

**THE EFFECTS OF MINDFULNESS TRAINING ON STUDENTS' L2
SPEAKING ANXIETY, WILLINGNESS TO COMMUNICATE, LEVEL OF
MINDFULNESS AND L2 SPEAKING PERFORMANCE**



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AUGUST 2017

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MINDFULNESS AND L2 SPEAKING PERFORMANCE**

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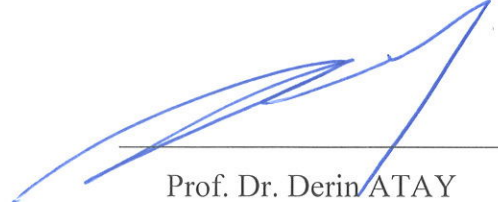
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ABSTRACT

THE EFFECTS OF MINDFULNESS TRAINING ON STUDENTS' L2 SPEAKING ANXIETY, WILLINGNESS TO COMMUNICATE, LEVEL OF MINDFULNESS AND L2 SPEAKING PERFORMANCE

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The aim of this study is to investigate the effects of a 6-weeks of mindfulness meditation-based intervention program (MMCI) on EFL students' speaking anxiety, willingness to communicate in L2, their level of mindfulness and finally L2 speaking performance. In the present study, the opinions of the students who are involved in the MMCI training about mindfulness training were also investigated. The participants of the study were 29 students (N=12 control, N=17 experimental) enrolled in a preparatory program of a foundation (non-profit, private) university in Istanbul, Turkey. Quantitative data was collected through three different questionnaires, FCLAS, BİFÖ and WTC, given as pre and post-test. Additionally qualitative data was gathered by semi-structured interviews and field notes to receive verbal record. The results of the analyses showed that the program affected students' speaking anxiety and willingness to communicate in foreign language. Specifically, the findings of a non-parametric Mann Whitney *U* Test revealed a significant decrease in participants' L2 speaking anxiety in English ($p < 0.011$), more willingness to communicate in English ($p < 0.001$) and higher level of mindfulness ($p < 0.000$) comparing to control group who received no MMCI treatment at all. Additionally, the experimental group had the highest scores from mid-term exam than the other groups of classes.

Keywords: Mindfulness, Foreign language speaking anxiety, Willingness to communicate, Awareness, Attention



ÖZ

BİLİNÇLİ FARKINDALIK EĞİTİMİNİN ÖĞRENCİLERİN İKİNCİ DİLDE KONUŞMA KORKUSU, KONUŞMA İSTEĞİ VE BİLİNÇLİ FARKINDALIK SEVİYESİ VE KONUŞMA PERFORMANSINA ETKİSİ

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Bu çalışmanın amacı, 6 haftalık bilinçli farkındalık meditasyon temelli müdahalenin (MMCI) hazırlık okulu öğrencilerinin ikinci dilde konuşma korkusunu, iletişim kurma isteğini, bilinçli farkındalık seviyeleri ve son olarak konuşma performansı üzerine etkisini incelemektir. Çalışma ayrıca MMCI'ya katılan öğrencilerin uygulanan programa ilişkin fikirleri de incelenmiştir. Çalışma 29 katılımcıyı içeren (N=12 kontrol, N=17 deneysel) İstanbul, Türkiye'de bir üniversitenin hazırlık okulu biriminde yürütüldü. Nicel bilgi üç farklı anket aracılığıyla, FCLAS, BİFÖ ve WTC, ön test ve ardıl test olarak toplandı. Buna ek olarak, nitel bilgi yarı-yapılandırılmış görüşmeler ve alan notları ile sözlü kayıt olarak toplandı. Analizler, MMCI programının öğrencilerin ikinci dilde konuşma korkusunu ve iletişim kurma isteği üzerinde etkisini göstermiştir. Özellikle, Parametric olmayan Mann Whitney *U* Test sonuçları hiç MMCI eğitimi almayan kontrol grubuna nazaran öğrencilerin ikinci dilde konuşma korkularında önemli derecede azalma ($p < 0.011$), ikinci dilde daha fazla iletişim kurma isteği ($p < 0.001$) ve daha yüksek derecede bilinçli farkındalık seviyesi ($p < 0.000$) açığa çıkardı. Deney grubu vize sınavından diğer tüm sınıfların içinde en yüksek skorları almıştır.

Anahtar kelimeler: Bilinçli farkındalık, Yabancı dil konuşma korkusu, İletişim kurma isteđi, Farkındalık, Dikkat





To my beloved parents
&
Serda Arslan...

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TABLE OF CONTENTS

ETHICAL CONDUCT	iii
ABSTRACT	iv
ÖZ	vi
DEDICATION	viii
ACKNOWLEDGMENTS	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
Chapter 1: Introduction	1
1.1 The Importance of Mindfulness	1
1.2 The Importance of Language Teaching and Learning	3
1.3 Theoretical Framework	7
1.4 Statement of the Problem	9
1.5 Purpose of the Study	9
1.6 Research Questions	9
1.7 Significance of the Study	10
1.8 Basic Assumptions	11
1.9 Operational Definitions of Terms	12
Chapter 2: Literature Review	13
2.1 The Definition of Mindfulness and Mindlessness.....	13
2.2 Mindfulness in Education.....	17
2.2.1 Langerian Mindfulness in Education.	18
2.2.1.1 Five Components for Langerian’s Mindful Learning	18
2.2.1.2 Research on Langerian’s Five Components for Mindful Learning.....	21
2.2.2 Research on the relationship between Cognition and Mindfulness in Education.	22
2.2.3 Research on the relationship between Counseling and Mindfulness in Education.	26

2.3	Mindfulness in Turkey	28
2.4	Mindfulness and English as a Foreign Language (EFL).....	30
2.5	L2 Speaking Anxiety & Willingness to Communicate in L2	33
2.5.1	L2 Speaking Anxiety.....	33
2.5.2	Willingness to Communicate in L2.....	36
Chapter 3: Methodology		39
3.1	Philosophical Paradigm.....	39
3.2	Research Design.....	41
3.2	Setting and Participants.....	41
3.3	Procedures	42
3.3.1	Types of Sampling.	42
3.3.2	Sources of Data.	43
3.3.2.1	Mindful Attention & Awareness Scale (MAAS).	43
3.3.2.2	Foreign Language Classroom Anxiety Scale (FLCAS).	44
3.3.2.3	Willingness to Communicate Scale (WTC).	44
3.3.2.4	Semi-structured Interviews.....	45
3.3.2.5	English Oral Exam scores.	45
3.5	Data Collection Procedures and Analysis	45
3.5.1	Instruction in the Experimental Group.....	47
3.5.2	Instruction in the Control Group.	50
3.6	Trustworthiness	51
3.7	Limitations	52
Chapter 4: Results		53
4.1	Quantitative Findings on the Difference between EG and CG in terms of L2 Speaking Anxiety	53
4.2	Quantitative Findings on the Difference between EG and CG in terms of Mindfulness Level	55
4.3	Quantitative Findings on the Difference between EG and CG in terms of WTC in L2	58
4.4	Quantitative Findings on the Change in English Speaking Performance between EG and CG.....	60
4.5	Qualitative Findings	63
4.5.1	The Analysis of the Semi-Structured Interviews.	63

Chapter 5: Discussion and Conclusion	68
5.1 Discussion of Findings	68
5.2 Pedagogical Implications	77
5.3 Conclusions	79
5.4 Recommendations for Further Research	79
REFERENCES.....	81
APPENDICES	96
A. Foreign Language Classroom Anxiety Scale (FLCAS).....	96
B. Foreign Classroom Anxiety Scale	98
C. Foreign Language Classroom Anxiety Scale (FLCAS)	99
D. Bilinçli Farkındalık Ölçeği (BİFÖ).....	102
E. Mindful Attention & Awareness Scale (MAAS).....	103
F. Willingness to Communicate Scale (WTC).....	105
G. Willingness to Communicate Scale (WTC)	106
H. Semi structured interview questions	107
I. The Detailed Syllabus of the Mindfulness Program (MMCI)	108
J. Curriculum Vitae	109

LIST OF TABLES

TABLES

Table 1	Mann Whitney U Test Results for the Experimental and Control Group's Total Scores in FCLAS	54
Table 2	Descriptive Statistics Between the Experimental and Control Groups Regarding FLCAS	54
Table 3	Mann Whitney U Test Results for the Experimental and Control Group's Total Scores in BİFÖ	56
Table 4	Descriptive Statistics Between the Experimental and Control Groups Regarding BİFÖ	57
Table 5	Mann Whitney U Test Results for the Experimental and Control Group's Total Scores in WTC.....	58
Table 6	Descriptive Statistics Between the Experimental and Control Groups Regarding WTC.....	59
Table 7	The Experimental Group's Speaking Exam Scores Before and After the MMCI Program.....	61
Table 8	The Control Group's Speaking Exam Scores Before and After the MMCI Program	62

LIST OF FIGURES

FIGURES

- Figure 1 The Procedure of the Data Collection Process for Each Group 46
- Figure 2 Specific Themes of MMCI Program for Each Week 48



Chapter 1

Introduction

This chapter presents a brief overview of this research study regarding the importance of mindfulness, concisely explaining the term “mindfulness” and its benefits both in life in general and educational context. This chapter also emphasizes the growing and everlasting phenomenon called “L2 speaking anxiety” regarding L2 teaching in schools but especially in preparatory schools at universities. It also explains briefly some underlying reasons for L2 speaking anxiety. It continues with the purpose of the study, research questions, and significance of the study. In the end of the chapter, the key terms, which are used in this study, are shortly explained.

1.1 The Importance of Mindfulness

Owning a well shaped and healthy life requires a balanced psychology, body and mind. In order to achieve this, many people in today’s world try to eat food that includes variety of nutrition and exercise regularly to balance their lives and to have a positive lifestyle. In a world where people are so focused to stay busy and fulfill variety of tasks everyday, to clear the and mind and stay in the present moment is thought to be one of the key components for a happy life. It is demanding for individuals to stay in the moment and connect fully with the present. In order to balance their lives, mindfulness is a growing modern technique to have a healthier way of life both physically and mentally.

Mindfulness is a technique, which described as “...flexible state of mind in which we are actively engaged in the present, noticing new things and sensitive to context” (2000, p. 220). Basically, mindfulness is consciously avoiding self from past or future, staying in the moment and directing the attention to the moment, so that the self can be non-judgmental. Even though it dates back to Buddhism meditation, mindfulness is not old in many different scientific disciplines such as positive psychology, psychology, medicine, intercultural communication, and education.

According to the research studies, it has been revealed that mindfulness has many benefits on people when integrated with daily life such as reduced rumination (Jain et al., 2007; Ramel, Goldin, 2004), stress reduction (Shapiro, Schwartz, & Bonner, 1998; Flook, Goldberg, Pinger, & Davidson, 2013), relationship satisfaction (Barnes, Brown, Krusemark, Campbell, & Rogge, 2007), intuition and fear modulation (Hariri, Bookheimer, & Mazziotta, 2000), emotion regulation (Chambers & Allen, 2008), improvement of well-being (Urry et al., 2004), increase in the left-sided activation in the brain (Davidson et al., 2003), improved working memory capacity (Mrazek, Franklin, Phillips, Baird, & Schooler, 2013) and improved focus (Davis, Hayes, & Jeffrey, 2012). These outcomes indicate a key to both mentally and physically successful life.

In terms of mindfulness in schools, it is named as *mindful learning* in educational contexts. Being a mindful learner not only helps learners to foster the skill of paying attention but also it cultivates some specific attitudes for the learners which is a sign of success and happiness. According to Langer (1990), the root of the state of mindful learning comes from being open to creation, creativity, current ideas and being aware of multiple perspectives. Mindfulness in schools is integrated mostly in the discipline of counseling in order to solve behavior problems, build better relationships, improve focus and many more. In terms of anxiety in schools, Roemer et al. (2009) conducted a study on three hundred ninety five college students. In the study, when compared the group who had a generalized anxiety disorder (GAD) with the control group who did not have a GAD, it was observed that the group who had GAD had significantly lower levels of mindfulness and higher levels of difficulties in emotion regulation than the non-anxious control group. That's to say, mindfulness may be useful in lessening the anxiety level of students.

Neurology is another discipline that is linked with mindfulness in education in terms of neuroplasticity, automatic thinking, critical thinking, mind wandering and psychological state of mind. There are many studies conducted on the relationship between neurology and mindfulness in schools such as automatic thinking observed in educational context. Napoli, Krech, & Holley (2005) aimed at finding a relationship between mindfulness training program and focus and paying attention on students. The study was applied on two hundred and fifty four first, second, and third grade students. The 24 weeks training employed a series of exercises including

breath work, body scan, movement, and sensorimotor awareness activities. Results from three measures show significant differences in terms of focus and paying attention in the group who participated in mindfulness practice training than the other group who did not. The result informs schools that in order to improve students' focus, mindfulness may be integrated in schools.

In order to enhance mindfulness, many researchers have been carried out some parts of the world, on contrary to this; studies conducted in Turkey are highly limited. There are only a couple of studies carried out in the discipline of psychology and counseling.

Demir (2014) conducted a study on effects of mindfulness therapies on depression and stress levels on fifteen female participants. Experimental group in the study had 8 mindful sessions every week and each session was 75 minutes long. In conclusion, the findings of the study showed a significant decrease in the stress and depression levels in the experimental group. One more time it is inferred that mindfulness decreases stress and depression among students which are important findings since this will not only heal students' psychological situation in a school context but also regulates their daily lives outside the school.

Since speaking anxiety and willingness to communicate in the second language (L2) is the focus of the study, it is highly necessary to mention about the connection between mindfulness and EFL. To my best knowledge as a researcher, there has not been any research study conducted on those two concepts and based on research depending on the literature, however, there is very limited theoretical data related to mindfulness and EFL.

The following section gives some more details about the importance of language teaching and learning and then explain some of the underlying reasons for speaking anxiety and willingness to communicate in L2 and its possible relationship with mindfulness.

1.2 The Importance of Language Teaching and Learning

Being able to communicate via language is one of the basic needs of human beings. It means that with the help of the language, people have the opportunity to express themselves, share their ideas, and have a connection with the other

individuals in order to survive in a community. In today's world, with the help of the globalization, it is not adequate to communicate through mother tongue (L1) but also another language to be able to reach the needs and the standards of the 21st century's world and this another language is English since it is a universal language around the globe.

According to the statistics in 2000, it is estimated that there were 1.5 billion people using English as a first, second or foreign language. This meant that one in four of the world's population used English for variety of purposes (Crystal, 2000, p. 3). This fact indicates that solely owning L1 is not sufficient to interact with the other people in the world. In the 21st century world, this aforementioned ratio has even increased more. While English has gained greater importance, surely the emphasis put on language teaching in higher education has come into prominence as well. The approach towards EFL teaching in Turkey has evolved over time with the stress put on English since there was a shift in the level of instruction from Turkish to English in almost all the departments in Turkish universities. Thus, in order to graduate from a Turkish university, one needs to have mastered English academically by at least reaching up to B2 level and passing proficiency exams conducted at the end of the academic year. However, the number of the failing students who take the proficiency exams is incredibly high. Surprisingly, there is an inevitable fact that most of the Turkish students have been exposed to English for nine years in average.

According to the recent findings of Economic Policy Research Foundation of Turkey in cooperation with British Council (2015), more than 95 percent of Turkish residents cannot answer very basic questions in English after receiving an extensive language course, meaning more than 1000 hours of classes. The findings of the study correlate with many people who started learning English as a foreign language coming from 4th grade and end up failing from proficiency exams when they first come to university. It has been detected by English Proficiency Index (2013) that Turkey is the 47th country among 63 countries around the world and marked as "very low" in English proficiency level. This growing phenomenon which impacts a lot of preparatory school students and causes tension for both the students and their families every year.

A lot of studies have been conducted on the reasons for the failure related to English proficiency and when going deeper about the reasons, among the other skills

in the English language, especially speaking is found to be the most challenging skill for the students in school life. As being the speaker student, there is a spotlight that is hard to handle by most of them. There are many reasons for this; according to Nunan (2003), there are mainly two reasons why speaking as a skill is a demanding one. First, different from the other skills, speaking occurs at that moment as opposed to the other three skills since they do not happen at that moment. The second one is, at that speaking time, there is no time for revising, deleting and correcting again (p. 48). In a speaking performance, students are expected to use their ability to “express” themselves in another language and not everyone is equipped in a way that can perform confidently. The other potential factors that affect the performance of speaking may be counted as self-confidence, anxiety, time management, planning strategies, the standardization and the amount of performance, motivation, listening ability and peer/teacher feedback during and after the speaking task (Mai & Tuan, 2015, p. 13-14). All these factors and many more affect a person’s ability to speak in public and face-to-face.

Nation & Newton (2009) claim that ‘performance conditions’ can influence speaking performance. Performance conditions include time pressure, planning, the standard of performance and the amount of support (p. 121). Planning and support can be attained in the preparation stage where the speaker is more relaxed. The amount of support is a positive factor that will only help the speaker when is provided. Time pressure however is an issue that will stress the individual due to the fact that all that is prepared and every idea that supports the subject that will be spoken about will have to be completed in a limited amount of time and the speaker might end up feeling exhausted, confused or even lost at times while struggling to explain every detail. Krashen (1982) implies on various affective variables that are related to success but most of the studies examine these three categories as *motivation*, *self-confidence*, and *anxiety* (p. 30). Confidence in self plays a major role when a person is socializing, inverted people tend to speak less or none due to lack of the will to communicate when compared to the people who are more outgoing and social. Having no confidence in self is connected to anxiety so these two factors seem to affect the speaker in a great deal.

Speaking in front of an audience is thought to be one the other factor influencing students’ speaking motivation in the classroom. As Stewart and Tassie

(2011) indicate that “It is too often the case that a public speaking classroom is one that creates a sense of stress, nervousness and tension in undergraduate students” (p. 9). Also Juhana (2012) states, “...they are afraid of being laughed at by their friends due to their low ability in speaking English” (p. 101). This kind of fear towards speaking in English may trigger students’ willingness to communicate in L2 negatively.

According to Ur (as cited in Mai & Tuan, 2015, p. 10) teachers come across some speaking problems during speaking activities that their students take part in. Inhibition is one of those problems that both parties’ have to deal with and the fear of making mistake or receiving negative criticism triggers this problem leading to anxiety problems that are mentioned above. Background knowledge is also another issue that should be taken into account. Students may feel as if they have nothing to say due to not being familiar with the subject given and as a result they become demotivated.

Regarding the mentioned factors, there are many and more factors that affect the motivation of speaking, especially in L2 where people tend to get more frustrated while trying to express themselves. For some people, it is already difficult to communicate with other people, yet alone address to an audience that is to listen to what is to be said. Proving a point, arguing about the validity of a subject, teaching, presenting and even talking in a large group are challenging enough when it is done in L1.

Throughout the history, there have been many attempts to reduce students’ tension towards L2 learning and ease their minds such as Suggestopedia (Lozanov, 1971), teaching grammar topics (such as descriptive adjectives) relying on humor (Maceri, 1995), stress-coping strategies, communicative language teaching (CLT) (Wilkins, 1976), formative assessment (assessment for learning), community language learning (CLL) (Curran, 1972), using positive self-talk (Hauck & Hurd, 2005), total physical response (TPR) (Asher, 1977) and many more techniques and approaches so that the students would have more balanced affective filter and get relaxed while learning and producing in English. But taking the latest statistics of Turkey into consideration, it seems that those approaches were not enough to give full support to language learners to overcome their anxiety in L2 since the ratio of

failure is still too high not to be underestimated in the 21st century foreign language learning context.

In order for Turkish students to be successful by means of English and overcome fears and dilemmas towards speaking L2, mindfulness emerges. Mindfulness is a very ancient eastern therapy but scientifically it has been grounded only in thirty years of studies. Basically mindfulness is “a state of mind” and can be summarized as staying in the moment, living the moment, living here and now and being non-judgmental. It has been identified that mindfulness reduces depression, anxiety, memory loss, attention deficit hyperactivity disorder and it improves academic performance, helps to regulate emotions, improves well-being of a person and many more potential benefits to be mentioned.

The problems related to L2 learning above and the term mindfulness aroused my interest to investigate the impact of mindfulness on EFL preparatory students' L2 speaking anxiety. Another thing I would like to find out is the difference between EFL students who had MMCI training and those who did not in terms of their level of mindfulness and also willingness to communicate in L2. I also want to explore a change in English speaking performance of the students who are involved in the MMCI training. Finally, I would like to learn the students', who are involved in the MMCI training, opinions about the MMCI training.

1.3 Theoretical Framework

Every researcher aims to find a solution to a problem and leave a perspective or view to the problems of the scientific world. In order to be labeled as “well-designed inquiry”, there are many standards that contribute to the character of a research paper. According to Dochy (2006), “theoretical framework, conceptual rationale, pragmatic grounding, clear definition of the research questions/purpose” are among the other features contributing to the well-designed research inquiry.

The cause, which triggered this research inquiry, is the ongoing debate about fear of speaking in English and willingness to speak it, which are discussed among the English teachers, language students, parents of the students and the educational contexts. As it is stated before, there have been many causes of L2 speaking anxiety such as lack of motivation, anxiety, poor time management, not having stress-coping

strategies and self-confidence, poor listening ability, fear of making mistake, stage fear and many more countless reasons that cause EFL students to build blocks in front of the ability to express self. According to Horwitz, Horwitz, and Cope (1986), anxiety is the basic handicap for students when speaking in a foreign language (p. 125). As a result of this, there will be negative correlation between willingness to communicate and achievement in expressing self though L2.

It has been suggested by Cheng, Horwitz, and Schallert (1999) that speaking is the most “anxiety-provoking aspect in a second language learning situation” (p. 420). According to Tsiplakides & Keramida (2009), even though there are abundant theories and research papers on general language anxiety, there is limited number of studies focusing specifically on the roots of foreign language anxiety (p. 40). While it is a well-known fact that anxiety and reluctance to speak English are common cases, it is still agreed that there is not adequate effort spotlighted on the issue.

According to Kitano (2001), teachers should seek a suitable way to encourage their students’ fear of negative evaluation since it is a difficult feature to overcome (p. 558). Mindfulness may be the factor which may help to overcome all the barriers in front of speaking L2. It has been applied in some of the fields such as counseling, psychology, psychotherapy, medicine and education and so far it has been a great success in many fields. In terms of education, especially the field of counseling has made use of mindfulness in order to solve behavior problems, stress reduction, violation of school rules and suspension days due to behavior-related problems, attention deficit hyperactivity disorder (ADHD).

To my best knowledge as a researcher, there has not been a practical interdisciplinary focus between mindfulness and L2 teaching / learning apart from the very limited number of theoretical connections. In relation to the findings of mindfulness in counseling, it may be worthwhile to explore the link among mindfulness and English language teaching (ELT) world.

Based on these overviews and the assumptions, this study highlights the use of mindfulness on L2 speaking anxiety and willingness to speak L2 in preparatory programs. It underlines the possible benefits that it could bring to the L2 learning environment, learners and the English instructors at preparatory schools.

1.4 Statement of the Problem

What separates humans from other beings is their ability to speak. Speaking is an important skill when interacting with others. When it comes to speaking in L2, there are a lot of factors affecting the speech; one of them is anxiety and it has become one of the biggest factors in language education. When speaking, some people naturally tend to be more relaxed when interacting with their peers due to the fact that they do not lack self-esteem, they do not face anxiety. On the other hand, the majority of the language students at preparatory schools are scared to address or communicate with others in L2 and especially speaking activities might be quite scary for them because they put many factors in account. With regard to today's world a global one, where a person is required to know at least two languages in order to interact with each other, based on the statistics, there are still a lot of people in Turkey who cannot answer basic questions in English apart from the L1. This means that English instructors and institutions should come to a consensus that mindfulness might be one of the cornerstones in terms of overcoming the fear of L2 and reluctance to speak it.

1.5 Purpose of the Study

The current study was conducted with the aim of understanding the difference between EFL students who had MMCI training and those who did not in terms of their L2 speaking anxiety. The study also investigated the difference between EFL students who received MMCI program and those who did not with regard to their willingness to communicate in L2.

1.6 Research Questions

In consideration of the discussion above, this study aims to find answers to these proposed research questions:

1. Will there be a difference between EFL students who had mindfulness meditation-based clinical intervention (MMCI) training and those who did not in terms of L2 speaking anxiety?

2. Will there be a difference between EFL students who had MMCI training and those who did not in terms of their level of mindfulness?
3. If any, will there be a difference between EFL students who received MMCI program and those who did not with regard to their willingness to communicate in L2?
4. Will there be a change in English speaking performance of the students who are involved in the MMCI training?
5. What are the opinions of the students who are involved in the MMCI training about mindfulness training?

1.7 Significance of the Study

Speaking is one of the core components of a language. With the help of the ability to speak, one can make sense of the world and interact with the other people and share their ideas. Taking 21st century life standards into consideration, knowing L1 does not help an individual to be able to catch up with the current conditions. With parallel to this, English is the universal language in all over world and the focus towards teaching it has gained greater focus. Unfortunately, the ongoing debate regarding the students' inhibition towards speaking English and as a result of it, their reluctance to speak it still continues among the English instructors, students and institutions.

In preparatory schools, the number of the students refusing to participate or freezing when a teacher asks him a question or having a blushing face in a speaking activity either in a group or pairs are still high enough not be underestimated. After all, there are students sitting silently and waiting English class to over. According to some, this situation is normal since a willing participation requires some bravery and risk and every student is not equipped with these features. After some time, eventually the fear may go away with the help of the English teacher or some relaxing activities. Acknowledging this fact, this approach may be beneficial to some extent but it may not reach to every single student who is having a trouble with it. On the other hand, most instructors think that those students who are having difficulty should get some outsourcing help since they think that it is a psychological situation that is far beyond what a teacher can do only in limited time.

In terms of preparatory schools in Turkey, it is a transitional period for the students where it is time to deal with many issues. Most of them leave their homes for the first time for educational purposes and move outside the city. Additionally they have periodic English exams, which are stressful enough for the students, and a huge proficiency exam that they are required to pass in order to continue to their departments. As if it is not sufficient enough, they are expected to participate in variety of tasks and perform well and speaking is one of the other (and most possibly one of the most crucial ones) tasks that are expected to be participated willingly by the students. Besides having school related stress and fuss, they start to have some personal problems where it is time for them to be young adults from teenage. Taking all the factors above into consideration, the institutions and instructors should bear in mind the entire burden that students have to carry on their shoulders and instructors should approach integrating mindfulness in their schools with respect to reducing their tension about both their personal and school related life and create some sympathy towards EFL so that they can *willingly* participate and produce.

With reference to the overviews, this study aims to show that the usage of mindfulness inside language classrooms can have a broader effect on students by means of their inhibition towards producing the language as well as their desire to communicate through it. The recent research study suggests that apart from factors such as anxiety and reluctance, welcoming the mindfulness in language classrooms may have larger effect on students as more focus, less behavior problems and improvement in internal well-being. With this sense, mindfulness should be offered in all types of schools whether it is private or government school since it is the path to success so that all our students, individuals can get benefit out of it.

1.8 Basic Assumptions

It is assumed that the participants in this study answered the questionnaires and interview questions sincerely. It is also assumed by the researcher that the participants were observed during their natural and actual teaching proceedings; without intentional not real classroom atmosphere. Last but not least, data collection instruments in this study are assumed to be reliable, consistent and convenient for the objectives of the current research study.

1.9 Operational Definitions of Terms

- L2** : Second language (Winke, 2007). Referring to English in this study,
- EFL** : English as a Foreign Language (Mayo, 2003),
- ELT** : English Language Teaching. (Harmer, 2007),
- MMCI** : Mindfulness Meditation-based Clinical Intervention (roots from MBSR, 1979),
- CLT** : Communicative Language Teaching (Wilkins, 1976),
- CLL** : Community Language Learning (Curran, 1972),
- TPR** : Total Physical Response (Asher, 1977),
- ADHD** : Attention Deficit Hyperactivity Disorder (Still, 1902),
- MBSR** : Mindful Based Stress Reduction (Zinn, 1979),
- SEL** : Social and Emotional Learning (Elias et al., 1997),
- GAD** : Generalized Anxiety Disorder (Leckman, Weissman, Merikangas, Pauls, & Prusoff, 1983),
- WTC** : Willingness to Communicate (McCroskey & Baer, 1985),
- L1** : First language, in this study it means ‘mother tongue’ (Cook, 2001),
- MAAS** : Mindful Attention & Awareness Scale (Brown & Ryan, 2003),
- FLCAS** : Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986),
- BİFÖ** : Bilinçli Farkındalık Ölçeği (Özyeşil, Arslan, Kesici, & Deniz, 2011),
- FLSA** : Foreign Language Speaking Anxiety (Horwitz, Horwitz, & Cope, 1986).

Chapter 2

Literature Review

2.1 The Definition of Mindfulness and Mindlessness

Dating back to early Buddhism meditation, scientifically, mindfulness is not that old in many of the fields such as positive psychology, psychology, medicine, intercultural communication and education. Since its applicability spreads amongst the different fields, it would be beneficial to understand the philosophy behind the state of mind called “mindfulness”.

Scientifically, the term *mindfulness* has been grounded in thirty years of studies in one of the most leading universities in the world such as Oxford, Harvard, Stanford, Massachusetts Institute of Technology to help people to control their emotions. Basically, *mindfulness* is a state of mind. Ellen Langer (1989), who is one of the pioneers in the discipline of mindfulness, very broadly defines it as ‘minimal information processing’ suggesting a person’s state of mind (p. 138). After some time, she added more features for this state of mind and described it as “...flexible state of mind in which we are actively engaged in the present, noticing new things and sensitive to context” (2000, p. 220).

In positive psychology, mindfulness is described as “a state of psychological freedom that occurs when attention remains quiet and limber, without attachment to any particular point of view” (Martin, 1997, p. 291-292). It basically proposes that mindfulness makes people discover their psychological independence. Furthermore, Cañado (as cited in Spencer-Oatey, 2013, p.2) interprets the situation of mindfulness as turning into self, paying attention to inner voices and regulating the arising emotions that is a step by step and logical process. According to Sujato (2012) “mindfulness re-collects awareness into the present, re-membering oneself so that one’s actions are purposeful and appropriate, grounded in time and place” (p. 131). Actually, the disposition of mindfulness can broadly be described as staying within the present and being focused on the moment and tuning into self deeper.

In psychology, mindfulness is actually a therapeutic technique and described by psychology glossary (n.d.) as “... focused on change or the future but an

awareness of the present and who an individual is now. It can raise awareness and stop mental distress from the psychological pain of simply being alive”. Moreover, according to Jha, Krompinger, & Baime (2007) it is described as the awakening from an automatic pilot and repeated responding (p. 12). It is psychologically perceived as paying attention to the moment and acknowledging it rather than dipping back into the past or future and discovering the psychological freedom of being human.

According to some empirical studies in psychology, mindfulness is associated with a lot of positive effects on individuals in many ways. When individuals are trained mindfully, various positive outcomes emerge such as reduced rumination (Jain et al., 2007; Ramel, Goldin, Carmona, & McQuaid, 2004), stress reduction (Shapiro, Schwartz, & Bonner, 1998; Flook, Goldberg, Pinger, & Davidson, 2013; Carmody & Baer, 2008; Shapiro, Brown, & Biegel, 2007), relationship satisfaction (Barnes, Brown, Krusemark, Campbell, & Rogge, 2007; Carson, Carson, Gil, & Baucom, 2004), more sense of autonomy (Brown & Ryan, 2003), intuition and fear modulation (Hariri, Bookheimer, & Mazziotta, 2000), emotion regulation (Chambers & Allen, 2008; Ramel, Goldin, Carmona, & McQuaid, 2004), and improvement of well-being (Urry et al., 2004).

In the discipline of medicine, Kabat-Zinn is accepted as the precursor with his Mindful Based Stress Reduction (MBSR) practices who made extensive studies with the help of his patients. Kabat-Zinn (2009) widens the scope of the term *mindfulness* and defines it as ‘...paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally. This kind of attention nurtures greater awareness, clarity, and acceptance of present moment reality” (p. 4). Epstein (2003) looks at mindfulness from more medical perspective and characterizes four habits that can be taught for being mindful as “attentive observation, critical curiosity, beginner’s mind, an ability to match the appropriate response to the situation at hand and presence”.

From the medical perspective, “attentive observation” is meant to show that observing the patient as an individual and trying to approach to a problem from unexpected ways as much as possible and in this way, it helps to be aware of one’s perceptions while approaching to the problem. With the second feature “critical curiosity”, a person may tolerate the incompetence that she has and welcoming doubt. The other component for a mindful behavior is “beginner’s mind” which means that being able to look from the original perspective and putting the

previously learned facts aside. This opens the door of uncertainty and creates openness to unknown. Finally “an ability to match the appropriate response to the situation at hand and presence” implies the concentration between the task and the doer that helps the person to stay in the moment and enjoy being there and in the moment fully (p. 7). According to Epstein, it is believed that combining these four features and making them stronger help people to be mindful in their own lives.

According to the research studies conducted in medicine, there is a strong relationship between mindfulness and cognitive functioning, e.g., increase in the left-sided activation in the brain (Davidson et al., 2003; Tomarken, Davidson, Wheeler, & Kinney, 1992) improved working memory capacity (Mrazek, Franklin, Phillips, Baird, & Schooler, 2013; Van Vugt & Jha, 2011), improved focus (Davis, Hayes, & Jeffrey, 2012), better cognitive flexibility (Moore & Malinowski, 2009; Heeren, Van Broeck, & Philippot, 2009) and increased immune functioning (Carlson, Speca, Faris, & Patel, 2007).

Mindfulness is a significant term in communication as well. In terms of communication, it is important to achieve successful communication with other people or strangers. Gudykunst (2004) relates mindfulness with communication as,

We must cognitively be aware of our communication if we are to overcome our tendency to interpret strangers' behavior based on our own frames of reference. When we interact with strangers, we become mindful of our communication. Our focus, however, is usually on the outcome (...) rather than the process of communication. For effective communication to occur, we must focus on the process of our communication with strangers. (...) When we are mindful, we can make conscious choices as to what we need to do in the particular situation in order to communicate effectively (p. 253-255).

Mindfulness can contribute to flexibility, empathy and less anxiety (Gudykunst, 2004, p. 256-263) while communicating. This results in effective communication between individuals and leads to better relationships.

In education, mindfulness is highly studied by Langer in educational settings and in order to be mindful, Langer (1997) introduced five key qualities of mindfulness; (1) being open to novelty, (2) being aware of multiple perspectives, (3) being sensitive to different contexts, (4) being alert to distinction and (5) being oriented in the present (as cited in Reber, 2014, p. 1056). These characteristics will be explained further in detail. In sum, these characteristics overall constitute the state

of mindfulness. In terms of education, even though there are not enough extensive sources to reach, the studies conducted until today show amazing outcomes in terms of learning in schools.

As opposed to mindfulness, *mindlessness*, as indicated by Langer (1989), means lacking some or all categorizations stated above and as a result (a) being trapped by categories, (b) having automatic behavior and (c) acting from a single perspective (p. 139). According to Langer (2000) “when we are in a state of mindlessness, we act like automatons who have been programmed to act according to the sense our behavior made in the past, rather than the present” (p. 220).

Being trapped by categories is “...relying too rigidly on categories and distinctions created in the past (masculine/feminine, old/young)...” (Langer, 1989, p. 31). This prevents the creation of new categories and shaping new visions and ideas for a person and as a result, it causes to be the victim of categories. However, creation of new distinctions is a mindful manner leading to be open to new ideas and perspectives rather than being blind to the facts.

“Automatic behavior” means behaving mindlessly without consciously paying attention to it (Langer, p. 34). It generally arises from repetition, habitual activities and even multitasking sometimes by leading to be autonomous towards stimuli and tasks. Also it limits a person’s conscious decisions and awareness. According to Langer, the final component of mindless behavior is “acting from a single perspective” which is the result of the set of rules that were created once (p. 39). It also means that avoiding the other possible potential perspectives and following only the one that leads to a wrong track.

At the same time, when a person is mindless, that specific person carries those qualities, for instance: being not open to novelty, being oblivious to multiple perspectives, being ignorant to different contexts, being ignorant to distinction and not being oriented in the present. At the same time, Fatemi (2015) supports the description of mindlessness by indicating that without questioning about the different perspectives, we solely trust on our own mentality (p. 114).

Mindlessness originates in two ways: single exposure and repetition. Single exposure comes from accepting only one idea and not questioning it. This also kills critical thinking side of a person. Repetition is also linked with single exposure; repeating same way and using same way of doing things (Langer, 2000, p. 220).

In order to make the concept of mindlessness clearer, the following situations from daily life can be given. In modern life, people multitask because they are busy and there are a lot of tasks to be fulfilled. That's why people can easily lose the awareness in the pile of tasks that they struggle to accomplish. Most of the people in their busy life happen to come across with those couple of daily examples; starting to eat a snack bar and suddenly realizing that it finished by looking at the packet. Another one is setting off and at the end of the journey not remembering anything specific about the journey ("What is Mindfulness?", n.d.). That kind of state of mind or unconsciousness for the present moment is 'mindlessness'.

Overall, while mindless individuals are more automatic, lack creativity, unaware of the moment and mindful people are attributed to being more aware of the moment, paying attention and respecting self more and being flexible. As Luttrell, Brinol, & Petty (2014) defined mindfulness as paying attention to a cognitive task and realizing it; on the other hand, mindlessness is paying less attention to the same cognitive task (p. 258). It is like looking at a cup and describing the details of the same cup as "white, tall and ceramic, patterned" would be a typical description of mindfulness but conversely describing the same cup as 'it is just a cup' gives an overall idea of mindlessness.

Consequently, it can be concluded that mindfulness is consciously avoiding self from past or future, staying in the moment and directing the attention to the moment, so that the self can be non-judgmental. While mindful people are aware of the things around them, mindless people lack awareness about the things or activities they are being involved. The following section is about mindfulness in educational setting which is the main focus of the current study.

2.2 Mindfulness in Education

In the educational context, mindfulness has been paired with pedagogy and these two concepts are members of *integral education* which "situates progressive educational ideas within a larger trans disciplinary web of ideas about culture, psychology, philosophy, science, etc., and also cleans up some shortcomings" (Murray, 2009, p. 1). In this way, mindfulness and pedagogy are considered as

members of integral education and mindfulness is named as *mindful learning* in education.

As mentioned before, mindfulness is used to empty the busy mind and attending the present non-judgementally. Regarding mindfulness as pedagogy a pedagogical tool, Weare (2014) describes it as "...learning to pay attention and cultivate attitudes such as kindness, curiosity, and non-judgmentalism..." (p. 1037). In this manner, it not only helps a learner to foster the skill of paying attention, it also teaches to cultivate some specific attitudes for the learner which is a sign of success and happiness. According to Langer (1990), the root of the state of mindful learning comes from being open to creation, creativity, current ideas and being aware of multiple perspectives. She exemplifies it as "mindful learning looks at experience and understands that it can be seen in countless ways, that new information is always available, and that more than one" (p. 65).

The following section gives more detail on mindfulness in education context. As mentioned before, Ellen Langer conducted extensive studies on mindful learning and has lots of theories on the issue, that's why it is commonly called as *Langerian Mindfulness*. In this manner, the section below explains what 'mindful learning' is from Langerian perspective and its' relationship to the education setting.

2.2.1 Langerian Mindfulness in Education. The name of 'Langerian mindfulness' comes from Ellen Langer, who is the pioneer in the field of mindfulness and also the first female professor tenured in Harvard Psychology department, has done extensive interdisciplinary studies on psychology then on the integration of mindfulness to the education world. In this way, many researchers today name mindful learning as 'Langerian mindfulness' referring Ellen Langer's studies. She is known for her extensive contributions to the area on mindful and mindless behavior. Langer presented some key qualities for learning to be mindful and the next section is going to present them by giving some research studies and examples.

2.2.1.1 Five Components for Langerian's Mindful Learning. From the point of Langerian mindfulness, there are three key qualities of mindful learning: *the creation of new categories, openness to novelty and awareness of multiple*

perspectives (Langer, 1989, p. 138-139). After eight years, she expanded those qualities and added two more features in order to learn mindfully: *alertness to distinctions and orientation in the present* (Langer, 1997, p. 67). When a student has those characteristics, it can be inferred that the student is learning mindfully. Before going into the research studies conducted in the area of mindfulness in educational context, it is vital to explain each of those characteristics in detail in order to draw a frame for *mindful learning*.

According to Langer (1989), with the feature of *creation of new categories*, there is an active information processing proceeding in the brain (p. 138). While the brain is active, the awareness and sensitivity to the context rises. This results in not stereotyping all different kinds of information and being aware of different ideas and new information as possibilities of the truth as well rather than frozen memorized facts inside a school context.

By means of *openness to novelty* feature of mindful learning, Langer (1989) explains it as welcoming new information as fresh or novel. This helps a person to be aware of contemporary points and being more open to uncertainty. According to her, it is scary for individuals to face with uncertainty, unknown and novelty since it is an unexpected input for those individuals (The Middle Way Society, 2015). However, thinking of unknown as a new path to learn new things, it may even motivate people who are engaged in learning something. When the issue is uncertainty, people's level of focus is high and by this way, their level of engagement is higher than their normal when they are mindful.

Awareness of multiple perspectives is another essential feature of mindful learning. Analyzing things, ideas, facts with the awareness from more than one perspective means that one's perspective widens and by this way critical thinking level increases. According to Langer "Once we become mindfully aware of views other than our own, we start to realize that there are as many different views as there are different observers. Such awareness is potentially liberating" (p. 68). It has been found that with the help of *awareness of multiple perspectives* feature, discrimination decreases and respect and sensitivity to the new increases (Langer, 1989, p. 167).

Single perspective and fact-based teaching will not only increase the number of mindless people around but also reduce creativity and imagination. Following this, Langer (1989) links this idea as "thinking of a recipe only as a rule, we often do not

consider how people's tastes vary, or what fun it might be to make up a new dish” (p. 44). That’s why, in order to promote mindfulness in classrooms, giving more choices, showing different perspectives, alertness to distinction, and orientation in the present and conditional way of speaking can help students to make up a new dish as well.

According to Langer (1997), *alertness to distinctions* is similar to *openness to novelty*, which is drawing conscious distinctions and allocating new places for brand-new information allowing a person to build ideas.

The final component for a mindful learning is *orientation in the present*, which emphasizes being in the present and getting away from automatic pilot. It requires to stay active on a task and pay attention to it. With the help of this, it enhances focus and raise consciousness.

Additionally, Langer (2000) additionally talks about *confusion* in mindful learning by teaching things in a more conditional manner; fact makes people not to question the information any more such as “ $1+1=2$ ” or “The reason of the World War I was.... (according to who?)”. In this way, those kinds of statements make people to lock themselves up for that information. For instance, when a teacher introduces “all trees are green”, this statement becomes a fact and this makes those individuals not to consider or think critically about that ‘alienized’ statement. It limits the individual’s critical thinking, imagining or visualizing and instead of leading them to one way of thinking so fact is not a fact, it is one of the many possibilities of truths. When individuals handle the unknown in a mindful manner, they will probably be able to embrace confusion easily but on the other hand, mindless individuals will not able to handle confusion easily which requires stepping out of self comfort zone and becoming to be critical about the knowledge that was coded for instance a year ago. But actually, stepping out of that comfort zone makes individuals create new categories, add new information to working memory or sometimes correct the mistaken information that was learned and being aware of the multiple perspectives. Confusion means accepting the fact that you accept the unknown willingly. It is also found that ambiguity creates sympathy towards the task as well (Langer, 2016, p. 109).

Five aspects of mindful learning include *the creation of new categories*, *openness to novelty* and *awareness of multiple perspectives*, *alertness to distinctions*

and *orientation in the present*. When those features are united together in school context, students are given an opportunity to learn mindfully.

2.2.1.2 Research on Langerian's Five Components for Mindful Learning,

Various attempts have been made by scholars to facilitate meaningful learning among students (Davenport & Pagnini, 2016; Ergas, 2015; Hyland, 2015; Hassed & Chambers, 2014; Reber, 2014; Ritchhart & Perkins, 2000; Langer, 2000, 1997, 1990, 1989; Langer & Piper, 1987). This meaningful learning makes the learners be aware of what they are learning, be aware of the knowledge and value that specific knowledge at the same time make those learners become critical thinkers'. In the following paragraphs, some research studies are presented in terms of Langerian's five components for mindful learning.

D'Mello et al., (2014) claim that confusion is beneficial for learning. The researchers conducted the experiment on 135 undergraduate psychology students at a university in the US. The learners engaged in dialogues on scientific reasoning concepts (such as construct validity, control groups, correlational studies, experimenter bias and etc.) a simulated collaborative learning session with two animated people roles assigned as a tutor and a peer student. The animated people expressed incorrect and sometimes contradictory opinions and asked the students to decide which opinion had more scientific value and by this way confusion was aimed or at least triggered. The results revealed that, presenting contradiction and incorrect information to difficult topics helped the learners to score higher in the post-test. In addition to this, participants who were confused scored higher in post-test as well. It is also stated by D'Mello of the very same study that:

We have been investigating links between emotions and learning for almost a decade, and find that confusion can be beneficial to learning if appropriately regulated because it can cause learners to process the material more deeply in order to resolve their confusion... (as cited in Guibert, 2012, para. 7)

As a result, creating confusion, which may trigger questioning and thinking, may teach students permanently and as a result of this, it may create mindful learners who can question and create new categories in their mind-sets. In this way, confusion may even help restoring the information in the long-term memory.

Besides creating ambiguity and confusion in learning, being aware of multiple perspectives is another vital key component in mindful learning. Liberman and Langer (1997) conducted a study on adding multiple perspectives when presenting new information in teaching. They found that students had much better performance in writing. The finding implies very critical information: *better writing performance*, which is one of the problematic skills while teaching English in Turkey. Presenting multiple perspectives is vital for students in terms of mindful learning as it is mentioned by Langer as, “Everything is always changing, everything looks different from different perspective so it is great mistake to hold it still.” (Poptech, 2013). Allowing new possibilities and multiple perspectives benefit learners and create more open-minded students who can have their own ideas and create original outputs in their academic lives.

Mindfulness has wide range of benefits to an individual’s life from variety of areas such as medicine, psychiatry, leadership and management and many other practical areas but at the same time it has attained success in education life with the help of many research especially in the disciplines of counseling, mathematics, and science as well by continuing to contribute students in both their personal and academic lives. Mindful learning has a lot of positive and promising outcomes in terms of students’ academic performance. Some of the research studies related to mindfulness will be examined in detail for the following sections.

2.2.2 Research on the relationship between Cognition and Mindfulness in Education. In this section, cognition and mindfulness in education are related in four categories as neuroplasticity, automatic thinking, critical thinking, mind wandering and psychological state of mind. In addition to this, some empirical studies conducted relating cognition and mindfulness in school context are presented.

Neuroplasticity is recently associated with mindfulness. This new area of research focuses on how human beings can change their brain. It has been discovered that mindfulness can cause some changes in the brain structure as well. Davidson (2014) together with his colleagues found that 30 minutes of mindful training per day result in enormous changes in the brain which can be observed from a scanner. He explains it as:

We can intentionally shape the direction of plasticity changes in our brain. By focusing on wholesome thoughts, for example, and directing our intentions in those ways, we can potentially influence the plasticity of our brains and shape them in ways that can be beneficial. That leads us to the inevitable conclusion that qualities like warmth and well-being should best be regarded as skills (p. 52).

In relation to the study, practicing mindfulness activates the prefrontal cortex (PFC), which is involved in neural integration (Siegel, 2007). Moreover, those short mindful trainings everyday is proven to be much more beneficial than taking a nap and results in better test scores when it comes to exams (Widdett, 2014).

Numerous mindfulness meditation-based trainings are used in today's world to help people to practice mindfulness. The most common practice of those trainings is mindfulness meditation-based clinical intervention (MBSR) training founded by Kabat Zinn (1979). After the first mindfulness intervention program, there have been various intervention trainings such as mindfulness meditation-based clinical intervention (MMCI), mindfulness training (MT), Mindful Awareness Practices (MAPs) and many more. They are basically group psychotherapy trainings based on mindfulness principles instructed by a person either under the clinical supervision of both an experienced meditator and psychologist or an expert in MBSR programs. These kinds of interventions are comprised of six weeks, twice-weekly 20-25 minute sessions in total. Each session includes silent and guided sitting mindful sessions (as sitting upright and comfortably, closing eyes, breathing in through their nose and out through the mouth while attending breathing as a target of focus and finally mindful bell) around different themes such as breath, body, emotions, heart, interpersonal mindfulness and eating.

Automatic thinking is another aspect that can be related with mindfulness as well. Most of the families complain about their children's not paying attention or focusing and as a result failing. In addition to this, while teaching, teachers observe their students' pretending to listen but mentally they are in a different world. Those symptoms are most probably is the reason of 'automatic thinking'. Automatic thinking is described as "...images or mental activity that occur as a response to a trigger (like an action or event). They are automatic and 'pop up' or 'flash' in your mind without conscious thought" (Automatic Thoughts, n.d.). Automatic thinking may have damaging effect on students' academic performance since they are

supposed to be in the moment and being aware of what is going around them rather than being the victim of automatic thinking. Returning back to the main point, there was found a relationship between mindfulness and automatic thinking. Napoli, Krech, & Holley (2005) aimed at finding a relationship between mindfulness training program and focus and paying attention on students. The study was applied on two hundred and fifty four first, second, and third grade students by using three different scales. The 24 weeks training employed a series of exercises including breath practices, body scan, movement, and sensorimotor awareness activities. Results from three measures show significant differences in terms of focus and paying attention in the group who participated in mindfulness practice training than the other group who did not. The result informs schools that training students with mindfulness can improve them in terms of focus.

Another study claims that getting rid of automatic thinking gives students an opportunity to gain control over their cognitive process. Frewen et al. (2008) worked on a hundred and seven first year undergraduate students in order to evaluate the effect on mindfulness based meditation practice on the students' cognitive process. The participants completed MMCI instructed by the researchers of the study. The participants completed five scales in pre-treatment, mid-treatment and post-treatment. The results demonstrate that mindfulness is negatively correlated with the frequency with which individuals experience negative automatic thoughts, and is positively correlated with the ability to let go of their negative thoughts. Meanly, mindfulness gives students an opportunity to control their thoughts like being the boss of their own cognition.

In a similar context, a significant relationship was found between *critical thinking* and mindfulness. Scholars in the postmodern era of teaching try to enhance teachers to improve their students' critical thinking abilities which is defined as "... reasonable and reflective thinking focused on deciding what to believe or do" (Ennis, 2011, p.1). Fundamentally, critical thinking requires higher cognitive abilities. Research also shows that there is a relationship between mindfulness and critical thinking. Noone, Bunting, & Hogan (2016) carried out a research on the hypothesis that individuals higher in facets of dispositional mindfulness would display higher level of critical thinking performance. The study was carried on 178 university students by using observation and questionnaire, a battery of Executive Functioning

tasks and the Halpern Critical Thinking Assessment. The findings revealed that dispositional mindfulness facilitates critical thinking performance.

Another study revealed that mindfulness in schools reduces *mind wandering*, during which “cognitive resources become occupied by internal activity unrelated to the external environment” (Schooler, Mrazek, Franklin, Baird, Mooneyham, Zedelius, & Broadway, 2014, p. 4). Making this definition more daily life, it is mind travelling while it is busy with a task. Killingsworth and Gilbert (2010) in their study found that people spend their 46.9 % of their days by thinking about something else while they are busy with their tasks and additionally this makes those mind wandering people unhappy. There are many more significant negative consequences of mind wandering, such as decrease performance on various tasks like memory and reading.

Mindfulness treatment can be beneficial for wandering minds and it may even improve working memory. Mrazek et al. (2013) conducted a study on forty-eight undergraduate students in order to examine whether a two weeks mindfulness training course, including 10 to 20 min mindfulness practice in the class every week, would decrease mind wandering and improve cognitive performance. The results were promising: mindfulness practice improved both GRE reading-comprehension scores and working memory capacity. In addition to this, it also reduced the emergence of distracting thoughts during the GRE exam. Integrating mindfulness into educational platform may both improve students’ cognitive side and help students score higher in exams.

In school context, students’ having a well *psychological state of mind* is considered a vital part of education. Schonert-Reichl et al. (2015) worked on ninety-nine fourth and fifth grade elementary school children in order to detect a relationship between mindfulness and cognitive control, stress, well-being and prosociality, and school outcomes by integrating social and emotional learning (SEL) program designed for children. Students were grouped as SEL group, who received mindfulness program, and with a regular social responsibility program group. Students who received the SEL program with mindfulness were found to have improved more in their cognitive control and stress physiology. In addition to positive cognitive outcomes, positive results such as greater empathy, perspective-taking, emotional control, optimism, and school self-concept were reported. The

study also showed decreases in self-reported symptoms of depression and peer-rated aggression. Thus, the mindfulness program not only treated children psychologically but also helped them to have better social relationships as well.

The disposition of mindfulness has a significant effect on students' cognition in many ways such as improving focus and paying attention, getting rid of automatic thoughts, enhancing critical thinking, being able to control emotions and improving working memory, avoiding mind wandering and many more. There is a famous statement; "the highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole" (Krishnamurti, 1953). Teachers miss the beginning and the most fundamental point and they directly dive into teaching. If students are shown how their minds work and teach how to use them effectively, the future of education may have many more talented students.

2.2.3 Research on the relationship between Counseling and Mindfulness in Education. Students' psychological well-being is vital in terms of academic success and self-fulfillment considering school life. However Miller & McCormick (1991) claim that children are under innumerable pressure coming from both home and school and in this way there occurs many psychological illnesses. Taking mindfulness as its' being a healer role into consideration, it may help students remarkably. In this section, it is possible to collect those benefits under four categories as stress coping strategies, generalized anxiety disorder, behavior problems and depressive disorder.

With reference to the discipline of counseling, quite a few number of mindfulness related studies have been conducted on schools. There was found a relationship among stress coping strategies, well-being and mindfulness. Weinstein, Brown and Ryan (2009) conducted a study on 65 college students in order to investigate the role of mindfulness on coping with stress and well-being by using laboratory-based, longitudinal, and daily diary designs. The results indicated that mindful students used less avoidant coping strategies in stressful life and more active coping strategies. In addition to this, they stated that they found their lives less stressful as well.

Another study revealed the connection of mindfulness with generalized anxiety disorder. Roemer et al. (2009) conducted a study on three hundred ninety five college

students by using six different self-reports. In the study, comprising the group who had a generalized anxiety disorder (GAD) with the control group who did not have a GAD, it was observed that the group who had GAD had significantly lower levels of mindfulness and higher levels of difficulties in emotion regulation than the non-anxious control group. In other words, mindfulness may be useful in lessening the anxiety level of students and in this way it may even lessen the fear of speaking to people as a social skill and gain self-confidence.

Mindfulness has another function in behavior problems of students as well. One of the most common problems both school managers and teachers face is behavior problems in schools. Barnes, Bauza, & Treiber (2003) conducted a study on forty-five adolescent students, aged between 15–18 years, in order to determine the effect of stress reduction via the Transcendental Meditation program on school rule violation in adolescents. There were two groups as meditation group and health education control group. The meditation group received 15-min sessions at home and at school each day for 4 months. The control group was introduced to 15-min sessions of health education at school each day for 4 months. The results of the study have some important conclusions. Comparing the pretest and intervention periods, the meditation group showed decrease in absenteeism. At the same time, there was reduction in violation of school rules and suspension days due to behavior-related problems compared to an increase in the control group. Findings of the study demonstrate that the Transcendental Meditation program conducted in the school setting has a beneficial impact upon absenteeism, rule infractions, and suspension rates in adolescent students.

Research from National Survey on Drug Use and Health (2016), an approximately 3 million adolescents aged 12 to 17 in the United States have at least one major depressive disorder representing 12.5 % of the U.S. population between those ages. Mindfulness can be a solution for this finding. Raes, Griffith, Van der Gucht, & Williams (2014) conducted a study on four hundred and ten adolescent students (aged between 13-20) from five schools in Belgium. The researchers aimed at reducing and preventing depression in a school-based population using mindfulness program and measuring it with Depression Anxiety Stress Scales. Compared to control group who did not receive mindfulness program, mindfulness intervention group showed significantly greater reductions (and greater clinical

significant change) in depression. The mindfulness group of depressed students recovered at the follow-up. The findings of the study suggest the usage of mindfulness in school context in terms of decreasing stress and avoiding depression of students.

Receiving mindfulness program helps students in focusing and paying attention, well-being, overcoming generalized anxiety disorder, reducing automatic thinking and behavior problems, increasing empathy, perspective-taking, emotional control, optimism, school self-concept and many more. Mindfulness may have an enormous positive effect on students' psychological being when applied in schools.

2.3 Mindfulness in Turkey

Teaching students how their minds and bodies work and also helping them to control their minds effectively is possibly a tool to build better educational outcomes. In order to enhance mindfulness, many researchers have been carried out some parts of the world. On contrary to this, studies conducted in Turkey are highly limited. There are only a couple of studies carried out in the discipline of psychology and counseling.

Before showing the studies of mindfulness related to Turkish context, it is vital to present a report Organization for Economic Cooperation and Development (OECD) report (2017). According to the report, among seventy-two countries, Turkey has the unhappiest students in the schools. The findings of the study have some crucial implications for the country. Another important result of the report was that Turkey is the second country which has the highest stress among students in school context. Furthermore, more than 20 % of the students were not satisfied with the life itself. Taking the recent conclusions of the report into the consideration, mindfulness inside the school context may be one of the big solutions to those conclusions mentioned above as research support the fact that mindfulness reduces stress (Nyklíček, & Kuijpers, 2008; Wall, 2005; Rosenzweig, Reibel, Greeson, Brainard, & Hojat, 2003) and improves life satisfaction (Kong, Wang, & Zhao, 2014; Wang & Kong, 2014) among students. Depending on the research, while mindfulness may have significant impact on students' both personal and professional

lives, it is possible to change the current situation. Coming to the current studies in Turkey, couple of research are explained below.

Flourishing is a state of mind, which is described as an emotional growth of a person. According to Seligman (2012), flourishing helps people to gain "...deeper, more engaged, and more meaningful experiences". In terms of students' psychology, flourishing is a crucial term in terms of their well-being. Akin and Akin (2015) conducted a study on investigating the mediator role of coping competence on the relationship between mindfulness and flourishing. Participants were two hundred and eighty four university students who completed three different questionnaires. The relationships between coping competence, mindfulness, and flourishing were examined. According to the findings, mindfulness affected both coping competence and flourishing positively. In addition, coping competence mediated on the relationship between mindfulness and flourishing. In order to have a healthy school life, psychological well-being is vital and flourishing is one of them which can be triggered by mindfulness.

In daily life, there are a lot of things to be stressful about for a student such as academic performance pressure, financial stress, multitasking stress, facing the future, increased responsibility and independence and peer pressure (White, n.d.). Ülev (2014) worked on four hundred and twenty-four undergraduate students in order to investigate the relationship between mindfulness and coping styles (self-confident approach, optimist approach, self-blame approach, submissive approach and social help searching approach) with depression, anxiety and stress symptoms by the help of 3 questionnaires. The results unveiled that there is a positive significant relationship between mindfulness and 'self-confident approach', 'optimist approach' and 'social help searching approach'. It is also found that there is a negative significant relationship between mindfulness and depression, anxiety, stress, self-blame approach. In this way, mindfulness may help students to cope with their stressful lives.

As it is mentioned before, stress and depression as one of the key factors students face both in their academic and daily lives and the same conclusion is drawn for Turkish students as well. Demir (2014) conducted a study on effects of mindfulness therapies on depression and stress levels on fifteen female participants with the help of 3 scales. Experimental group in the study had 8 mindful sessions

every week and each session was 75 minutes long. In conclusion, the findings of the study showed a significant decrease in the stress and depression levels in the experimental group. One more time it is inferred that mindfulness decreases stress and depression among students which is an important finding since this will not only heal students' psychological situation in school context but also regulates their daily lives outside the school. First psychological state of mind comes before a successful academic performance. As Atatürk says "a healthy mind is in a healthy body".

As mentioned before, studies related to mindfulness in educational context are remarkably limited. Most of the studies conducted in Turkey are in the disciplines of either psychology or counseling, for the other disciplines there has not been conducted any study yet. Next section, which is the main focus of the whole study, puts its emphasis on L2 learning and mindfulness and gives some details from the literature. The following sections concentrate respectively on the connection of mindfulness and *EFL*, *L2 speaking anxiety* and *willingness to communicate* in L2.

2.4 Mindfulness and English as a Foreign Language (EFL)

Mindfulness and foreign language learning are two different discipline-related concepts in literature. While EFL is related to pedagogy, mindfulness is a term used in applied psychology. Both of those terminologies are different in context, they are not totally isolated from one another. However theoretical knowledge in terms of mindfulness in EFL is highly limited. Moreover, there has not been any research study conducted on those two concepts but depending on the literature, it is possible to relate mindfulness and EFL with *intercultural communication* and *metacognition*.

In EFL, the term mindfulness is highly associated with *intercultural communication* (Gudykunst, 1993,1998; Ting-Toomey, 2004; Ngeow, 1998). He argues that when individuals confront with foreign cultures, it is probable for them to face both anxiety and uncertainty. In order for people to fit in with foreign cultures, individuals need to manage their anxiety with the help of mindfulness. Mindfulness helps individuals realize the anxiety and focus & identify their anxiety points and react host cultures and situations in a more appropriate way. Accordingly, Ting-Toomey supports Gudykunst's claim as "...competent intercultural face-work is achieved through the integration of knowledge, mindfulness and communication

skills” (as cited in Masgoret & Ward, 2006, p. 65). For Ting-Toomey, in order to be mindful of intercultural differences, one needs to listen to the inner self, cognition and emotions and this way harmonize themselves non-judgmentally to those variety cultures’ cognitions and emotions and this can be achieved through mindfulness (as cited in Littlejohn, & Foss, 2009, p.374). According to Ngeow (1998), language teachers need to integrate mindfulness with learning for making students to become more aware of different learning skills (para. 8). In this manner, theoretically, mindfulness can contribute individuals to be open to unknown and less excited and also to be mindful towards cultural varieties all around the world.

Costa and Kallick (2008) touch upon teachers’ duty to foster the disposition of mindfulness both with the help of their use of language inside a language class and bring about a mindful habit of mind so that those students can improve awareness for their learning, approach a problem mindfully and innovate more. In order to achieve this, language teachers’ usage of language (consciously selection of vocabularies, syntax building, intonation and etc.) must be carefully chosen (p. 118). Teachers’ awareness in terms of mindfulness in language teaching carries vital importance since they are the leaders to cultivate, engage and motivate to shape their students’ mind-sets meanly their *habit of mind*.

In terms of foreign language leaning, mindfulness is also related to *metacognition*. First it would be beneficial to explain metacognition in education. For Hacker (1998) metacognition can be defined as “...an overall view of the kinds of thought processes that have been associated with it” (p. 11). Jacobs & Paris (1987) define metacognition as knowledge related to cognitive state that can be shared amongst individuals referring that it can be observed, discussed and demonstrated (p. 258). Even though the definition of metacognition varies, overall, it can be inferred that it is a process that relates to an individual’s cognitive side where thoughts, ideas, and comprehension come alive. Egbert (1993) relates mindfulness in foreign language learning with metacognition. According to her (1993), in order to bring about the optimal language learning environments, there are basically four conditions that teachers need to be aware of:

- Provide opportunities for learners to interact and opportunities to negotiate meaning with an authentic audience,

- Create/use authentic tasks which promote exposure to and production of varied and creative language,
- Provide learners opportunities to formulate ideas and thoughts/ Promote intentional cognition,
- Create an atmosphere with ideal stress/anxiety in a learner-centered classroom (p. 32 - 40).

Among these four conditions, the final two strategies carry significant importance for the current study since they are directly related to mindfulness. For Egbert, language teachers continuously need to give implicit or explicit feedback and provide authentic opportunities in order to help them to formulate their ideas and thoughts in a language class. In this way, production and change are supposed to arouse. According to Egbert, while teachers are providing variety of opportunities for the learners, some learners may not be able to take those opportunities; teachers need to give some guidance for those students to be more ‘mindful’ in their learning strategies. In this manner, mindfulness helps students select their learning strategies in a mindful manner. In relation to this, according to James and Garrett, *mindful engagement* is essential for the learners in furtherance of becoming active contributors in their learning rather than passive receivers (as cited in Watts, 1997, p. 4). As a result of this, mindful engagement requires metacognition.

In conclusion, mindfulness is associated with *intercultural communication* and *metacognition* in foreign language learning. Those terminologies are finite in their context and that’s why there is much to research and apply in the area. Although much more research needs to be done, the findings mentioned above are very future promising.

To the best of my knowledge as a researcher, the relationship between mindfulness and foreign language learning is not researched-based and no research study can be found in relation to these two concepts in the literature. Thus, this study is going to be one of the first in foreign language learning based on the principals of applied psychology. The present study specifically aims to find out the difference between EFL students who had MMCI training and those who did not in terms of L2 speaking anxiety, willingness to communicate in L2, their level of mindfulness and their speaking performance in L2. Finally, if any, it aims to find out the opinions of

the students who are involved in the MMCI training about the mindfulness training itself.

2.5 L2 Speaking Anxiety & Willingness to Communicate in L2

2.5.1 L2 Speaking Anxiety. Anxiety in general is a complex phenomenon among educators. McNally (1989) describes anxiety as “trait anxiety is a general tendency to respond fearfully to stressors...” (p. 193). According to Spielberger et al. (1983), anxiety is “subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system” (p. 15). Furthermore, it is also described as “the feeling of tension and apprehension specifically associated with second language learning” (MacIntyre & Gardner, 1994, p. 284). In terms of speaking anxiety and mindfulness, most of the research have conducted studies based on public speaking in L1 (Dalrymple & Herbert, 2007; England et al., 2012; Rasmussen & Pidgeon, 2011) and it was discovered that mindfulness reduces public speaking anxiety in L1. In foreign language learning, however, anxiety is a common and growing phenomenon for a language teacher.

In terms of anxiety in an EFL class, speaking comes as first since it requires active participation and interaction with other people using a different language rather than mother tongue. According to Harmer, speaking is among the most challenging skills in a foreign language in which students need to use their linguistic ability and thoughts at the same time (as cited in Çağatay, 2015, p. 645) and there are numerous reasons for that. According to Nunan (2003), there are mainly two reasons why speaking as a skill is a difficult one. First, different from the other three skills, speaking occur at that moment, in the other three skills they do not happen at that moment. The second one is, at that speaking time, there is no time for revising, deleting and correcting again (p.48). According to Mai & Tuan (2015), time management, planning strategies, the standardization and the amount of performance, motivation, self-confidence and anxiety, listening ability and peer/teacher feedback during and after the speaking task are amongst the most basic reasons for why language learners are having a difficulty in speaking a foreign language.

In terms of L2 speaking anxiety, there have been many studies conducted in the area and there has been found to be various reasons for the people who are having difficulty in speaking another language apart from their mother tongue. For Balemir (2009), teaching and testing procedures, personal reasons, and fear of negative evaluation were found to be the main reasons for L2 speaking anxiety (p. iii). Furthermore, according to Çağatay (2015), native speakers are one of the reasons for language learners to be anxious towards speaking a foreign language. Debreli and Demirkan (2015) also found that difficulty in pronunciation, being asked immediate questions by the teacher, not understanding the question asked by the teacher are among the reasons that caused anxiety in speaking for language learners. Additionally for Occhipinti (2009), harsh methods of the instructor for correcting errors is among the other reasons for language learners to be so anxious about the ability, speaking. There are many more reasons why speaking EFL sounds so scary for the learners.

Speaking in front of an audience is thought to be one the other factor, which influences students speaking motivation in the classroom. As Stewart and Tassie (2011) indicate that “It is too often the case that a public speaking classroom is one that creates a sense of stress, nervousness and tension in undergraduate students” (p. 9). Also Juhana (2012) states, “...they are afraid of being laughed at by their friends due to their low ability in speaking English” (p. 101). Even though it seems a problem, which is difficult to overcome, with the help of mindfulness training lasting for six to eight weeks, the fear of speaking in front of public may possibly be lessened (England et al., 2012; Rasmussen & Pidgeon, 2011).

In English classes, there are a lot of students who are having a hard time in speaking. Since teachers complain a lot by not having enough time to inspect each student’s psychological problems, sometimes they are way too busy to catch up with the pacing of as course book or they simply do not know how to look for a problem and unfortunately those situations result in all the eyes staring at those students who are anxious when it comes to speaking or sometimes laughing at those students thinking that they have psychological problems or sometimes they are named as ‘introverts’.

Perception management may be another cause for students who are afraid of speaking L2. Perception management is described as “...indicators to foreign

audiences to influence their emotions, motives and objective reasoning; and to intelligence systems and leaders at all levels to influence official estimates, ultimately resulting in foreign behaviors and official actions favorable to the originator's objectives" (Jones, 1998, p. 38). Overcoming teachers' perception management and bias and be much more open to multiple perspectives, the practice of mindfulness may be an indicator of the change in the mindset.

Taking all these mentioned factors into consideration, speaking may become like a mountaintop for most of the students and result in disliking that particular language and sometimes seeing language as a test score alone. Taking aforementioned most probable reasons for L2 speaking anxiety into consideration, it would be worthwhile to unfold the current situation of Turkish learners in terms of their learning in English. As in all around the world, English is an undeniable foreign language in Turkish schools as well. After the realization of the importance, in 1900s, English took its first place in one of the most pioneering universities in Turkey and later in time it was implemented in Turkish national education system as a lesson in schools. Assuming students' starting to learn L2, English, in the 4th grade, they are expected to have acquired all the skills necessary for listening, speaking, reading and writing when they come across with university life. However, according to a study conducted by TEPAV (Economic Policy Research Foundation of Turkey) in cooperation with British Council, more than 95 percent of Turkish residents cannot answer the basic questions in English after receiving extensive language course, meanly more than 1000 hours of classes. The finding of the study correlates with most of the people who keep learning English as a foreign language coming from 4th grade and end up failing from proficiency exams when they first come to university. It has been detected by English Proficiency Index (EPI) (2013) that Turkey is 47th country among 63 countries around the world and marked as 'very low' in English proficiency level. That means even in 2016, Turkey is still continuing by being marked as 'very low' according to the largest of English proficiency index (EPI). It is an alarming situation in terms of education in Turkey.

As a conclusion, speaking is among the most challenging skills in a foreign language. In order to overcome the anxiety and change the perception towards speaking skill, one needs some headspace for the body and the mind to relieve and as

a result, the fears and the mindset of anxiousness will disembark and soon the expected change will show up.

2.5.2 Willingness to Communicate in L2. Willingness to communicate is the desire to talk in EFL. A person's reluctance to speak L2 is significantly related to that person's motivation to perform the speaking task, in other words, motivation and willingness correlate with each other quite a great deal. In the sense of a language class, it is probable that some of the students are not motivated to express themselves and there are many reasons to be reluctant from the learners' perspective as not everyone is equipped in a way that can perform confidently which means they do not have the *willingness to communicate* in L2.

The reasons behind learners' reluctance to speak L2 are the very same reasons mentioned above on L2 speaking anxiety. According to the article, Krashen (1982) implies on various affective variables that are related to success but most of the studies examine these three categories: motivation, self-confidence and anxiety. Confidence in self plays a major role when a person is socializing, inverted people tend to speak less or non due to lack of the will to communicate when compared to the people who are more outgoing and anti-social behavior seems to be positively related to anxiety so these two factors also seem to affect the motivation of the speaker.

Bachman & Palmer (1996) believe that topical knowledge has a positive impact on the speaker's performance. People talk more when they talk about the subject they are familiar with or have knowledge of. Knowing piece of information helps to build a strong confidence level and therefore people communicate and express themselves much better. As Richards (2009) suggests that "... reducing the complexity of task (e.g., by familiarizing students with the demands of the activity by showing them a similar activity on video or as a dialog)" (p. 33). As a result, they literally become self-motivated because they feel it is easy to support our ideas and arguments when it comes to subjects they know a lot about. The urge to continue speaking becomes activated and because they are aware of what they are saying and so they get rid of their anxiety that results in managing time better and allows them to connect with the audience on a better level. Self-confidence becomes more visible and due to that, people become more interested in what is being said and tend to

become more convinced and satisfied. As Shabani (2013) concludes “The background knowledge that students bring with them helps them to perform the speaking task more successfully. This knowledge helps the learners to match new information with what they already know about the topic” (p. 32).

Feedback is a factor that can both help or discourage the speaker. Teacher feedback can sometimes be frightening but the timing of the feedback can become very productive and supportive if it is managed correctly. As Mai and Tuan (2015) mention “Harmer (1991) asserts that the decisions that the teachers make about how to react to students’ performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake” (p. 10). If the teacher constantly interrupts a student during a speaking activity, the confidence and motivation levels decrease due to the lack of concentration and the feeling of being degraded in front of the class.

Çetinkaya (2005) aimed to understand the reasons why students who were learning English as a foreign language in a Turkish context were reluctant to communicate in English classes with the help of questionnaires and interviews. Randomly selected 356 Turkish college students participated in the study. The results of the study revealed that students were not willing to communicate in English when it comes to strangers and in large groups. Another finding was that these students were reluctant to communicate in English with their Turkish classmates or instructors since it would be “absurd” to talk in English with Turkish people. Last but not least another main finding was students’ being less confident in linguistic competence and excited in communication in English. All in all, self-confidence and linguistic competence seem two big influences in willingness to communicate in L2.

Tatar (2005) conducted a small-scale case study to understand the reason behind students’ silence and general experiences of four Turkish graduate students in terms of classroom discussions at a state university in the USA. To be able to do this, the researcher employed a qualitative descriptive multi case study approach with weekly interviews and extensive observation of the classroom sessions. The results of the study uncovered that those Turkish students, who study in the U.S.A., keep silent in the class to some reasons: silence as (a) a face-saving strategy, (b) a means of participation, (c) a reaction to others’ contributions, (d) a sign of respect for authority and concern for others, and (e) the product of a feeling of inarticulacy.

They were reluctant to speak since they felt that their language abilities were not enough to express themselves so they use silence as protection. The students were unwilling to speak since silence provides an opportunity for learning in a low-anxiety environment. In this way, not participating in speaking tasks provides ease for the students and helps them to talk less.

As the studies and literature in willingness to communicate in L2 illustrate, there are many factors that affect the motivation of speaking, especially in L2 where people tend to get more frustrated while trying to express selves yet alone address an audience that is to listen to what is to be said. Proving a point, arguing about the validity of a subject, teaching, presenting and even talking in a large group are challenging enough when it is done. Motivation is one of the keys to fulfill what is being aimed to achieve.

According to the research studies, the integration of mindfulness reduces rumination, stress reduction, intuition and fear modulation, emotion regulation and improvement in well-being. The findings may also be the indicator of increasing the willingness to communicate in foreign language as well.

Chapter 3

Methodology

In this chapter, methodological data such as research design, setting and participants, data collection instruments and data analysis are presented in detail. In order to do this, following research questions were proposed:

1. Will there be a difference between EFL students who had mindfulness meditation-based clinical intervention (MMCI) training and those who did not in terms of L2 speaking anxiety?
2. Will there be a difference between EFL students who had MMCI training and those who did not in terms of their level of mindfulness?
3. If any, will there be a difference between EFL students who received MMCI program and those who did not with regard to their willingness to communicate in L2?
4. Will there be a change in English speaking performance of the students who are involved in the MMCI training?
5. What are the opinions of the students who are involved in the MMCI training about mindfulness training?

3.1 Philosophical Paradigm

Thomas Kuhn (1962), who is a philosopher, was the first person to define the scientific term ‘paradigm’. He described it as “the set of common beliefs and agreements shared between scientists about how problems should be understood and addressed” (p. 45). For Pickard (2007), the term ‘paradigm’ is associated with the ‘world view’ which is accepted by the same group of scientists and guides the topic of the research, its activities and outcomes (p. 5).

Throughout the research history, experts labeled three types of basic research types in order to understand, explain and address a situation, problem and those research types are: *a) Exploratory Research* which aims to explore and discover a new phenomena, situation or concept which the researcher knows a little about by the help of qualitative data such as observation, interviews, field notes, think aloud

protocols etc., *b) Explanatory Research* looking for explanation about a situation, concept or phenomena and its relationship to another variable with the help of quantitative studies and finally *c) Descriptive Research* which puts its emphasis on quantitative or a mixture of both quantitative and qualitative data in order to describe a situation, concept or phenomena that the research knows little about.

Doyle, Brady & Byrne (2009) highlight that *Mixed Method Research* is accepted as ‘third methodological movement’ in the research history. This third methodology allows its researchers to get benefit from variety of approaches or methods to be able to answer their research questions rather than getting stuck in one single approach to achieve this (p. 175). Tashakkori and Creswell (2007) define mixed method research as “...using both qualitative and quantitative approaches or methods in a single study” (p. 4).

According to Greene et al. (1989), there are five aims of conducting a mixed method research; (a) triangulation to seek convergence of findings, (b) complementarity to seek elaboration, enhancement, illustration and clarification of the results, (c) development to seek to use the results from one method to help develop or inform the other method, (d) initiation to seek the discovery of paradox and contradiction, new perspectives of framework and (e) expansion to seek to extend the breadth and range of inquiry by using different methods for different inquiry components (p. 259). The present study led using the ‘triangulation to seek convergence of findings’ aim while conducting the study.

Mixed method methodology brings about strong consequences of a research (Malina, Nørreklit, & Selto, 2011, p. 61). According to Homer, Klatka, Romm, et al., this kind of methodology is an “...ideal technique to assess complex interventions” (as cited in Wisdom & Creswell, 2013, p. 2). At the same time, this method can be ‘less likely’ to miss out any kind of information and make a mistake during the research process. Mixed method research also enables the study to gain broader perspective in terms of data, reduce personal bias of the researcher and obtain larger data (Moss, n.d.).

In order to understand, explain and address to the particular situation and problem of the current study, mixed methods research design is used since as Haase and Myers suggest “... the two approaches can be combined because they share the goal of understanding the world in which we live (as cited in Sale, Lohfeld, & Brazil,

2002 p. 46). By taking this into consideration, both quantitative and qualitative were combined in order to gain more valid data for the study. In this way, the research is an experimental study, which is described as a systematic approach in which a researcher manipulates one or more variables with a treatment and expects some change over time (Blackstad, n.d.). Experimental research design was found to be beneficial since Ross & Morrison (1996) underlines the beneficial side of experimental research as “The basic interest was to employ standardized procedures to investigate the effects of treatments. Such standardization ensured a high internal validity or the ability to attribute findings to treatment variations as opposed to extraneous factors” (p. 1041). In that way, the study best fits with experimental research and the data collection procedures are explained step by step.

3.2 Research Design

The present research study is a mixed method methodology and triangulation was used for verification purposes. During data collection process, the researcher made use of from three different data collection tools: questionnaires, semi-structured interviews and observation. In this way, the researcher aimed to find “convergence” among those three different sources.

Triangulation is broadly defined as “the combination of methodologies in the study of the same phenomenon” (Denzin, 1978, p. 291). Triangulation is namely used in a mixed method studies in order to verify the methods of the specific research. Furthermore, it is an ideal method to check validity of the research findings and in this way, the researcher may hope to get over the biases and weaknesses of single-method and single-theory research. In a specific research, the aim of triangulation is generally for “confirmation through convergence” of findings (Alexander, 2001).

3.2 Setting and Participants

This research study was conducted in a non-profit, private university’s preparatory program in İstanbul, Turkey during the third quarter of the 2016-2017 academic year. The university consists of three main faculties: Health Sciences, Engineering and Natural Sciences and Social Sciences and English is mandatory for

most of these faculties. All 1st - year students have to take proficiency exam at the beginning of the academic year. According to the results of the proficiency exam, students are grouped as beginner (A1), pre-intermediate (A2), intermediate (B1) and upper-intermediate (B2). The students receive intensive English course according to their levels with the aim of preparing them for the proficiency test at the end of the academic year.

At the time of the study, there were 90 B2 (upper-intermediate) level preparatory school students and those students were placed according to their level exams. For the purposes of the study, two B2 level classes were randomly chosen for the study. Those participants were randomly assigned as experimental (EG) and control groups (CG) containing 29 (44,82 % male, 58,62 % female) students who participated in this research study. In the experimental group, there were 17 (7 male, 10 female) students and in the control group, there were 12 (5 male, 7 female) students. The ages of the participants from both of the groups ranged between 18 and 22.

In the B2 level, the participants study 20 hours of English every week which includes 10 hours of main course lessons following, 5 hours of Reading & Writing classes and finally 5 hours of Listening & Speaking classes. At the time of the study, the researcher was teaching main course classes of the EG and reading & writing classes of the CG. However, only the EG received MMCI training delivered by the researcher.

The researcher had previously attended a professional mindfulness practice, given at a different institution, to understand and learn about the original way of delivering mindful instructions and how to do them given by a professional in the area of clinical psychology, specifically on mindfulness. In addition to this, during the whole process of the research study including implementation of the MMCI training, the researcher received an ongoing support from the same expert in the area of mindfulness.

3.3 Procedures

3.3.1 Types of Sampling. In the present study ‘convenience sampling’ technique was used in order to pick up a sample from the existing population.

Sampling as a means of data collection is described as "...a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample" (Kothari, 2004, p. 55).

'Convenience sampling' technique is specifically used in quantitative studies. It can broadly be described as "...drawing samples that are both easily accessible and willing to participate in a study" (Teddlie & Yu, 2007, p. 78). In other words, convenience sampling is a technique which participants are chosen because of their availability and their volunteerism in participating. While conducting a research, it is quite not often for the researcher to benefit from the entire population. In this sense, it is much easier for a researcher to select subjects who are easy to access and this step is much more practical in research. In this way, convenience sampling was governed since the researcher worked at the preparatory school where the participants for the current research selected.

3.3.2 Sources of Data. Data regarding the current research was collected through three different questionnaires: Mindful Attention & Awareness Scale (MAAS), Foreign Language Classroom Anxiety Scale (FLCAS) and Willingness to Communicate Scale (WTC) and semi-structured interviews. The section below explains all the data collection tools in detail. All the three scales were given a week before the MMCI training and right after the MMCI training.

3.3.2.1 Mindful Attention & Awareness Scale (MAAS). MAAS was developed by Brown & Ryan (2003). The single-factor 15-item instrument scale aims to measure the extent to which participants pay mindful attention and how mindfully they are aware of their present-moment daily life involvement. An example of a MAAS item is: "*I do jobs or tasks automatically, without being aware of what I'm doing*". MAAS demonstrated strong convergent and divergent validity (e.g., Brown & Ryan, 2003). The internal consistency of the scale is .82 and $\alpha = .92$. In order not to cause any confusion or misunderstanding, the MAAS's Turkish version was used. The translated version of the MAAS was developed by Özyeşil, Arslan, Kesici, & Deniz (2011) and it is called BİFÖ (Bilinçli Farkındalık Ölçeği). An example from the translated version of the one of the BİFÖ items is: "İşleri veya

görevleri ne yaptığının farkında olmaksızın otomatik olarak yaparım”. The BİFÖ is single-factor 15-item instrument like in MAAS. The scale’s reliability coefficient is .88 and internal consistency = .80.

3.3.2.2 Foreign Language Classroom Anxiety Scale (FLCAS). FLCAS is a scale that aims to determine respondents’ range and degree of anxiety towards speaking in a foreign language in a language class. FLCAS is a self report containing 33 items which shows the degree of anxiety level, developed by Horwitz, Horwitz, & Cope (1986).

FCLAS is a 5 point Likert scale which requires participants to circle the right option including five options: strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1). An example to FCLAS item can be given as: “I get nervous and confused when I am speaking in my language class”. The FCLAS is a reliable scale since the internal consistency of FCLAS measured by Cronbach’s alpha coefficient .93, test-retest reliability was .83 and $p = .001$.

With the purpose of avoiding confusion or misunderstanding of the items due to foreign language proficiency, the translated version which was developed by Aydın (1999) by using back translation technique and was piloted on 72 third year ELT department students. Internal consistency of FCLAS Turkish version was .91. An example of an item in the translated version of the scale can be given as, “İngilizce derslerinde konuştuğum zaman kendime güvenemiyorum”.

3.3.2.3 Willingness to Communicate Scale (WTC). WTC was developed to measure the desire to initiate or avoid communication in a foreign language. It was originally improved by Croskey in 1992. The WTC scale is a 12-item probability-estimate scale in which respondents are required to indicate the percentage of times they would prefer to communicate in various kinds of settings such as a meeting, a group; and people such as strangers, acquaintances, friends. Respondents are expected to give percentage from 0 (never) to 100 (always).

It has been found that the WTC scale is highly reliable one since the internal reliability of the total score ranges from .86 to .95, with a modal estimate of .92.

In order not to cause any confusion or misunderstanding of the items due to foreign language proficiency, the translated version, which was adapted to Turkish

by Çetinkaya (2005), was preferred to be used. The translated version of the WTC was found to be a reliable data collection tool since the reliability coefficient was .88 and cronbach's alpha was .60. The adapted version was tested by pilot study on 28 freshman students in Turkey as well.

3.3.2.4 Semi-structured Interviews. Besides using three different scales for the study, semi-structured interviewing was used as a data collection tool in order to gain more valid and some qualitative data. Punch (2013) described semi-structured interviews as “a way of understanding the complex behavior of people without imposing any prior categorization which might limit the field of inquiry” (p. 147). In this sense, using semi-structured interviews would enable the researcher to be able to look from the different perspectives and receive verbal feedback on the effect of the MMCI program. In order to do this, 6 participants generally in pairs were interviewed right after one of the sessions and each interview took 5 to 10 minutes to record. Each interview was recorded to a smart phone as an audio file to be listened later on. After the interviews, the audio files were listened, transcribed and then analyzed related to its content.

3.3.2.5 English Oral Exam scores. In order to answer the final research question of the present study, the participants' oral exam scores were collected before and after the MMCI training to be compared to each other at the end of the MMCI training. This would allow the researcher to seek a relationship between mindfulness and academic L2 speaking performance in preparatory school. While the students were assessed by their speaking performance in the regular program as mid-term and final exams, the researcher did not attend both of the groups speaking exams as examiner in order to prevent bias.

3.5 Data Collection Procedures and Analysis

At the beginning of the study, the head of the school was informed about the process in detail and taken permission about the research study. The participants were randomly assigned from B2 level classes as CG and EG in a university classroom setting. Before taking any action, both groups' final speaking exam scores from the previous level were collected from the manager and saved for later to

observe some changes in speaking performance as well. At the first phase, three different scales (MAAS, FCLAS and WTC) were distributed to two aforementioned classes and completed by the participants in two different class hours.

Additionally, the researcher interviewed 6 students from the EG about the changes that they have both in their social, inner and school lives in order to record any valuable information at the end of the MMCI training. During the semi-structured interview process, the researcher audio-recorded these participants generally in pairs after getting the approval from those participants. The interviews were held at the end of the MMCI program. Each interview was recorded to a smart phone as an audio file. Then the researcher listened each file one by one and transcribed and then analyzed related to its content. Thus informal interviewing would enable more qualitative data for the purpose of the research.

When the MMCI ended, the very same three scales were given as post-test. At the same time, both groups' B2 level final speaking exam scores were collected and compared to each other.

The questionnaires of the research were analyzed by using SPSS (Statistical Package for the Social Science) version 1.0.0.580 to evaluate the difference between EFL students who had MMCI training and those who did not in terms of L2 speaking anxiety, level of mindfulness, WTC in L2 and the change in English speaking exam scores of the students who are involved in the MMCI training. In order to do this, the data was analyzed using the non-parametric Mann Whitney *U* test alternative to the *t*-test for independent samples to analyze the descriptive data. Non-parametric Mann Whitney *U* test was conducted since the sample size is small for this research study. The figure 2 below shows the detailed process:

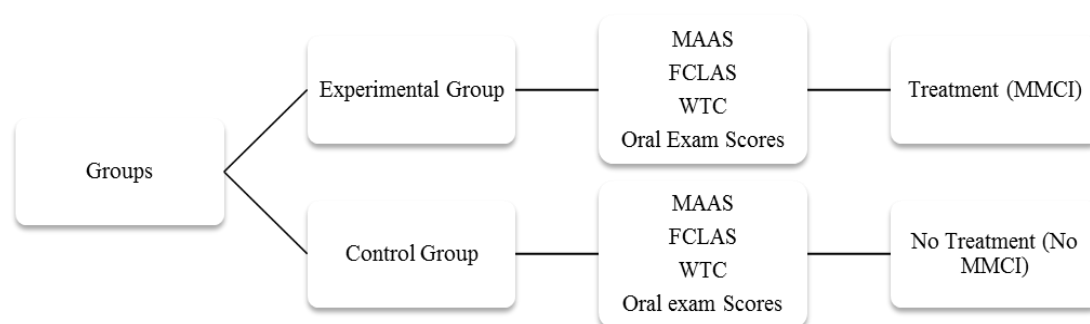


Figure 1. The Procedure of the Data Collection Process for Each Group

3.5.1 Instruction in the Experimental Group. Participants in the EG was given a 30 minute presentation on what mindfulness is in detail and what the outcomes of mindfulness sessions are prior to a week of six-weeks of mindfulness sessions. In this way, the learners were aware of what they would be doing the next six weeks. The researcher informed the students that every session would take average 10 minutes total in a week, as there would be 2 mindfulness sessions in a week. Together with participants, two days were selected according to their schedules, as there would be mindfulness sessions on those days. These sessions would take place every week on Tuesday and Thursday in the first 10 minutes of the second hour of the day.

After the sessions ended, they continued their regular English classes starting with main course lessons for the first 2 hours accompanied with an English main course book that integrated all the skills. After the first two hours, the students focused on more specific skills to practice academic reading & writing and speaking & listening skills with the help of two skill-based books.

In mindfulness sessions, the EFL learners were first asked to get comfortable for 30 seconds and take the mindful posture (sitting comfortably with feet down and the hands are on the knees) with instructions to try to make the participants feel as relaxed as possible while sitting quietly and focusing their mind on the” ir breathing. The instructions were given by the researcher in the practice of mindfulness session. Concisely, instructions were for participants to sit upright and comfortably, to close their eyes, and to breathe in through their nose and out through the mouth while attending to their breathing as a target of focus. During those mindfulness sessions, the instructions were delivered in a soft and warm manner. After approximately 2 minutes, as a warm-up, participants were instructed to silently count their breaths as a means of focusing their attention toward the process of their breathing only; the counting phase lasted an additional 1 minute then they were kindly asked to close their eyes in every session since closing the eyes is the most effective way of benefiting from mindfulness sessions. Participants were then led in a 9 minutes of silent meditation in which they were instructed according to the specific themes of that week such as (mindfulness of the breath or mindfulness of the body etc.).

Every week, participants were instructed during the sessions that when they become aware that their attention had wandered from their breathing, they should attempt to let go of the source of distraction and return their attention to their breathing in a kind and non-judgmental way of behavior. In addition to this, in every session, the researcher rang a mindful bell and asked the participants to follow the bell until it disappears both at the beginning of the session (when they close their eyes) and at the end of the each mindfulness session (when they are about to open their eyes) every week by aiming to improve the focus. The researcher delivered 10 minutes of MMCI training and after the session was over, the researcher continued to teach English as it is her regular schedule.

Additionally, with the aim of finding a difference between EFL students who had MMCI training and those who did not in terms of L2 speaking anxiety, level of mindfulness and WTC in L2 and a change in English speaking exam scores, the researcher benefited from MMCI training. Below Figure 1, the specific themes of the MMCI program are described for each week:

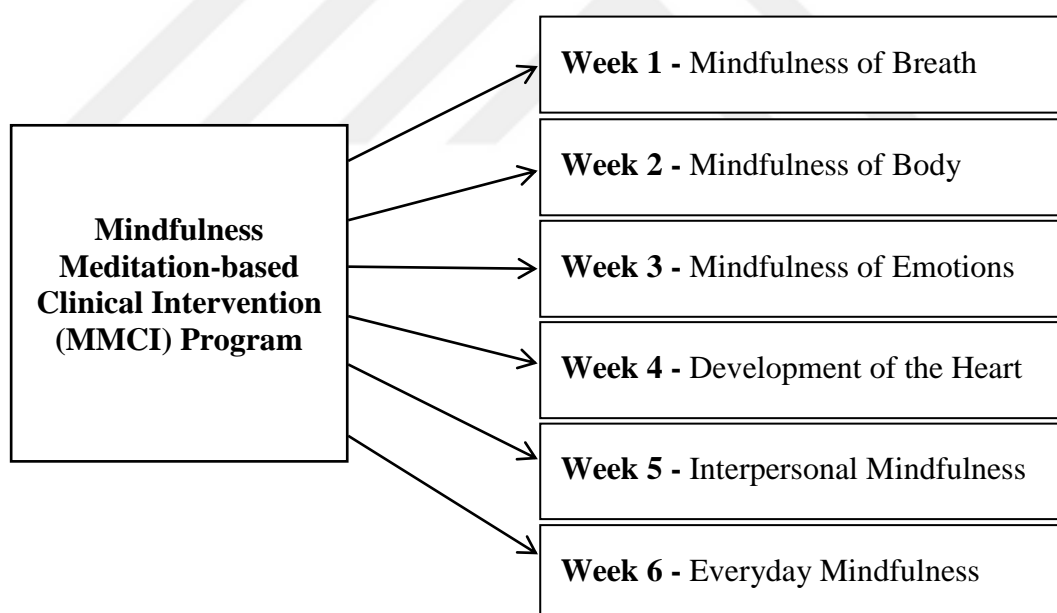


Figure 2. Specific Themes of MMCI Program for Each Week

Each of the 6 weeks' MMCI program including the introduction is described in detail below:

Weeks

Week 1 Mindfulness of Breath

In the first week of the MMCI, the focus was on taking deep breaths and becoming aware of the body sensations while breathing. This would allow the participants to notice more of the physical senses of the body and becoming aware of the rhythm of the breath (whether breaths are long or short, deep or shallow). With the help of the breathing, the participants would notice how their body feels (scanning the body down) at that moment. It was aimed to connect the busy, wandering mind with the mindful breathing practice and also to strengthen the participants' awareness around the various feelings that may accompany thoughts or external factors.

Week 2 Mindfulness of Body

The participants were encouraged to bring their attention to the feeling of the body parts starting from the feet to the top of the head like in body scan. In this way, the researcher tried to help the participants to discover the sensations of their bodies. Being aware of the body means being more connected to actual experience and caring of self both physically and emotionally. Listening to the body means becoming more attentive and this might give the possibility to direct the ongoing moods and emotions in more conscious and skillful ways.

Week 3 Mindfulness of Emotions

The participants started the session with a mini breathing practice. Then they were instructed to focus on the emotional body this time by opening emotional activation in the body and bringing the attention to what body is feeling. It may help to foster confidence that can be open even when there are some strong emotions such as fear, anxiety, depression etc. It creates safer inner life and more balanced life by experiencing more care and positive emotions such as kindness, love, and less negative emotions. It was aimed to teach the participants to identify and put their attention on the emotions rather than on the self-created sceneries.

Week 4 Development of the Heart

The participants were guided to take deep breaths and notice the body sensations while breathing. In this session, the participants were aimed to reflect the good in the body by bringing positive words that make people happy and as a result of this, noticing how the heart feels. To practice gratitude is to consciously focus on and appreciate the things that give meaning to life. The participants were aimed to learn to hold those negative experiences with the same quality of openness they feel when they are positive.

Week 5 Interpersonal Mindfulness

The participants were reminded the importance of kindness. They were asked to call to mind someone who is suffering and visualize the person. Afterwards, they were asked to send good wishes. The rationale behind this week's session was to cultivate self-awareness developing the ability to be patient, and compassionate with the other surrounding people. The relationships with the other people become more intentional and aware and desire to stay open-hearted; this allows staying more flexible with the other people. Additionally, the practice of mindfulness deepens the relationships and connection with others.

Week 6 Everyday Mindfulness

In the final week of the MMCI, the participants were taught to bring mindfulness practice into their daily lives with the help of food they brought to the class. At first, the participants started the session with the classic start such as breathing and bringing the attention practices. Later on, food related activities were instructed and the participants were encouraged to practice mindful eating. The rationale behind everyday mindfulness is to develop a more structured understanding of how the mind works (thoughts, emotions, habitual tendencies, etc.).

3.5.2 Instruction in the Control Group. While EG continued to participate in mindfulness sessions every week besides receiving regular English classes, the CG did not receive any treatment; instead, they continued to receive their education (English classes) regularly from the same researcher every day, meanly, they were not manipulated with any kind of treatment during those six weeks.

Starting from the first week, the participants in the CG were taught main course lessons for the first 2 hours accompanied with an English main course book that integrated all the skills. They started to class with revisions from the previous class and continued to their main course hours. The main course classes started with general warm-up speaking questions either teacher to students or as pair-work activities. Following the speaking activity, the participants in the control group were instructed to work on a B2 level reading or listening section in the course book. Accomplishing them, they received grammar sessions depending on the B2 level CFR descriptors. For the other main course class, they practiced more on grammar structures and vocabularies contextualized within a reading text.

After the first two hours, the students focused on more specific skills to practice academic reading & writing and speaking & listening skills with the help of two skill books. In those classes, they practiced range of skills such as academic note-taking skills, various essay types, making presentation in front of a group and many more.

3.6 Trustworthiness

Morrow (2005) underlines that a research come across with variety of disciplines, paradigms and epistemologies named as validity, credibility, rigor, or trustworthiness. He also continues to add more features of a research paradigm such as sufficiency and immersion in the data, subjectivity, reflexivity, adequacy, and issues related to interpretation and presentation (p. 250).

In order to ensure the current research's data collection tools are valid and reliable, the researcher decided to use previous questionnaires that once were validated and proved to be trustworthy by the other researchers in order to receive reliable data. In this study, data triangulation was used for verification concerns. In this manner, the data were collected from three different sources of data; questionnaires, semi-structured interviews and observation. As a result of this, the researcher would draw more reliable data from three different perspectives.

3.7 Limitations

The present study has some limitations to be taken into consideration. One of the principal limitations is the limit in the number of the participants. For this research study, only 29 preparatory school students participated and this could have affected the internal validity of the research itself. Moreover, the participants participated only from one (non-profit, private) university which means that the data itself can be generalized only to the specific population. As this data cannot easily be generalized to different contexts, the external validity of the data may limit the current study.



Chapter 4

Results

The current chapter displays the data collected from both EG and CG in order to seek a difference between EFL students who had MMCI training and those who did not in terms of L2 speaking anxiety, their level of mindfulness, WTC in L2, a change in English speaking performance of the EFL students and finally their opinions regarding the MMCI training. Data were compiled from three different questionnaires, semi-structured interviews, and observation by the researcher. Data were classified into five sections; quantitative findings on the difference between EG and CG in terms of L2 speaking anxiety, quantitative findings on the difference between Mindfulness and L2 speaking scores, quantitative findings of the difference between EG and CG in terms of mindfulness level, quantitative findings on the difference between EG and CG in terms of WTC in L2, and finally qualitative findings from the semi-structured interviews and observation.

4.1 Quantitative Findings on the Difference between EG and CG in terms of L2 Speaking Anxiety

In order to answer the first research question about the difference between EFL students who had MMCI training and those who did not in terms of L2 speaking anxiety, non-parametric Mann Whitney *U* test was performed in order to analyze the FCLAS items. After that, both EG and CG's speaking exam scores were collected before the MMCI and after the MMCI and compared to each other in order to observe a change in speaking exam scores.

There were 32 items Likert type questions in the FCLAS. In order to calculate the total scores, point scale was applied as 1 = never, 2 = rarely, 3 = sometimes, 4 = often and 5 = always. Table 1 presents the findings of the non-parametric Mann Whitney *U* test for both the EG and CG's total scores of FCLAS:

Table 1

Mann Whitney U Test Results for the Experimental and Control Group's Total Scores in FCLAS

	Z	Sig. (2-tailed)
Experimental	-2.558 ^c	.011
Control	-.943 ^c	.346

According to Mann Whitney *U* test results of the EG's total scores in FCLAS, the asymptotic significance value (p value) was 0.011 which means that it is smaller than the alpha value 0.05 and it is statistically significant. As a result of this, it can be said there is a statistical relationship between L2 speaking anxiety and mindfulness. According to the findings, the group which received the 6 weeks of MMCI program reported to have overcome the anxiety towards speaking English

On the other hand, the CG's total scores in FCLAS, the asymptotic significance value was found to be 0.346 which means that it is way bigger than the alpha value $p > 0.05$ and it is statistically insignificant. It can be inferred that there is no statistical relationship between L2 speaking anxiety and mindfulness for the CG who did not receive MMCI training.

In addition to the total scores of both groups in terms of their L2 speaking anxiety, descriptive statistics based on both pre and post test were given below:

Table 2

Descriptive Statistics Between the Experimental and Control Groups Regarding FLCAS

Variable	Experimental Group		Control Group	
	Mean	SD	Mean	SD
FCLAS				
Pre-test	90.76	8.54	86.83	10.62
Post-test	82.29	6.29	90.92	9.44

The table 2 below illustrates the findings of the descriptive statistics between the EG and CGs regarding L2 speaking anxiety. The results of the descriptive

statistics of the EG, in terms of their L2 speaking anxiety, showed a significant decrease after the MMCI in the post-test ($M = 82.29$; $SD = 6.29$) compared to the pre-test ($M = 90.76$; $SD = 8.54$).

On the other hand, the CG's L2 speaking anxiety increased at the end of the post-test ($M = 90.92$; $SD = 9.44$) in contrast to their pre-test scores ($M = 86.83$; $SD = 10.62$). Thus it shows that the treatment group, which received the MMCI training, had lower levels of L2 speaking anxiety compared to the CG who even increased in their anxiety levels.

Compared to the CG; the EG had lower levels of anxiety in terms of speaking and more confidence in L2, which means that there was a statistical and meaningful relationship between mindfulness and FCLAS. After the MMCI training, with the help of mindfulness, the participants in the EG reported to have developed a kind of mechanism to overcome the psychological barriers standing in front of the competence 'speaking' in L2. While the participants in the EG improved well in such a short time (6 weeks), the CG, who did not receive the treatment, remained stable. Their attitudes towards language learning were negative and they did not have the motivation to move to the next level willingly.

Based on the pre-test scores of FCLAS, among the students in the EG, the lowest selected item was "I get nervous and confused when I am speaking in my language class" (item 26) with the average of 2.29. Other than this, item 27, "When I'm on my way to language class, I feel very uncomfortable and insecure", is rated one of the other lowest item among the 32 items in FCLAS. Interestingly, the item 5 which states that "It wouldn't bother me at all to take more foreign language classes" even dropped in the post-test.

4.2 Quantitative Findings on the Difference between EG and CG in terms of Mindfulness Level

Second research question aimed at understanding the impact of MMCI program on EFL preparatory students' mindfulness levels since the main purpose of the MMCI program is to improve the degree of mindfulness. In order to answer the

question, non-parametric Mann Whitney *U* test was performed in order to analyze the BİFÖ items.

There were 15 items Likert type questions in the BİFÖ. To calculate the total scores, point scale was applied as 1 = almost always, 2 = very frequently, 3 = somewhat frequently, 4 = somewhat infrequently, 5 = very infrequently and finally 6 = almost never.

Table 5 below displays the findings of the non-parametric Mann Whitney *U* test for the EG's total scores in BİFÖ:

Table 3

Mann Whitney U Test Results for The Experimental and Control Group's Total Scores in BİFÖ

	Z	Sig. (2-tailed)
Experimental	-3.624 ^b	.000
Control	-1.297 ^b	.195

Table 5 provides information on the Mann Whitney *U* test results for the EG and CG's total scores in mindfulness levels. As it is shown, the EG's asymptotic significance value was $p < 0.000$ meaning that this finding is statistically significant. It can be inferred that there is a statistical relationship between the level of mindfulness and MMCI for the EG who received MMCI training.

However when analyzing the Mann Whitney *U* test results for the CG's total scores in BİFÖ, the asymptotic significance value was $p > 0.195$. The alpha value .000 is bigger than the alpha value 0.05 which means that the finding belonging to the CG is statistically insignificant. It can be inferred that there is not a statistical relationship between the level of mindfulness and MMCI for the CG who did not involve in MMCI program.

Table 4

Descriptive Statistics Between the Experimental and Control Groups Regarding BIFÖ

Variable	Experimental Group		Control Group	
	Mean	SD	Mean	SD
BIFÖ				
Pre-test	54.35	7.14	56.46	9.93
Post-test	70.70	5.38	54.83	7.2

The table illustrated the descriptive statistics between EG and CG regarding mindfulness levels. The findings of the EG showed a significant increase after the MMCI in the post-test ($M = 70.70$; $SD = 5.38$) compared to the pre-test ($M = 54.35$; $SD = 7.14$).

However the CG remained stable at the end of the post-test ($M = 54.83$; $SD = 7.22$) compared to their pre-test scores ($M = 56.46$; $SD = 9.93$). Depending on the descriptive findings, it shows that the EG had higher levels of mindfulness compared to the CG who moved steadily.

In the BIFÖ scale, both of the groups had much of a same type of mindfulness levels at the end of the pre-test session. In this manner, the very common BIFÖ item selected as 'lower' is item 13, "I find myself preoccupied with the future or the past" indicating directly mindless experience of a person. It also shows that, the participants did not have much control over their minds, bodies and emotions. Another top scored lowest item was number 4 "I tend to walk quickly to get where I'm going without paying attention to what I experience along the way". After 6 weeks of mindfulness meditation-based clinical intervention, there was found an increase in the level of mindfulness and the participants in the EG developed more awareness towards themselves and to the environment while the CG remained around the same percentages.

To sum up the finding above, there was found to be a significant relationship between the disposition of mindfulness and MMCI program. In 6 weeks time, the EG that received the treatment had higher levels of mindfulness compared to the pre-test

findings. The outcomes are promising for the schools of future especially for the ones who struggle to solve school-related problems and be successful at the same time; cultivating mindfulness in school context may end up with amazing results.

4.3 Quantitative Findings on the Difference between EG and CG in terms of WTC in L2

The third research question was proposed at understanding the difference between EFL students who received MMCI program and those who did not with regard to their WTC in L2. In order to answer it, non-parametric Mann Whitney *U* test was performed in order to analyze the WTC items.

In WTC scale, there were 12 items and the participants were supposed to give percentages for each item from out of 100 according to their experiences. To calculate the total scores, point scale was applied as 1 = I don't speak English, 2 = 2, 3 = 3, 4 = 4, 5 = I sometimes speak English, 6 = 6, 7 = 7, 8 = 8, 9 = 9 and lastly 10 = I speak English.

In order to interpret the data gained from WTC scale, Table 7 below demonstrates the findings of the non-parametric Mann Whitney *U* test for both the EG and CG's total scores for WTC:

Table 5
Mann Whitney U Test Results for the Experimental and Control Group's Total Scores in WTC

	Z	Sig. (2-tailed)
Experimental	-3.363 ^b	.001
Control	-1.245 ^b	.213

Table 5 presents the findings of the Mann Whitney U test results for the EG and CG's total scores in WTC in L2. In this sense, the asymptotic significance value was $p < 0.001$ meaning that the alpha value .001 is smaller than the alpha value 0.05. It can be inferred that this finding is statistically significant that there is a statistical and meaningful relationship between the level of WTC and MMCI for the EG who received MMCI training.

The results of the CG's total scores in WTC indicate that this finding is statistically insignificant which means that there is not a statistical relationship between the level of WTC and MMCI for the CG who did not receive MMCI training since the asymptotic significance value was $p > 0.213$ which means that the alpha value 0.213 is bigger than the alpha value 0.05.

Table 6
Descriptive Statistics Between the Experimental and Control Groups Regarding WTC

Variable	Experimental Group		Control Group	
	Mean	SD	Mean	SD
WTC				
Pre-test	77.76	9.22	65.00	18.51
Post-test	85.88	6.36	58.53	19.68

The table above shows the results of the descriptive statistics of the EG and CG in terms of their WTC in L2. It can clearly be seen that the EG showed a visible soar after the MMCI in the post-test ($M = 85.88$; $SD = 6.36$) compared to the pre-test ($M = 77.76$; $SD = 9.22$).

Conversely, the CG's willingness levels showed a drop at the end of the post-test ($M = 58.53$; $SD = 19.68$) in contrast to their pre-test scores ($M = 65.00$; $SD = 18.51$). Overall it is clear that the EG had higher ratio of willingness in L2 compared to the CG who showed a regular decrease in their WTC in L2.

Regarding the WTC scale, compared to the control, the EG had lower tendency to speak in English willingly. The top scored item in WTC was item 2 stating that "Making presentation in English to a group of strangers" with the average of 46.17. Making presentation in front of people has been an anxiety-provoking factor for most of the EFL/ESL learners in all around the world and it was the same result for this research paper as well. This also indicates the discomfort felt towards strangers rather than the environment which is inside the comfort zone such as family, friends and etc. Other than item 2, the item indicating "To speak in English in a crowd among the people I do not know" (item 4) recalls the same message as strangers

lessen the desire to express self in another language and rather the speaker remain silent. However, after the MMCI program, item 2 reached up to 58.82 and item 4 rising up to 59 which show that utilization of MMCI on the treatment group is effective in dealing with unwillingness to communicate in L2.

Depending on the Mann Whitney U test for the relationship between the disposition of mindfulness and WTC in L2, it was also detected that there is a statistically significant relationship between those two terms. While the EG scored themselves higher in terms of WTC in English, the CG remained around the same percentages. Especially after the third week, based on the researcher's observation, the students were much more relaxed in terms of desire to express themselves and willing participation inside the classroom.

4.4 Quantitative Findings on the Change in English Speaking Performance between EG and CG

In addition to non-parametric Mann Whitney *U* tests to analyze the L2 speaking anxiety, data was gathered from the students' speaking exam scores in order to find cause and affect relationship between mindfulness and L2 speaking anxiety. In order to achieve this, all the participants' speaking exams scores were collected and compared to each other before and after the MMCI. Since the sample size is small and also for ethical concerns, each student was numbered in order.

To begin with presenting the data, EG's previous speaking exam scores that are out of 20 were shown as before and after the MMCI program in the table below:

Table 7

The Experimental Group's Speaking Exam Scores Before and After the MMCI Program

Student No	Before the MMCI Speaking Exam Score	After the MMCI Speaking Exam Score
Student 1	12.25	18
Student 2	15	17.75
Student 3	14	17
Student 4	13.75	16
Student 5	14	18
Student 6	10	17.25
Student 7	12.5	16
Student 8	12	16
Student 9	15	19
Student 10	11.25	16
Student 11	14	18
Student 12	15	20
Student 13	16	15
Student 14	13	16
Student 15	14.25	17
Student 16	12	17
Student 17	9,75	15
<i>Average score</i>	13.161	17

As shown in the table above, before the MMCI program, the participants' speaking scores were *13.16* on average. As it is also clear that almost all the participants were below 15 out of 20. There were a lot of reasons for the participants to be stressful about B2 level; one and the most significant reason among all was the reality that this was the final level for the participants meaning that if they did not collect enough scores they would not be eligible to take the proficiency exam (the exit and final exam for the preparatory school determining the passing or failing).

After the treatment that lasted for 6 weeks, the EG took another final exam on a regular basis. However, the results of the speaking scores were not as the same as 6 weeks ago. Except for 1 student, all the participants' scores were above 15 out of 20.

The only participant whose score decreased was the one who had some personal problems and was not able to attend for 2 weeks of the MMCI program.

In this instance, the average of the speaking scores increased reaching up to 17 on average indicating that the MMCI program remarkably affected the participants and helped them to raise their speaking scores in the final exam.

In order to compare the results, the speaking scores of the CG were presented below the Table 2. It would be crucial to bear in mind that the CG did not receive any treatment in the name of MMCI so that any kind of change could be observed. That's why, before the MMCI and 6 weeks later (at the end of the MMCI), the CG's speaking scores were gathered and the results were shown below in the table 4:

Table 8
The Control Group's Speaking Exam Scores Before and After the MMCI Program

Student No	Before the MMCI Speaking Exam Score	After the MMCI Speaking Exam Score
Student 1	17.2	19
Student 2	19,5	20
Student 3	15.75	17.25
Student 4	13.5	15
Student 5	19	15
Student 6	19	16
Student 7	15	17
Student 8	17	18
Student 9	16	14
Student 10	17.5	16
Student 11	16	17
Student 12	16	15.5
<i>Average score</i>	16.791	16.729

As it is mentioned before, prior to the data collection, the previous speaking scores had been collected. At the beginning and the end of the process, the CG's speaking scores were presented in the table.

As it is obvious from the table, the average speaking score of the CG was 16.63 implying that the average is higher than the EG at the beginning of the MMCI.

After the six weeks, when the CG took the final exam, the average score did not change at all remaining stable in 16.28 and even dropping a little from 16.63 to 16.28. In addition to this, in the CG, half of the participants' scores fell compared to the first exam.

All in all, the data above has some future promising implications. The data regarding the speaking scores shows that MMCI may have a significant effect on the students who are learning English as L2 in terms of their academic speaking skills. It can also be inferred that the disposition of mindfulness is positively correlated with L2 speaking anxiety in English.

4.5 Qualitative Findings

In this section, qualitative data to support the quantitative data collected from three different scales will be presented as “The Analysis of the Semi-Structured Interviews”.

4.5.1 The Analysis of the Semi-Structured Interviews. During the semi-structured interview process, 6 participants individually were audio-recorded after getting the approval from those participants. The interviews were held at the end of the MMCI program. In the following part, some of the feedbacks were shown and additionally for the ethical concerns, the students who were interviewed were named as “Participant 1, Participant 2...”

When the participants were asked about any kind of changes occurred in their lives, some of the salient answers are as follows:

I became more aware towards my body and to my heart and sometimes I remind myself about it. It is so nice for me because I feel my feet touching on the floor. (Participant 1)

I had had lots of problems and felt so nervous most of the time but now I forget everything when I practice mindfulness. When I feel nervous, I try to practice it at home as well and until today, I have become much more relaxed. (Participant 2)

...I join the classes and contact with the people easily and also I have improved my relationship with the other people and I think this improves our life quality. (Participant 3)

After the mindfulness practice, I can focus on my lessons and I think it improves my cognitive skills. (Participant 4)

Taking all the interviewees into account, the changes observed were quite noticeable. Actually all those feedbacks carry great significance since in normal conditions, it is in fact difficult to expect some those kinds of changes in such a short time.

When the participants were asked about any kind of emotional alteration that they realized within themselves, the answers varied participant to participant:

Especially after today's practice, I feel much better. For example, when bad feeling comes, I remind myself that it is normal and it will change soon. (Participant 1)

Due to my personal life, I had a lot of problems to deal with such as being away from my family and being foreigner in Turkey... But whenever I feel it, I try to practice mindfulness and become much more relaxed. (Participant 2)

Outside the class, I am very aggressive person while driving etc. but I feel much more relaxed. Normally I am so naughty person but I can be very relaxed in mindfulness practice and actually I can stay in the class. Maybe, I can stay on my chair and follow the teacher's directions, I think this is good and I feel very good. (Participant 3)

I really get mad easily in minibus but nowadays I haven't gotten mad easily. At home, it also improved my relationship with my mum and even I am the one who ends the argument. (Participant 4)

Regarding the participants ages ranging from 18 to 22, it is a transitional stage which includes sudden emotional changes, external factors such as family, finance, school responsibilities and internally, the realization of the liability of adulthood and many more. The participants are exposed to a lot of internal and external factors nearly every day and managing the emotional stability may be considered troublesome and this may result in failure in academic life. After the MMCI program, the interviewees indicated that they are able to control the sudden emotional changes that they experience and what's more, mindfulness helped one of the participants to construct better relationships with the surrounding people.

When the researcher asked about any kind of differences within the participants in English classes especially speaking activities, the answers coming from the students are as follow:

If I make a mistake, I tell myself that it is normal to make mistake and I can make a mistake. (Participant 1)

It is much okay for me to speak in English classes compared to the past. (Participant 2)



You do not think anything else and only focus on the teacher only and you can easily produce words while speaking. (Participant 3)

I think the teacher is very important here. (Participant 4)

As it is mentioned in the literature review section, L2 speaking anxiety is a common phenomenon for varying reasons inside language classes. With reference to the feedbacks about the interviewees, even though 1 of the participant is not sure about the relationship between mindfulness and L2 speaking anxiety, some clear changes are observed for the rest 3 participants. For instance, Participant 1 taught herself that while speaking in English, it is normal to make a mistake. With regard to this, mindfulness even might have taught learner autonomy. The other participant, participant 2, found much better to speak in English compared to past which indicates that the practice of mindfulness normalize L2 speaking anxiety and may help individuals to produce better leading to a higher quality communication.

When the researcher asked about any kind of change in their WTC in English, the participants' feedbacks vary:

Together with my brother, we try to speak in English more between us at home and it was not like that in the past. (Participant 1)

I know how to speak in English but I want to speak more in speaking classes. Also we try to speak in English among our friends as well. (Participant 2)

To make a summary of the comments above, half of the interviewees observed some changes in their desire to speak in English as they performed some speaking practices outside the classes as well. It is highly possible that the MMCI program helped the participants to have sympathy for speaking in English for both inside and outside the classes. In addition to that, the practice of mindfulness made English real and possible outside the class as well.

To make a summary of the findings above, with the help of the MMCI, there was increase in L2 speaking exam scores of the participants compared to the CG. Depending on the semi-structured interviews, there was a visible change in sociality, emotion and cognition such as better relationships, regular attendance to school, increase in mindfulness level, increased life quality, cultivation of compassion and kindness, emotion regulation, emotional stability, better sleep and improved focus.

In conclusion, the disposition of mindfulness has reduced L2 speaking anxiety of language learners by helping to score higher in speaking examinations.

Furthermore, it also increases academic scores in school life. It also raises the desire to communicate in L2. Lastly, the practice of mindfulness in only 6 weeks increase the mindfulness levels by presenting a better life quality for students in school.



Chapter 5

Discussion and Conclusion

5.1 Discussion of Findings

This research study aimed to understand the difference between EFL students who had MMCI training and those who did not in terms of L2 speaking anxiety, level of mindfulness and if any, willingness to communicate in L2 and whether there is a change in English speaking performance of the students who are involved in the MMCI training. Finally the present study sought to elicit the opinions of the students who are involved in the MMCI training about mindfulness training. For these reasons, data was collected both from quantitative and qualitative sources by adopting a mixed method methodology design for this research study. This chapter first discusses the findings of the study by going back to the research questions then it presents some theoretical and pedagogical implications and also recommendations for further research studies.

The first research question aimed to examine a difference between EFL students who had MMCI training and those who did not in terms of L2 speaking anxiety through the use of FCLAS. Depending on the statistical findings, data obtained from the FCLAS revealed that there is a statistically significant and meaningful relationship ($p < 0.011$) between mindfulness and L2 speaking anxiety of EFL preparatory school students.

The answers given by the participants for the 13 items of FCLAS, which are directly related to L2 speaking anxiety inside an EFL classroom, compared to the CG, the EG agrees that practicing mindfulness reduces the unsureness and enables more self-confidence while speaking in English inside an EFL classroom. During the interviews, the participants of the EG also indicated that the practice of mindfulness could decrease the worry while speaking with native speakers of English since it is a common fact in the literature that native speaker of English is generally an anxiety-provoking factor for EFL learners which affects oral performance in English (Woodrow, 2006). Thus, integrating mindfulness training reduced L2 speaking anxiety in a great deal and helps the learners to get more relaxed while performing in

English. As Semple, Reid, & Miller (2005) state in their study as well, by implementing 6-week trial of mindfulness, it can treat children with anxiety symptoms which correlates positively with the present research study.

In terms of the item 8 in FCLAS, at the end of the MMCI training in the EG, the worry and nervousness towards English exams decreased as well. The finding is consistent with Bellinger, DeCaro, & Ralston's (2015) study which revealed that the usage of mindfulness attenuates test anxiety towards mathematics performance. This proves that, mindfulness may also treat English exam stress by correlating negatively with English-related tests.

Regarding the FCLAS, 3 items are about worry and confusion when it is time to speak in English class and some of the participants from the EG had more panic before the MMCI, but after the program the rate of the worry and confusion went down making the learners more self-confident and more tolerant when making a mistake. The result of the finding also correlates with Zeidan, Johnson, Diamond, David, & Goolkasian (2010) in terms of effect of mindfulness on confusion. This result also helps English instructors to save more time to develop the quality of teaching English for the learners rather than spending time with listening to students' problems and trying to find solutions in addition to preparing lesson plans and materials for them.

Interestingly, the item 5 which states that "It wouldn't bother me at all to take more foreign language classes" even dropped in the post-test. It is highly possible that the preparatory school students in universities in Turkey have intensive English classes ranging from 4-6 hours a day reaching up to 25 hours of English classes in a week. Apart from English, they do not receive any departmental courses, they are only required to learn academic English and pass the proficiency exam at the end of the academic year. This may be the most possible reason for students to not to ask for more English classes.

According to one of the FCLAS items, the reluctance to enter English classes, based on the scale findings, increased for the EG's participants. This proves Lori Pietrasz and Langer's (1995) theory that the practice of mindfulness can enhance liking the things that were not liked before. This result is especially future promising for EFL in Turkey since there are high numbers of students who dislike English let

alone English classes. In this manner, it may be a powerful source to create sympathy for English language among Turkish students.

Fear of making mistake and misunderstanding in English are prevalent cases in EFL classes. Based on FCLAS findings (item 2 and 4), it shows that welcoming mindfulness reduces fear of making mistake and misunderstanding in English. This may allow language learners to be tolerant to linguistic ambiguity and as a result of this, it allows the flexibility of comprehensible input to be taken easily for the learners while learning.

Another worthy point from the findings is that one of the blocks in front of an excellent oral performance in English is the peer-pressure effect such as fear of being laughed, worry while speaking in front of others. Even though 21st-century methodology suggest enhancing peer-teaching and peer work activities, it may not be enough to reach to students at its full performance as there is an effective filter factor: anxiety and fear. According to the findings, there is a negative correlation between peer pressure effect and mindfulness practice.

Compared to the CG, the participants of the EG reported lower oral exam scores. Over time, at the end of the MMCI, the EG reached the highest group by getting high speaking exam scores among the other B2 level classes including the CG which remained stable in these scores. This shows that mindfulness has a direct effect on L2 speaking anxiety.

Semi-structured interviews also indicated that the practice of mindfulness reduces fear of making mistake in English classes. The fear stems from the irregularity of emotions and the lack to control them. Being fear-free while making a mistake requires tolerance. Fear of making mistake is a common problem in EFL classes resulting in reluctance to speak & write and staying passive during the class hours. However, during the interviews, the participants from the EG claimed that mindfulness taught them to handle their emotions better after the practice of mindfulness since it was one of the purposes of the MMCI program. This finding may be an essential indicator of the decline in fear of making mistake in EFL classes which will also make students more comfortable and calm when there is confusion in making sense of the stimuli (Chapelle & Roberts, 1986, p. 30) and leads better learning outcomes when the EFL students are tolerant to ambiguity. In this respect, mindfulness is positively associated with intolerance to ambiguity.

The researcher also observed that mindfulness practice cultivates compassion and kindness after practicing it only for three weeks. This finding can be beneficial for students at preparatory school in that it can solve behavior problems and create peaceful school environment for both the students and English instructors in language programs. The finding is also consistent with Hollis-Walker & Colosimo (2011) and Neff, Kirkpatrick, & Rude's (2007) studies as the practice of mindfulness helps people to be more compassionate and kind.

Additionally, during the interviews, some of the students from the in the EG claimed that implementing mindfulness in EFL classrooms helps them to have better sleep at night since it can be practiced in everywhere and anytime. This finding also correlates with Caldwell, Harrison, Adams, Quin, & Greeson's (2010) research studies since integration of mindfulness in schools improves the students' quality of sleep.

Depending on the researcher's observation, from the cognitive perspective, it was found that there was a visible focus in EG during the class hours compared to CG. As it is mentioned before, mind wandering is a common situation for students and most of the time their attention may easily get distracted. In this sense, mindfulness's philosophy is to direct the person to the moment happening now rather than past or future. Its reflections can be seen in this present study as well by witnessing more focused students in the EG. As Mrazek et al. (2013) found that implementing 2-week mindfulness training decreases mind wandering and improves cognitive performance which correlates with the current research paper. These findings can be huge source to solve the most common problems in schools especially in language classrooms by preventing English instructors to warn most of the learners who are mind wandering during the class times.

Bringing mindfulness-related practices inside EFL classrooms may have serious and highly positive outcomes in terms of oral production in EFL teaching and may find more than a solution to common problems in the area.

Consequently, qualitative findings also support quantitative findings and this study's statistical findings also confirms interview answers as well. It can be said that the findings are both valuable in terms of qualitative and quantitative manner.

The second research question sought to investigate the difference between EFL students who had MMCI training and those who did not in terms of their level of

mindfulness with the help of BİFÖ scale. Data obtained from the BİFÖ scale disclosed that there is a statistically significant relationship ($p < 0.000$) between mindfulness and the level of mindfulness of EFL preparatory school students.

Before the administration of the study, the researcher basically assumed that the participants in the EG have lower levels in terms of mindfulness and awareness. The results of the pre-test of BİFÖ proved the researcher's assumption in both groups; the pre-test results revealed that more than half of the participants circled under the average when it comes to their experiences in mindfulness. According to the pre-test findings of the participants in the EG, it was found that the individuals rated themselves less in charge on their emotion control, living more on automatic pilot, fulfilling activities without realization, being busy with future or past rather than with the moment and not paying attention compared to the CG. One of the reasons may be busy and strict schedules in preparatory schools as there are a lot of tasks, assignments and deadlines to complete throughout the academic year besides having external factors to deal with. Regarding those reasons, the students may have variety of emotions arising in their body during different tasks but cannot focus those variety of emotions or may have difficulty in handling them.

Single exposure to information and fact-based instruction in typical language classrooms may have also influenced the participants in the EG and also CG to have lower levels of mindfulness in the pre-test session of BİFÖ. Since most of the schools in Turkey, language teachers are in control and they are dominant as having information giver role most of the time since the Turkish curriculum and exams enhance to do so. A course book sometimes becomes the only source for the students to be exposed to information. As a result of this, language learners develop less perspective to examine the information and have lack of original ideas resulting in difficulty in writing English essays in schools. When language learners are in more receptive mode, critical thinking skills lessen and acceptance begins and this leads more mindless learning. According to Langer (1992), information, which is acquired as a result of single exposure, is not recalled again after some time meaning that it is not stored in the memory (p. 292). This suggests English instructors to use more multiple perspectives while approaching to information and teach more in a conditional language. Turning to the main point, this may have affected the participants' decisions on the point scale in BİFÖ in the pre-test. At the end of the

MMCI training, the results showed that EG improved in terms of emotion regulation, fulfilling activities with more awareness, being more in the moment while the CG remained stable in those mentioned items in BIFÖ scale. According to Greeson, Toohey, & Pearce (2015), integrating mindfulness in school context helps students to manage stressful busy schedules and act in a calm manner. This also proves the present study's finding in terms of helping students to control their emotions and be more flexible under stressful conditions.

Another finding of BIFÖ scale is that after the MMCI program, the post-test showed a change in the degree of students' mindfulness and their awareness levels. The BIFÖ showed that there was an increase in terms of taking more control in emotions, focus more on the moment rather than past or future, living less in automatic pilot and paying more attention to tasks while fulfilling them. It may be because MMCI was an opportunity for the participants in the EG to meet their inner world and to discover their full potentials inside their minds. On the other hand, CG had nearly the same findings in the post-test as well. Moreover the findings are consistent with the some of the studies (Goldin & Gross, 2010; Davis, Hayes, & Jeffrey, 2012) that highlight the importance of the integration of mindfulness in school context.

The semi-structured interviews and observation revealed more noticeable findings regarding mindfulness levels on students compared to BIFÖ scale. At the beginning of the MMCI, according to the participants' feedback and the researcher's observation, they were not satisfied with the life and they were attending the classes reluctantly. However, during the third week, some changes were observed in the EG in terms of their moods and attitudes both to English classes and teachers. There was a definitely increased focus during the English classes it was also reflected in their academic scores as well (as a whole class, the EG got the highest score among the other classes including CG).

Depending on the researcher's observation, it was found that integrating mindfulness also resulted in respect towards teachers and the creation of better relationship among the students. Despite the EG, CG remained reluctant in attending the English classes. These findings suggest that cultivation of mindfulness-based interventions improves the relationship and life satisfaction among preparatory

school students and has a huge impact on academic performance (Suldo, Savage, & Mercer, 2014; Radel, Sarrazin, Legrain, & Gobancé, 2009).

It can be briefly concluded that the findings of the second research question reveal that the usage of MMCI may increase the level of mindfulness of EFL learners by allowing many more benefits to assist to a more qualified life.

The third research question was proposed in order to investigate the difference between EFL students who received MMCI program and those who did not with regard to their WTC in L2. Basically the findings were collected from WTC scale and also with data gathered from semi-structured interviews and observation. Based on the statistical findings, the data obtained from the WTC scale disclosed that there is a statistically meaningful relationship ($p < 0.001$) between mindfulness and the WTC in English.

According to the WTC scale, one of the most common factor for the participants both in the EG and CG was making a presentation to a group of unfamiliar people in English. Delivering speech in English to unfamiliar people is a common problematic issue for most of the language learners. It is because stage factor comes out when the speaker student have to think, build sentences which are linguistically correct and produce them while everybody's eyes are on the student. This kind of communication requires confidence and high level of tolerance of ambiguity and unfortunately not all type of language learner is equipped with this kind of features. Another reason for this may be the fear of being laughed and instead of being ashamed by other people; a student may prefer to be silent. It was also found out that, making presentations is one of the most anxiety-provoking activities inside a language class (Liu, 2006, p. 311). In spite of the negative result of the pre-test findings, right after the MMCI program, the post-test results of EG in WTC scale disclosed that the degree of willingness increased towards delivering speech in English to a group of people. According to this finding, it can be said that triggering individuals with mindfulness training may be one of the possible factors to help to overcome the fear of speaking in L2 to a group of foreign people. Even though there is no studies conducted between the relationship of mindfulness and L2, mindfulness is associated with speech fear in L1 (Fleming, & Kocovski, 2013). It is highly possible to infer that integrating mindfulness in EFL context may also decrease L2 speech fear as well as WTC. In this point, mindfulness may help students to turn to

self-inner world and discover the potential specific to individual and this way, it teaches to take the control of the mind, body and emotions which may diminish the barriers in front of language learning to a great deal.

Based on the WTC scale findings, another visible factor selected by both EG and CG was talking English inside the group of strangers. This may be again the same reason fear of being laughed and also fear of making mistake. Nevertheless, after receiving MMCI program, there was a recovery in the EG while there was no change in the CG and even a decrease. As it is mentioned before, the practice of mindfulness aims to train the person to get away from the negative thoughts and pay attention to positive experiences as well so it helps to regulate the strong emotions both positive or negative arising in the body. The finding is also consistent with Roemer 's et. al (2009) study by suggesting the integration of mindfulness in terms of emotion regulation.

In WTC scale, the most desirable reason to talk in English was chosen to be "speaking among friends" by both the EG and CG. It is one of the easiest reasons for language learners to speak since they find themselves in comfort zone and low-threat learning environment. Another reason may be the informality of it when speaking English among friends, which requires them to be relaxed and mistake-free. Speaking English inside a group of friends help them not to think about the mistakes and feel free to say whatever they want to; there is no structure such as a proper introduction, development of the speech and a short but clear conclusion. This makes the language learners to feel safe in their inner world and speak with a low affective filter. This finding has a significant pedagogical implication for the English instructors suggesting that the language instructors should create an environment which will create a friendly and stress-free atmosphere so that it makes the language learners inner world safe.

The statistically meaningful relationship between mindfulness and the desire to communicate in English may have serious implication for preparatory schools since English as a subject is seen as only a passing course and not fancied as a language since it is found out to be difficult because of the speaking factor in it. Mindfulness interventions may help to remind the importance of English as a lingua franca and may change the attitude of Turkish students towards English.

To summarize, the findings of the third research question reveals that the increase in the participants' WTC explicitly showed the MMCI program utilized in the EG is shown to be effective in dealing with unwillingness to communicate in L2.

The fourth research question was proposed in order to observe a change in speaking performance of the EFL students who received MMCI compared to those who did not. In order to do this, both groups' speaking exam scores were collected before and after the MMCI training. Before the MMCI training, oral exam scores of EG was found out to be the participants' *13.16* on average. For the CG, the pre-test result of the oral exam score was *16.63* on average. There were a lot of reasons for the participants to be stressful about B2 level; one and the most significant reason among all was possibly the reality that this was the final level for the participants meaning that if they did not collect enough scores they would not be eligible to take the proficiency exam (the exit and final exam for the preparatory school determining the passing or failing). After the six weeks, when the EG and CG took the final exam, the average scores showed a great difference between the two groups. For the CG, the scores did not change at all remaining stable in *16.28* and even dropping a little from *16.63* to *16.28* while EG's scores significantly increased from *13,16* to *17*. The group who received MMCI training showed a great increase in academic oral exam scores compared to the CG who did not receive the treatment at all. It can be concluded that mindfulness may help to achieve in academic speaking tests by increasing attention and focus during the performance as well.

Eventually, the final research question was proposed to receive the opinions of the students who are involved in the MMCI training about mindfulness training. To answer the final research question, the data was collected through semi-structured interviews with 6 students from the EG. Regarding the answers of the participants, the feedback about the mindfulness training is positive and desirable for the EFL students.

Even in the second week of the program, one of the students stated that he tried to practice mindfulness before sleeping in order to relax and sleep better. At the end of the first week, after practicing breathing, the researcher informed all the participants about the applicability of mindfulness in everywhere whenever they wanted. Moreover, all of the students in the EG knew about all the benefits of the mindfulness as they had learned about the advantages right after the researcher had

given a presentation about what mindfulness is before the training began. Surprisingly, all the information was carefully listened and practiced.

There was also a student stated that a sudden feeling of crying during the session. To my best knowledge as a researcher, in the literature, there is no specific information about the specific reason of sudden burst of crying but it may be called as 'emotional flooding' (Birnbaum, 2005) of a person realizing of inner-self and facing with inner world and stillness of the mind itself.

Based on the interviews, nearly all the participants indicated that they were much more optimistic and willing to come to the school and participate in the classes. Before the MMCI, the other teacher teaching that EG complained so much about the students such as leaving early or not attending regularly top the classes. However, even during the MMCI, the attendance problem decreased noticeably. This may be related to being free of stress and boredom after receiving mindfulness training. The feedbacks may also show that school is not only a place to learn subject-related information but also a place to relief and the discovery to self. This may result in optimism and willingness to come to school. The responses of the participants are also consistent with Meiklejohn et al. (2012)'s study that the integration of mindfulness can cultivate optimism to students.

In conclusion, it can be inferred that the usage of MMCI inside an EFL classrooms may possibly help EFL students to reduce their L2 speaking anxiety, increase in WTC, increase in the level of mindfulness, a considerable change in the speaking performance in L2 and finally positive feedbacks towards the integration of mindfulness in EFL classrooms.

5.2 Pedagogical Implications

The present study has some evident implications to be implemented for the use of mindfulness in EFL classrooms. As it is discussed previously, the research studies from various disciplines have revealed that the use of mindfulness has many advantages for students and teachers in an educational context. However, those studies are all connected to different fields apart from ELT. In order to fill this gap in the literature, the present study was designed to go further and bring another, brand new perspective by aiming an interdisciplinary approach to EFL classrooms.

Moreover, during the data collection process, the researcher did not solely trust on the scales but also semi-structured interviews and observation to validate the data obtained from the scales and to observe any kind of change coming from the EG.

Furthermore, the current research study has some implications both for EFL instructors but especially administrators of preparatory schools and institutions as well. First of all, the study demonstrates that by only 6 weeks of mindfulness practice in two days in a week may help learners to get away from the pressure of the daily life itself, build better relationships surrounding them, sleep better, be more mindful, more focus during classes, less anxiety, and more confidence while practicing English, more WTC in English and boost in academic scores and performance in terms of EFL. In this respect, EFL instructors may want to adopt mindfulness in their current teaching practices and add some new and interdisciplinary approach to their practices so that they welcome their learners in a more stress-free environment, which may enable balanced affective filter for the learners while learning and producing English. Correspondingly, these inferences may also help the administrators in preparatory schools to think and reconsider their attitudes and approaches towards the way of teaching English and pay more attention to language learners' psychological well-being and readiness for English. Additionally, administrators in language programs may consider implementing mindfulness practices inside language programs mainly preparatory schools. Moreover, some administrators may contemplate integrating mindfulness-based stress reduction programs on English instructors as well since they are the ones who have the burdens on their shoulders to help students best they can in any way apart from teaching.

With the help of mindfulness practice inside an EFL class, it is possible to overcome both the fear of talking and increase the WTC in L2 with people from different backgrounds. After taking the first mindful step for an English teacher in the class about showing their students how their minds and bodies work, the rest will possibly be witnessing stress free environment for communication in English.

Regarding the highlighted points, this research study shows that using mindfulness related practices has some significant, efficient and highly useful implications for the usage in EFL classrooms. Hence, it may serve as a model study for the forthcoming studies which will aim to support the usage of any kind of mindfulness related practices inside EFL classrooms.

5.3 Conclusions

The results of the current research study revealed that there is a significant relationship between mindfulness and L2 speaking anxiety, level of mindfulness, WTC and speaking performance of EFL students. The usage of mindfulness has positive outcomes inside EFL classrooms. Data collected with the help of the scales, semi-structured interviews and observations disclosed that bringing mindfulness into the language classroom is appreciated and favored not only by EFL students but also the other English instructors and the administration of the language program including CPDU with various reasons such as increased quality in language classrooms, better focus, positive attitudes, more respect, increased compassion, improved academic performance and functioning, more productivity in terms of English and boost in academic scores. The results of the study also proved that mindfulness has many more advantages apart from reducing the L2 anxiety and enhancing the desire to communicate in English.

As a conclusion, the aim of the research study was to seek a difference between EFL students who had MMCI training and those who did not in terms of L2 speaking anxiety, their level of mindfulness and WTC in L2. It also aimed to observe a change in speaking performance of the EFL students. Eventually the study investigated the opinions of the students who are involved in the MMCI training about mindfulness training. Depending on the findings, this study suggests that the application of mindfulness should be offered in all types of schools since it is the path to success so that all language benefitting both learners and instructors in schools.

5.4 Recommendations for Further Research

This study has some recommendations for future studies. First of all, a follow-up study could be carried up in order to measure and observe the stability of MMCI for a further study.

Another point to mention is that the current study was conducted at a private (non-profit) university's preparatory program. In order to find much more different, eye-catching data in a different educational context, it is a need to conduct this study in a different setting meanly in high, secondary or even primary school; the effects

may be much adverse and permanent when the age gets smaller. In that way, the applicability and influence of those findings may be wider and stronger.

Also the study was conducted on twenty-nine EFL learners. For a further study, in order to make the data will vary, this study could be conducted with a larger learner population since there is a limited number of participants in this study so that the utilization and influence of the findings may be wider and stronger.

Finally, another recommendation for further research studies is that this kind of mindfulness meditation-based clinical intervention could be implemented on English instructors by the administration or CPDUs of the language programs. In this way, burnout syndrome can be treated or at least lessened to some extent so that stress free and friendly language learning atmosphere can be formed.



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APPENDICIES

A. Foreign Language Classroom Anxiety Scale (FLCAS)

Turkish Version

Aşağıdaki her bir ifadeyi okuduktan sonra şu seçeneklerden birisini size verilen kağıda işaretleyiniz. **Hiçbir ifadeyi boş bırakmayınız.**

1. Hiçbir zaman 2. Nadiren 3. Bazen 4. Sıklıkla 5. Her zaman

1. İngilizce konuşurken kendimden emin olamıyorum.
2. İngilizce derslerinde hata yapmaktan korkuyorum.
3. İngilizce derslerinde sıra bana geldiğini bildiğim zaman heyecandan ölüyorum.
4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.
5. Haftada daha fazla İngilizce ders saatimin olmasını isterdim.
6. İngilizce dersi sırasında kendimi dersle hiç de ilgisi olmayan başka şeyleri düşünürken buluyorum.
7. Diğer öğrencilerin İngilizce derslerinde benden daha iyi olduklarını düşünüyorum.
8. İngilizce derslerinin sınavlarında kendimi endişeli hissediyorum.
9. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda paniğe kapılıyorum. 10. İngilizce derslerinde başarısız olmak beni endişelendiriyor.
11. Yabancı dil dersleri konusunda bazılarının niye endişe duyduklarını anlayabiliyorum.
12. İngilizce derslerinde bazen öyle heyecanlanıyorum ki, bildiğim şeyleri bile unutuyorum.
13. İngilizce derslerinde sorulan sorulara gönüllü olarak cevap vermekten sıkılıyorum.
14. İngilizceyi, ana dili İngilizce olan insanlarla konuşmak beni heyecanlandırıyor.
15. Öğretmenin hangi hatalarını düzelttiğini anlamamak beni endişelendiriyor.

16. İngilizce derslerinde, önceden çok iyi hazırlanmış olsam bile derste heyecanlanıyorum.
17. İngilizce derslerine girmek istemiyorum.
18. İngilizce derslerinde konuştuğum zaman kendime güvenmiyorum.
19. İngilizce öğretmenim yaptığım her hatayı düzeltmeye çalışıyor.
20. İngilizce derslerinde sıra bana geldiği zaman kalbimin hızlı hızlı attığını hissediyorum.
21. İngilizce sınavlarına ne kadar çok çalışırsam kafam o kadar çok karışıyor.
22. Kendimi İngilizce derslerine çok iyi hazırlanıp gitmek zorunda hissediyorum.
23. Her zaman diğer öğrencilerin benden daha iyi İngilizce konuştuğunu düşünüyorum.
24. Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum.
25. İngilizce dersleri o kadar hızlı akıp gidiyor ki sınıfa ayak uyduramamaktan korkuyorum.
26. İngilizce derslerinde konuştuğum zaman hem sıkılıyorum hem de kafam karışıyor.
27. İngilizce derslerine girerken kendimi çok rahatsız ve güvensiz hissediyorum.
28. İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım zaman paniğe kapılıyorum.
29. İngilizce konuşabilmek için öğrenmek zorunda olduğum kuralların sayısının çok fazla olması beni kaygılandırıyor.
30. İngilizce konuştuğum zaman diğer öğrencilerin bana geleceğinden endişe duyuyorum.
31. İngilizceyi, ana dili İngilizce olan insanların yanında kullanırken rahatsız oluyorum.
32. İngilizce öğretmenimin cevabını önceden hazırlamadığım sorular sorduğunda heyecanlanıyorum.

B. Foreign Classroom Anxiety Scale

Turkish Version Scoring Chart

İfadeleri okuyup size uygunluk durumlarına göre aşağıdaki bölmelere her ifadenin karşısına X ile işaretleyin. **Hiçbir ifadeyi boş bırakmayınız.**

İfade	1 (hiçbir zaman)	2 (nadiren)	3 (bazen)	4 (sıklıkla)	5 (her zaman)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
31.					
32.					

- 12. In language class, I can get so nervous I forget things I know.**
Strongly agree Agree Neither agree Disagree Strongly disagree
nor disagree
- 13. It embarrasses me to volunteer answers in my language class.**
Strongly agree Agree Neither agree Disagree Strongly disagree
nor disagree
- 14. I would not be nervous speaking the foreign language with native speakers.**
Strongly agree Agree Neither agree Disagree Strongly disagree
nor disagree
- 15. I get upset when I don't understand what the teacher is correcting.**
Strongly agree Agree Neither agree Disagree Strongly disagree
nor disagree
- 16. Even if I am well prepared for language class, I feel anxious about it.**
Strongly agree Agree Neither agree Disagree Strongly disagree
nor disagree
- 17. I often feel like not going to my language class.**
Strongly agree Agree Neither agree Disagree Strongly disagree
nor disagree
- 18. I feel confident when I speak in foreign language class.**
Strongly agree Agree Neither agree Disagree Strongly disagree
nor disagree
- 19. I am afraid that my language teacher is ready to correct every mistake I make.**
Strongly agree Agree Neither agree Disagree Strongly disagree
nor disagree
- 20. I can feel my heart pounding when I'm going to be called on in language class.**
Strongly agree Agree Neither agree Disagree Strongly disagree
nor disagree
- 21. The more I study for a language test, the more confused I get.**
Strongly agree Agree Neither agree Disagree Strongly disagree
nor disagree
- 22. I don't feel pressure to prepare very well for language class.**
Strongly agree Agree Neither agree Disagree Strongly disagree
nor disagree
- 23. I always feel that the other students speak the foreign language better than I do.**
Strongly agree Agree Neither agree Disagree Strongly disagree
nor disagree

D. Bilinçli Farkındalık Ölçeği (BİFÖ)

Turkish Version

Açıklama:

Aşağıda sizin günlük deneyimlerinize ilgili bir dizi durum verilmiştir. Lütfen her bir maddenin sağında yer alan 1 ile 6 arasındaki ölçeği kullanarak her bir deneyimi ne kadar sık veya nadiren yaşadığınızı belirtiniz. Lütfen deneyimizin **ne olması gerektiğini değil, sizin deneyiminizi gerçekten neyin etkilediğini** göz önünde bulundurarak cevaplayınız. Lütfen her bir maddeyi diğerlerinden ayrı tutunuz.

1 Hemen hemen her zaman	2 Çoğu zaman	3 Bazen	4 Nadiren	5 Oldukça Seyrek	6 Hemen hemen hiçbir zaman
1. Belli bir süre farkında olmadan bazı duyguları yaşayabilirim.					1 2 3 4 5 6
2. Eşyaları özensizlik, dikkat etmeme veya başka bir şeyleri düşündüğüm için kırarım veya dökerim.					1 2 3 4 5 6
3. Şu anda olana odaklanmakta zorlanırım.					1 2 3 4 5 6
4. Gideceğim yere, yolda olup bitenlere dikkat etmeksizin hızlıca yürüyerek gitmeyi tercih ederim.					1 2 3 4 5 6
5. Fiziksel gerginlik ya da rahatsızlık içeren duyguları, gerçekten dikkatimi çekene kadar fark etmeme eğilimim vardır.					1 2 3 4 5 6
6. Bir kişinin ismini, bana söylendikten hemen sonra unuturum.					1 2 3 4 5 6
7. Yaptığım şeyin farkında olmaksızın otomatiğe bağlanmış gibi yapıyorum.					1 2 3 4 5 6
8. Aktiviteleri gerçekte ne olduklarına dikkat etmeden acele ile yerine getiririm.					1 2 3 4 5 6
9. Başarmak istediğim hedeflere öyle çok odaklanırım ki o hedeflere ulaşmak için şuan ne yapıyor olduğumun farkında olmam.					1 2 3 4 5 6
10. İşleri veya görevleri ne yaptığımın farkında olmaksızın otomatik olarak yaparım.					1 2 3 4 5 6
11. Kendimi bir kulağımla birini dinlerken; aynı zamanda başka bir şeyi de yaparken bulurum.					1 2 3 4 5 6
12. Gideceğim yerlere farkında olmadan gidiyor, sonra da oraya neden gittiğime şaşırıyorum.					1 2 3 4 5 6
13. Kendimi gelecek veya geçmişle meşgul bulurum.					1 2 3 4 5 6
14. Kendimi yaptığım işlere dikkatimi vermemiş bulurum.					1 2 3 4 5 6
15. Ne yediğimin farkında olmaksızın atıştırıyorum.					1 2 3 4 5 6

AÇIKLAMA: ÖLÇEKTE REVERSE PUANLAMA BULUNMAMAKTADIR. TOPLAM PUANLARIN YÜKSEKLİĞİ BİLİNÇLİ FARLKINDALIĞIN YÜKSEK OLDUĞU ANLAMINA GELMEKTEDİR. GEÇERLİK VE GÜVENİRLİK ÇALIŞMALARI ÖLÇEK MAKALESİNDE BULUNMAKTADIR.

E. Mindful Attention & Awareness Scale (MAAS)

English Version

Description:

The MAAS is a 15-item scale designed to assess a core characteristic of dispositional mindfulness, namely, open or receptive awareness of and attention to what is taking place in the present. The scale shows strong psychometric properties and has been validated with college, community, and cancer patient samples. Correlational, quasi-experimental, and laboratory studies have shown that the MAAS taps a unique quality of consciousness that is related to, and predictive of, a variety of self-regulation and well-being constructs. The measure takes 10 minutes or less to complete.

Day-to-Day Experiences

Instructions: Below is a collection of statements about your everyday experience. Using the 1-6 scale below, please indicate how frequently or infrequently you currently have each experience. Please answer according to what really reflects your experience rather than what you think your experience should be. Please treat each item separately from every other item.

	1	2	3	4	5	6
	Almost Always	Very Frequently	Somewhat Frequently	Somewhat Infrequently	Very Infrequently	Almost Never
I could be experiencing some emotion and not be conscious of it until some time later.	1	2	3	4	5	6
I break or spill things because of carelessness, not paying attention, or thinking of something else.	1	2	3	4	5	6
I find it difficult to stay focused on what's happening in the present.	1	2	3	4	5	6
I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.	1	2	3	4	5	6
I tend not to notice feelings of physical tension or discomfort until they really grab my attention.	1	2	3	4	5	6
I forget a person's name almost as soon as I've been told it for the first time.	1	2	3	4	5	6
It seems I am "running on automatic," without much awareness of what I'm doing.	1	2	3	4	5	6
I rush through activities without being really attentive to them.	1	2	3	4	5	6
I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there.	1	2	3	4	5	6
I do jobs or tasks automatically, without being aware of what I'm doing.	1	2	3	4	5	6

I find myself listening to someone with one ear, doing something else at the same time.	1	2	3	4	5	6
I drive places on "automatic pilot" and then wonder why I went there.	1	2	3	4	5	6
I find myself preoccupied with the future or the past.	1	2	3	4	5	6
I find myself doing things without paying attention.	1	2	3	4	5	6
I snack without being aware that I'm eating.	1	2	3	4	5	6

Scoring information:

To score the scale, simply compute a mean of the 15 items. Higher scores reflect higher levels of dispositional mindfulness.



F. Willingness to Communicate Scale (WTC)

Turkish Version

Asagida her bireyin iletisim kurmayi isteyebilecegi yada istemeyecegi 12 durum verilmistir. Yabancilarla Ingilizce konusacaginizi ve iletisim kurup kurmamanin tamamen sizin seçiminiz oldugunu varsayarak her bir durumda Ingilizce iletisim kurmaya ne derece istekli oldugunuzu 0 ile 100 arasinda durumunuza uygun herhangi bir sayi secerek her ifadenin basindaki bosluga yazarak belirtiniz.

%0-----%50-----%100

Ingilizce konusmam

Ingilizce konusurum

(iletisim kurmam)

(iletisim kururum)

- _____ 1-Tanidigim kişilerle küçük bir grup içinde Ingilizce konuşmak
- _____ 2-Bir grup tanımadığım kişiye İngilizce sunuş yapmak
- _____ 3-Bir grup arkadaşima İngilizce sunus yapmak
- _____ 4-Kalabalik bir toplulukta tanımadığım kisiler arasında İngilizce konuşmak
- _____ 5-Tanımadığım kisilerle küçük bir grup içerisinde Ingilizce konuşmak
- _____ 6-Kalabalik bir toplulukta arkadaşlarım arasında Ingilizce konuşmak
- _____ 7-Arkadaşlarımla Ingilizce konuşmak
- _____ 8-Kalabalik bir toplulukta tanıdigim kisilerle Ingilizce konuşmak
- _____ 9-Tanıdiklarımla Ingilizce konuşmak
- _____ 10-Bir grup tanıdigim kisiye Ingilizce sunus yapmak
- _____ 11-Tanımadığım birisiyle Ingilizce konuşmak
- _____ 12-Bir grup arkadaşimla Ingilizce konuşmak

H. Semi structured interview questions

- 1) What kind of changes occurred in your life?
- 2) Did you realize any kind of emotional changes within yourself? What are they?
- 3) Did you have any changes in you in English classes, especially in speaking activities? What are they?
- 4) Did you observe any change in you in terms of willingness to communicate in English?



I. The Detailed Syllabus of the Mindfulness Program (MMCI)

Week I. Mindfulness of Breath

- A. Exploring the motivation for mindfulness practice
- B. Introduction to Mindfulness: Definitions
- C. Practice: Mindfulness of Breath
- D. Mindfulness, Self-regulation and the Pre-frontal Cortex

Week II. Mindfulness of Body

- A. Importance of Feeling the Body (The Embodied Nervous System)
- B. Practices: Body Scan
- C. Daily Mindfulness of the Body
- D. Mindfulness as an Exploration of Being Human

Week III. Mindfulness of Emotions

- A. Emotions, Neurobiology and Thoughts
- B. Practice: Feeling Emotions in the Body
- C. Working with Emotional Intensity
- D. Mindfulness and Self-Regulation

Week IV. Development of the Heart

- A. Cultivating Gratitude and Kindness
- B. Practice: Heartfulness
- C. Self-Compassion and the Inner Critic
- D. Forgiveness

Week V. Interpersonal Mindfulness

- A. Bringing Mindfulness to Interactions
- B. Mindfulness and Communication
- C. Our Habits of Separation
- D. Empathy and the Brain
- E. Compassion

Week VI. Everyday Mindfulness

- A. Training the Mind to be more Mindful
- B. Weaving Mindfulness into Life
- C. Mindful Eating
- D. Maintaining a Daily Practice
- E. The Benefits of Mindfulness Practice

J. Curriculum Vitae

Personal Information

Surname, Name : Öz, Serpil
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Education

- MA, Bahcesehir University, English Language Teaching, 2017
- BA, Çanakkale Onsekiz Mart University, English Language Teaching, 2013

Work Experience

- English Language Instructor – İstanbul Medipol University (2017- ...)
- English Language Instructor – İstanbul Kemerburgaz University (2016-2017)
- English Language Instructor – Üsküdar University (2014-2015)
- English Teacher – Speak Free English Academy (2013-2014)

Publications

Öz, S., & Atay, D. (2017). Turkish EFL instructors' in-class language assessment literacy: perceptions and practices. *ELT Research Journal*, 6(1), 25-44.

Certificates

- Boğaziçi University, *Towards Higher Education (THE) Conference*, April 4, 2017
- Bahçeşehir University, *Teachers Research! IATEFL ReSIG Annual International Conference, Paper Presenter*, 2016
- Akdeniz University, *2nd International Language, Culture and Literature Workshop, Paper Presenter*, June 8-10, 2016
- Aydın University, *Foreshadowing Trends in the Realms of ELT*, June 18, 2016
- Bilgi University, *The Post-Method Era in English Language Teaching - Joint Forces Joint Goals: An Open Invitation to Collaboration in ELT*, May 9, 2015
- Üsküdar University, *2nd Annual World Brain Mapping and Therapeutics Science Summit, G20, Conference Presenter*, November 13, 2015
- Bahçeşehir University, *Eğitimin Geleceğine Yön Verenlerin Zirvesi*, March 15, 2015
- Çanakkale Onsekiz Mart University, *The Seventh International ELT Research Conference "Philosophical Perspectives in ELT Research"*, April 27-28, 2012

Interests

- Mindfulness in Foreign Language Education
- Motivation and Foreign Language Education
- Psychology and Foreign Language Learning
- Cognition and Language Learning
- Second Language Acquisition in Foreign Language Education

