to young L2 learners. In relation to the Chilean EFL context, what motivated to conduct this study was to raise metacognitive knowledge of WTC in young L2 learners and to understand the factors affecting students' WTC. As explained by Cao and Philp (2006), when children are under different options to perform activities, they tend to feel more or less comfortable and willing to communicate using the L2.

The current study employed a quasi-experimental design. First, a WTC questionnaire was applied in the experimental as well as in the control group. Both groups engaged in group work prior to the intervention in order to investigate their communicative behaviour as a potential outcome of the intervention. Second, the experimental group received an eight-week intervention based on MI designed to increase the participants' WTC. The interventions were divided into four stages, each one of them aiming at a specific MI goal: awareness raising; strategy training;

self-monitoring; self-evaluation. The control group engaged in the identical communicative activities without any MI components. Third, after the intervention period, the same WTC questionnaire was applied in both groups and they engaged in group work identical to the pre-group work, only the topic being different. Finally, exit interviews were conducted only in the experimental group in order to investigate (a) the participants' understanding of WTC and (b) their perceptions of MI.

CHAPTER 2: LITERATURE REVIEW

Different perspectives exist in the literature regarding willingness to communicate (WTC). As a way of introduction, Mackey (1965) posited that besides linguistic and social factors, there existed some psychological factors which affected the second language (L2) learning process. These factors are connected to the personality of the learner, the environment that surrounds him/her, and how s/he approaches their own language learning process. All these factors have an influence on how learners perform in and learn the L2.

In many classrooms where English is taught as a second or foreign language, teachers struggle with their students to encourage them to communicate, either orally or written, in the L2. On the one hand, there are learners who avoid communicating in the L2 at any cost; on the other hand, there are students who are more willing to communicate in the L2. Learners who have a higher L2 WTC seek for more opportunities to use the language inside as well as outside the classroom (Kang, 2005), which suggests that WTC may be one of the keys to successful L2 learning.

Furthermore, McCroskey and Baer (1985) posited that WTC was a personality trait; however, WTC can also be determined by "the situational constraints of that encounter" (p. 3). In words of Yashima, Zenuk-Nishide, and Shimizu (2004), "contextual variables, such as when and where the interaction takes place, who the communication partner is, and who is present in the situation, do indeed affect how willing one is to communicate in a given situation" (p. 122). The research of situational WTC, therefore, implies the potential of classroom instruction designed to increase students' WTC. Nevertheless, what determines WTC will be further explained in this chapter.

A considerable amount of literature has been published on WTC. These studies have revealed various factors influencing learners' WTC in certain contexts and under specific conditions. Those studies have been conducted mostly in EFL classrooms, where English is taught as a foreign language. For instance, Peng (2010) conducted a multiple-case study where she identified six factors influencing students' WTC: "learner beliefs, motivation, cognitive factors, linguistic factors, affective factors, and classroom environment" (p. 203). Similarly, Khajavy, Ghonsooly, Fatemi, and Choi (2014) examined WTC in English in an Iranian EFL classroom. Their study found that "classroom environment was the strongest direct predictor of L2WTC" (p. 1). Accordingly, the current study focused on L2 WTC in EFL classrooms by paying special attention to how metacognitive instruction (henceforth MI) could increase L2 WTC in the classroom.

Metacognition is a cognitive support for students to be aware of their own mental processes and strategies, to have control over them, and modify them. Hence, metacognition may improve learners' performance and learning outcomes. Furthermore, MI provides a set of activities and instructions, such as planning, self-monitoring, and self-evaluation. (Dinsmore, Alexander, & Loughlin, 2008). In words of Donker, de Boer, Kostons, van Ewijk, and van der Werf (2014), planning strategies are taught at the beginning of a process and include "making a plan, deciding upon the amount of time to spend on an activity, and choosing what to do first" (p. 3). In addition, self-monitoring has been explained by Donker et al. (2014) as strategies to check comprehension and to impose a constant assessment on one's learning; for instance, asking questions; changing the approach of an activity; assessing performance. Self-evaluation refers to the assessment an individual does based on his or her own performance in order to reach a particular goal.

To date, Sato (forthcoming) and Sato and Loewen (2018) investigated the effects of MI. Sato (forthcoming) showed that MI "increased the learners' self-regulated learning" (p. 2) in the use of strategies for collaborative interaction. Moreover, Sato and Loewen's (2018) study was conducted to explore the impact of MI "provided in conjunction with corrective feedback (CF)" (p. 507) in adult English learners, reporting that MI improved "the effect of conversational recasts" (p. 507). In other words, MI improved the use of CF in communicative situations because students were more aware of their self-regulated learning when they had to provide feedback to their peers. The present study followed this line of research in which MI is examined for L2 learning. Specifically, the MI in the current study targeted WTC.

2.1. WILLINGNESS TO COMMUNICATE

The main construct of interest of the study was *unwillingness to communicate* (UnWTC), explained by Burgoon (1976) as follows: "this predisposition represents a chronic tendency to avoid and/or devalue oral communication" (p. 60). This meant abstaining from communicating orally with others and establishing a barrier between the speaker(s) and the listener(s). Originally, Burgoon (1976) conducted research "to create and validate a direct measure of unwillingness to communicate…" (p. 60). This concept was first developed to explain first language (L1) usage, and it was conserved as a trait-like disposition, that is, a personality trait.

Furthermore, MacIntyre et al. (1998) created a heuristic model to represent the interrelations and probable influences on WTC. The model has the shape of a pyramid, and it "shows the immediacy of some factors and the relatively distal influence of others" (p. 546) because it represents the moment where communication starts, and it shows the goal of communicating in the L2. In addition, the pyramid depicts the factors related to communication from the broadest to the narrowest level. Each layer represents the "potential influences"

(MacIntyre et al., 1998, p. 546) on WTC in the L2. Moreover, the pyramid shows the direct factors influencing a person's WTC in the L2, where at its base social and individual contexts are found.

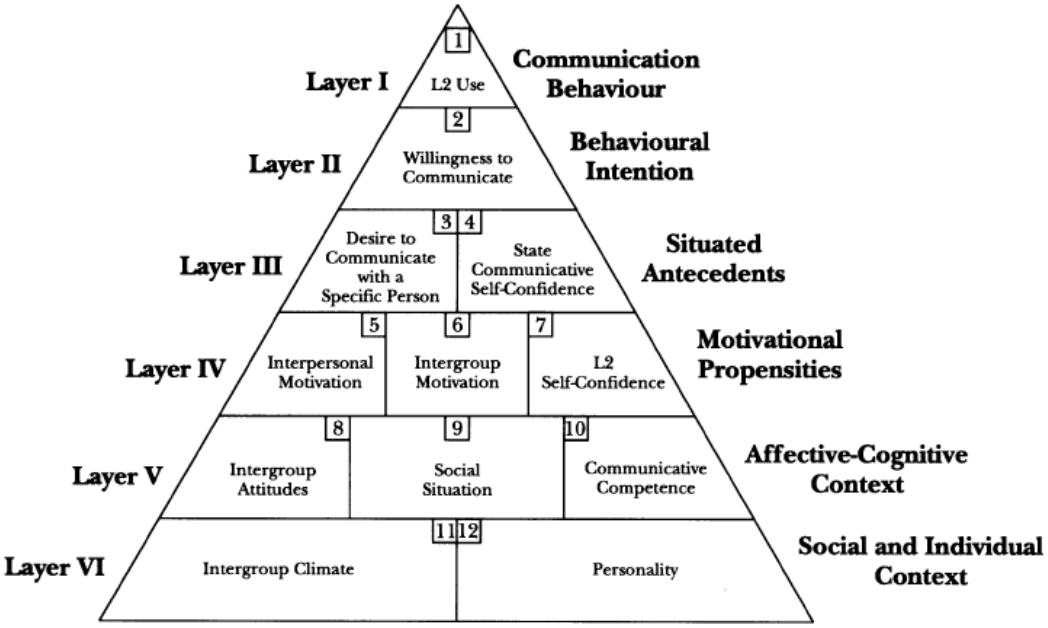

Figure 2.1 Heuristic model of variables influencing WTC. From *"Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation,"* by Clement, R.; Dörnyei, Z.; MacIntyre, P. & Noels, K., 1998, *The Modern Language Journal, 82*, p. 547.

Many studies have investigated WTC as a construct explaining why people initiate communication (Cao & Philp, 2006; de Saint Léger & Storch, 2009; Eddy-U, 2015; MacIntyre, 2001; MacIntyre, Baker, Clément, & Conrod, 2001; MacIntyre, Dörnyei, Clément, & Noels, 1998; MacIntyre & Legatto, 2010). L2 WTC has been defined as the "readiness to enter into discourse at a particular time with specific person or persons, using a L2" (MacIntyre et al., 1998, p. 547). In other words, it refers to the disposition that a person has in order to speak and communicate in a second or foreign language with another person or group of people.

Research has indicated that WTC is related to the actual use of L2. Peng (2012) conducted a multi-case study in an EFL Chinese classroom. Data was collected via semi-structured interviews, classroom interviews, and learning journals. The findings of the study were that students' WTC was "socioculturally constructed" (p. 203). In other words, students construct their own WTC inside the classroom, which refers to L2WTC. Moreover, Yashima et al. (2014) argue that a person needs to use language to enhance communicative strategies and skills, where L2WTC plays a major role because it reflects the desire a person might have in order to initiate a conversation with other people.

In addition, Cao and Philp (2006) investigated "interactional context and willingness to communicate" (p. 480). In this study, WTC data were collected via (a) a WTC questionnaire, (b) classroom observations, (c) audio recordings, and (d) interviews. As explained by Cao (2006) trait-level WTC is considered as part of the personality of the learner and it is stable across situations. State-level WTC is related to situations and it can change from moment to moment. The learners' behavioural data was measured via two areas: on the one hand, trait-level WTC was measured through a questionnaire, in which four questions related to WTC inside the classroom were included; on the other hand, state-level WTC data was measured through class observations, "using a classroom observation scheme consisting of seven categories" (p. 484): (a) Volunteer an answer (including raising a hand); (b) Give an answer to the teacher's questions; (c) Ask the teacher a question; (d) Guess the meaning of an unknown word; (e) Try out a difficult form in the target language (lexical/morphosyntactic); (f) Present own opinions in class; (g) Volunteer to participate in class activities (p. 491). Finally, structured interviews were carried out with the participants to elicit "the factors contributing to their WTC behavior" (p. 484).

The results showed that there are not clear correlations among "learners' self-report WTC and their oral behavior of WTC" (Cao & Philp, 2006, p. 485). Furthermore, Cao (2006) showed that "group size, self-confidence, familiarity with interlocutor(s) and interlocutor participation" (p. 486) were the factors that most contributed to the participants' behaviour in class.

Eddy-U's (2015) study with focus groups aimed at exploring the factors that motivated English language learners to participate or not to participate in group tasks. Semi-structured interviews were held, which were about topics and themes the participants had already reported to be important for them. The results showed that "interest, perceived effectiveness, good groupmates, good classroom social situations, personal vision and self-confidence" (p. 43) were some of the factors affecting learners' motivation to participate. Consequently, speaking in English during the English lessons was determined by external factors that were not under the control domain of the learner; rather, the study showed that environmental factors such as classroom activities may affect learners' motivation to participate in communication.

According to MacIntyre and Legatto (2010), WTC is a "dynamic system" (p. 169) and that each change that occurs in a situation is connected to the previous change that had occurred. MacIntyre and Legatto's (2010) mixed-methods study consisted of six young adult participants completing a questionnaire based on "WTC, trait level, Anxiety and Extraversion" (p. 154). The study's methodology was "recording responses from six young adult, female speakers to second-language communication tasks, and reporting of their experience and attributions for fluctuations and attribution for fluctuations in WTC" (p. 149). The results demonstrated that there was uniformity and changes even among similar participants. The sample included only female university students, whose L1 was English. Moreover, they were immersed in a French programme. Furthermore, one of the processes that had a direct influence on WTC was

"searching memory for vocabulary" (p. 149), meaning that when the participants did not find the appropriate vocabulary words in the L2 to communicate their message, WTC resulted low because there was an interference in the transmission of the oral message because the participants could not elaborate a solid manner to express what they wanted to say.

Overall, research suggests that WTC explains L2 learners' behaviours during communicative interaction; however, such empirical evidence is scarce. It is important to reveal this link because interactional behaviour accounts for L2 learning but not perceptions.

2.1.1. Trait-like vs. State-like WTC.

A problem that is often debated nowadays is whether WTC is trait-like or state-like. On the one hand, it is suggested that state-like WTC is situational, and it has a connection with contextual factors. On the other hand, trait-like WTC is part of the individual differences inherent to a person. Trait L2 WTC "reflects a stable predisposition toward communication, whereas state L2 WTC is situated in specific contexts" (Peng & Woodrow, 2010, p. 835). As MacIntyre et al. (1998) claimed, WTC "has been conceptualized explicitly as a personality trait rather than as a situation-based variable" (p. 546).

Previous research of WTC has reported that WTC can be situational and susceptible to interventions. Kang (2005) collected data via (a) semi-structured interviews, (b) recorded and videotaped conversations, and (c) stimulated recalls. Kang's (2005) qualitative study concluded that WTC is a "dynamic situational concept" (p. 277) and it can change moment by moment. Thus, according to Kang (2005), there are personal variables which influence WTC; Kang (2005) discussed two predictors of WTC, which are "perceived communicative competence and communication anxiety" (p. 279).

In words of Yashima et al. (2004), state-like as well as trait-like variables, including "self-confidence, intergroup motivation, intergroup attitudes, and personality" (p. 120) variables as well, seem to have an influence on L2 WTC. Yashima et al.'s (2004) study was conducted through two separate investigations. The first investigation's data was collected through questionnaires assessing "attitudinal/motivational measures and WTC scales" (p. 128). The participants were students from high school, while the participants of the second investigation were Japanese students who had participated "in a year-long study program in the United States" (p. 136). In the second investigation data was collected via the same method as the first investigation. The researchers concluded that WTC "predicts frequency and amount of communication" (p. 141). Moreover, those who were more willing to communicate had the tendency to initiate conversation more often than those who were less willing to communicate.

2.1.2. Classroom WTC.

Providing L2 learners with opportunities to interact in the target language mostly happens in classrooms because it is a place where its main objective is to communicate in the L2. Thus, classroom WTC is considered as part of situational WTC. In words of Buckingham and Alpaslan (2017) "the provision of opportunities to communicate in the classroom constitutes one of the central tenets of communicative language teaching" (p. 25); thus, students are given with situations where they can use the L2. However, there is a gap in the curriculum and there must be a distinction between what happens inside the EFL classroom and what exactly happens outside of it. WTC in the classroom is considered as one of the ultimate goals in a lesson, facilitating the interaction and communication among speakers of different languages.

MacIntyre et al. (2001) conducted a study based on a four-part questionnaire which discussed items, such as WTC in the classroom, as well as WTC outside the classroom,

orientations for language learning, and social support. The study was conducted in a predominantly English-speaking area in Canada. The participants' L2 was French. The study's result showed a significant correlation "between WTC inside and outside the classroom" (p. 376). Moreover, the results found that there is a stability in personal and individual differences. In accordance with the presented results, WTC is closely related the individual's personality, regardless of the situations where the communication occurs.

Students have the tendency to behave differently under certain conditions and contexts. Peng and Woodrow (2010) conducted a large-scale investigation on WTC in "Chinese English-as-a-foreign-language (EFL) classrooms" (p. 834). The researchers collected data through a questionnaire based on three types of scales: "WTC in English, Communication Anxiety in English, Perceived Communication and Competence in English" (p. 845). The results demonstrated that "classroom environment" (p. 834) was the most relevant predictor of WTC, influencing also "communication confidence, learner beliefs, and motivation" (p. 834).

Cao (2014) conducted a multiple case study to investigate the "dynamic and situated nature of learners' willingness to communicate (WTC) in second language (L2) classrooms" (p. 1). Data collection was conducted through three sources: (a) classroom observation, (b) stimulated-recall interviews, and (c) journal entries. Cao's (2014) case study concluded that students' behaviour in class regarding WTC was "in a state of flux from lesson to lesson" (p. 11). Additionally, three dimensions (environmental, individual, and linguistic) were considered when reporting WTC behaviour inside the classroom. These dimensions also varied from moment to moment and influenced classroom WTC.

In addition, Cao and Philp's (2006) study investigated both state-like WTC and trait-like WTC through "classroom observation, participant interviews and questionnaires" (p. 480). Cao

and Philp's (2006) article addressed a methodological gap exploring trait/state WTC. The first finding of this study was that there is no clear correlation between trait-like WTC and state-like WTC. Whole class, pair work, and group work were found as state-like WTC's predictors establishing a relationship between classroom contexts/settings with WTC behaviour. Cao and Philp (2006) claimed that the learner is responsible of initiating conversation at his convenience; thus, the setting where he is immersed has an important role referring to his personal characteristics and interests. In addition, the ongoing process of interacting orally with other people is affected by decisions made by the learner. In the same vein, Yashima, MacIntyre, and Ikeda (2016) argued that "a specific individual's decision to communicate (or not) at a specific time affects the group-level talk-silence pattern" (p. 119), in which the participants themselves set the context for communication during a lesson.

Conversely, Zarrinabadi's (2014) qualitative paper investigated teacher's effect on students' WTC. Participants had to write about situations "in which they were most willing or unwilling to communicate in L2" (p. 291). The participants were instructed to write focused essays in English because it was a technique by which the participants could describe a specific situation in detail. On his paper, four elements influencing learners' WTC were found, such as teachers' wait time, error correction, decision on the topic, and support. Teachers are the most important factor when it refers to encouraging learners to accomplish goals. Moreover, Zarrinabadi's (2014) paper concluded that students felt more willing to communicate when they were engaged in the topic of their choice; also, the topic was focused on students' knowledge, and the time given by the teacher to the students to think and answer questions.

Another study was conducted to investigate factors influencing WTC in English as a Foreign Language (EFL) classroom. Peng's (2012) article reported a multiple-case study in

which it was found that there are six factors "underlying classroom WTC" (p. 203). These factors are individual and contextual, which depict how the learner sees himself, the amount of motivation that he has to communicate in the L2, affective factors, cognitive and linguistic factors, and classroom environment. This study's results suggested that the participants' WTC was influenced by personal as well as environmental factors, specifically classroom environment.

2.1.3. WTC Interventions.

Few studies have focused on WTC interventions that may increase WTC inside the classroom, specifically with young learners. In fact, most research on classroom WTC has been carried out in university-level programmes. For instance, However, there is one study conducted with young learners. To examine WTC inside the classroom, a study was conducted by Buckingham and Alpaslan (2017) that investigated if the out-of-class practice could contribute to enhancing students' grades, but most importantly if it would "have a positive impact on children's willingness to communicate" (p. 25). This quasi-experimental study took place in a school in Turkey, with two 3rd grade classes. One class was the experimental group and the other one was the control group. The experimental group data collection was conducted through "asynchronous audio-visual speaking activities (A/Vs)" (p. 26). The participants recorded their voices themselves and then, they answered questions previously given by the teacher. The study was conducted over one semester (four months). Buckingham and Alpaslan (2017) demonstrated that "the use of the interactive recordings contributed to a significant improvement in the children's assessed oral performance" (p. 25). In other words, the out-of-practice instruction led to an improvement in terms of oral production for the experimental group. Undoubtedly, the out-

of-practice interventions had an impact on children's oral performance, increasing their WTC inside the classroom.

A recent study conducted by Ayedoun, Hayashi, and Seta (2015) proposed an "embodied conversational agent based on the willingness to communicate (WTC) model in L2" (p. 1433). The study focused on three layers of MacIntyre et al.'s (1998) pyramid. These layers were the top three ones, which refer to "situation-dependent" (p. 1435). To compare the pre and the post intervention, Ayedoun et al. (2015) carried out a survey to gather data about WTC. To further investigate the role of their "prototype system on WTC" (p. 1439) in an EFL context, the participants were asked to have a conversation with their "system", which is defined as a simulation of the context where the conversation is held, in this case the context corresponds to a restaurant. In addition, the study examined the "reality degree of conversation contexts" (p. 1439). In other words, since the interventions were carried out through a system where the participant interacted with a computer, Ayedoun et al. (2015) created hypothetical situations of real life in which a person might be involved. Ayedoun et al. (2015) demonstrated that when the participants answered the post questionnaire there was a slight increase in WTC. On the one hand, as it was reported in the results, the items confidence and desire increased; on the other hand, the item nervousness decreased. Moreover, the participants experienced nervousness when interacting with the system as if it was a real conversation. Finally, the setting of the conversation provided an "immersive environment" (p. 1441) for the participants to communicate in the L2 and increase their WTC in situations that were similar to their daily lives.

2.2. METACOGNITIVE INSTRUCTION

Preliminary work on metacognition was undertaken by Flavell (1976, 1979). He was one of the first to introduce the construct 'metacognition', which was defined as "any cognitive

activity or knowledge that takes as its cognitive object an aspect of cognitive activity" (de Bruin & van Gog, 2012, p. 246), by monitoring and managing individuals' memories.

MI's main purpose is to improve metacognition and to raise students' awareness of their learning process. Recently, what is known about metacognition has been defined in Sato & Loewen (2018) in the following terms: "a type of knowledge that enhances learners' awareness of their own learning processes and allows them to regulate those processes" (p. 508). Thus, it is an active and continuous process in which an individual becomes more aware of her or his own learning process.

2.2.1. Metacognition.

It has been argued that metacognition is thinking about the learning process and it is connected to the regulation of the learning, meaning that the individual is aware of the processes s/he has gone through to reach a given objective. In addition, the literature has emphasised the importance of metacognition, especially inside the classroom. Furthermore, Wenden (1987) posited that "knowledge about cognition, metacognitive knowledge or the learners' naive psychology of learning" (p. 574) are a series of factors that learners acquire as they apply them. Thus, once these factors are part of the learners' life, they would be applicable to any context.

Moreover, Cotterall and Murray (2009) stress the role of metacognitive knowledge in self-directed learning. Metacognitive knowledge has been defined as "what students know about themselves" (p. 34) and the strategies they use to complete tasks and activities. For instance, the decisions students make according to their learning process are guided by self-directed learning. Cotterall and Murray's (2009) research was conducted in a "self-directed language learning course" (p. 37). The data was collected from six different sources: "(a) a language beliefs questionnaire; (b) language learning histories; (c) learner portfolios; (d) a course evaluation; (e)

interviews; (f) focus groups discussions" (p. 37). According to Cotterall and Murray (2009), the collected data provided empirical evidence on students' beliefs "about assuming control of their learning" (p. 34), showing an increase on students' ability to monitor and plan their learning. Even though this was not an intervention study itself, the course where the participants enrolled in was the intervention they received in order to improve their self-directed learning.

Self-regulation is defined as skills by which "learners manage, direct, regulate, guide their learning [which includes] planning, monitoring, and evaluation" (Wenden, 1998, p. 519). Developing self-regulation among students help them become active participants of their learning process, becoming aware of the decisions they have to make, rather than being (passive) participants receiving instructions. Dinsmore et al.'s (2008) analysis concluded that self-regulation highlights "the reciprocal determinism of the environment on the person, mediated through behavior" (p. 393). In other words, a person's behaviour is relevant in human interaction, affecting a person's variables. For instance, it refers to personal processes a person goes through, which interact with the environment through their actions.

2.2.2. Metacognitive instruction.

MI and strategy instruction are two completely different concepts. The former "provides learners with cognitive support – metacognition – to enhance the content learning" (Sato, forthcoming, p. 8). As for example, communicative strategies to initiate a conversation or to interrupt somebody during a conversation. The latter "involves explicit teaching of strategies (e.g. how to use a dictionary) that are not necessarily designed to impact learners' cognitive processing" (Sato & Loewen, 2018, p. 511). In the current study, teaching strategies' aim was to increase participants' self-monitoring. A recent study has been able to demonstrate how MI had an impact in conjunction with corrective feedback (CF). The study was conducted by Sato and

Loewen (2018), where the effects of MI in conjunction with CF were investigated. Furthermore, Sato (forthcoming) conducted a study to examine the impact of MI in "targeting communication strategies during peer interaction tasks" (p. 2). In this quasi-experimental study, there were three groups; (a) group A was given "metacognitive instruction for collaborative interaction (MICI) and paired communicative tasks" (p. 2); (b) group B only participated in the tasks; (c) group C was the control group. The study consisted of interventions delivered over a seven-week period, where the experimental group received training on how to use three collaborative strategies and raising awareness of peer interaction. The results indicated that Group A "increased the frequencies of strategy uses over time" (p. 2).

In addition, these results were not seen in the other two groups, who did not receive MICI. In Sato's (forthcoming) study, one of the focuses of MI was "communication strategies" (p. 22), which was only a part of the study, resulting in increasing the participants' engagement in communicative tasks. As a result, MICI did have an impact on learners' self-regulated learning.

The scarce literature on MI led the current study to address the research gap in conjunction with WTC, and to investigate the influence of MI in young second language learners.

2.3.YOUNG SECOND LANGUAGE LEARNERS

Teaching a foreign language, particularly to young learners, poses many pedagogical challenges. Children have fast minds, who are constantly seeking for answers to their questions. Children are in constant interaction with their peers, where language is the tool they need to communicate with others. In words of Oliver, Nguyen, and Sato (2017), child instructed SLA (ISLA) is defined as "the evolving, gradual, and dynamic growth of children's second language

(L2)" (p. 468), where the classroom and the teacher facilitate the process of learning of children. According to the researchers, there is a limited amount of investigation related to child ISLA.

For instance, Oga-Baldwin and Nakata (2017) conducted a study to investigate the "link between engagement and motivation" (p. 151) in a Japanese elementary school. Data collection was through surveys, which were completed at the beginning of the semester, and then at the end of the same semester. The results showed that "students' in-class engagement" (p. 151) might be one of the relevant variables referring to foreign language learning. As discussed, engagement is a key component of WTC and, thus, Oga-Baldwin and Nakata's (2017) suggests the potential of changing the WTC of young L2 learners.

The ultimate goal in EFL classroom is that the students speak and communicate using the L2. According to Baran-Lucarz (2014), in order to achieve this, "oral-communication practice" (p. 446) is needed, providing the students with opportunities where they can initiate a conversation. However, the research to date has not been able to account for all aspects of conducting studies with young learners, especially the ways in which young learners' classroom behaviours can be improved. In light of the scarce literature on young second language learners, the current study aimed to address this research gap as well by conducting a study with 3rd graders.

2.4.THE PRESENT STUDY

The present study examined MI designed to promote and increase WTC in students from 3rd grade primary school. A key aspect of this study was to increase students' WTC and also to understand why learners prefer speaking at certain moments, and why others avoid speaking in other situations. It has been suggested in Cao and Philp (2006) that children prefer different types

of contexts and activities when it comes to interaction using the L2. For that reason, the current study sought to fill the gap in research with 3rd grade learners in a Chilean EFL context.

This quasi-experimental study aims to answer the following research questions:

RQ1: How are young learners' behavioural intention and communicative behaviour related?

RQ2: Does metacognitive instruction on WTC affect young learners' behavioural intention?

RQ3: Does metacognitive instruction on WTC affect young learners' communicative behaviour?

CHAPTER 3: METHODOLOGY

3.1. CONTEXT

The context where this quasi-experimental study was conducted was a private Catholic institution, located in Santiago, Chile. It is a large school, with over 1,000 students from pre-school, primary, and secondary education. Students are separated by gender: girls and boys. Despite this separation, students have recess and school activities together. Since it is a Catholic school, it follows their own programme according to the International Center for Integral Formation (ICIF), which is a

> Catholic organization that develops and maintains educational models of excellence, faithful to the principles of Christian humanism, through processes focused on theory, innovation, and the needs of society. ICIF's educational method is a comprehensive and unified approach to education. The goal is mature, well- balanced graduates who have attained virtue and leadership capability (ICIF, 2017). Retrieved April 8, 2018, from http://www.icifmexico.org/

The private institution does not follow the English national programme due to the fact that they own a particular programme because it is a private institution which has the freedom to use other types of programmes rather than the ones proposed by the Ministry of Education of Chile (MINEDUC). For that reason, the general goal of English education of the school is to produce bilinguals when they graduate from school. At the primary level, students have nine periods (45 minutes each) of English per week. In addition, 1st and 2nd grades have science classes in English, with 3 pedagogical periods per week.

The main objective of English classes in this school is to develop and improve the four skills of the language, which are: listening, speaking, writing, and reading. The institution

follows the Common European Framework (CEFR) which "describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively" (Council of Europe, 2001, p. 1).

3.2. PARTICIPANTS

The study was conducted at the primary school described above. Two intact classes of Grade 3 male learners participated in the study. A total of 44 students took part in the study. Class A (23 students) was assigned to the experimental group, and Class B (21 students) to the control group. Students had nine English classes (45 minutes each) per week, being English the subject with more pedagogical hours in the school. When the current study was conducted, the syllabus' focus was on a unit called "Lend a hand"; hence, the participants discussed about good and bad deeds, how to promote good deeds, and how to prevent bad deeds. Most of the participants had been in this school since pre-K; thus, they had been exposed to English from an early age, having the opportunity to interact with their teachers and classmates using the L2. Specifically, the students had in total of four years of English education prior to the current study (pre-K and K = 60% of the day the students are exposed to the L2; 1st grade = nine hrs/week; 2nd grade = nine hrs/week). Even though all participants' L1 was Spanish, some of them reported that their parents used English at home to promote their skills (listening and speaking) in the L2. An ethical approval that followed the universities guidelines was obtained from the school, which developed an authorisation letter allowing the researcher to conduct the investigation in the current institution. The authorisation letter was previously approved by the university.

3.3. OVERALL DESIGN

The current study employed a quasi-experimental design, which "include[s] assignment, but not random assignment of participants to groups" (Creswell, 2012, p. 309). In the current study, there were two intact classes, which were assigned randomly as it follows: Class A (experimental group) and Class B (control group). The quasi-experimental design was the most appropriate design to conduct this study because it estimates the impact of intervention (metacognitive instruction (MI): independent variable) on the dependent variables (i.e., classroom behaviour and willingness to communicate (WTC)). In addition, this design was applicable due to the classes' characteristics, since the researcher could have full access to both groups.

3.4. PROCEDURE

The process of conducting this study entailed a 5-week-intervention, including a week where the pre-questionnaire was applied. In each week, two interventions were applied in the experimental group. First, both groups (experimental and control) received pretests (i.e., WTC questionnaire and group work) before starting with the interventions. Then, the interventions were conducted in the experimental group only; the control group participated in the same activities without the MI (explained in detail below). At the end of the interventions, both groups received a posttest to assess changes over time and differences between the two groups.

This study consisted of (a) a Classroom WTC questionnaire (pretest and posttest); (b) eight interventions, carried out twice a week in 45 minutes each intervention; (c) two audio recordings for both the control and the experimental group (pre-group work and post-group work) carried out before and after the eight intervention sessions.

3.5. DATA COLLECTION

3.5.1. Intervention: Metacognitive instruction.

In order to investigate the effect of MI on WTC Classroom (henceforth, MIWTC), the intervention was designed to increase students' WTC via metacognitive instruction, which was embedded in the syllabus that the students were already using in the school. The control group was given the same activities MIWTC (e.g., group discussion activities) in English as well as in the experimental group, albeit without any components pertaining to MI. MIWTC was delivered entirely in English and was divided into four stages of eight sessions of 45 minutes each (505 minutes in total), one over a period of 4 weeks. In both groups, the participants were always encouraged to use L2. The sessions were organised in four stages:

3.5.1.1 *Stage 1: awareness raising.*

Stage 1 consisted of two sessions with two different activities. In the first activity, the students brainstormed the concept of WTC. In the second, the teacher explained the WTC by using MacIntyre, Dörnyei, Clément, and Noels' (1998) WTC pyramid with conceptual adjustments to the participants' age.

In the first activity, the teacher presented an empty triangle that adapted MacIntyre et al.'s (1998) WTC pyramid, where at the top layer of the pyramid described the ultimate goal of using an L2. In this adapted pyramid, only top layer was filled with "I actually use English". Each of the other layers was connected with a ladder so as to facilitate the students' understanding of the concept of WTC (see Figure 3.1). The pyramid was projected on the board. Also, each student received a printed version of the empty pyramid.

The participants first worked individually and thought about think the missing layers of the pyramid. Then, they worked in groups, which were already assigned by the teacher prior to

conducting the study. In this part of the intervention, the students compared their ideas and discussed how to complete the rest of the pyramid. Then, each group received another empty pyramid and wrote down their ideas as a group. The pyramids created by the groups were collected for further analyses. Finally, there was a class discussion of the pyramid led by the teacher.

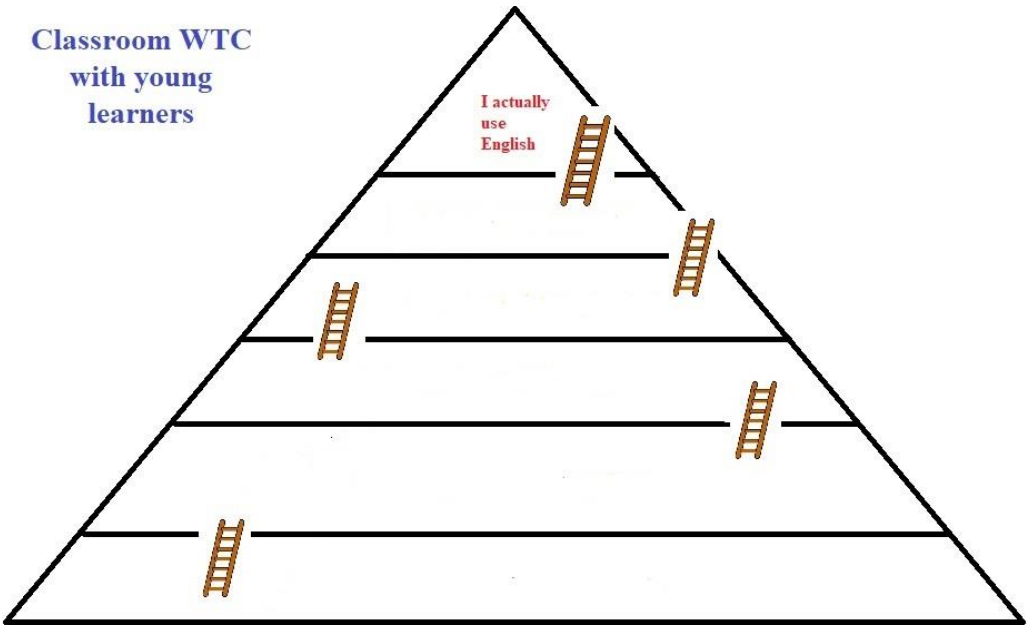

Figure 3.1 MacIntyre et al. (1998) modified empty pyramid for the current study.

In the second activity, the teacher showed what the participants wrote on the empty pyramids in the previous session. After that, the teacher explained the students what WTC was and its importance inside as well as outside the classroom.

The teacher presented a modified pyramid model of WTC to explain students the steps or layers a person goes through to reach the goal of communicating in the L2 (see Figure 3.2). The teacher explained each layer, emphasising the connection with students' real life and experiences. The bottom layer in the original pyramid in MacIntyre et al. (1998) is called "Layer VI: The societal and individual context" (p. 555) referring to the context of communication in

general terms. For instance, the context could be understood as the group where the interlocutor participates and interacts. The modified pyramid (see Figure 3.2) was thought as interactions that occur inside the classroom and it was called “Classroom language is English”. In the current study, the students were encouraged to use English at all times, emphasising the importance of communicating in the target language.

The following layer, layer V, in MacIntyre et al (1998) was named “The affective and cognitive context” (p. 551), explaining that there exist factors that are not directly close to the language itself, but those that still influence WTC. These variables are personal traits, “representing accumulated prior history and broad-base attitudes and motives of an individual” (MacIntyre et al., p. 552). Consequently, in the modified pyramid, Layer V was called “We use English in class, with my classmates and teacher”. In the present study, the modification was made to explain how social situations in connection with their motivation could encourage the students to speak in English.

Then “Layer IV: Motivational propensities” (MacIntyre et al., p. 550) explained learners’ decision to initiate a conversation, emphasising that what motivates a person to speak in English that are mostly “stable individual differences” (MacIntyre et al., p. 550). The modified name for this layer was “My English is good and I want to use it”. The aim of this layer was to help the participants become aware of their level of English and how good it was, so they could actually use it inside the classroom. The teacher devoted time in helping the participants realise that their English was really good, as they were indeed able to orally communicate with others inside the classroom.

Another layer is III called “Situated antecedents of communication” (MacIntyre et al., p. 548) explaining two antecedents of WTC; on the one hand, it is the desire and will to

communicate with a person, and on the other hand, it is the individual's self-confidence to communicate. Both precursors are intertwined and are related to "interindividual and intergroup motivations" (MacIntyre et al., p. 548). The name of the modified version was "English is useful to complete tasks", emphasising the usefulness of the L2 to achieve goals and complete activities in English.

Furthermore, "Layer II: Willingness to communicate" was defined as the enthusiasm and motivation a person has to communicate in the L2. The name of the layer in the modified pyramid was "I want to initiate and participate in conversations", meaning that the participants have the desire to use the L2 inside the classroom. The explanation of the modified layer was to make the participants be aware of the actions they take when they want to demonstrate that they want to participate in the class; for instance, raising their hands, asking questions to the teacher, and asking questions to their classmates.

Finally, Layer I "Communication behaviour" in MacIntyre et al.'s (1998) pyramid explained different and complex factors influence WTC. The name in the modified pyramid was "I actually use English", connecting the students' experiences with the layer; for instance, the importance of learning and speaking English when they travel to an English-speaking country; or when they play online videogames with friends and people around the world; or communicating with their teacher in class to ask questions and give their opinions.

The teacher explained the use of the ladder on each layer. The ladder would be the strategies students would use to go up in the pyramid. Specifically, the teacher asked questions such as: *What obstacles would you expect for going up the pyramid? / What prevents you from going to the next level in the ladder?*

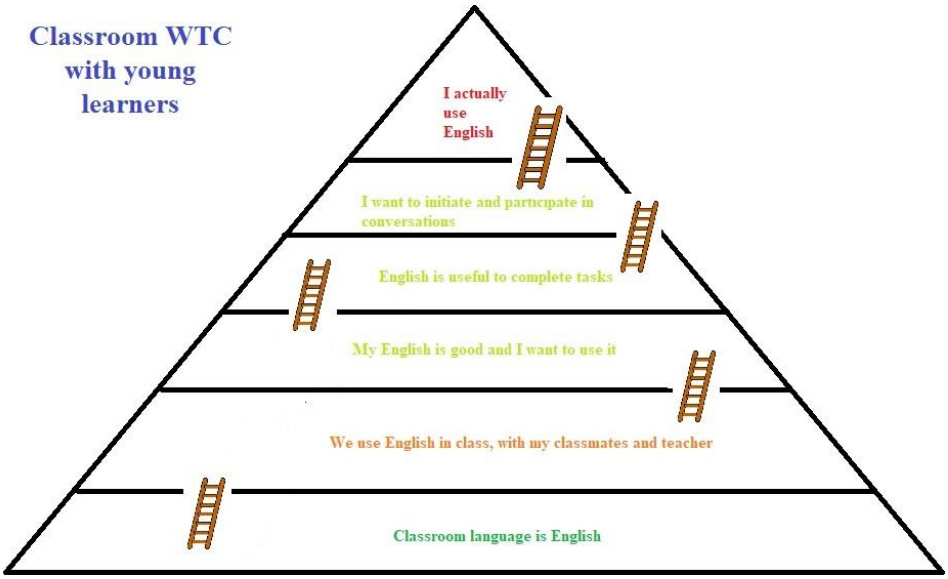

Figure 3.2 MacIntyre et al (1998) modified pyramid for the current study

3.5.1.2. *Stage 2: strategy training.*

This stage was designed to promote interaction among students and to increase their WTC with peers. In Session 3, MI was used to promote interaction inside the classroom. First, the students received a list of 10 strategies to initiate and/or politely interrupt somebody while holding a conversation. The use of MI was to provide learners "with cognitive support" (Sato, forthcoming, p. 8), improving and enhancing the process of learning strategies to communicate with their classmates and teacher. These strategies were just part of the intervention to increase the participants' WTC and to increase their self-monitoring.

The teacher presented different ways in which the students can initiate conversation inside the classroom and how to plan before speaking (see Table 3.1). The students discussed with their partners about other statements pertaining to how to initiate a conversation and/or politely interrupt their partners. There were two activities based on interaction. In the first teacher-student activity, the teacher read two pages from a story and students were allowed to politely interrupt her while she was reading, by using the strategies. The next activity was based on student-student and teacher-student interactions. Students performed a role-play applying the

strategies to initiate a conversation and/or politely interrupt others. In words of Yashima, MacIntyre, and Ikeda (2016), "a specific individual's decision to communicate (or not) at a specific time affects the group-level talk-silence pattern, which becomes the context of ongoing communication during a lesson" (p. 119).

1. I want to say something.
2. Can I say something?
3. I want to give my opinion.
4. I don't understand (e.g. the instruction, what you said, etc.).
5. Sorry to interrupt, but ….
6. I (completely) agree with what X said.
7. I disagree…
8. Let me think… (planning before speaking)
9. I think …
10. I don't think …

Table 3.1 Strategies to initiate and/or politely interrupt

In Session 4, the teacher first reminded the students of the strategies they learned during the previous session. After that, students worked in pairs observing and describing pictures about good deeds and bad deeds. This was an information-gap task. Each pair received two pictures: one good deed and one bad deed (see Figure 3.3 and 3.4). Then, students got in groups of four where paired learners described the pictures to the other pair, who had to guess what the pictures were about. Finally, the teacher guided a class discussion about how to prevent bad deeds and how to promote good deeds.



Figure 3.3 Good deed's picture



Figure 3.4 Bad deed's picture

3.5.1.3. *Stage 3: self-monitoring.*

This stage was designed to promote self-monitoring by using MI. The use of "monitoring strategies" (Donker, de Boer, Kostons, van Ewijk, & van der Werf, 2013, p. 3) are to check individual's comprehension, encouraging the learner to see and understand his own learning process through self-monitoring.

The students communicated with their teacher and classmates by using the L2 at all times, encouraging them to apply their knowledge. The teacher gave to the students the printed list of strategies learned during the previous sessions. Sessions 5 and 6 were carried out as follows; students checked if their classmates were using the strategies during the activity. First, students were assigned to read a page from the story in the textbook and asked comprehension questions to each other. Then, students discussed what they understood from the reading. After students finished reading, they completed the checklist of the strategies (see Table 3.2).

Strategies	Yes	No
1. I want to say something.		
2. Can I say something?		
3. I want to give my opinion.		
4. I don't understand (e.g. the instruction, what you said, etc.)		
5. Sorry to interrupt, but …		
6. I (completely) agree with what X said.		
7. I disagree…		
8. Let me think…		
9. I think…		
10. I don't think…		

Table 3.2 Strategies checklist applied in the current study

3.5.1.4 *Stage 4: self-evaluation.*

Session 7 was designed to teach students how to self-evaluate their learning processes. Students answered a checklist to become aware of the actions they took to initiate conversation and hold a conversation with the teacher and their peers.

First, students were instructed to answer individually the checklist; then, they discussed it with other classmates. For example,

- find 3 people who answered **ALWAYS** in N°1 and ask *why*.

- find 3 people who answered **NEVER** in N°4 and ask *why*.

- find 3 people who answered **SOMETIMES** more than 3 times and ask *why*.

The teacher started the session asking each group to think and then share the most interesting aspect/strategy they have learned until to date. Then, one member of each group went to the front and explained what they had decided as a group.

Afterward, in Session 8 each group was asked to think about and share the most interesting aspect/strategy they learned during the intervention activities. Then, one member of

each group went in front of the class to explain what they discussed as a group. The teacher gave an empty pyramid to each group to be completed with their ideas. After that, the teacher returned the pyramid that each group wrote at the beginning of the intervention and the students were asked to compare both pyramids, before and after the interventions. Finally, the teacher wrote on the board the final ideas the students had given about what WTC is and how to approach it to reach the ultimate goal.

3.5.2. WTC questionnaire.

The creation of the questionnaire was based on two already existing questionnaires: MacIntyre, Baker, Clément, and Conrod (2001), and Peng and Woodrow (2010). The overall reason for modifying their questionnaires was the participants' age in the current study; while the participants in previous research have been adults, the current study was conducted with 3rd graders (between eight and nine years old). Therefore, it was crucial to develop a questionnaire that would elicit accurate psychology of children via a questionnaire. Equally important was the context of WTC; the current study was interested in WTC in the classroom setting so as to see if any intervention would influence the students' WTC. Since Peng and Woodrow's (2010) questionnaire was based on MacIntyre et al.'s (2001) questionnaire, some of the statements were not taken to develop the actual questionnaire. Seven items that reflected the purpose of the current study were taken from MacIntyre et al. (2001) and four items were taken from Peng and Woodrow (2010).

The final questionnaire that was applied on both groups consisted of 11 statements with 6-point Likert scales (1 = strongly disagree to 6 = strongly agree) to measure Classroom WTC. The first version of the questionnaire was written in English, and then it was translated to Spanish for the participants to complete it.

The following statements are the original ones from both questionnaires. The first seven statements belong to MacIntyre et al. (2001); the following four statements belong to Peng and Woodrow (2010).

Original statement from MacIntyre et al. (2001) and Peng and Woodrow (2010)	**Statements from the questionnaire develop for the current study**
Speaking in a group about your summer vacation.	I am willing to talk about my vacations in English.
Speaking to you teacher about your homework assignment.	I am willing to talk to my teacher about my assigned homework.
A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?	When a new classmate enters the room and she or he talks to me in English I am willing to have a conversation with her or him in English.
You are confused about a task you must complete, how willing are you to ask for instructions/clarification?	I am willing to ask for clarifications to the teacher when I am confused about a task or activity.
Talking to a friend while waiting in line.	I am willing to talk to a friend in English while waiting in line.
Play a game in French, for example Monopoly.	I am willing to play a game in English, for example *Fortnite*.
How willing would you be to be an actor in a play?	I am willing to be part of a play in English.

I am willing to give a short self-introduction without notes in English to the class.	I am willing to give a short self-introduction without notes in English to the class.
I am willing to give a short speech in English to the class about my hometown with notes.	I am willing to give a short speech in English to the class about my neighbourhood with notes.
I am willing to ask my peer sitting next to me in English how to say an English phrase to express the thoughts in my mind.	I am willing to ask my classmate sitting next to me or to my best friend how to say a sentence in English to express my thoughts.
I help other class members who are having trouble with their work.	I am willing to help other members of the class who are having problems with their work in English.

Table 3.3 WTC questionnaire original statements vs. adapted statements

The original statements to answer MacIntyre et al.'s (2001) questionnaire were: 1 = Strongly agree; 2 = Moderately agree; 3 = Mildly agree; 4 = Mildly disagree

First, the questionnaire was written in English by the researcher herself, modifying the statements to emphasise on Classroom WTC and changing words to make them more comprehensible to 3rd graders because the original statements were in English. Once the questionnaire was complete, it was translated to Spanish. The Spanish version of the questionnaire was sent to two of researcher's colleagues to read it and to give their opinions about the grammar use and understanding of the statements that were used in Spanish. The

colleagues, who are also English teachers, sent their feedback and then the questionnaire was modified in terms of instructions and word order in the Spanish version.

The questionnaire was piloted among 25 female 3rd graders who were not part of the current study's dataset. The participants answered the questionnaire on their own by just receiving the instruction of completing it. After they finished answering the pilot questionnaire, the questionnaire's statements were revised one by one by the teacher asking for clarification and other words to write the same statement. This process helped the researcher to elaborate a more thorough and detailed questionnaire for the present study. The Spanish version used in the current study is included in Appendix A.

3.5.3. Class behaviour.

In order to investigate the participants' behaviour "I actually use English", the students' interactions during group work (experimental and control group) were recorded before and after the intervention. The recording process was carried out before the intervention started, so as to measure students' changes before and after the intervention. The students were asked to observe and make predictions about two pages from a fable in the class textbook called "The lion and the mouse". Then, they had to answer freely the following questions:

1. What do you think this story will be about?
2. Why is so important that the mouse arrives on time to her house?
3. Why do you think that the mouse has to look after the babies?
4. With which character do you feel connected to and why?
5. Who would be the mouse in your family and why?

In addition, after the eight interventions were carried out, the experimental and the control groups' voices were recorded with the same purpose mentioned above. The participants'

voices were recorded with digital voice recorders. The participants were asked to observe and make predictions about two pages from a fable in the class textbook called “The farmer and the eagle”. Then, they had to answer freely the following questions:

1. What do you think this story will be about?
2. Why did the animals greet the farmer with their calls?
3. Why does the farmer help the eagle?
4. With which character do you feel connected to and why?
5. Who would be the farmer in your family and why?

3.5.4. Interviews.

To have deeper understanding of students’ WTC including layer I and layer II from MacIntyre et al. (1998) follow up interviews were conducted to the four highest and four lowest scores in the WTC questionnaire from the experimental group. These semi-structured interviews (See Appendix D) were recorded; then, they were transcribed verbatim to identify relevant and significant findings from the interviews; for example, the most repetitive ideas and the most salient comments. Table 3.4 shows the type of questions that the participants were asked.

1.	How important is it for you to learn English?
2.	In what situation did you feel most comfortable (most willing) to communicate: in pairs, in small groups, with the teacher in a whole class? Why?
3.	Do you think communicating in English is important?
4.	In class, were there any instances where you felt you’d like to say something but you didn’t? If yes, when and why?
5.	Can you explain the pyramid in your own words?
6.	Do you think you will use the strategies in the future?

7.	Did you like the activities? For instance, did you like the pyramid activity? How about strategy activities? If not, why not?

Table 3.4 Semi-structured interviews (English version)

3.6. DATA ANALYSIS

3.6.1. WTC questionnaire.

The data collected from the WTC questionnaire was analysed to examine how willing the participants were to speak in English in different situations, all of them inside the classroom. More specifically, the questionnaire was used to investigate behavioural intentions—Layer II in the McIntyre et al.'s (1998) pyramid. The gathered information from the questionnaires was transferred to an Excel sheet, writing the students' answer according to the numbers from the 6-point Likert scale (1 = strongly disagree to 6 = strongly agree). After transferring each participants' answer, the results' average was calculated per question, obtaining the means and the standard deviations.

3.6.2. Class behaviour.

The recorded data was first transcribed verbatim. Then, it was analysed in order to examine the participants' communicative behaviour—Layer I in the McIntyre et al.'s (1998) pyramid. The analysis focused on two aspects: number of turns (English, Spanish, mixed) and number of words (English and Spanish). The average time students spent speaking during the recording session prior to the intervention was of 03:45 minutes; while, after the intervention the average time spent during the session was of 04:14. Those indices were chosen because it was hypothesized that a high number of English-turn taking from the participants and a high amount of English words used during conversations would demonstrate that the participants were more willing to participate during communication exchanges. The numbers of words and turns were tallied for each participant and entered into an Excel sheet. Then, the averages were calculated

per aspect, obtaining the means and the standard deviations of number of turns in English, number of turns in Spanish, number of mixed turns, number of words in English and number of words in Spanish.

CHAPTER 4: RESULTS

4.1. BEHAVIOURAL INTENTION

The second research question asked: "Does metacognitive instruction on WTC affect young learners' behavioural intention?" This question was to examine the impact of metacognitive instruction (MI)on the participants' willingness to communicate (WTC), a pretest and a posttest were applied before and after the interventions. The analysis showed that the overall average WTC score of the experimental group was 4.22 (*SD* = 0.83), prior to the intervention. On the contrary, the control group's overall average WTC score was 3.79 (*SD* = 1.08), prior to the intervention.

Kang (2005) posited that contextual factors may influence learners' WTC. In other words, learners react and behave differently under varied circumstances. The 11 items on the questionnaire measured the extent to which how willing to communicate in the second language (L2) the participants felt inside the classroom. The questionnaire was applied before and after the intervention. In this section, the results prior to the intervention will be presented.

For the first item "I am willing to talk about my vacations in English", the experimental group's average score was *M* = 3.34, while the control group's average score for the first item was of *M* = 3.09. For the second item "I am willing to talk to my teacher about my assigned homework", Class A's result was *M* = 4.86; on the contrary, Class B's result was *M* = 4.47. As it can be seen, this result shows that the participants felt more comfortable talking to their teacher inside the classroom. With regard to the third item "When a new classmate enters the room and she or he talks to me in English I am willing to have a conversation with her or him in English", the experimental group's overall result was *M* = 5.08, while the control group's result was *M* = 4.33. In relation to the fourth item "I am willing to ask for clarifications to the teacher when I am

confused about a task or activity", the experimental group's result was *M* = 4.86; the control group's result was *M* = 4.28. As for the fifth item "I am willing to talk to a friend in English while waiting in line", both groups reported low scores in comparison to the rest of the items, Class A's average was *M* = 2.86, while Class B's result was *M* = 2.14. In the sixth item "I am willing to play a game in English, for example *Fortnite*", both classes showed similar results; on the one hand, the experimental group's result was *M* = 3.43; on the other hand, the control group's result was *M* = 3.19. In addition, the seventh item was similar among the two groups, also being reported as one of the highest scores. The item was "I am willing to be part of a play in English". As for the experimental group, the average was *M* = 5.04, while the control group reported an average of *M* = 6.0. In the eighth item "I am willing to give a short self-introduction without notes in English to the class", Class A's *M* = 4.39, and Class B *M* = 4.0. In the tenth item "I am willing to ask my classmate sitting next to me or to my best friend how to say a sentence in English to express my thoughts", the experimental group showed an average *M* = 5.13, while the control group showed an average *M* = 4.45. Finally, the eleventh item "I am willing to help other members of the class who are having problems with their work in English" averages were as it follows, the experimental group's results was *M* = 3.73 and the control group's results was *M* = 3.23.

Table 4.1 shows and compares the means and standard deviations of the scores for each group prior to the intervention. As presented in the table, there are some variations between the two groups depending on the items.

Items	Experimental group	Control group
1. I am willing to talk about my vacations in English.	*M* = 3.34	*M* = 3.09
2. I am willing to talk to my teacher about my assigned homework.	*M* = 4.86	*M* = 4.47
3. When a new classmate enters the room and she or he talks to me in English I am willing to have a conversation with her or him in English.	*M* = 5.08	*M* = 4.33
4. I am willing to ask for clarifications to the teacher when I am confused about a task or activity.	*M* = 4.86	*M* = 4.28
5. I am willing to talk to a friend in English while waiting in line.	*M* = 2.86	*M* = 2.14
6. I am willing to play a game in English, for example *Fortnite*.	*M* = 3.43	*M* = 3.19

7. I am willing to be part of a play in English.	*M* = 5.04	*M* = 6
8. I am willing to give a short self-introduction without notes in English to the class.	*M* = 4.39	*M* = 4
9. I am willing to give a short speech in English to the class about my neighbourhood with notes.	*M* = 3.65	*M* = 2.57
10. I am willing to ask my classmate sitting next to me or to my best friend how to say a sentence in English to express my thoughts.	*M* = 5.13	*M* = 4.45
11. I am willing to help other members of the class who are having problems with their work in English.	*M* = 3.73	*M* = 3.23

Table 4.1 WTC questionnaires items' results – pretest

Both groups' results reported similar scores before and after the MI treatment. As posited in McCroskey and Baer (1985), WTC is a personality trait; however, it is also determined by the contextual factors where the speaker is immersed in. After the interventions, the average WTC

score from the experimental group was changed to 4.13 (*SD* = 0.95). The control group overall WTC score was 3.77 (*SD* = 1.02). To answer the second research question, it can be concluded that the MIWTC intervention did not have a significant effect on the behavioural intentions of the students in the experimental group. In addition, the behavioural intention in the control group did not show any notable change either.

Table 4.2 shows and compares the means and standard deviations for each group after the intervention. The major difference is on item nine "I am willing to give a short speech in English to the class about my neighbourhood with notes", where the experimental group showed higher WTC than the control group.

Items	**Experimental group**	**Control group**
1. I am willing to talk about my vacations in English.	*M* = 3.34	*M* = 2.66
2. I am willing to talk to my teacher about my assigned homework.	*M* = 4.78	*M* = 4.19
3. When a new classmate enters the room and she or he talks to me in English I am willing to have a conversation with her or him in English.	*M* = 4.69	*M* = 4.04
4. I am willing to ask for clarifications to the teacher	*M* = 5.26	*M* = 5

when I am confused about a task or activity.		
5. I am willing to talk to a friend in English while waiting in line.	*M* = 2.60	*M* = 2.09
6. I am willing to play a game in English, for example *Fortnite*.	*M* = 3	*M* = 3.71
7. I am willing to be part of a play in English.	*M* = 5.43	*M* = 5.61
8. I am willing to give a short self-introduction without notes in English to the class.	*M* = 3.52	*M* = 3.52
9. I am willing to give a short speech in English to the class about my neighbourhood with notes.	*M* = 4.08	*M* = 2.90
10. I am willing to ask my classmate sitting next to me or to my best friend how to say a sentence in English to express my thoughts.	*M* = 4.95	*M* = 4.33

11. I am willing to help other members of the class who are having problems with their work in English.	*M* = 3.73	*M* = 3.47

Table 4.2 WTC questionnaires items' results – posttest

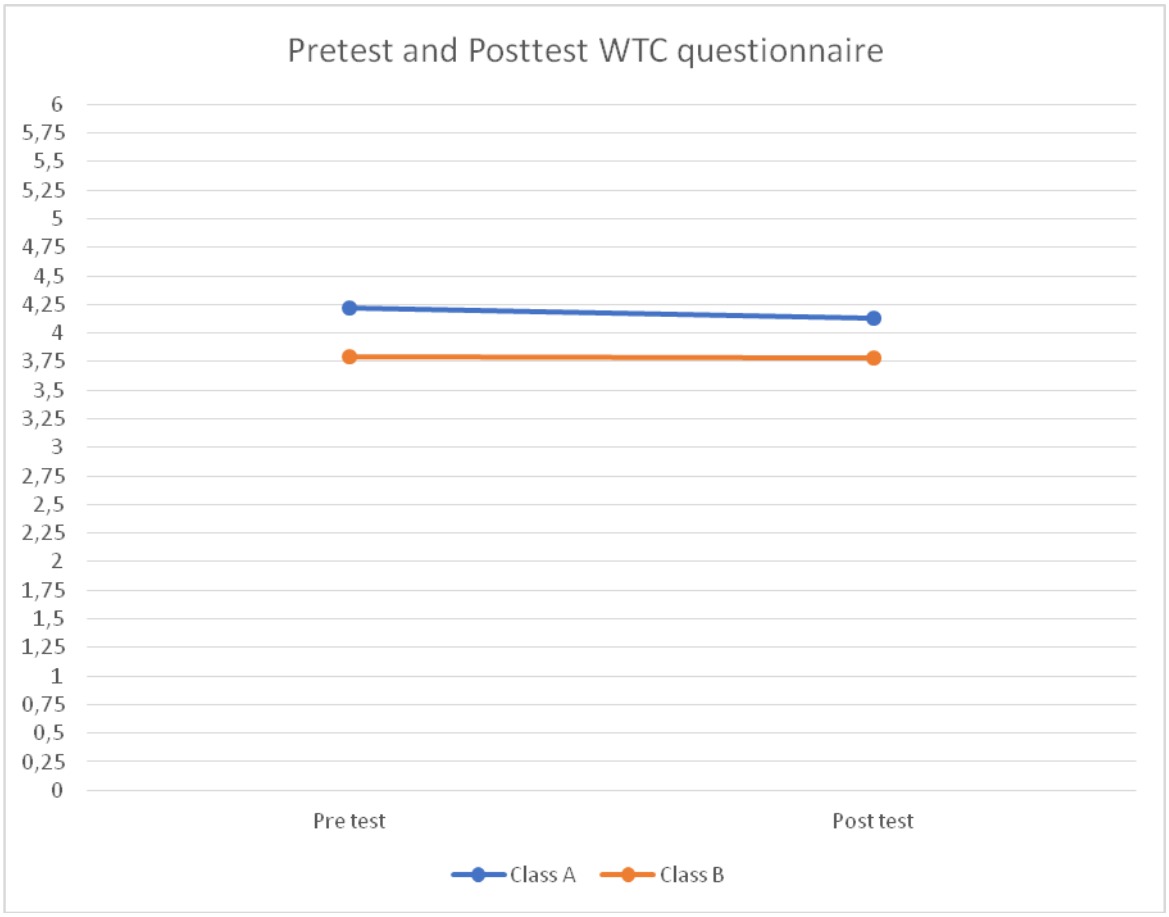

Figure 4.1 Pretest and Posttest WTC questionnaire

In comparing the results between the experimental group and control group, line graphs were created (see Figure 4.1). The comparison was the pre/post WTC scores of the control/experimental groups. As can be seen in the figure, the experimental group showed a small difference before and after the intervention. The control group presented similar results before and after the intervention.

Results of the means and the ranges of score are graphically represented in Table 4.3.

	Pretest WTC questionnaire		**Posttest WTC questionnaire**	
	M	*SD*	*M*	*SD*
Experimental group	4.22	0.83	4.13	0.95
Control group	3.79	1.08	3.77	1.02

Table 4.3 Pretest and Posttest WTC questionnaire

4.2. COMMUNICATIVE BEHAVIOUR

To answer the third research question "Does metacognitive instruction on WTC affect young learners' communicative behaviour?", the number of words and turns in English and Spanish during group discussion tasks were analysed. The group work was carried out before and after the intervention on both groups. Both, the experimental and the control group received the same instruction to complete the tasks.

Prior to the intervention, Class A's average number of words in English was *M* = 39.77 and Class B's average number of words in English was *M* = 51.05. In terms of the number of Spanish words, Class A's average was *M* = 12.22, while Class B was higher, resulting in an average *M* = 25.95. Regarding the number of turns the participants took in English, Class A's average was *M* = 4.68, while Class B's average was *M* = 6.35. Class A's number of turns in Spanish was *M* = 1.95; In contrast, Class B's number of turns in Spanish was *M* = 5.3. Finally, the number of mixed turns in Class A was *M* = 0.77 and in Class B was *M* = 1.3.

After the intervention, Class A's average number of words in English became *M* = 44.04 and Class B's average number of words in English was *M* = 25.38. In relation to the number of words in Spanish, Class A's results was *M* = 8.95, while Class B's result was *M* = 17.29.

According to the number of turns in English, Class A showed a higher number than Class B. The former one's result was *M* = 4.73, while the latter's result was *M* = 3.76. The most significant difference can be seen on the number of turns in Spanish that the participants took. On the one hand, Class A's average was *M* = 1; on the other hand, Class B's average was *M* = 3.71. Finally, Class A showed an increase in the number of mixed turns, having as a result *M* = 1.04, while Class B decreased the number of mixed turns, *M* = 0.19.

This finding shows that the experimental group increased the number of words in English while performing the group work task. On the contrary, the control group had a significant decrease in the use of English words in the same task. Moreover, both groups decreased the number of turns in Spanish, although marginally. In relation to the number of mixed turns, the experimental group increased their turn taking, while the control group decreased the number of turns.

Line graphs (Figure 4.2, Figure 4.3 and Figure 4.4) and tables (Table 4.4 and Table 4.5) have been created to represent results prior to and after the MIWTC intervention.

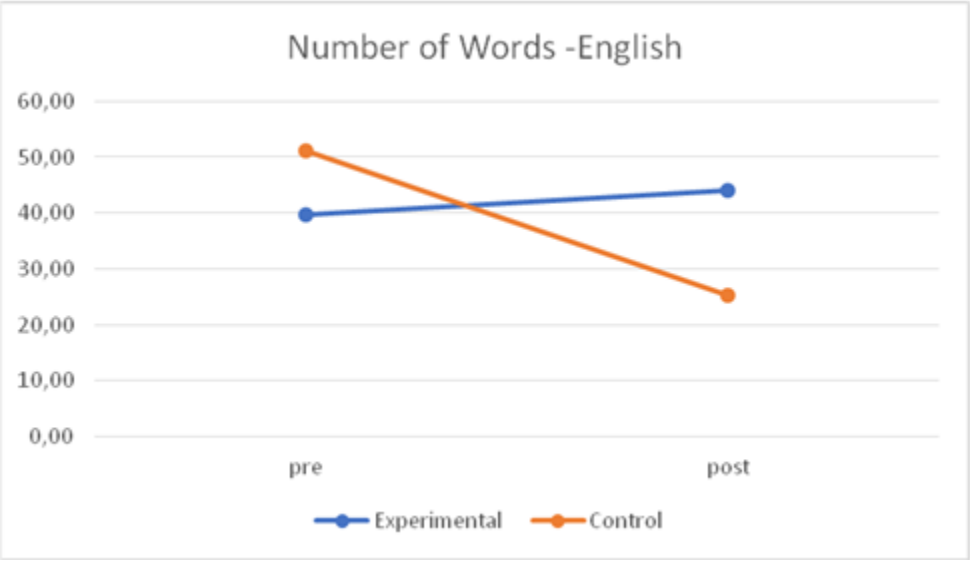

Figure 4.2 Number of Words – English

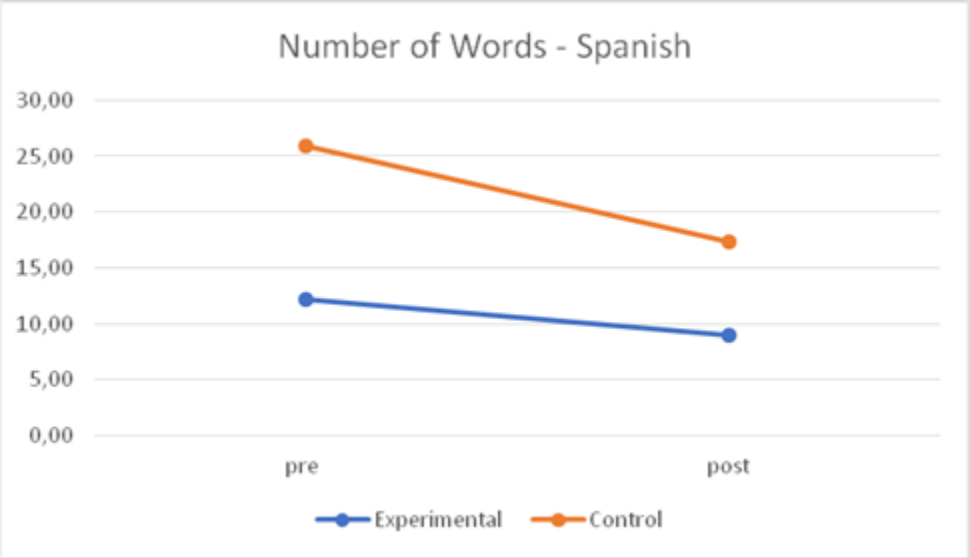

Figure 4.3 Number of Words – Spanish

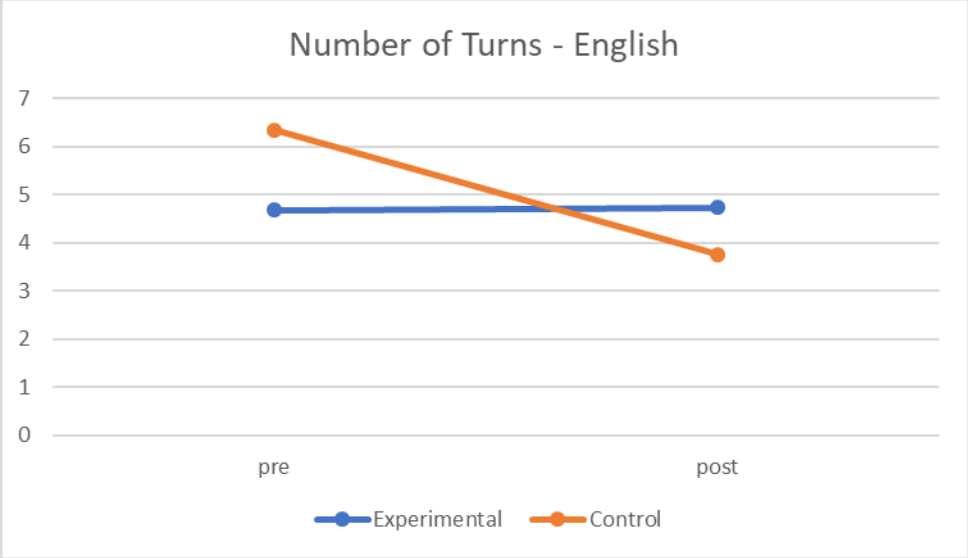

Figure 4.4 Number of Turns – English

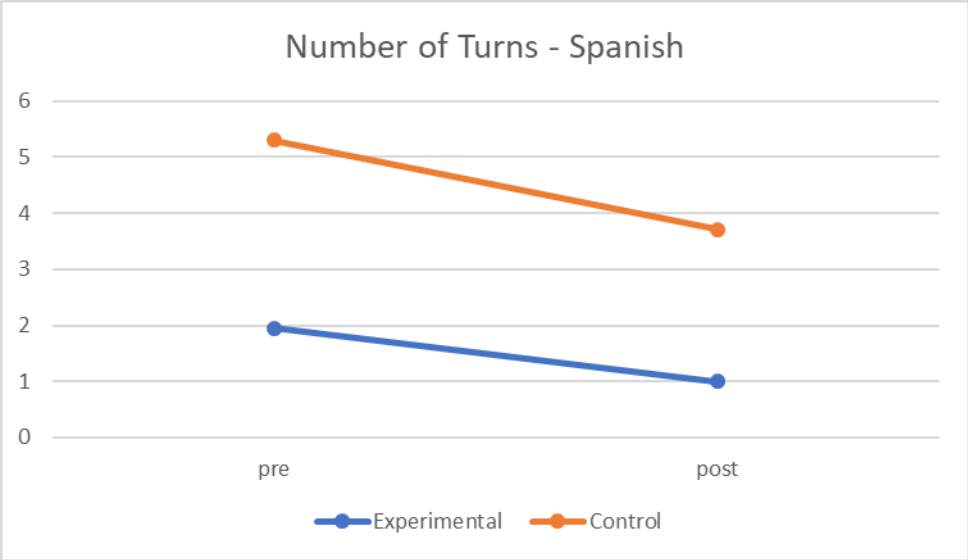

Figure 4.5 Number of Turns – Spanish

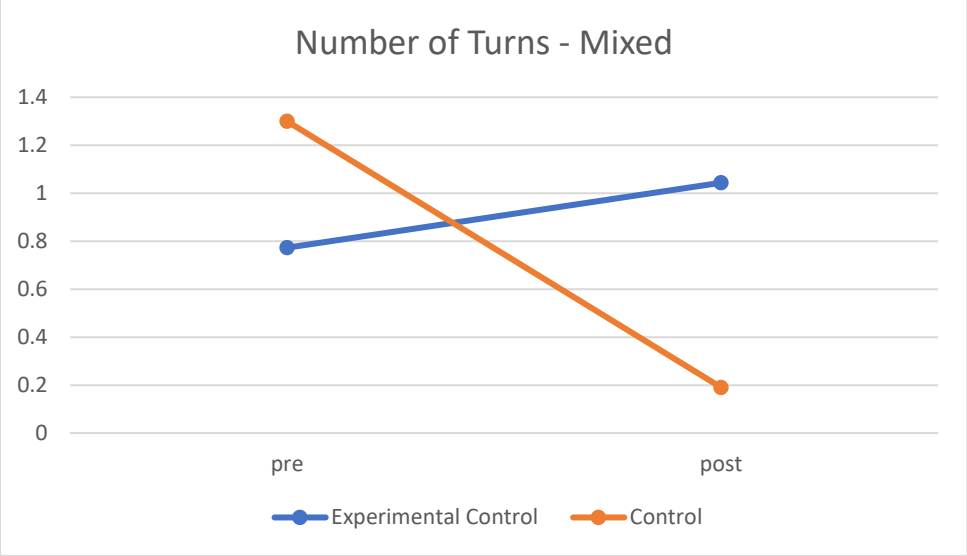

Figure 4.6 Number of Turns – Mixed

	Number of Words			
	English		**Spanish**	
	Pre	**Post**	**Pre**	**Post**
Experimental group	*M* = 39.77	*M* = 44.04	*M* = 12.23	*M* = 8.96
Control group	*M* = 51.05	*M* = 25.38	*M* = 25.95	*M* = 17.29

Table 4.4 Number of Words – English and Spanish

	Number of Turns					
	English		**Spanish**		**Mixed**	
	Pre	**Post**	**Pre**	**Post**	**Pre**	**Post**
Experimental group	*M* = 4.68	*M* = 4.73	*M* = 1.95	*M* = 1	*M* = 0.77	*M* = 1.04
Control group	*M* = 6.35	*M* = 3.76	*M* = 5.3	*M* = 3.71	*M* = 1.3	*M* = 0.19

Table 4.5 Number of Words – English and Spanish

4.3. RELATIONSHIP BETWEEN BEHAVIOURAL INTENTION AND COMMUNICATIVE BEHAVIOUR

The first research question was "How are young learners' behavioural intention and communicative behaviour related?" As presented in the previous sections, despite the fact that MIWTC intervention did not have a significant effect on the participants' WTC (behavioural intention - layer II), the intervention had an effect of layer I communicative behaviour. In addition, this question was primarily answered by the pretest data pertaining to WTC questionnaire answers and group work data.

CHAPTER 5: DISCUSSION

In this chapter, the results presented in Chapter 4 will be discussed in light of the impact of metacognitive instruction (MI) on children's willingness to communicate (WTC).

Connections will be made between the relevant literature and the current study's findings to answer the research questions: (1) How are young learners' behavioural intention and communicative behaviour related? (2) Does metacognitive instruction on WTC affect young learners' behavioural intention? (3) Does metacognitive instruction on WTC affect young learners' communicative behaviour?

5.1. METACOGNITIVE KNOWLEDGE OF WILLINGNESS TO COMMUNICATE

In relation to the first session of the MIWTC intervention, where the participants received an adapted version of MacIntyre, Dörnyei, Clément, and Noels' (1998) heuristic pyramid, the experimental group was asked to write on an empty pyramid what would be the steps and actions to complete the goal of actually using English. Answers varied from student to student and group to group, but the most common answers were: "we can play games in English to speak more"; "pay more attention in English class"; "participate during the class". Prior to the intervention, the participants wrote what they thought would help them to reach the final goal, connecting their previous knowledge with the current task. Another common answer was "travel to another country", because for them one of the places where they could practise English would be in a different country since in Chile English is taught as a foreign language (EFL).

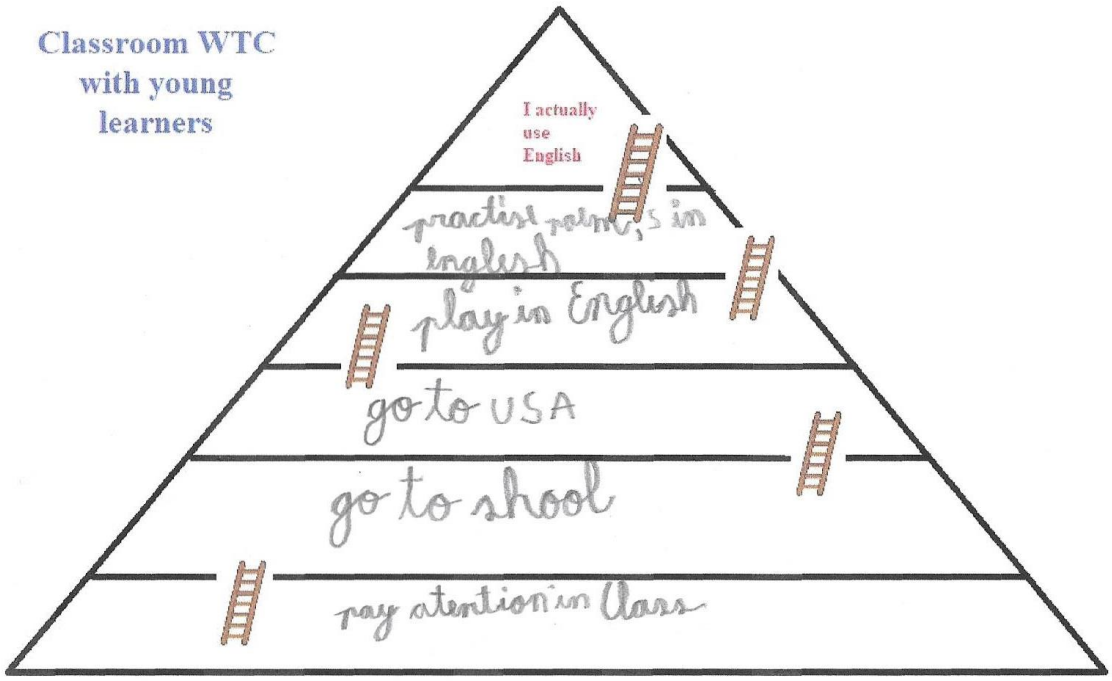

Figure 5.1 Group N°1 pyramid pre-group work

This first activity was part of the MI session, where students were instructed to be aware of their learning process. As it was explained in Sato and Loewen (2018), metacognition improves and raises students' awareness of the learning process. Prior to the intervention, as it was described in Figure 5.1 students reported that "pay attention in class" was the action they could take to achieve the goal of using English. The ladders are concrete representations of how those actions would help them reach the final level of the pyramid, which was "I actually use English". Then, the students wrote "go to school" as the next step they could take; after that, they wrote "go to USA". Consequently, they wrote "play in English". Finally, they reported that "practise poems in English" would the final action to achieve the goal.

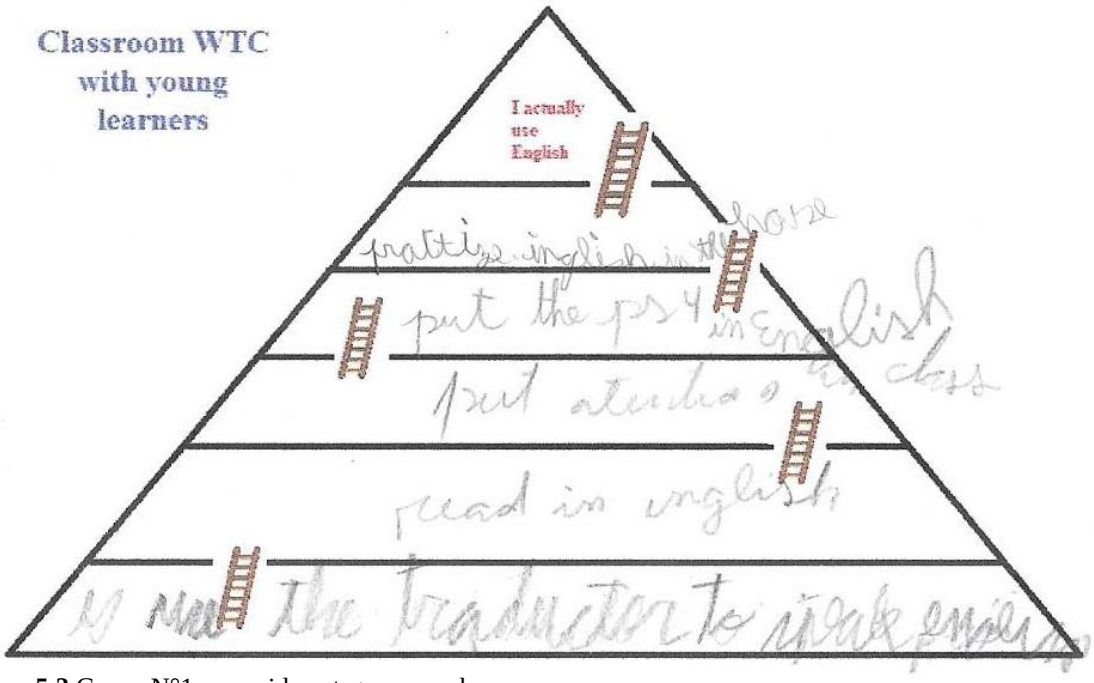

Figure 5.2 Group N°1 pyramid post-group work

Figure 5.2 shows the pyramid composed by the same group of students after the intervention. They reported that the first step to achieve the top layer was “use the translator to speak English”. Followed by “read in English”. The statement “pay attention in class” now appears on layer three. A difference between the pre-group work and the post-group is that layer four refers to playing in English, reporting that “put the PS4 in English” would be the action. Finally, “practising English in the house” is a novel statement in this task because the students connected the school setting with their homes. A possible explanation for this might be that students thought about the more practise they could have, better performances in English could be afforded.

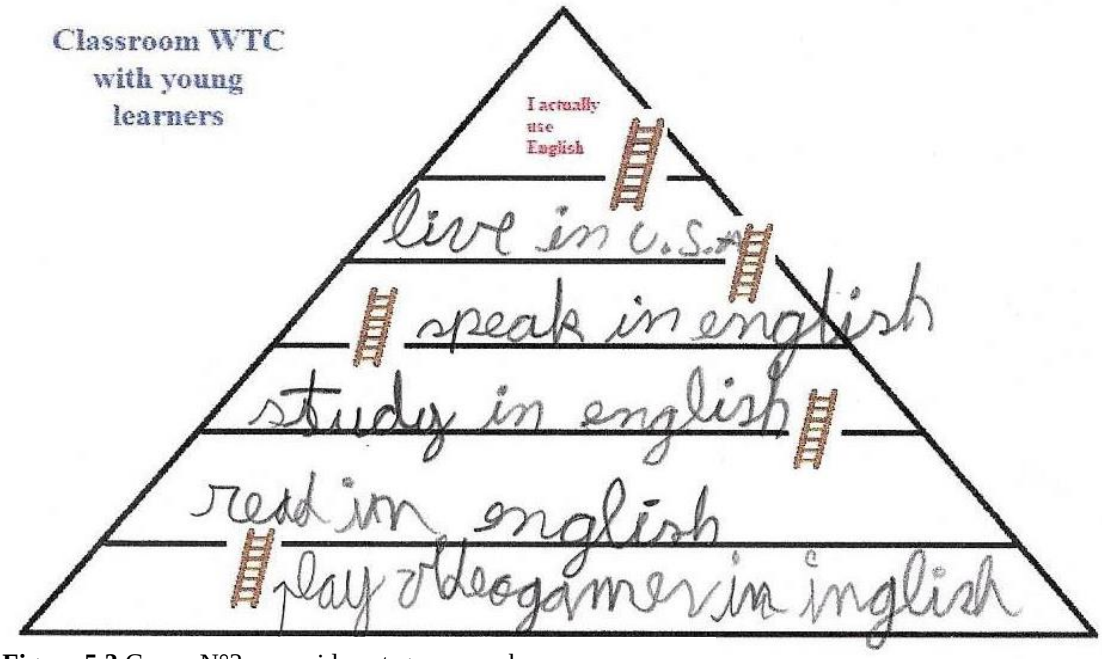

Figure 5.3 Group N°3 pyramid post-group work

The answers for the post-group work did not vary significantly; however, the order given by the students to each one of the steps to reach the goal varied. Some of the participants reported that playing videogames in English would be the first thing to do to speak more in English. Other groups showed that only speaking in English would help them to increase the use of the L2 inside the classroom. In group 3's pyramid after the MIWTC intervention (Figure 5.3), the participants mentioned that "play videogames in English", would help them to go up in the next layer. In the following layer "read in English" was reported as another action. Then, "study in English" was mentioned by the participants from group 3. "Speak in English" was also part of the pyramid, according to the participants.

According to Cotterall and Murray (2009), the impact of metacognition in learning "reflect[s] increases in their ability to plan, monitor and evaluate their learning" (p. 34). Very little was found in the literature on the question of the impact of MI in WTC. However, Sato (forthcoming) conducted a study to examine the impact of MI in "targeting communication strategies during peer interaction tasks" (p. 2). In Sato's (forthcoming) study, the MI consisted of

six stages; in the current study there were four stages. In both studies, stage 1 was to raise awareness. Sato's (forthcoming) results showed that those students who received metacognitive instruction were more "effective language learners" (p. 22). In the current study, it could be determined that the participants were more aware of their learning process, and there is a difference between prior to the intervention and after the intervention. These results corroborate the ideas of Cotterall and Murray (2009), who argued that students assume more control over their learning; thus, students showed an increase in monitoring and planning their learning by organising their thoughts and ideas represented in the interviews.

Those interpretations can be supported by the students' comments collected from group discussion conducted after the intervention. The students were asked if they could explain with their own words what they understood from the pyramid. During the recording of the group discussion, one of the students, José, said: "Para mí la pirámide fue una línea de escalera para ir avanzando en el aprendizaje del inglés con distintos tipos de cosas. Por ejemplo, poner por ejemplo el la play (station) o el Fortnite en inglés, y … ver películas en inglés o poner los subtítulos en inglés. Eso sería para mí (For me, the pyramid was a line of stairs to advance in the learning of English with different types of things. For example, put for example the play (station) or the Fortnite in English, and ... watch movies in English or put the subtitles in English. That would be for me)".

Another participant, Ignacio, responded "Para mí la pirámide fue un método de aprendizaje donde teníamos que anotar los pasos para poder llegar al último nivel y aprender inglés al 100% (For me the pyramid was a learning method where we had to write down the steps to reach the last level and learn English at 100%)". Both students could explain with their

own words what they understood from the pyramid; moreover, they reported the importance for them to go up in the pyramid to reach the top layer. (See more excerpts on Appendix C)

5.2. BEHAVIOURAL INTENTION

Contrary to expectations, this study did not find a significant difference between the WTC questionnaire results from the experimental group after the intervention in relation to the control group, which maintained similar results before and after the MIWTC intervention. This result can be supported by de Saint Léger and Storch's (2009) finding that WTC was affected by second language (L2) learners' perception on themselves on the speaking activities. In other words, the perception of the learning environment and how the learners see themselves are two strong predictors that might have had an influence on the participants WTC questionnaire's results. Furthermore, as reported in MacIntyre and Legatto (2010), WTC is a dynamic system because in their study there were seen changes throughout the conversation process.

During the post group discussion, Guillermo said "Para mí es muy importante hablar inglés porque así puedo comunicarme con otra gente en otros países, por ejemplo, Estados Unidos, Inglaterra y muchos más (It is very important to speak English for me because I can communicate with other people in other countries, such as USA, England and more)." In this answer, he refers also to a context outside the classroom. This could partially be explained by the fact that English is a useful tool in case you travel to an English-speaking country. In addition, José said "Sí, porque es un idioma que se habla en muchos países. Porque tengo amigos que hablan en inglés y porque me gustaría aprender (Yes because it is a language that is spoken in many countries. Because I have friends who speak in English and because I would like to learn)." These results are in accordance with studies indicating that WTC is a situational

construct. Kang's (2005) article posited that WTC was influenced by situations in which the learners might be immersed.

These participants were two of the highest WTC questionnaire scores. In accordance with the present results, previous studies have demonstrated that social support and personal orientations are connected with high WTC; as it is the case of MacIntyre, Baker, Clément, and Conrod's (2001) study's findings supporting that "the continuous variables were the job, school, personal knowledge, friendship, and travel orientations" (p. 381).

During the semi-structured interviews, Eduardo said "En grupo. Porque nos podemos ayudar y también porque hay un rato para conversar (In groups. Because we can help each other and also, because there is time to talk)." In addition, in Sebastián's interview he said "En grupos pequeños. Porque te puedes comunicar con más personas, te pueden ayudar. (In small groups. Because you can communicate with more people, they can help you)." These results are in agreement with those obtained by Cao and Philp (2006) establishing that WTC behaviour is influenced and affected by "whole class, pair work, and group work" (p. 485). Cao and Philp (2006) conducted their study via classroom observation, participants interviews and questionnaires. The findings obtained in the interviews showed that learners preferred a small number of people in a communication context because they can listen to others' opinions, help each other, and speak in the L2.

5.3. COMMUNICATIVE BEHAVIOUR

One interesting finding was that although the experimental group's number of words may have not changed dramatically, the transcripts of the pre and post group work reveal qualitative differences in terms of participation patterns. The participants were more engaged in communicative tasks rather than in identifying in which situations they felt more confident and

comfortable speaking in the L2. This finding is consistent with what Yashima, MacIntyre, and Ikeda (2016) argued; a person needs to use the language in order to improve strategies and skills, being L2WTC reflected on when the person initiates a conversation with another person. Moreover, as showed in Oga-Baldwin and Nakata's (2017) study, engagement is a strong predictor in L2 learning because it is a social interaction towards a specific goal. In other words, students' engagement in communicative tasks has a positive effect in their L2 learning process, producing more words in English and participating more in turn taking; for example, to initiate a conversation.

The participants from the experimental group took more equal turns in English as well as in Spanish; however, there were some participants who dominated the conversation. These results further support the idea of Cao and Philp (2006) who argued that the factors that most contributed to behaviour in class were the confidence on the participants themselves, the size of the group, "familiarity with interlocutor(s) and interlocutor participation" (p. 486). In terms of the number of words in Spanish, the experimental group showed a decrease in the use of them, while the control group had similar results before and after the group work. Prior to the intervention, the control group took more turns in English in comparison to the experimental group, which started with less turn taking. According to Yashima, Zenuk-Nishide, and Shimizu (2004), those students who are more willing to communicate had the tendency to initiate conversation. It can be understood that there were some students who did not produce any word, and this finding supports Cao's (2014) study's findings demonstrating that a lack of language affects the students' confidence, having as a result a negative impact on the students' WTC.

As posited in McCroskey and Baer (1985), WTC is also a personality trait (i.e., trait-like WTC); however, it is determined by the contextual factors where the speaker is immersed in

(i.e., state-like WTC). In addition, Cao and Philp (2006) suggested that not all L2 learners feel the confidence to work in small groups, which also affected learners' WTC in their study. Cao and Philp's (2006) finding is consistent with Eddy-U's (2015) focus group's results, which support the idea of the learners' motivation to participate or not participate in communicative tasks. The results showed that how interested the participants were, how they perceived themselves and the learning environment (classmates and situations inside the classroom) were some of the factors that motivated English language learners to engage in tasks.

In accordance with the present results, the following excerpts show the evidence on the increase in the number of words in English as well as turn taking by the participants pertaining research question two.

In Excerpt 1, three out of four of the participants were the ones who controlled the conversation, participating and taking equally number of turns. Matías was the participant who dominated the conversation because he asked the questions that the rest of the group had to answer. On the contrary, Rodrigo only had one turn in which he gave an answer, there were pauses in his answer, and sometimes he mumbles.

Excerpt 1. Group N°1 pre-group work

Daniel: I think that the story will be about… ehhh…that the lion eats the…ehhh… the mouse.

Matías: Why is it important that the mouse arrives her home? There are important to the mom alimentar at your babies.

Matías: Why do you think that the mouse has to look after the babies?

Sebastián: With which character do you feel connected and why?

Sebastián: The lion is very strong and fat.

Daniel: I think that I am the hunter.

Rodrigo: The mouse (long pause) the mouse… (laugh) /---/ family to …. /---/… alimento… to your babies.

Matías: The end.

According to what is showed in Excerpt 2, the four participants engaged in the communicative tasks, contributing to the increase of the number of words in English and turn taking. Sebastián was one more time the participant that dominated the conversation. His participation patterns might be related to the fact that during the semi-structured interviews he reported being more comfortable in small groups. Moreover, Daniel and Matías took similar turns during the communicative task. However, there was still a participant who only intervened twice during this excerpt. A study conducted by Peng and Woodrow (2010) found that those students who have a high perception of their own communicative competence experience high levels of WTC.

Excerpt 2. Group N°1 post-group work

Sebastián: What is the question?

Sebastián: The eagle is very ugly because they eat

Daniel: Seba, Seba, stop, stop!

Rodrigo: Sorry, sorry

Daniel: Miss Claudia will put the questions… we can… ehhh… answer the questions

Sebastián: I think the story will be about for the eagle and the farmer because the title and the farmer and the eagle

Matías: Seba

Matías: Why did the animals greet

Daniel: The same question

Sebastián: Esa es una instrucción.

Matías: I be about why the… the farmer atrapar at the eagle in one mousetrap.

Sebastián: This is nor because the farmer help the eagle.

Rodrigo: The story…ehhh… is for the for the farmer the eagle robar the hat of the farmer.

Daniel: I think the story will be about a the farmer and the eagle.

The results from Excerpts 1 and 2 seem to corroborate Yashima et al.'s (2016) results, where it was showed that "how the interplay of trait WTC and emerging contextual influences" (p. 17) led to situations in which the participants responded to their classmates' comments. Also, the participants took self-initiated turns during group interaction. In other words, the context, which is socially constructed, provided the learners with situations where they could take more turns and engage in group tasks.

As it can be seen in Excerpt 3, prior to the intervention, group N°3 used more Spanish words during the group work and used short sentences to express their thoughts. This finding is supported by Kang's (2005) work, where it was concluded that WTC is a dynamic process, and the situational variables influence on an individual's WTC. The communicative task was held between two of the four participants from the group (Cristián and Alejandro). The current study confirms that WTC is associated with social support, as presented in MacIntyre et al.'s (1998) work. MacIntyre et al. (2001) found that "the importance of friends for language learning" (p. 382) would promote WTC among students.

Excerpt 3. Group N°3 pre-group work

Cristián: Hola!

Alejandro: Para!

Alejandro: I think that the story will be about that the lion almost save the mouse and the he he let the mouse almost let her go and he let her and then the mouse saved.

Cristián: Don't eat me, don't eat

Alejandro: Yes

Cristián: Why is so important that the mouse…

Alejandro: No, no tienes que leer las instrucciones

Alejandro: Lo que tú crees

Cristián: No dijo eso

On the contrary, Excerpt 4 shows an important difference between the pre and the post group work. After the intervention, more students took turns to interact during the communicative task. The other two students (Manuel and Jorge) who did not participate in the pre-group work took equal turns in this part of the communicative task.

Excerpt 4. Group N°3 post-group work

Cristián: I think that this story will be about that the farmer helps the eagle.

Manuel: I think ehhh…

Alejandro: Qué piensas se va a tratar la historia?

Manuel: That the Farmer helps the ehhh… the… no the farmer and he is friendly

Manuel: Friends forever

Alejandro: They greeted the farmer because he helped them and makes them happy and think about them.

Cristián: I think that the animals greet the farmer because… ehhh… because they was happy.

Jorge: Is my father.

According to the transcripts, some students dominated the conversation and interacted more (or almost always) during the task. On the contrary, there are some students who did not take a turn to initiate a conversation nor to answer to a question, prior to the intervention. After the MIWTC intervention those students whose number of words and number of turns were low had an increase in both categories. According to the MIWTC, it can be argued that it had an impact on students' communicative behaviour. Students engaged more during the development of the task; also, students took more turns in comparison to the pre-group work, where only a few students initiated and/or participated in a conversation.

In Excerpt 5 and 6, group 4's interaction is analysed. It can be seen that in the pre-group work members of the group were forcing other members of the group to speak in English. Guillermo was the student who elaborated his answers, while the rest only provided short answers. During the post-group work their turns took more time, their opinions are longer in relation to the number of words. These excerpts show high WTC after the MIWTC intervention.

Excerpt 5. Group N°4 pre-group work

Máximo: Antonio, your turn.

Antonio: Máximo your turn.

Máximo: Guillermo, your turn.

Guillermo: Three. Why do you think that the mouse has to look after the babies?

Guillermo: I think to ……

Santiago: Cállate Máximo, está grabando

Excerpt 6. Group N°4 post-group work

Guillermo: Antonio?

Máximo: Antonio is thinking.

Antonio: No saber. It's your turn Máximo.

Guillermo: Max, why did the animals greet the farmer with their calls?

Máximo: I think…

Máximo: It's your turn Guillermo.

Guillermo: Ehhh… the animals and the farmer ehhh… saludó a los animals

Santiago: Los animals saludaron al farmer.

Máximo: Your turn, Santiago

Santiago: The animals saludaron the farmer ehhh…. Why, why…. Ehhh… why the animals, ehhh…. Están en peligro.

Moreover, Peng's (2012) study's results support the current study's results revealing that WTC is socially constructed, meaning that L2 classrooms are the place where young learners have the opportunity to interact with their peers and build and increase their WTC. Furthermore, Cao and Philp (2006) article suggested to include different types of communicative activities in the syllabus; thus, students could feel engaged with the one they were more willing to participate in. Finally, MacIntyre et al.'s (2001) article also reported that the social support received by L2 learners result in high levels of WTC inside the classroom.

CHAPTER 6: CONCLUSIONS

6.1. GENERAL CONCLUSION

The overall aim of the current study was to examine metacognitive instruction (MI) designed to increase willingness to communicate (WTC) in second language (L2) learners from 3rd grade at a primary school. In the study, a pedagogical intervention was created and tested with a quasi-experimental design. Accordingly, the research questions were: 1) How are young learners' behavioural intention and communicative behaviour intention related?; 2) Does metacognitive instruction on WTC affect young learners' behavioural intention?; and, 3) Does metacognitive instruction on WTC affect young learners' communicative behaviour?

In relation to the findings in this study, there were two main results. First, it was shown that MI did not have a significant effect on students' behavioural intentions. Students' WTC was measured through a questionnaire, resulting in no main differences prior to and after the MIWTC intervention across the experimental and control groups. Second, despite the absence of MIWTC's impact on the students' behavioural intentions, MIWTC influenced students' communicative behaviour, which was shown by an increase in the number of turns speaking in English and increasing in the number of words in English as well. Also, the distributions of the words and turns among the group members were positively impacted by the intervention.

In Chile, English is used and taught in the school as a foreign language (EFL); consequently, Chilean students do not have the same opportunities to speak in the L2 as students in contexts where English is taught as a second language. Although the students of the current study had more English periods than an average student in the Chilean context, their daily exposure to English outside the classroom was equivalent to that of average Chilean EFL learners. Hence, the results are generalisable to the Chilean context, to some extent.

6.2. LIMITATIONS

Several important limitations need to be acknowledged. First, the participants' age was different from those in previous studies. The participants' average age was 9 years old; therefore, the WTC questionnaire had to be adapted to the participants age in terms of the vocabulary used in the original questionnaires and the type of instruction given to complete the WTC questionnaire. The questionnaire was piloted in a 3rd grade class different from the experimental and control group to test the understanding of the questionnaire. Moreover, some of the original statements from the questionnaires were related to WTC outside the classroom; thus, they had to be removed because the aim of the current study was to examine WTC inside the classroom. Further research should address young learners, specifically children, because there was a significant research gap with minors.

Second, the results should not be too much because of the sample size. The experimental group consisted of 23 participants, while the control group had 21 participants. Future research should examine the MIWTC with a larger sample. Moreover, as pointed out above, the context where the study was conducted may not fully represent the EFL Chilean context; thus, the results obtained from the data collection cannot be applied in all EFL Chilean contexts.

Third, the MI concept was new for the students, and it could have been too abstract according to their age; therefore, the MI concept itself may not have been fully understood by the learners. It is recommended that further research considers a more concrete concept of metacognition to be taught to young learners of such age. In addition, after teaching the concept metacognition it would be useful to instruct the participants with strategies to enhance metacognition inside the classroom, that would be applicable to any part of the syllabus; thus, connecting the contents with MI.

6.3. PEDAGOGICAL IMPLICATIONS

In addition to the study's theoretical contributions, the current study could be a contribution to Chilean EFL education because teachers could consider how metacognition and specifically MI can improve L2 young learners' use of English to orally communicate. When students are more aware of their learning, they can plan and monitor the strategies that would aid them during this process. Since MI is applicable to any context, age, and syllabus, it is a useful and meaningful resource to increase WTC inside the classroom.

Furthermore, the type of MI should elicit situations and contexts close to their reality in which students might be surrounded by because children have the need to connect their previous knowledge with the new knowledge. Also, it should promote student-student tasks where the learners can feel the confidence to interact with other students because it would promote the use of the L2 inside the classroom.

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Appendix A: WTC questionnaire (Spanish version)

Instrucciones

Este cuestionario está compuesto por 11 afirmaciones sobre tus sentimientos acerca de comunicarse en inglés con otras personas. ¿En qué medida estás de acuerdo o en desacuerdo con estas afirmaciones?

1. **Estoy dispuesto a hablar en inglés de mis vacaciones.**

Totalmente en desacuerdo					Totalmente de acuerdo
①	②	③	④	⑤	⑥

2. **Estoy dispuesto a hablar en inglés con mi profesor acerca de mi tarea asignada.**

Totalmente en desacuerdo					Totalmente de acuerdo
①	②	③	④	⑤	⑥

3. **Cuando un compañero nuevo entra a la sala de clases y me habla en inglés, estoy dispuesto a tener una conversación con él/ella en inglés.**

Totalmente en desacuerdo					Totalmente de acuerdo
①	②	③	④	⑤	⑥

4. **Estoy dispuesto a pedirle aclaraciones al profesor en inglés cuando estoy confundido acerca de una tarea o actividad.**

Totalmente en desacuerdo					Totalmente de acuerdo
①	②	③	④	⑤	⑥

5. Estoy dispuesto a hablar en inglés con un amigo mientras espero en la formación.

Totalmente en desacuerdo — Totalmente de acuerdo

① ② ③ ④ ⑤ ⑥

6. Estoy dispuesto a ser parte de una obra de teatro en inglés.

Totalmente en desacuerdo — Totalmente de acuerdo

① ② ③ ④ ⑤ ⑥

7. Estoy dispuesto a jugar juegos en inglés; por ejemplo, *Fortnite*.

Totalmente en desacuerdo — Totalmente de acuerdo

① ② ③ ④ ⑤ ⑥

8. Estoy dispuesto a dar una breve presentación sobre mí en inglés, sin apuntes, al resto del curso.

Totalmente en desacuerdo — Totalmente de acuerdo

① ② ③ ④ ⑤ ⑥

9. Estoy dispuesto a preguntarle en inglés a mi compañero sentado a mi lado o a mi mejor amigo cómo decir una frase en inglés para expresar mis pensamientos.

Totalmente en desacuerdo — Totalmente de acuerdo

① ② ③ ④ ⑤ ⑥

10. Estoy dispuesto a ayudar a otros miembros del curso que estén teniendo problemas con su trabajo en inglés.

Totalmente en desacuerdo — Totalmente de acuerdo

① ② ③ ④ ⑤ ⑥

11.Estoy dispuesto a dar un breve discurso en inglés, con apuntes, al resto del curso acerca de mi barrio o cualquier otro tema.

Totalmente en desacuerdo					Totalmente de acuerdo
①	②	③	④	⑤	⑥

Appendix B: Good deeds and bad deeds pictures








WE
RECYCLE















Appendix C: Excerpts

Eduardo

"Mucho. Porque si voy a viajar o tengo que hacer algo en inglés no voy a saber qué hacer (A lot. Because if I am going to travel or if I have to do something in English I wouldn't know what to do)."

Ignacio

"Voy a cambiar mis juegos a inglés. Voy a ir a Estados Unidos. Voy a enseñar inglés. Voy a poner atención en clases de inglés (I will change my games to English. I will go to the USA. I will pay attention in English classes)."

Matías

"Yo prefiero ahhh… solo con un compañero porque tengo vergüenza a hacerlo frente a toda la clase (I prefer ahhh… only with a classmate because only with a partner because I'm ashamed to do it in front of the whole class)".

Daniel

"Yo en grupos pequeños porque me siento más cómodo , tienes más probabilidades de que sean mis amigos, y lo mismo que dijo Javi, si uno no sabe algo el otro te puede decir (Me in small groups because I feel more comfortable, there are more chances that they are my friends, and the same as Javi said, if one does not know something the other can tell you)".

José

"Para mí la pirámide fue una línea de escalera para ir avanzando en el aprendizaje del inglés. Con distintos tipos de cosas, por ejemplo, poner por ejemplo la play (station) o el Fortnite en inglés y ver películas en inglés o poner subtítulos en inglés. Eso sería para mí (For me, the pyramid was a line of stairs to advance in the learning of English. With different types of things,

for example, put for example the play (station) or Fortnite in English and watch movies in English or put subtitles in English. That would be for me)".

Ignacio

"Para mí la pirámide es un método de aprendizaje con niveles donde teníamos que anotar los pasos para poder llegar al último nivel y aprender inglés al 100% (For me the pyramid is a learning method with levels where we had to write down the steps to reach the last level and learn English at 100%)".

Cristián

"Yo sí porque te pueden servir mucho para comenzar una conversación (I would because they can help to initiate a conversation)".

Alejandro

"Yo sí porque puedo ver un video en inglés y le puedo poner un comentario en inglés (I would because I can watch a video in English and I can write a commenta in English)".

Guillermo

"Yo creo que sí porque en algún futuro cuando estemos en otro curso vamos a poder hablar inglés todos a la perfección. Yo generalmente voy a hartos países y podré hablar y también podría traducir otros juegos y jugar con esos juegos en inglés (I think so because in the future when we are in another grade we will be able to speak English all perfectly. I usually go to a lot of countries and I can talk and I could also translate other games and play with those games in English)".

Appendix D: Semi-structured interviews (Spanish version)

1.	¿Qué tan importante es para ti aprender inglés?
2.	En qué situación dentro de la sala de clases te sientes más cómodo hablando (con más ganas) de comunicarte: ¿en parejas, en grupos pequeños, con la profesora en una clase con todos tus compañeros? ¿Por qué?
3.	¿Crees que es importante comunicarse en inglés?
4.	¿Existen en clases instancias en las cuales sientas que querías decir algo, pero no lo hiciste? Si es así, ¿cuándo y por qué?
5.	¿Puedes explicar la pirámide en tus propias palabras?
6.	¿Crees que usarás las estrategias en el futuro?
7.	¿Te gustaron las actividades? Por ejemplo, ¿te gustó la actividad de la pirámide? ¿Qué tal las actividades de las estrategias? Si no fue así, ¿por qué?