

**THE INFLUENCES OF MINDFULNESS ON FOREIGN
LANGUAGE FLUENCY MEDIATED BY IRRATIONAL
THOUGHTS, FOREIGN LANGUAGE ANXIETY AND SELF-
EFFICACY ON THAI ENGLISH LEARNERS**

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Abstract: This study aims to investigate the impact of selected psychosocial factors on foreign language fluency among Thai people. The influences between mindfulness, irrational thoughts, foreign language anxiety, self-efficacy, and foreign language fluency were explored by using a 112 items psychometrical scale adapted from various standardized scales. The EFA and CFA of 524 Thai national samples revealed high validity and reliability of the scale. The CFA also revealed that fear of non-achievement, concern over a mistake, perfectionistic cognition, and inferiority feeling were better explained by irrational thoughts, the second-order latent factor. The SEM analysis of the sample of 1,358 Thai students and office workers revealed that mindfulness, directly and indirectly, influenced irrational thoughts, foreign language anxiety, self-efficacy, and foreign language fluency. Mindfulness was found to negatively affect foreign language anxiety, which also had an adverse effect on self-efficacy and foreign language fluency. This research contributes to foreign language learning by revealing the role of mindfulness in helping Thai learners better aware of their negative thoughts, which lead to foreign language anxiety, and help enhance their belief in the ability to communicate in a foreign language fluently. It also provides insight knowledge to behavioral science by explaining the influences of mindfulness on a person's irrational thoughts, anxiety, self-efficacy, and fluency in general.

Keywords: Mindfulness; Irrational Thoughts; Foreign Language Anxiety; Self-Efficacy; Foreign Language Fluency

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Introduction

English is now playing a vital role in human connectivity as a world communicative language. Therefore, people of different cultures face a big challenge in learning and acquiring English communicative skills. Thailand also struggles to increase Thai people's English proficiency. Lots of budgets have been spent, and sometimes wasted, on language trainings every year. In a business setting, managers often find their employees' inadequate skills to communicate in English both in and outside their workplaces. On the other hand, employees also feel that their career security is now threatened by their insufficiency in English language skills.

A lack of clear communication often leads to frustration and stress on individuals and high turnover and profit loss for the company. English language proficiency, including accent, has become a major obstacle to appropriate work placement. Workers also believe that an inability to communicate in a foreign language creates 'ostracism' by language in the workplace (Hitlan et al., 2006).

Through this researcher's experiences in conducting in-house training in a number of Thai firms, it is also found that Thai workers who concern about making mistakes and feel inferior when communicating in English often feel anxious and cannot speak English fluently. These observations have inspired this researcher to put continuous efforts to help Thais communicate in English, or any other foreign languages, with confidence by overcoming their foreign language anxiety.

Recent research found that mindfulness fostered inner attention, helped students comprehend better, and enhance creativity while in a state of relaxed alertness (Britt, 2011). Many studies also found that mindfulness significantly improves the students' learning outcomes (Ramsburg & Youmans, 2014; Scida & Jones, 2017). However, very few studies explore the mediation effect between mindfulness and foreign language anxiety and foreign language fluency.

Objectives

This study aims to find to what extent mindfulness affects factors influencing foreign language anxiety, is anticipated to provide empirical psychological research that would improve Thai people's foreign language communicative skills by reducing their foreign language anxiety and improving their language efficacy to sustainable communicative skills.

Literature Review

Mindfulness (MIND)

Mindfulness is the quality or state of being conscious or aware of something like our body, mind, bodily sensations, feelings, emotions, and thoughts by bringing one's complete attention to the experiences or mental events occurring in the present moment non-judgingly and non-reactively (Baer et al., 2006).

However, mindfulness definition in the western context is more attentive to the awareness of external reactions or physical sensations, as it primarily focuses on the appraisal of external situations (Langer & Moldoveanu, 2000), which is substantively different from Buddhist mindfulness meditation techniques that focus on the appraisal of both external and internal situations as well as the awareness of ego-personality as Vajiramedhi (2012) describes that during mindful awareness, our mind is occasionally free from the *I, me, mine* of the personality belief or ego.

In the Buddhist context, mindfulness is a human faculty that enables one to keep remembering and examining one's task, be attentive to whatever one is doing at present, and manage the mind to be in the equanimity or the perfect balance of the mind. At this particular moment of equanimity, a person obtains emotional stability and is free from impurities (or defilements): anger and hatred; anxiety, worry and delusion; greed, jealousy, and envy; and ego (Vajiramedhi, 2012).

In this study, mindfulness is defined according to Baer et al. (2006), the author of the five facet mindfulness questionnaires (FFMQ), which comprises five facets - observing, describing, acting with awareness, and non-judging inner experience, and non-reactivity to inner experience.

Mindfulness has been found to significantly reduce a person's negative emotions, stress, and anxiety by helping him to learn to be happy and blissful on an everyday basis by being mindful and aware of the present moment. The awareness of causes of the problem, their thoughts and thinking patterns, and unconditionally acceptance released them from depression (Vajiramedhi, 2012; Bao et al., 2015; Jitsangob, 2017).

Irrational Thoughts (IRT)

Irrational thoughts or cognitive distortions are tendencies or patterns of thinking or believing that are false or inaccurate and can cause psychological damage as a person systematically distort the meaning of events to interpret their experiences in a sustained, negative way self-defeating way, often

leading to anxiety. A person's cognition about the past, present and future, and his/her interpretations of the internal and external world influences his/her emotion and behavior (Bridges & Harnish, 2010).

From this researcher's years of experiences teaching English to Thai people, as well as focus groups to identify Thai people's foreign language anxiety, it's noticed that they often feel worried and stressed about many things making syntax errors or mispronunciations, and embarrass themselves in front of others while communicating in English. Some believe that they cannot communicate in English as desirable because of their limited vocabulary or insufficient knowledge.

Therefore, in this study, four irrational thoughts, which influence foreign language anxiety for Thai people; fear of non-achievement (FNA), concern over a mistake (CM), perfectionistic cognition (PC), and inferiority feeling (INF), were explored.

Fear of non-achievement is an emotional, cognitive, and behavioral reaction to the negative consequences a person anticipates for failing to achieve a goal and a tendency to seek validation from others and be sensitive to criticism. A person who fears non-achievement tends to focus his efforts more on preventing losses than achieving gains, as well as focus on the result than the process (Hill, 2004). This was reflected from Thai students who participated in the focus groups that they rather not say incomplete English sentences than do it and confuse others.

An irrational thought about making mistakes can trigger a person's fear or worry that the mistakes will lead to some terrible consequence that cannot be corrected or undone. Some may believe that making mistakes is a sign of weakness or incompetence (Antony & Swinson, 2009). It is often noticed that a person who is concern over making mistakes in foreign language tends to speak haltingly, stumblingly, or stutteringly without fully understanding it.

Another irrational thought that is prone to generate anxiety is a perfectionistic cognition or the desire to achieve the highest standards of performance. A perfectionistic person preoccupies with self-evaluation and doubts, criticizes and unappreciates his own performance, as well as perceives others as having high expectations (Burgess et al., 2016). This researcher found that Thai participants in the focus groups also exhibited nervousness when they had to speak English without preparation because they wanted to do their best.

Inferiority feeling or incompetence and absolute dependence due to a person's constant comparison to others and negative interpretations is another irrational thought related to foreign language anxiety. It is a reflection of individuals' feelings of frustration from being socially rejected due to low English proficiency (Wei et al., 2012).

Foreign Language Anxiety (FLA)

Foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to foreign language learning and communicating, which contributes to an effective filter hindering a person's ability to absorb or acquire the target language (Panayides & Walker, 2013). People associated foreign language anxiety with performance anxiety, fearing doing badly or failing in the eyes of others. Therefore, they tend to employ avoidance strategies such as keeping quiet and becoming less involved in group activities.

While most research suggests that foreign language anxiety is a major factor contributing to 'mental block' which leads to an inability to communicate in a foreign language, other factors such as foreign language apprehension, nervousness, and negative comments from co-workers have also been found to have affected workers' ability to communicate in a foreign language (Anyadubalu, 2010).

Self-efficacy (SE)

Self-efficacy is the optimistic self-belief in competence or chances of successfully managing, accomplishing a task, and producing a favorable outcome. People with high self-efficacy for a task tend to try harder at the task and experience more positive emotions relating to the task. Thus, self-efficacy plays a major role in determining chances for success (Schwarzer & Jerusalem, 2013).

Foreign Language Fluency (FLU)

Foreign language fluency is the ability to express thoughts in English at length without hesitation with few pauses, fewer fillings, less repetitions, less restarts, and less mistakes (Babaii et al., 2015). Fluency can also be defined as the accomplishment of a task, the sufficiency of response, comprehensibility, adequacy of grammatical resources, range and precision of vocabulary, fluency, and cohesion (Butler & Lee, 2010).

However, according to Babaii et al. (2015) in 10 aspects include fluency, grammar, vocabulary, pronunciation, communicative effectiveness, topic management, confidence, organization, strategy use, and time management.

Conceptual Framework

This study aims to find relationships of variables; mindfulness, irrational thoughts (fear of non-achievement, concern over mistakes, perfectionistic cognitions, inferiority feeling), foreign language anxiety, self-efficacy, and foreign language fluency. The conceptual framework for this study, showing the possible direct and indirect impact of mindfulness on foreign language anxiety mediated by irrational thoughts; as well as the possible direct impact of foreign language anxiety on self-efficacy; and self-efficacy on foreign language fluency, is shown in Figure 1 Model 1 (M1).

Research Hypotheses

This study aims to test the following research hypotheses: H1: Mindfulness directly influences foreign language anxiety among Thai people; H2: Mindfulness indirectly influences foreign language anxiety among Thai people by being mediated by irrational thought, which comprises of fear of non-achievement, concern over mistakes, perfectionistic cognitions, and inferiority feeling; H3: Foreign language anxiety negatively affects self-efficacy; H4: Self-efficacy positively affects foreign language fluency; and, H5: The prediction model can explain the pattern of structural relationships hypothesized between mindfulness, irrational thoughts, foreign language anxiety, self-efficacy, and foreign language fluency.

Method

To meet the purposes of this study, the current investigation involves the adaptation of 112 items statements used in this research instrument based on various standardized scales, including the Short Form Five Facet Mindfulness Questionnaire (FFMQ-SF, Baer, et al.,2006), Perfectionism Inventory (PI, Hill et al., 2004), Frost Multidimensional Perfectionism Scale (FMPS, Burgess, et al., 2016), the Perceived Language Discrimination Scale (PLDS, Wei et al., 2012), the Short Form Foreign Language Classroom Anxiety Scale (FLCAS-SF, Panayides & Walker, 2013), the General Self-Efficacy (GSE, Schwarzer and Jerusalem, 2013), and Speaking Self-Assessment (SASA, Babaii, et al., 2015).

The forward and backward translations of the measurement were reviewed and edited by a panel of three experts. After the measurement scale has been pre-tested and slightly adjusted according to the suggestions of some participants, the questionnaires were distributed online using the convenience sampling technique for a period of one month. The researcher has received kind cooperation from Faculty of Science & Art, Burapha University, Chantaburi Campus; Faculty of Pharmacy, Silpakorn University, Sanam Chandra Palace Campus, Nakorn Pathom; Bangchak Corporation PCL.; SCG Chemicals Co.,

Ltd.; and Government Housing Bank, in distributing QR code for the online questionnaires among their students, staff members and social network within the period of data collection.

The psychometric pre-testing of the scale was then conducted to test the validity and reliability of the scale using exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). The next step involves testing the models and relationships among measured variables using the path analysis via structural equation modeling (SEM). The proposed path model was compared to other modified models to find the best fit model for the data set.

Findings

A total of 1,358 data were collected and encoded for statistical analysis and interpretation. The respondents were male (28.13%) and female (71.87%) aged ranges 18-23 years old (n=528, 38.88%), 24-35 years old (n=172, 12.67%), 36-45 years old (n=210, 15.46%), 46-55 years old (n=255, 18.78%), 55 years old and above (n=193, 14.21%).

The participants were students (n=533, 39.25%), employees (n=504, 37.11%), business owners (n=105, 7.73%), self-employed (n=147, 10.82%). Their first language was Thai (n=1,355, 99.87%), and their foreign languages were English (n=1248, 91.90%) and Chinese (n=44, 3.24%) and others (n=66, 4.86%). The religious dominances were Buddhism (n=1,243, 91.53%), Christianity (n=38, 2.80%) and Islam (n=37, 2.72%).

A random sample of 524 (40% of total data) were tested in an exploratory factor analysis revealed that all observed variables were normally distributed. The alpha coefficient for the eight constructs are above .80 (MIND, 0.818; FNA, 0.926; CM, 0.959; PC, 0.887; INF, 0.941; FLA, 0.936; SE, 0.952; FLU, 0.961), and very similar to the standardized scales they were adopted from (FFMQ-SF, 0.80; PI, 0.91; FMPS, .90; PLD, .94; FLCAS-SF, .93; GSE, .95; SASA, .90), suggesting that all items have relatively high internal consistency of a set of constructs in the model, thus, are highly reliable. The factor loading revealed the same number of components according to the standardized scales, except FLA, adopted from a unidimensional scale FLCAS, yielded two components in compliance with recent studies (Cheng et al., 1999; Matsuda & Gobel, 2004). The correlation coefficients indicate a moderate positive relationship between the two variables, except FNA, CM, PC, INF, and FLA, which has a moderate negative relationship with SE and FLU, at a 0.01 significant level. The common method bias of this study is exceptionally low.

The confirmatory factor analysis (CFA) was then carried out to evaluate the adequacy of the factor structure identified in the exploratory factor analysis (EFA), explicitly posit an a priori model, and assess the fit of the observed data. The results revealed 2 CFA models, the first-order latent factors model (representing all eight latent constructs), the second-order latent factors model (representing all 8 latent constructs), and 1 second-order latent construct – IRT as representing FNA, CM, PC, INF). The Chi-square, df, p, and χ^2/df values of models 1 and 2 were in the range, indicated that both models good fit the data. The other model fit indices of model 1 and model 2 all fell into the acceptable range, including; GFI – 0.081 and 0.868 (good fit), CFI - 0.960 and 0.956 (considerable high), TLI – 0.952 and 0.950 (very good fit), PNFI - 0.782 and 0.811 (parsimoniously fit), and RMSEA – 0.065 and 0.067 (very good fit). Therefore, the two models had an exceptionally good fit for the data. However, the model fit indices of model 2 were slightly higher than model 1. Therefore, model 2, a second-order latent factor model, regarded that fear of non-achievement (FNA), concern for mistakes (CM), perfectionistic cognition (PC), inferiority feeling (INF) represented irrational thought (IRT), was chosen for the path model.

The structural equation model analysis has yielded five models, including model 1 (proposed conceptual model), model 2 (M1 remove paths MIND-CM and INF), model 3 (second-order constructs), model 4 (a second-order construct IRT linked FNA, CM, PC and INF; and MIND is linked to FLU), and model 5 (Model 4 with MIND is linked to SE). All five models fit the data. Then, each model, in turn, was compared with the preceding models, assuming the comparison model to be correct. From Table 1, the fifth model (M5) is a better fitting model in terms of reduced Chi-square and increase CFI.

Table 1. *Comparison of nested models*

Model No	χ^2	df	p	χ^2/df	GFI	CFI	TLI	PNFI
M1	1277.573	304	0.000	4.203	0.896	0.960	0.954	0.821
M2	1279.959	306	0.000	4.183	0.896	0.960	0.954	0.826
M3	1304.354	311	0.000	4.194	0.889	0.959	0.954	0.839
M4	1248.722	308	0.000	4.054	0.893	0.961	0.956	0.833
M5	1222.306	307	0.000	3.981	0.896	0.967	0.957	0.831

Hypotheses Testing

In this study, there are 5 hypotheses aiming to explain direct and indirect effect between independent variable and dependent variable. The structural model

5 (Table 2) explained the relationship between independent variables and dependent variables.

There is a significant direct positive relationship between mindfulness (MIND) and foreign language anxiety (FLA) (Beta=-0.063; $p < 0.007$). Therefore, H1: Mindfulness directly influences foreign language anxiety among Thai people was supported.

Mindfulness (MIND) had a direct positive effect on irrational thought (IRT) (Beta=-0.113 $p < 0.008$). and irrational thought (IRT) had a direct positive effect on foreign language anxiety (FLA) (Beta=-0.927; $p < 0.000$). The result of confirmatory factor analysis also revealed that the second-order variable - irrational thought (IRT) better influenced foreign language anxiety (FLA) than the first-order variables – fear of non-achievement (FNA), concern for mistakes (CM), perfectionistic cognition (PC), inferiority feeling (INF). Therefore H2: Mindfulness indirectly influences foreign language anxiety among Thai people by being mediated by irrational thoughts comprised of fear of non-achievement, concern over mistakes, perfectionistic cognitions, and interiority feeling, was supported.

The SEM analysis has shown a significant direct negative relationship between foreign language anxiety (FLA) and self-efficacy (SE) (-0.521; $p = 0.000$), and a significant direct negative relationship between foreign language anxiety (FLA) and self-efficacy (SE) (Beta= 0.558; $p = 0.000$). Therefore, H3: Foreign language anxiety negatively affects self-efficacy, and H4: Self-efficacy positively affects foreign language fluency, where supported.

Table 2: *Structural Equation Model 5*

Structural Model	Unstd. Estimate	S.E.	C.R.	P	Std. Estimate
Irrational thought <--- Mindfulness	0.092	0.034	2.666	0.008	0.113
For. Lan. Anxiety <--- Irrational thought	2.955	0.163	18.113	***	0.927
For. Lan. Anxiety <--- Mindfulness	-0.163	0.061	-2.689	0.007	-0.063
Self-Efficacy <--- For.Lan. Anxiety	-0.340	0.021	-16.356	***	-0.521
Self-Efficacy <--- Mindfulness	0.296	0.058	5.103	***	0.175
For. Lan. Fluency <--- For.Lan. Anxiety	-0.434	0.080	-5.431	***	-0.626
For. Lan. Fluency <--- Mindfulness	0.102	0.058	1.768	0.077	0.057
For. Lan. Fluency <--- Self-Efficacy	0.594	0.035	16.838	***	0.558
For. Lan. Fluency <--- Irrational thought	1.063	0.264	4.026	***	0.481

The mediation effects were analyzed to explain the mechanism of the observed relationship between independent and dependent variables via mediating variables. Table 3 has shown that all variables had some direct and indirect effects on foreign language fluency (FLU). Therefore, H5: The prediction model can explain the pattern of structural relationships hypothesized between mindfulness, irrational thoughts, foreign language anxiety, self-efficacy, and foreign language fluency, was supported.

Table 3: *Mediation effect of Structural Equation Model (Model 5)*

Effect	Coefficients			<i>p-value</i>			Media-tion
	before	Med. effect	after	before	Med .effect	after	
MD-IRT-FLU	0.310	-0.081	0.391	0.013*	0.023*	0.016*	Partial
MD-FLA-FLU	0.311	-0.035	0.347	0.014*	0.314	0.009**	No
MD-SE-FLU	0.312	0.182	0.130	0.012*	0.014*	0.019*	Partial
MD-IRT-FLA-FLU	0.287	-0.067	0.353	0.011*	0.051*	0.012*	Partial
MD-FLA-SE-FLU	0.116	-0.020	0.136	0.099	0.397	0.015*	No
MD-IRT-FLA-SE-FLU	0.090	-0.045	0.134	0.183	0.085	0.016*	No
IRT-FLA-FLU	-0.815	-1.641	0.825	0.032*	0.010**	0.011*	Partial
IRT-FLA-SE-FLU	-0.915	-0.648	-0.268	0.023*	0.010**	0.011*	Partial
FLA-SE-FLU	-0.322	-0.200	-0.122	0.012*	0.008**	0.012*	Partial

* Correlation is significant at the 0.05 level ** Correlation is significant at the 0.01 level

Discussion

The 112 items scale used in this study, adopted from 7 standardized scales to measure eight observed variables, was exceptionally reliable, valid, and consistent to be used in the Thai context. The evaluation of the five nested models revealed that the fifth SEM model (M5), the full structural equation model which comprised of 4 first-order constructs (FNA, CM, PC, INF) linked by a second-order construct (IRT); MIND is linked to IRT, FLA, SE, and FLU; IRT is linked to FLA and FLU; FLA is linked to SE and FLU, and SE is linked to FLU, best fit the data and conceptually simple to explain the relationship between all variables. Figure 1 shows the comparison of the proposed hypothetical structural model (M1) to the SEM model (M5), which shows slight differences between the two models. The fifth SEM model (M5), compared to the proposed conceptual model (M1), has shown a stronger relationship between mindfulness (MIND), foreign language anxiety (FLA), self-efficacy (SE), and foreign language fluency (FLU). The direct influence of MIND on SE, MIND on FLU, and FLA on FLU were also found.

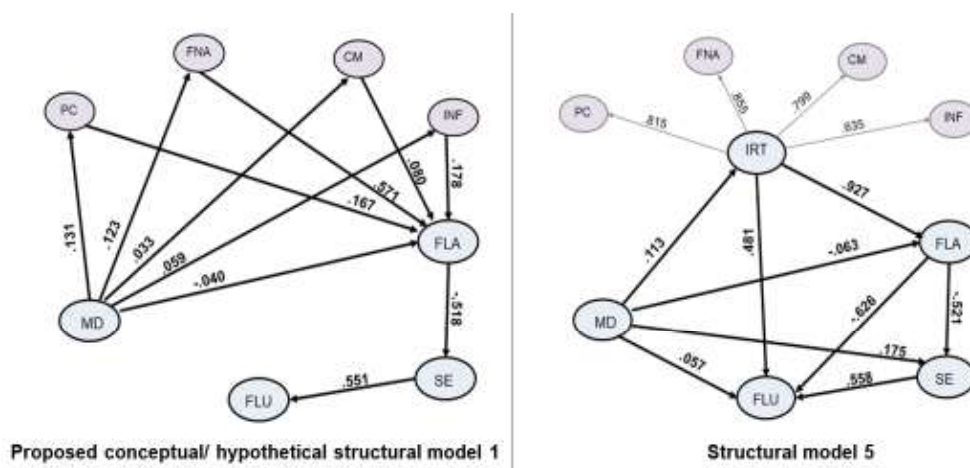


Figure 1: Comparison of Proposed Hypothetical Structural Model 1 and Structural Model 5

Mindfulness not only directly influences irrational thoughts (IRT), foreign language anxiety (FLA), self-efficacy (SE), and foreign language fluency (FLU), but also indirectly influences foreign language fluency (FLU), mediated by irrational thoughts (IRT) and foreign language anxiety (FLA). The partial mediation effect of MIND-IRT-FLU is 0.391, $p=0.016$; MIND-SE-FLU, 0.130, $p=0.019$; MIND-IRT-FLA-FLU, 0.353, $p=0.012$). Irrational thoughts (IRT) were found to indirectly influence foreign language fluency (FLU), mediated by foreign language anxiety (FLA) and self-efficacy (SE). The partial mediation effect of IRT-FLA-FLU is 0.825, $p=0.011$; IRT-FLA-SE-FLU, -0.268, $p=0.011$). Foreign language anxiety (FLA) indirectly and negatively influences foreign language fluency (FLU), mediated by self-efficacy (SE). The partial mediation effect of FLA-SE-FLU, -0.122, $p=0.012$).

Mindfulness plays a significant role in increasing the awareness of a person's physical and mental sensations that arise. Once aware and non-judgmentally and unconditionally accept whatever manifests at the present moment, a person's mind will automatically return to its normal and neutral state. It's found in this study that a Thai person, who is anxious to speak English, has number of irrational thoughts such as others will not understand what s/he tries to say in English; a person should not make mistakes in English; others have high expectation of him/her to speak English with excellence; people look down on a person who is low in English skill. These presumptions of irrational thoughts lead to foreign language anxiety. If a person can quickly aware of these thoughts and pull his/her mind back to the here and now state, his/her anxiety

will reduce, and a person can move on his/her communication in a foreign language. When anxiety is lower, a person's self-efficacy increases.

A person with a higher belief in his own ability to communicate in a foreign language tends to speak it more fluently. In this study, though irrational thoughts increase foreign language anxiety, and foreign language anxiety negatively influences foreign language fluency, mindfulness was found to lower the mediation effect of irrational thoughts and foreign language anxiety on foreign language fluency. This explains how an anxious person can speak English more fluently. When an anxious person is aware of his presumptions of irrational thoughts and the signs of anxiety that manifest on his body, such as irregular breathing, voice trembling, and tremors, a person will pull his attention back to the task he is doing at present and use his inner strengths with belief in his ability to do the task and move forward. A person cannot think positively and negatively simultaneously, and one always dominates the other. Therefore, mindfulness helps a person realize his negative thoughts and choose to dominate them with positive thoughts and emotions.

Conclusion

Mindfulness increases a person's ability to be aware of his actions and conceptions., reduces irrational thoughts and anxiety, enhances a person's self-efficacy, and promotes achievement. This study confirms that by mastering mindfulness, a person becomes aware of his irrational thoughts and uncomfortable and anxious feelings at the present moment and copes with it by accepting it non-judgmentally and moving forward. Mindfulness facilitates a foreign language speaker to learn from his own experiences and others and cultivate creativity and intelligence, thus, enhances positive perceptions and confidence in his own ability, which leads to higher achievement.

Several implications to reducing foreign language anxiety and improving foreign language fluency are suggested. It would benefit foreign language learners to use a mindful strategy to cope with anxiety, improve confidence in their ability and communicate fluently. When negative thoughts and foreign language anxiety are aware by mindfulness, the learners will master to accept and gradually overcome anxieties, worries, and fears in foreign language communication.

As a foreign language teacher, the researcher recommends that a 5-10 minutes' mindfulness practice, such as focusing on one part of the body or breath, should be conducted at the beginning of EFL class to increase the students' awareness of their own irrational thoughts, reduce stress and anxiety, improve concentration, creativity, and achievement.

An organization may also benefit from mindfulness if managers and staff members regularly practice mindfulness at the beginning of work, meetings, negotiation, and presentation.

With the advancement in technology and globalization, mindfulness practice is important in every field of life because it helps people cope with general stress and enhance efficacy and achievement. Mental stress and anxiety are the product of a wandering mind which is full of irrational thoughts. If a person can master his own mind by focusing on the present state unconditionally, accept whatever manifests in mind at that present moment, and quickly return to the normal neutral state of mind, stress and anxiety can be reduced. Therefore, the practice of meditation should be incorporated in any daily activities, such as studying, business meetings, public speaking, and socializing, to reduce general anxiety and enhance fluent and successful communication through mindful listening and speaking with more understanding.

Some limitations should be considered before applying the results obtained in this research. First, the short period of time in circulating the online questionnaires may limit the number of respondents.

Secondly, another drawback relates to the data collection technique; the only data collection technique was an online questionnaire. It is suggested that researchers could adopt other forms of data collection, such as real setting observation, face to face interviews, in order to build a more comprehensive understanding of complicated issues such as mindfulness, foreign language anxiety, and foreign language fluency.

Moreover, the data collected is based on self-report and the respondent's perceptions on an online survey that contains a large number of questions. The longer time spent on answering the questionnaires may generate biases.

Although mindfulness has been found to influence irrational thoughts, foreign language anxiety, self-efficacy, and foreign language fluency, the effects also depend on an individual coping and learning skills. Therefore, future research should explore the theoretical and mechanical impact of mindfulness on related factors and investigate the potential for mindfulness practices to promote positive thought and the role of mindfulness in other settings, such as public speaking, coaching, and counseling.

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