THE INFLUENCE OF MINDFULNESS, RESILIENCE, AND SELF-EFFICACY ON FOREIGN

LANGUAGE ANXIETY AND REDUCING FOREIGN LANGUAGE ANXIETY THROUGH

INTEGRATIVE GROUP COUNSELING AMONG CHINESE COLLEGE STUDENTS

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2024

อิทธิพลของสติ ความหยุ่นตัว และการรับรู้ความสามารถของตนเองต่อความวิตกกังวลในการเรียน
ภาษาต่างประเทศและการลดความวิตกกังวลในการเรียนภาษาต่างประเทศโดยการให้คำปรึกษา
กลุ่มแบบบูรณาการของนักศึกษาจีน

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ปริญญานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
การศึกษาดุษฎีบัณฑิต สาขาวิชาจิตวิทยาการศึกษาและการแนะแนว
คณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ
ปีการศึกษา 2567

THE INFLUENCE OF MINDFULNESS, RESILIENCE, AND SELF-EFFICACY ON FOREIGN LANGUAGE ANXIETY AND REDUCING FOREIGN LANGUAGE ANXIETY THROUGH INTEGRATIVE GROUP COUNSELING AMONG CHINESE COLLEGE STUDENTS

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A Dissertation Submitted in Partial Fulfillment of the Requirements

for the Degree of DOCTOR OF EDUCATION

(Ed.D. (Educational Psychology and Guidance))

Faculty of Education, Srinakharinwirot University

2024

THE DISSERTATION TITLED

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BY

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HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE DOCTOR OF EDUCATION

IN ED.D. (EDUCATIONAL PSYCHOLOGY AND GUIDANCE) AT SRINAKHARINWIROT

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Degree	DOCTOR OF EDUCATION
Academic Year	2024
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This study aimed to 1) explore the relationships between mindfulness, resilience, self-efficacy, and Foreign Language Anxiety (FLA) among Chinese college students; 2) identify the most influential predictor of FLA among mindfulness, resilience, and self-efficacy; and 3) develop an integrative group counseling program to enhance the most influential predictor of FLA and reduce FLA. A mixed-method approach was employed in two phases. Phase 1 involved 323 students selected through stratified random sampling. Quantitative data were collected using the Mindful Attention Awareness Scale (MAAS), the Connor-Davidson Resilience Scale (CD-RISC), the General Self-efficacy Scale (GSES), and the Foreign Language Classroom Anxiety Scale (FLCAS). The results revealed that mindfulness, resilience, and self-efficacy were negatively correlated with FLA, with self-efficacy being the influential predictor of FLA (R^2 = 0.315, Adjusted R^2 = 0.309, F = 48.971, p <0.001).

Phase 2 involved 20 students, divided into experimental (n=10) and control groups (n=10). The experimental group underwent an eight-session integrative group counseling program designed to enhance self-efficacy and reduce FLA. The results revealed that pretest, post-test, and follow-up assessments showed significant improvements in self-efficacy (p <0.001) and reductions in FLA (p <0.001) in the experimental group, with no substantial changes in the control group. Qualitative data from semi-structured interviews revealed that the intervention helped to enhance self-efficacy and reduce FLA. Participants also reported that techniques such as the ABC model, cognitive restructuring, mindful meditation, and SMART goal setting were particularly beneficial. The findings suggest that enhancing self-efficacy is crucial for reducing FLA and that integrative group counseling is effective in this regard.

Keyword : foreign language anxiety, mindfulness, resilience, self-efficacy, integrative group counseling, Chinese college students

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CHAPTER 1

INTRODUCTION

1.1 Research Background

Chinese college students are currently encountering various challenges in their foreign language learning. As globalization accelerates, English has become a crucial skill for students, essential for their academic growth and career opportunities. It also plays a vital role in enabling participation in international exchanges and accessing global information. However, despite years of English education prior to university, students continue to face considerable difficulties in their learning journey. Firstly, traditional, teacher-centered teaching models often fail to meet students' individual needs, resulting in a lack of sustained interest and engagement in the classroom. Secondly, the limited and uniform learning environment and resources make effective self-study after class difficult for students. Additionally, variations in students' language backgrounds, learning motivations, and psychological resilience lead to struggles with complex grammar, vocabulary, and cultural knowledge, further hindering their learning outcomes. These combined factors often leave students feeling overwhelmed, making slow progress, and unable to achieve their desired goals in foreign language learning.

Among these challenges, Foreign Language Anxiety (FLA) stands out as particularly significant. Horwitz, Horwitz, & Cope (1986) conceptualize FLA as a multifaceted construct involving learners' self-perception, affective states, cognitive orientations, and behavioral responses triggered by the inherent challenges of acquiring a new linguistic system within instructional settings. It is a well-recognized psychological phenomenon. It manifests during language acquisition and serves as a major affective factor influencing learning. Research consistently demonstrates that FLA can hinder language learning progress, reduce motivation, and negatively affect academic performance, making it a vital area of study (Horwitz, 2010; Teimouri et al., 2019). FLA not only disrupts students' learning efficiency but can also lead to avoidance behaviors, further aggravating their learning difficulties. This anxiety has become a significant barrier for Chinese college students, severely obstructing their progress and affecting

both their academic performance and mental well-being. Addressing FLA is essential, particularly in light of the high-pressure educational environment and intense competition these students face. The unique socio-cultural and educational challenges they encounter further intensify their language learning anxiety, highlighting the importance of studying FLA within this population.

Numerous scholars (Aydin, 2018; Ulupinar, 2018; Russell, 2020; Hu et al., 2024; Toyama & Yamazaki, 2021) have acknowledged the existence of FLA within the educational context. As a form of negative emotion, FLA has long been a focal point in research on the emotional factors influencing second language learners (Horwitz, 2010; Teimouri et al., 2019). Mounting experimental observations reveal that anxiety significantly hinders foreign language acquisition (MacIntyre, 2017; Teimouri, Goetze, & Plonsky, 2019). Various strategies have been developed to alleviate anxiety in language learning settings (Galante, 2018). While these strategies have demonstrated some success, they often demand considerable time and effort originating from educators and students owing to the multifaceted nature of these constructs. Toyama & Yamazaki (2021) conducted experimental studies specifically on methods to reduce FLA. Therefore, further research is required to determine approaches that effectively reduce anxiety while being easier to implement.

According to MacIntyre & Mercer (2014), positive psychology represents a systematic field rooted in observational and experimental methods, dedicated to investigating the mechanisms underlying societal continuity and individual flourishing, with the aim of assisting individuals to achieve a better life. Under the influence of the rise and development of positive psychology in the international psychology community, the theories and concepts of positive psychology have attracted the attention of the international second language acquisition community since the 2010s, and have been gradually incorporated into the research field of second language acquisition (MacIntyre & Gregersen, 2012). While recent advancements in positive psychology have spurred research on positive feelings in second language learning, studies on second or foreign language study continue to focus more on negative emotions due to their pronounced

adverse impact. In this regard, anxiety is the focus of research (MacIntyre & Mercer, 2014). Since the incorporation of positive psychology into the study of second language acquisition, the international research on learners' positive emotions and negative emotions in second language acquisition from the perspective of positive psychology has developed rapidly. In this area, the relationship between foreign language anxiety and its associated variables has become a hot topic of research (Dewaele & Dewaele, 2020; Dewaele & MacIntyre, 2014, 2016 & 2019; Dewaele et al., 2018, & 2019; Dewaele, 2021).

With the continuous progress of positive psychology, mindfulness, which is considered as the core concept of the third phase in the evolution of cognitive behavioral treatment, has received widespread attention. In recent years, mindfulness has attracted attention in psychology, medicine, education, and other disciplines, and it is considered to have the potential to overcome negative emotions and enhance positive emotions, so it has become a topic worthy of in-depth research (Munoz et al., 2018; Heckenberg et al., 2019; Tasneem & Panwar, 2022). Mindfulness is considered to be more than just a psychological element, but also a way to develop greater mental strength and lead a more meaningful life. Its essence lies in the ability to deeply understand the current situation, with the characteristic of self-awareness, which enables the individual to consciously observe and understand current events and thoughts. Through techniques such as exercises based on the concept of mindfulness, it is possible to promote the flexible handling of an individual's emotional responses. Mindfulness helps individuals focus on their current psychological state, perceive their inner emotions and thoughts, improve their self-awareness, enhance their emotional and behavioral flexibility, and reduce the occurrence of some automatic behaviors.

A wealth of research supports the positive effects of mindfulness as a psychological trait, including improving positive attitudes like curiosity, self-regard, and self-worth, while significantly alleviating adverse psychological and physiological responses, exemplified by emotional exhaustion, cognitive weariness, anxiety, and depression (Garland, Gaylord, & Park, 2009; Yela et al., 2020; Shankland et al., 2021).

After reviewing research on emotion and mindfulness, Arch and Landy (2015) concluded that they believe mindfulness plays a positive role in reducing, managing and reshaping negative emotions and can enhance positive emotions. Charoensukmongkol (2019) explored mindfulness-anxiety dynamics among Thai tertiary-level English learners. Results indicated that enhanced attentional awareness during linguistic performance correlated inversely with academic distress. Additionally, reduced affective barriers in language processing predicted elevated competency ratings relative to anxiety-prone counterparts. Nonetheless, even though the beneficial impacts of mindfulness on human performance have been widely documented, there is a noticeable void in mindfulness and FLA among Chinese college students.

Rooted in the principles of positive psychology, psychological resilience embodies constructive cognitive patterns and adaptive mechanisms individuals employ to navigate adversity (Snyder et al., 2020). This conceptual paradigm positions resilience as a critical determinant in fostering personal adjustment and developmental progression through challenging circumstances. To build resilience, individuals can face life's stresses and challenges more effectively by cultivating positive emotions, reinforcing self-awareness, and enhancing resilience. Resilience is seen as a positive characteristic that allows a person to remain stable when encountering challenges and overcoming life's difficulties with a positive mindset (Chiesi et al., 2022).

Beckman & Stanko (2020) argue that resilience denotes a person's capacity to recover or overcome adversity through flexible coping, a view that supports trait theory. However, consequentialist scholars believe that resilience is a process of positive adaptation with protective factors that help individuals better face and adapt to various disturbances and adversities (Casey, et al., 2014). Kalisch et al. (2017) take a different view, viewing resilience as an evolving process of adjustment to a stressful environment, enabling individuals to modulate the possible impact of risk factors through a range of protective factors, both in their own strength and with the support of others (Walsh et al., 2018). This process emphasizes the individual's initiative and dynamic adaptation, and

the way in which adaptation depends on a variety of factors, including individual traits, brain structure, and the nature of stressors.

Resilience is a pathway that studies the connection between students and their surroundings, assessing the correlation between various dimensions of mental well-being and academic achievement (Lereya, 2018; Van et al., 2020). International students are advised to be resilient enough to cope with the difficulties of the new environment and adapt to it. A resilient student is defined as a student who is able to cope with and process change. Therefore, resilience is related to students' ability to better recover or cope after experiencing adversity (Portnoy et al., 2018). Since its inception in psychology, the definition of resilience has been interpreted in a variety of ways due to differences in research focus and methodology among researchers (Xue, 2021).

In foreign language learning situations, resilience is the capacity to "surmount stress and sustain strong mental endurance" when faced with challenges in foreign language learning (Kim et al., 2021). Much research endeavors to explore the correlation between resilience and various factors within foreign language learning environments, such as stress management and coping mechanisms (Gregersen, 2020), motivation levels and language proficiency (Kim et al., 2021; Kim & Kim, 2017), feelings, creativity, or the adoption of development-oriented mentalities. (Sudina & Plonsky, 2021), as well as resilience, perseverance, and scholastic persistence (Lou & Noels, 2020).

Bandura (1977) conceptualizes perceived capability in terms of a person's conviction to achieve a goal, that is, the prediction, perception or belief that the individual needs to achieve the set goal. People who exhibit greater confidence in their own abilities generally exhbit greater stamina and perseverance when confronting established objectives, and as a result, they show greater self-regulation in learning (Sabouripour et al., 2021). Many scholars, such as Zimmerman (2000) and many others, has highlighted the critical importance of self-efficacy to learners' academic outcomes. Many empirical studies have explicitly indicated that self-efficacy is fundamental in

shaping learners' abilities to acquire foreign languages and serves as a key indicator of their success in mastering these languages (Sun & Wang, 2020; Zhou et al., 2023). The importance of individual learners' psychological factors has attracted extensive attention in the academic circles at home and abroad, nevertheless, the majority of research tends to concentrate on only one aspect of it, and the research on self-efficacy and FLA are relatively rich. Zhao (2022) found that there was a notable inverse relationship between FLA and self-efficacy.

Previous research has examined how mindfulness, resilience, and self-efficacy individually affect foreign language learning and FLA. However, there is a lack of studies investigating the combined influence of these three factors on FLA among Chinese college students.

Additionally, there is a gap in understanding which of these three variables is the most influential predictor of foreign language anxiety through multiple regression analysis. Building upon this gap, this study aims to implement integrative group counseling based on the variable with the greatest impact, thus helping Chinese foreign language learners reduce their foreign language anxiety. Therefore, based on this research approach and utilizing a mixed-method design, this study seeks to fill this research gap from theoretical, practical, and methodological perspectives.

Group counseling entails members engaging in interpersonal interactions, progressively cultivating self-awareness and empathy through ongoing psychological exchanges (Fan & He, 2010). It enables shifts in behavior or cognition by exploring more adaptive interpersonal interaction styles, which can be utilized to address personal life obstacles. Contrasted with individual counseling, group counseling embodies a multi-faceted communication dynamic, wherein each participant both absorbs influence from others and provides support, fostering the group's evolution.

Group counseling draws from a range of theories including group dynamics, social cognitive learning theory, humanism, and behaviorism. Scholars in the field of group dynamics, exemplified by Lewin (Smith & Leeming, 2011), posit that the collective entity surpasses the mere aggregation of its constituents. They conceptualize a group

as an intricate internal relational structure, exerting a substantial influence that transcends that of individual members acting in isolation. Individuals within a group are not solely shaped by their individual living environments, but are also subject to the psychological ambiance created by the group. Consequently, group therapy is perceived to wield greater impact and efficacy in counseling compared to individual therapy.

According to Corey (2016), group counseling typically consists of three main stages: the initial stage, the working stage, and the terminal stage. The initial stage of group counseling focuses on establishing a foundation for the group and creating a nurturing and encouraging environment. The working stage is the central phase of group counseling, where the majority of therapeutic work takes place. The terminal stage marks the conclusion of group counseling. During this stage, the counselor helps group members reflect on their progress, celebrate achievements, and explore any remaining issues or concerns.

According to Corey (2018), integrative group counseling entails a method in which a counselor blends principles, techniques, and interventions from various theoretical perspectives to cater to the varied needs of group members in a counseling environment. The present study developed an integrative group counseling by employing the theories and techniques of Cognitive Behavior Therapy (CBT), Acceptance and Commitment Therapy (ACT) and Mindfulness-based Cognitive Therapy (MBCT). FLA, as a form of negative emotion, is closely related to Chinese college students' thought patterns, values, and their capacity to concentrate on the here and now. The following studies indicated that CBT, ACT and MBCT could be used to reduce foreign language anxiety.

Zhang (2017) focused on assessing the effectiveness of CBT techniques in reducing FLA among college students and aimed to determine if CBT interventions are a viable method for addressing this kind of anxiety and to describe several fundamental CBT techniques employed, such as psychoeducation, relaxation exercises, exposure, and cognitive restructuring. The findings propose that the utilization of CBT techniques

can be an acceptable intervention for reducing foreign language listening anxiety among college students. Aziz et al. (2023) state that interventions aimed at reducing anxiety symptoms through acceptance and mindfulness-based techniques may be beneficial for EFL students in improving their communicative skills.

Consequently, this current research endeavors to bridge the existing research void by employing a mixed-method to divide the study into two phases. In phase 1, the study seeks to explore the influence from the individual learners' psychological factors of mindfulness, resilience and self-efficacy to study their influence on foreign language anxiety through correlation and multiple regression analysis. In phase 2, through the intervention of integrative group counseling, the study aims to explore whether integrative group counseling can enhance mindfulness, resilience or self-efficacy to reduce FLA and eventually to improve their foreign language learning effectiveness, and increase learners' satisfaction.

1.2 Research Questions

My dissertation is centered around two major research questions.

1) Which is the most influential predictor on foreign language anxiety among mindfulness, resilience and self-efficacy?

2) Will the developed integrative group counseling based on the most influential predictor on foreign language anxiety in phase 1 reduce foreign language anxiety?

1.3 Objectives of the Research

This research consisted of two phases which were 1) correlation and multiple regression analysis and 2) the quasi-experiment

Phase 1: Correlation and Multiple Regression Analysis

1) To study the correlation among mindfulness, resilience, self-efficacy and foreign language anxiety of Chinese college students.

2) To study the influences of mindfulness, resilience and self-efficacy on foreign language anxiety of Chinese college students and determine which the most influential predictor on foreign language anxiety is.

Phase 2: quasi-experiment

3) To develop the integrative group counseling enhancing the most influential predictor of foreign language anxiety from the research result of phase 1, to reduce foreign language anxiety.

4) To examine the effectiveness of an intervention reducing foreign language anxiety through integrative group counseling.

4.1 To compare self-efficacy and FLA score before and after using integrative group counseling, and follow-up test of experimental group.

4.2 To compare self-efficacy and FLA score of experimental and control group in pretest, post-test and and follow-up test periods.

1.4 Significance of the Study

The principal findings of this research were expected to boost comprehension regarding foreign language anxiety, as outlined below:

1) From a theoretical standpoint, the results might be involved in the development of psychological theory by exploring mindfulness, resilience, and self-efficacy in the context of FLA among Chinese college students. This nuanced examination enriches our theoretical understanding of how these psychological factors interact and influence individuals in an academic setting.

2) For the practical implication, the findings has a direct impact on educational practice, particularly in designing interventions of integrative group counseling to reduce anxiety about foreign language learning. The practical application of the findings could provide guidance to educators, counselors, and policymakers on effective strategies to enhance students' mental health and thus their language learning experience.

3) For the practical implication, given the unique cultural and educational context of China, the research focuses on a specific demographic, Chinese college

students. This contributes to insights into the psychological experiences of students in different cultural and educational settings, guiding more personalized support and interventions.

In summary, the research expands our understanding of FLA among Chinese college students and its influencing factors, providing valuable perspectives for the advancement of targeted interventions and educational practices, and practical guidance for improving students' learning experiences and achievements in the future.

1.5 Scope of the Research

Phase 1: Population and Samples

The study adopts a multi-stage sampling technique combining stratified sampling and random sampling. Population of this study are 1681 college undergraduates majoring in science disciplines from the first-year and second-year, in a Chinese national university, Liupanshui Normal University, in semester 2 of academic year 2024.

Sample were 323 Chinese college undergraduates majoring in science disciplines, such as mathematics, physics, chemistry, and geological engineering and so on. The reason for choosing students majoring in science discipline as sample is that they might encounter foreign language learning challenges related to their disciplinary fields. For example, they may need to read and comprehend English scientific literature, participate in international academic conferences, or collaborate on projects. Students from majors in science disciplines often face significant academic pressure due to the demanding nature of subjects like mathematics and science. In such contexts, they may be more susceptible to experiencing additional stress from foreign language learning, leading to heightened FLA. Hence, studying FLA among science students can provide targeted insights, aiding in the formulation of more effective intervention measures. Focusing on this group allows for a deeper comprehension with regard to the association between FLA and academic stress.

The data were gathered through an online survey. The method of sampling combined stratified sampling and random sampling. Firstly, I conduct stratified sampling and divide the students into freshmen (which is 916 students in total) and sophomores (which is 765 students in total). Secondly, by employing random sampling, from the 16 classes in the first-year, I will choose four of the whole classes through the student representatives of each class through the form of lottery. There were a sample of 176 freshmen. I used the same way to choose a sample of 147 sophomores to take part in the questionnaire.

Phase 2: Participants

By use of purposive sampling, participants in phase 2 research were 20 college undergraduates at Liupanshui Normal University in semester 1 of academic year 2024 who were chosen (whose FLA were more serious from phase 1) but also were willing to participate in the integrative group counseling intervention program. There were 10 college undergraduates in control group and 10 college undergraduates in experimental group. The experimental group participated in integrative group counseling intervention program while the control group did not.

1.6 Variables in the Study

Phase 1

Independent variables:

Mindfulness

Resilience

Self-efficacy

Dependent variable:

Foreign Language Anxiety

Phase 2

Independent variables:

Integrative group counseling

Between-subjects independent variable: The experimental and control groups;

Within-subjects independent variable: The pre-test, post-test and follow-up test

Dependent variable:

Foreign Language Anxiety

Self-efficacy

1.7 Operational Definition

1. Foreign language anxiety (FLA)

FLA refers to the emotional condition that Chinese college students experience while learning English, which manifests as feelings of nervousness, anxiety, worry, frustration and low self-esteem. This anxiety may affect their performance and achievement in learning English. This anxiety can manifest across three dimensions: communication anxiety, academic anxiety, and classroom anxiety, each associated with specific components of language acquisition and application.

Chinese college students participated in a study examining their personal FLA. Participants rated their experiences using an ordinal measurement system with 5-point Likert scale, where numerical values corresponded to intensity of agreement, the lowest value (1) reflecting total disagreement and the highest (5) expressing complete endorsement of given statements.

2. Mindfulness

Mindfulness refers to engaging in the process of learning English with an open, accepting, and non-judgmental attitude, being fully engaged and conscious of one's thoughts, feelings, and experiences during the learning process. This attitude enables learners to more deeply experience and accept the challenges and obstacles encountered in English learning while simultaneously focusing more on the present learning tasks, without being influenced by past confusion or future anxiety.

Chinese college students participated in self-assessment research focusing on their mindfulness characteristics. Data collection employed a 6-point Likert scale where numerical anchors inversely mapped to behavioral frequency, the minimum value (1) denoting maximal occurrence ("nearly consistently") and the maximum (6) signifying minimal occurrence ("scarcely ever") regarding assessed psychological states. Elevated numerical ratings reflected stronger perceived mindfulness capacities relative to lower-scoring counterparts within the sample population.

3.Resilience

Resilience refers to a psychological trait that Chinese college students exhibit when learning English, which is manifested as a positive adaptability to challenges and adversity and the ability to cope with stress. This resilience enables them to maintain an optimistic attitude in the face of difficulties and challenges in English learning, recover quickly and keep working hard.

Participants from Chinese higher education institutions engaged in self-evaluation of psychological resilience through a 5-point Likert scale. Numerical markers inversely reflected statement validity, the base value (1) indicating absolute discrepancy ("entirely inaccurate") and the peak value (5) representing near-perpetual validity ("consistently accurate") regarding personal adaptability descriptions. Elevated numerical outcomes demonstrated superior perceived stress-coping abilities when contrasted with individuals displaying lower evaluation results in the measurement system.

4. Self-efficacy

Self-efficacy refers to Chinese college students' belief and confidence that they can effectively complete their English learning tasks, overcome challenges, and achieve their desired English learning goals. This concept encompasses learners' perceived capability to persist through difficulties encountered in acquiring a second language, such as linguistic barriers or communication apprehension. It is shaped by multifaceted factors including prior mastery experiences, vicarious learning from peers, verbal encouragement from instructors, and emotional states during language practice.

High self-efficacy correlates with proactive engagement in classroom interactions, increased willingness to take linguistic risks, and enhanced resilience when facing academic setbacks in English education contexts.

Undergraduates in China participated in measuring their perceived capability to achieve academic objectives through a 4-point Likert scale. The scale inversely aligned numerical designations with assertion accuracy, the lowest marker (1) denoting "completely inaccurate" and the highest (4) corresponding to "precisely accurate" regarding self-appraisal statements. Cumulative scores spanning 0 to 28 points revealed comparative insights, where participants accumulating elevated total scores demonstrated stronger perceived competence compared to peers with diminished numerical outcomes within the evaluation framework.

5.Integrative group counseling

In the present study, integrative group counseling refers to a therapeutic approach that combines principles and techniques from cognitive-behavioral therapy, acceptance and commitment therapy, and mindfulness-based cognitive therapy within a group setting. According to Corey (2018), there are three main stages of the process of group counseling, that is, the initial stage, the working stage, and the terminal stage. This method aims to enhance one of the most influential predictors of FLA, namely mindfulness, resilience, and self-efficacy, in order to reduce Chinese college students' FLA. Within integrative group counseling, participants engage in various techniques and interventions, including cognitive restructuring, emotion regulation, and mindfulness exercises, to enhance their cognitive and emotional management of FLA. The goal of such counseling is to create a nurturing and positive atmosphere that assists Chinese college students in overcoming foreign language anxiety, thereby enhancing their language learning experiences and success.

CHAPTER 2
LITERATURE REVIEW

This section presents an examination of existing scholarly works pertaining to the theories and concepts of foeign language anxiety, the related affecting factors, and stratigies. The study of phase 1 focused on the three indenpendent variables of mindfulness, resilience and self-efficacy with their definitions, measurement and research situation. The study of phase 2 was aligned with foreign language anxiety intervention and the integrative group counseling as an intervention program. The contents of this chapter are outlined as follows:

2.1 Foreign Language Anxiety

2.1.1 Research Status of College Students' FLA

2.1.2 The Definition and Measurement of FLA

2.1.3 The Causes of FLA

2.1.4 The Effects of FLA

2.1.5 Affective Filter Theory

2.1.6 Strategies to Reduce FLA

2.2 Positive Psychology

2.2.1 Definition of Positive Psychology

2.2.2 Related Research on Positive Psychology

2.3 Mindfulness

2.3.1 The Definition and Measurement of Mindfulness

2.3.2 Research Situation of College Students' Resilience

2.4 Resilience

2.4.1 The Definition and Measurement of Resilience

2.4.2 Research Situation of College Students' Resilience

2.5 Self-efficacy

2.5.1 The Definition and Measurement of Self-efficacy

The following will elaborate on each point based on the above outline.

2.1 Foreign Language Anxiety

2.1.1 Research Situation of College Students' FLA

The current landscape of FLA among Chinese college students is reflected in several dimensions, notably including: 1) the interplay between teaching methodologies and FLA, 2) the association between learning strategies and FLA, 3) the impact of linguistic characteristics on FLA, 4) the significance of pedagogical ecosystems in influencing FLA, and 5) the interaction between psychological factors and FLA.

1) The interplay between teaching methodologies and FLA

Many researches highlight the diversity of effects of different teaching modes on FLA and the disparities in gender, academic performance, and learning environment. For instance, Zhan & Xu, (2023) found that the SPOC blended

teaching mode, compared to traditional teaching methods, could reduce students' overall foreign language learning anxiety levels but increase anxiety related to academic performance.

Zhao & Wu (2023) suggests that under the online flipped classroom model, students' foreign language learning anxiety significantly decreases. They emphasizes the positive impact of the online flipped classroom approach to reducing foreign language learning anxiety, especially in lowering students' anxiety levels. Meanwhile, Huang (2021) suggests that the flipped classroom model can significantly reduce students' overall classroom anxiety, expression anxiety, and teaching anxiety. However, anxiety levels are more pronounced in the first half of implementing the flipped classroom and alleviate in the latter half.

Li (2019) focuses on learners in the current college English teaching environment, examining the impact of a content-based instruction (CBI) teaching model on learners' anxiety levels. The results indicate that CBI instruction is more effective in improving learners' language proficiency and reducing anxiety compared to traditional methods. Furthermore, learners' anxiety levels are closely related to evaluation methods, learning motivation, academic workload, teacher feedback, and classroom atmosphere.

2) The association between learning strategies and foreign language anxiety

There are many research outcomes indicate that employing different learning strategies can effectively mitigate various types of foreign language learning anxiety. Cheng (2021) aims to explore how Production-Oriented Approach (POA) instruction can effectively alleviate English speaking anxiety and contribute to improved language learning outcomes. The results indicate that POA instruction effectively reduces students' FLA and enhances their spoken output quality. Interviews reveal students' positive acceptance of POA instruction and its perceived benefits in reducing anxiety levels and improving language fluency.

Yang (2023) investigates the relationship between foreign language writing anxiety, motivation, and self-regulated learning among 302 English major

students and collects data on foreign language writing anxiety, L2 motivation, and self-managed learning through questionnaires. The study found that students enconter moderate levels of writing anxiety, with avoidance behavior being common. Students demonstrate moderate levels of self-regulation, particularly in self-guidance and self-monitoring.

3) The impact of linguistic characteristics on FLA

Gu (2022) compared the impact of network multimodal environments and traditional teaching environments on FLA and established a database of FLA status and conducted comparative analyses between network multimodal environments and traditional teaching environments, the study suggest that in network multimodal environments, vocational college students' foreign language anxiety may be positively influenced.

Zhang (2021) focuses on 419 sophomore students majoring in non-English disciplines to quantitatively investigate English learning anxiety among college students in online live course environments during the pandemic. The results revealed that college students' anxiety about learning English in online live course environments was negatively correlated with English performance.

4) The role of learning environments in influencing foreign language anxiety

Liu (2021) focuses on Tibetan undergraduate students in universities in Qinghai province, aiming to examine the interplay between language conflict and FLA among English learners. By integrating both qualitative and quantitative approaches, such as questionnaires, interviews, and observations, the research investigates the current state of FLA among Tibetan students.

By examining linguistic distance, Tao & He (2021) surveys the FLA levels of 108 Chinese students and 72 Mexican students in English classrooms. The results reveal that Chinese English learners encounter higher levels of FLA in contrast to their Mexican counterparts. In-depth analysis of various aspects of FLA indicates that Chinese learners experience higher levels of anxiety in communication, concern about

negative judgment, and nervousness during exams. than Mexican English learners, aligning with the hypothesis.

5) The interaction between psychological factors and foreign language anxiety

Zhang (2022) examined the impact of socio-psychological elements on foreign language learning results, particularly focusing on how student psychological mechanisms can be leveraged to enhance English learning effectiveness. The findings reveal significant negative correlations between FLA, learning fatigue, and self-efficacy. Additionally, FLA is demonstrated to have a direct effect on learning fatigue, with self-efficacy partially mediating this relationship.

Wu (2020) focused on 679 first and second-year non-English major students from a science and engineering college in Beijing, China, to assess their psychological capital, FLA, and English proficiency while also examining the interconnections among these factors. The findings indicated that psychological capital had a notable megative relationship with FLA but did not significantly correlate with English proficiency. Additionally, foreign language learning anxiety was uncovered to exhibited a statistically meaningful inverse correlation with English proficiency.

Bai (2023) examined learners who face challenges in language acquisition, particularly students specializing in auditory arts, human movement sciences, and aesthetic practices within a multi-university consortium. The study explored the connection between FLA, foreign language tedium, and their impact on the readiness to engage in communication among these struggling learners. The results revealed that FLA and foreign language boredom were positively correlated in this group of students.

Despite the extensive research on FLA among Chinese college students, several gaps remain. One notable gap is the limited focus on the psychological aspects of FLA. While many studies examine the impact of teaching methods, learning strategies, and environmental factors on FLA, there is a need for deeoer exploration of the psychological dynamics underlying FLA. Studing how

psychological elements like self-efficacy, motivation, and resilience interact with FLA could provide valuable insights into effective interventions for reducing anxiety and improving learning outcomes.

In the abroad, there are also a lot of research on FLA. Baş & Özcan (2018) aimed to explore variations in FLA levels between high school and university learners, considering multiple factors such as gender, academic standing, parents' educational backgrounds, and family income. The research utilized a survey model and involved 333 high school students and 341 university students from Nigde and Afyonkarahisar provinces. The findings indicated that factors like gender, the father's educational condition, and family income did not exhbit a significant effect on the FLA. However, students' own educational status and their mothers' educational backgrounds were found to have a significant influence on FLL anxiety.

Alnatour (2018) examines the level of anxiety among students at Yarmouk University in Jordan/Irbid. The researcher employed a scale with 33 items requiring multiple-choice answers using a five-point Likert scale to gather data. The findings indicate that participants generally experienced anxiety in learning English, particularly regarding exam anxiety and concerns about negative judgment. Additionally, the study reveals statistically significant differences in anxiety levels attributed to gender, with male students exhibiting lower levels of anxiety.

Uştuk & Aydın (2018) examined how paralinguistic features affect FLA among EFL learners, with a particular focus on speaking skills. While earlier studies have mainly concentrated on identifying the causes and consequences of FLA, there is limited research on strategies to reduce FLA or how paralinguistic features might influence it. The findings revealed that incorporating paralinguistic features into EFL speaking lessons significantly alleviates FLA, particularly in areas including communication nervousness and concern over negative feedback, though it was associated with an increase in test anxiety.

Abdurahman (2020) delves into the specific moments and coping strategies related to FLA experienced by university students during presentations in

English. Findings revealed varying anxiety levels among participants, leading to presentation mishaps. Highly anxious students tended to employ repetitive coping strategies.

Kasap (2021) investigates the relationship between mental well-being and FLA among 102 university English Language Teaching (ELT) students. The research method employed involved measuring the mental well-being and FLA levels of the students. The results revealed that students with high levels of well-being tended to exhibit low levels of FLA, while those with low levels of well-being tended to experience high levels of FLA.

Giray et al. (2022) employed thematic analysis, analyzing data from 37 college students obtained through purposive sampling. The analysis revealed four key themes: insufficient language proficiency, personal doubts, fear of others' judgment, and negative impacts on performance and well-being. The research recommends that students improve their English language skills through consistent practice, embracing constructive feedback, and enhancing their self-confidence. Furthermore, it suggests that university instructors foster an adaptive pedagogical culture treating miscalculations as diagnostic feedback mechanism for growth, avoid making disparaging remarks towards students, and plan purposeful and engaging lessons.

In summary, while existing research provides valuable insights into various aspects of FLA among Chinese and abroad college students, there is a research gap. There is no research to study the correlation between FLA and psychological perspectives, such as mindfulness, resilience, and self-efficacy, with the intervention of integrative group counseling. Therefore, there is a need for more research that explicitly examines the psychological dimensions of FLA. By adopting a psychological perspective, such as mindfulness, resilience and self-efficacy, researchers can achieve a more profound insight into the underlying mechanisms of FLA and develop more targeted interventions to support students in managing anxiety and achieving success in their language learning endeavors.

2.1.2 The Definition and Measurement of FLA

1) The Definition of FLA

FLA is generally defined as an emotional distress and discomfort that occurs during the undertaking of obtaining or communicating in a language other than one's mother tongue, which may include emotional experiences such as nervousness, worry, fear, and self-doubt (Horwitz et al., 1986). MacIntyre (1999) identified FLA as a significant non-cognitive determinant of L2 proficiency, and they emphasized that multilingual mastery benchmarks is closely related to emotional states, including anxiety. They note that FLA can affect learners' motivation, self-confidence, and foreign language performance. Most language scholars concur that anxiety, which arises while engaged in language acquisition, is a significant barrier faced by EFL learners when learning a new language (Alrabai, 2014). Researchers have been studied foreign language learner's anxiety in terms of linguistic and nonlinguistic variables (MacIntyre, 1999 & 2017; Horwitz, 2001 & 2017; Gkonou, Daubney, & Dewaele, 2017; Kruk, 2018).

FLA refers to the unease, worry, and tension experienced while learning a second or foreign language (Russell, 2020). This anxiety may stem from the uniqueness of formal foreign language acquisition and the individual's ability to worry. It is also associated with perceptual difficulties in understanding and remembering vocabulary (Presbitero, 2020) and may affect the level of success in foreign language acquisition (Nedal & Alcoriza, 2018; Jiang & Dewaele, 2020).

Scholarly investigations have conceptualized FLA as apprehensive psychological states and adverse affective responses emerging during bilingual skill development and intercultural communication, a phenomenon systematically documented in foundational psycholinguistic research (Gregersen & MacIntyre, 2014), thoroughly examined for more than forty years and is typically acknowledged as a prevalent yet undesirable emotion. Given its potential to adversely affect the endeavor of language mastery, studies have naturally focused on addressing ways to alleviate FLA. This early conceptualization has guided subsequent research, viewing anxiety as both a consequence of challenges experienced during study and a factor leading to additional difficulties. Many researchers have endorsed this perspective up until now (Horwitz, 2017). Contemporary scholarly investigations recognize the dynamic nature of affective

states, including language-related apprehension, highlighting their status as contextually contingent phenomena with temporal variability, as evidenced in seminal work by Gkonou and colleagues (2017). Building on this paradigm, Dörnyei & Ryan (2015) have posited a reconceptualization of linguistic anxiety, arguing that its manifestations transcend situational specificity and are instead mediated by individual interpretive frameworks. Consequently, the current research adopts a tripartite psychological framework encompassing present-centered awareness, adaptive stress modulation, and perceived competence enhancement to investigate and mitigate language acquisition apprehensions.

In summary, there is no universal definition of FLA. In this study, FLA refers to the emotional state that Chinese college students experience while learning English, which manifests as feelings of nervousness, anxiety, worry, frustration and low self-esteem. This anxiety may affect their performance and achievement in learning English. This anxiety can manifest across three dimensions: communication anxiety, academic anxiety, and classroom anxiety, each associated with specific aspects of language learning and use.

2) The measurement of FLA

Among the array of instruments available for gauging FLA, the "Foreign Language Classroom Anxiety Scale (FLCAS)" stands out as the predominant choice. Crafted by Horwitz (1986) and his colleagues, this scale has garnered widespread adoption and recognition within the field for its efficacy in capturing the nuanced dimensions of language-related apprehension experienced by learners. Extensive research underscores the scale's robust reliability and validity. The questionnaire encompasses 33 meticulously designed items, each evaluated on a nuanced 5-point scale that spans from "strongly disagree" to "strongly agree", providing a detailed spectrum for respondents to express their sentiments. The scale demonstrates strong internal consistency reliability with a coefficient of 0.89, indicating high agreement among its items. Moreover, it exhibits robust predictive validity, affirming its efficacy in accurately forecasting relevant outcomes or behaviors.

Since its inception, the FLCAS has been widely utilized across numerous studies, showcasing its robust reliability and validity. This is evidenced by various researchers, including Aida (1994), Rodriguez & Abreu (2003), Liu & Jackson (2008), who have consistently found the scale to be a dependable tool for measuring FLA. Furthermore, alternate versions of the scale have undergone rigorous examination by McNeil (2014), further affirming its effectiveness and adaptability across different contexts.

Given the focus of this study on Chinese college students, meticulous attention has been dedicated to ensuring their comprehensive comprehension of the questionnaire's contents. To facilitate this, the questionnaire employs the Chinese adaptation of the FLCAS. There are many Chinese versions of FLCAS. In China, many researchers also modify FLCAS to make it more appropriate in Chinese context, such as Wang (2003), Guo & Xu (2014), and Hu (2016), Huang (2021), Zhang & Guo (2018), and Du (2019).

According to Du (2019), the primary concern arises from the widespread practice in domestic research of simply translating the original English version of the scale into Chinese and applying it directly, without considering the cross-cultural relevance of each individual item. When transitioning the scale into a different language, it becomes imperative to empirically analyze the comparability of each item across two distinct cultural contexts. This analytical process may entail the need to revise or eliminate items that do not align with the new cultural context. Chinese college students possess distinct cultural backgrounds and cognitive frameworks compared to their counterparts in Western countries, and the foreign language teaching environments in Chinese universities differ from those in Western educational settings. Consequently, relying solely on accurate translation is inadequate when using the original English version of the scale for Chinese university students; it is essential to gather data to ascertain whether each item retains its effectiveness among Chinese students as it does among Western students.

Therefore, in Du's (2019) research, the effectiveness of the widely utilized assessment instrument within the domain of FLA investigation, known as the FLCAS was reevaluated. Additionally, the study identified and incorporated superior items to enhance the scale's integrity. There are 21 items of the modified version of FLCAS of Du's. The revised FLCAS showcases a relatively consistent dimensional framework and boasts strong reliability and validity. The new scale demonstrates high reliability, as indicated by a Cronbach's alpha coefficient of 0.91.

In summary, given the focus of this study on Chinese college students, meticulous attention has been dedicated to ensuring their comprehensive comprehension of the questionnaire's contents. To facilitate this, the questionnaire in the current investigation employs the Chinese adaptation of the FLCAS. The author modified based on Du's version (2019). Modifications, such as substituting "foreign language class" with "English class", have been made to enhance cognitive resonance and understanding among the target demographic of Chinese college students.

2.1.3 The Causes of FLA

Various variables associated with FLA have been explored. These studies identified factors associated with FLA, such as foreign language ability and language skills (Teimouri et al., 2019; Zhang, 2019; Presbitero, 2020), teachers' roles (Dewaele & Dewaele, 2020), students' perception of foreign language proficiency (Dewaele et al., 2008), motivation (Liu & Huang, 2011) and self-esteem (Liu, 2019). In addition, a comprehensive analysis of previous studies has shown that multiple factors play a role in feelings of anxiety when learning a foreign language (Onwuegbuzie et al., 1999; Luo, 2012). Horwitz et al. (1986) emphasize that FLA stems from three factors associated with performance: 1) fear of negative evaluation, 2) communicative anxiety, and 3) test anxiety.

Fear of negative evaluation involves worrying about one's own evaluation by others, avoiding situations involving evaluation, and expecting others to have a negative view of one's own evaluation. Interpersonal communication apprehension demonstrates intrinsic associations with FLA, representing a distinct psychological phenomenon

emerging during social interactions requiring oral exchanges (Su, 2021). Learners experiencing unease regarding verbal communication frequently manifest elevated stress responses when compelled to engage verbally in non-native linguistic contexts. Such affective states demonstrate conceptual alignment with evaluation-specific apprehension, a psychometric construct rooted in anticipatory concerns regarding suboptimal outcomes during competency assessments (Horwitz et al., 1986).

Other factors are associated with relationship problems and individual traits, including anxiety about speaking, poor self-assessmen, and low self-esteem (Botes et al., 2020; Tsang, 2022; Okyar, 2023). Some researches highlight the apprehension about making errors, instructors pointing out student errors, and talking in front of instructors or classmates as significant factors contributing to FLA (Gregersen, 2020; Russell, 2020). Dewaele, Petrides, & Furnham (2008) state that learners' perception is a fundamental factor in FLA. Many researchers, such as Dewaele & MacIntyre (2019) and Moskowitz & Dewaele (2020) have explained that learners' self-esteem levels are negatively correlated with FLA. People with low confidence tend to worry about unfavorable assessment, which can significantly increase their anxiety levels.

In addition, teaching practitioners and scholastic settings might analogously be a cause of FLA. For example, in a language class, a teacher randomly naming students can trigger feelings of anxiety among students. Gkonou (2017) also notes that the way teachers correct student mistakes can also be another source of anxiety.

The literature on FLA can typically be categorized into six key elements, which originate from three primary sources: learners, educators, and teaching practices. The key factors identified are: 1) social interaction patterns and personal stress factors, 2) student perceptions regarding bilingual skill development, 3) instructional methodologies in educational settings, 4) the use of teacher-centered instructional methods, 5) educators' beliefs about language teaching, and 6) language assessment. More recently, López (2022) emphasizes that the primary contributors to FLA include the classroom environment, learner traits, the target language, and the language learning process itself.

In summary, FLA emerges as a multifaceted issue shaped by the intricate interplay of individual characteristics, instructional strategies, and classroom interactions. However, the pivotal role of learners' psychological factors in precipitating FLA cannot be overstated. Understanding the deep-seated anxieties, such as performance judgment phobia and cross-cultural communication tension, is crucial in comprehending the roots of FLA. Likewise, investigating learners' self-perceived proficiency, self-esteem levels, and beliefs about language learning provides invaluable insights into mitigating FLA. Therefore, delving into the psychological dimensions of language learners not only underscores the significance of addressing FLA but also underscores the imperative of psychological research in devising effective interventions to alleviate FLA and foster a supportive learning environment.

2.1.4 The Effects of FLA

In general, the effects of FLA are usually described as how anxiety affects cognitive function. When a person feels anxious in any situation, it triggers negative thoughts related to themselves. Once these thoughts arise, these processes allocate mental bandwidth that would otherwise remain available for targeted cognitive operations. This can lead to further difficulties in cognitive processing, as fewer resources are available, potentially resulting in failure, more resource-intensive negative thinking, and so on. According to MacIntyre (2017), learners experiencing elevated apprehension coupled with perceived linguistic inadequacies frequently exhibit diminished confidence in their language capabilities, consequently undermining their drive to participate in target-language skill development and intercultural interactions, as observed in language acquisition research.

The question of how students cope with their anxiety in language classes receives very little attention. In addition, little consideration is given to the possibility that these coping behaviors may affect the performance of students with high levels of anxiety. Language classes are often among the most anxiety-inducing for students (MacIntyre, 2017). Campbell & Ortiz (1991) suggest that as many as 50% of language learners experience FLA. When faced with situations that provoke anxiety, the typical

reaction is avoidance, aiming to sidestep the discomfort. However, in most language learning environments, avoiding such situations is not feasible; students must find strategies to cope with their anxiety.

Studies on FLA have shown that anxiety associated with learning a foreign language negatively affects foreign language acquisition (Marwan, 2016; Zhang, 2019; Naser & Nijr, 2019; Botes et al., 2020). These impacts can be grouped into five main areas.

First, from an academic perspective, FLA indicates low language proficiency combined with elevated FLA often results in subpar academic outcomes. Research has also indicated an negative relationship between FLA and academic success (Horwitz, 2001; Marcos-Llinás, & Garau, 2009). Another academic impact is the dropout rate among students. Thus, Bailey, Onwnegbuzie, & Daley (2003) showed that students experiencing elevated levels of anxiety had a higher propensity to discontinue their education. In contrast, those with lower levels of anxiety were less prone to dropping out of school.

Second, when it comes to socializing, students with pronounced anxiety levels are often reluctant to communicate with others (Alnuzaili & Uddin, 2020). Horwitz et al. (2010) and Dewaele & Pavelescu (2021) argue that language anxiety makes students reluctant to communicate in English.

Third, from a cognitive perspective, FLA can act as an emotional filter, hindering the flow of information to the learner's mental processing framework (Krashen, 1982).

Fourth, on the emotional side, given that anxiety is among the emotional elements during the process of language learning, it has the potential to exert a detrimental influence on other emotional factors, for example, motivation and attitude. Horwitz, (2017) report that foreign language anxiety may significantly affect students' overall attitude towards learning. Zhang (2019) notes that there exists an inverse correlation between the degree of anxiety students experience and their impetus to study English.

Finally, on a personal level, students who are troubled by restiveness during the venture of learning a non-indigenous language may experience uncomfortable symptoms such as unhappiness, worry, forgetfulness, sweating, and so on.

In summary, in essence, the effects of FLA reverberate profoundly at the psychological level of language learners, underscoring the importance of delving into learners' psychological states when studying FLA. FLA not only triggers negative thoughts and consumes cognitive resources but also diminishes linguistic self-confidence, leading to reduced motivation for language study and communication. Moreover, students' coping mechanisms in language classes, often driven by anxiety, may further impair their performance. Therefore, it is crucial to explore and address FLA from a psychological perspective to enhance language learning experiences and outcomes.

2.1.5 Affective Filter Theory

Dulay & Burt initially introduced the concept of an affective filter, suggesting that emotional factors play a role in shaping language acquisition. Building upon this, Krashen (1982) developed the Affective Filter Hypothesis, which posits that people's emotional states influence how they perceive and evaluate information when processing it and making decisions. He stated that individuals' emotional states affect their cognitive processing, thereby influencing their comprehension, acceptance, and judgment of information. In essence, emotions serve as a "filter," shaping how individuals process and interpret external information. This suggests that individuals in a positive emotional state may be more inclined to accept positive information, while those in a negative emotional state may be more susceptible to negative information.

Krashen's exploration of emotions within language acquisition not only broadened the cognitive landscape but also laid a theoretical foundation for educators to consider the emotional well-being of students. Consequently, teachers are encouraged to extend their focus beyond imparting diverse knowledge and also take into account the emotional states of students. This involves promptly adjusting teaching

strategies to create an environment that fosters positive emotions and continually refining instructional approaches to enhance overall teaching effectiveness.

Nath et al. (2017) posited that learners encumbered with a high-intensity affective filter encountered detrimental impacts on their spoken language output. Conversely, those with a low-intensity screen were more inclined to partake in efficacious oral language manifestation and employ metacognitive tactics for self-enhancement. In essence, the affective screen impacts the degree to which students can deploy tactics to surmount obstacles in language acquisition.

Uquillas (2021), applying the affective filter theory, discovered that learners experiencing anxiety tend to struggle with foreign language production. He put forward the idea that emotional aspects such as nervousness, drive, and self - efficacy mold the process of learning a foreign language. He underscored that instructors should endeavor to mitigate the affective screen, as high anxiety, diminished motivation, and reduced self-efficacy can negatively impact language production. In other words, the affective filter is a crucial element in language acquisition, influencing how students learn. Thus, educators must be able to maintain the affective filter at optimal levels.

In summary, the affective filter theory suggests that creating a supportive and low-anxiety learning setting holds great essentiality for optimizing language acquisition. Teachers can help lower the affective filter by fostering positive relationships with students, providing meaningful and engaging learning activities, and offering opportunities for authentic communication. By minimizing stress and anxiety and promoting a positive emotional climate, teachers can create conditions that facilitate effective language learning and maximize learners' language proficiency. However, according to the recent literature review, it concludes that the Affective Filter Theory highlights the importance of emotional factors throughout the venture of language learning. It reminds students to recognize the influence wielded by emotions in their language acquisition journey and encourages them to maintain a positive mindset. Additionally, active participation in learning activities and collaboration with teachers are emphasized to achieve better language learning outcomes.

2.1.6 The Strategies to Reduce FLA

Despite the dearth of straightforward empirical investigations to explore strategies for students to cope with language anxiety, a profuse quantity of research has been engaged in with respect to how to aid students in contending with their nervousness in an academic setting. Overall, methods of alleviating this anxiety have focused on cognitive, emotional, and behavioral aspects (Hembree, 1988).

Those who take a cognitive perspective assert that anxiety mainly stems from the distractions caused by thoughts during classroom activities. Solutions from this viewpoint involve approaches such as Rational Emotive Behavior Therapy and cognitive restructuring (Shirvan & Taherian, 2021). On the other hand, the affective perspective focuses on altering the negative automatic links between the classroom setting and anxiety. Techniques related to this approach include systematic desensitization, relaxation exercises, and biofeedback training. The behavioral approach holds that anxiety is caused by insufficient academic skills. Therefore, it is believed that training individuals to learn skills can reduce anxiety.

These three approaches form the foundation for exploring strategies that can help students manage language anxiety. If students believe that their cognitive factors, such as worry, full attention, and apprehension, are the cause of anxiety, they may try to suppress or alter the thought processes associated with language learning (Rismawan & Gading, 2021). Those who attribute anxiety primarily to emotional arousal or physiological responses may take steps to reduce physical reactions and tension (Chen et al., 2024). Learners who are convinced that their anxiety springs from a dearth of requisite abilities might exert more effort in their studies. Moreover, an emotion of capitulation might also surface. If students feel that their agitation cannot be sustained, they may not put in enough effort to alleviate it (Rahmah, & Azhimia, 2022).

Recent studies by Teimouri et al. (2019) and Liu (2019) indirectly validate this analysis. They created a framework for categorizing strategies where students shared the techniques they employed to handle anxiety during exams. The findings

revealed that these coping methods could be grouped into four primary categories: cognitive, emotional, behavioral, and submissive.

In summary, strategies to alleviate Foreign Language Anxiety (FLA) primarily focus on cognitive, emotional, and behavioral aspects. Among these, it is crucial to explore strategies from the psychological perspective of language learners. Learners' perceptions of anxiety vary, leading to diverse coping mechanisms. Understanding learners' psychological states is pivotal in tailoring individualized strategies to mitigate anxiety. Different cognitive attributions of anxiety may lead to varied coping behaviors, directly impacting the efficacy of anxiety reduction efforts.

Positive psychology (PP) sets out to examine the components that contribute to an individual's bliss, prosperity, and overall life condition, and also how individuals grapple with misfortunes and challenges. The interrection between mindfulness, resilience, and self-efficacy with positive psychology might be understood through their roles and contributions within the framework of Positive Psychology.

Firstly, Ivtzan et al. (2016) emphasizes the relationship between mindfulness and PP in their book "Mindfulness in positive psychology: The science of meditation and wellbeing" , and hold the view that mindfulness is one of the core concepts in positive psychology. It involves individuals' comprehensive, non-judgmental attention and endorsement of their contemporaneous experiences (Kabat-Zinn, 2005). Mindfulness practices help alleviate stress, enhance emotional regulation, improve affective equilibrium, and promote mental health and well-being (de Vibe, 2018; Malboeuf-Hurtubise et al., 2018; Munoz et al., 2018; Heckenberg et al., 2019; Yela, 2020; Shankland, 2021; Tasneem & Panwar, 2022; Bossi, 2022;).

Secondly, resilience refers to individuals' ability to adapt and recover when facing adversity, challenges, and stress (Bryan et al., 2019). Positive Psychology emphasizes the importance of resilience, considering it a key factor in coping with life's difficulties and challenges (Vella, 2019; Snyder et al., 2020; Wu et al., 2021; Waters, 2022). Individuals demonstrating substantial levels of hardiness are more liable to

recuperate from adversity and are able to cope with life's challenges in a positive manner (Hogan, 2020; Kotera et al., 2022).

Lastly, self-efficacy pertains to the assurance and conviction individuals possess regarding their capacity to carry out particular tasks or reach objectives. Self-efficacy is an important concept in positive psychology and is closely related to individuals' motivation, effort, and perseverance (Alkhatib, 2020; Djourova et al., 2020; Fabelico, & Afalla, 2020; Trautner, & Schwinger, 2020; Ramazani & Ahmadi, 2022). Those who possess greater self-efficacy have a higher propensity to confront challenges in a positive manner, surmount impediments, and achieve success (Gallagher, et al., 2020; Cattelino, et al., 2023).

Therefore, mindfulness, resilience, and self-efficacy are considered key psychological resources within positive psychology, contributing to individuals' well-being and their ability to cope with challenges. By incorporating these factors as independent variables in this investigation, grounded the positive psychology theory, this research establishes a solid theoretical foundation for examining their impact on FLA and the effectiveness of integrative group counseling interventions in reducing FLA.

In summary, within the framework of positive psychology, this thesis aims to investigate how these positive factors influence FLA among Chinese college students. Additionally, it explores the potential of integrative group counseling in reducing foreign language anxiety levels. This not only contributes a fresh perspective to theoretical research but also holds practical significance, offering profound insights for improving the overall foreign language learning experience for college students. The following sections will provide a literature review on mindfulness, resilience, and self-efficacy.

2.2 Mindfulness

2.2.1 The Definition and Measurement of Mindfulness

1) The Definition of Mindfulness

Mindfulness finds its origins in the teachings of Buddhism and Hinduism. Buddhism involves a path towards enlightenment, with "sati," embodying attention,

awareness, and presence, seen as the initial stage toward enlightenment. The term was approximately translated from Pali, an ancient language, to represent "mindfulness."

The notion of mindfulness has been a fundamental component of Buddhist spiritual practices for a considerable period. Kabat-Zinn describes mindfulness as the practice of deliberately concentrating one's awareness on the current instant, free from any form of judgment (Shorey et al., 2017). According to Kabat-Zinn (2013), attention, acceptance, non-judgement and living in the present are the key concepts of mindfulness. The key point of mindfulness is the cultivation of inner peace, self-acceptance, and insight through attention, acceptance, non-judgment, awareness, and attitudes toward living in the present moment to promote well-being, and holistic development.

In a mindful state, the mind engages with current experiences with an open, curious, and accepting mindset (Stefan & David, 2020). Achieving mindfulness is possible through various approaches. Mindfulness meditation, for instance, involves focusing on one's breath while simultaneously observing passing thoughts, sensations, and emotions. This practice includes gently redirecting attention, such as being aware of the breath in the body or gradually shifting focus back to breathing, one breath at a time (Serpa et al., 2022). Practitioners of mindfulness technique claim that modern life is often filled with mental clutter, leading to distraction and diminished concentration. Engaging in mindfulness meditation can help improve concentration because it reduces contemplation.

Similarly, Stahl & Goldstein (2010) explain that mindfulness meditation means maintaining full awareness of what is happening around you at all times and in any place, and without judgment. Furthermore, it is an act that cultivates mind-body connection and learns to live here and now. This concept is the main foundation of many spiritual cultures and traditions. The word is of Sanskrit origin and is called "smrti", derived from "smr", which means "to remember". According to the authors, this practice has spread to the western world and has applications in fields such as medicine,

neuroscience, psychology, education, and business, helping people learn to manage stress, pain, and illness.

Various definitions of mindfulness can be found in the literature. One of the most prevalently cited definitions has its source in John Kabat-Zinn, who characterizes mindfulness as "an awareness that is cultivated by focusing on here-and-now in a specific, non-judgmental manner, moment by moment" (Kabat-Zinn, 2005). Brown & Ryan (2003) offer a different definition, describing mindfulness as the perception and cognizance of what is going on in the current moment. Baer (2003) characterizes mindfulness as the non-critical perception of the unceasing flow of both inner and outer stimuli. Despite the various ways mindfulness can be characterized,, the generally accepted view is that regulating attention through meditation practices can evoke this state or pattern of consciousness. Mindfulness is associated with feelings of strength and self-esteem, with people with high levels of mindfulness generally considered to have higher thinking and emotional resilience and increased their self-efficacy (Hosseinzadeh et al., 2021).

Mindfulness is a cognitive trait that enables people to overcome stressful experiences and promote well-being (Chen & Murphy, 2019). The concept of mindfulness involves a trait and a situation that can be constructed through practice (Brown et al., 2007), and it includes two basic systems: self-governance of focus and an impartial awareness of trial. The first encourages awareness of the emotional, mindful, and physical experiences that usually occur, while the second, explained by an open mind, interest, and acceptance of that experience, can enhance management by reducing reactivity. Mindfulness interventions have the potential to enhance positive affective, positivity, social-emotional competence, and promote the development of mindsets, in addition to shifting cognitive processing to a higher level of processing challenging emotions and distress, especially when dealing with novel educational content (Sanger & Dorjee, 2015).

In a study conducted at the University of California, learners achieved better results than before after engaging in mindfulness practices (Docksai, 2013). This is because mindfulness helps learners improve their self-control and awareness of self-efficacy, which determines the learner's educational achievement (McCloskey, 2015). According to previous research, mindfulness practice can reduce anxiety, elevate positive emotions, reduce negative emotions, and improve social, emotional, behavioral, and physical health outcomes (Strohmaier, 2021). In addition, mindfulness can enhance awareness of one's own thoughts, emotions, and behaviors, improving attention, cognitive regulation, and emotional control.

In summary, above the review of the definition of mindfulness, currently, there is still disagreement within the academic community regarding the definition of mindfulness. However, in the present study, mindfulness refers to engaging in the process of learning English with an unrestricted, accepting, and a non-condemnatory stance, being fully present and cognizant of one's mental musings, feelings, and experiences during the learning process. This attitude enables learners to more deeply experience and accept the challenges and obstacles encountered in English learning while simultaneously focusing more on the present learning tasks, without being influenced by past confusion or future anxiety.

2) The Measurement of Mindfulness

Through thorough examination, mindfulness emerges as a nuanced trait within the realm of psychology, embodying not just an individual's cognitive processes but also their emotional and mental states. Recent years have witnessed significant progress in research, leading to ongoing enhancements of various mindfulness assessment tools. These questionnaires offer various scales and items designed to gauge different aspects and dimensions of mindfulness, providing researchers and practitioners with diverse tools to assess and measure mindfulness levels accurately.

Among the various mindfulness evaluation tools, the *Mindful Attention Awareness Scale* (Brown & Ryan, 2003) stands out as the most frequently referenced. Following closely is the *Five Facets Mindfulness Questionnaire* (Baer et al., 2006), which

propose a multidimensional framework for assessing mindfulness abilities. Another famous one is *The Toronto Mindfulness Scale* created by Lau (2006). These instruments not only precisely gauge specific dimensions of mindfulness but also facilitate individuals in delving deeper into their psychological landscapes. Beyond mere measurement, they serve as invaluable resources for understanding the intricate interplay between mindfulness and other pertinent psychological constructs, thereby laying a robust theoretical groundwork for further exploration in the field.

The Five Facet Mindfulness Questionnaire (FFMQ) stands as a prevalent tool in the assessment of mindfulness, characterized by its foundation in exploratory factor analysis methods. Developed by Baer et al. (2006) and colleagues, this questionnaire provides a nuanced examination of an individual's mindfulness state, offering a comprehensive insight into their cognitive and emotional processes. Comprising 39 items across five distinct facets—observational skills, descriptive abilities, non-judgmental attitude, non-reactivity, and mindful action—it serves as a comprehensive measure of mindfulness proficiency. Tailored for individuals who have undergone mindfulness training and demonstrated proficiency in related skills, the FFMQ aids in refining mindfulness techniques and elevating mindfulness levels, contributing to personal growth and well-being (Baer et al., 2006).

The TMS devised by Lau et al. (2006), is a comprehensive assessment tool consisting of 13 items. It delves into two pivotal dimensions: decentralization and curiosity. Given its targeted approach toward individuals with established mindfulness practice, the TMS may not effectively capture mindfulness levels in routine daily activities.

Developed by Brown & Ryan (2003), MAAS was the frequently cited one to assess the mindfulness levels of the participants, encompasses 15 questions graded on a 6-point scale, aiming to facilitate individuals' comprehension of their mindfulness and attention. The scale measures diverse dimensions of mindfulness, like awareness of here-and now and the ability to remain unresponsive to internal experiences. A greater overall score suggests a heightened level of mindfulness in the respondent. Empirical

studies have demonstrated the versatility of the MAAS technique, indicating its suitability for individuals with diverse mindfulness training backgrounds, as well as those without prior experience in mindfulness practices (Brown & Ryan, 2003).

Earlier investigations have indicated the high reliability of MAAS measure (α=0.91) under the backdrop of EFL learning (Khojaste, Fallah, & Shahraki, 2014). This scale is made up of 15 items. An example question is: "I find it difficult to stay focused on what's happening in the present." A high score indicates that an individual possesses a heightened level of trait awareness and attention in their daily life, reflecting their keen mindfulness and attentiveness to the present moment. This indicates that the individual is highly attuned to their surroundings, experiences, and emotions, demonstrating a notable capacity for perception of the present occurrence and focused attention.

To conclude, previous research suggests that the most widely used scale on mindfulness is MAAS, and MAAS is capable of evaluating individuals' levels of attention and awareness across diverse mindfulness practices, as well as their responses to everyday challenges and occurrences (MacKillop & Anderson, 2007).

However, as the participants of the present study is Chinese college students, mindfulness is considered a psychological trait, it may be influenced by cultural background and linguistic expressions. Therefore, directly using the original version of the MAAS may not accurately reflect the extent of one's mindfulness among Chinese college students. Using the revised Chinese version of the MAAS to evaluate the level of mindfulness among Chinese college students is aimed at ensuring the cultural and linguistic adaptability and accuracy of the measurement tool.

In China, Chen & Zhou (2012) focused on Chinese college students to revise the Chinese version of MAAS and investigate its dependability and authenticity of Chinese college students. The study employed data collection and retest methods. They got a conclusion that the Chinese version of MAAS demonstrated good psychometric properties and is suitable for use in mainland China. It exhibited satisfactory reliability

and validity among Chinese college students, effectively assessing individuals' levels of mindfulness.

In summary, in the present study, Chen & Zhou's (2012) Chinese modification of MAAS is employed, as the revised Chinese version of the MAAS will be adjusted according to the cultural and linguistic characteristics of China to ensure that the measurement tool is more closely aligned with the actual situation of the target group. This can enhance the reliability and validity of the questionnaire, making the research results more reliable and effective. Furthermore, using the revised Chinese version of the MAAS also helps to reduce misunderstandings or inaccurate responses due to language barriers, thus allowing for a more accurate assessment of mindfulness levels among Chinese college students.

2.2.2 Research Situation of College Students' Mindfulness

Mindfulness, as a psychological concept, has attracted substantial notice in the past few years within the Chinese university student population. Numerous studies have explored the bearing of mindfulness on the health of the mind and academic performance of college students. Specifically, some research has found that college students participating in mindfulness training courses can significantly enhance their levels of mental well-being, alleviating anxiety and feelings of stress (Yao, 2020; Zhou, 2021; Peng, 2022; Wang, 2022; Zhang, 2022). For instance, Lu (2019) discovered in their study that college students who engaged in mindfulness training exhibited notable improvements in anxiety and depression.

Yi (2023) focuses on the bond beetween mindfulness and anxiety among college students, particularly in the post-pandemic era. The results indicate significant negative correlations between mindfulness and various facets of anxiety, along with a positive correlation between anxiety and interpersonal sensitivity. Interpersonal sensitivity is identified as an intermediary in the bond related to mindfulness and anxiety, while left-behind experience moderates the predictive effect of mindfulness on interpersonal sensitivity.

A comprehensive literature review on mindfulness among students reveals a predominant focus on high school and middle school populations, with relatively fewer studies targeting college students. Despite this, research across various studies consistently indicates significant relationships between mindfulness and various psychological outcomes among high school students (Li, 2023; Xin, 2023; Cai, 2023; Du, 2023; Chen, 2023)

Several studies (Li, 2023) have explored the association between mindfulness, self-compassion, and depressive symptoms among high school students, demonstrating that higher levels of mindfulness and self-compassion are correlated with lower levels of depressive symptoms. Interventions based on mindfulness have shown promise in reducing depressive symptoms among high school students. Similarly, research has investigated the impact of mindfulness on study fatigue among both high school and middle school students (Xin, 2023). Findings suggest that mindfulness interventions can alleviate study fatigue by enhancing academic self-efficacy. In terms of academic performance, studies (Cai, 2023) have found positive correlations between mindfulness and academic outcomes, including English academic performance. Group counseling interventions based on mindfulness have been effective in promoting self-harmony and psychological well-being among high school students.

Finally, while research on mindfulness and anxiety among high school students has been conducted, studies specifically targeting high school seniors are limited (Chen, 2023). However, mindfulness interventions have been found to reduce state anxiety among high school seniors, with psychological resilience mediating this relationship. Shen (2023) sought to examine the levels of mindfulness and FLA among the participants and found that mindfulness and FLA exhibited a significant negative correlation, suggesting that increasing mindfulness levels may reduce FLA.

In summary, the existing literature underscores the importance of mindfulness interventions in promoting various psychological outcomes among high school students. However, further research is warranted to address gaps in

understanding, particularly among college students, and to explore how well mindfulness interventions work in diminishing FLA.

2.3 Resilience

2.3.1 The Definition and Measurement of Resilience

1) The Definition of Resilience

Resilience is delineated as one's faculty to manage significant challenges, recover from adversity, and fulfill life responsibilities persistently (Kim & Kim, 2017). The term resilience is applied within the context of coping with stress, emphasizing perspectives that prompt individuals to transform stressful life events (Rutter, 2012; Wang et al., 2024). It is considered a quality enabling individuals to overcome adversity and thrive when facing challenges, referencing the faculty to demonstrate inventiveness by making use of existing inner and outer supports to address different difficulties.

Because resilience is so complex to build, it has been discussed and measured in a variety of ways over the past 20 years. In this study, we focus on three key characteristics of resilience behavior (flexibility, dynamics, and resistance), which were proposed by Friederichs et al. (2019 & 2021). As typological methods are frequently used in educational research and psychological studies, they also show potential in analyzing teacher resilience from a human-centric perspective.

Resilience research is a growing area of study within the field of psychology. It focuses on understanding how individuals naturally respond to personal stress and endeavors to reveal the elements that give rise to their ability to adapt positively when facing life's challenges, as described by Denckla et al. (2020). This knowledge is highly valuable because it allows for the promotion of protective factors that can help individuals overcome obstacles to their positive development.

Resilience research explores various strategies and methods to enhance people's well-being in different aspects of life and for diverse groups of individuals. This includes research about the COVID-19 pandemic, the experiences of cancer patients, and individuals who have faced adverse childhood experiences, as

demonstrated in studies such as those by Barzilay et al. (2020), Min et al. (2013), and Poole et al. (2017).

Researchers have identified various categories of tenacity, like academic, emotional, and behavioral resilience. Lately, an increasing emphasis has been placed on academic resilience. Wang & Gordon (2012) define academic resilience as the capacity to succeed academically despite encountering challenges and obstacles related to new situations, conditions, and individual traits. Numerous studies have concentrated on enhancing educational resilience and supporting students who are at risk of dropping out or experiencing academic failure.

In summary, in this study, resilience refers to a psychological trait that Chinese college students exhibit when learning English, which is manifested as a positive adaptability to challenges and adversity and the ability to cope with stress. This resilience enables them to maintain an optimistic attitude during the encounter of adversities and challenges in English learning, recover quickly and keep working hard.

2) The Measurement of Resilience

Numerous instruments exist for assessing psychological resilience, with many of them developed and evaluated through the lens of trait theory. Among these, the resilence scale, introduced by Wagnild & Young (1993), gained widespread early adoption. This scale aimed to gauge individuals' responses to adversity, encompassing two dimensions: personal capabilities and consent to one's own being and the course of life. Additionally, the Resilience Scale for Adults, devised by Friborg et al. (2003), also made significant strides in the field. This scale aimed to measure protective factors among adults confronting stressful situations, incorporating five dimensions: personal capabilities, social skills, family cohesion, social support, and personal organization, with a total of 43 items.

These scales feature statements that reflect attitudes typically linked to resilience. Such traits encompass individual and social proficiency, self - approbation, self - regard, initiative - taking actions, adaptability, strategies centered on goals, and capabilities in problem - resolution. social support, family cohesion, personal

organization, humor, perseverance, and optimism. These characteristics align with the main resilience categories of dispositional traits, family support, and external resources, as identified by Hoge et al. (2007).

Among the scales mentioned in the above, the most widely used one is the Connor-Davidson Resilience Scale (CD-RISC). Constructed by Connor & Davidson (2003) through insights gained from clinical experience, the CD-RISC scale seeks to assess individuals' resilience, optimism, and perceived agency amid adversity and challenges. Initially, the scale delineated five dimensions, which include personal efficacy, capacity to withstand negative emotions, adaptability to change, spiritual convictions, and perceived control over circumstances. CD-RISC employs a five-point rating system and offers a comprehensive assessment. The scale is based on trait theory and includes 25 items covering 5 dimensions: tolerance, control, individual ability, change acceptance, and mental influence.

In addition, the scale has a revised version of the Chinese version, mainly revised by Yu & Zhang (2007), Yu & Zhang undertook a comprehensive revision of CD-RISC to ensure its alignment with the Chinese cultural context. This scale encompasses three primary dimensions: Strength, comprising 8 items, Optimism, comprising 4 items, and Resilience, comprising 13 items, culminating in a total of 25 items, to meet the needs of local use. Utilizing a Likert scale with 5-point scoring, the instrument aims to evaluate psychological resilience levels, with higher scores indicative of greater resilience. Widely utilized within China, the scale and its three subscales demonstrate commendable reliability. Demonstrating versatility, the scale is applicable to both adolescent and adult populations. Its widespread utilization in gauging psychological resilience among Chinese college students underscores its efficacy and relevance within this demographic.

In summary, according to the above literature review, this study opts to adapt and employ Chinese version of CD-RISC modified by Yu & Zhang (2005 & 2007) as a reliable measure of resilience.

2.3.2 Research Situation of College Students' Resilience

In the past few decades, the study of resilience has made significant progress, mainly focusing on three aspects: quality, process and factor. In quality studies, resilience has been portrayed as a trained ability that strengthens awareness of crisis intervention. Empirical investigations indicate that those possessing greater adaptive capacity demonstrate proficiency in sustaining optimistic affective states, orchestrating emotional equilibrium, and mitigating adverse emotional experiences; conversely, individuals with diminished adaptive faculties exhibit heightened vulnerability to external stressors and consistently exhibit negative emotions.

There are many studies on college students' resilience in China. Concerning the current status of psychological resilience in college students, previous research indicates that the overall psychological resilience, tenacity, strength, and optimism of college students are generally at a moderate level. However, when examining individual differences, factors such as major, gender, grade (age), and living environment all participate in shaping the psychological tenacity of college students (Zhou et al., 2023).

Specifically, regarding gender, most studies suggest that a difference in psychological resilience according to gender can be observed among college students, with male students achieving higher scores than their female counterparts. (Gao et al., 2020). Regarding dissimilarities in the mental resilience of college-level students in different majors, grades, and hometowns, there is still controversy in academia. The results of a previous meta-analysis suggested that students majoring in natural sciences exhibit higher psychological resilience than those in humanities and social sciences, and urban students have higher psychological resilience than rural students.

Ko & Chang (2019) conducted a study to explore how resilience, social anxiety, and procrastination are interconnected among college students. The research involved college students, and structural equation modeling (SEM) was used to analyze how resilience influences procrastination, while also assessing the role of social anxiety as a mediator. The results revealed that social anxiety partially mediated the link between resilience and procrastination. Specifically, students with higher resilience

levels were less likely to procrastinate. Furthermore, resilience indirectly affected procrastination by influencing social anxiety.

Ye's, et al. (2020) study population consisted of 7,800 college students. Path analysis was utilized as the primary statistical method to examine the research hypotheses. Factors such as resilience, adaptive coping strategies, and social support were found to be mediated. Wu et al. (2020) assessed psychological resilience, coping styles, and various demographic characteristics The results of the study likely revealed associations between psychological resilience, students' characteristics, and coping styles among undergraduate students.

Research on college students' resilience abroad has made significant progress. Oehme et al. (2019) investigated 229 college students who participated by completing anonymous online surveys to assess their views on the new initiative. The findings indicated that 90% of the respondents felt that the university resources integrated into the program would be helpful in addressing personal difficulties and challenges. Vidic & Cherup (2019) conducted a study with 71 undergraduate students aged 18-40. The data analysis using mixed-way ANOVA indicated significant interaction effects between the timing of the intervention and the stress, resilience, and self-efficacy levels of the two groups. Specifically, the experimental group showed more substantial reductions in stress and lower stress levels overall, as well as greater increases in resilience and higher self-efficacy.

Messman & Leslie (2019) aimed to explore differences in health behaviors and outcomes across transgender, female, and male college students in a national US sample. The results revealed notable health disparities among the groups. Transgender students experienced elevated frequencies of mental well-being conditions, trauma, and suicidality compared to their female and male counterparts. They also reported experiencing more violence, and feeling less safe. Additionally, transgender students showed increased engagement in illicit drug use, nonprescription substance use, and binge drinking. Yildirim and Tanriverdi (2021) investigated how resilience mediates the connection between social support and life satisfaction. Haktanir et al. (2021) stated

strong positive correlations between resilience, academic self-concept, and college adjustment. In particular, both resilience and academic self-concept were identified as significant positive predictors of how well first-year students adapted to college.

Konaszewski et al. (2021) aimed to identify the personality traits that predict specific styles of stress coping among college students. The research involved a group of 632 students as participants. Data collection involved administering surveys or questionnaires to assess participants' personality traits, stress coping styles, self-efficacy, and resilience. The findings of the study revealed several significant relationships between personality traits and stress coping styles among college students.

In summary, a comprehensive overview of various studies focused on college students' resilience in different contexts. However, there is a conspicuous void in the scholarly works in relation to the connection between resilience and FLA. Despite the extensive research on resilience in college students, particularly in relation to mental health outcomes, coping strategies, and adjustment to academic life, there is limited exploration of its impact on language learning anxiety specifically.

2.4 Self-efficacy

2.4.1 The Definition and Measurement of Self-efficacy

1) The Definition of Self-efficacy

Self-efficacy was introduced by the renowned American psychologist Bandura, andIt denotes a person's faith in their own aptitude to carry out specific actions or use their skills to complete a task (Bandura, 1982). He emphasized that self-efficacy influences behavior in four key ways: first, it shapes the setting of behavioral goals; second, it impacts the way an individual processes thoughts; third, it determines the intensity of actions; and fourth, it affects the capacity for self-regulation.

Bandura suggested that one's self-efficacy expectations influence their decision to engage in coping behaviors, the effort they invest, and their persistence when faced with challenges and negative experiences (Bandura, 1977). Later, Bandura (as cited in Heffernan, 1988) clarified that self-efficacy refers to an individual's

assessment of their capability to organize and perform actions necessary to meet specific goals. In 1997, Bandura expanded the concept, stating that self-efficacy is the assurance in one's aptitude to manage life happenings and direct one's own conduct. (Bandura et al., 1999). He believes that individuals with self-efficacy rely on their abilities to handle challenging tasks and employ the strategies needed to succeed in future situations.

Self-efficacy is not a description of an unchanging stable attribute of the subject (Yan, 2021). Instead, it manifests differently in specific domains. Scholars have proposed different concepts of self-efficacy for particular areas, such as academic self-efficacy and exercise self-efficac.

As posited by Bandura (1977), there exist four fundamental origins of self - efficacy convictions (1) personal mastery experiences, (2) observing others' experiences, (3) verbal encouragement, and (4) the individual's emotional and physiological states. Zhang and Ardasheva (2019) highlight that the most crucial factor in developing self-efficacy is having direct, successful experiences. They explain that actual mastery of experience and an individual's knowledge of their own abilities are based on their previous achievements. These encounters aren't merely linked to the individual's view of their abilities, but also depend on the difficulty of the task and how much effort they are prepared to invest in completing it.

Vicarious experience, involves comparing an individual's performance with someone who possess analogous aptitudes (Wilde & Hsu, 2019). Noticing others' actions who demonstrate similar abilities can boost self-efficacy by reinforcing the adequacy of one's own skills, knowledge, and strategies (El-Abd & Chaaban, 2021). The third source, verbal persuasion, pertains to feedback and encouragement from significant individuals regarding personal performance (Bandura, 1977). Wangwongwiroj & Yasri (2021) argue that receiving positive feedback that highlights one's abilities or accomplishments can enhance self-efficacy. Lastly, the fourth source involves the physiological and emotional states of the individual, focusing on their ability

to regulate physical and emotional reactions, such as managing stress, anxiety, and breathing during task performance.

Self-efficacy theory builds upon social learning theory (Bandura, 1977) and explains the cognitive elements that can affect whether a person develops and utilizes their mental and behavioral abilities to tackle challenging tasks, such as achieving academic success in higher education. Bandura (1977) proposes the hypothesis that people have a belief in their own abilities called "efficacy expectations" and at the same time a belief about the effects in the environment called "outcome expectations". For students with learning disabilities, their beliefs about their ability to cultivate the abilities required to excel in their academic and personal goals can influence their persistence in education, training, and job search. Conversely, they are less likely to stick with pursuing a career if they believe they lack or cannot develop the skills they need, or if they believe that developing those skills is uncertain whether it will lead to pleasurable and rewarding employment. Acknowledging the significance of self-efficacy entails comprehending an individual's convictions regarding abilities and the anticipated consequences that might stem from using those skills as an important predictor of people's behavior.

1. Accomplishment through performance: Providing individuals with opportunities that are likely to lead to success. This can involve engaging in activities such as workshops or assertiveness training aimed at enhancing skills and boosting self-assurance.

2. Observation-based learning: Encourage learners to connect with role models who resemble them in key aspects (e.g., ethnicity, gender, age, disability) and work in fields they are considering. Experiencing these role models can be powerful in changing negative views of learning disabilities. When a human model is unavailable, resources such as books, videos, and online platforms can serve as valuable substitutes.

3. Emotional and Cognitive Regulation: Techniques such as relaxation practices, positive self-talk, and controlled breathing exercises are taught to

enhance cognitive-emotional control. Helping individuals reduce anxiety helps to recognize their full potential, allowing them to focus on the task at hand rather than the emotion associated with the task.

      4. Verbal Persuasion/Encouragement: Act as a cheerleader for the person being helped, offering support and expressing trust in their abilities. These initiatives help individuals feel validated and empowered, encouraging them to set higher goals and engage in experiences that may be feared.

      In summary, in this article self-efficacy refers to Chinese college students' belief and confidence that they can effectively complete their English learning tasks, overcome challenges, and achieve their desired English learning goals.

      2) The Measurement of Self-efficacy

      Schwarzer (1995) and his team embarked on the development of the General Self-Efficacy Scale (GSES), which was the most widely used and highly recognized one. This questionnaire, with a unidimensional structure, is designed to measure individuals' overall and general self-efficacy. The initial version of GSES consisted of 20 items, later revised to 10 items, with Zhang & Schwarzer (1995) being the first to explore its reliability and validity in the Chinese population. Presently, the GSES is extensively employed across the globe (Schwarzer & Aristi, 1997; Schwarzer et al., 1997; Schwarzer, Mueller, & Greenglass, 1999).

      Among all the relevant tools, the most widely used and highly recognized is the General Self-Efficacy Scale (GSES) developed by Schwarzer. This questionnaire, with a unidimensional structure, is designed to measure individuals' overall and general self-efficacy. The initial version of GSES consisted of 20 items, later revised to 10 items, with Zhang & Schwarzer (1995) being the first to explore its reliability and validity in the Chinese population.

      In 1995, Zhang Jianxin and his colleagues put forth the Chinese adaptation of the GSES (Zhang & Schwarzer, 1995). Utilizing a sample of 293 university students, featuring 10 items and employing a four-point Likert scale for assessment, which demonstrated an internal consistency of 0.91. From the perspective of the study

population, which consisted of college students, suggesting the scale's suitability for this demographic. However, its applicability to other populations requires further investigation. The study aimed to construct and substantiate a Chinese form of the General Self-Efficacy Scale and assess its reliability and consistency across different groups. Analysis of internal consistency and lagged correlation indicates high stability and consistency over time and between language versions. The results revealed high internal consistency within the sample and a high lagged correlation between the Chinese and English versions. Additionally, men scored higher on general self-efficacy compared to women, consistent with previous research.

Other Chinese scholars, such as Wang, Hu, & Liu (2001) conducted an assessment of the veracity and cogency of the Chinese rendition of the GSES to assess self-efficacy among Chinese university students, employing 412 college students as their sample group. Their findings indicated that the Chinese adaptation of the GSES exhibits commendable psychometric attributes, demonstrating robust reliability and validity while embodying a unidimensional structure. Akin to its counterparts in other languages, the Chinese adaptation of the GSES displays notable reliability; Validation of the unidimensional structure of the Chinese GSES echoes Schwarzer et al.'s previous discoveries; The predictive validity of the Chinese GSES proves to be outstanding. The Chinese version of GSES comprises 10 items, each scored on a four-point Likert scale. The aggregate score spans from 0 to 40, with higher scores indicating higher levels of self-efficacy in the participants (i.e., more positive beliefs about self-efficacy).

In summary, the present study employ and modify the GSES which underwent translation and revision by Wang Caikang and his team (2001) to assess its reliability and validity. Additionally, the GSES exhibited a singular dimensionality in its structure.

2.4.2 Research Situation of College Students' Self-efficacy

The current state of research on college students' self-efficacy is primarily reflected in studies exploring its relationships with other variables. Therefore, the academic focus on understanding its status revolves around contrasts in self - efficacy

among those attending college with diverse demographic backgrounds. Based on existing research, recent findings generally indicate no notable discrepancies in self-efficacy between genders or from different hometowns (Lian, 2019; Jiang et al., 2017) .

However, some studies argue that boys exhibit greater self-efficacycomparing to girls in colleges (Tzu-Ling, 2019; Mozahem, 2021). In terms of majors, research suggests no conspicuous distinctions in self-efficacy are found between students majoring in humanities and social sciences versus natural sciences (Kitchen et al., 2023). Regarding academic years, some studies show that senior college students have significantly higher self-efficacy than freshmen (Wu et al., 2022), while others hold the opposite views (Xie, 2012). It is evident that debates persist about the gender, academic year, and major factors of college students' self-efficacy, indicating the need for further investigation.

In China, there are plenty of researches on self-efficacy of college students. Liu et al. (2019) examine the factors influencing college students' willingness to innovate, and indicate that entrepreneurship education positively influences entrepreneurial intention among college students, although it does not significantly affect their entrepreneurial attitude. Moreover, entrepreneurial self-efficacy has a strong positive impact on both entrepreneurial attitude and intention. Wang et al. (2020) examined the connections between emotional intelligence, and self-efficacy among university students in Southwest China. The findings indicated that male students and those studying humanities and social sciences reported greater self-efficacy. Engaging in regular physical activity can enhance the mental and physical health of college students by improving their self-efficacy and emotional intelligence.

Du & Zhang (2022) looks at how self-efficacy and self-control affect physical activity and Internet addiction among college students, aiming to help combat Internet addiction. Surveying 855 students from five universities, it found that physical activity not only directly reduced Internet addiction but also indirectly through improved self-control and self-efficacy. These findings shed light on protective factors against Internet

addiction among Chinese college students. Huang et al. (2023) indicated a steady increase in positive mental health among the students throughout the three years. A significant relationship was found between self-efficacy, social rhythm, and positive mental health.

In other countries, there are also many researches on self-efficacy of college students. Thompson & Verdino (2019) focused on exploring self-efficacy among urban community college students, including first-generation, immigrant, and traditional students. Contrary to prior findings, the investigation revealed that both general self-efficacy and academic self-efficacy were not consistently low among the participants. General self-efficacy levels were rated as average to high, while academic self-efficacy fell within the average range.

Altermatt (2019) aims to examine how college students view the academic support they receive from their peers and the influence these perceptions have on their academic self-confidence. The results suggest that perceptions of peer academic support positively correlate with scholastic self-efficacy of college students, which highlights the importance of peer relationships in shaping students' confidence in their academic abilities. Truong & Wang (2019) indicates that mastery experience significantly influences self-efficacy beliefs.

Jeffords et al. (2020) found that students who are psychologically flexible generally report higher levels of college self-efficacy, whereas those with psychological inflexibility tend to have lower self-efficacy and first-year students being more affected by psychological inflexibility than non-minority students and those who have been enrolled for multiple years. Freire et al. (2020) investigated how university students combine different approach coping strategies and how these profiles relate to their general expectations of self-efficacy. It was found that students who integrated the three types of coping strategies generally exhibited higher overall self-efficacy expectations, whereas those who utilized fewer combinations showed lower self-efficacy expectations.

In summary, although former research undertakings have examined many factors that impact college students' self-efficacy, such as their demographic

characteristics, fields of study, and academic standing, there is a gap in understanding how self-efficacy specifically affects Foreign Language Anxiety (FLA) among Chinese college students. While FLA and its associated factors have been widely studied, the influence of self-efficacy in either reducing or intensifying FLA has not been thoroughly explored. Thus, this study has the potential to make a valuable contribution by exploring the bond between self-efficacy and FLA in Chinese college students, providing insights into potential strategies for alleviating FLA by strengthening self-efficacy.

2.5 The Relationship among Mindfulness, Resilience, Self-efficacy and FLA

2.5.1 The Relationship between Mindfulness and FLA

Contemplative pedagogy shifts the approach to teaching and learning by stressing the need for students to focus more on their internal experiences and to relate their learning to their own values, as well as to the significance it holds for themselves, their peers, and their community. Introducing mindfulness in the classroom involves adopting techniques. The mindfulness approach aims to develop deeper awareness, focused attention, and insight. A variety of mindfulness techniques have been successfully introduced into teaching and learning practices at all levels of education. This educational approach helps students better understand their hearts, combine learning with personal values, and apply their knowledge to their relationships with themselves, their peers, and their communities.

Barbezat & Bush (2013), Kabat-Zinn (2013), and Nhat Hanh (2014) all provide a theoretical basis and practical application of simple mindfulness techniques that have been successfully applied in educational settings. The introduction of natural techniques such as breathing exercises, meditation, and yoga is designed to help teachers and students focus, enjoy the present moment, reduce stress, and develop awareness of happiness and fulfillment.

Shapiro, Brown, & Astin (2011) discuss the positive effects of meditation on improving attention and concentration in cognitive and academic performance. They note that in addition to coping with academic stress, meditation helps to develop the individual holistically. Barbezat & Bush (2013) describe a range of effective methods

that can be useful in different higher education programs. Fallah (2017) found that mindfulness can reduce FLA and increase coping self-efficacy.

In recent years, mindfulness has gained significant attention for its effects in the realm of educational studies. Research conducted by Roemer et al. (2009) showed that learners with generalized anxiety disorder showed lower levels of mindfulness awareness relative to the control group, suggesting that mindfulness can reduce anxiety levels in learners. Another study conducted by Napoli, Krech, & Holley (2005) showed significant differences between learners who received mindfulness practice and those who did not. This suggests that combining mindfulness training with normal school learning may greatly improve students' concentration and concentration levels.

Ersanl & Ünal (2022) sought to examine how mindfulness training affects oral anxiety and the overall language learning experience of EFL students. The results indicated that mindfulness positively influenced students' confidence in speaking English, reduced their anxiety, and increased their mindfulness awareness. Additionally, qualitative data revealed that participants experienced significant benefits not only in their English language learning but also in other aspects of their lives.

In Asian countries, such as China, mindfulness has also been successfully applied to mobile health platforms for college students to reduce anxiety symptoms (Sun et al., 2022). In K-12 educational settings, mindfulness-based interventions (MBIs) have shown positive effects, including enhancing students' working memory, academic abilities, social competencies, emotional control, and self-worth, while also helping to lower anxiety and stress levels (Meiklejohn et al., 2012).

Eisenberg and his team noted that about one-third of college students experienced symptoms of depression and anxiety (Eisenberg et al., 2007). Mrazek and colleagues provide evidence that mindfulness interventions can improve performance on graduate school entrance exams, possibly by reducing mind wandering and improving working memory (Mrazek et al., 2013.). In addition, mindfulness meditation has been found to reduce the frequency of negative automatic thoughts in undergraduates (Ritvo et al., 2013). In terms of student well-being, many studies have

shown that mindfulness meditation can affect emotional regulation (Gratz & Roemer, 2004), attention span, sensorimotor awareness (Napoli et al., 2005), and attention stability (Lutz et al., 2009). Therefore, there is growing evidence that implementing mindfulness meditation in educational settings may help improve mental health and mental functioning.

Koçali & Asik (2021) found that the most commonly studied topics in mindfulness research are FLA and verbal performance. In addition, the results also show that mindfulness therapy employed in these studies generally has a positive effect on EFL learners. In addition, studies without interventions highlighted a positive association between mindfulness skills and foreign language education. Charoensukmongkol (2019) examined the mindfulness levels of Thai students to determine if there was a connection between mindfulness and the anxiety they experienced while speaking in ESL contexts. The study found that those who are more mindful experienced less anxiety during presentations and achieved better scores.

Gordani & Sadeghzadeh (2023) investigated that the components of description and non-reactivity to inner experiences showed a positive relationship with language anxiety, while aware action and non-judgment of inner experiences were negatively correlated with it. The study's implications suggest that cultivating mindfulness skills, particularly those related to non-judgmental awareness and adaptive action, may help mitigate foreign language anxiety among students.

All in all, mindfulness practices are known to reduce overall anxiety levels. Engaging in mindfulness activities, such as meditation or deep breathing exercises, can contribute to a calmer state of mind, potentially alleviating the symptoms of FLA. Mindfulness is associated with improved emotional regulation. Language learners practicing mindfulness may develop a greater ability to manage and regulate their emotions, which can be particularly beneficial in situations that typically trigger language anxiety. Mindfulness involves cultivating a heightened sense of attention and concentration. Language learners who practice mindfulness may find themselves more

focused during language learning activities, leading to a better grasp of language concepts and reduced anxiety.

Mindfulness encourages acceptance of the present moment without judgment. Language learners who practice mindfulness may develop a more accepting attitude toward the challenges of language learning, reducing the negative impact of FLA. Mindfulness practices often promote effective coping mechanisms. Individuals who regularly engage in mindfulness may develop healthier ways of dealing with stressors related to language learning, contributing to a reduction in FLA. Language learners who are more self-aware may be better equipped to identify and address the root causes of their language anxiety. Regular mindfulness practices have been linked to improved cognitive functions. Language learners who incorporate mindfulness into their routine may experience enhanced cognitive abilities, positively influencing their language performance and potentially reducing FLA. Mindfulness can be integrated into language learning activities. Techniques such as mindful listening or mindful speaking exercises may help to mitigate FLA.

In summary, understanding the relationship between mindfulness and FLA provides valuable insights for language educators and learners seeking effective strategies to address language anxiety. Incorporating mindfulness practices into language learning routines may offer a holistic approach to reducing FLA and promoting a more positive language learning environment.

2.5.2 The Relationship between Resilience and FLA

In the past ten years, there has been an increasing amount of research focused on validating resilience measurement methods across various disciplines, including educational psychology, mathematics, the learning of engineering disciplines (Hunsu et al., 2021), and so on. These investigations provide precious perspectives on the diverse aspects of resilience. However, although it is essential for students to develop the aptitude to acquire a foreign language and adapt effectively to challenges like FLA, guilt, shame (Teimouri, 2019), and delayed teacher feedback caused by large class sizes, it is important to point out that scant research has probed into the concept

of student resilience specifically in foreign language contexts (Sudina & Plonsky, 2021). Predictors or correlated factors among foreign language learners in places such as Kim & Kim (2017), Canada (Lou & Noels, 2020), and the US Southwest (Sudina and Plonsky, 2021), without examining in detail the factors contributing to resilience. Thus, it is essential to investigate how FLA is influenced among Chinese college students.

Resilience refers to the capacity to overcome stress and maintain strong mental endurance when encountering difficulties during the learning process (Kim et al., 2021). Recent research (Lou & Noels, 2020; Sudina & Plonsky, 2021) has increasingly focused on investigating the connection between resilience and various factors under the setting of foreign language learning, including coping with stress as well as solving strategies (Gregersen, 2020), motivation and language ability, affective mindset (Sudina & Plonsky, 2021), as well as resilience, perseverance, and academic persistence (Lou & Noels, 2020).

Yazdi et al (2022) examines how EFL learners' enjoyment, resilience, anxiety, and achievement are interrelated using SEM. Results indicate that enjoyment reduces anxiety and boosts resilience and achievement, while anxiety negatively impacts resilience and performance. The findings highlight the role of emotions in language learning, suggesting further exploration of factors like self-efficacy.

Kim et al. (2021) found that resilience encompasses metacognitive adaptation, social skills, optimism, persistence, and communication abilities, all of which significantly impact motivation. Sudina & Plonsky (2021) explored factors associated with adherence to foreign language learning. Through exploratory factor analysis, they identified two components of resilience in a foreign language, handling unsatisfactory academic results and criticism, and coping with learning pressures.

All in all, resilience, in the context of psychological well-being, denotes an individual's aptitude to acclimatize and rebound from hardships. challenges, or stress. It involves the ability to endure difficulties, maintain psychological stability, and even experience growth in the face of adversity. Understanding the relationship between resilience and FLA is crucial in language learning and academic settings.

Resilience serves as a psychological safeguard, aiding individuals in managing the stress linked to learning a foreign language. Elevated resilience levels could reduce the adverse effects of FLA on academic achievement and language skills. Resilient individuals tend to employ adaptive coping strategies when faced with language-related challenges. This can include seeking support, reframing negative thoughts, and approaching language learning with a positive mindset. Resilience may contribute to lower levels of anxiety by fostering a mindset that sees difficulties as chances for development rather than insurmountable threats. This positive outlook can counteract the debilitating effects of FLA.

Individuals with higher resilience levels may exhibit better academic performance in language learning settings. Their ability to navigate setbacks and persist in the face of challenges can positively influence their overall language learning experience. Success in overcoming language-related difficulties can further enhance resilience. Experiencing small victories builds confidence, reinforcing a resilient mindset and potentially reducing FLA over time. Resilience is closely linked to overall psychological well-being. Individuals with higher resilience are more likely to maintain a positive emotional state, which can contribute to a healthier approach to language learning and reduced FLA.

In summary, fostering resilience in language learners can be an essential component of interventions aimed at reducing FLA. By developing strategies to enhance resilience, educators and counselors can contribute to creating a supportive learning environment.

2.5.3 The Relationship between Self-efficacy and FLA

Introduced within Bandura's social cognitive theory, self-efficacy has been extensively explored in other areas, including education, psychology, and health. In essence, self-efficacy connotes a person's belief in their ability to successfully accomplish a task. When people believe in their own capabilities, they are more inclined to engage in proactive behavior and persevere in their efforts, thus increasing their chances of successful task completion. Conversely, a lack of self-efficacy may result in

self-doubt, impacting behavior and achievement. Therefore, enhancing individuals' self-efficacy can be achieved not only by improving skill levels but also by enhancing learning environments.

Increasing amount of research on self-efficacy in educational settings occurred, particularly among both educators and students (Fathi et al., 2021). Moving forward, another key individual-difference factor in this review is anxiety, which plays a significant role in second language learning (Shirvan & Taherian, 2021; Fathi et al., 2021). Anxiety can have a detrimental effect on L2 acquisition, often hindering knowledge retention and progress. Psychological anxietycan influence foreign language learning. Students who suffer from FLA are generally reluctant to engage in learning activities.

Zhao (2022) discovered that female participants demonstrated significantly higher foreign language achievement and self-efficacy than their male counterparts. However, no notable difference in anxiety levels was observed between the genders. Furthermore, the research revealed a significant negative correlation between FLA and self-efficacy (Li, 2022).

All in all, when it comes to language learning, FLA is a prevalent experience, marked by feelings of fear and unease when using or acquiring a foreign language. The connection between self-efficacy and FLA is crucial and can have significant effects on language learners. Typically, higher self-efficacy can boost confidence in one's language learning capabilities. Learners with high self-efficacy tend to believe in their capacity to understand, speak, read, and write in a foreign language. This confidence can act as a buffer against FLA. Individuals with high self-efficacy in language learning are often more resilient in the face of challenges and setbacks. This resilience can help reduce anxiety levels associated with learning a foreign language. As learners feel more capable, they are less likely to experience debilitating anxiety. Self-efficacious individuals are more likely to persist when facing difficulties. This persistence can positively influence the individual's ability to overcome language-related challenges and, in turn, reduce FLA.

Agential belief systems maintain bidirectional reinforcement with autonomous volition. Those possessing robust metacognitive awareness of linguistic capabilities display amplified determination to formulate and operationalize multilingual mastery benchmarks. This intrinsic motivation can counteract the negative impact of FLA, as learners are focused on their achievements rather than potential obstacles. High self-efficacy is linked to effective coping strategies. Language learners with a strong belief in their abilities tend to employ adaptive coping mechanisms when faced with language-related stressors, contributing to lower levels of FLA. Positive self-efficacy beliefs can enhance language performance. As learners feel more capable and confident, they behave more actively in language activities, leading to improved proficiency and a reduction in FLA.

In summary, understanding and addressing self-efficacy in the language learning process can be crucial for educators and learners alike. Interventions that focus on enhancing self-efficacy may contribute to a more positive language learning experience and help mitigate the effects of Foreign Language Anxiety.

2.6 Group Counseling

2.6.1 Research Situation of College Students' Group Counseling

Group counseling represents an economical and highly effective method of psychological intervention. The following sections would discuss the research situations of group counseling among college students in China and abroad separately, providing detailed information for each.

Since its introduction to China in the 1990s, the adoption of group counseling theories and methodologies has surged, garnering widespread support from educational and therapeutic institutions and prompting extensive research endeavors. Further examination of scholarly literature underscores the broad utilization of group counseling across diverse domains such as education and vocational training. Its consistent application underscores its robust adaptability and efficacy in cultivating psychological resilience. Studies exploring group counseling on Chinese college students delve into various facets including:

1) Psychological well-being and adjustment, such as Zhang (2022) investigated the influence of family environment on depressive symptoms among college students through group counseling. Chen (2022) explored the relationship between dormitory interpersonal relationships, rejection sensitivity, fear of missing out, and intervention research among college students through group counseling. Ren (2022) examined the link between the lack of tolerance for uncertainty and nervousness. among college students through group counseling.

2) Substance use and addiction, such as Yao (2023) studied the relationship between stress perception and hazardous drinking among college students through group counseling. Li (2023) investigated boredom proneness and smartphone addiction of college students through group counseling.

3) Career development and employment anxiety, such as Xu (2023) examined the connection between social support, career development, and career-related anxiety in university students through group counseling. Hu (2023) conducted intervention research on career adaptability among college students through group counseling. Pan (2023) explored self-esteem and internet gaming addiction, emphasizing its implications for career development through group counseling. Qiao (2022) focused on the influence of psychological capital on entrepreneurial intention among college students through group counseling.

4) Interpersonal relationships and social skills, such as, Yang (2023) investigated the relationship between social anxiety and internet addiction among freshmen, highlighting the role of social skills training in group counseling interventions. Li (2022) explored the relationship between self-acceptance, rumination, and social anxiety among college students through group counseling. Research outcomes indicate that group counseling plays a pivotal role in fostering interpersonal relationships (Su, 2022; Jin & Li, 2022).

5) Personal growth and identity, such as, Fan (2022) examined the relationship between social comparison, self-concept clarity, and school adaptation among college students through group counseling. Yang (2022) studied the relationship

between attribution style and romantic relationship satisfaction among college students, emphasizing the role of gratitude in personal growth through group counseling.

6) Academic performance and study habits, such as, Lan (2022) investigated the effect of group psychological counseling on time management tendencies and academic fatigue among students majoring in physical education through group counseling.

In summary, essentially, group psychological counseling involves the application of psychological principles to intervene collectively in group settings. Leveraging the synergistic effects of group dynamics, group counseling not only optimizes the effectiveness of mental health education but also substantially reduces educational costs. Given these advantages, group counseling remains a steadfast choice among educators and researchers, enjoying widespread adoption. These thematic areas encompass issues relevant to college students' mental health and adjustment, highlighting the diverse applications and benefits of group counseling interventions in addressing their needs. However, there are few researches paying more attention on more variables from the perspective of positive psychology, such as mindfulness, resilience and self-efficacy. Thus, it is important for the present study.

In recent years, the research on group counseling for college students abroad has shown a trend of diversification and widespread attention, including psychotherapeutic approaches (e.g., CBT, positive psychology, interpersonal psychotherapy, etc.), applied techniques (e.g., music therapy, virtual reality therapy, etc.), cultural background and the needs of specific populations (e.g., minority students, immigrant students, etc.), evaluation of the effectiveness of group therapy, and improvement and promotion of counseling services. These studies not only provide in-depth insights into the mental health problems of college students, but also provide an important reference for the development of more effective group counseling strategies and service models.

1) Psychotherapeutic approaches: there are many researches of group counselings on college students through different psychotherapeutic approaches. Psychotherapy has been widely used and discussed among college students. The research covers a variety of psychotherapeutic approaches, such as cognitive behavioural therapy (CBT), interpersonal psychotherapy, rational emotional behavioural therapy (REBT), self-management techniques, etc (Situmorang & Wibowo, 2018; First et al., 2018; Jalilian et al., 2020; Situmorang, 2021; Conley et al., 2024; Yusran et al., 2023). These studies have shown that group counseling can effectively improve a variety of mental health problems among college students, including anxiety, self-esteem, social functioning, and learning motivation (Shaikh, 2018; Hojatkhah et al., 2021; Kurniasari et al., 2021; Ho, 2023; Sopian et al., 2023). Through different psychotherapy methods, college students can receive emotional support, cognitive restructuring, and skills training, so as to improve their resilience and coping skills, and better adapt to academic stress and life challenges.

2) Applied techniques: there are many researches of group counseling on college students through different applied techniques. Through the research, it is found that the application of applied technology in group counseling of college students is gradually attracting attention. The research covered a variety of techniques, including virtual reality therapy and real-life group coaching (Ulfatari et al., 2022; Chao & Peiris, 2022). Virtual reality therapy has been explored for the provision of personalized psychotherapy services, and one study looked at college students' attitudes towards virtual reality therapy and its potential application in counseling services (Ulfatari et al., 2022). Another study explored the effectiveness of real-life group coaching combined with adversarial techniques in alleviating the symptoms of smartphone obsession among college students (Chao & Peiris, 2022). These studies have shown that the use of advanced technology for group counseling can effectively help college students cope with mental health problems and provide them with more diversified and personalized counseling services.

3) Cultural background and the needs of specific populations: there are many researches of group counseling on college students from cultural background and the needs of specific populations. There are studies which cover different cultural backgrounds and the needs of specific populations, highlighting the importance of group tutoring in fulfilling the diverse requirements of college students. The study looked at the need for cross-racial student groups in college tutoring, as well as the experiences and needs of specific populations such as African-American, Latino, and Asian students in group tutoring (Narvaez et al., 2021; Avent & Wong, 2018; Terrazas-Carrillo et al., 2022; Sing-Kiat et al., 2022; Nuraeni et al., 2023;). One study explored the relationship between Black students and Black churches and counseling, and the other looked at preliminary results from a stress management group education program for Latino students (Avent & Wong, 2018; Terrazas-Carrillo et al., 2022) . Another study evaluated the effectiveness of contextual group counseling education in Asia (Sing-Kiat et al., 2022). These findings provide an important reference for culturally sensitive practices in university counseling, and help promote the development of group counseling services to better meet the needs of different cultures and specific populations.

4) Evaluation of the effectiveness of group counseling: there are many researches of group counseling on college students from the perspective of evaluation of the effectiveness of group counseling. There are studies that focused on assessing the effects and efficacy of group therapy in university students. Some of these studies assessed the effects of mindfulness-based group interventions on mental health and coping in college students, comparing the effects of different intervention regimens, including with traditional control conditions and with active control conditions (Parcover et al., 2018; Vidic & Cherup, 2019; Vorontsova-Wenger et al., 2022; Dark-Freudeman et al., 2022). Other studies have used data-driven simulation methods to quantify the impact of group counseling on the performance of university counseling center systems, as well as studies on mental health education for college students based on group counseling (Huberty et al., 2019; Pashak et al., 2024; Hebaish et al., 2023; Bai, 2023).

In addition, one study explored the effect of a group coaching program based on cognitive behavioral play therapy on alleviating emotional and behavioral issues in Syrian refugee students (Alaedein & Alhawamdeh, 2021). These findings suggest that group counseling is considered to be a highly effective and essential treatment modality among college students, which can significantly improve their mental health and coping skills.

5) Improvement and promotion of counseling services: there are many researches of group counseling on college students from the perspective of improvement and promotion of counseling services. There is a lot of research that focuses on how to improve and scale up college students counselling services. These include student surveys of mental health, as well as strategies and perspectives to improve the outreach efforts of the University Counseling Center (Gibbons et al., 2019; Banks, 2020; Cohen et al., 2022). In addition, there are studies that focus on coordinating the relationship between students and counseling centers to meet students' mental health needs and the allocation of treatment resources (Brunner et al., 2014). Several studies have explored the mental health needs of modern college students and the coping situation of counseling centers, as well as the importance of counseling center models and environmental contexts (Rosenbaum & Weatherford, 2017; Beasley et al., 2023). In addition, there are studies that propose a flexible tutoring model that aims to transform the practice of university tutoring centers (Meek, 2023). There are also studies that focus on improving tutoring services through innovative approaches such as music therapy, and propose outreach models that address differences in university tutoring centers (Situmorang, 2018).

In summary, group counseling has been extensively studied among foreign college students, involving psychotherapy methods, application techniques, cultural background and specific population needs, evaluation of the effect and efficacy of group therapy, and the improvement and promotion of counseling services. Studies have shown that group counselling is effective in improving the mental health of college students through different psychotherapeutic approaches, such as cognitive behavioral

therapy and interpersonal psychotherapy. Group tutoring, which uses advanced technologies such as virtual reality therapy, can also provide more diverse and personalized services to college students. In addition, the study highlights the importance of group counseling in meeting the needs of different cultural backgrounds and specific populations, and suggests culturally sensitive practices. Group counseling is seen as an effective and necessary treatment modality that can significantly improve the mental health and coping skills of college students. However, there are few studies on the use of integrative group counseling to solve the mental health problems of college students, and the integrative group counseling method used in this study to reduce foreign language anxiety of college students can fill this research gap.

2.6.2 The Definition, Importance, Advantages, Techniques, and Process of Group Counseling

(1) The Definition of Group Counseling

Group counseling serves as an essential approach for offering psychological support within a group environment. By facilitating interactions among participants, it helps individuals understand, discover, and embrace themselves, enhance their connections with others, and adopt new perspectives and behaviors through observation, learning, and firsthand experience, thereby promoting a good process of life adaptation (Fan, 2005). Group counseling typically takes a highly structured format, often consisting of short-term sessions spanning 1-8 sessions. It primarily focuses on educational growth, serving both preventive and educational functions. Widely utilized within educational institutions, it predominantly targets psychologically healthy individuals, aiming to enhance their mental functioning.

Yalom & Leszcz (2005) emphasize the therapeutic factors unique to group counseling. They state that group members realize that they are not alone in their struggles or challenges. By sharing their experiences and hearing others' stories, individuals recognize that their feelings and concerns are common and shared by others in the group. This sense of universality reduces feelings of isolation, shame, or stigma and fosters a sense of connection and belonging. Group members experience satisfaction and fulfillment by offering support, empathy, and assistance to others in the

group. Acts of kindness, compassion, and generosity contribute to a positive group climate and promote feelings of self-worth and significance. Group counseling provides a unique opportunity for interpersonal growth and insight through interactions with others. By participating in group discussions, receiving feedback, and navigating interpersonal dynamics, individuals gain awareness of their own communication patterns, relationship styles, and interpersonal strengths and challenges. This process of interpersonal learning facilitates personal growth, self-awareness, and improved social skills.

According to Corey et al (2018), group counseling involves a small number of individuals gathering together, typically under the guidance of a professional counselor, with the purpose of addressing a specific concern, solving a problem, or acquiring new behaviors. This definition highlights the following key points. Group counseling typically consists of a limited number of participants, usually ranging from 4 to 12 individuals. This small group size allows for meaningful interactions, effective communication, and individualized attention from the counselor. A trained and experienced counselor or therapist leads the group sessions, providing structure, support, and expertise. The counselor facilitates discussions, guides activities, and ensures that the group process remains therapeutic and productive. Group members come together with a shared purpose, whether it's to work through personal challenges, achieve specific goals, or develop coping strategies. The counselor helps the group identify and focus on common themes or objectives, guiding the therapeutic process towards positive outcomes.

Berg & Landreth (2017) highlight that group counseling provides opportunities for members to "learn from each other's experiences, give and receive feedback, practice new skills, and provide mutual support." Their definition highlights various benefits and opportunities associated with group counseling. Group members have the opportunity to share their own experiences, perspectives, and insights with the group. By listening to others' stories and challenges, individuals can gain new perspectives, validate their own experiences, and discover alternative approaches to

coping or problem-solving. Group counseling fosters a supportive environment where members can provide constructive feedback to one another. Feedback may include observations, reflections, suggestions, or encouragement, all of which contribute to personal growth and self-awareness. Group sessions often incorporate activities, exercises, or role-plays designed to help members develop and practice new coping skills, communication techniques, or behavioral strategies. Through guided practice and feedback, individuals can enhance their abilities and build confidence in applying these skills in real-life situations. One of the key benefits of group counseling is the sense of belonging and camaraderie that emerges within the group. Members offer each other emotional support, encouragement, and validation, creating a safe space for exploration, expression, and healing.

Standardized group psychological counseling typically encompasses four components and six key characteristics. The four constituent elements include group goals, group leadership, group members, and group processes. The six major characteristics consist of the developmental nature of group goals, the directive nature of the leadership process, the structural framework of the group program, the subjective nature of counseling content, the short-term nature of the implementation process, and the diversity in method selection. The effectiveness of group psychological counseling is attributed to several psychological theories, including social learning within the group, social support within the group, attention to hope within the group, mutual assistance within the group, and positive empowerment within the group.

Based on the process and developmental stages of structured groups, as well as the preparatory work required before implementing a group, the design of group programs typically consists of three main components: program description, overall plan, and unit plans. In a comprehensive program description, essential elements include the group's name, goals, nature, target population, frequency and duration of sessions, location of activities, theoretical basis, and outcome evaluation. The overall plan and unit plans should be designed in alignment with the group's developmental stages. Drawing from the theoretical research and practical experience

summarized by Professor Fan Fumin's team (2005), a structured short-term psychological counseling program, typically spanning 1-8 sessions, includes three main stages: the initial stage of group establishment, the working stage focused on achieving group counseling goals, and the concluding stage aimed at extending problem-solving experiences into real-life situations. Concurrently, each group session should comprise warm-up activities, main activities, and concluding activities.

In summary, group counseling is a therapeutic method in which a qualified counselor or therapist leads a structured session with a small group of people who face similar challenges, issues, or aspirations. This type of counseling creates a safe and confidential space for participants to reflect on their thoughts, emotions, and actions, while receiving constructive feedback and support from both the counselor and their peers. Group counseling utilizes the benefits of peer relationships, support, and collective experiences to tackle personal issues and foster individual growth and well-being.

(2) The Importance of Group Counseling

Group counseling is highly valued in mental health and personal development for various reasons (Corey, 2014). One key aspect is that it offers a nurturing space where individuals can express their challenges, experiences, and accomplishments with others who might be dealing with comparable issues. This shared understanding helps diminish feelings of loneliness and promotes a sense of connection and empathy within the group.

Secondly, group counseling offers opportunities for interpersonal learning and skill development. By engaging with fellow group members, individuals can develop a deeper understanding of their own feelings, thoughts, and behaviors, as well as learn new coping strategies and problem-solving techniques from peers and the group facilitator.

Additionally, group counseling can be a more affordable and time-saving alternative to individual therapy, as it enables a therapist to assist several clients at once. This approach makes mental health care more available to individuals who may

not have the resources or opportunity to attend one-on-one therapy sessions. In addition, group counseling offers a secure environment where participants can practice social skills such as listening, effective communication, and resolving conflicts, which can be especially useful for those dealing with social anxiety or difficulties in relationships.

Furthermore, group counseling can serve as a source of inspiration, motivation, and encouragement for individuals as they witness the progress and growth of their peers. Seeing others overcome similar challenges can instill hope and optimism in group members, empowering them to take steps towards positive change in their own lives.

In group counseling, the focus is on addressing specific problems or concerns, with group members actively involved in determining the content and objectives of the sessions. This collaborative approach empowers participants to shape the direction of the counseling process, ensuring that the sessions are relevant, meaningful, and tailored to the individual needs and goals of the group members (Berg et al., 2017).

In summary, group counseling offers a unique and valuable therapeutic approach that addresses a wide range of mental health concerns while promoting connection, support, and personal growth among participants.

(3) The Advantages of Group Counseling

Group counseling offers numerous advantages that contribute to its effectiveness as a therapeutic approach. Group members can relate to each other's struggles, providing validation and reducing feelings of isolation (Corey, 2014). Knowing that others are facing similar challenges can promote a sense of belonging and understanding.

Group counseling exposes individuals to different viewpoints and coping strategies. This diversity allows for richer discussions and encourages participants to consider alternative ways of thinking and problem-solving. Through interactions with peers and the group facilitator, members can gain insights into their

own behaviors, thoughts, and emotions. Feedback and support from others can help individuals develop self-awareness and improve interpersonal skills. Group members can offer each other encouragement, empathy, and practical advice. This mutual support can enhance coping abilities and resilience, particularly during difficult times.

Group counseling tends to be less expensive than individual therapy, which allows a broader group of individuals to access mental health support. This can be especially beneficial for those with financial constraints or limited insurance coverage. Group settings provide opportunities to practice social skills, such as active listening, communication, and assertiveness. These skills are valuable for building healthy relationships and navigating social situations outside of therapy.

Paying heed to others sharing alike experiences and challenges can make one's own battles appear more typical and reduce the feelings of shame or the mark of being stigmatized. Such a process of making something seem normal can be beneficial to individuals feel more comfortable discussing their issues openly and seeking help. Group members can serve as sources of inspiration, motivation, and accountability for each other. Witnessing the progress and growth of peers can instill hope and encourage individuals to set and achieve their own goals.

Fan (2005) summarized the functions of group psychological counseling into four main points: education, development, prevention, and treatment. Compared to individual counseling, the most significant advantage of group counseling lies in its ability to fulfill the dual needs of individual security and belonging. Additionally, as much social learning occurs within groups, psychological groups can provide a rehearsal-like environment for relevant scenarios. Members entering the same group often share similar needs, allowing the group to provide a platform for mutual support and collaborative problem-solving. Members can learn from each other's feedback, and one member's story-sharing can benefit others simultaneously, thereby promoting the full realization of all members' potentials.

In summary, group psychological counseling is convenient and effective, simultaneously assisting multiple individuals in addressing similar issues and

challenges with targeted interventions. Within group psychological counseling, members engage in one-on-one or group communication, exerting significant influence on one another. Group psychological counseling can amalgamate and integrate educational experiences, subtly influencing members and meeting a variety of their needs. Throughout the process of group psychological counseling, members with specific needs can be identified and assisted, allowing for timely intervention to prevent potential issues. Group psychological counseling requires minimal time, space, and facility demands, making it suitable for implementation within educational settings. Overall, group counseling offers a supportive and dynamic therapeutic environment that fosters connection, growth, and healing among its participants.

(4) The Techniques of Group Counseling

Group counseling utilizes a variety of methods to promote healing and reach therapeutic objectives in a group environment. Integrative group counseling blends strategies and concepts from multiple therapeutic approaches to meet the diverse needs of clients. This approach recognizes that a single theory or technique may not suit every individual, so it combines elements from different therapeutic models. Below are some of the commonly employed techniques in integrative group counseling:

Icebreakers and Warm-up Exercises: These activities are introduced at the start of group sessions to help participants relax, create connections, and build trust within the group. Psychoeducational Sessions: Offering knowledge on mental health topics, coping mechanisms, or relevant issues pertaining to the group's theme (e.g., stress reduction, improving communication skills). Group Conversations: Facilitated discussions where participants can express their ideas, emotions, and experiences regarding particular subjects or difficulties, encouraging mutual support and affirmation among members. Constructive Feedback: Encouraging members to exchange thoughtful feedback to improve understanding of their behaviors and communication skills. Cognitive Restructuring: Helping participants challenge negative thought patterns and irrational beliefs, frequently applied in cognitive behavioral therapy. Behavioral Testing: Offering organized exercises for participants to practice new behaviors or

coping mechanisms within a secure setting, fostering self-confidence. Mindfulness Practices: Teaching mindfulness techniques like deep breathing or body scan to reduce stress and improve emotional control. Experiential Learning: Engaging members in activities like role-playing or creative arts to facilitate emotional expression and interpersonal learning. Narrative Exploration: Encouraging participants to share their personal stories, helping them reframe challenges and build resilience. Family Systems Approach: Exploring how family dynamics influence group members, including family roles and communication patterns. Gestalt Techniques: Using methods like empty chair work to raise awareness and address unresolved issues. Adaptive Integration: Continuously adapting techniques to meet the group's changing needs and progress. Collaborative Problem-Solving: Facilitating group discussions to identify solutions to members' challenges and encourage active participation. Psychoanalytic Approaches: Exploring unconscious thoughts and behaviors through free association or dream analysis. Process-Oriented Focus: Observing group dynamics to uncover underlying issues or conflicts. Session Closure:Recapping main ideas, evaluating progress, and establishing objectives for upcoming sessions to reinforce learning (Gladding, 1994).

In addition to the primary techniques of the selected counseling approach, there are several essential counseling strategies, such as practicing active listening, reflecting thoughts, clarifying points, posing questions, summarizing key ideas, connecting concepts, delivering brief lectures, sharing information, offering encouragement, setting a supportive tone, modeling behaviors, sharing personal insights, maintaining eye contact, adjusting voice tone and energy levels, recognizing supportive individuals, fostering collaboration, and being mindful of cultural diversity (Jacobs et al., 2015).

In conclusion, effective group counseling demands that therapists be well-versed in therapeutic approaches and skillfully tailor their methods to address the specific characteristics and needs of group members. This study sought to offer holistic support and help alleviate techno-stress among Chinese students in a group

environment by integrating various technological tools with a multifaceted group counseling approach.

(5) The Process of Group Counseling

Understanding the trajectory and distinctive developmental stages of a group is fundamental to the design of a program. The core key points of the three main developmental stages in the group process can be summarized as connection, focus, and impact (Corey, 2014).

The initial stage of a group is a period where all members are testing the group atmosphere, with relatively low levels of adventurousness, and where feelings of security and trust have yet to be established. It's common for there to be awkward moments during this phase. However, because each member entering the group naturally expects to build relationships and get to know others, leaders should shift attention away from surface discomfort and, following a predetermined group plan, gradually help members get to know each other, engage in positive interactions, and become involved in the group. This involves fostering a positive atmosphere within the group, clarifying individual and group goals, establishing group norms, and utilizing structured exercises like "similar circles" to help members discover commonalities with others, thereby fostering psychological and emotional connections among members.

The working stage of the group is the critical period of group counseling. With relatively high levels of interpersonal connection, trust, and group cohesion, members' main expectations of the group shift towards utilizing it to address their own issues. Consequently, communication among members becomes more comfortable, direct, and open. Members are more willing to take risks, be understood by others, bring their own topics to group discussions, and try new behaviors. During this phase, leaders need to focus on how to effectively mobilize group resources to achieve each member's personal goals and the overall goals of the group. By stimulating member thinking and

guiding discussions, leaders must maintain focus and attention on the group's objectives, allowing focus to generate strength.

The final stage of the group is primarily about preventing the group's ending from interrupting members' growth; instead, it's about helping members apply the positive changes experienced in the group to real-life situations. At this stage, as the impending departure approaches, group members may experience emotions of reluctance and anxiety, as well as cognitive concerns. Here, leaders should follow the principle of progressing from cognition to emotion, beginning by leading the group to review and summarize their experiences cognitively, making appropriate assessments of each member, encouraging members to express their feelings towards other members and the group as a whole, and checking for any unresolved issues within the group. Subsequently, transitioning from cognition to emotion, leaders provide members with opportunities to offer constructive feedback to each other, encourage them to discuss how to handle relationships established within the group, and use emotions as a driving force for behavior change, initiating the beginning of change in real-life situations through emotional impact (Corey, 2014).

In summary, the integrative group counseling program incorporated a diverse range of theoretical frameworks and methodologies within the realm of group counseling. This inclusivity ensured that participants were exposed to a rich array of counseling techniques, drawing from multiple theoretical perspectives to cater to a broad range of personal needs and issues within the group context, the current study integrated cognitive behavior therapy (CBT), acceptance and commitment therapy (ACT), and mindfulness-based cognitive therapy (MBCT) to create a comprehensive group counseling approach aimed at reducing foreign language anxiety among Chinese college students. The subsequent sections outline the key principles of CBT, ACT, and MBCT.

2.6.3 Cognitive Behavior Therapy (CBT)

Cognitive Behavior Therapy (CBT), introduced by A.T. Beck in 1979, is a goal-directed and time-limited psychotherapy method that focuses on cognitive

processes. Primarily employed to mitigate disorders emerging from distorted cognitive-perceptual frameworks, such as chronic despondency, pathological worry cycles, and comorbid psychological disturbances, this approach emphasizes systemic realignment of counterproductive mental constructs (including automatic inferences, entrenched belief matrices, and evaluative predispositions). Through dual-axis intervention targeting both epistemic restructuring and conduct modification, it augments emotional modulation capacities while fostering personalized resilience architectures for present-oriented problem navigation. Initially devised for unipolar mood disorder management, its therapeutic ambit now extends to panic spectrum conditions and trauma-related dysfunctions.

(1) View of Human Nature

When it comes to human nature, Cognitive Behavior Therapy (CBT) delves into the complexities and adaptability of human beings (Corey, 2015). It sees the individual as a being who is constantly changing and adjusting under the influence of inner thoughts, behaviors, emotions, and physiological responses. CBT believes that there is a close interaction and influence between these aspects. Under this framework, people are seen as having the ability to learn and change, and can adjust their cognitive patterns and behavioral responses to better adapt to their environment. CBT acknowledges the strengths and vulnerabilities of human nature, emphasizing the importance of self-awareness, skill development and active participation in the therapeutic process to promote personal growth and resilience. It also believes that humans also have the potential to adapt and recover in the face of adversity, especially with access to the necessary tools and support. As such, CBT encourages individuals to explore and improve their experiences through cognitive restructuring and behavioral practices to build healthier, more active and meaningful lifestyles.

(2) Therapeutic Techniques

Cognitive behavior therapy operates on the foundational premise that interconnected relationships exist among beliefs, behaviors, emotions, and physical responses, with alterations in one facet influencing the others (Corey, 2015). While targeting beliefs is essential, sustained transformation typically necessitates shifts

across multiple domains. CBT practitioners employ diverse behavioral strategies, including cognitive restructuring, behavioral activation, exposure therapy, relaxation techniques, problem-solving skills training, social skills training, homework assignments, and graded exposure to address the intricate dynamics of cognition and inner dialogue. Furthermore, therapists facilitate clients in actively challenging their beliefs within the therapeutic context, utilizing written exercises and behavioral experiments to foster deeper insight and adaptive change.

1) Cognitive Restructuring

This method entails pinpointing and disputing illogical or pessimistic thought sequences. Clients are taught to discern warped thoughts, like catastrophizing or dichotomous thinking, and substitute them with more practical and well-rounded perspectives (Ciharova, 2021). This means helping patients understand the possible one-sidedness and exaggeration of their thinking habits, and prompting them to shift these thinking patterns by presenting evidence and alternative perspectives. For example, when patients tend to over-exaggerate the consequences of an event, a therapist can guide them to look for evidence that the idea may not be entirely accurate, as well as a more objective and balanced view.

2) Behavioral Activation

Behavioral activation has the goal of enhancing involvement in positive and useful activities to fight against depression or a state of low spirits. (Martell et al., 2021). Patients work with therapists to arrange enjoyable and meaningful activities, even in situations where they may not be motivated to do so. This means that through behavioral activation, patients are encouraged to seek out and take part in activities that offer joy and satisfaction, even though they may feel depressed or unmotivated. The therapist works with the patient to develop a workable activity plan and provide support and motivation to help them overcome emotional barriers and rebuild interest and motivation in life.

3) Exposure Therapy

Exposure therapy is frequently used to treat anxiety-linked disorders, including phobic disorders and post-traumatic stress syndrome. In this treatment, patients are gradually, controlledly, and systematically confronted with the feared situation or stimulus to gradually reduce their anxiety response (Capaldi et al., 2017). This process can help them discover that the situation or stimulus that originally caused their fear is not as scary and that they are able to cope more effectively.

Exposure therapy is generally separated into two forms: direct exposure and indirect exposure. Direct exposure means that the patient is directly confronted with the situation they are afraid of, for example, a person with a fear of heights will be guided to a place to ascend. Indirect exposure, on the other hand, is delivered through virtual reality, imagination, or simulated situations in the treatment room, which can be practiced in an environment where the patient feels comfortable.

As treatment progresses, patients learn to understand that the adverse consequences they feared may not have happened, or that even if they did, they would be able to cope (Mankiewicz, 2019). This experience can help them re-evaluate the reality of their fear and gradually reduce their fear response to anxiety triggers. Therapists play a critical role in supporting and guiding the entire process, ensuring that the exposure process is safe and effective.

4) Relaxation Techniques

Cognitive behavioral therapy (CBT) commonly integrates relaxing methods including abdominal breathing, graduated muscle relaxation, or mindful meditation to help individuals in coping with stress and anxiety, or physical tension (Hamdani et al., 2022). These techniques are designed to help people relax, reduce tension and anxiety, and enhance awareness of their own emotions and bodily sensations.

5) Problem-Solving Skills Training

Clients learn effective problem-solving techniques to address everyday challenges and stressors. They recognize issues, come up with possible solutions, assess their viability, and execute the most effective strategy (McAuliffe et al.,

2014). The client learns to identify and define the problem or challenge they are currently facing. This may involve analyzing the situation, identifying key issues, and identifying goals. Once the problem is clearly defined, the patient begins to think about possible solutions. This includes developing multiple possibilities, even if some solutions seem impossible or impractical.

After generating potential solutions, patients learn how to evaluate the pros and cons of each solution, as well as their possible impact on the problem. This may involve considering factors such as potential risks, costs, time and resource investment. Finally, the patient selects and implements the solution that they feel is the most appropriate for them. This includes developing a concrete action plan and taking the necessary steps to address the problem.

These skills help patients cope effectively with various challenges in their daily lives and enhance their problem-solving skills and self-confidence. In cognitive-behavioral therapy, the therapist usually works with the patient to discuss the problem and provide support and guidance to ensure that they can effectively apply these skills to cope with life's difficulties and challenges.

6) ABC Technique

The ABC model is a key concept in Cognitive Behavioral Therapy (CBT) that assists individuals in grasping how their thoughts are connected to their emotions and behaviors, emotions, and behaviors. It involves the three components. A in the activating event, or the sitation or trigger

A (Activating Event) – The circumstance or impetus.

B (Beliefs) – The ideas or construals regarding the incident.

C (Consequences) – The emotional and behavioral outcomes.

The ABC technique helps individuals identify the link between their beliefs (B) and their emotional or behavioral responses (C), which are often automatic and based on distorted thinking. By challenging and changing irrational or unhelpful beliefs (B), individuals can alter their emotional reactions and behaviors (C).

7) Homework Assignments

Therapists often assign homework between therapy sessions to enhance Learning and promoting the use of cognitive behavioral therapy (CBT) techniques in daily routines. Tasks outside of sessions may involve recording thoughts, engaging in relaxation practices, or testing out behavioral experiments (Kazantzis et al., 2016). Clients are asked to record and analyze negative or distorted thought patterns. This helps them become aware of their habits of mind and learn to think in a more positive and realistic way. Clients may be asked to perform relaxation exercises, which helps them manage stress and anxiety in their daily lives and strengthens their ability to self-regulate when dealing with challenges. Clients are encouraged to experiment with new ways of behaving in their daily lives and observe the effects of these behaviors on their mood and behavior. This helps them validate their ideas and discover new, more effective ways to cope.

The therapist will discuss the results of the homework with the patient and provide feedback and guidance. Through homework, patients have the opportunity to use the techniques acquired in therapy in practical, real-world contexts and gradually change their thinking and behavior habits. This practice and application helps to enhance the therapeutic effect and allows the patient to better cope with challenges and stress in daily life.

8) Graded Exposure

Graded exposure refers to the systematic confronting of feared stimuli or situations in a gradual and controlled manner. Patients start with less anxiety-inducing situations and progress to more challenging situations while building confidence and tolerance (Leonhardt et al., 2017).

In the process of graded exposure, the therapist works with the patient to develop an exposure plan that gradually exposes the patient to situations or stimuli that they are afraid of. This program is usually ranked by the patient's anxiety level, from the lowest to the highest. Patients are first confronted with the slightest stimuli

and then progressed to more challenging situations after gradual exposure and experience.

Through this step-by-step process, patients have the opportunity to gradually adapt to the stimuli they are afraid of, building confidence and tolerance for these stimuli. Therapists provide support and guidance throughout the process, ensuring that patients are exposed in a safe environment and that they gradually adapt and cope with their fears. Gradual exposure helps patients gradually overcome their fear responses, improve their emotional state, and improve their ability to cope with life's challenges.

These therapeutic techniques are tailored to each individual's needs and goals, and they are typically applied within a collaborative and supportive therapeutic relationship between the client and therapist. These techniques are often combined to help clients gain deeper insight and change their negative cognitive and behavioral patterns, leading to lasting psychological transformation.

2.6.4 Acceptance and Commitment Therapy (ACT)

Acceptance and Commitment Therapy (ACT), developed in the 1990s by renowned American psychologists Steven C. Hayes, Kelly G. Wilson, and Kirk D. Strosahl (2011), is a therapeutic approach rooted in "Contextual Behavioral Science (CBS)" and based on the theoretical framework of "Relational Frame Theory (RFT)." ACT is a leading empirical method in modern cognitive behavioral therapy. It helps individuals improve psychological flexibility and live a fulfilling, meaningful life by promoting mindful awareness of the present, accepting experiences, defusing cognitive distortions, disconnecting from the conceptualized self, and committing to values-driven actions. These core processes are illustrated in ACT's hexagonal model.

(1) View of Human Nature

The view of human nature in ACT can be summarized as the understanding of human beings that an individual's experiences and emotions are inevitable and constantly changing in life ((Hayes et al., 2011). ACT emphasizes the inherent human tendency to seek happiness and meaning, and believes that instead of trying to eliminate pain or negative emotions, one should accept them and shift attention

to values and meaning. The treatment believes that the essence of the human experience is unique and non-replicable, and that each individual has their own values and goals and should shape their lives according to their own values and goals. In ACT, individuals are seen as freely chosen and self-determined, who can choose how to deal with internal and external dilemmas and act according to their values and goals. Therefore, ACT encourages individuals to accept their own inner experiences, including pain and negative emotions, and to pursue a meaningful life through action.

ACT utilizes both behavioral and experiential methods, such as mindfulness and acceptance strategies, to diminish experiential avoidance and enhance psychological flexibility—the ability to maintain purposeful and effective behavior even when facing challenging and unwanted experiences, ultimately improving quality of life (Hayes et al., 2006; Hayes et al., 2011). Psychological inflexibility arises and persists due to the interconnectedness of six core processes (Spiegler, 2016). Therefore, ACT interventions assist individuals in cultivating psychological flexibility across these six core processes, including cognitive defusion, detachment from the conceptualized self, acceptance of experiences, mindfulness in the present moment, clarity of values, and commitment to value-driven actions.

In summary, the core of ACT is to help individuals develop psychological flexibility, which involves engaging flexibly with internal experiences and external circumstances, and choosing behaviors that lead to a more meaningful and valued life. ACT emphasizes acceptance of inner experiences, mindfulness of the present moment, value-based action, and commitment and dedication. This approach encourages individuals to stop struggling with their inner pain and instead accept it, while improving their lives through actions aligned with their genuine goals and values.

(2) Therapeutic Techniques

Acceptance and Commitment Therapy (ACT) employs several therapeutic techniques aimed at helping individuals develop psychological flexibility and lead a more fulfilling life.

1) Mindfulness

Mindfulness, one of the core concepts of ACT, is defined as the ability to maintain full awareness and attention to the current experience in an open, non-judgmental manner. In mindfulness practice, clients are guided to observe and embrace their present thoughts, feelings, and physical sensations without attempting to alter or resist them. Research has demonstrated that mindfulness techniques can enhance emotional regulation, alleviate symptoms of anxiety and depression, and boost overall life satisfaction (Gu et al., 2015; Birtwell et al., 2019). Popular mindfulness practices include meditation, breathing techniques, and body scanning.

Meditation is the practice of concentrating and maintaining one's attention on breathing, bodily sensations, or other objects to develop awareness of the present experience. Breathing exercises focus on the breathing process, observe the sensation of inhaling and exhaling, and practice regulating the rhythm of your breathing. Studies have shown that deep breathing exercises can reduce psychological stress and anxiety levels and increase feelings of relaxation (Chen & Murphy, 2019).

Body scan means cultivating awareness and relaxation of the body by focusing on how each part of the body is feeling. One study found that body scanning exercises helped reduce chronic pain and improve sleep quality.

These mindfulness practices not only help to improve the client's awareness of their inner experience, but also help them reduce negative emotions, enhance their ability to regulate their emotions, and improve their overall mental health.

2) Acceptance

Acceptance is one of the key concepts in ACT, and its goal is to help clients learn to accept their thoughts and emotions rather than trying to suppress or control them. This means that clients are encouraged to acknowledge and make room for uncomfortable emotions rather than fighting them. Studies have shown that acceptance is essential for mental health and emotional regulation, reducing levels of anxiety and depression and increasing life satisfaction (Johannsen et al., 2022)

For example, when a client is feeling anxious or depressed, an attitude of acceptance can help them realize that these emotions are natural and normal reactions rather than problems that must be avoided or eliminated. By embracing these emotions, clients can better handle them and take constructive action to deal with challenges. One study found that acceptance is essential for alleviating symptoms of depression (Heydari et al., 2018). Another study found that acceptance was related with greater well-being and less psychological discomfort (Kotsou et al., 2018).

Thus, by helping clients develop an attitude of acceptance, ACT helps promote emotional regulation, improve mental health, and help individuals live more fulfilling and meaningful lives.

3) Cognitive Defusion

Cognitive defusion is one of the key techniques in ACT, which aims to help clients build a more flexible relationship with their thoughts and emotions and reduce the attachment to negative thoughts.

In cognitive expansion, patients learn to see their thoughts and emotions as objective beings, rather than descriptions that are absolutely true. They break the attachment and identification with negative thinking through various techniques such as observing the mind, seeing it as a passerby, or separating it from reality. This helps patients to look at their own experiences more objectively and react accordingly without being influenced by them.

Studies have shown that cognitive expansion has a significant effect on alleviating mental health problems and enhancing mental resilience. Cleary (2017) found that cognitive defusion training can significantly reduce symptoms of depression and anxiety and improve quality of life. In addition, the study by Maisel et al. (2019) also confirmed the effectiveness of cognitive defusion in enhancing mental resilience, enabling patients to better adapt to the challenges and changes in their lives.

Therefore, cognitive defusion, as one of the core technologies of ACT, is regarded as an important means to improve psychological flexibility and coping ability. By learning to develop a more flexible relationship with negative thinking, patients

are better able to adapt to changes in their lives, leading to mental health and well-being.

4) Committed action

Committed Action is one of the key concepts in ACT, the core of which is to encourage clients to set goals that conform to their values and take meaningful actions to achieve them, even in the face of discomfort or difficult emotions. This means that clients are encouraged not to give up on pursuing important goals due to emotions or difficulties, but to take positive action and try to move towards their ideal life.

In practice, committed actions can include setting specific, quantifiable goals, as well as developing corresponding plans and strategies to achieve them. For example, a person may value health and physical activity, so he can set a goal of exercising three times a week and create an exercise plan to overcome laziness and other obstacles.

Studies have shown that committed action has a significant effect on increasing life satisfaction, decreasing signs of anxiety and depression while enhancing overall psychological well-being. One study found that combining experiential exercises and committed action into treatment improved mental health and quality of college students' life (Viskovich et al., 2021). As such, Committed Action is an important component of ACT, helping clients build and achieve goals that are in harmony with their values, enabling them to live more meaningful and satisfying lives.

5) Experiential exercises

Experiential exercises are an important technique in Acceptance and Commitment Therapy (ACT) that engage clients in activities and exercises that allow them to experience the key concepts of the ACT firsthand. These exercises help clients understand and internalize the principles of acceptance, mindfulness, and value-based action to better apply them to their own lives.

By simulating real-life situations,clients can experience the core concepts of ACT first-hand. For example, role-plays or situational exercises can be used

to simulate how a customer responds to difficulties or discomfort. Engage clients to understand the concepts of acceptance and mindfulness through sensory experiences. For example, body perception exercises can be conducted to direct the client's attention to breathing, bodily sensations, or sounds, smells, etc., in the environment to develop mindfulness and awareness. At the end of the exercise, use discussion and reflection to help clients understand what they felt and how they thought and how they relate to ACT key concepts. This helps to deepen the client's understanding of their own inner experience and apply the principles learned to their daily lives.

Studies have shown that experiential exercises have a positive impact on enhancing clients' understanding and application of ACT concepts. One study found that by engaging in experiential exercises, clients were able to understand and accept their inner experiences more deeply, leading to increased mental flexibility and coping skills (Viskovich et al., 2021).

Therefore, experiential practice is an important part of ACT therapy, helping clients build a deeper understanding and apply the skills learned to real-life situations by directly experiencing key concepts.

6) Metaphors and stories

Metaphors and stories are widely used in Acceptance and Commitment Therapy (ACT), which aims to explain and illustrate complex psychological concepts through vivid metaphors and stories, thus making them easier to understand and accept.

Through metaphors and stories, therapists can transform abstract psychological concepts into concrete images that make it easier for clients to understand and internalize. For example, a therapist can use metaphors to illustrate how people relate to their thoughts and emotions as much as they do with a river: sometimes downstream, sometimes upstream, but learn to accept and navigate anyway.

In addition, metaphors and stories can also help clients emotionally resonate with the challenges of the treatment process, which can enhance the effectiveness of the treatment. By listening to stories or metaphors, clients can relate

their personal experiences to the characters in the story, leading to a better understanding of their situation and finding solutions to their problems.

Studies have shown that metaphors and stories have significant effects in psychotherapy, which can promote the client's understanding and participation in the treatment process and improve the effectiveness of therapy. One study found that the use of metaphors and stories to explain psychological concepts can increase clients' insight and understanding, thereby facilitating their achievement of treatment goals (Hammel, 2018). Another study found that communicating treatment goals and techniques through stories can improve client engagement and adherence to treatment, thereby enhancing treatment outcomes (Mathieson et al., 2020).

Therefore, metaphors and stories are an important tool in ACT therapy, which can promote the client's understanding and participation in the treatment process by vividly illustrating psychological concepts, so as to achieve better treatment outcomes.

7) Values-based action

Values-based Action is one of the key concepts in Acceptance and Commitment Therapy (ACT) and an important therapeutic technique. It emphasizes improving quality of life through behaviors that align with personal values, helping patients build psychological flexibility and achieve a value-driven life.

In values-oriented behaviors, patients are led to identify and commit to actions that are consistent with their values. These values may involve personal relationships, careers, self-growth, etc. Through values-oriented behaviors, patients are able to gain a clearer understanding of what really matters to them and to act on those values.

Research has shown that increased participation in behaviors aligned with one's values has been linked to favorable results in psychotherapeutic interventions (Gloster et al., 2017).

Therefore, values-oriented behavior, as an important therapeutic technique, can not only help patients build psychological flexibility, but also promote

their more meaningful and fulfilling lives. In ACT, values-oriented behaviour is seen as an important tool for achieving a value-driven life and is one of the key steps in helping patients achieve mental health and well-being.

In summary, these therapeutic techniques are often combined to form an integrated treatment program for ACT, designed to promote the patient's mental health and resilience.

2.6.5 Mindfulness-based Cognitive Therapy (MBCT)

Mindfulness-Based Cognitive Therapy (MBCT) was developed in the early 1990s by Zindel Segal, John Teasdale and Mark Williams (Segal, Williams, & Teasdale, 2018). They discovered that integrating mindfulness into Mindfulness-Based Stress Reduction (MBSR) involved a deeper level of mindfulness practice. This entailed teaching participants a renewed, novel inner pattern, which extended beyond mere thoughts or cognition to encompass a broader range of mind-body experiences: every moment, every sensation, including thoughts, emotions, and bodily feelings.

Subsequently, they transitioned from the original Cognitive Behavioral Therapy (CBT) framework to a mindfulness framework, while incorporating some perspectives from CBT along with core elements. Through this transformation, the basic structure of MBCT was essentially established. MBCT is built upon a comprehensive eight-week MBSR course, with modifications and optimizations tailored to the specific psychological mechanisms of depression patients.

MBCT integrates elements of cognitive therapy, meditation, and fostering a non-judgmental present-focused mindset known as mindfulness. This therapeutic approach has gained recognition for its efficacy in addressing a spectrum of mental health issues. Incorporating mindfulness meditation techniques into clinical interventions has shown promising outcomes, as evidenced by research studies highlighting its effectiveness in alleviating emotional distress and enhancing overall psychological health (Piet & Hougaard, 2011; Goyal et al., 2014).

(1) View of human nature

As understood in Mindfulness-Based Cognitive Therapy (MBCT), human nature is seen as having an inner wisdom and the ability to self-regulate. MBCT emphasizes the sensitivity and receptivity of individuals to their own experiences, and believes that people can become aware of and understand their own thoughts, emotions and feelings by cultivating mindfulness (Burgess et al., 2021). According to MBCT, human experience tends to be diverse and dynamic, rather than fixed. Individuals tend to get lost in past experiences and future worries, and the goal of MBCT is to help individuals stop overreacting and judging their own experiences through mindfulness practices, thereby reducing distress and increasing well-being.

In MBCT, individuals are seen as being able to develop attention and acceptance of the present moment through mindfulness practices to better cope with challenges and discover inner peace and contentment. Overall, MBCT has a positive and optimistic attitude towards human nature, emphasizing that individuals have the potential to develop and change, and mindfulness is one of the important tools to realize this potential.

(2) Therapeutic Techniques

Mindfulness-based cognitive therapy, a group intervention blending mindfulness meditation and aspects of cognitive behavior therapy, integrating techniques like mindfulness meditation to facilitate individuals in consciously observing their thoughts and emotions without applying any form of judgment to them, is adaptable to various delivery contexts, with session formats varying in length, frequency, and mode of interaction, including in-person or virtual settings. Modifications may involve adjusting homework assignments and potentially omitting the retreat day. The primary goal of MBCT remains equipping participants with skills to effectively engage with negative thoughts, emotions, and physical sensations (Sipe et al., 2012; Chandna et al., 2022). MBCT incorporates several mindfulness techniques and exercises to support its therapeutic process (Crane, 2017). Among these are:

1) Mindfulness Meditation

Mindfulness meditation is not only the core technology of MBCT, but also an ancient practice based on the Buddhist tradition. In mindfulness meditation, patients are guided to focus their attention on current bodily feelings, emotions, and thoughts, rather than being bothered by past regrets or future anxieties Kabat-Zinn (2015). By observing and accepting these inner experiences, clients learn to approach themselves in an open, non-judgmental manner. Clients may engage in guided or self-directed meditation practices aimed at fostering heightened awareness of their body, thoughts, and breath. Through these mindfulness exercises, counselors aim to cultivate a deeper understanding of their inner experiences and enhance their ability to maintain present-moment awareness.

2) Body Scan Exercise

Jon Kabat-Zinn (2015) introduced the body scan meditation technique at the University of Massachusetts Medical Center. In mindfulness-based exercise, participants usually lie in a relaxed posture, close their eyes, and progressively shift their attention to various parts of the body, starting from the head down to the feet, encouraging each area to release tension. By engaging in this practice, individuals aim to promote relaxation and cultivate a heightened awareness of bodily sensations, ultimately fostering a sense of calm and well-being throughout the entire body (Gan, Zhang, & Chen, 2022). Through this practice, it helps individuals better perceive and accept body sensations, reducing tension and discomfort in the body.

3) Raisin Exercise

This is a popular mindfulness exercise used in MBCT, where participants slowly eat a raisin or another food item, paying full attention to its appearance, texture, smell, and taste. The goal is to enhance sensory awareness and the experience of eating, encouraging individuals to slow down and become present.

4) Mindfulness Stretching

Mindfulness stretching entails engaging in stretching exercises with a deliberate focus on fostering awareness of both the body and mind. During this activity, individuals direct their attention to the sensations experienced in

their muscles and joints, as well as their breath and mental state. By practicing mindfulness stretching, individuals aim to cultivate a deeper connection between their physical and mental experiences, promoting relaxation, flexibility, and overall well-being.

5) Yoga

MBCT may also promote the practice of various yoga poses as a means of facilitating mindful stretching and body awareness. Through yoga, individuals are encouraged to engage in intentional movements and postures while maintaining awareness of their breath and bodily sensations. By incorporating yoga into their mindfulness practice, individuals can further enhance their ability to connect with the present moment, reduce stress, and cultivate a sense of inner calm and balance.

6) Three-minute Breathing Space Technique

A key mindfulness therapy exercise known as the "Three Minute Breathing Space" is a brief yet impactful meditation technique focused on breath awareness. Segal et al. (2018) refers to it as a practice for engaging with experience through both narrow and wide attentional lenses. The exercise is divided into three distinct phases:

For the first minute, individuals observe and acknowledge their current emotional state, describing these feelings in words. This initial phase encourages self-awareness and recognition of present-moment emotions. For the second minute, attention is directed towards the breath. Individuals focus on the sensation of breathing, whether it's the rise and fall of the chest or the feeling of air passing through the nostrils. This phase serves to anchor attention to the present moment and cultivate mindfulness. For the third minute, while still maintaining focus on the breath, awareness is expanded to encompass the entire body. Practitioners observe bodily sensations, tensions, and areas of relaxation, promoting a deeper connection between mind and body. Through the Three Minute Breathing Space exercise, individuals can cultivate mindfulness by systematically shifting their attention from their emotions to their breath and finally to their entire body, fostering a sense of calm and presence in the present moment (Bentsley et al., 2023).

Overall, these mindfulness-based cognitive therapy techniques provide individuals with practical tools for cultivating mindfulness in everyday life, helping them to manage stress, reduce reactivity, and enhance overall well-being.

2.6.6 Integrative Group Counseling Intervention

Integrative group counseling refers to an approach where a counselor combines principles, techniques, and interventions from different theoretical orientations to address the diverse needs of group members within a counseling setting (Corey, 2018). Integrative group counseling draws from various theoretical frameworks such as cognitive-behavioral therapy (CBT), psychodynamic theory, humanistic-existential approaches, and systemic perspectives. Jumpanon et al. (2019) created an integrative group counseling model by merging the results of a factor analysis on five components with techniques from five psychological counseling approaches (client-centered, Gestalt, existential, reality therapy, and relationship analysis) to enhance the spiritual intelligence of senior high school students. The findings revealed that the experimental group showed significantly higher spiritual intelligence scores after the intervention, with a notable difference compared to the control group.

Research by Toyama & Yamazaki (2021) evaluated tension-reduction protocols in tertiary-level EFL contexts. Anchored in the tenets of Rational Emotive Therapy, the design rested on dual theoretical assertions and employed a triad of therapeutic modalities: affective-cognitive discourse, meditative self-dialogue, and empowerment-focused self-articulation. First-year university cohorts were bifurcated into intervention and comparator clusters. During a six-phase temporal framework, the experimental cluster systematically applied these modalities through repeated implementation cycles, contrasting with the comparator's adherence to traditional didactic methods. Parametric testing outcomes highlighted statistically meaningful declines in anxiety instrumentation scores among intervention recipients, validating the role of cognitive-reappraisal mechanisms in diminishing irrational ideation patterns.

In the present study, integrating Cognitive-Behavioral Therapy (CBT), Acceptance and Commitment Therapy (ACT), and Mindfulness-Based Cognitive Therapy (MBCT) into group counseling can effectively reduce foreign language anxiety among Chinese college students. As based on CBT, negative thoughts can be identified and challenged by teaching students to recognize and challenge irrational beliefs and negative self-talk related to language learning. By applying the techniques of acceptance of emotions, defusion and values clarifacation of ACT, the counselor can encourage students to acknowledge and accept their feelings of anxiety without judgment or resistance, recognizing that anxiety is a natural response to challenging situations. Help students clarify their personal values related to language learning (e.g., cultural exploration, academic achievement) and commit to actions aligned with those values, despite experiencing anxiety. By employing mindfulness meditation, the counselor can guide students through mindfulness practices to cultivate present-moment awareness and develop a nonreactive attitude towards their anxious thoughts and bodily sensations.

there has been no research examining the use of CBT, ACT, and MBCT as a framework for addressing FLA within the Chinese educational context. Consequently, this study utilized these three approaches, CBT, ACT, and MBCT, to develop an integrative group counseling intervention. This program was designed to focus on enhancing the most significant predictor of FLA identified in phase 1, with the aim of reducing foreign language anxiety in phase 2.

2.7 Conceptual Framework of Study

Phase 1

In the first phase of the study, the conceptual framework is designed to comprehensively investigate the intricate relationships among key variables contributing to FLA among Chinese college students. Three primary independent variables are considered: mindfulness, resilience, and self-efficacy. The primary focus is on exploring the correlation between these psychological traits and the level of FLA.

Additionally, the study seeks to identify the most influential predictor among mindfulness, resilience, and self-efficacy concerning FLA. Through rigorous analysis, the aim is to discern which of these psychological traits plays the most significant role in influencing FLA. This involves conducting multiple regression analyses to understand the unique contributions of each variable and determine which one emerges as the most influential predictor.

The conceptual framework, therefore, not only delves into the intricate connections between mindfulness, resilience, self-efficacy, and FLA but also incorporates the critical objective of identifying the single most influential predictor among these psychological traits in influencing FLA among Chinese college students. This nuanced approach aims to reveal insights into the nuanced connections between mindfulness, resilience, self-efficacy, and FLA and adds depth to the understanding of the factors contributing to FLA and lays the groundwork for the subsequent intervention in Phase 2.

Phase 2

Building on the insights gathered in Phase 1, the second phase of the study introduces a quasi-experiment centered around integrative group counseling as a means to alleviate FLA among Chinese college students. The primary goal remains the enhancement of the most influential predictor identified in Phase 1, which could be mindfulness, resilience, or self-efficacy. In this phase, the integrative group counseling encompasses three therapeutic approaches: CBT, ACT, and MBCT. These strategies are strategically employed to address the nuanced aspects of FLA, providing participants with cognitive restructuring tools, mindfulness techniques, and acceptance strategies. The integration of these therapeutic modalities aims to create a holistic and tailored intervention for reducing FLA.

The conceptual framework emphasizes the dynamic interplay between the applied integrative group counseling strategies and the identified predictor. Specifically, it posits that the counseling program will not only enhance the most influential predictor but will also induce observable changes in FLA scores among participants. This holistic

approach recognizes the complex nature of FLA and addresses it from multiple dimensions. The conceptual framework further considers the outcomes through a meticulous assessment of FLA scores before and after the integrative group counseling intervention within the experimental group. Additionally, a comparative analysis with a control group allows for a robust evaluation of the effectiveness of the counseling program.

In summary, the conceptual framework for Phase 2 provides a comprehensive and nuanced understanding of how integrative group counseling, drawing from various therapeutic modalities, influences the identified predictor and subsequently impacts FLA among Chinese college students. This approach ensures a thorough exploration of the intervention's efficacy in reducing FLA within the study population. The researcher presented the conceptual framework depicted in Figure 1.
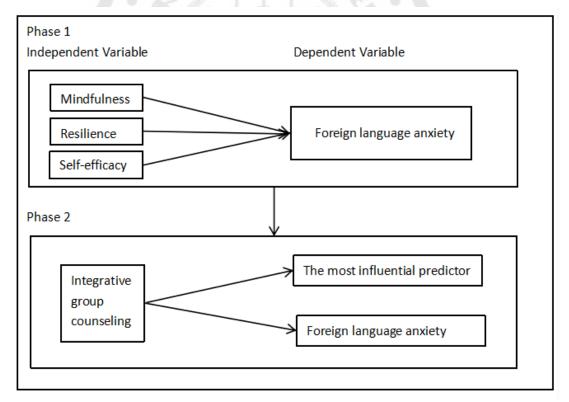
Figure 1 Conceptual framework of phase 1 and phase 2

2.8 Hypothesis

Phase 1

H1: Mindfulness, resilience, and self-efficacy are negatively correlated with foreign language anxiety, meaning that higher levels of mindfulness, resilience, and self-efficacy may be associated with lower levels of foreign language anxiety.

H2: The study will identify the most influential predictor on foreign language anxiety among Chinese college students among mindfulness, resilience, or self-efficacy.

Phase 2

H3: The participants in the experimental group have higher score of self-efficacy and lower score of foreign language anxiety compared with the control group.

H4: The Chinese college students have higher score of self-efficacy and their level of foreign language anxiety decreased after participating the integrative group counseling.

CHAPTER 3
METHODOLOGY

This study comprised two phases and employed a mixed-methods approach. Quantitative and qualitative data were collected using questionnaires, records, and interviews. Specifically, the study adopted an explanatory sequential design, where quantitative research (QUAN) was conducted first to obtain quantitative data, followed by qualitative research (qual) with selected participants from the quantitative sample to interpret the quantitative findings. The first phase of this dissertation research was primarily a QUAN study, while the second phase combined QUAN+qual to provide a more comprehensive understanding of the research questions.

The objectives of phase 1 were to study the effects of mindfulness, resilience, self-efficacy on FLA of Chinese college students, and to examine foreign language anxiety, mindfulness, resilience and self-efficacy of Chinese college students by respective scales. The objectives of phase 2 were to design the integrative group counseling to develop an intervention enhancing the most influential predictor of foreign language anxiety from phase 1, which may be mindfulness, resilience, or self-efficacy,

and to examine the effectiveness of an intervention to reduce foreign language anxiety through integrative group counseling. It would also compare the score of the most influential predictor and FLA score before and after using integrative group counseling of experimental group, and compare the score of the most influential predictor and FLA of experimental and control group. The contents of this chapter are outlined as follows:

Phase 1:

3.1.1 Population and Sample

3.1.2 Research Instruments

3.1.3 Instrument Development and Quality Examination

3.1.4 Data Collection

3.1.5 Data Completeness

3.1.6 Data Analyses

Phase 2

3.2.1 Research Design

3.2.2 Participants

3.2.3 Integrative Group Counseling Intervention Program Development

3.2.4 Integrative Group Counseling Intervention Program Implementation

3.2.5 Research Instrument for Pretest, and Posttest

3.2.6 Data Collection

3.2.7 Data Analyses

3.2.8 Ethical Considerations for Human Subjects

3.1 Phase 1

3.1.1 Population and Sample

Population of this study are 1681 college undergraduates majoring in science disciplines at a Chinese national university, Liupanshui Normal University, in semester 2 of academic year 2024. Chinese college students need to learn college English for two years. The student sample was selected from students of majors in science disciplines. I selected these particular major because their English level is not

so good, and the students need to pay more attention to foreign language learning, and they suffer more about FLA. Overall, their learning background make the study a suitable context in which to study foreign language anxiety.

A sample of 323 students was selected utilizing the Taro Yamane formula, with an anticipated margin of error (e) established at 0.05. Following computations, the estimated total sample size was 322.58. In order to achieve a whole number for the sample size, it was rounded up to about 323 students.

3.1.2 Research Instruments

To achieve the purpose of this study, the author selected and justify the use of measurement tools for Foreign Language Anxiety (FLA), mindfulness, resilience, and self-efficacy, and the following instruments were utilized: A modified Chinese version of *Foreign Language Classroom Anxiety Scale* (FLCAS) with 17 items, a modified Chinese version of *Mindful Attention Awareness Scale Scale* (MAAS) with 10 items, a modified Chinese version of *The Connor-Davidson Resilience Scale* (CD-RISC) with 15 items, and a modified Chinese version of *the General Self-efficacy Scale* (GSES) with 7 items. Before formal implementation, the translated instrument underwent pilot testing with a small sample to identify and address any cultural or linguistic nuances that might affect its applicability. The detailed information is as followed:

Instrument for Foreign Language Anxiety

The original Foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwitz et al. (1986). In this study, the author modified and employed the Chinese version of the Foreign Language Classroom Anxiety Scale (FLCAS) based on Du's (2019) Chinese version of FLCAS, Who translated from its English counterpart and previously evaluated among Chinese university students and her revised version is translated into Chinese to ensure consistency. The present adjusted version contains 17 items to be rated on using a five-point Likert scale where 1 indicates "strongly disagree" with the item and 5 indicates "strongly agree" with the item. The higher the total score is, the higher the level of foreign language anxiety is, with a possible range scores from 17-85. This scale delineates FLA across three distinct dimensions: communication anxiety, academic anxiety, and classroom anxiety. After adjustments following validity testing,

the overall scale exhibited a coefficient alpha of 0.909, while the individual domains ranged from 0.898 to 0.918.

Some of items are as follows:

Questions	1	2	3	4	5
1. I would not be nervous while speaking English with native speakers.*					
2. I can feel my heart pounding when I'm going to be called on in English class.					

Note: * Indicates reverse-scored items

Instrument for Mindfulness

The author modified and employed the Chinese version of *The Mindful Attention Awareness Scale* (MAAS) based on Chen & Zhou's (2012) Chinese version, which was widely used in Chinese context. The present adjusted instrument consisted of 10 items, each rated on a 6-point Likert scale ranging from 1 "almost always" to 6 "almost never". Total scores span from 10 to 60. A high score on the assessment signifies that an individual exhibits an elevated degree of self-awareness regarding their personal characteristics and pays considerable attention to them in their everyday activities. This suggests a profound level of mindfulness and a conscious effort to stay focused on the current moment. The scale is a unidimensional scale. After adjustments following validity testing, the overall scale exhibited a coefficient alpha of 0.829, while the individual domains ranged from 0.798 to 0.827.

Some of items are as follows:

Questions	1	2	3	4	5	6
1. I memorize English new words mechanically without little attention to						

words' meaning.

2. I can do English homework while

listening to someone.

Instrument for Resilience

In the present study, the author adapted and employed a revised Chinese version of the Connor-Davidson Resilience Scale (CD-RISC) based on Yu & Zhang's Chinese version (2007), which was deemed more suitable for the Chinese cultural context. The modified research instrument employed a 5-point Likert scale, consisting of 15 items, with values ranging from 1 indicating "not at all true" to 5 indicating "true nearly all the time". The research instrument offers a comprehensive assessment covering 3 dimensions, namely resilience, strength, and optimism, to meet the needs of local use. Total scores span from 15 to 75, with higher scores indicative of greater resilience levels. After adjustments following validity testing, the overall scale exhibited a coefficient alpha of 0.919, while the individual domains ranged from 0.910 to 0.925.

Some of items are as follows:

Questions	1	2	3	4	5

1. I don't give up even when things seem

hopeless.

2. I often bounce back quickly after experiencing

hardships or illness.

Instrument for Self-efficacy

The present study adapted the General Self-Efficacy Scale (GSES) modified by Chinese scholar Wang Caikang (2001) as a tool to assess self-efficacy among Chinese college students, confirming its excellent reliability and predictive

validity. The items that did not meet the characteristics of the college student group were modified or deleted to make the scale more targeted for the college student group, and the general self-efficacy scale will be evaluated by small-scale test for its validity and reliability. The modified research instrument of the GSES includes 7 items, each rated on a 4-point Likert scale ranging from 1 "not at all true" to 4 "exactly true". The cumulative score spans from 7 to 28, with elevated scores denoting increased levels of self-efficacy among the participants, signifying more optimistic convictions regarding their capabilities. The scale is a unidimensional scale. After adjustments following validity testing, the overall scale exhibited a coefficient alpha of 0.903, while the individual domains ranged from 0.872 to 0.903.

Some of items are as follows:

Questions	1	2	3	4
1. It's easy for me to stick to my English learning goals.				
2. Successful English learning experience strengthen my confidence.				

3.1.3 Instrument Development and Quality Examination

In this study, meticulous attention was paid to the development and evaluation of research instruments through a comprehensive process, encompassing the following detailed steps:

1. Review of relevant literature: a thorough examination of existing literature was conducted to identify established measures and scales utilized in previous studies pertaining to the variables under investigation, namely foreign language anxiety, mindfulness, resilience, and self-efficacy. This step ensured that the instruments

developed for the study were grounded in established theoretical frameworks and measurement practices.

2. Development of instruments: building upon the insights gained from the literature review, the research instruments were meticulously crafted. Drawing from scales and measurement tools employed in prior research, the instruments were designed to capture the nuanced aspects of each variable of interest. Attention was given to ensuring clarity, comprehensiveness, and relevance of the items included in the instruments.

3. Consultation with advisors: all initial drafts of the research instruments underwent thorough scrutiny and consultation with the advisor and co-advisor. Their expertise and insights were instrumental in refining the instruments, addressing any ambiguities, and ensuring alignment with the research objectives and theoretical framework.

4. Revision process: based on the feedback received from the advisors, revisions were made to enhance the clarity, validity, and reliability of the instruments. Attention was paid to refining the wording of items, improving the structure, and aligning the instruments with established psychometric principles.

5. Expert examination: prior to finalizing the instruments, they were subjected to scrutiny by three Chinese experts and two Thai experts in psychology and guidance fields. These experts evaluated the content validity of the instruments, ensuring that the items effectively captured the intended constructs. The Item Objective Congruence (IOC) method was employed to assess the alignment between the items and the operational definitions, further enhancing the validity of the instruments.

6. Refinement and validation: any discrepancies or concerns identified during the expert examination phase were addressed through further refinement of the instruments. This iterative process aimed to optimize the instruments for use in the study, ultimately ensuring their validity and reliability in measuring the targeted variables.

Through these meticulous steps, the research instruments were carefully developed, refined, and validated to ensure their effectiveness in accurately measuring the variables of interest in the study.

The criteria for the experts' opinions were as follows:

Score +1 means Sure that the sentence/phase/question indicate what the instrument measuring

Score 0   means Not sure that sentence/phase/question indicate what the instrument measuring

Score -1 means Sure that the sentence/phase/question does not imply what the instrument is assessing

Once all the experts had submitted their filled - out IOC forms, the Item - Objective Congruence (IOC) scores were calculated to evaluate the correspondence between every sentence, phrase, question and its functional definition. It was required that all components within each instrument achieve an IOC score of 0.5 or higher (Choochom, 2002). Revision of the instruments involved selecting sentences/phrases/questions that achieved IOC scores equal to or greater than 0.5 to finalize the instruments. The results were as follows:

Table 1 Summary of IOC score and number of observed variables

Instrument	IOC Score	No. of observed variables	No. of observed variables remained
Foreign Language Anxiety (17 observed variables)	1	15	17
	0.8	2	
	less than 0.5	-	
Mindfulness (10 observed variables)	1	9	10
	0.8	1	
	less than 0.5	-	
Resilience (15 observed variables)	1	12	15
	0.8	3	

	less than 0.5	-	
Self-Efficacy (7 observed variables)	1	10	
	0.8	-	7
	less than 0.5	-	

In light of the experts' remarks, the instruments underwent revision. Sentences, phrases, or questions that attained an IOC score in the range of 0.8 to 1 were selected.

7. The modified and finalized instruments were employed in a pilot study as an experimental run on the survey with a group of 50 Chinese college students to assess the instrument's quality through reliability testing, which involved computing the Cronbach's alpha coefficient (Aiken, 2002). The guideline concerning reliability coefficient (George, 2011) was utilized in the following manner:

Alpha > 0.9   means   Excellent

Alpha > 0.8   means   Good

Alpha > 0.7   means   Acceptable

Alpha > 0.6   means   Questionable

Alpha > 0.5   mean   Poor

Alpha< 0.5   mean   Unacceptable

Additionally, Nunnally and Bernstein (1994) pointed out that admissible alpha values lie between 0.70 and 0.95. The results showed that the Cronbach's alpha coefficient for every section of the questionnaire was within the scope of 0.829 to 0.919, without eliminating any items.

8. The last modified instruments were used for data collection.

3.1.4 Data Collection

1. After securing ethical approval for human subjects from the Ethics and Research Standardization Section at Srinakharinwirot University (approval no. SWUEC672243), the researcher requested a permission letter from the Graduate School of Srinakharinwirot University to conduct the research at Liupanshui Normal University.

2. After receiving the permission letter, the researchers contacted the teachers of the first- and second-year English classes at Liupanshui Normal University and asked for their authorization to collect data in a random manner.

3. After obtaining permission to collect the data, the investigator personally conducted the data collection.

The application of a multi-stage sampling technique is as follows:

1) Stratified sampling:

Firstly, stratified sampling was employed. Chinese college students are required to complete two years of college English courses in their freshman and sophomore years. Therefore, stratified sampling was conducted based on the classification of first-year and second-year students. The author need to extract samples from the total population according to the proportions of each grade. In this study, the total population consists of 1681 individuals, with a total of 916 students in the freshman year and 765 students in the sophomore year.

A sample of 323 students was selected employing the Taro Yamane formula, with an anticipated margin of error (e) established at 0.05. Following calculations, the estimated total sample size was 322.58. In order to achieve a whole number for the sample size, it was rounded up to about 323 students, which were selected from both the first-year and second-year students majoring in science disciplines.

Taking into account the distribution of first-year and second-year students within the entire population, the ratio stands at 54.49% for first-year students and 45.51% for second-year students. As a result, samples were collected proportionally. About (323 * 54.49%) $\approx$ 176 students were selected from the first-year

cohort, while roughly (323 * 45.51%) $\approx$ 147 students were chosen from the second-year cohort.

        2) Random Sampling:

        Secondly, randomizing the samples in each grade. According to the above analysis, 176 students were selected from the first-year cohort, while roughly (323 * 45.51%) $\approx$ 147 students were chosen from the second-year cohort. Among the 916 first-year students distributed across 16 classes, four classes were randomly selected to obtain 176 students. Similarly, among the 765 second-year students distributed across 14 classes, three classes were randomly selected to obtain 147 students. In this stage of random sampling, the class monitors of the 16 first-year classes were asked to draw lots to determine the four classes with 176 samples selected for sampling. The same method was applied to select three classes with 147 samples from the second-year students. The information of the final sampled students is as follows:

Table 2 Random sampling chart of college student divisions

Strata (Field of study)	Sampling faculties	Number of volunteering sample
Sciences	School of Computer Science	56
	School of Biological Science and Technology	34
	School of Mathematics and Statistics	22
	Total	112
Engineer	School of Chemistry and Materials Engineering	46

	School of Mining and Mechanical Engineering	62
	School of Civil Engineering and Planning	6
	School of Physics and Electrical Engineering	38
	Total	152
Social Sciences	School of Economics and Management	59
Grand total		323

After determining the sample, data collection was carried out online, with items from the MAAS, CD-RISC, the GSE Scale, and the FLCAS manually entered into the Wenjuanxing program. Wenjuanxing was selected for the survey due to its widespread use and accessibility in mainland China, making it an ideal platform to reach a large participant pool. Its capability to present the questionnaire in Chinese was crucial for ensuring that EFL students could accurately comprehend and answer the questions. An initial page, along with a consent form, was developed and incorporated into the online survey package. Participants received a link to the survey through social media posts. Before launching the recruitment process, the survey link was tested on various devices and popular browsers like Firefox, Microsoft Edge, and Google Chrome. The initial page provided information about the researcher, the study's nature, and its purpose. Participants were then directed to the consent form, which assured confidentiality and privacy and allowed participants to withdraw from the study at any point. Those who consented were asked to answer a set of eligibility questions to verify if they met the inclusion criteria. Prior to beginning data collection, participants were briefed on the study's objectives, methods, and the significance of their participation. This briefing helped address any questions and ensured participants were fully informed. Informed consent was obtained in accordance with the university's ethical standards. The survey was conducted over a two-week period at the university, providing participants with sufficient time to complete it. This extended period was intended to boost participation rates and ensure that the data collected was thorough

and representative of the EFL student population, thereby enhancing the validity and reliability of the study's findings.

3.1.5 Data Completeness

By employing the following strategies, the research can enhance the likelihood of obtaining complete and accurate data, while also addressing and mitigating potential biases or missing information.

Provide participants with clear and detailed instructions on how to complete the questionnaires or participate in the study. This includes emphasizing the importance of thorough and accurate responses. Ensure that personnel involved in data collection are well-trained. This includes training on the specific instruments used, proper administration procedures, and the significance of accurate data collection.

Conduct a pilot test of the data collection procedures with a small sample to identify any potential issues or ambiguities. Adjustments can then be made to improve clarity and accuracy.

Implement regular monitoring and supervision throughout the data collection period. This involves overseeing the process, addressing any emerging issues promptly, and ensuring consistency in data collection procedures. If applicable, leverage technology to streamline data collection and reduce errors. This could involve the use of online survey platforms with built-in validation checks.

Ensure a diverse and representative sample to minimize biases. This may involve stratified sampling or targeted recruitment to include participants from various backgrounds. Where feasible, employ randomization techniques to distribute potential biases evenly across groups, reducing the impact on the overall dataset.

Implement secure protocols for handling sensitive information to encourage honest responses and reduce the likelihood of missing data due to discomfort. Establish a systematic follow-up process to address any missing or incomplete data. This could involve reaching out to participants for clarification or additional information. Clearly

communicate the importance of complete and accurate data to participants, fostering their commitment to providing comprehensive responses.

3.1.6 Data Analysis

By applying quantitative analysis methods to analyze the data collected to test the research hypothesis and draw conclusions from it. Basic analysis of sample, univariate normality, univariate outliers, and instruments which were Mean (x), Pearson's correlation, IOC, and Cronbach's alpha–coefficient, will be used. In phase 1, correlation analysis and multiple regression analysis will be employed.

By conducting correlation analysis, the research can quantify themagnitude and tendency of the association among variables. In the present study, correlation analysis will quantify the intensity and orientation of associations among mindfulness, resilience, self-efficacy, and FLA. Significant correlations will indicate the degree of association. By calculating correlation coefficients, such as Pearson's r, I can assess the strength and direction of these relationships, helping to unearth recurring patterns and developments in the dataset.

Multiple regression analysis enables to investigate the relationship between a dependent variable and multiple independent variables while controlling for potential confounding factors. It allows to assess the predictive power of variables such as mindfulness, resilience, and self-efficacy on FLA among Chinese college students. By entering these independent variables into the regression model, I can determine their unique contributions to predicting language anxiety levels. Additionally, controlling for other variables ensures that the observed effects are not spurious and provides a clearer understanding of the relationships between variables. This method helps in identifying which variables are significant predictors of FLA and allows for the establishment of a predictive model that can inform interventions and counseling strategies aimed at reducing FLA among college students.

3.2 Phase 2

3.2.1 Research Design

This phase applied Quasi-experimental design that used control group and pretest-posttest including two dependent variables (Leedy & Ormrod 2015), focusing on the development and implementation of an integrative group counseling intervention to enhance self-efficacy (dependent variable 1) and reduce FLA (dependent variable 2). This experimental group got the integrative group counseling based on the Counseling Therapy (the counseling therapy was combined with CBT, ACT and MBCT to make an integrative group counseling as the framework for the intervention while control group did not.

Table 3 Quasi-experimental design that use control group and pretest, post-test and follow-up test including two dependent variables

Group Time$\longrightarrow$							
	Pre-test related to the two dependent variables		Treatment	Post-test related to the two dependent variables		Follow-up test related to the two dependent variables	
	Pretest related to Variable1	Pretest related to Variable2		Post-test related to Variable1	Post-test related to Variable2	Post-test related to Variable1	Post-test related to Variable2
EG	O_1	O_1	X	O_2	O_2	O_3	O_3
CG	O_1	O_1	-	O_2	O_2	O_3	O_3

Symbol meaning

EG   means Experimental group

CG   means Control group

O   means Pretest: O_1, Posttest: O_2, Follow-up test: O_3

X   means Treatment

Variable 1   means the most influential predictor: self-efficacy

Variable 2   means FLA

The experimental group participated in an integrative group counseling program that combined principles and techniques from CBT, ACT and MBCT. This comprehensive approach was designed to create a holistic framework for addressing the participants' needs by focusing on cognitive restructuring, emotional regulation, and mindfulness practices. These therapeutic modalities were integrated to enhance participants' coping skills, self-awareness, and ability to manage stress, thereby addressing various dimensions of their foreign language anxiety. In contrast, the control group did not receive any intervention and continued with their regular activities, allowing for a comparison of the effects of the integrative group counseling program on foreign language anxiety and self-efficacy.

3.2.2 Participants

According to Trotzer (2013), there is no fixed number that definitively measures the comprehensive efficacy of the group counseling procedure. but it's prudent to consider and set limits on group size. In quasi-experimental studies on group counseling, research has indicated that a minimum of three participants is required for effective group sessions (Meyer, 1952). Roark & Roark (1979) suggest a membership range of 5 to 12 individuals. However, according to Corey et al.(2018), for groups including individuals from young to adult ages, an optimal size is generally between 8 and 10 participants. This group size offers sufficient diversity to sustain interest, provides members with ample opportunities to participate, and also ensures a sense of safety in numbers. Therefore, 20 the participants were chosen in phase 2, 10 in experimental group and 10 in control group.

A meeting was held with them where participants were presented with invitation and participant information messages, inviting them to volunteer for the quasi-experiment. This quasi-experiment involved an group counseling intervention program conducted in Chinese, with accompanying worksheets translated into Chinese. Participants were given the choice to join either the experimental group or the control

group. Those in the experimental group engaged in four weeks of integrative group counseling intervention program, while those in the control group did not.

At the onset of the quasi-experiment, 20 participants were chosen by lottery according to the highest scores of FLA. 10 participants volunteered to join the experimental group, while 10 participants volunteered for the control group. Throughout the study, all participants from both groups were asked to complete the foreign language classroom anxiety scale and the general self-efficacy scale three times: during the pretest period (at the commencement of the integrative group counseling), the post-test period (at the conclusion of the integrative group counseling), and the follow-up test period (two weeks after the intervention of the integrative group counseling). As a result, 10 participants in the experimental group participated in the entire integrative group counseling program and filled out the FLCAS and the GSES during all three assessment periods. Likewise, 10 participants in the control group also completed these two scales during each of the three assessment phases.

The requirements for inclusion involved adhering to the research goals. Concerning withdrawal or cessation, those taking part were permitted to withdraw from the integrative group counseling intervention initiative at any time during or after the quasi-experiment, without facing any repercussions; they were free to communicate their decision to the researcher. The researcher pledged not to utilize the participants' data for analysis or interpretation under any circumstances. Exclusion criteria encompassed non-voluntary participation in the quasi-experiment, reluctance to provide information, and a lack of consent or cooperation in completing the FLCAS and the GSES three times during the pretest, posttest and follow-up test periods, applicable to participants in both the experimental and control groups. This also extended to those who did not engage in the integrative group counseling intervention program for at least 75% of its entirety.

3.2.3 Integrative Group Counseling Intervention Program Development

The integrative group counseling intervention program was developed by enhancing the most influential predictor of foreign language anxiety from phase 1, self-

efficacy. This integrative group counseling intervention program also used CBT, ACT and MBCT approach as the framework.

This phase consisted of three sequential steps:

1) Develop the integrative group counseling intervention program using CBT, ACT and MBCT approach by adapting from the related literatures.

2) The integrative group counseling intervention program comprised eight 120-minute sessions designed to enhance self-efficacy, the most influential predictor of foreign language anxiety, and to reduce FLA.

3) The program's quality was evaluated by psychology professionals, and the researchers made improvements based on feedback from five experts in the field, including three from China and two from Thailand.

The modified integrative group counseling program includes eight sessions, each lasting 120 minutes. The experimental group will participate in the program from October to November 2024, attending two sessions per week over a four-week period. Sessions are arranged to start from 7 pm to 9 pm every Tuesday and Thursday. The program is delivered offline, enabling all participants in the experimental group to attend simultaneously.

Step 1: Before the experiment commenced, a pre-test was administered to all students to assess their levels of self-efficacy and FLA.

This study used the GSES and the FLCAS to collect data. These scales were developed based on the Likert scale framework introduced by Likert et al. (Allen & Seaman, 2007). In addition, extra items were included to capture students' specific attributes, such as their academic background, major, and gender. Participants rated the items based on their actual experiences, with a 1-4 scale for self-efficacy and a 1-5 scale for FLA. Higher scores on both scales reflected greater levels of self-efficacy and FLA.

Step 2: Group Counseling Intervention Focused on Enhancing Self-Efficacy and Reducing FLA

This integrative group counseling program incorporated various therapeutic approaches, such as CBT, ACT and MBCT, along with other psychological counseling techniques. To foster engagement and motivation, game-based activities and reward systems were implemented. The program spanned 4 weeks, and there two sessions per week, totaling 8 sessions.

Step 3: Post-test

Following the group counseling intervention aimed at increasing self-efficacy and reducing FLA, a post-test was conducted using the same GSES and the FLCAS as in the pre-test. Participants rated each item based on their current situation, using a 1-4 scale for self-efficacy and a 1-5 scale for FLA, with higher scores reflecting greater levels of self-efficacy and FLA.

Step 4: Follow-up test

Two weeks following the intervention, follow-up evaluations were conducted. Members of the experimental group and the control group retook GSES and the FLCAS to assess the effectiveness of the program using repeated measures MANOVA.

3.2.4 Implementation of the Integrative Group Counseling Intervention Program

The revised integrative group counseling intervention program, consisting of eight 120-minute sessions, was conducted with the experimental group twice weekly over a four-week period during the semester of the 2024 academic year, from October 17th to November 11th, 2024. Sessions were held from 7 pm to 9 pm every Tuesday and Thursday. The location for group counseling is the activity room at Liupanshui Normal University. Participants received worksheets via email prior to the commencement of each session.

The development of the integrative group counseling intervention program was informed by the findings of Phase 1, which identified self-efficacy as the most influential predictor in reducing FLA among Chinese college students. There are 8 sessions of integrative group counseling intervention program to enhance self-efficacy and reduce FLA combining with the integrative therapeutic techniques of CBT, ACT and

MBCT. Here are overview of the revised integrative group counseling program to enhance self-efficacy and reduce foreign language anxiety in the following table.

Table 4 Overview of the revised integrative group counseling program

Session	Objectives	Activities	Methods & Therapectic Techiniques
1. First meeting and pre-test	1. Build rapport and trust. 2. Assist members in establishing group norms. 3. To do the pre-test: FLCAS and GSES.	1. Team icebreaker activities: Name matching activity 2. The angel's wing activity 3. To make name cards to be more familiar with members 4. Signing the group contract: The leader explains the function, purpose and content of the group and the reasons to sign the group contract 5. Self-assessment of foreign language anxiety and self-efficacy 6. Summary of the first session	1. Lecture 2. Examples

Table 4 (Continued)

Session	Objectives	Activities	Methods & Therapectic Techiniques

Session	Objectives	Activities	Methods & Therapectic Techiniques
2. Introduction to self-Efficacy	To understand self-efficacy and how it influences learning and anxiety.	1. Warm-up activities: Frog jump game 2. Introduction to self-efficacy 3. Group activity of delivering rubber band with straw to experience success and failure. 4. Group discussion on the group activity with analyzing the reasons of success and failure and then continue to discuss about past language learning experiences, identifying personal strengths and areas for improvement	1. Lecture 2. Story telling (CBT)
3. Mindfulness first experience	To introduce mindfulness and its benefits in improving self-efficacy and managing anxiety.	1. Warm-up activities: Relaxation exercise. 2. Raisin exercise 3. Mindful language learning practice 4. Discussion on how mindfulness can help to increase self-efficacy and reduce anxiety 5. Homework: Daily mindfulness practice for 10 minutes	1. Lecture 2. Meditation (MBCT) 3. Examples 4. Homework assignment (CBT)
4. Identifying personal goals	To identify personal goals to strengthen learning motivations	1. Warm-up activities: Charads 2. Values clarification exercise 3. Introduction to SMART goals and guide participants to set SMART goals 4. Commitment to values-based goals 5. Group discussion	1. Lecture 2. Values exploration and commitment (ACT)

Table 4 (Continued)

Session	Objectives	Activities	Methods & Therapectic Techiniques

| 5. Challenging negative thoughts | To identify and challenge negative thinking. | 1. Warm-up activities: 369 rule
2. Identify and understanding emotions (ABC model)
3. Thought record exercise
4. Group discussion on positive thoughts
5. Closing and reflection
6. Homework assignment: Assign participants to continue using thought records to track their negative thoughts throughout the week | 1. Lecture
2. ABC model (CBT)
3. Cognitive restructuring (CBT)
4. Thought record exercise (CBT)
5. Homework assignment (CBT) |
| 6. Integrating mindfulness | To deepen participants' understanding and practice of mindfulness. To integrate mindfulness techniques into language learning activities. | 1. Warm-up activities: Human copy game
2. Mindful meditation exercise
3. Mindful language learning exercise
4. Sharing mindfulness experiences
5. Closing and reflection
6. Homework assignment: Assign participants to engage in mindful observation during their language practice sessions outside of the group. Instruct them to consciously focus on the language details and their internal experiences without judgment | 1. Lecture
2.Mindful practices (MBCT)
3. Homework assignment (CBT) |

Table 4 (Continued)

Session	Objectives	Activities	Methods & Therapectic Techiniques

7. Reducing negative thoughts	To learn cognitive defusion techniques to reduce the impact of thoughts on language learning anxiety.	1. Warm-up activities: Chair grabbing game 2. Introduction to cognitive defusion 3. Thought balloon pop activity and discussion 4. ACT Exercise - "Leaves on a Stream" 5. Group discussion 6. Homework assignment: Ask them to keep a journal of their experiences, noting which technique they used, the situation, and how it affected their thoughts and emotions	1. Lecture 2. Cognitive defusion (ACT) 3. Homework assignment (CBT)
8. Reflection, future planning and post-test	To reflect on progress, reinforce learning, plan for future and do the post-test of FLCAS and GSES	1. Opening and objective overview 2. Group reflection and sharing 3. Future planning and goal setting 4. FLCAS and GSES post-test 5. Achievement celebration and farewell ceremony	1. Lecture 2. Experiential exercises (ACT) 3. Mindful practices (MBCT) 4. Homework assignment (CBT)

This integrative group counseling intervention program is tailored to address the specific needs identified in Phase 1 and is designed to enhance the most influential factor, self-efficacy, and reduce FLA. Through the intervention of integrative group counseling, the present study aims to enhance self-efficacy and then eventually reduce FLA among Chinese college students.

3.2.5 Research Instrument for Pretest, Post-test and Follow-up Test

There are two instrument in phase 2, that is, FLCAS and GSES. The FLCAS using in phase 1 was adapted and modified based on Du's Chinese version (2019), which is translated into Chinese to ensure consistency and was employed before and after the intervention. This adjusted version contains 17 items, which were consistent with the research objectives. General Self-Efficacy Scale (GSES) employed in phase 1

was adapted and modified based on Wang's (2001) Chinese version with 7 items. The FLCAS and GSES had been translated into Chinese to ensure linguistic and cultural equivalence. This involves not only linguistic translation but also cultural adaptation to capture the nuances of language anxiety within the Chinese educational context.

Based on FLA scale scores, which range from 17 to 85, we can categorize the levels of FLA into three distinct categories: low, moderate, and high. This categorization is achieved by dividing the total score range of 68 points (85-17=68) into three equal parts, each covering approximately 22.67 points.

In summary, the FLA scale categorizes anxiety levels as follows:

Low: Scores from 17 to 39

Moderate: Scores from 40 to 61

High: Scores from 62 to 85

Based on the self-efficacy scale scores ranging from 7 to 28, self-efficacy levels can be classified into three distinct categories: low, moderate, and high. The categorization process begins by dividing the total score range of 21 points (28-7=21) into three equal intervals, with each interval covering approximately 7 points. This allows for a clear and straightforward classification of self-efficacy levels.

In summary, the scale categorizes self-efficacy levels as follows:

Low: Scores from 7 to 13

Moderate: Scores from 14 to 20

High: Scores from 21 to 28

Some of items of FLCAS are as follows:

Questions	1	2	3	4	5
1. I would not be nervous while speaking English with native speakers.*					

2. I can feel my heart pounding when I'm going to

be called on in English class.

Note:* Indicates reverse-scored items

Some of items of GSES are as follows

Questions	1	2	3	4
1. I can persist in English learning despite obstacles or setbacks.				
2. I have solutions to deal with English learning problems.				

By using FLCAS and GSES in pretest, posttest and follow-up test phases, the study aims to capture changes in self-efficacy and foreign language anxiety levels, specifically influenced by the integrative group counseling intervention targeting self-efficacy.

3.2.6 Data Collection

Quantitative Data Collection:

The participants in both experimental group and control group were requested to complete the instrument of FLCAS for measuring foreign language anxiety before the integrative group counseling intervention program and after the integrative group counseling intervention program. The experimental group underwent the integrative group counseling intervention. However, the control group does not receive the integrative group counseling intervention.

Participants who were evaluated with high level of foreign language anxiety in phase 1 were recruited before the study. There are 10 participants in experimental group and 10 participants in the control group. Detailed study information is provided to ensure participants fully understand and consent to participation.

Before the integrative group counseling intervention program, as a pretest, the experimental and control participants are asked to complete instruments, such as the FLCAS and GSES, to measure foreign language anxiety at equivalent time points. The integrative group counseling intervention program was implemented, lasting for for 4 weeks.

After the intervention program concluded, the experimental and control participants were again requested to complete the same foreign language anxiety and self-efficacy measurement tools to compare pretest and posttest data at the same time points.

Qualitative Data Collection:

In order to validate the effect of integrative group counseling sessions in more depth, a qualitative study was conducted in this study. After the last session of integrative group counseling, the author asked participants among experimental group members to fill the feedback forms of integrative group counseling and a semi-structured interview was conducted among them in group, which allows for an in-depth understanding of participants' experiences, feelings, and perspectives during the integrative group counseling intervention. Interviews help researchers gain a comprehensive understanding of participants' personal experiences, emotions, and perceptions of the intervention. Interviews allow participants to freely express their views and experiences, offering unique personal insights. These personalized insights can enrich research findings, making them more representative and credible. Here is the design of the semi-structured interview.

Table 5 Design of the semi-structured interview

Theme	Key Objectives	Questions
Self-efficacy	Perceptions of Self-Efficacy	Could you describe your self-efficacy regarding your abilities and performance in foreign language learning before participating in integrative group counseling?

		Before participating in integrative group counseling, how confident were you in your ability to successfully overcome difficulties in foreign language learning?
	Changes in Self-Efficacy	After participating in integrative group counseling, how do you feel your self-efficacy has changed? In what specific areas is this change most apparent?
	Application of Self-Efficacy	Which activities or techniques in integrative group counseling were most helpful in enhancing your self-efficacy? Please provide specific examples.
	Future Self-Efficacy	How do you think an enhancement in self-efficacy will affect your future learning and daily life?
FLA	The Experience of FLA	Could you describe the main anxieties you felt when learning a foreign language before participating in group counseling?
		In which aspects does this anxiety primarily manifest (e.g., classroom performance, exams, communication, etc.)?
	Changes in FLA	After participating in integrative group counseling, do you feel that your foreign language anxiety has changed? If so, in what specific ways?
	Strategies for Coping with FLA	Which activities or techniques in group counseling do you think were most effective in reducing your foreign language anxiety? Why?
	Future Outlook of FLA	How do you think group counseling will have a long-term impact on your anxiety management in future foreign language learning?

Through this detailed quantitative and qualitative data collection process, the study aims to comprehensively evaluate the impact of the integrative group counseling intervention on foreign language anxiety, encompassing both short-term and potential long-term effects.

3.2.7 Data Analysis

By employing a combination of quantitative and qualitative analyses, the second research stage aims to comprehensively understand the impact of the integrative group counseling intervention on reducing FLA among Chinese college students.

1) Quantitative analysis

In order to examine the effectiveness of integrative group counseling intervention on enhancing the most influential predictor of FLA, and on reducing FLA, repeated measures MANOVA analysis was employed to compare the difference in two dependent variables (self-efficacy and foreign language anxiety) between two groups (experimental group and control group). The analysis procedures were shown as followed:

First, develop hypotheses. Based on these hypotheses, it is expected that the experimental group will show a significant increase in self-efficacy and a notable decrease in FLA compared to the control group following the integrative group counseling intervention. Next, gather data. This involves collecting scores related to self-efficacy and FLA, ensuring that the data meets the assumptions required for MANOVA, including normality and homogeneity of variance.

Choose the appropriate MANOVA model based on the research design and hypotheses. In this case, there were two dependent variables (self-efficacy and FLA) and two independent variable (experimental group vs. control group, time: pretest, post-test and follow-up test). Use MANOVA to simultaneously compare the scores of the experimental group and control group on self-efficacy and FLA.

Interpret the results of MANOVA, including between-group and within-group differences in each dependent variable and effect sizes. Determine the significant differences in self-efficacy and FLA levels between the experimental and control groups. If MANOVA indicates significant differences, further post-hoc comparisons were conducted to identify which groups differ significantly. Finally, report

the results of MANOVA analysis, including key findings, significance levels, confidence intervals, and so on.

2) Qualitative analysis

Qualitative analysis helps explore participants' experiences, perspectives, and emotions, leading to a more comprehensive and profound understanding of the research topic. Employing thematic analysis to analyze the data from the semi-structured interviews can help to offer in-depth understanding and rich data interpretation of the effectiveness of integrative group counseling.

Thematic analysis will help identify recurring patterns, themes, and meanings related to self-efficacy and FLA among Chinese college students, as well as their experiences during integrative group counseling. Start by thoroughly reviewing the interview transcripts and identifying key phrases, concepts, or ideas that emerge. Then, organize these elements into themes or categories that reflect common experiences, emotions, or perceptions shared by participants. The present study might identify themes such as "challenges in foreign language learning," "changes in self-efficacy and FLA," "coping strategies," "benefits of therapeutic techniques," and "impact of group counseling," among others.

3.2.8 Ethical Considerations for Human Subjects

Approval to conduct research involving human subjects was meticulously sought and obtained from the Ethics and Research Standardization Section of Srinakharinwirot University before the study commenced, ensuring strict adherence to ethical protocols and guidelines established to protect participants' rights and welfare. This study's design was reviewed and approved by the Research Ethics Committee of Srinakharinwirot University under approval number SWUEC-672243, dated May 27, 2024. A comprehensive overview of the study, encompassing its objectives, methodologies, potential risks, and benefits, was meticulously crafted and presented to participants through an initial message, setting the stage for informed consent. In phase 1 of the study, participants were explicitly informed, via the consent form, that their responses to the survey instruments would be treated with utmost confidentiality and

anonymity, thereby safeguarding their privacy and encouraging honest and candid responses. Furthermore, for participants entering phase 2 of the study, the consent form reiterated the commitment to anonymity, assuring them that their personal information would remain confidential and that they retained the autonomy to withdraw from the experiment at any juncture without facing any repercussions or penalties. This meticulous attention to detail in the informed consent process underscores the researchers' unwavering commitment to upholding ethical standards and prioritizing the welfare and rights of all participants involved in the study.

CHAPTER 4
RESULTS

The research titled "The influence of mindfulness, resilience and self-efficacy on foreign language anxiety and reducing foreign language anxiety through integrative group counseling among Chinese college students" is divided into two stages. Phase 1

aimed to explore the effects of mindfulness, resilience, and self-efficacy on FLA in Chinese college students and to determine the key predictor of FLA. Phase 2 focused on designing an integrative group counseling program to strengthen self-efficacy, the most significant predictor identified in phase 1, and assessing the program's effectiveness in alleviating FLA.

4.1 Results of Phase 1: Quantitative Analysis

The collected data was analyzed to explore the relationships between the psychological factors under study and their impact on foreign language anxiety (FLA) among Chinese college students. The quantitative analysis in Phase 1 was structured as follows:

4.1.1 Demographic Data of Sample.

4.1.2 Descriptive Analyses of Variables.

4.1.3 Correlation Analysis.

4.1.4 Multiple Regression Analysis.

4.1.5 Summary of Results in Phase 1

Symbol in analysis

For the sake of clearly demonstrating and grasping the outcomes of the data analysis, the symbols and abbreviations employed in the analysis were unambiguously defined in the following manner:

Table 6 The symbols used in data analysis

Symbol	Meaning
n	Number of sample
M	Mean

S.D.	Standard Deviation
Min	Minimum
Max	Maximum
b	Raw Scores Linear Regression
S.E.	Standardized Error
β	Standard Scores Linear Regression
t	t-value
p	p-value
F	F-value
R^2	Square Multiple Correlation Coefficient
R^2_{adj}	Adjust Square Multiple Correlation Coefficient
η^2	Partial Eta squared
df	Degree of Freedom
F	F-ratio
VIF	variance inflation factor
MS	Mean Square
M.D.	Mean Difference
EG	Experimental group
CG	Control group
FLA	Foreign Language Anxiety

4.1.1 Demographic Data of Sample

This section presents the demographic characteristics of the participants, offering insights into the distribution of age, gender, academic background, and other relevant factors. The data were collected from 323 college students who volunteered to participate. The results of the screening indicated that all data were valid. Table 7 provides a comprehensive overview of the demographic characteristics of the sample,

which comprises 323 participants. The gender distribution reveals a slightly higher proportion of female participants (53.56%) compared to male participants (46.44%), indicating a small gender imbalance favoring females.

In terms of age, the majority of participants are concentrated between 19 and 21 years old, with the highest representation at 20 years (30.7%). Participants aged 18 years and below, as well as those aged 23 years and above, are relatively underrepresented, with the lowest numbers observed in the 17-year age group (0.6%) and the highest in the 21-year age group (26%). Regarding the year of study, the sample is almost evenly split between first-year (54.49%) and second-year students (45.51%), with a marginally larger proportion of first-year students.

The faculty distribution shows diverse representation across various disciplines. The largest group comes from the School of Mining and Mechanical Engineering (19.2%), followed by the School of Computer Science (17.3%) and the School of Economics and Management (18.3%). The School of Civil Engineering and Planning has the smallest representation at 1.9%, while other faculties, such as the School of Biological Science and Technology and the School of Physics and Electrical Engineering, have moderate representations.

Overall, the sample reflects a balanced distribution across gender and year of study, with a broad representation from different faculties, allowing for a robust analysis of the study's variables.

Demographic	n	%
Gender		
Male	150	46.44%

Female	173	53.56%
Age		
17 years	2	0.6%
18 years	15	4.6%
19 years	55	17%
20 years	99	30.7%
21 years	84	26%
22 years	49	15.2%
23 years & above	19	5.9%
Year of study		
1st	176	54.49%
2nd	147	45.51%
Faculty		
Sciences		
School of Computer Science	56	17.3%
School of Biological Science and Technology	34	10.5%
School of Mathematics and Statistics	22	6.8%
Engineer		
School of Chemistry and Materials Engineering	46	14.2%
School of Mining and Mechanical Engineering	62	19.2%
School of Civil Engineering and Planning	6	1.9%
School of Physics and Electrical Engineering	38	11.8%
Social Sciences		
School of Economics and Management	59	18.3%

Table 7 Demographic characteristics of the sample (n = 323)

4.1.2 Descriptive Analysis of Variables

Descriptive statistics were calculated for the key variables, including mindfulness, resilience, self-efficacy, and FLA, to summarize their central tendencies, variability, and distribution. As shown in Table 8, the mean score for FLA is 51.03 (S.D.=11.15) indicating a moderate to high level of anxiety among learners in the

sample. The large standard deviation suggests significant variability in anxiety levels among individuals. The minimum value is 20, and the maximum is 81, demonstrating a wide range of anxiety levels from mild to severe. The FLA measure includes 17 items, covering various aspects of anxiety, and the sample size of 323 learnersfurnishes a thorough outlook of the anxiety magnitudes.

The mean score for mindfulness is 38.18 (S.D.=7.36) showing a moderate level of mindfulness among the learners, while the relatively small standard deviation implies that most learners have a fairly consistent level of mindfulness. The minimum value is 15, and the maximum is 60, showing a broad range of mindfulness levels in the sample. The measure for mindfulness consists of 10 items, allowing a thorough assessment of different dimensions of mindfulness.

The mean score for resilience is 51.54 (S.D.=8.53) suggesting that learners in the sample exhibit a moderately high level of resilience. The large standard deviation indicates considerable variability in resilience levels among individuals. The minimum value is 25, and the maximum is 75, reflecting a wide spectrum of resilience levels. The resilience measure includes 15 items, which provides a detailed perspective on learners' resilience.

The mean self-efficacy score is 18.44 (S.D.=2.46) indicating a slightly lower than moderate level of self-efficacy among the learners. The small standard deviation suggests that the self-efficacy levels are relatively consistent among the sample. The minimum value is 7, and the maximum is 28, showing the range of self-efficacy levels. The measure for self-efficacy comprises 7 items, assessing learners' confidence and perceived ability in various situations.

Overall, the sample size of 323 learners ensures the stability and reliability of the data. The means and standard deviations for each variable provide valuable insights into the learners' psychological states. The large variability in FLA and resilience indicates substantial differences among individuals, while the smaller variability in mindfulness and self-efficacy reflects more consistent characteristics. These descriptive

statistics help in understanding the overall performance and differences in psychological traits among the learners in the sample.

Table 8 Descriptive statistics of the variables under study

	M	S.D.	Min	Max	N of items	n
FLA	51.03	11.15	20	81	17	323
mindfulness	38.18	7.36	15	60	10	323
resilience	51.54	8.53	25	75	15	323
Self-efficacy	18.44	2.46	7	28	7	323

4.1.3 Correlation Analysis.

Pearson correlation analyses were conducted to examine the relationships between mindfulness, resilience, self-efficacy, and FLA, identifying the strength and direction of these associations. Table 9 presents the Pearson correlation coefficients among FLA, mindfulness, resilience, and self-efficacy. The correlations are statistically significant at the 0.01 level, indicating robust relationships among these variables. The analysis reveals a moderate negative correlation between FLA and mindfulness ($r = -0.331$). This implies that higher levels of mindfulness are associated with lower levels of FLA. In other words, as learners become more mindful, their anxiety related to learning a foreign language tends to decrease.

Similarly, FLA is moderately negatively correlated with resilience ($r = -0.372$). This suggests that individuals with higher resilience experience less FLA. A strong negative correlation is observed between FLA and self-efficacy ($r = -0.538$). This indicates a significant relationship where higher self-efficacy is associated with lower levels of FLA. Learners who have greater confidence in their abilities tend to experience much less FLA.

Among the positive correlations, mindfulness and resilience are moderately positively correlated ($r = 0.398$). This suggests that learners who are more mindful also tend to be more resilient. Mindfulness might contribute to a person's capacity to adapt

and recover from challenges effectively. Mindfulness and self-efficacy also show a moderate positive correlation (r = 0.376). This indicates that greater mindfulness is linked with higher self-efficacy. Learners who practice mindfulness may also have more confidence in their capabilities. Finally, resilience and self-efficacy are strongly positively correlated (r = 0.513). This relationship suggests that individuals who are more resilient are likely to have higher self-efficacy. Both traits seem to support each other, contributing to better handling of challenges and increased self-confidence.

Overall, these correlations underscore that mindfulness, resilience, and self-efficacy are interconnected and have significant implications for reducing foreign language anxiety.

Table 9 Results of Pearson correlation between FLA, mindfulness, resilience and self-efficacy (n=323)

Variable	FLA	Mindfulness	Resilience	Self-efficacy
FLA	1			
Mindfulness	-0.331[**]	1		
Resilience	-0.372[**]	0.398[**]	1	
Self-efficacy	-0.538[**]	0.376[**]	0.513[**]	1

Note: **p < 0.01, the correlation is significant.

4.1.4 Multiple Regression Analysis.

Multiple regression analysis was employed to determine the predictive influence of mindfulness, resilience, and self-efficacy on FLA, with a focus on identifying the most significant predictor among these factors. Table 10 displays the results of the multiple regression analysis aimed at predicting FLA based on the variables of mindfulness, resilience, and self-efficacy. The analysis reveals that the constant in the

model is 91.063, indicating the predicted FLA score when all predictor variables are at zero. This intercept is statistically significant with a t-value of 24.768 (p < 0.001), confirming that the baseline level of FLA is significantly different from zero. Regarding the predictors, mindfulness has an unstandardized coefficient of -0.192 and a standardized coefficient (β) of -0.127. The negative effect of mindfulness on FLA is statistically significant (t = -2.451, p = 0.015). Specifically, for each unit increase in mindfulness, FLA is expected to decrease by 0.192 units.

Resilience shows an unstandardized coefficient of -0.124 and a standardized coefficient (β) of -0.095. The negative relationship between resilience and FLA is not statistically significant at the 0.05 level (t = -1.700, p = 0.090). Although higher resilience is associated with lower FLA, this relationship does not reach conventional levels of statistical significance.

Self-efficacy has a substantial unstandardized coefficient of -1.426 and a standardized coefficient (β) of -0.442, indicating a strong and significant negative effect on FLA. With a t-value of -7.995 and a p-value less than 0.001, self-efficacy is a highly significant predictor. For each unit increase in self-efficacy, FLA is predicted to decrease by 1.426 units, highlighting self-efficacy as a major factor in reducing anxiety.

The collinearity statistics for the predictors reveal that multicollinearity is not a significant issue. The tolerance values are all above 0.2, and the variance inflation factor (VIF) values are below 10 for all predictors. Specifically, mindfulness has a tolerance of 0.802 and a VIF of 1.248, resilience has a tolerance of 0.688 and a VIF of 1.453, and self-efficacy has a tolerance of 0.702 and a VIF of 1.425. These values indicate that the predictors are not excessively correlated with each other, ensuring the reliability of the regression results.

To sum up, the regression analysis indicates that self-efficacy is the strongest and most significant predictor of FLA, with higher self-efficacy leading to significantly lower anxiety levels. This finding underscores the importance of fostering a sense of competence and confidence in students' language learning abilities, as it directly mitigates anxiety and enhances performance in language-related tasks.

Mindfulness also has a statistically significant negative effect on FLA, indicating that students with greater mindfulness tend to experience lower anxiety. However, its influence is less pronounced compared to self-efficacy, suggesting that while mindfulness plays a role in reducing anxiety, it may act more as a supplementary factor rather than a primary determinant. Resilience, while negatively related to FLA, does not exhibit a statistically significant effect at the conventional level. This may imply that resilience alone is insufficient to meaningfully impact FLA, or its influence might be mediated by other psychological factors not captured in this analysis. Future research could further explore the interaction effects or potential indirect pathways through which resilience influences anxiety in foreign language learning. Additionally, the collinearity statistics confirm that multicollinearity is not a concern in this analysis, ensuring the reliability and stability of the regression coefficients. This strengthens the validity of the results, as the predictors are independently contributing to the explanation of variance in FLA. These findings highlight the multifaceted nature of FLA and emphasize the need for a holistic approach in addressing this issue, incorporating interventions to enhance self-efficacy and mindfulness as key strategies.

Table 10 Multiple regression model for predicting FLA

Model	Unstandardized coefficients		Standardized coefficients	t	p	Collinearity statistics	
	b	S.E.	β			Tolerance	VIF

(Constant)	91.063	3.677		24.768	0.000		
Mindfulness	-0.192	0.078	-0.127	-2.451	0.015	0.802	1.248
Resilience	-0.124	0.073	-0.095	-1.700	0.090	0.688	1.453
Self-efficacy	-1.426	0.178	-0.442	-7.995	0.000	0.702	1.425

Building on these findings, Table 11 provides an overview of the model's overall predictive capability. Table 12 presents the overall results of the regression model used to predict FLA based on the predictors of self-efficacy, mindfulness, and resilience. An R-value of 0.562 signifies a moderate-to-strong association between the predictors and FLA, demonstrating the degree of the linear connection between the combined independent variables and the outcome variable. Meanwhile, the R^2 (coefficient of determination) value of 0.315 implies that the model, incorporating self-efficacy, mindfulness, and resilience, accounts for roughly 31.5% of the variance in FLA. This suggests that while the model possesses a moderate level of explanatory power, a considerable proportion of the variance remains unaccounted for.

The Adjusted R^2 value of 0.309 is slightly below the R^2 value, taking into account the number of predictors within the model. This adjustment refines the R^2 value by considering the number of predictors in relation to the sample size, providing a more precise evaluation of the model's explanatory capability. The standard error of the estimate, measured at 9.26669, reflects the typical deviation of observed data points from the regression line. A lower standard error would suggest a model that better aligns with the actual data. The F-statistic stands at 48.971, with a significance level (p) below 0.001, demonstrating that the overall regression model is statistically meaningful. This finding confirms that self-efficacy, mindfulness, and resilience serve as significant predictors of FLA, ruling out the likelihood of these results occurring by chance.

In summary, the regression model shows that self-efficacy, mindfulness, and resilience together account for a significant portion of the variance in FLA, with the overall model being a good fit for predicting the dependent variable.

Table 11 Regression model

Model	R	R^2	R^2_{adj}	Std. error of the estimate	F	p
1	0.562^a	0.315	0.309	9.26669	48.971	0.000^b

[a]Predictors: (Constant), Self-efficacy, Mindfulness, Resilience.

[b]Dependent Variable: FLA.

Based on the data results and analysis provided, the following responses can be formulated for the two research hypotheses of Phase 1:

Hypothesis 1: Mindfulness, resilience, and self-efficacy are negatively correlated with foreign language anxiety, meaning that higher levels of mindfulness, resilience, and self-efficacy may be associated with lower levels of foreign language anxiety.

The findings indicate strong negative correlations between FLA and each of the three predictors. Specifically, FLA shows a negative correlation with mindfulness (r = -0.331, p < 0.01), resilience (r = -0.372, p < 0.01), and self-efficacy (r = -0.538, p < 0.01), suggesting that higher levels of these predictors are linked to lower levels of FLA. All of these correlations are statistically significant at the 0.01 level, highlighting their importance in the context of FLA.

H2: The study will identify the most influential predictor on foreign language anxiety among Chinese college students among mindfulness, resilience, or self-efficacy.

The results highlight that self-efficacy is the most significant predictor of FLA, exhibiting a strong negative relationship (p < 0.001). This indicates that higher self-

efficacy is strongly associated with lower levels of FLA. Mindfulness also has a negative effect on FLA, though its influence is less pronounced compared to self-efficacy (p = 0.015). Meanwhile, resilience does not show a significant impact on FLA (p = 0.090), suggesting that it is not a substantial predictor of FLA in this model.

4.1.5 Summary of Results in Phase 1

In Phase 1 of the study, the analysis revealed that FLA was significantly negatively correlated with mindfulness (r = -0.331, p < 0.01), resilience (r = -0.372, p < 0.01), and self-efficacy (r = -0.538, p < 0.01). This suggests that as levels of mindfulness, resilience, and self-efficacy increased, FLA decreased correspondingly. Among the three predictors, self-efficacy demonstrated the strongest negative correlation with FLA, indicating that higher self-efficacy is most strongly associated with lower levels of foreign language anxiety.

Further analysis using multiple regression models underscored the significance of self-efficacy as the most influential predictor of FLA. The regression results revealed that self-efficacy had a standardized coefficient (β) of -0.442 (p < 0.001), which was the most substantial effect compared to mindfulness (β = -0.127, p < 0.05). Resilience did not show a significant predictive effect on FLA (β = -0.095, p = 0.090). These results indicate that self-efficacy has the most significant impact on reducing FLA, while mindfulness and resilience contribute less significantly to predicting FLA.

The model summary indicated that the regression model explained 31.5% of the variance in FLA (R^2 = 0.315, Adjusted R^2 = 0.309), and this model was statistically significant (F(3, 319) = 48.971, p < 0.001). This finding demonstrates that while mindfulness, resilience, and self-efficacy collectively account for a moderate portion of the variance in FLA, self-efficacy emerges as the most influential predictor among them.

In summary, Phase 1 of the study highlights that mindfulness, resilience and self-efficacy were all significantly negatively correlated with FLA, but self-efficacy is the most significant predictor of FLA among the three factors examined. These findings suggest that interventions aimed at enhancing self-efficacy could be particularly

effective in mitigating foreign language anxiety among college students. Building on this conclusion, Phase 2 of the research is designed to focus on developing an integrative group counseling intervention specifically aimed at improving self-efficacy and subsequently reducing FLA.

4.2 Results of Phase 2: Quantitative and Qualitative Analysis for the Intervention Program of Integrative Group Counseling

From Phase 1, the results indicated that self-efficacy had the most significant negative impact on FLA, with a significance level of $p < 0.001$. Mindfulness had the second most substantial negative effect on FLA, with a significance level of $p < 0.01$. In contrast, resilience did not significantly predict FLA. In Phase 2, an intervention program was designed to enhance self-efficacy, identified as the most influential predictor of FLA in Phase 1. This program utilized CBT, ACT, and MBCT as its framework. To evaluate whether integrative group counseling can enhance participants' self-efficacy and reduce their FLA, self-efficacy and FLA questionnaires were distributed to participants in both the experimental and control groups at the pretest, posttest and follow-up test stages. The following sections present a quantitative and qualitative analysis. The results are presented in five sections:

4.2.1 Demographic Data of the Experimental and Control Groups.

4.2.2 Descriptive Statistics of Self-Efficacy and FLA between Experimental and Control Groups (Pretest, Post-test and Follow-up Periods)

4.2.3 Repeated Measures MANOVA of Differences in Self-Efficacy and FLA between the Experimental and Control Groups

4.2.4 Simple Effects Analysis of Self-Efficacy between Experimental and Control Groups at Each Time Point

4.2.5 Simple Effects Analysis of FLA between Experimental and Control Groups at Each Time Point

4.2.6 Simple Effects Analysis of Self-Efficacy within-group across Period

4.2.7 Simple Effects Analysis of FLA within-group across Period

4.2.8 Qualitative Insights from Semi-structured Interviews on Enhancing Self-Efficacy and Reducing FLA

4.2.9 Summary of Results in Phase 2

4.2.1 Demographics of Participants in Experimental and Control Groups

A quasi-experimental study of phase 2 was conducted with 20 students. The study consisted of an experimental group and a control group, each comprising 10 students. Tables 13 and 14 separately present detailed demographic information for the experimental and control groups.

The experimental group comprised 10 undergraduate students from four different majors who took part in the integrative group counseling intervention program. Table 12 illustrates the participants characteristics: 60% are female and 40% are male. In terms of age distribution, 10% are 18 years old, 50% are 19 years old, 30% are 20 years old, and 10% are 21 years old. Regarding year of study, 60% are first-year undergraduates, and 40% are second-year undergraduates. Among them, 40% majors in Sciences, 40% in Engineering and 20% in Social Sciences.

Table 12 Demographic characteristics of the participants in experimental group (n = 10)

Demographic	n	%
Gender		
Male	4	40%
Female	6	60%

Table 12 (Continued)

Demographic	n	%

Age		
18 years	1	10%
19 years	5	50%
20 years	3	30%
21 years	1	10%
Year of study		
1st	6	60%
2nd	4	40%
Faculty		
Sciences		
School of Biological Science and Technology	4	40%
Engineer		
School of Chemistry and Materials Engineering	1	10%
School of Mining and Mechanical Engineering	3	30%
Social Sciences		
School of Economics and Management	2	20%

The control group consisted of 10 undergraduate students from six different majors who volunteered to be in the control group and did not participate in the integrative group counseling intervention program. Table 13 outlines the characteristics of the participants: 60% are female and 40% are male. The age distribution of the participants shows that 20% are 18 years old, 40% are 19 years old, 30% are 20 years old, and 10% are 21 years old. In terms of their year of study, 60% are first-year undergraduates, while 40% are second-year undergraduates. According to faculties, 40% were from the Faculty of Sciences, 50% from the Faculty of Engineering, and 10% from the Faculty of Social Sciences.

Table 13 Demographic characteristics of the participants in control group (n = 10)

Demographic	n	%
Gender		
Male	4	40%
Female	6	60%
Age		
18 years	2	20%
19 years	4	40%
20 years	3	30%
21 years	1	10%
Year of study		
1st	6	60%
2nd	4	40%
Faculty		
Sciences		
School of Biological Science and Technology	2	20%
School of Mathematics and Statistics	2	20%
Engineer		
School of Chemistry and Materials Engineering	1	10%
School of Mining and Mechanical Engineering	3	30%
School of Physics and Electrical Engineering	1	10%
Social Sciences		
School of Economics and Management	1	10%

4.2.2 Descriptive Statistics of Self-Efficacy and FLA between Experimental and Control Groups (Pretest, Post-test and Follow-up Periods)

Before conducting further comparative data analysis, we first present the mean and standard deviation of the experimental and control groups during the pretest, post-test and follow-up periods. This preliminary step allows us to assess the changes in both groups before and after the intervention. It provides technical data to evaluate

whether the intervention effect on the experimental group is significant, whether the control group remains stable or shows any changes, and whether the effect can be maintained through the follow-up test, thereby laying the groundwork for subsequent detailed comparisons and statistical analysis.

Table 14 illustrates the changes in self-efficacy and FLA of the experimental group across different testing phases (pretest, posttest, and follow-up), highlighting the impact of the intervention on students' psychological states. Firstly, examining the self-efficacy data, during the pretest phase before the intervention, the mean score for self-efficacy (M = 12.90, S.D. = 2.998) is considered low compared to the scale's midpoint or normative data. After the intervention, the post-test results showed a marked improvement with a mean score (M = 20.00, S.D. = 2.000), raising the level from low to moderate based on the scale's scoring framework. The reduced standard deviation also suggests more consistency in the self-efficacy levels among students, showing that the intervention's effects were uniform. In the follow-up phase, self-efficacy further increased a little (M = 23.5, S.D. = 1.581), reaching a high level, showing that the positive effects of the intervention not only persisted but also continued to enhance the students' confidence over time. The smaller standard deviation indicates a further reduction in the variability of self-efficacy among the students, reflecting a sustained and cohesive impact of the intervention.

Secondly, the data for FLA also shows a positive effect of the intervention. In the pretest phase, FLA was with a mean score of M = 70.00 (S.D. = 1.764), indicating a high level of anxiety among students. After the intervention, FLA scores decreased to a moderate level at the post-test (M = 60.70, S.D. = 2.983). This decrease suggests that the intervention was effective in reducing students' anxiety levels, although the increase in standard deviation indicates some variability in how students' anxiety levels changed. In the follow-up phase, FLA score further reduced to M = 56.4, S.D. = 2.875, remaining at a moderate level. This continued decline in FLA scores suggests that the reduction in anxiety was sustained over time, and the slight reduction in variability indicates that the differences in anxiety levels among students became somewhat smaller.

Table 14 Description and statistics of self-efficacy and FLA of experimental group (n =
10) at pretest, post-test and follow-up periods

Variable	Pretest			Post-test			Follow-up		
	M	S.D.	Levels	M	S.D.	Levels	M	S.D.	Levels
Self-efficacy	12.90	2.998	low	20.00	2.000	Moderate	23.5	1.581	High
FLA	70.00	1.764	High	60.70	2.983	Moderate	56.4	2.875	Moderate

The data from Table 15 reveal that the control group's self-efficacy and FLA levels remained relatively stable throughout the study, showing no significant changes despite the intervention. For self-efficacy, the pretest mean score was 12.80 (S.D. = 2.486), indicating a low level of self-efficacy among students. This score slightly increased to 13.00 in the posttest phase, accompanied by a reduction in standard deviation to 2.000. However, self-efficacy remained at a low level, with no substantial improvement observed. By the follow-up phase, the mean self-efficacy score decreased slightly to 12.50, and the standard deviation further decreased to 1.841, suggesting a stable, consistently low level of self-efficacy among the control group.

Regarding FLA, the pretest mean score was 69.80 (S.D. = 1.87), reflecting significant anxiety. The mean score increased slightly (M = 70.20, S.D. = 1.619). This suggests that although the level of anxiety remained high, it became somewhat more consistent across the group. In the follow-up phase, FLA had increased marginally (M= 70.5, S.D. = 1.581), still reflecting a high level of anxiety, indicating that anxiety continued to be high and even more uniform among students over time. Overall, these findings indicate that without the intervention, there were no significant improvements in self-efficacy or reductions in FLA.

Table 15 Description and statistics of self-efficacy and FLA of control group (n = 10) at pretest, post-test and follow-up periods

Variable	Pretest			Post-test			Follow-up		
	M	S.D.	Levels	M	S.D.	Levels	M	S.D.	Levels
Self-efficacy	12.80	2.486	Low	13.00	2.000	Low	12.5	1.841	Low
FLA	69.80	1.874	High	70.20	1.619	High	70.5	1.581	High

4.2.3 Repeated Measures MANOVA of Differences in Self-Efficacy and FLA between the Experimental and Control Groups

In this part, a repeated measures MANOVA was employed to assess how the experimental and control groups differed over time with respect to the integrative group counseling intervention, which aimed at enhancing self-efficacy and reducing FLA. Before conducting the MANOVA analysis, the normality of the data and the equality of covariance matrices were assessed using appropriate tests, including Box's M test, for both the experimental and control groups. The results indicated that the data met the assumptions required for performing MANOVA analysis. Additionally, the pre-test data for both the experimental and control groups showed no significant differences. These findings support the validity of the subsequent MANOVA analysis. Based on the SPSS output for the Repeated Measures MANOVA in Table 16, we can provide the following detailed analysis:

The Multivariate Tests table shows the significance of the overall model. Specifically, the statistics for the intercept (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root) are all highly significant ($p < 0.001$). These results indicate that the overall model is very effective in explaining the variability in the dependent variables, capturing the main characteristics of the data.

For the *Group effect*, the statistical measures are all significant ($p < 0.001$, $\eta^2 = 0.920$), indicating that there is a significant difference in the dependent variables between the experimental and control groups. For the *Time effect*, the statistics are also significant ($p < 0.001$), indicating that there are significant differences between the time points (pre-test, post-test, and follow-up test). The partial Eta squared value ($\eta^2 = 0.966$) confirms the strength of the time effect, showing that the variability across different time

points plays a significant role in explaining the variance in the dependent variables. The interaction effect of *Time * Group* is also significant (p < 0.001, η^2 = 0.966), indicating that the change patterns between the experimental and control groups differ significantly across different time points and showing a strong interaction effect, supporting the hypothesis that the intervention's effects vary over time. The analysis indicates the intervention is significant between time periods and groups, indicating the need for further simple effect analysis.

Table 16 Significant results of between-subject and within-subject effects of pretest, post-test, and follow-up related factors in the experimental group and control group

		Effect	Value	F	df (hypothesis)	df (error)	P	η^2
Between-Subjects	Intercept	Pillai's Trace	0.999	11159.611	2.000	17.000	0.000	0.999
		Wilks' Lambda	0.001	11159.611	2.000	17.000	0.000	0.999
		Hotelling's Trace	1312.895	11159.611	2.000	17.000	0.000	0.999
		Roy's Largest Root	1312.895	11159.611	2.000	17.000	0.000	0.999
	Group	Pillai's Trace	0.920	97.206	2.000	17.000	0.000	0.920
		Wilks' Lambda	0.080	97.206	2.000	17.000	0.000	0.920
		Hotelling's Trace	11.436	97.206	2.000	17.000	0.000	0.920
		Roy's Largest Root	11.436	97.206	2.000	17.000	0.000	0.920
Within-Subjects	Time	Pillai's Trace	0.960	90.573	4.000	15.000	0.000	0.960
		Wilks' Lambda	0.040	90.573	4.000	15.000	0.000	0.960

	Hotelling's Trace	24.153	90.573	4.000	15.000	0.000	0.960
	Roy's Largest Root	24.153	90.573	4.000	15.000	0.000	0.960
Time* Group	Pillai's Trace	0.966	107.841	4.000	15.000	0.000	0.966
	Wilks' Lambda	0.034	107.841	4.000	15.000	0.000	0.966
	Hotelling's Trace	28.758	107.841	4.000	15.000	0.000	0.966
	Roy's Largest Root	28.758	107.841	4.000	15.000	0.000	0.966

4.2.4 Simple Effects Analysis of Self-Efficacy between Experimental and Control Groups at Each Time Point

Table 17 presents paired comparison data on the differences in self-efficacy between EG and CG at various time points. This analysis aims to elucidate the sustained effects of the intervention, providing insight into how the intervention influences self-efficacy over time. By deconstructing these temporal differences, we can better understand the persistence of the intervention's impact and the extent to which its effects are maintained or altered as time progresses. The findings in Table 17 shows that at the pretest stage, there is a negligible difference in self-efficacy between the two groups (M.D. = 0.10, p > 0.05), indicating that the self-efficacy levels were similar before the intervention.

In contrast, at the post-test stage, the EG showed a significant increase in self-efficacy compared to the CG (M.D. = 7.00, p < 0.001). The follow-up stage further demonstrates this effect, with the EG exhibiting an even larger mean difference of 11.00 (p = 0.000), indicating that the improvement in self-efficacy was both significant and sustained over time. Overall, the data reveal that the intervention brought about a significant and lasting enhancement in self-efficacy for the experimental group.

Table 17 Comparisons of self-efficacy between the experimental and control groups at each time point

Variable	Time	Group	Group	M.D.	S.E.	p
Self-efficacy	Pretest	EG	CG	0.10	1.232	0.936
	Post-test	EG	CG	7.00***	0.894	0.000
	Follow-up	EG	CG	11.00***	0.767	0.000

Note: Bold values indicate significant at p <0.05, ***p < 0.001

4.2.5 Simple Effects Analysis of FLA between Experimental and Control Groups at Each Time Point

Table 18 displays paired comparison data illustrating the differences in FLA between the experimental and control groups at various time points. This analysis aims to highlight the sustained effects of the intervention and reveal how these effects differ between the groups over time. By investigating these time-related differences, we can acquire a more profound comprehension of the intervention's long-term impact, including how its influence varies between the experimental and control groups as time progresses.

In Table 18, the comparison of FLA between the experimental group and the control group at different time points reveals notable findings. At the pretest, there is no significant difference in FLA between the two groups (M.D. = 0.20, p > 0.05). This indicates that both groups had similar levels of FLA before the intervention.

However, post-test results show a significant decrease in FLA for the experimental group compared to the control group (M.D. = -9.50, p < 0.001). This suggests that the intervention had a substantial impact on reducing FLA. The follow-up data further demonstrates a greater reduction in FLA, with a mean difference of -14.100 and a p-value of 0.000, indicating that the benefits of the intervention were not only

significant but also sustained over time. Overall, the intervention effectively reduced FLA in the experimental group, with the effects persisting and even improving as time went on.

Table 18 Comparisons of FLA between the experimental and control groups at each time point

Variable	Time	Group	Group	M.D.	S.E.	p
	Pretest	EG	CG	0.200	0.814	0.809
FLA	Post-test	EG	CG	-9.500***	1.073	0.000
	Follow-up	EG	CG	-14.100***	1.038	0.000

Note: Bold values indicate significant at $p < 0.05$, *** $p < 0.001$

Figures 2 and 3 provide a comprehensive visualization of the comparisons between the experimental and control groups in terms of self-efficacy and FLA across three key assessment periods: pretest, post-test, and follow-up. These figures highlight the differences in group performance over time, offering insights into the impact of the intervention on self-efficacy enhancement and FLA reduction.

Figure 2 Outline of estimated marginal mean value of self-efficacy between groups
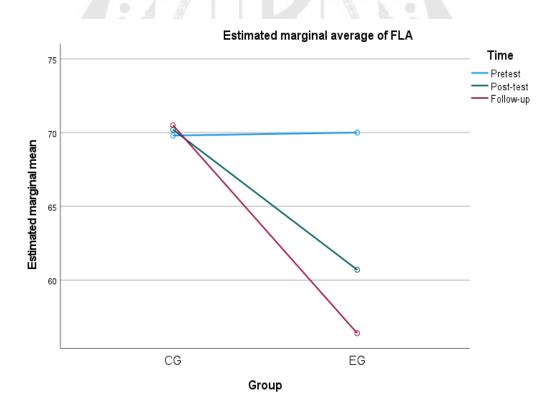
Figure 3 Outline of estimated marginal mean value of FLA between groups

4.2.6 Simple Effects Analysis of Self-Efficacy within-group across Period

From Table 19, the data shows that the EG experienced significant increases in self-efficacy across all time periods. Specifically, from pretest to post-test periods, there was a significant increase (M.D. = 7.100, p < 0.001). This increase continued from pretest to follow-up periods with an even larger decrease (M.D. = 10.600, p < 0.001). Additionally, from post-test to follow-up periods, there was a further significant increase (M.D. = 3.500, p < 0.001), though this change was smaller, indicating a slower rate of increase in self-efficacy over time. In contrast, the control group did not exhibit any significant changes in self-efficacy (p > 0.05). This suggests that the intervention in the experimental group had a notable effect on self-efficacy, resulting in a increase, while the control group remained stable over time.

Table 19 Comparisons of self-efficacy across time for the experimental and control groups

Variable	Group	Period	M.D.	S.E.	p
	EG	Post-test-Pretest	7.10***	0.398	0.000
		Follow-up-Pretest	10.60***	0.589	0.000
		Follow-up-Posttest	3.50***	0.373	0.000
Self-efficacy	CG	Post-test-Pretest	0.20	0.398	1.000
		Follow-up-Pretest	-0.30	0.589	1.000
		Follow-up-Posttest	-0.50	0.373	0.589

Note: Bold values indicate significant at p < 0.05, *** p < 0.001

4.2.7 Simple Effects Analysis of FLA within-group across Period

From Table 20, for the EG, there were significant decreases in FLA across all periods. From the pretest to the post-test, FLA significantly decreased (M.D. = -9.30, p< 0.001), indicating the intervention's immediate effectiveness. The reduction in FLA was even more pronounced from the pretest to the follow-up (M.D. = -13.60, p < 0.001), showing a continued decrease over time. Additionally, FLA further decreased from the post-test to the follow-up (M.D. = -4.30, p < 0.001), suggesting that the effects of the intervention persisted and strengthened over time. In contrast, the control group showed no significant changes in FLA (p > 0.05), suggesting that without any targeted intervention, the FLA levels of participants in this group remained stable throughout the study period. This lack of significant variation highlights the natural consistency of FLA in the absence of external influences or strategies aimed at its reduction. This comparison further reinforces the conclusion that the intervention implemented in the experimental group was effective in reducing FLA over time, as evidenced by the noticeable improvements in their anxiety levels compared to the control group.

Table 20 Comparisons of FLA across period for the experimental and control groups

Variable	Group	Period	M.D.	S.E.	Sig.
	EG	Post-test-Pretest	-9.30***	0.497	0.000
		Follow-up-Pretest	-13.60***	0.635	0.000
		Follow-up-Posttest	-4.30***	0.461	0.000
FLA	CG	Posttest-Pretest	0.40	0.497	1.000
		Follow-up-Pretest	0.70	0.635	0.854
		Follow-up-Posttest	0.30	0.461	1.000

Note: Bold values indicate significant at p < 0.05, *** p < 0.001

Figures 4, and 5 illustrate the comparison of self-efficacy and FLA within the experimental and control groups across the pretest, post-test, and follow-up stages.

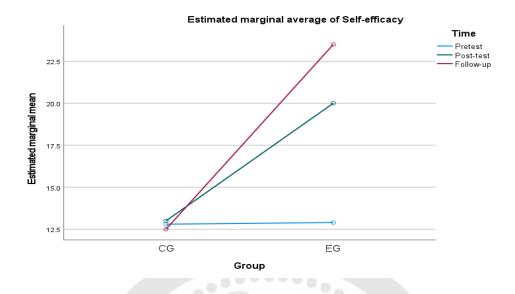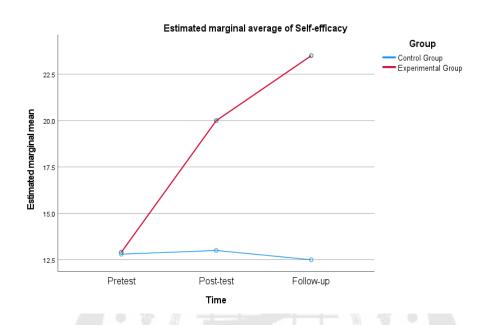Figure 4 Outline of estimated marginal mean value of self-efficacy within-group
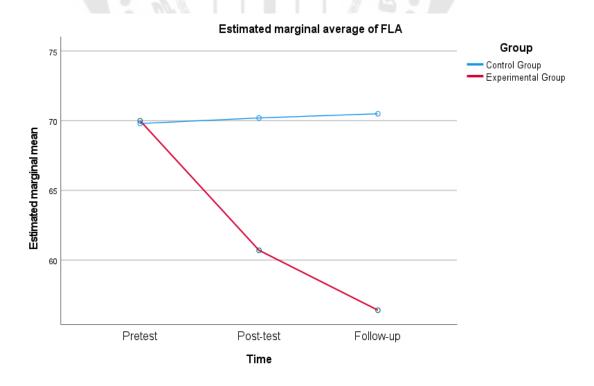
Figure 5 Outline of estimated marginal mean value of FLA within-group

4.2.8 Qualitative Insights from Semi-structured Interviews on Enhancing Self-Efficacy and Reducing FLA

In this qualitative study, the researchers invited 10 participants from the experimental group who participated in the integrative group counseling for semi-structured interviews. The interview questions primarily explored students' perceptions and changes in self-efficacy, their experiences and changes in FLA, as well as the strategies they used to cope with FLA and their outlook on future self-efficacy and foreign language anxiety after participating the integrative group counseling. To extract deep and nuanced insights from participants' experiences and perspectives on self-efficacy and FLA, the study employs thematic analysis as a comprehensive qualitative method, facilitating the recognition of repeating patterns and the exploration of complex psychological dynamics within the data.

First, it was established that the experimental group of students showed improvements in self-efficacy and a decrease in FLA following group counseling sessions. They were then asked to recount their experiences. For instance, they reflected on their perceptions of self-efficacy and FLA before participating in the counseling sessions and what differences they noticed afterward.

Second, it is essential to confirm the changes observed in participants after group counseling. For example, participants were asked what aspects of FLA were most discouraging before participating the integrative group counseling, and whether those feelings changed after participating the integrative group counseling.

The recorded audio was transformed into textual form and underwent qualitative analysis. The process involved several steps: first, conducting an initial analysis and organizing the interview data; then identifying and highlighting sections related to research themes (e.g., self-efficacy and FLA). Significant parts of the text were assigned brief codes, such as "self-efficacy improvement" for increased self-efficacy or "reduced FLA" for decreased anxiety. The codes were classified in order to recognize prevalent patterns and formulate initial themes. Finally, the data was revisited to guarantee that the themes correctly reflect the core content, making adjustments, combinations, or refinements as necessary for clarity. This process aids in identifying

changes in self-efficacy and FLA through a systematic analysis of interview data. By coding and grouping relevant sections of the text, patterns and themes related to the evolution of participants' self-efficacy and FLA can be uncovered. This approach enables the researcher to pinpoint specific ways in which self-efficacy has improved and FLA has decreased, thereby providing a distinct comprehension of the consequence of the counseling intervention.

Partial Interview Record

Theme 1: Self-efficacy

-1. Could you describe your self-efficacy regarding your abilities and performance in foreign language learning before participating in integrative group counseling? Before participating in integrative group counseling, how confident were you in your ability to successfully overcome difficulties in foreign language learning?

Students generally think that they have low level of self-efficacy and were not confident in their ability to overcome difficulties in foreign language learning before participating the integrative group counseling.

Student 1: Before participating in the integrative group counseling, my self-efficacy regarding my foreign language learning abilities was quite low. I often felt that I lacked the necessary skills to excel in various aspects of language learning, such as speaking, listening, and writing. I was particularly anxious about speaking in front of others and feared making mistakes, which made me feel that my progress was stagnant. I struggled with feelings of inadequacy and doubt about my ability to improve. My confidence in overcoming difficulties in foreign language learning was also quite low before the group counseling. I doubted whether I could handle challenging situations and feared that my efforts would not yield the desired results, which made me feel anxious, disheartened and discouraged.

Student 8: Before the counseling, I didn't feel very confident about handling exams. Listening sections, in particular, made me really nervous because I was afraid of missing important details. I often doubted my ability to do well, and it felt like no matter how much I prepared, I couldn't perform the way I wanted.

Student 9: Before the integrative group counseling, my self-efficacy in foreign language learning was quite low. I often felt insecure about my writing abilities. My confidence in overcoming English writing problems was also very limited. I often felt that despite my efforts, I struggled to cope with the more challenging aspects of writing. This lack of confidence affected

my willingness to engage in challenging tasks and contributed to a general sense of anxiety, frustration and discouragement.

-2. After participating in integrative group counseling, how do you feel your self-efficacy has changed? In what specific areas is this change most apparent?

Participants reported that their self-efficacy had generally changed after participating in integrative group counseling, with notable improvements observed in specific areas.

Student 1: I feel a significant boost in my self-efficacy. Through group counseling, I have started to believe that I can effectively tackle various challenges in language learning, especially in oral expression. I used to be afraid of making mistakes, but now I am more confident and no longer overly anxious about pronunciation or grammar errors. I am now more willing to actively participate in class discussions. I am not afraid of falling behind or being criticized by the teacher or classmates. I am more comfortable expressing my thoughts in English conversation exercises, even if I make mistakes, and I view these as opportunities for learning.

Student 5: After participating in integrative group counseling, I feel my self-efficacy has improved significantly, especially when it comes to taking tests. Before the sessions, I often felt anxious and doubted my ability to perform well, particularly in English exams. However, the counseling activities helped me develop a more positive mindset and practical strategies to manage my anxiety.

Student 7: After participating in the counseling, I feel my self-efficacy has improved a lot, especially in listening exercises. I'm more confident now when listening to audio or conversations, and I can better catch the main points and details without feeling as anxious as before.

-3. Which activities or techniques in integrative group counseling were most helpful in enhancing your self-efficacy? Please provide specific examples.

Participants reported that various techniques used in integrative group counseling were effective in enhancing their self-efficacy, with different individuals highlighting different methods as particularly beneficial. However, most of the participants like the delivering rubber band with straw activity, setting SMART goals techniques and restructuring negative thought techniques.

Student 1: The delivering rubber band with straw activity was particularly helpful for me. It required focus, teamwork, and persistence, which made me realize that I am capable of contributing effectively to a group task. Setting SMART goals also enhanced my self-efficacy. Breaking my goals into specific and manageable steps helped me see that achieving them is within my reach.

Student 3: The SMART goal-setting exercise was very helpful, as breaking goals into specific, measurable steps made them more achievable. Cognitive restructuring also significantly boosted my self-efficacy. By challenging negative thoughts like "I will never speak English fluently," I was able to reframe them to more positive beliefs, such as "I can improve with consistent effort." This shift in mindset increased my confidence and motivation to keep practicing, making me feel more capable in my language learning.

Student 6: I like the Delivering Rubber Band with Straw activity because it was both interesting and challenging. The task made me think creatively about how to solve problems and work with the materials in a limited way. It felt like a team effort too, which allowed me to connect with my peers and support each other. The cognitive restructuring technique also greatly boosted my self-efficacy. It helped me recognize limiting beliefs, such as fearing mistakes in English would make me seem incompetent. By reframing this to "Mistakes are part of learning," I became more confident and empowered to participate in English conversations without fear of making errors.

-4. How do you think an enhancement in self-efficacy will affect your future learning and daily life?

Students anticipate that an enhancement in self-efficacy will lead to improved academic performance and a more proactive approach to both learning and personal goals. This boost in self-confidence is expected to result in better problem-solving skills, more effective goal-setting, and a more positive attitude towards overcoming challenges in daily life.

Student 1: Enhancing my self-efficacy will positively impact my future learning and daily life by increasing my confidence in tackling new challenges. In learning, I believe I will approach difficult subjects with a more positive attitude, setting realistic goals and persevering through difficulties. In daily life, this increased confidence will help me handle various tasks and responsibilities more effectively, reducing stress and improving overall satisfaction.

Student 3: Improving my self-efficacy will likely lead to better academic performance as I will approach my studies with a stronger belief in my abilities. This enhanced belief will motivate me to take on challenging projects and persist through difficulties. In everyday life, I will find it easier to set and achieve personal goals, manage stress better, and handle obstacles with greater confidence.

Student 5: As my self-efficacy improves, I anticipate that I will approach my educational pursuits with a more strategic mindset. I will be better equipped to set realistic goals, develop effective study plans, and overcome setbacks. In daily life, this improvement will help me manage my time more effectively, build stronger relationships, and maintain a more positive attitude towards challenges.

To sum up, in semi-structured interview under the theme of self-efficacy, words such as "self-efficacy", "confidence", "participating", "improved", "group counseling", "techniques" and "performance" were frequently mentioned. According to the analysis, students demonstrated noticeable improvements after participating in integrative group counseling. Many reported feeling more confident in their abilities to tackle difficult tasks such as speaking in public, participating in group discussions, and taking exams. Techniques like setting SMART goals and cognitive restructuring empowered them to face challenges with a stronger belief in their capacity to succeed. This newfound confidence translated into greater willingness to engage in classroom activities, take on complex grammar, and participate in discussions, ultimately leading to better academic performance and a sense of accomplishment.

Theme 2: Foreign Language Anxiety

-1. Could you describe the main anxieties you felt when learning a foreign language before participating in group counseling? In which aspects does this anxiety primarily manifest (e.g., classroom performance, exams, communication, etc.)?

Before participating in group counseling, students' FLA was mainly evident in their fear of public speaking, classroom participation, and exam performance. They felt stressed about making mistakes, being judged by peers, and struggling with language assessments, which led to avoidance of speaking opportunities and heightened self-consciousness.

Student 1: Before participating in group counseling, my main anxiety in learning a foreign language was related to speaking in public. I felt an intense fear of making errors and being judged by my peers during oral presentations and group discussions. This anxiety was particularly evident during classroom activities where I had to present my ideas or answer questions, causing me to struggle with fluency and confidence. I also felt nervous about speaking during spontaneous interactions, which often led to avoidance of such situations.

Student 4: My main anxiety was related to participating in classroom activities and speaking up during discussions. I often felt self-conscious and worried about making mistakes in front of my classmates. This anxiety was most evident during group discussions and presentations, where I was reluctant to contribute due to fear of judgment or criticism. I also struggled with feeling inadequate compared to my peers, which further heightened my anxiety.

Student 6: Before group counseling, my anxiety was centered around both my classroom performance and communication abilities. I worried that my lack of fluency and grammatical accuracy would lead to negative evaluations from both teachers and peers. This anxiety was most noticeable during speaking exercises and interactive classroom activities, where I felt my contributions were inadequate and often hesitated to participate.

-2. After participating in integrative group counseling, do you feel that your foreign language anxiety has changed? If so, in what specific ways?

After participating in integrative group counseling, students reported significant reductions in their foreign language anxiety, particularly in areas like classroom participation, speaking, and exams. Many felt more confident speaking up in class and engaging in discussions, no longer fearing mistakes or judgment. Their communication skills, especially in speaking activities and group discussions, improved as they became more relaxed and willing to participate. Additionally, students experienced less exam-related stress, with a shift in focus from performance to the learning process. Overall, they felt more comfortable and motivated in their language studies.

Student 1: There's been a change. I no longer fear making mistakes as much as I used to. This transformation is especially evident in my classroom performance. I now feel more confident and willing to express myself during class group discussions. Even when I make mistakes, I can handle them with a calm mindset, without the overwhelming anxiety that I once experienced. This shift has not only improved my participation but also made learning a more enjoyable and fulfilling experience for me.

Student 3: After the counseling sessions, my anxiety about speaking English in the classroom improved a lot. Although my expressions are not always perfect, I am now more willing to answer questions in English without worrying too much about grammatical mistakes or pronunciation issues. Instead of being held back by these concerns, I actively participate and focus on communicating my thoughts. This shift has greatly boosted my confidence and made classroom interactions a more positive and rewarding experience.

Student 5: After the counseling sessions, my anxiety related to language tests and assessments improved significantly. While I still feel some pressure to perform well, I no longer let the fear of low grades overwhelm me. I have learned to approach exams and quizzes with a calmer mindset, focusing on applying what I've learned rather than doubting my abilities. This shift has not only reduced my test anxiety but also allowed me to feel more confident and prepared during assessments, making the overall experience much less stressful.

-3. Which activities or techniques in group counseling do you think were most effective in reducing your foreign language anxiety? Why?

Students believed that certain techniques used in group counseling were particularly effective in reducing their Foreign Language Anxiety (FLA), such as ABC model of CBT techniques, meditation techniques and cognitive restructuring. They felt that these selected techniques played a key role in alleviating their anxiety.

Student 1: The ABC Model was incredibly helpful in reducing my foreign language anxiety. By analyzing how my beliefs impact my emotions and behavior, I realized that my fear of speaking English was mostly based on negative assumptions about how others might judge me. The mindful meditation activity was particularly effective—it taught me to observe and accept my thoughts without judgment. Visualizing those negative beliefs as passing clouds in the sky during meditation helped me create a sense of distance from them. This practice made me feel less controlled by unhelpful thoughts, which significantly lowered my anxiety.

Student 3: The ABC Model allowed me to understand the link between my anxious feelings and the beliefs I hold about my language abilities. The cognitive restructuring activity made a lasting impression because it helped me reframe my thoughts and view them in a more constructive way. Every time I identified and challenged a negative thought, such as "I'll never speak English fluently," and replaced it with a more empowering one, like "I'm improving with practice and effort," I felt a sense of relief and empowerment. This technique has helped me stay calmer and more confident when using English in challenging situations.

Student 5: Using the ABC Model during the sessions was eye-opening. It made me realize that my foreign language anxiety wasn't just about the difficulty of taking exams but about the way I interpreted situations. The process of thought restructuring played a crucial role in this realization, as it helped me identify and challenge irrational beliefs, replacing them with more constructive perspectives. The Thought Balloon Pop activity was fun and impactful. It taught me to detach from self-critical thoughts and view them more objectively, which has made it much easier to participate in conversations without overthinking or feeling overly anxious.

-4. How do you think group counseling will have a long-term impact on your FLA management in future foreign language learning?

Students believe that group counseling will have a significant long-term impact on managing their FLA. They expect that the techniques learned, such as ABC model of CBT techniques, cognitive restructuring, and thought record exercise techniques and so on, will help them remain calm, focused, and resilient in future language learning, leading to improved performance and a more positive learning experience.

Student 1: I believe that the group counseling will have a significant long-term impact on my management of foreign language anxiety. The techniques I learned, such as mindfulness and cognitive restructuring, have equipped me with tools to manage my anxiety effectively. In future language learning, I will be able to use these techniques to stay calm, focus on my progress, and handle challenges more resiliently. This will lead to a more positive learning experience and improved performance in the long run.

Student 2: The group counseling has provided me with strategies that I can apply in future foreign language learning. Techniques like ABC model of CBT techniques and thought record exercise techniques will help me approach new learning situations with less fear. I anticipate that these strategies will help me overcome obstacles more effectively and reduce anxiety, allowing me to engage more confidently and actively in language learning.

Student 4: I expect that the skills gained from group counseling will continue to benefit me in my future language learning endeavors. The ability to manage my anxiety through techniques like ABC model of CBT techniques and cognitive restructuring will help me remain composed and focused. This will likely lead to better learning outcomes and a more enjoyable learning process, as I will be less hindered by anxiety.

To sum up, in group interviews, words such as "anxiety", "group counseling", "techniques", "mistakes" "participation", "reduce", "performance" were frequently mentioned. Through the analysis, students experienced a significant reduction in their levels of stress and fear, especially in situations where they previously felt vulnerable, such as public speaking and exams. The techniques learned in group counseling, such as ABC model of CBT techniques, cognitive restructuring, and mindful meditation, allowed them to manage their anxiety more effectively. By focusing on the learning process rather than the fear of making mistakes, students became more relaxed and engaged in language activities. This led to a more comfortable and positive classroom environment, reduced avoidance behaviors, and an overall improvement in their foreign language learning experience.

4.2.9 Summary of Results in Phase 2

In Phase 2, a comprehensive group intervention was designed to improve self-efficacy and reduce FLA among students, based on the findings from the first phase which indicated that self-efficacy was the most significant predictor of FLA among the three factors studied. The intervention was administered to the experimental group, while no therapeutic intervention was provided to the control group. The data collected included pretest, post-test, and follow-up measures of self-efficacy and FLA.

For the experimental group, self-efficacy showed a significant increase from the pretest (M = 12.90, SD = 2.998) to the post-test (M = 20.00, SD = 2.000) and follow-up periods (M = 23.5, SD = 1.581). FLA in the experimental group decreased over time. The pretest mean for FLA was high (M = 70.00, SD = 1.764). After the intervention, it dropped to a moderate level at the post-test (M = 60.70, SD = 2.983) and continued to decrease at the follow-up (M = 56.4, SD = 2.875). At each stage, there was a significant difference in self-efficacy and FLA between the experimental and control groups, with F=90.573, P=0.000.

The repeated measures MANOVA results showed significant differences between the experimental and control groups across time points. In light of the results from the repeated measures MANOVA, which signified a significant interaction impact, a

Post-Hoc Simple Effects Analysis was then executed for self-efficacy and FLA. As for self-efficacy, the analysis results showed that in between-group comparisons, there are differencs from pretest (M.D. = 0.10, p = 0.936), posttest (M.D. = 7.00, p < 0.001) to follow-up test (M.D. = 11.00, p < 0.001), when contrasted against the control group. In the within-group comparisons, self-efficacy of the EG increase from pretest to post-test (M.D. = 7.10, p < 0.001) and from pretest to follow-up (M.D. = 10.60, p < 0.001). Conversely, the control group exhibited no substantial alterations over the various time points (all p > 0.05).

As for FLA, the analysis results showed that in between-group comparisons at the pretest, the groups did not exhibit any significant dissimilarity in FLA (M.D. = 0.200, p = 0.809). Post-test results showed a significant reduction in FLA in the EG in comparison with CG (M.D. = -9.500, p < 0.001). This reduction was even greater at the follow-up (M.D. = -14.100, p < 0.001), indicating a sustained decrease in FLA in EG. In the within-group comparisons, EG showed a significant decrease in FLA from pretest to post-test (M.D. = -9.30, p < 0.001) and from pretest to follow-up (M.D. = -13.60, p < 0.001). There was also a significant decrease from post-test to follow-up (M.D. = -4.30, p < 0.001). CG however, did not show any significant changes across the time points (all p > 0.05).

Based on the qualitative research results, it was evident that their FLA significantly decreased, and their self-efficacy improved markedly after the course concluded. Students reported feeling more confident when speaking in English and participating in class activities. They expressed that the different counseling techniques, such as mindfulness, cognitive restructuring, ABC model and self-efficacy training integrated into the course helped them manage their anxiety more effectively, allowing them to focus better during language learning tasks. Additionally, many students noted a heightened sense of self-belief in their ability to succeed in English learning, which contributed to their overall improvement in language performance and participation. The interviews also highlighted that students felt more motivated and less fearful of making mistakes, indicating a positive shift in their attitude towards learning English.

In conclusion, these data clearly demonstrate that the integrative group counseling intervention, significantly improved students' self-efficacy and reduced their foreign language anxiety. The substantial increase in self-efficacy and the notable decrease in FLA, both of which persisted and even strengthened during the follow-up phase, indicate that the intervention had both immediate and longer-term positive effects. This suggests that the integrative group counseling intervention provided sustained psychological support, helping students become more confident and less anxious in their foreign language learning. Furthermore, the repeated measures MANOVA analysis and subsequent simple effects analysis indicate that the integrative group counseling intervention was effective in significantly increasing self-efficacy and reducing FLA among the participants in EG, as opposed to CG. The significant interaction effect between time and group suggests that the intervention had a lasting impact on self-efficacy and FLA over time of the EG.

In addition, interviews with the participants further confirmed these findings. Many participants reported that the group counseling sessions played a crucial role in enhancing their self-efficacy by helping them develop a heightened confidence in their aptitude to prevail in foreign language tasks. They also emphasized that the intervention helped them manage their anxiety more effectively, making them feel calmer and more focused during language learning activities. These qualitative insights provide valuable support for the quantitative results, highlighting the practical benefits of integrative group counseling in addressing the psychological challenges associated with foreign language learning.

CHAPTER 5

DISCUSSION AND SUGGESTIONS

The study titled "The Influence of Mindfulness, Resilience, and Self-efficacy on Foreign Language Anxiety and Reducing Foreign Language Anxiety through Integrative Group Counseling among Chinese College Students" was conducted in two distinct phases. The objectives of phase 1 was to to explore the relationships between mindfulness, resilience, self-efficacy, and FLA among Chinese college students and to evaluate the effects of these variables on FLA to identify which factor serves as the most significant predictor of FLA. In Phase 1, a comprehensive analysis was performed to assess how mindfulness, resilience, and self-efficacy correlate with FLA. The findings aimed to reveal not only the strength and nature of these correlations but also to establish which of these predictors most significantly influences FLA.

Phase 2 focused on leveraging the insights gained from Phase 1. The key goal was to develop an integrative group counseling intervention designed to enhance self-efficacy, identified as the most influential predictor of FLA from Phase 1 and to reduce FLA. The other objective of phase 2 was to examine the variations in self-efficacy and FLA scores, focusing on the changes perceived in the experimental and control groups before the integrative group counseling program, immediately after its conclusion, and during the follow-up assessment conducted two weeks later. This analysis aimed to gauge the efficiency of the counseling program in enhancing self-efficacy and reducing FLA over time, offering perspectives on the program's immediate - term and long -

lasting impact on participants. This phase sought to implement and assess the potency of this intervention in improving self-efficacy and reducing FLA among the participants.

The study sample was composed of 323 Chinese students from Liupanshui Normal University. The data were collected using an online questionnaire. After examining both bivariate and multivariate outliers, all data met the criteria, resulting in a final sample size of 323.

After receiving ethical approval from Srinakharinwirot University (Protocol code: SWUEC-672243), the researcher secured research permission letters from the university. Subsequently, the researcher collected the data independently.

The research instrument included five parts: 1) respondent information, 2) the Foreign Language Classroom Anxiety Scale, 3) the Mindful Attention Awareness Scale, 4) the Connor-Davidson Resilience Scale, and 5) the General Self-Efficacy Scale. The overall validity of the instrument ranged from 0.829 to 0.919.

The results of phase 1 were presented into four parts which were part 1 demographic data of sample, part 2 descriptive analysis of variables, part 3 correlation analysis, and part 4 multiple regression analysis.

The results of phase 2 were presented in three parts: Part 1 presents the demographic data of the EG and CG; Part 2 describes the self-efficacy and FLA differences between the EG and CG (pretest, post-test, and follow-up periods); Part 3 presents the results of the quasi-experimental study using a pretest-posttest follow-up control group design.

Consequently, the results were summarized as follows:

5.1 Summary of the Research Results

5.1.1 Summary of the Results in Phase 1

5.1.2 Summary of the Results in Phase 2

5.2 Discussion

5.2.1 Discussion of the Results of Phase 1

5.2.2 Discussion of the Results of Phase 2

5.3 Suggestions

5.3.1 Suggestions on the Theoretical and Practical Implications

5.3.2 Suggestions for Future Research

5.4 Limitations of the Study

5.1 Summary of Results

5.1.1 Summary of the Results of Phase 1

The results were presented according to the hypotheses as follows:

H1: Mindfulness, resilience, and self-efficacy are negatively correlated with foreign language anxiety, meaning that higher levels of mindfulness, resilience, and self-efficacy may be associated with lower levels of foreign language anxiety.

The results showed that the proposed hypothesis 1 agrees with the empirical data. The Pearson correlation results indicate that mindfulness, resilience, and self-efficacy are all significantly negatively correlated with FLA. Specifically, mindfulness shows a negative correlation with FLA ($r = -0.331$, $p < .01$). Similarly, resilience also has a significant negative correlation with FLA ($r = -0.372$, $p < .01$), suggesting that individuals with higher resilience tend to experience lower foreign language anxiety.

Furthermore, self-efficacy demonstrates the strongest negative correlation with FLA ($r = -0.538$, $p < 0.01$), showing that higher self-efficacy is associated with a substantial reduction in foreign language anxiety. These correlations confirm that as levels of mindfulness, resilience, and self-efficacy increase, FLA tends to decrease, which aligns with the hypothesis 1.

H2: The study will identify the most influential predictor on foreign language anxiety among Chinese college students among mindfulness, resilience, or self-efficacy.

The findings indicated that the empirical data supports the proposed hypothesis 2, identifying self-efficacy as the most influential predictor of FLA among Chinese college students. In the regression model, self-efficacy exhibits the strongest standardized coefficient (Beta = -0.442) and is statistically significant ($p < 0.001$). This indicates that self-efficacy has the most substantial impact on FLA compared to

mindfulness and resilience. Specifically, for each unit increase in self-efficacy, FLA decreases by 1.426 units, making it the most influential predictor in the model.

In contrast, mindfulness and resilience have smaller standardized coefficients (Beta = -0.127 and Beta = -0.095, respectively) and are less significant, with p-values of 0.015 for mindfulness and 0.090 for resilience. While mindfulness is statistically significant, its influence on FLA is less pronounced compared to self-efficacy. Resilience does not achieve statistical significance, indicating a weaker role as a predictor of FLA in this model.

Overall, the data suggests that enhancing self-efficacy is the most effective approach among the three factors (mindfulness, resilience, and self-efficacy) for reducing FLA among Chinese college students.

5.1.2 Summary of the Results of Phase 2

H3: The participants in the experimental group have higher score of self-efficacy and lower score of foreign language anxiety compared with the control group.

The results showed that the EG demonstrated significantly higher scores in self-efficacy compared to the CG. Specifically, the self-efficacy scores for the EG increased markedly from the pretest (M = 12.90, S.D. = 2.998, low level) to the posttest (M = 20.00, S.D. = 2.000, moderate level) and further improved in the follow-up (M = 23.5, S.D. = 1.581, high level). In contrast, the control group showed minimal changes in self-efficacy scores across all time points, remaining at a low level from the pretest (M = 12.80, S.D. = 2.486) to the posttest (M = 13.00, S.D. = 2.000) and slightly decreasing at the follow-up (M = 12.5, S.D. = 1.841, low level). These results indicate that the improvement in self-efficacy for the EG was significantly greater than that for the control group, supporting part of Hypothesis 3, which suggests that the experimental group would have higher self-efficacy scores compared to the CG.

Regarding FLA, the EG showed significantly lower scores than the CG. The FLA scores for the experimental group decreased significantly from a high level at the pretest (M = 70.00, S.D. = 1.764) to a moderate level at the posttest (M = 60.70, S.D. = 2.983) and further decreased in the follow-up (M = 56.4, S.D. = 2.875, moderate level). In contrast, the control group's FLA scores remained relatively unchanged, staying at a

high level from the pretest (M = 69.80, S.D. = 1.874) and slightly increasing at the posttest (M = 70.20, S.D. = 1.619) and follow-up (M = 70.5, S.D. = 1.581). These findings suggest that the EG experienced a significant reduction in FLA compared to the CG, supporting the other part of Hypothesis 4, which posits that the EG would have lower FLA scores than the CG.

H4: The Chinese college students have high score of self-efficacy and the their level of foreign language anxiety decreased after participating the integrative group counseling.

The results indicated significant improvements in self-efficacy within the experimental group (EG) across the measured time points. Specifically, the comparison between the pretest and post-test for the experimental group revealed a marked increase in self-efficacy (M.D. = 7.10, p < 0.001). This improvement suggests that the intervention effectively enhanced the participants' confidence in their abilities immediately following the intervention. Furthermore, a significant increase was also observed from the pretest to the follow-up (M.D. = 10.60, p < 0.001), indicating that the gains in self-efficacy were not only immediate but also sustained over time. These findings demonstrate the long-term effectiveness of the intervention in boosting self-efficacy among participants in the EG, compared to the CG, which showed no significant changes in self-efficacy across any of the time points.

The analysis also showed a significant reduction in FLA within the EG after the intervention. There was a substantial decrease in FLA from the pretest to the post-test (M.D. = -9.30, p < 0.001), indicating an immediate positive impact of the intervention on reducing FLA. Moreover, the reduction in FLA continued to be significant from the pretest to the follow-up (M.D. = -13.60, p < 0.001), demonstrating a further decrease in anxiety over time, even after the intervention had concluded. This sustained reduction in FLA among the EG, compared to the CG, which showed no significant changes in FLA—highlights the lasting effects of the comprehensive group intervention in alleviating foreign language anxiety.

To sum up, the EG demonstrated notable enhancement in self-efficacy and reductions in FLA compared to the CG during post-test evaluations. The results

demonstrate that the integrative group counseling effectively boosted self-efficacy and alleviated FLA, with the positive effects of the intervention continuing to be significant and stable over time. What's more, the EG exhibited marked differences from the CG in follow-up-test FLA scores, indicating a considerable decrease in FLA after the program. This improvement persisted, highlighting the lasting impact of the intervention.

5.2 Discussion

5.2.1 Discussion of Results in Phase 1

Hypothesis 1: Mindfulness, resilience, and self-efficacy are negatively correlated with foreign language anxiety, meaning that higher levels of mindfulness, resilience, and self-efficacy may be associated with lower levels of FLA.

Our analysis revealed that mindfulness, resilience, and self-efficacy are significantly negatively correlated with FLA among Chinese college students. Firstly, the study revealed a negative correlation between mindfulness and FLA, indicating that students with higher levels of mindfulness tend to experience lower levels of FLA. This result aligns with previous research, which has consistently demonstrated that mindfulness is inversely related to foreign language anxiety, as it promotes present-moment awareness and acceptance, thereby reducing anxiety (Morgan & Katz, 2021; Fallah, 2017). Additionally, studies have shown that English as Foreign Language students with higher states of mindfulness exhibited lower levels of anxiety, further supporting the idea that mindfulness can effectively alleviate foreign language anxiety (Kim, 2021). The current findings are also consistent with research highlighting the negative relationship between mindfulness and FLA (Skelly & Estrada-Chichon, 2021). By helping students regulate their attention, emotions, behaviors, and thoughts, mindfulness reduces anxiety and enhances English as Foreign Language learning performance. Incorporating mindfulness into daily routines has been shown to decrease anxiety among students, reinforcing its role in alleviating FLA. In the context of language learning, mindfulness enables students to concentrate on the task at hand without being overwhelmed by concerns about mistakes or future outcomes. These results suggest

that cultivating mindfulness could be crucial for reducing FLA and improving the overall language learning experience.

Secondly, the study identified a negative correlation between resilience and FLA, which is consistent with several theoretical perspectives. Resilience is often linked to the ability to cope with stress and negative emotions (Kärner et al., 2021). People with higher resilience tend to have better emotional regulation, allowing them to manage anxiety and stress more effectively. This is supported by Baker (2024), who found that resilience is closely related to emotional regulation and can reduce anxiety and stress. Based on these findings, it is believed that resilience may help students regulate their emotions, thereby reducing anxiety in foreign language learning. Furthermore, previous research suggests that resilience plays a significant role in academic settings. Xu and Yang (2024) emphasized that resilience helps reduce anxiety caused by academic stress. Students with higher resilience are generally better equipped to handle academic challenges and maintain lower levels of anxiety. Foreign language learning often comes with academic pressure, particularly when students experience self-doubt about their language abilities or fear of failure. However, resilient students are able to approach these challenges with a more positive mindset, which helps alleviate foreign language anxiety. Resilience is essential for cultural adaptation in foreign language learning, as it helps students navigate diverse environments with confidence and adaptability, reducing anxiety from cultural differences and language barriers (Ellis, Jola, & Cameron, 2024). While resilience supports stress management during transitions, its impact on language learning outcomes is influenced by factors like self-efficacy and cultural competence. What's more, Shen (2022) emphasized resilience as an effective strategy for managing foreign language anxiety. Additionally, enhancing resilience through strategies such as setting more realistic goals and teaching motivation-boosting skills can help learners become more resilient and better equipped to manage FLA. However, other research suggests that despite high levels of resilience, this does not necessarily have a direct or significant impact on FLA. Resilience is typically associated with coping with life challenges and stress, whereas FLA may be

more influenced by specific learning contexts and language-related self-efficacy (Najafzadeh, Ghanizadeh, & Jahedizadeh, 2018). This may explain why, in the present study, although descriptive statistics indicated a higher average resilience score, the multiple regression analysis showed that resilience did not have a significant relationship with FLA.

Thirdly, the study revealed a negative correlation between self-efficacy and FLA, which aligns with the findings of Özer and Akçayoǧlu (2021). Their research indicates that boosting foreign language learners' self-efficacy can effectively diminish their experiences of FLA, suggesting that students with higher self-belief in their abilities to succeed in language learning tend to experience less anxiety in the process. This is particularly significant as it highlights the role of self-efficacy not only as a cognitive factor but also as a psychological resource that helps learners cope with the stressors associated with learning a foreign language. Similarly, Jee (2018) found a negative correlation between self-efficacy and anxiety among college students, further emphasizing the crucial role of self-efficacy in managing FLA. Jee's research suggests that students who believe they can control and overcome the challenges posed by foreign language learning are less likely to suffer from debilitating anxiety. Additionally, the outcomes of the current research are in accordance with the findings of Shirvan & Taherian (2021), whose longitudinal studies also demonstrated that higher self-efficacy levels are linked to lower FLA. These longitudinal studies provided further evidence that self-efficacy has a long-lasting impact on students' anxiety levels, supporting the idea that interventions aimed at enhancing self-efficacy can be beneficial over time. Collectively, these results highlight the pivotal role self-efficacy plays in alleviating FLA across diverse contexts and populations. The consistent findings from multiple studies suggest that improving self-efficacy may be a key strategy in reducing FLA, benefiting not only language learners but also students facing anxiety in other academic or performance contexts. By fostering greater self-belief, educators can help students navigate their language learning journeys with increased confidence and resilience, ultimately enhancing both their learning outcomes and emotional well-being.

H2: The study will identify the most influential predictor on foreign language anxiety among Chinese college students among mindfulness, resilience, or self-efficacy.

The regression analysis further reveals that self-efficacy emerges as the most influential predictor of FLA, with a p-value of 0.000, compared to the p-value of 0.015 for mindfulness. In contrast, resilience does not exhibit a significant effect on FLA within the regression model. These findings indicate that while both mindfulness and self-efficacy are important in predicting FLA, resilience may not serve as a significant predictor when analyzed alongside other variables. This outcome can be understood through Bandura's four sources of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states. Each of these sources provides specific efficacy-related information that influences an individual's self-efficacy levels (Bandura, 1977). The following discussion will explore these four sources in detail to elucidate why self-efficacy exerts the most substantial impact on FLA.

First and foremost, mastery experiences play a pivotal role as they offer direct evidence of one's abilities. For Chinese college students, consistent practice and participation in language learning activities—such as class discussions, presentations, and writing exercises—lead to repeated successes, which in turn bolster their self-efficacy. This increased self-efficacy enhances their confidence in managing future language-related challenges, creating a direct link between past achievements and reduced FLA. Students who frequently succeed in their language learning are likely to feel more capable and less anxious about their abilities, as they have tangible proof of their competence (Ozdemir & Papi, 2022). To foster this, teachers can design more opportunities for students to achieve incremental successes in authentic language settings, such as through group discussions and role-playing activities. These small successes can steadily build students' confidence, strengthen their self-efficacy, and ultimately contribute to a reduction in foreign language anxiety.

Secondly, vicarious experiences—gained by observing others, such as role models—can significantly influence the growth of an individual's self-efficacy faiths. For Chinese college students, witnessing peers who share similar backgrounds successfully

navigate language learning tasks can lead to the belief that they, too, can achieve similar success. This, in turn, enhances their self-efficacy and helps alleviate anxiety. This effect is particularly pronounced in a collectivist culture like China, where peer comparison is prevalent, and the achievements of others can greatly impact one's own confidence (Li et al., 2021; Shen et al., 2022). To leverage this dynamic, teachers are encouraged to create environments where students can regularly observe their peers' successes, such as through group projects, peer tutoring sessions, or collaborative learning activities. When students see their classmates excel in language tasks, it reinforces their belief in their own abilities, thereby enhancing their self-efficacy and reducing their anxiety.

Thirdly, verbal persuasion encompasses the positive or negative feedback, evaluations, or comments from influential figures regarding an individual's ability to perform a particular task. For Chinese college students, encouragement and positive reinforcement from teachers, parents, and peers can significantly boost their self-efficacy, increasing their confidence in their language learning abilities and thereby reducing anxiety. In the Chinese educational environment, where authority figures and familial expectations hold substantial weight, constructive feedback and encouragement are especially impactful (Guo et al., 2022; Qian & Walker, 2021). Teachers and parents who consistently provide affirming feedback and motivational support can greatly benefit students by strengthening their self-efficacy. For instance, offering personalized feedback on assignments and delivering verbal praise during class activities can enhance students' feelings of competence and alleviate their anxiety about their language skills.

Fourthly, physiological and emotional states, including fear, stress, depression, and anxiety, can diminish self-efficacy by affecting one's belief in their own abilities, whereas positive emotions can bolster self-efficacy beliefs (Soleimani, et al., 2020). When students experience positive emotions and maintain good physical health, their self-efficacy tends to improve, and their anxiety levels decrease (Mao et al., 2020). Conversely, feelings of tension or fatigue can reduce self-efficacy and increase anxiety.

Effectively managing these states can thus directly impact self-efficacy. For Chinese college students, it is advantageous if teachers assist in managing emotions and physiological conditions through relaxation techniques and mindfulness practices. Strategies such as meditation, deep breathing exercises, and mindfulness activities can help students remain calm and focused, thereby enhancing their self-efficacy and reducing anxiety in language learning.

In summary, given these sources, self-efficacy directly affects students' confidence in their ability to succeed in language learning tasks, making it the most significant factor in alleviating FLA. In contrast, mindfulness supports students by helping them remain present and manage anxiety through increased awareness and acceptance of their current experiences without judgment (Erbe & Lohrmann, 2015; Turner et al., 2016). While mindfulness is effective in reducing overall anxiety and enhancing emotional regulation, it does not directly improve one's belief in specific language learning capabilities. Resilience, while essential for overall psychological health, primarily emphasizes the ability to recover from setbacks rather than fostering confidence in one's faculty to perform specific tasks. Although resilience aids students in overcoming challenges, it does not provide the task-specific confidence that self-efficacy offers. Thus, the outcome of the current investigation about self-efficacy is the most direct and impactful factor in reducing FLA among Chinese college students is well-supported. This is because self-efficacy specifically enhances students' belief in their capability to succeed in language tasks, making it more effective in mitigating FLA compared to the broader benefits of mindfulness and resilience (Li & Sun, 2022).

As for the anomalous data observed in this study, through the descriptive statistics, it was found that the mean of Chinese college students' resilience is higher, it can be attributed to several factors, including cultural background, educational system, social environment, personal growth experiences, and psychological education and counseling (Li, 2017; Chen, et al., 2018; Wu, Sang, Zhang, & Margraf, 2020). Considering the cultural background, Chinese culture emphasizes collectivism and family responsibility. In this cultural context, individuals are often nurtured to develop

qualities of perseverance and resilience. The high expectations from families and society encourage students to overcome difficulties and challenges. What's more, Confucianism plays a significant role in Chinese culture, emphasizing diligence, hard work, and self-discipline. These values are deeply ingrained in students' daily lives and studies, fostering resilience when facing difficulties.

When it comes to educational system in China, the Chinese educational system is highly competitive, especially during the National College Entrance Examination (Gaokao), where students face immense academic pressure and competition (Liu, & Helwig, 2022; Tsegay & Ashraf, 2016; Ding, 2024). This high-pressure environment necessitates the development of strong psychological endurance and resilience to cope with various challenges. What's more, schools in China generally have strict management practices, requiring students to adhere to rigorous discipline and rules. This system helps to develop self-control and stress management skills, which improve Chinese college students' resilience.

From the perspective of social environment, with the rapid economic growth in China, social competition has intensified. To succeed in the future workforce, students are educated from a young age to possess strong resilience and adaptability. What's more, Chinese families have high expectations for their children, often hoping they will achieve excellent academic results and career prospects. This expectation drives students to work hard and cultivate resilience.

From the perspective of personal growth experiences, throughout their development, Chinese college students may face various adversities and challenges, such as academic difficulties, exam pressure, and peer competition (Yu, et al., 2021). These experiences encourage them to continuously adjust their mindset and methods, enhancing their resilience. What's more, most Chinese college students often receive support from family, schools, and society when facing difficulties. These support systems help them overcome setbacks and improve their psychological resilience. That's why Chinese college students' resilience score is higher during the study.

Additionally, although students have high resilience, this does not necessarily have a direct or significant impact on their FLA. Resilience is often reflected in coping with life challenges and stress, while FLA may be more influenced by specific learning situations and language ability self-efficacy (Najafzadeh, et al., 2018).

Although collinearity statistics indicate that collinearity is not severe, the positive correlations between mindfulness and self-efficacy with resilience (r values of 0.398 and 0.513, respectively, in the correlation analysis) might partially mask the independent effect of resilience in the regression analysis.

Self-efficacy has the most significant impact on FLA (standardized coefficient Beta = -0.442), which may significantly reduce the independent influence of resilience in the regression analysis. High self-efficacy more directly affects students' confidence and anxiety levels in foreign language learning, while resilience may play an indirect role through self-efficacy.

The measurement of resilience may not fully reflect students' coping abilities in foreign language learning situations. The resilience scale might focus more on students' general adaptability in life rather than specific learning contexts (Tan et al., 2021). FLA may be more sensitive to specific emotions and cognitive states during the learning process, whereas resilience, as a broader psychological trait, might have relatively weaker predictive ability in specific contexts.

Although Chinese college students show high levels of resilience, its impact on FLA is not significant in regression analysis. This may be due to the more direct role of self-efficacy in specific learning contexts, differences in measurement tools, interrelationships among variables, and differences between statistical and practical significance. Further research could explore the specific effects of resilience in different contexts through more detailed measurements and larger samples.

5.2.2 Discussion of Results in Phase 2

H3: The participants in the experimental group have higher score of self-efficacy and lower score of foreign language anxiety compared with the control group.

The self-efficacy scores of the EG showed a significant increase from the pretest to the post-test and continued to improve during the follow-up, ultimately reaching a high level. In stark contrast, the control group exhibited minimal changes, with their self-efficacy scores remaining consistently low throughout the study period. These findings align with Bandura's (1977) assertion regarding the critical role of self-efficacy in enhancing individual performance and motivation. Moreover, the substantial improvements observed in the experimental group are consistent with prior research employing similar interventions to enhance students' self-efficacy (Zimmerman, 2000; Schunk & Mullen, 2012). Recent studies further support these results, emphasizing the central role of self-efficacy in boosting academic performance and alleviating anxiety. For example, a meta-analysis by Zhang et al. (2019) demonstrated that interventions targeting self-efficacy effectively reduce FLA among language learners. Collectively, these findings highlight the value of targeted interventions in fostering self-efficacy, which, in turn, can significantly enhance academic achievement and personal development.

Regarding FLA, the experimental group demonstrated a significant reduction from high to moderate levels across the study periods. In contrast, the control group's FLA scores remained high, with a slight increase over time. This reduction in FLA within the experimental group is supported by literature on anxiety reduction interventions. For example, research by Horwitz (2001) and MacIntyre (2017) has shown that targeted psychological interventions can effectively reduce language learning anxiety. The significant decrease in FLA experienced by the experimental group reinforces the efficacy of incorporating psychological support to alleviate anxiety, as also supported by recent studies on mindfulness and self-efficacy training (Kabat-Zinn, 2003; Neff, 2011).

The participants in the experimental group engaged in various psychological interventions, including cognitive restructuring and emotional regulation exercises. These interventions could have made a contribution to their increased self-efficacy and reduced anxiety levels. Bandura (1977) emphasized that enhancing self-

efficacy can lead to improved emotional regulation and better coping strategies, which may explain the reduction in FLA observed in the experimental group.

Furthermore, a systematic review by Toyama and Yamazaki (2021) highlighted the effectiveness of positive self-talk and rational emotive therapy in reducing FLA. Their study found that incorporating positive self-talk and cognitive restructuring techniques led to significant decreases in FLA among language learners. Additionally, a study by Dewaele and Pavelescu (2021) explored the relationship between personality traits and FLA, finding that neuroticism was associated with lower self-efficacy and higher FLA. This suggests that interventions aimed at enhancing self-efficacy can be particularly beneficial for individuals with certain personality traits.

Although the exact mechanisms behind these changes are not the focus of this section, it is plausible that the interventions applied in the EG provided a supportive environment that facilitated these positive outcomes. The combination of cognitive restructuring, emotional regulation exercises, and positive self-talk possibly accounted for the noticed improvements in self-efficacy and reductions in FLA.

In summary, the findings of this study align with recent literature emphasizing the importance of self-efficacy in language learning and the effectiveness of psychological interventions in reducing FLA. The positive outcomes observed in the experimental group underscore the value of incorporating such interventions into language learning programs. Overall, the results affirm that enhancing self-efficacy and reducing FLA through the designed intervention is effective. This finding aligns with theoretical frameworks and empirical evidence highlighting the critical role of psychological factors in language learning. Further research is expected to continue probing into these relationships and interventions to further substantiate their impact on foreign language learning and other academic contexts.

H4: The Chinese college students have high score of self-efficacy and the their level of foreign language anxiety decreased after participating the integrative group counseling.

The study found a significant increase in self-efficacy scores in the EG from the pretest to the post-test (M.D. = 7.10, p< 0.001) and sustained improvements up to

the follow-up (M.D. = 10.60, p < 0.001). The group counseling intervention implemented with the experimental group proved to be highly effective in improving self-efficacy. These findings are aligned with the literature on self-efficacy and psychological interventions. For instance, research by Eysenck and Derakshan (2011) demonstrates that interventions designed to enhance self-efficacy can lead to notable improvements in academic performance and psychological well-being. Similarly, a study by Klassen & Klassen (2018) showed that self-efficacy interventions significantly boost students' confidence and academic outcomes. The current study reinforces these conclusions, demonstrating that integrative group counseling effectively enhances self-efficacy among students. Furthermore, the follow-up scores of self-efficacy demonstrated continued improvement compared to the post-test scores. This sustained enhancement can be attributed to the participants' consistent application of the techniques acquired during the integrative group counseling sessions. During the focus interviews, participants reported that strategies such as setting SMART goals, employing the ABC model, engaging in cognitive restructuring, and practicing mindful meditation were particularly effective in boosting their self-efficacy. As a result, they actively integrated these techniques into their foreign language learning practices, contributing to their ongoing development of self-efficacy.

The significant reduction in FLA observed in the experimental group, with decreases from the pretest to the post-test (M.D. = -9.30, p < 0.001) and further reductions by the follow-up (M.D. = -13.60, p < 0.001), supports the effectiveness of the group counseling intervention in alleviating FLA. These results are consistent with previous research indicating that targeted psychological interventions can significantly reduce FLA. For example, research by Chen et al. (2024) found that trait emotional intelligence encompasses various emotional skills that can influence how individuals manage anxiety, indicating that enhancing trait emotional intelligence could help in reducing FLA among Chinese college students. Additionally, a study by Shirvan and Taherian (2021) highlighted the effectiveness of therapeutic techniques in reducing FLA, aligning with the findings of this study. The sustained reduction in anxiety observed in

the EG underscores the long-term benefits of such comprehensive interventions. During the follow-up phase, the FLA scores of the experimental group showed a further decline compared to the post-test scores. Participant interviews revealed that this continued improvement was largely attributed to the techniques introduced during the integrative group counseling sessions, including the ABC model, cognitive restructuring, thought record exercises, and mindful meditation. Participants consistently highlighted these strategies as highly effective for managing their anxiety, noting that they had actively integrated them into their foreign language learning practices. The ongoing application and practice of these techniques contributed to the sustained reduction in FLA observed during the follow-up phase, underscoring the long-term benefits of psychological interventions in addressing foreign language anxiety.

In this study, Cognitive Behavioral Therapy (CBT), Acceptance and Commitment Therapy (ACT), and Mindfulness-Based Cognitive Therapy (MBCT) were employed as key interventions to support individuals in improving their self-efficacy and reducing FLA. By utilizing the strengths of these therapeutic approaches, the study aimed to address the psychological barriers often associated with language learning. CBT focused on identifying and restructuring negative thought patterns, ACT emphasized fostering psychological flexibility and commitment to personal values, while MBCT integrated mindfulness practices to enhance present-moment awareness and emotional regulation. Together, these evidence-based therapies provided a comprehensive framework for promoting psychological well-being and reducing FLA among the participants. Notably, the effectiveness of group counseling interventions aligns with recent studies that underscore the positive impact of group counseling programs on enhancing self-efficacy and alleviating FLA (Yiying, 2017; Fan & Cui, 2024; Xiong, et al., 2024).

In terms of self-efficacy, the group counseling provided participants with counseling techniques such as setting SMART goals, mindful meditation, cognitive restructuring, and thought record exercises, which equipped them to face academic challenges with greater confidence. They developed a more robust faith in their capacity

for achieving success within language tasks, such as public speaking, engaging in group discussions, and managing complex English grammar. This increase in self-efficacy led to more active participation in class, improved language performance, and a greater sense of achievement, as students felt more empowered to take risks and overcome obstacles. These findings are consistent with recent research highlighting the effectiveness of group counseling in enhancing self-efficacy. For example, Cahyaningsih & Setiawati (2022) found that reality group counseling effectively increased self-efficacy among high school students by improving their self-control and confidence. Similarly, Rismawan & Gading (2021) demonstrated that cognitive-behavioral group counseling significantly improved self-efficacy of high school students. Additionally, research by Urkmez & Singhani (2023) explored the positive impact of experiential group training on counseling self-efficacy, further emphasizing the role of group counseling in fostering self-efficacy across various contexts. These studies collectively suggest that group counseling can be a powerful tool for enhancing self-efficacy and empowering individuals to face challenges with greater confidence.

Regarding foreign language anxiety, integrative group counseling proved to be more effective in helping participants manage their anxiety compared to those in the control group. The results align with the findings of Baroi & Muhammad's (2024) who underscored the effectiveness of group counseling in managing FLA. These outcomes are consistent with previous research demonstrating the positive impact of group counseling methods, particularly CBT, which has been demonstrated to significantly alleviate FLA. Notably, CBT not only reduced anxiety levels but also enhanced students' academic performance and classroom participation, supporting the notion that therapeutic group approaches play a vital role in addressing FLA challenges. Furthermore, studies have demonstrated that group counseling based on a rational emotive therapy approach, using techniques such as positive self-talk, effectively reduces FLA (Toyama & Yamazaki, 2021). Similarly, Romadhona et al. (2022) demonstrated that mindfulness-based cognitive behavior therapy (MBCT) group counseling effectively reduces FLA by enhancing students' self-efficacy. Additionally,

brief solution-focused counseling (SFBC) has shown effectiveness in reducing exam anxiety by emphasizing students' strengths and internal resources (Wahyudin, 2024). These findings align with the outcomes of the current study, where the group counseling approach not only facilitated anxiety reduction but also enhanced participants' language learning experiences. Collectively, these results underscore the potential of therapeutic group interventions to address FLA and improve foreign language learning outcomes.

Techniques like ABC model of CBT, cognitive restructuring, thought record exercise, mindful meditation, and cognitive defusion reduced the fear of making mistakes and the pressure of being judged by others. As a result, students felt less anxious during exams, classroom discussions, and spontaneous interactions. The reduction in FLA contributed to a more relaxed and supportive learning environment, enabling participants to focus on the learning process rather than their fear of failure. The results are consistent with research findings indicating that group counseling using thought-stopping techniques of CBT is effective in reducing public speaking anxiety among counseling program students (Christyaningrum, Astuti, Puri, & Martono, 2022). Similarly, Puspitasari & Rohmah (2021) demonstrated that cognitive behavioral group counseling effectively reduces public speaking anxiety among college students by helping them forming positive new thoughts.

What's more, in qualitative group interviews, students expressed high appreciation for the techniques they learned from CBT, MBCT, and ACT therapies, highlighting their effectiveness in reducing FLA. For example, one student reflected, "*Through cognitive restructuring, I discovered that my self-doubt was the main cause of my anxiety. By changing my perspective and reminding myself of my past successes, I was able to approach speaking tasks with less fear and greater optimism.*" Another noted, "*Analyzing my automatic thoughts allowed me to see how irrational they were. I used to believe that everyone would judge me harshly if I made a mistake, but now I understand that mistakes are a natural part of learning. This realization has significantly reduced my anxiety.*" Students also emphasized the benefits of mindfulness practices. One participant shared, "*Mindfulness meditation*

taught me to stay present in the moment rather than overthinking past mistakes or worrying about future outcomes. This helped me feel calmer and more focused while learning English." Others highlighted the impact of cognitive defusion techniques, as one student explained, "*Cognitive defusion helped me view my anxious thoughts as just thoughts rather than facts. Instead of being trapped in the belief that 'I'm not good at speaking English,' I learned to let that thought pass without letting it control me.*" These accounts underscore the transformative potential of these therapeutic techniques in alleviating FLA.

As the leader of the integrative group counseling sessions, I feel that the activities and techniques employed had a significant impact, helping students improve their self-efficacy and reduce FLA. Every session was carefully planned and implemented, and I found the process both fulfilling and inspiring, particularly when witnessing the students' active participation and engagement. Their enthusiasm and progress reinforced the effectiveness of the methods and techniques used. There are also researches demonstrate that the activities, methods and techniques in group counseling contribute to the effectiveness of group counseling and emphasize that group counseling provides opportunities for members to share experiences, learn social skills, and offer feedback, all of which enhance its effectiveness in addressing issues (Mustikaningwang & Lessy, 2022; Hulukati, Idris & Rafiola, 2022; Habsy, Zain, Masruroh, & Mukti, 2024; Habsy, et al., 2024).

The carefully designed activities played a crucial role in enhancing students' self-efficacy. By participating in these activities, students gained successful experiences that boosted their confidence in their abilities. As one student shared, "*Through these activities, I realized I could successfully complete tasks I used to avoid because of fear. Each success helped me feel more capable and confident.*" The activities also encouraged interaction and collaboration among students, allowing them to share experiences and insights, which further strengthened their self-efficacy. A student noted, "*Hearing how others overcame similar struggles made me feel I wasn't*

alone, and their advice gave me practical ways to improve." This sense of social support and collective accomplishment was a key factor in their growth.

The group counseling sessions effectively reduced students' FLA through a series of targeted exercises. Techniques such as deep breathing, mindfulness meditation, ABC model, cognitive restructuring and cognitive defusion allowed students to confront and manage their anxiety in real-life situations. These findings are consistent with previous research, which has also highlighted the effectiveness of techniques like deep breathing, mindfulness meditation, cognitive restructuring and cognitive defusion in alleviating anxiety and fostering better emotional regulation (Schenk, et al., 2020; Brandrick, et al., 2021; Fumero, et al., 2020; Hoge, et al., 2023; de Mooij, et al., 2023; Fincham, et al., 2023; Banushi, et al., 2023). In qualitative interview, as one participant explained, "*Deep breathing helped me calm down before speaking English in class, and mindfulness meditation taught me to stay focused on the present instead of worrying about making mistakes.*" Another student stated, "*Cognitive defusion helped me see my anxious thoughts as just thoughts, not facts. I stopped letting them control me.*" Across the sessions, students observed tangible progress in their emotional regulation and coping strategies, which boosted their confidence and willingness to engage in language learning activities.

During the sessions, CBT, MBCT, and ACT techniques were integrated. Among these, CBT received the most positive feedback from students due to its structured and actionable approach. The ABC Model emerged as particularly effective in helping students identify and reframe negative thoughts in this study. These findings are consistent with prior research by Chonthannathi, Pisitsungkagarn, & Jurukasemthawee (2022), further validating the model's utility. Moreover, during a qualitative interview, one student reflected, "*Using the ABC Model, I realized my anxiety wasn't caused by English learning tasks themselves but by my belief that I would fail. Changing this belief made me less fearful.*" Another appreciated the clarity of this method, stating, "*The ABC Model gave me a framework to analyze my thoughts step by step. It felt like a roadmap for dealing with my anxiety.*" In contrast, MBCT and ACT,

while beneficial for fostering mindfulness and acceptance, lacked the same immediate and structured steps, making them harder for some students to apply in the short term.

Cognitive restructuring and thought record exercises were also widely praised for their practical benefits, a finding that is consistent with previous studies (Li, et al., 2020; Erhardt, et al., 2022). During focus interview, students also reported that these techniques helped them challenge and change their negative automatic thoughts. As one participant explained, "*Writing down my thoughts and analyzing them helped me see how irrational they were. For instance, I realized that my fear of being judged harshly was exaggerated, which made me feel less anxious.*" Another added, "*Through thought records, I could track my progress and see how my thinking patterns improved over time.*" These techniques provided immediate feedback and visible progress, which motivated students and strengthened their belief in the effectiveness of CBT.

While MBCT and ACT were also helpful, particularly in teaching mindfulness and acceptance, their benefits were less immediately visible. One student commented, "*Mindfulness meditation helped me stay calm, but it took time to feel the effects compared to CBT, where I could see changes in my thoughts right away.*" Another noted, "*ACT's emphasis on accepting emotions was useful, but I preferred CBT's focus on actively changing negative thoughts.*"

The group counseling sessions demonstrated that CBT, particularly the ABC Model, cognitive restructuring, and thought record exercises, was the most effective in addressing students' needs. These techniques not only reduced FLA but also significantly enhanced self-efficacy by providing clear, actionable strategies and immediate results. While MBCT and ACT contributed to long-term emotional regulation, CBT's structured approach and tangible outcomes made it more impactful in the short term. The positive feedback from students during the qualitative interviews reinforced the value of these methods and highlighted the transformative potential of well-designed group counseling sessions.

Overall, the counseling sessions led to a more pronounced improvement in both self-efficacy and anxiety reduction compared to the control group, showcasing the effectiveness of integrative group counseling in fostering a more positive and successful language learning experience.

In conclusion, the findings from Phase 2 of this study provide compelling evidence for the effectiveness of integrative group counseling in enhancing self-efficacy and reducing FLA among Chinese college students. The observed improvements in these psychological outcomes were both significant and sustained, aligning with prior research on the efficacy of psychological interventions in educational contexts. These results underscore the potential of integrative counseling programs to address critical challenges in foreign language learning. Building on these findings, it is evident that guidance and counseling services play a pivotal role not only in reducing FLA but also in addressing broader academic, psychological, and interpersonal challenges faced by university students. By fostering students' emotional resilience and academic confidence, such services contribute to their overall success in higher education (Getachew, 2020; Kivlighan, et al., 2021; Cronin, et al., 2021). Future research should aim to refine these interventions further, exploring their applicability across diverse educational settings and populations. This continued effort will help develop more comprehensive and effective strategies for supporting students' academic and psychological well-being.

5.3 Suggestions

5.3.1 Suggestions for Theoretical and Practical Implications

1. Theoretical Implications

1) According to the research results, the strong negative correlation between self-efficacy and FLA suggests that self-efficacy should be considered a core psychological construct in theories related to language learning anxiety. Future theoretical frameworks could be developed to further explore the mechanisms through which self-efficacy impacts anxiety, particularly in educational contexts.

2) Although mindfulness and resilience were less predictive of FLA compared to self-efficacy, their significant negative correlations with FLA suggest that they still play important roles in managing anxiety. Theories in language learning should incorporate mindfulness and resilience as complementary factors that can enhance learners' overall psychological well-being, thereby indirectly contributing to reduced anxiety.

3) The sustained improvements in self-efficacy and reductions in FLA observed in Phase 2 highlight the importance of considering long-term effects in theoretical models of language anxiety. Theories should account for how interventions, particularly those focused on psychological constructs like self-efficacy, can produce lasting changes in learners' anxiety levels, thereby leading to more effective language acquisition over time.

4) The findings suggest that self-efficacy, mindfulness, and resilience interact in complex ways to influence FLA. Future theoretical work should explore these interactions more deeply, potentially leading to more integrated models that consider how these psychological factors collectively influence language learning outcomes. This could lead to more holistic approaches to addressing language learning anxiety.

2. Practical Implications

The findings of this study demonstrated that the integrative group counseling effectively enhanced students' self-efficacy and reduced their FLA. During the interviews, students expressed a clear preference for CBT over MBCT and ACT. The reasons for this preference were primarily attributed to CBT's structured approach and its emphasis on practical, actionable strategies.

Students highlighted that within CBT, the technique of thought restructuring was particularly beneficial in enhancing self-efficacy and reducing FLA. This technique helped students identify and challenge irrational beliefs, replacing them with more constructive and realistic thoughts, thereby fostering a positive mindset

conducive to language learning. Additionally, the CBT approach was complemented by the ACT technique of setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals. Setting SMART goals provided students with a clear roadmap, enabling them to track their progress effectively and build confidence incrementally. Together, these techniques offered a structured and actionable framework, empowering students to achieve personal growth and overcome language learning challenges.

To reduce FLA, students found CBT's ABC model and thought restructuring to be highly effective. These techniques helped them recognize the triggers of their anxiety, understand the beliefs underpinning their emotional responses, and develop more constructive ways of thinking. Additionally, MBCT's meditation practices and the three-minute breathing exercise were also reported as helpful. These mindfulness techniques provided students with tools to calm their minds, improve focus, and cultivate a sense of presence, which reduced feelings of overwhelm during language learning tasks.

Based on these findings, educators and counselors are encouraged to incorporate CBT techniques such as cognitive restructuring, and the ABC model into their practices to enhance students' self-efficacy and reduce FLA. Furthermore, introducing mindfulness exercises, such as meditation and short breathing practices from MBCT, can complement these efforts and provide holistic support for students' psychological well-being. More practical implications are as followed:

1) The practical implications of this study are substantial for school leaders, administrators, educators and intervention designers. The significant increase in self-efficacy and decrease in FLA among the experimental group suggests that interventions designed to enhance self-efficacy can be highly effective. Language educators should consider incorporating self-efficacy enhancement techniques into their curriculum. Strategies such as setting achievable goals, providing positive feedback, and fostering a growth mindset can help students build confidence and reduce anxiety. Such strategies could help students build and maintain high levels of self-efficacy throughout their language learning journey.

2) Although mindfulness was not the most influential predictor of FLA, its significant correlation with anxiety reduction suggests that it can be a valuable tool in language education. Educators could incorporate mindfulness practices, such as meditation or mindful breathing exercises, into the language learning environment to help students manage their stress and anxiety more effectively.

3) While resilience was not a significant predictor of FLA in the regression analysis, its negative correlation with anxiety indicates its potential utility in language learning contexts. Schools and universities should consider offering resilience training programs that teach students how to cope with setbacks and challenges in language learning. These programs could include stress management techniques, peer support groups, and resilience-building exercises.

4) The success of the integrative group counseling intervention in Phase 2 suggests that such programs can be highly effective in reducing FLA. Educators and counselors should consider implementing similar group-based interventions in educational settings to address foreign language anxiety. Creating a supportive environment with different activities in each session where students can practice these skills may help alleviate anxiety and improve language learning outcomes. These programs could be offered as part of the standard support services available to language learners, providing them with the tools they need to succeed.

5.3.2 Suggestions for Future Research

1) One of the key takeaways from my group counseling sessions is the significant impact of well-prepared and engaging warm-up activities. I strongly recommend that future researchers and practitioners invest time and effort in designing creative and enjoyable warm-up exercises. These activities not only set a positive tone for the session but also help participants build rapport, reduce psychological defenses, and engage in the subsequent activities with a relaxed and open mindset. The warm-up activities served as an excellent introduction to our main goal of reducing foreign language anxiety (FLA).

Warm-up activities such as the Frog Jump Game, Charades, the 369 Rule, the Human Copy Game, and the Chair Grabbing Game proved to be highly effective during the sessions. Participants consistently expressed their enjoyment of these activities in interviews, noting that they eagerly anticipated each session because of them. These engaging and dynamic exercises not only brought joy and relaxation to the participants but also created a positive and supportive atmosphere that created a stable groundwork for the success of the group counseling sessions. By fostering a lighthearted and welcoming environment from the outset, warm-up activities can significantly enhance the overall effectiveness of group counseling, particularly when addressing sensitive issues such as foreign language anxiety.

2) Future research should explore the long-term effects of self-efficacy interventions on FLA, extending the follow-up period beyond the scope of the current study. This could help determine the duration of the benefits and the potential need for booster sessions to maintain high levels of self-efficacy and low levels of anxiety.

3) Further studies ought to be undertaken to explore how mindfulness and resilience contribute to reducing FLA, particularly in combination with self-efficacy. Studies could examine the synergistic effects of these factors and develop more nuanced intervention strategies that target multiple psychological constructs simultaneously.

4) Examining the role of other psychological factors, such as emotional intelligence or coping strategies, in relation to FLA could enrich the understanding of how multiple variables interact to influence language anxiety. Expanding research to include these additional factors might provide a more comprehensive approach to developing effective interventions for reducing FLA in various educational settings.

5) Given that this study was conducted with Chinese college students, subsequent research ought to examine if the results can be applied to students in diverse cultural settings. Comparative investigations might assist in pinpointing cultural elements that affect the efficacy of self - efficacy, mindfulness, and resilience initiatives in lessening FLA.

6) While the integrative group counseling intervention proved effective, future research should explore alternative or complementary interventions for reducing FLA. These could include technology-based interventions, individual counseling, or peer mentoring programs, which may offer additional or different benefits for language learners.

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APPENDIX

APPENDIX 1 Questionnaire

1-5 entitled Basic Information

1. What is your gender? [single choice]*

○A. Male

○B. Female

2. How old are you?

_____

3. Which faculty do you belong to?

○A. School of Computer Science

B. School of Biological Science and Technology

○C. School of Mathematics and Statistics

D. School of Chemistry and Materials Engineering

○E. School of Mining and Mechanical Engineering

○F. School of Civil Engineering and Planning

○G. School of Physics and Electrical Engineering

○H. School of Economics and Management

○I. School of Foreign Languages

○J. School of Educational Sciences

○K. School of Literature and Journalism

○L. School of Arts

○M. School of Marxism

○N. School of Physical Education

4. What year are you in at college? [single choice]*

○A. Freshman

○B. Sophomore

○C. Junior

○D. Senior

5. What level is your college English class?

○A. A-level class

○B. B-level class

○C. C-level class

6-22 for Foreign Language Anxiety Questionnaire

A	B	C	D	E
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

6. I feel unconfident when speaking in English class.

7. Volunteering to answer questions in English class makes me feel anxious.

8. I would not be nervous while speaking English with native speakers.

9. I'm worried that my English teacher is ready to correct every mistake I make.

10. I am afraid that the other students will laugh at me when I speak English.

11. I get nervous when the English teacher asks me questions which I haven't prepared in advance.

12. I always feel that other students are better at English than I am.

13. I am usually at ease during tests in my English class.

14. I worry about failing English exams.

15. The more I prepare for an English test, the more uncertain I feel.

16. English class moves so quickly that I worry about getting left behind.

17. Learning English with so many rules can be a headache.

18. It frightens me when I don't understand what my English teacher is saying in English class.

19. I start to panic when I have to speak without preparation in English class.

20. I get upset when I don't understand what the English teacher is correcting.

21. Even though I am well prepared for English class, I still feel anxious about it.

22. I can feel my heart pounding when I'm going to be called on in English class.

23-32 for Mindfulness Questionnaire

A	B	C	D	E	F
Almost always	Very frequently	Fairly frequently	Not very frequently	Rarely	Almost never

23. I memorize English new words mechanically without little attention to words' meaning.

24. I directly head to the classroom without paying attention to what I experience along the way.

25. I didn't realize I was nervous while preparing for English test.

26. I find myself preoccupied with the future or the past.

27. I snack without being aware that I'm eating.

28. I forget English homework as soon as I've been told only once.

29. I rush through English homework without being aware of the meaning of it.

30. I find myself doing things without paying attention.

31. I find it difficult to stay focused on what's happening in the present.

32. I can do English homework while listening to someone.

33-47 for Resilience Questionnaire

A	B	C	D	E
Never	Rarely	Sometimes	Often	Always

33. I believe I can achieve my goals, even if there are difficulties.

34. I don't give up even when things seem hopeless.

35. I am able to handle unhappy emotions.

36. I am not discouraged by failure.

37. I regard myself as a strong person.

38. I can control my college life.

39. I know where to go for help.

40. Sometimes, fate or God can help.

41. I can deal with whatever happens.

42. I always see the positive side of things.

43. I am able to adapt when changes occur.

44. Past successes give me confidence for new challenges.

45. Coping with stress can make me stronger.

46. I often bounce back quickly after experiencing hardships or illness.

47. I strive to achieve my goals, regardless of any obstacles.

48-54 for Self-efficacy Questionnaire

A	B	C	D
Strongly disagree	Disagree	Agree	Strongly agree

48. I am confident in completing English tasks.

49. It's easy for me to stick to my English learning goals.

50. Successful English learning experience strengthen my confidence.

51. I can persist in English learning despite obstacles or setbacks.

52. I have solutions to deal with English learning problems.

53. I can usually handle whatever comes my way.

54. I can excel in English learning, regardless of my background or starting point.

APPENDIX 2 Interview Transcript

Theme 1: Self-efficacy

1. Could you describe your self-efficacy regarding your abilities and performance in foreign language learning before participating in integrative group counseling? Before participating in integrative group counseling, how confident were you in your ability to successfully overcome difficulties in foreign language learning?

Student 1: Before participating in the integrative group counseling, my self-efficacy regarding my foreign language learning abilities was quite low. I often felt that I lacked the necessary skills to excel in various aspects of language learning, such as speaking, listening, and writing. I was particularly anxious about speaking in front of others and feared making mistakes, which made me feel that my progress was stagnant. I struggled with feelings of inadequacy and doubt about my ability to improve. My confidence in overcoming difficulties in foreign language learning was also quite low before the group counseling. I doubted whether I could handle challenging situations and feared that my efforts would not yield the desired results, which made me feel anxious, disheartened and discouraged.

Student 2: Before the group counseling, my self-efficacy was at a moderate level. I had some belief in my ability to learn a foreign language, but this belief was often undermined by frequent doubts and anxieties. For instance, while I felt capable of handling routine assignments and simple conversations, I was less confident about my performance in exams. My self-doubt often affected my motivation and performance. My confidence in overcoming difficulties was also somewhat limited. This lack of confidence sometimes led me to second-guess my abilities and question whether I could achieve my language learning goals.

Student 3: My self-efficacy in foreign language learning was relatively low before the integrative group counseling. I frequently felt that I lacked the necessary skills and strategies to effectively handle the demands of language learning. I was particularly

anxious about my speaking and writing abilities and often felt that my progress was slow. I struggled with feelings of inadequacy and questioned whether I could ever reach a level of proficiency that would enable me to use the language confidently. My confidence in overcoming language learning difficulties was also quite limited. I often felt that despite my best efforts, I was not making sufficient progress and was unsure if I could successfully address more challenging aspects of language learning. This lack of confidence affected my motivation and made me hesitant to tackle difficult tasks or engage in more complex language activities.

Student 4: Before participating in group counseling, my self-efficacy was quite shaky. I often questioned my ability to succeed in various aspects of foreign language learning. I felt particularly unsure about my ability to perform well in spontaneous speaking, which contributed to a lack of confidence and an overall sense of discouragement. I frequently doubted whether I could achieve the level of proficiency I aspired to. My confidence in overcoming difficulties was similarly fragile. I felt that while I could manage routine tasks with some effort, I struggled significantly with more complex challenges. This made me question whether my efforts were adequate and whether I would be able to improve my language skills effectively.

Student 5: My self-efficacy in foreign language learning was rather low before participating in group counseling. I often felt that I lacked the confidence and ability to handle difficult tasks such as tests. This lack of confidence affected my performance and made me hesitant to engage in more challenging language activities. Before the counseling, I had limited confidence in overcoming foreign language learning difficulties. I felt that despite my efforts, I often struggled to keep up with more complex aspects of the language. This struggle led me to question my abilities and whether I would ever be able to achieve a satisfactory level of proficiency.

Student 6: Before participating in group counseling, my self-efficacy was quite low, particularly in participating in classroom speaking activities, because I often doubted my speaking abilities and feared making mistakes in front of others. My confidence in overcoming it was low because I believed that making mistakes would negatively impact how others perceived me, and I lacked effective strategies to manage my anxiety in these situations.

Student 7: Before the counseling, I found listening exercises really challenging. I often couldn't catch the main ideas, especially if the speaker talked too fast or used unfamiliar words. It made me feel anxious and frustrated, and I wasn't confident in my ability to do well in listening tasks.

Student 8: Before the counseling, I didn't feel very confident about handling exams. Listening sections, in particular, made me really nervous because I was afraid of missing important details. I often doubted my ability to do well, and it felt like no matter how much I prepared, I couldn't perform the way I wanted

Student 9: Before the integrative group counseling, my self-efficacy in foreign language learning was quite low. I often felt insecure about my writing abilities. My confidence in overcoming English writing problems was also very limited. I often felt that despite my efforts, I struggled to cope with the more challenging aspects of writing. This lack of confidence affected my willingness to engage in challenging tasks and contributed to a general sense of anxiety, frustration and discouragement.

Student 10: My self-efficacy before participating in group counseling was quite low, particularly in terms of communicating with others in English. This lack of self-belief often resulted in hesitation and a lack of motivation to tackle more challenging aspects of language learning. My confidence in overcoming difficulties was also limited. I often doubted my ability to successfully manage difficult language tasks and felt that my progress was not meeting my expectations.

2. After participating in integrative group counseling, how do you feel your self-efficacy has changed? In what specific areas is this change most apparent?

Student 1: I feel a significant boost in my self-efficacy. Through group counseling, I have started to believe that I can effectively tackle various challenges in language learning, especially in oral expression. I used to be afraid of making mistakes, but now I am more confident and no longer overly anxious about pronunciation or grammar errors. I am now more willing to actively participate in class discussions. I am not afraid of falling behind or being criticized by the teacher or classmates. I am more comfortable expressing my thoughts in English conversation exercises, even if I make mistakes, and I view these as opportunities for learning.

Student 2: Group counseling has made me realize how crucial self-efficacy is for overall performance in language learning. I no longer doubt my abilities as easily, particularly when facing exams and tests. I am more focused on my learning process rather than being anxious about the results. When preparing for exams, I am now able to remain calm and create detailed study plans. I have learned to manage exam stress better and trust my preparation. I see that with effort, I can achieve good results.

Student 3: After group counseling, my self-efficacy has increased a lot. I used to feel helpless when speaking English because I was afraid of making mistakes and being judged. However, now I am more confident in my speaking abilities. This change is most evident during my English lessons. For example, I used to avoid answering questions in class, even when I knew the answers, because I worried that my grammar or pronunciation might be wrong. Now, I actively raise my hand to answer questions and participate in discussions. Although I made a few small mistakes, I felt proud of myself for trying. This experience has motivated me to keep improving and has made me feel more capable of expressing myself in English.

Student 4: My self-efficacy has greatly improved, especially in taking part in classroom group discussions in English. Group counseling made me realize that my fear of speaking was mostly caused by self-doubt and the belief that I needed to speak perfectly.

Student 5: After participating in integrative group counseling, I feel my self-efficacy has improved significantly, especially when it comes to taking tests. Before the sessions, I often felt anxious and doubted my ability to perform well, particularly in English exams. However, the counseling activities helped me develop a more positive mindset and practical strategies to manage my anxiety.

Student 6: After participating in integrative group counseling, I feel that my self-efficacy has greatly improved, particularly in classroom speaking activities. Before the counseling, I felt nervous and unsure about speaking in front of the class, often avoiding it because I feared making mistakes. However, through the counseling sessions, now, I am more willing to participate in class discussions and share my thoughts in English. I realized that making mistakes is part of the learning process, and I no longer let them hold me back.

Student 7: After participating in the counseling, I feel my self-efficacy has improved a lot, especially in listening exercises. I'm more confident now when listening to audio or conversations, and I can better catch the main points and details without feeling as anxious as before.

Student 8: After the counseling, my self-efficacy has improved a lot, especially when it comes to exams. I feel more confident tackling the listening sections and managing my anxiety during tests. I've learned how to focus better and trust my abilities, which has made a big difference in my performance.

Student 9: After participating in the counseling, I feel my self-efficacy has improved, especially in writing. I'm now more confident in my ability to organize my

thoughts and express them clearly. Before, I used to struggle with starting my essays, but now I feel more capable of planning and writing them without getting overwhelmed.

Student 10: After participating in the counseling, I feel my self-efficacy has definitely improved, especially when it comes to communicating with others in English. I'm now more confident in speaking and participating in conversations without overthinking or feeling anxious about making mistakes. I've learned to trust my ability to express myself more naturally.

3. Which activities or techniques in integrative group counseling were most helpful in enhancing your self-efficacy? Please provide specific examples.

Student 1: The delivering rubber band with straw activity was particularly helpful for me. It required focus, teamwork, and persistence, which made me realize that I am capable of contributing effectively to a group task. Setting SMART goals also enhanced my self-efficacy. Breaking my goals into specific and manageable steps helped me see that achieving them is within my reach.

Student 2: Setting SMART goals is an incredibly effective technique. In group counseling, by creating goals that are Specific, Measurable, Achievable, Relevant, and Time-bound, I was able to see my progress more clearly and feel a sense of accomplishment. For example, I set a SMART goal for learning English: practicing mindfulness meditation for 10 minutes and reviewing 10 new words every day. This not only improved my focus but also enhanced my efficiency in language learning.

Student 3: The SMART goal-setting exercise was very helpful, as breaking goals into specific, measurable steps made them more achievable. Cognitive restructuring also significantly boosted my self-efficacy. By challenging negative thoughts like "I will never speak English fluently," I was able to reframe them to more positive beliefs, such as "I can improve with consistent effort." This shift in mindset increased my confidence

and motivation to keep practicing, making me feel more capable in my language learning.

Student 4: Cognitive restructuring was one of the most helpful techniques in enhancing my self-efficacy. During the group counseling sessions, I learned how to identify and challenge negative thoughts, especially those related to classroom group discussions. For example, I used to think, "My ideas are not good enough, and others will judge me if I make a mistake." Through cognitive restructuring, I replaced these thoughts with more positive ones, such as, "My ideas are valuable, and sharing them helps me improve," and "Everyone makes mistakes, and they are part of the learning process." This shift in mindset gave me the confidence to contribute during group discussions.

Student 5: I really enjoyed the Delivering Rubber Band with Straw activity. It was a fun yet challenging experience that required teamwork, precision, and perseverance. Successfully completing the task gave me a sense of accomplishment and boosted my confidence in overcoming challenges. Additionally, the SMART goal-setting exercise had a profound impact. By breaking my objectives into clear, measurable, realistic, relevant, and time-bound steps, they became more achievable and less overwhelming. This process not only helped me organize my efforts but also reinforced my belief in my ability to achieve personal milestones effectively.

Student 6: I like the Delivering Rubber Band with Straw activity because it was both interesting and challenging. The task made me think creatively about how to solve problems and work with the materials in a limited way. It felt like a team effort too, which allowed me to connect with my peers and support each other. The cognitive restructuring technique also greatly boosted my self-efficacy. It helped me recognize limiting beliefs, such as fearing mistakes in English would make me seem incompetent.

By reframing this to "Mistakes are part of learning," I became more confident and empowered to participate in English conversations without fear of making errors.

Student 7: The cognitive restructuring techniques were the most helpful for me. For example, when I struggled with listening exercises, I learned to challenge negative thoughts like "I'll never understand this." Instead, I started telling myself, "I can focus on the main ideas first and improve step by step." This really boosted my confidence during listening tasks

Student 8: The ABC model technique was really helpful for me, especially when dealing with exams. For example, I used to think, "If I make a mistake, I'll fail," which made me really anxious. But through the ABC model, I learned to challenge those thoughts and replace them with more positive ones like, "One mistake doesn't mean failure; I can still do well overall." This helped me stay calm and focused during exams.

Student 9: Cognitive restructuring was one of the most helpful techniques in enhancing my self-efficacy, particularly in improving my English writing skills. During the group counseling sessions, I realized that I often held negative beliefs, such as "My English is not good enough, and I'll embarrass myself if I speak or write." Through cognitive restructuring, I learned to challenge these thoughts and replace them with more positive and realistic ones, like "It's okay to make mistakes because they help me improve" or "The more I practice, the better I will become."

Student 10: Hearing others' stories about their experiences was empowering. It reminded me that I have the ability to overcome my own challenges just like they did. The Mindful Language Learning Exercise was another highlight. It encouraged me to ignore fears about making mistakes or being judged and instead focus entirely on completing the tasks, such as speaking English or reading an English passage. This emphasis on the process rather than the outcome has helped me build confidence and trust in my own abilities, which has been crucial in boosting my self-efficacy.

4. How do you think an enhancement in self-efficacy will affect your future learning and daily life?

Student 1: Enhancing my self-efficacy will positively impact my future learning and daily life by increasing my confidence in tackling new challenges. In learning, I believe I will approach difficult subjects with a more positive attitude, setting realistic goals and persevering through difficulties. In daily life, this increased confidence will help me handle various tasks and responsibilities more effectively, reducing stress and improving overall satisfaction.

Student 2: With improved self-efficacy, I expect to approach my studies with greater motivation and resilience. I'll be more likely to engage actively in learning activities and tackle complex problems head-on. In daily life, this enhancement will enable me to handle challenges more effectively, from managing work tasks to dealing with personal issues, leading to a more balanced and fulfilling life.

Student 3: Improving my self-efficacy will likely lead to better academic performance as I will approach my studies with a stronger belief in my abilities. This enhanced belief will motivate me to take on challenging projects and persist through difficulties. In everyday life, I will find it easier to set and achieve personal goals, manage stress better, and handle obstacles with greater confidence.

Student 4: An enhancement in self-efficacy will empower me to pursue my academic and personal goals with greater determination. I'll be more proactive in seeking out learning opportunities and tackling tasks that previously seemed daunting. In daily life, this will translate into better problem-solving skills and a more optimistic outlook, helping me to navigate challenges with greater ease.

Student 5: As my self-efficacy improves, I anticipate that I will approach my educational pursuits with a more strategic mindset. I will be better equipped to set realistic goals, develop effective study plans, and overcome setbacks. In daily life, this

improvement will help me manage my time more effectively, build stronger relationships, and maintain a more positive attitude towards challenges.

Student 6: Boosting my self-efficacy will likely enhance my ability to learn new skills and handle academic challenges. I'll be more willing to take risks and explore new areas of study, which will lead to greater academic and personal growth. In my daily life, this improved self-belief will help me stay motivated, pursue new opportunities, and face everyday challenges with greater resilience.

Student 7: I believe that an increase in self-efficacy will make a significant difference in both my academic and personal life. Academically, I will feel more capable of tackling difficult subjects and managing my study workload. Personally, this enhanced sense of efficacy will help me approach life's challenges with a proactive mindset, leading to improved problem-solving skills and overall life satisfaction.

Student 8: Enhancing my self-efficacy will enable me to face academic and personal challenges with greater confidence. I will be more likely to set ambitious goals and work diligently towards achieving them. In everyday life, this increased self-belief will help me handle stress better, take on new responsibilities, and maintain a more balanced and fulfilling lifestyle.

Student 9: I expect that an improved self-efficacy will lead to better academic performance and more successful personal endeavors. I'll be more motivated to engage deeply in my studies and persist through difficulties. In my personal life, this boost in self-efficacy will translate into better decision-making, increased initiative, and a more optimistic approach to overcoming everyday obstacles.

Student 10: Enhancing self-efficacy will significantly impact my future learning and daily life by making me more confident in my abilities. Academically, I will be more inclined to take on challenging tasks and projects, which will contribute to better learning outcomes. In everyday life, this confidence will help me manage my personal

and professional responsibilities more effectively, leading to greater overall satisfaction and well-being.

Theme 2: Foreign Language Anxiety

1. Could you describe the main anxieties you felt when learning a foreign language before participating in group counseling? In which aspects does this anxiety primarily manifest (e.g., classroom performance, exams, communication, etc.)?

Student 1: Before participating in group counseling, my main anxiety in learning a foreign language was related to speaking in public. I felt an intense fear of making errors and being judged by my peers during oral presentations and group discussions. This anxiety was particularly evident during classroom activities where I had to present my ideas or answer questions, causing me to struggle with fluency and confidence. I also felt nervous about speaking during spontaneous interactions, which often led to avoidance of such situations.

Student 2: My primary anxiety before group counseling was related to exams. The pressure to perform well was overwhelming, and I often worried about my ability to recall vocabulary and grammar rules under exam conditions. This anxiety significantly impacted my exam performance, causing me to experience stress and pressure that affected my ability to concentrate and recall information. I also felt anxious about the possibility of failing and the consequences it might have on my overall academic performance.

Student 3: Before the counseling sessions, my anxiety was primarily about speaking English in the classroom. I was worried that my pronunciation and language proficiency would not be good enough, which might lead to mistakes and embarrassment. This anxiety was most evident when I had to answer questions in

English, read aloud, or express my thoughts. I often felt so nervous and hesitant that I avoided speaking opportunities whenever possible, which limited my classroom participation and hindered my progress.

Student 4: My main anxiety was related to participating in classroom activities and speaking up during group discussions. I often felt self-conscious and worried about making mistakes in front of my classmates. This anxiety was most evident during group discussions and presentations, where I was reluctant to contribute due to fear of judgment or criticism. I also struggled with feeling inadequate compared to my peers, which further heightened my anxiety.

Student 5: I experienced significant anxiety related to language tests and assessments. The pressure to perform well and the fear of receiving low grades created a lot of stress. This anxiety was particularly intense during exams and quizzes, where I struggled with test anxiety and felt unprepared despite studying. The fear of failing and its potential impact on my academic record made these situations even more stressful.

Student 6: Before group counseling, my anxiety was centered around both my classroom discussions and presentations. I worried that my lack of fluency and grammatical accuracy would lead to negative evaluations from both teachers and peers. This anxiety was also noticeable during speaking exercises and interactive classroom activities, where I felt my contributions were inadequate and often hesitated to participate.

Student 7: Before the group counseling sessions, my anxiety was mainly related to English listening exercises. I often felt overwhelmed and stressed out during listening activities, fearing that I wouldn't be able to understand the audio or answer the questions correctly. The pressure to comprehend quickly and accurately made me nervous, and I was afraid of being judged by others for my struggles. As a result, I

would sometimes avoid participating in listening tasks or feel a strong sense of dread whenever a listening exercise was introduced in class.

Student 8: I felt anxious about my performance during language exams and the pressure to achieve high scores. This anxiety impacted my ability to perform well under test conditions, making me feel overwhelmed and stressed. Additionally, I experienced anxiety when asked to speak or present in class, where I worried about making mistakes and being judged by others.

Student 9: Before the group counseling sessions, my anxiety was primarily focused on writing and grammar studies. I often felt overwhelmed and intimidated by complex grammatical structures and writing assignments. The fear of making mistakes and not being able to express myself correctly made me avoid these tasks whenever possible.

Student 10: My primary anxiety was centered around interacting with others in the target language. I was concerned about my ability to converse effectively and the possibility of making mistakes that could lead to embarrassment. This anxiety was most visible in social interactions and real-life communication scenarios, where I felt anxious and hesitant, often avoiding opportunities to speak.

2. After participating in integrative group counseling, do you feel that your foreign language anxiety has changed? If so, in what specific ways?

Student 1: There's been a change. I no longer fear making mistakes as much as I used to. This transformation is especially evident in my classroom performance. I now feel more confident and willing to express myself during class group discussions. Even when I make mistakes, I can handle them with a calm mindset, without the overwhelming anxiety that I once experienced. This shift has not only improved my participation but also made learning a more enjoyable and fulfilling experience for me.

Student 2: My anxiety has notably decreased, particularly in the context of exams. This change is evident in my more relaxed mindset during exam preparation. I now approach studying with less concern about the scores and more emphasis on the learning process itself. As a result, I feel more confident and engaged, which has improved my overall performance and reduced my stress levels associated with exams.

Student 3: After the counseling sessions, my anxiety about speaking English in the classroom improved a lot. Although my expressions are not always perfect, I am now more willing to answer questions in English without worrying too much about grammatical mistakes or pronunciation issues. Instead of being held back by these concerns, I actively participate and focus on communicating my thoughts. This shift has greatly boosted my confidence and made classroom interactions a more positive and rewarding experience.

Student 4: After the counseling sessions, my anxiety about participating in classroom activities and speaking up during group discussions improved significantly. I no longer feel as self-conscious or worried about making mistakes in front of my classmates. Instead, I am more willing to contribute during group discussions and presentations, focusing on sharing my ideas rather than fearing judgment or criticism. This improvement has also helped me feel more confident and less concerned about comparing myself to my peers, allowing me to engage more actively and enjoy the learning process.

Student 5: After the counseling sessions, my anxiety related to language tests and assessments improved a lot. While I still feel some pressure to perform well, I no longer let the fear of low grades overwhelm me. I have learned to approach exams and quizzes with a calmer mindset, focusing on applying what I've learned rather than doubting my abilities. This shift has not only reduced my test anxiety but also allowed

me to feel more confident and prepared during assessments, making the overall experience much less stressful.

Student 6: Yes, my anxiety has decreased, particularly during classroom discussions and presentations. I now feel much more confident expressing myself in the foreign language, even in front of my teachers and classmates. The fear of making mistakes, which used to hold me back, has greatly improved and no longer affects me as much. Instead, I focus on communicating my ideas and learning from the process. This newfound confidence has not only improved my language skills but also made participating in class activities a more enjoyable and rewarding experience.

Student 7: After the group counseling sessions, my anxiety about English listening exercises improved significantly. While I still encounter challenges, I now approach listening tasks with greater confidence. I no longer feel overwhelmed or stressed out when listening to audio or answering related questions. Instead of worrying about making mistakes or being judged, I focus more on understanding the content and doing my best. This shift has helped me feel more comfortable and motivated to engage in listening activities, and I now approach them with a more positive mindset.

Student 8: After the group counseling sessions, my anxiety about language exams and performance under test conditions improved a lot. While I still feel some pressure to achieve high scores, I now manage it better, which has helped me feel less overwhelmed and stressed. Additionally, my anxiety about speaking or presenting in class has greatly diminished. I no longer worry as much about making mistakes or being judged, allowing me to participate more confidently and actively.

Student 9: I feel that my anxiety has significantly improved, particularly in my writing and grammar studies. Now I approach these areas with greater ease and confidence. I no longer dread tackling intricate grammatical structures or writing assignments. Instead, I find that I can navigate challenging grammar rules more

effectively and complete writing tasks with greater proficiency. This reduction in anxiety has not only improved my skills but also enhanced my enjoyment and motivation for studying the language.

Student 10: After the group counseling sessions, my anxiety about interacting with others in the target language improved significantly. While I still have some concerns about my ability to converse effectively, I now feel much more confident in speaking and less afraid of making mistakes. This shift has allowed me to engage more freely in social interactions and real-life communication scenarios, reducing my hesitation and making me more willing to seize speaking opportunities.

3. Which activities or techniques in group counseling do you think were most effective in reducing your foreign language anxiety? Why?

Student 1: The ABC Model was incredibly helpful in reducing my foreign language anxiety. By analyzing how my beliefs impact my emotions and behavior, I realized that my fear of speaking English was mostly based on negative assumptions about how others might judge me. The mindful meditation activity was particularly effective—it taught me to observe and accept my thoughts without judgment. Visualizing those negative beliefs as passing clouds in the sky during meditation helped me create a sense of distance from them. This practice made me feel less controlled by unhelpful thoughts, which significantly lowered my anxiety.

Student 2: The ABC Model allowed me to understand the link between my anxious feelings and the beliefs I hold about my language abilities. The Thought Balloon Pop activity made a lasting impression because it helped me view my thoughts as temporary and less threatening. Every time I imagined "popping" a balloon with a negative thought, I felt a sense of relief and empowerment. This technique has helped me stay calmer when using English in challenging situations.

Student 3: The ABC Model allowed me to understand the link between my anxious feelings and the beliefs I hold about my language abilities. The cognitive restructuring activity made a lasting impression because it helped me reframe my thoughts and view them in a more constructive way. Every time I identified and challenged a negative thought, such as "I'll never speak English fluently," and replaced it with a more empowering one, like "I'm improving with practice and effort," I felt a sense of relief and empowerment. This technique has helped me stay calmer and more confident when using English in challenging situations.

Student 4: The combination of the ABC Model and the Thought Balloon Pop activity significantly reduced my foreign language anxiety. Understanding that my beliefs, not just the situations themselves, were fueling my anxiety was empowering. The Thought Balloon Pop activity helped me let go of thoughts like "I'm not good enough" or "I'll make mistakes." By imagining those thoughts as balloons I could pop, I felt more in control and less intimidated by speaking English.

Student 5: Using the ABC Model during the sessions was eye-opening. It made me realize that my foreign language anxiety wasn't just about the difficulty of taking tests but about the way I interpreted situations. The process of thought restructuring played a crucial role in this realization, as it helped me identify and challenge irrational beliefs, replacing them with more constructive perspectives. The Thought Balloon Pop activity was fun and impactful. It taught me to detach from self-critical thoughts and view them more objectively, which has made it much easier to participate in conversations without overthinking or feeling overly anxious.

Student 6: The mindful meditation taught me how to pause and manage my emotions effectively. Whenever I felt overwhelmed by foreign language anxiety, taking mindful meditation helped me reset my mindset. Additionally, the Mindful Language Learning Exercise helped me focus on the task at hand rather than worrying about

others' judgment or my mistakes. It made me realize that language learning is about progress, not perfection.

Student 7: I found the Mindful Language Learning Exercise to be very helpful in reducing my anxiety. It encouraged me to focus on completing specific tasks, like reading an English passage or practicing dictation, instead of fixating on making mistakes or how others might perceive me. The mindful meditation complemented this by calming my nerves before starting these tasks, helping me feel more composed and confident during the activities.

Student 8: The most effective techniques for reducing my foreign language anxiety were the mindfulness exercises and the cognitive defusion techniques. The mindfulness exercises, such as meditation, helped me stay grounded and manage my anxiety in the moment. The cognitive defusion techniques, like the thought records, allowed me to observe my anxious thoughts without getting overwhelmed by them. This combination helped me feel more in control and less fearful of speaking in class.

Student 9: The cognitive restructuring technique was the most effective in reducing my foreign language anxiety, especially when it comes to writing. Before, I would get really anxious about making mistakes or not being able to express my ideas clearly. But through cognitive restructuring, I learned to challenge these negative thoughts and remind myself that making mistakes is part of the learning process. This helped me feel more relaxed and confident when writing.

Student 10: The values exploration exercise and commitment action plan were highly effective for me. Values exploration helped me connect my language learning goals with my core values, making the process feel more meaningful and less stressful. The commitment action plan provided a clear roadmap for achieving my goals, which helped me stay focused and less anxious about my progress.

4. How do you think group counseling will have a long-term impact on your FLA management in future foreign language learning?

Student 1: I believe that the group counseling will have a significant long-term impact on my management of foreign language anxiety. The techniques I learned, such as mindfulness and cognitive restructuring, have equipped me with tools to manage my anxiety effectively. In future language learning, I will be able to use these techniques to stay calm, focus on my progress, and handle challenges more resiliently. This will lead to a more positive learning experience and improved performance in the long run.

Student 2: The group counseling has provided me with strategies that I can apply in future foreign language learning. Techniques like ABC model of CBT techniques will help me approach new learning situations with less fear. I anticipate that these strategies will help me overcome obstacles more effectively and reduce anxiety, allowing me to engage more confidently and actively in language learning.

Student 3: The long-term impact of group counseling on my FLA management will be profound. The self-efficacy and coping skills I developed during counseling will allow me to handle anxiety in future language learning situations more effectively. By maintaining mindfulness and using coping strategies, I will be better prepared to face and manage any anxiety that arises, leading to more successful and enjoyable language learning experiences.

Student 4: I expect that the skills gained from group counseling will continue to benefit me in my future language learning endeavors. The ability to manage my anxiety through techniques like ABC model of CBT techniques and cognitive restructuring will help me remain composed and focused. This will likely lead to better learning outcomes and a more enjoyable learning process, as I will be less hindered by anxiety.

Student 5: Group counseling has given me tools and strategies that will have a lasting impact on my ability to manage foreign language anxiety. Techniques such as

mindful breathing will help me handle future language learning challenges with greater ease. As I continue to apply these strategies, I expect to see a sustained reduction in anxiety and an improvement in my overall language learning experience.

Student 6: The group counseling has equipped me with a set of practical tools that I believe will have a positive long-term effect on my foreign language anxiety management. The techniques, such as exposure therapy and values-based goal setting, will help me approach future learning situations with less apprehension and greater confidence. This will enhance my ability to engage with the language and reduce anxiety over time.

Student 7: I believe that the group counseling will have a significant long-term impact on how I manage foreign language anxiety. The strategies I learned, such as cognitive defusion and mindfulness, will continue to be useful as I encounter new language learning situations. By regularly practicing these techniques, I expect to maintain a lower level of anxiety and achieve better outcomes in my language learning journey.

Student 8: The group counseling has provided me with valuable insights and techniques that I can apply in the long term. Techniques ABC model of CBT techniques will help me manage stress and anxiety during future language learning experiences. I anticipate that these tools will help me remain calm and focused, leading to more effective and less stressful language acquisition.

Student 9: I expect the group counseling to have a lasting impact on my management of foreign language anxiety. The skills I developed, such as mindfulness and cognitive restructuring, will be useful in future language learning scenarios. By consistently applying these techniques, I hope to maintain a manageable level of anxiety and achieve a more enjoyable and successful language learning experience.

Student 10: The group counseling has prepared me to manage foreign language anxiety in the long term by providing practical tools and strategies. Techniques such as ABC model of CBT techniques and values-based goal setting will help me handle future language learning challenges with greater ease. I believe that applying these strategies will lead to sustained improvements in my anxiety levels and overall language learning experience.

APPENDIX 3

Details of the Arrangement of the Group Counseling Program

Session 1: First Meeting and Pre-test

——Initial Stage

Activities:

1. Team icebreaker activities: self-introduction activity

2. Making name cards

3. The angel's wing activity

4. Signing the group contract

5. Self-assessment of foreign language anxiety and self-efficacy

Summary:

These activities are designed to create a foundation of trust, support, and self-awareness among participants. By engaging in these initial exercises, participants begin to build a sense of community, receive positive reinforcement, and gain insight into their own anxiety and self-efficacy levels. This supportive and structured environment helps to enhance self-efficacy by promoting a positive self-concept and reducing foreign language anxiety by creating a safe space for learning and growth. The details of how these activities can help to enhance self-efficacy and reduce foreign language anxiety will be shown in the table.

Enhancing Self-Efficacy and Reducing Foreign Language Anxiety through Session 1 Activities

Activities	How to enhance self-efficacy	How to reduce foreign language anxiety
self-introduction activity	When participants introduce themselves, they practice speaking in a supportive environment, which helps build confidence in their communication abilities.	Icebreaker activities create a relaxed atmosphere, easing initial tension and helping participants feel more comfortable and less anxious.
Making name cards	Creating name cards gives participants a sense of ownership and identity within	This simple, creative task helps reduce initial anxiety by providing an easy and non-threatening way

	the group, fostering a positive self-image and belonging.	to engage with the group.
The Angel's Wing Activity	By acting as someone's "angel" and providing encouragement and help, participants can realize that they have the capacity to support not only themselves but also others. The positive impact they have and the feedback they receive from helping others can boost their confidence and sense of competence, demonstrating that they have more resources and abilities in language learning than just their negative thoughts suggest.	By receiving encouragement and support from their "angel," participants can reduce negative emotions and anxiety related to language learning. Knowing that someone is supporting them makes them feel less alone, allowing them to face language learning challenges with more confidence. This positive interaction and support can help participants feel more comfortable and relaxed, thereby alleviating the stress associated with learning a foreign language.
Signing the Group Contract	By collectively agreeing on group rules, participants take responsibility for their behavior, which can enhance their sense of control and efficacy within the group.	Knowing that there are agreed-upon norms for respect and confidentiality can reduce anxiety, as participants feel secure in sharing their thoughts and experiences without fear of judgment.
Self-assessment of foreign language anxiety and self-efficacy	By identifying their anxiety and self-efficacy levels, participants can better understand their starting point and track their progress, which can be	Self-assessment helps participants become more aware of their anxiety triggers, which is the first step in managing and reducing anxiety. Knowing that the

	motivating and empowering.	group will work on these issues together can also provide reassurance and reduce feelings of isolation.

Objectives:

1. Participants will establish rapport and trust among each other.

2. Assist participants in establishing group rules that they all agree to follow throughout time together.

3. To do the pre-test to test participants' initial scale of self-efficacy and foreign language anxiety.

Materials:

1. A computer

2. Crayons, colored markers, colored pencils, scissors

3. A box with the label of "angel's wing", which was held with names of the participants in folded paper

Procedure:

Initial stage:

1. Begin the session by introducing yourself to the participants and welcoming them to the group. Explain that everyone in the group has experienced foreign language anxiety.

Inform them that the group's purpose is to provide a safe space where they can openly discuss their thoughts and feelings related to this anxiety.

2. Give the participants a brief summary of what will be covered in future group sessions.

3. Icebreaker activity: Each member introduces themselves with one sentence and one gesture, including three elements: their name, their signature pose, and their motto. After each introduction, all members share their thoughts. For example: "I am Xiaoming. My motto is 'Believe that tomorrow will be better,' and my signature gesture is a cheering fist pump." All members then repeat Xiaoming's introduction, "He is Xiaoming. His motto is 'Believe that tomorrow will be better,' and his signature gesture is a cheering fist pump." Next, the following member introduces themselves, "I am Xiaoliang. My motto is 'Believe in yourself,' and my gesture is a forward charge pose." The other members repeat the introduction, and this process continues until all members have introduced themselves. This activity is not only effective but also fun and entertaining, which can help group members to know each other and establish trust.

4. Make name cards: The group leader will guide the members in using crayons, colored markers, colored pencils, scissors, packaging tape and white blank paper to create their own name cards. Each member will write their name and nickname on the card and draw a symbol that represents their unique traits. After finishing, the members will place the name card on their chest, over their heart, and then sit together in a circle to explain the meaning behind their nicknames and the design of their name cards. By creating and presenting their name cards, group members can learn more about each other's names, nicknames, and personal characteristics. This helps break the initial ice and fosters mutual recognition and understanding. The process of making name cards provides an opportunity for members to interact and communicate, helping to establish initial trust and intimacy, which is essential for the smooth progression of future activities.

Encouraging members to express themselves through colors and symbols can stimulate their creativity and desire to express themselves. This not only makes the activity fun but also boosts members' confidence in showcasing themselves. Participating in a fun and meaningful activity together helps members feel the warmth and sense of belonging within the group. This can increase their positive engagement and commitment to the group. By engaging in this activity, members will feel more relaxed and comfortable, setting a solid foundation for the success of future sessions.

Working stage:

1. The angel's wing activity: All members' names are written separately in a folded piece of paper and placed in a small box with the words "Angel Wings" on the lid. When they draw the names of another member, be careful not to reveal them, let alone make expressions or gestures that reveal the secrets. The mysterious figure written on this note is their king, and the participants are the angels who guard him, and they have to encourage, help, and appreciate him in the next month's activities.

2. Signing the group contract: To ensure participants feel safe within the group, it is important to establish and adhere to group rules. Start by asking participants what they need to create a secure environment for discussing personal issues. Encourage them to suggest rules that would contribute to this safe space. Discuss these suggestions together to finalize the group rules, and have everyone sign them.

3. Ask participants to complete the pretest.

Sample Group Rules:

- Respecting and protecting the privacy of other members by not sharing any discussion content, personal information, or stories from the group counseling sessions with anyone outside the group.
- Actively participating in every group counseling session, attending on time, and not arriving late or leaving early. If you need to take a leave of absence, you will inform

the leader in advance.

■ Respecting each member's speech, not interrupting others while they are talking, listening carefully, and approaching different viewpoints and experiences with an open and inclusive attitude.

■ Sharing your feelings and thoughts authentically and openly in the group, without pretense or concealment, and actively participating in interactions and discussions.

■ Providing support and encouragement to other members in the group, creating a warm and harmonious group atmosphere, growing and progressing together.

■ Taking responsibility for your own learning and growth, completing tasks and exercises assigned by the leader conscientiously, and seeking help and support when needed.

Terminal stage:

Processing Questions:

When the activity is done, be sure to process the activity with the participants. Ask questions like:

■ What do you think about the activity?

■ How did you feel before the activity?

■ How did you feel after completing the activity?

■ Why do you think we engaged in that activity?

■ What are your impressions of the first session, and do you have any suggestions for future group sessions?

Touch base with each participants at the end of the group to see how they are doing.

■ Invite participants to share a highlight from the group (e.g. What was one thing you enjoyed about today's session?).

■ Ask participants how they feel about the group (e.g. What are looking forward to? What aspects seem the most exciting?)

Evaluation:

Continuously ensure that all participants feel included and comfortable. At the conclusion of the first session, ask participants to share one thing they learned or enjoyed. They might discuss their experience with the self-introduction activity, the meaning behind their name cards, or their feelings about the group's objectives. This sharing helps to reinforce the initial connections made, build a sense of community, and set a positive tone for future sessions. It also provides insight into participants' initial levels of anxiety and their comfort within the group, helping to tailor future activities to better meet their needs.

Session 2: Introduction to Self-Efficacy

————Transition Stage

Activities:

1. Warm-up activities: Frog Jump Game

2. Introduction to self-efficacy

3. Group activity of delivering rubber band with straw to experience success and failure

4. Group discussion on the group activity

Summary:

The activities are designed to provide both theoretical and practical insights into self-efficacy, while also offering opportunities for reflection and peer support. By understanding self-efficacy and experiencing success and failure in a supportive environment, participants can build their confidence and reduce their anxiety about learning a foreign language. The group discussion can help group members to learn from each other. The details of how these activities can help to enhance self-efficacy and reduce foreign language anxiety will be shown in the table.

Enhancing Self-Efficacy and Reducing Foreign Language Anxiety through Session 2 Activities

Activities	How to enhance self-efficacy	How to reduce foreign language anxiety
Warm-up activities: Frog Jump Game	Warm-up activities like "Frog Jump Game" encourage active participation and provide an opportunity for participants to experience early success in a low-stakes setting. This can boost their confidence in their ability to participate and contribute.	Engaging in a fun and interactive game helps reduce tension and create a positive, relaxed atmosphere, which can alleviate initial anxiety and help participants feel more at ease.
Introduction to Self-Efficacy	Understanding the theory behind self-efficacy helps participants recognize the importance of belief in their own abilities. This knowledge can motivate them to adopt a more positive mindset towards their language learning journey.	By learning that anxiety and self-efficacy are interconnected, participants can begin to see that improving their self-efficacy can directly help in reducing their anxiety, making the concept less daunting and more manageable.
Group Activity	This activity allows participants to	Understanding that everyone faces

of delivering rubber band with straw	directly experience success and failure in a controlled environment. By reflecting on these experiences, they can learn that failure is a part of the learning process and that persistence can lead to success, thereby boosting their self-efficacy.	challenges and failures helps normalize these experiences, reducing the fear of making mistakes. It also encourages a growth mindset, where mistakes are seen as learning opportunities rather than threats.
Group discussion on the group activity	The discussion highlighted key ways to enhance self-efficacy, such as fostering teamwork, clear communication, and mutual support. Members found that these factors helped them overcome challenges during the activity, boosting their confidence. Recognizing efforts and identifying successful strategies reinforced their belief in their abilities, which can be applied to tasks like language learning.	The group also discussed how self-efficacy reduces Foreign Language Anxiety (FLA). Those with higher self-efficacy were less afraid of failure and more willing to try, while lower self-efficacy led to hesitation. Applying this to English learning, participants suggested breaking tasks into smaller steps, focusing on effort, and viewing mistakes as growth opportunities. These strategies can help reduce anxiety and build confidence in language tasks.

Objectives:

1.Participants will understand the concepts, origins and influence factors of self-efficacy.

2. Participants will understand how self-efficacy influences learning and anxiety.

Materials:

Rubber band, straws, pens, white blank paper.

Procedure:

Initial stage:

1. Begin by welcoming participants back to the group, reviewing the group rules, and reviewing participants' names.

2. Explain the activities of today's session.

3. Warm-up activity of Frog Jump Game: The leader divides the whole members into two groups. The game starts with any member of the group reciting a phrase, one word at a time, in turn. The phrase goes: "One frog jumps into the water, ribbit. Two frogs jump into the water, ribbit ribbit..." and so on. The number of ribbits corresponds to the number of frogs. The teams take turns, and the time taken to successfully count up to five frogs is recorded. The team that completes the task in the shortest time wins and receives a reward. After the game, team members discuss their thoughts and experiences from participating in this activity. In the activity, participants are required to clearly express their thoughts and guesses, which helps enhance their communication skills and expressive abilities. By working together to accomplish tasks and achieve success, participants' cohesion and sense of belonging are strengthened, contributing to the establishment of a positive team atmosphere.

Working stage

1. Introduction to self-efficacy: By introducing self-efficacy with examples of the film *Forrest Gump* and the Thailand educational public service advertisement *Work hard a lit more*, participants can gain insights into how their beliefs about their abilities affect their language learning experiences and their levels of anxiety. This understanding empowers participants to develop strategies to enhance their self-efficacy, leading to

increased confidence in their language learning abilities and reduced anxiety levels. Overall, the activity aims to equip participants with knowledge and skills to effectively manage their learning and emotions, fostering a positive mindset conducive to language acquisition.

2. Group activity of delivering rubber band with straw: The leader divides all members into two groups, and each group selects a leader. The leader distributes a straw to each person, and under the guidance of the group leader, each group practices for one minute how to use the straw to pick up a rubber band and pass it to the next member, and so on, until it reaches the last member of the group. The activity officially begins, with members of each group standing in line at equal distances. The first member of each group uses the straw to pick up the rubber band and pass it to the second member, and so on until it reaches the last member. If the rubber band drops during the process, it is passed again until successfully transferred to the final member. Record the time taken for this process. Then, the second group plays the same game, and the time taken by each group to complete the task is compared, with rewards for the winners.

3. Group discussion on the group activity.

Terminal stage:

Processing Questions:

After participants finished the group activities, the leader can ask them questions like:

■ Did you have the belief that your group can successfully finish delivering the straw before the activity?

■ How did the practice time before the official game help your group? Did it increase your confidence in handling the task?

■ What strategies did your group use to successfully pass the rubber band? How did

these strategies help in completing the task?

■ When the rubber band dropped, how did your group handle it? What did you learn from that experience?

■ How did working in a group affect your performance?

■ Can you relate the process of passing the rubber band to any challenges you face in language learning? How?

Touch base with each participants at the end of the group to see how they are doing.

■ Invite participants to share a highlight from the group (e.g. What was one thing you enjoyed about today's session? What was one thing that you thought it was your self-efficacy that helped you to successfully finish it?).

Evaluation:

Continuously ensure that all participants feel involved and supported. At the end of the second session, ask participants to share one insight or experience from the activities on self-efficacy. They could discuss how the rubber band activity helped them understand success and failure, or share reflections from their journal about daily successes and challenges in language learning. This reflection will help reinforce the concept of self-efficacy and its impact on learning and anxiety, while also promoting a sense of community and mutual support among group members.

Session 3: Mindfulness First Experience

—— Working Stage

Activities:

1. Warm-up activities: Relaxation exercise

2. Raisin exercise

3. Mindful Language Learning Practice

4. Discussion on how mindfulness can help to increase self-efficacy and reduce anxiety.

5. Homework: Daily mindfulness practice for 10 minutes.

Summary:

The activities in the third session are structured to introduce and deepen the practice of mindfulness, a key technique for managing anxiety and enhancing self-efficacy. By starting with relaxation exercises, participants are prepared to engage with mindfulness meditation more effectively. The discussion component allows participants to contextualize their learning and see its relevance to their own experiences, reinforcing the practical benefits of mindfulness in assisting language learning and anxiety reduction. Finally, the homework assignment ensures that participants continue to develop these skills, further integrating mindfulness into their daily lives and reducing anxiety over time. The details of how these activities can help to enhance self-efficacy and reduce foreign language anxiety will be shown in the table.

Enhancing Self-Efficacy and Reducing Foreign Language Anxiety through Session 3 Activities

Activities	How to enhance self-efficacy	How to reduce foreign language anxiety
Warm-up activities: Relaxation Exercise	Relaxation exercises help participants gain a sense of control over their physical state, which can translate into a greater sense of control over their learning processes. By starting the session with relaxation, participants are more likely to feel calm and ready	These exercises can help lower immediate stress levels, making participants more open and less anxious about the upcoming session. Relaxation techniques can be applied in other stressful situations, such as language tests or speaking

	to engage in new activities.	exercises, thereby reducing overall anxiety.
Raisin Exercise	The Raisin Exercise enhances self-efficacy by helping participants focus on the present moment, building confidence in their ability to manage tasks and emotions. This mindfulness practice boosts belief in one's ability to handle challenges, which can be applied to language learning, helping individuals feel more capable and in control.	The exercise helps participants recognize and manage anxiety without judgment. By learning to observe anxious thoughts without reacting to them, individuals can reduce anxiety related to language tasks, leading to greater confidence and less fear of failure when speaking or performing in a foreign language.
Mindful Language Learning Practice	The mindfulness meditation helps participants stay calm and focused, boosting their confidence in handling stressful situations like language learning. By staying present and managing emotions, learners gain confidence in their ability to tackle challenges.	The language exercise encourages participants to read aloud without fear of judgment, helping them feel more capable. Focusing on language elements like pronunciation and vocabulary allows them to feel a sense of achievement. Reflecting afterward helps reinforce their progress, reducing anxiety and boosting their belief in their language skills.
Discussion on How Mindfulness	Discussing mindfulness helps participants understand how these techniques can be integrated into	Group discussions provide a supportive environment where participants can express their

Can Help to Increase Self-Efficacy and Reduce Anxiety	their daily lives. By hearing others' experiences and sharing their own, participants can see practical examples of how mindfulness has positively impacted self-efficacy in language learning.	anxieties and learn coping strategies from peers. This shared understanding and collective learning can help reduce individual anxiety as participants feel part of a supportive community.
Homework	Consistent mindfulness practice helps reinforce the skills learned during the session, making them a regular part of the participants' routine. This ongoing practice builds self-efficacy by demonstrating that participants can maintain and apply new skills independently.	Daily mindfulness practice helps participants develop a habit of managing their stress and anxiety proactively. Over time, this regular practice can significantly lower baseline anxiety levels and improve participants' overall approach to language learning.

Objectives:

1. Participants will understand mindfulness.

2. Participants will understand the benefits of mindfulness in improving self-efficacy and managing anxiety.

Materials:

Comfortable cushions, soft background music, flip chart, whiteboard, pens, and crayons

Procedure:

Initial stage:

Warm-up activities: The leader leads the participants to sit down to take three deep breaths. Then experience the state of mind at this time, feel and imagine the scene of a clear blue and open sky. When this feeling wears off, take one or three more deep breaths, then relax and continue to experience the feeling of temporary relaxation of the body and mind. Repeat this six to ten times, when you encounter tension and anxiety in real life, you can immediately use the practice of relaxation, that is, take three deep breaths, and then combine the feeling of relaxation to recall the usual relaxation experience and the scene of the blue and open sky.

Working stage:

1. Raisin Exercise:

Begin by explaining the concept of mindfulness and its benefits with examples. The leader guides the participants to eat three raisin as followed.

The First Raisin: You can eat it as quickly as you usually would. Many people have never eaten a raisin one at a time; instead, they tend to eat three or four at once. Afterward, simply reflect on the experience.

The Second Raisin: Try paying full attention to the entire process of eating. Imagine that the raisin is a rare product from a distant land, one that is difficult to find and very expensive. It's possible that you may never have the chance to taste this fruit again.

(1) Take it: First, hold the raisin in your palm or between your thumb and index finger. Focus on it and imagine that it just arrived from a faraway country, something you've never seen before in your life.

(2) Look: Spend a few minutes carefully observing the raisin, examining it as a whole. Use your eyes to explore every part of it—its bright areas, shadows, wrinkles, and folds. Are there any asymmetries? What are its characteristics?

(3) Touch: Roll the raisin between your fingers for a while. What is its texture like? Is it hard or soft? Close your eyes temporarily to enhance your sense of touch.

(4) Smell: Hold the raisin near your nose. What do you smell? What kind of aroma is there? Do you feel any interesting reactions in your mouth or stomach?

(5) Listen: Hold the raisin near your ear and rub it a little. What do you feel? Are there any sounds?

(6) Place it on your lips and in your mouth: Slowly bring the raisin toward your lips, and notice how your hands and arms move toward your mouth. Gently place the raisin in your mouth but do not chew yet. Observe where it lands in your mouth. Spend time exploring all these sensations, including the sensation of your tongue.

(7) Taste: When you're ready, begin to chew the raisin slowly, but do not swallow yet. What sensations arise with the first bite? Pay attention to its taste and texture in your mouth, and notice how these sensations change over time—they change with every moment.

(8) Swallow: When you're ready, begin to swallow the raisin slowly. How does it feel the first time you swallow it? What did you feel before swallowing it? Finally, see if you can feel the raisin moving down into your stomach and observe any sensations in your body after you've eaten it with full attention.

(9) Unconsciously think about the connection between the raisin, the Earth, and humanity: Think about how the raisin grew. It needed soil to grow, rain and sunlight to ripen, and the help of the wind to bloom and bear fruit. The entire natural world, the entire Earth, participated in its growth process. Think about how the raisin got to your

hand. Thanks to the merchants who sold it, the drivers who transported it, and the farmers who grew it, as well as the hundreds of generations that passed down agricultural techniques to today. Like everything in the world, even a simple raisin is the result of the entire natural world and the Earth's forces, along with the efforts of millions of people over generations. Everything in the world can be considered a miracle, but we don't realize it because we are always thinking about other things. Take a few seconds to think about this.

The Third Raisin: Eat the third raisin with full attention, but not under the guidance of the instructor—follow your own pace. After finishing, share your experience.

Ask participants to share their views on the experience of raisin exercise.

2. Mindful Language Learning Practice: Guide the participants through a mindfulness meditation, focusing on breathing or bodily sensations, bringing awareness to the present moment. Introduce a language learning exercise by first having the students silently read a somewhat challenging English passage prepared by the instructor, then have them read the passage aloud. Encourage participants to engage mindfully in the activity, paying close attention to language elements (pronunciation, vocabulary, grammar) without judgment. After the activity, encourage participants to reflect on whether the mindfulness practice helped in the language learning process and whether it contributed to reducing foreign language anxiety.

Terminal stage:

Processing Questions:

After participants finished the meditation practice, the leader can ask them questions like:

- How did you feel during the meditation?
- Did you notice any particular sensations or thoughts?

- Did you feel more relaxed or less anxious after the meditation exercise?
- How can you apply mindfulness techniques to language learning?
- How do you think practicing mindfulness can help to improve your self-efficacy?
- How do you think practicing mindfulness might help you with your language learning anxiety?

Touch base with each participants at the end of the group to see how they are doing.

- Invite participants to share a highlight from the group (e.g. What was one thing you enjoyed about today's session? Can you give one example that it was your full attention that helped you to improve your self-efficacy and reduce your anxiety?).

Evaluation:

Continuously ensure that all participants feel engaged and included. At the end of the third session, ask participants to share one thing they learned or experienced during the mindfulness meditation practice. They might talk about how mindfulness helped them manage their anxiety, an insight they had about their thought patterns, or how the practice made them feel more present and focused. This reflection reinforces the benefits of mindfulness in enhancing self-efficacy and reducing anxiety, while also fostering a supportive group environment where participants can learn from each other's experiences.

Session 4: Identifying Personal Goals

—— Working Stage

Activities:

1. Warm-up activities: Charades

2. Values Clarification Exercise

3. Introduction to SMART Goals and guide participants to set SMART goals

4. Commitment to Values-Based goals

5. Group discussion

Summary:

The activities in the fourth session are designed to align participants' language learning efforts with their personal values and structured goals. The warm-up activity creates a relaxed and engaging atmosphere, setting the stage for deeper self-reflection and planning. By identifying their core values and learning how to set and commit to SMART goals, participants can enhance their self-efficacy by seeing clear connections between their personal motivations and their language learning journey. The group discussion component fosters a sense of community and shared purpose, further reducing anxiety and promoting a positive, collaborative learning environment. The details of how these activities can help to enhance self-efficacy and reduce foreign language anxiety will be shown in the table.

Enhancing Self-Efficacy and Reducing Foreign Language Anxiety through Session 4 Activities

Activities	How to enhance self-efficacy	How to reduce foreign language anxiety
Warm-up activities: Charades	This activity encourages participants to communicate and collaborate creatively, boosting their confidence in their ability to	Fun and low-stakes activities like this help to lower participants' guard and reduce performance anxiety. By starting with a game,

	express themselves even with limited language skills. Successfully guessing or conveying gestures can give participants a sense of achievement and competence.	participants can relax and ease into the session, reducing the overall anxiety associated with language learning.
Values Clarification Exercise	Understanding one's core values can provide a strong internal motivation for language learning. When participants see how language learning aligns with their personal values, they are more likely to feel committed and capable of achieving their goals. This alignment reinforces their belief in their ability to succeed.	Clarifying values can help participants focus on the intrinsic rewards of learning a language, rather than the fear of failure. This shift from external pressures to internal motivations can significantly reduce anxiety.
Introduction to SMART Goals and guide participants to set SMART goals	Setting SMART goals helps participants create clear, attainable objectives. Achieving these goals, no matter how small, builds a track record of success, reinforcing the belief that they can accomplish their language learning objectives. The structured nature of SMART goals provides a clear roadmap, making the overall learning process seem more manageable.	Breaking down goals into smaller, more manageable tasks can make the language learning process feel less overwhelming. Participants can focus on one step at a time, which reduces the anxiety of tackling a large, undefined task.
Commitment to Values-Based goals	Committing to values-based goals reinforces the connection between personal values and language	When participants commit to goals that align with their values, they may experience a reduction

	learning. This commitment can strengthen participants' resolve and their belief in their ability to achieve these goals. It also provides a deeper sense of purpose, making the pursuit of these goals more meaningful and thereby enhancing self-efficacy.	in anxiety as their motivation shifts from external pressures to internal values. This intrinsic motivation can make the learning process more enjoyable and less stressful.
Group discussion	Group discussions allow participants to hear about others' goals and strategies, providing inspiration and practical ideas. Sharing successes and challenges fosters a supportive environment where participants can learn from each other and build confidence in their abilities.	Discussing personal goals in a supportive group setting can help normalize the challenges of language learning. Participants can gain reassurance that they are not alone in their struggles, which can reduce feelings of isolation and anxiety.

Objectives:

1. Participants will understand the significance of personal goals.

2. Participants will learn to identify their personal goals to strengthen their self-efficacy and reduce anxiety.

Materials:

Whiteboard, markers, values clarification worksheets, pens, sticky notes

Procedure:

Initial stage:

1. Begin by welcoming participants back to the group, discussing the homework of last session.

2. Warm-up activities: Divide the team into five groups, taking turns to act and guess. One member from each group will be invited to describe the content on an A4 paper, but they cannot say the words on the paper. They can only describe the content in a way that helps another member try to guess. If the content is not guessed after several descriptions, the next content will be tried. The group that guesses the most content within the given time wins, and the winning group will receive a reward.

Working stage:

1. Values clarification exercise.

(1) Explanation of Values:

Values are those things we consider extremely important in our lives. They are like an invisible compass, guiding us in making decisions when faced with various choices and influencing our daily behavior as well as our relationships with others. Take honesty, for instance. Imagine if we were all dishonest---trust between people would completely collapse. Kindness is another example; a small act of kindness can bring immense warmth to others. Success, on the other hand, can have many definitions. For some, it may mean achieving excellent academic results, while for others, it could be accomplishments in their career. Family is our eternal safe haven, and the support and love of our family members are the driving forces that propel us forward. Freedom allows us to pursue our dreams and live according to our own desires.

(2) Group Discussion:

Invite group members to share the values that are important to them, such as friendship, responsibility, academics, family, health, interpersonal relationships, and so on.

(3) Values Scenarios:

Present a series of statements or scenarios related to values to the participants. For example:

i. "You have an important exam tomorrow, but your best friend is in a personal crisis and needs your help. What would you do?"

ii. "Your boss asks you to take a shortcut on a project to meet a tight deadline. How would you respond?"

iii. "You find a wallet on the street containing a large amount of cash. What would you do?"

Each participant should carefully read each statement or scenario and write down their immediate reaction or decision on paper. They should also note the values that influenced their decision. For instance, in the wallet scenario, someone might write that they would turn the wallet in to the police because their values are honesty and integrity.

2. Introduction to SMART Goals and guide participants to set SMART goals: Begin by explaining each component of SMART goals:

Specific: Goals should be clear and well-defined, answering the questions of who, what, where, when, and why.

Measurable: Goals should include criteria for measuring progress and success. This could involve quantifiable metrics or observable behaviors.

Achievable: Goals should be realistic and attainable, considering the resources and limitations of the individual.

Relevant: Goals should align with the individual's values, priorities, and long-term objectives.

Time-bound: Goals should have a deadline or timeframe for completion, providing a sense of urgency and focus.

Examples: Provide examples of SMART goals to illustrate each component. For instance:

Specific: "I will improve my vocabulary by learning 10 new words related to my field of study every week."

Measurable: "I will track my progress by keeping a log of the new words I learn and testing myself on their meanings."

Achievable: "Given my current workload, I will dedicate 30 minutes each day to vocabulary study."

Relevant: "Improving my vocabulary will enhance my performance in academic writing and presentations."

Time-bound: "I aim to expand my vocabulary by 50 words in the next five weeks."

Lead participants through a guided activity where they develop their own SMART goals related to language learning or other relevant areas. Encourage them to consider their personal strengths, areas for improvement, and long-term aspirations when setting these goals.

3. Commitment to Values-Based goals: Provide each participant with a small card or piece of paper and ask them to write down one specific, values-based SMART goal they commit to doing in the next week to support their language learning. Encourage feedback and suggestions for refining the goals to ensure they meet all SMART criteria.

Encourage participants to keep this card as a reminder and to share their progress in the next session.

Terminal stage:

Group discussion: Lead a group discussion on how aligning daily actions with personal values and SMART goals can enhance motivation and reduce anxiety. Encourage participants to share how they can incorporate their values into their daily language learning routines. Summarize the key points of the session and reinforce the importance of aligning actions with values. Invite participants to share their thoughts or any insights they gained during the session. Thank participants for their openness and participation, and remind them of the next session's date and topic.

Processing Questions:

After participants finished making their SMART goals, the leader can ask them questions like:

■ What motivated you to choose these particular goals?

■ How do you plan to overcome potential challenges or obstacles in achieving these goals?

■ What support or resources do you need to achieve your goals?

■ How will you track your progress towards your goals?

■ What will achieving these goals mean to you personally or professionally?

■ How do you plan to celebrate your successes along the way?

Touch base with each participants at the end of the group to see how they are doing.

■ Invite participants to share a highlight from the group (e.g. What was one thing you enjoyed about today's session? Do you believe you can achieve SMART goals?).

Evaluations:

Continuously ensure that all participants feel engaged and included. At the end of the fourth session, ask participants to share one key insight they gained from the values clarification and SMART goal-setting exercises. They could discuss what they learned about their own values, how setting specific and achievable goals can impact their language learning, or share an inspiring goal they heard from a peer. This sharing not only reinforces the session's objectives but also strengthens the group dynamic by promoting mutual understanding and support.

Session 5: Challenging Negative Thoughts

—— Working Stage

Activities:

1. Warm-up activities: 369 rule

2. Identify and understand emotions (ABC model of CBT)

3. Thought Record Exercise

4. Group Discussion on Positive Thoughts

5. Closing and Reflection

Summary:

The activities in the fifth session are designed to equip participants with practical cognitive-behavioral tools to manage negative thoughts and anxiety related to language

learning. The warm-up game creates a relaxed and engaging atmosphere, setting a positive tone for the session. The ABC model helps participants better identify and understand their emotions. The thought record exercise teaches participants to recognize and reframe negative thoughts, enhancing their sense of control and self-efficacy. Group discussions and reflections provide a supportive environment for sharing experiences and strategies, reinforcing the learning and fostering a sense of community. Continuing the thought record exercise as homework ensures that participants practice and internalize these techniques, leading to lasting improvements in self-efficacy and reduced anxiety. The details of how these activities can help to enhance self-efficacy and reduce foreign language anxiety will be shown in the table.

Enhancing Self-Efficacy and Reducing Foreign Language Anxiety through Session 5 Activities

Activities	How to enhance self-efficacy	How to reduce foreign language anxiety
Warm-up activities: 369 rule	Participating in a game that requires attention and quick thinking helps build cognitive skills in a low-pressure environment. Successfully participating in the game can boost participants' confidence in their ability to engage in group activities and follow instructions.	The 369 Rule game is playful and distracting, helping participants relax and divert their focus from anxieties related to language learning. This can reduce initial tension and make participants more receptive to the session's activities.
Identify and understand emotions	The learning of ABC technique helps improve self-efficacy by encouraging individuals to challenge negative thoughts about their abilities. By replacing	The ABC technique helps people identify and change negative thoughts that cause anxiety. By challenging fears like "I'll embarrass myself speaking English,"

	unrealistic beliefs with more realistic ones, people gain confidence and feel more capable of handling tasks, such as language learning. This process boosts self-awareness and belief in future success.	individuals can feel more confident and less fearful, making them more likely to engage in language learning without anxiety. This approach leads to reduced FLA and improved performance.
Thought Record Exercise	By learning to recognize and challenge their negative thoughts, participants can develop a more positive and realistic mindset about their language learning abilities. Successfully identifying and reframing negative thoughts fosters a sense of control and mastery over their mental processes, enhancing self-efficacy.	Recording and analyzing negative thoughts helps participants see these thoughts as separate from themselves. This cognitive distancing can reduce the emotional impact of negative thoughts, decreasing overall anxiety levels. Reframing these thoughts into more positive or neutral ones can help reduce the fear and stress associated with language learning.
Group Discussion on Positive Thoughts	Sharing experiences and strategies for challenging negative thoughts allows participants to learn from each other and gain new perspectives. Hearing about others' successes can reinforce participants' belief in their own ability to manage their thoughts and succeed in language learning. This collaborative learning experience strengthens self-efficacy by building a sense of community and	Discussing positive thoughts in a group setting helps normalize the process of challenging negative thoughts and adopting a more optimistic outlook. Participants can gain support and reassurance from their peers, which can alleviate feelings of isolation and anxiety. The positive focus of the discussion can shift participants' attention away from their fears and towards constructive strategies.

	shared achievement.	
Closing and Reflection	Reflecting on what has been learned and achieved during the session reinforces the skills and knowledge gained. Acknowledging progress, no matter how small, helps participants see their improvement and builds confidence in their ability to continue developing their language skills. Reflection also helps consolidate learning, making it more likely that participants will apply these techniques in the future.	Reflection provides a moment for participants to internalize the session's positive experiences and insights. This can help solidify the mental shift from anxiety and negativity towards confidence and positive thinking. Celebrating small victories and recognizing progress can reduce anxiety by providing tangible evidence of improvement.

Objectives:

To identify and challenge negative thinking.

Materials:

Thought record worksheets, pens

Procedure:

Initial stage:

Beginning stage:

1. Begin by welcoming participants back to the group, discussing the last week's gains.

2. Warm-up activities: 369 rule. Everyone sits in a circle, and a starting number is chosen. Members take turns counting the number. When the number contains a 3, 6, 9 or a multiple of 3, 6, and 9, they must clap instead of speak it out. If someone claps or speaks incorrectly, the new round will begin from him or her.

Working stage:

1. Identify and understand emotions:

(1). Introduction: The Relationship Between Emotions and Beliefs

The activity begins with a brief introduction to the impact of emotions on our lives and the importance of the beliefs underlying those emotions. The leader can prompt group members by asking questions such as: "Have you ever experienced different feelings about the same event because of different thoughts?" This question helps members start reflecting and sets the stage for the activity. Participants are then encouraged to share simple personal experiences, allowing them to recognize the role of beliefs in shaping emotions.

(2). Watching a video

A video on the ABC model from Cognitive Behavioral Therapy (CBT) is shown. The video introduces the core concepts of the ABC model with examples:

A (Activating Event): The event that triggers a reaction.

B (Belief): The interpretation or belief about the event.

C (Consequence): The resulting emotions and behaviors.

After the video, the facilitator asks questions to ensure participants understand the key concepts and prepare them for the following discussion.

(3). Discussion and Understanding of the ABC Model

The leader prompts group members to deepen their understanding of the ABC model by asking questions such as:

"Why do different people have different emotional reactions to the same event?"

"How important do you think B (belief) is in the ABC model?"

To enhance understanding, examples are analyzed:

Example 1: A person who scores below expectations on an exam (A) might believe they are a failure (B), resulting in feelings of frustration (C).

Example 2: Another person in the same situation might view it as an opportunity to improve (B), resulting in feelings of motivation (C).

Through these examples, participants can better grasp how beliefs influence emotions and behaviors.

(4). Practical Exercise: Identifying and Understanding Emotions

The leader provides participants with real-life scenarios or invites them to share their own experiences. Participants are then guided to fill out an ABC chart:

A (Event): Describe the event that triggered the emotion.

B (Belief): Record their interpretation or belief about the event.

C (Consequence): Describe the emotions and behaviors resulting from the belief.

After completing the chart, participants are encouraged to share their findings and discuss them in the group. This process allows them to integrate theory with practice, helping them better identify and understand their emotions.

(5). Summary and Feedback

The leader guides participants to reflect on new insights gained during the activity, such as: "Our beliefs can amplify or alleviate emotional reactions." Participants are then asked: "How will you use the ABC model to better manage your emotions in the future?"

This summary helps participants apply the learned techniques to real-life situations. The leader also encourages participants to track their progress in emotional management in their daily lives, fostering continuous self-awareness and emotional regulation skills

2. Thought Record Exercise: Introduce the concept of thought records and their role in cognitive-behavioral therapy (CBT). Distribute thought record worksheets to participants. Ask participants to recall a recent situation where they felt anxious about language learning. Instruct them to write down the negative thoughts they had during that situation. Guide them to identify the underlying beliefs and emotions associated with those thoughts. Invite participants to share some of their negative thoughts and the associated beliefs and emotions. Facilitate a discussion on common negative thinking patterns and their impact on self-efficacy.

3. Group Discussion on Positive Thoughts: Explain the importance of cultivating positive thoughts to counteract negative thinking. Encourage participants to share positive thoughts or affirmations they can use to challenge negative thinking. Discuss how these positive thoughts can improve self-efficacy and reduce anxiety in language learning. Conduct role-playing scenarios where participants practice replacing negative thoughts with positive ones. Provide feedback and encouragement to participants during the role-playing exercises.

Terminal stage:

1. Closing and Reflection: Summarize the key points discussed during the session. Invite participants to reflect on what they've learned and how they plan to apply it to their

language learning journey. Express appreciation for their participation and commitment to challenging negative thinking.

2. Homework Assignment: Assign participants to continue using thought records to track their negative thoughts throughout the week.

Processing Questions:

After participants finished *Thought Record Exercise*, the leader can ask them questions like:

- What thoughts or beliefs did you identify during the exercise?
- How did you feel when you examined those thoughts or beliefs?
- How did challenging those thoughts impact your emotions?
- Did you come up with any alternative, more balanced thoughts?
- What insights did you gain from completing the *Thought Record Exercise*?
- How do you plan to apply what you've learned from this exercise in your daily life?
- Did you find this exercise helpful in managing your anxiety or negative thinking?

Touch base with each participants at the end of the group to see how they are doing.

- Invite participants to share a highlight from the group (e.g. What was one thing you enjoyed about today's session? Can you find you negative thoughts in your daily life by filling the *Thought Record Worksheets*?).

Evaluations:

Continuously monitor that all participants feel engaged and valued. At the end of the fifth session, encourage participants to share one key takeaway from the group activity. They might discuss what they learned about identifying and challenging negative thoughts,

share personal insights about their own thought patterns, or reflect on something they discovered about their peers during the discussions. This reflective sharing helps reinforce the session's objectives and fosters a sense of community and support within the group.

Thought record worksheets	
Date	
Situation/Trigger	
Emotions/Feelings	
Automatic Thoughts	
Evidence Supporting the Automatic Thought	
Evidence Against the Automatic Thought	
Alternative Thought	
Outcome/Conclusion	

Session 6: Integrating Mindfulness

—— Working Stage

Activities:

1. Warm-up activities: Human Copy Game

2. Mindful Meditation Exercise

3. Mindful Language Learning Exercise

4. Sharing Mindfulness Experiences

5. Closing and Reflection

6. Homework Assignment: Assign participants to engage in mindful observation during their language practice sessions outside of the group. Instruct them to consciously focus on the language details and their internal experiences without judgment

Summary:

The activities are designed to deepen participants' understanding and practice of mindfulness, directly applying these techniques to language learning. The warm-up activity creates a relaxed atmosphere, reduces tension and anxiety, allowing members to focus and engage more effectively. Mindful meditation exercises can help participants focus on the present moment, reducing anxiety and negative emotions that may arise during the foreign language learning process. Mindful language learning exercise encourages a non-judgmental approach to mistakes, helping learners cultivate patience and self-compassion, which in turn fosters a more positive and effective learning experience. Sharing experiences and reflecting on the session fosters a supportive environment, encouraging continued practice. Assigning mindful observation as homework ensures that participants maintain and build on their skills, leading to sustained improvements in self-efficacy and reduced anxiety. The details of how these activities can help to enhance self-efficacy and reduce foreign language anxiety will be shown in the table.

Enhancing Self-Efficacy and Reducing Foreign Language Anxiety through Session 6 Activities

Activities	How to enhance self-efficacy	How to reduce foreign language

		anxiety
Warm-up activities: Human Copy Game	The Human Copy Game boosts self-efficacy by encouraging teamwork and communication through body language. Participants gain confidence as they successfully pass messages, realizing they can effectively communicate in a low-pressure setting.	It also helps reduce foreign language anxiety (FLA) by allowing participants to use non-verbal communication, which eases the pressure of speaking. The supportive team environment helps reduce fear, and the relaxed atmosphere builds confidence in using a foreign language.
Mindful Meditation Exercise	The mindful meditation exercise helps participants develop awareness of their physical and emotional states, promoting self-awareness and self-regulation. By learning to focus their attention and manage stress, participants can feel more in control of their experiences and reactions. This increased self-awareness can boost their confidence in managing anxiety and improving language learning skills.	The mindful meditation exercise can help to reduce stress and anxiety by promoting relaxation and a sense of calm. As participants become more attuned to their bodies and learn to release tension, they can better manage the physical symptoms of anxiety that often accompany language learning challenges. This practice helps create a calmer and more focused mindset, conducive to learning.
Mindful Language Learning Exercise	Practicing mindfulness while engaging in language learning tasks helps participants develop focused attention and reduce distractions. By experiencing success in mindful learning,	Applying mindfulness to language learning helps participants stay present and focused on the task at hand, rather than getting overwhelmed by anxiety about making mistakes or not

	participants can build confidence in their ability to concentrate and absorb new information. This direct application demonstrates the effectiveness of mindfulness in improving language skills, reinforcing self-efficacy.	understanding. This can reduce performance anxiety and create a more positive and engaging learning experience. Mindful practice also helps in breaking down learning tasks into manageable steps, making the process less daunting.
Sharing Mindfulness Experiences	Sharing experiences allows participants to learn from each other and see the diverse ways mindfulness can be applied and beneficial. Hearing about peers' successes and strategies can inspire and motivate participants, increasing their belief in their own ability to use mindfulness effectively. This sense of community and shared learning enhances self-efficacy.	Group discussions create a supportive environment where participants can express their feelings and experiences without judgment. Sharing mindfulness experiences helps normalize the practice and demonstrates its benefits, reducing any lingering anxiety about trying new techniques. Supportive feedback from peers can further reduce anxiety and build a sense of belonging.
Closing and Reflection	Reflecting on the day's activities helps participants consolidate their learning and recognize their progress. Acknowledging even small successes can boost confidence and reinforce the belief that they can effectively use mindfulness to enhance their	Reflection allows participants to process their experiences and internalize the benefits of mindfulness. This can reduce anxiety by shifting focus from potential failures to the positive impact of mindfulness on their learning journey. Celebrating small

	learning. This reflection period also provides an opportunity to set personal goals for continued practice, further enhancing self-efficacy.	wins and recognizing progress helps build a positive mindset, reducing overall anxiety about language learning.
Homework	Continuation of mindfulness practice outside the group reinforces the skills learned during the session. Incorporating mindful observation into their regular language practice, they can experience ongoing improvements in learning efficiency. This sustained practice builds confidence in their ability to manage their learning process independently, enhancing self-efficacy.	Regular mindful observation helps participants maintain a calm and focused approach to language learning, reducing anxiety over time. By practicing mindfulness consistently, participants can develop a habit of managing stress and staying present, which reduces the overall anxiety associated with language learning challenges.

Objectives:

1. To deepen participants' understanding and practice of mindfulness.

2. To integrate mindfulness techniques into language learning activities.

Materials:

Comfortable chairs, mindfulness audio recordings, pens

Procedure:

Initial stage:

1. Begin by welcoming participants back to the group, discussing the homework of last session.

2. Warm-up activities: Human Copy Game. Divide everyone into two groups, with each group consisting of 5 people. Each group should line up in a single-file column. The first person in each group is shown a word or action (written on a card or demonstrated by the facilitator), such as "playing basketball." The first person must convey this information to the second person using only body movements. The second person then passes it on to the third person, and so on. Finally, the last person in the line must guess the word or action.

Working stage:

1. Mindful Meditation Exercise:

(1). Introducing the Background and Purpose of the Exercise: The leader briefly explains the purpose and background of the exercise. They can say: "The mindful meditation is a technique that helps you quickly regain calm, focus your attention, and enhance awareness in your daily life. It helps you pause, return to the present moment, and reset your mindset when facing stress and emotional fluctuations."

(2). Guiding Members into the Practice: The leader asks the members to sit down, ensuring their bodies are relaxed. Then, they guide them to close their eyes, relax their bodies, and focus on their breathing. The leader may guide the members to take a few deep breaths, helping them feel relaxed and ready to begin the practice. The detailed procedures are as followed,

Preparation: Find a quiet place, sit or lie down, ensuring your body is relaxed. Place your hands naturally on your knees or thighs and close your eyes.

Breathing Adjustment: Enter a meditative state by taking deep breaths. Slowly inhale, feeling the air entering your body, then exhale slowly, focusing on each breath.

Focusing on the Present Moment: Focus your attention on your breath, feeling the air flow in and out. If thoughts arise, do not judge them, but gently bring your attention back to your breath.

Body Scan: Start by focusing on your feet and gradually move your attention upward through your body. Notice the sensations in each part and relax, accepting these sensations.

Ending the Meditation and Feedback: Slowly shift your attention away from your body and breath, become aware of your surroundings, gently open your eyes, and conclude the meditation. After the practice, the leader slowly guides the members to bring their attention back to the environment and gently open their eyes. Then, they invite members to share their feelings: "What did you notice during the practice? Did you feel relaxed? Did your emotions or thoughts change?" By sharing, members deepen their understanding and experience of the practice.

2. Mindful Language Learning Exercise. After mindful meditation exercise, the leader introduces a language learning exercise, such as listening to a short audio clip of the same English passage in session 3. Then ask participants to make a dictation of the English passage. Instruct participants to engage in the activity mindfully, paying close attention to the language elements (pronunciation, vocabulary, grammar) without judgment. After the activity, encourage participants to reflect on their experience of practicing mindfulness during language learning. Invite them to share any insights or challenges they encountered.

3. Sharing Mindfulness Experiences. Facilitate a discussion where participants share their experiences with practicing mindfulness outside of the group sessions. Encourage them to discuss how mindfulness has influenced their language learning process and overall well-being.

Terminal stage:

1. Closing and Reflection: Summarize the key points discussed during the session. Invite participants to reflect on how they can continue to integrate mindfulness into their language learning journey. Express appreciation for their participation and dedication to personal growth.

2. Homework Assignment: Assign participants to engage in mindful observation during their language practice sessions outside of the group. Instruct them to consciously focus on the language details and their internal experiences without judgment

Processing Questions:

After participants finished *Mindful Language Learning Exercise*, the leader can ask them questions like:

■ How did you feel during the mindful language learning exercise?
■ Did you notice any differences in your learning experience compared to when you're not practicing mindfulness?
■ Were you able to maintain focus on the language learning task? If so, how did mindfulness contribute to your focus?

■ Did you encounter any challenges while practicing mindfulness during language learning? How did you overcome them?

■ Did you notice any improvements in your language learning abilities or mindset as a result of practicing mindfulness?

■ How do you think you can incorporate mindfulness into your language learning routine outside of the group session?

Touch base with each participants at the end of the group to see how they are doing.

■ Invite participants to share a highlight from the group (e.g. What was one thing you enjoyed about today's session? What strategies or techniques from the mindful language learning exercise do you think you can apply to your following language learning life?).

Evaluations:

Continuously monitor that all participants feel engaged and valued. Conclude the sixth session by inviting participants to share a significant insight gained from the session's activities. They may reflect on their experience with integrating mindfulness into language learning, share personal revelations regarding their linguistic journey, or offer observations about their peers' progress. This reflective exchange reinforces the session's goals and cultivates a supportive group atmosphere. By encouraging open dialogue, participants strengthen their connection and sense of belonging within the group, enhancing the overall effectiveness of the session.

Session 7: Reducing Negative Thoughts

—— Working Stage

Activities:

1. Warm-up activities: Chair grabbing game

2. Introduction to Cognitive Defusion

3. Thought Balloon Pop activity and discussion

4. ACT Exercise - "Leaves on a Stream"

5. Homework Assignment: Ask them to keep a journal of their experiences, noting which technique they used, the situation, and how it affected their thoughts and emotions.

Summary:

The activities are designed to teach participants cognitive defusion techniques through engaging and interactive methods. The warm-up chair grabbing game sets a lively and positive tone, reducing initial anxiety and fostering group cohesion. The introduction to cognitive defusion provides a foundational understanding, while the thought balloon pop activity offers a tangible and fun way to practice these techniques. The "Leaves on a Stream" exercise reinforces mindfulness-based defusion, helping participants distance themselves from negative thoughts. Finally, the journaling homework ensures that participants continue to practice and reflect on their progress, enhancing self-efficacy and reducing foreign language anxiety over time. The details of how these activities can help to enhance self-efficacy and reduce foreign language anxiety will be shown in the table.

Enhancing Self-Efficacy and Reducing Foreign Language Anxiety through Session 7 Activities

Activities	How to enhance self-efficacy	How to reduce foreign language anxiety

Warm-up activities: Chair grabbing game	The chair grabbing game encourages participants to be alert, quick-thinking, and physically active. By successfully participating in this game, participants experience a sense of accomplishment and enjoyment, boosting their confidence and readiness to engage in the session's activities. The success and fun derived from the game can enhance participants' belief in their ability to face and overcome challenges, contributing to higher self-efficacy.	Fun and engaging games can lower stress and create a positive atmosphere, helping participants feel more relaxed and less anxious. The physical activity involved can also help release tension and increase endorphin levels, promoting a positive mood and reducing anxiety.
Introduction to Cognitive Defusion	Understanding cognitive defusion techniques helps participants recognize that they are not defined by their negative thoughts. By learning how to distance themselves from unhelpful thoughts, they gain control over their mental processes, which can enhance their confidence in managing their emotions and thoughts. This increased sense of control and mastery can significantly boost self-efficacy.	Cognitive defusion helps participants see their anxious thoughts as transient and separate from their identity. This perspective reduces the power of negative thoughts and lowers anxiety, as participants learn to view their thoughts more objectively and less personally.
Thought	The thought balloon pop activity is	This playful and physical activity

Balloon Pop activity and discussion	a vivid and interactive way to demonstrate how cognitive defusion works. By physically popping balloons that represent negative thoughts, participants can experience a tangible sense of release and empowerment. This activity reinforces the idea that they can actively manage and reduce the impact of negative thoughts, enhancing their self-efficacy.	provides a metaphorical release of anxiety. Popping balloons symbolizing negative thoughts can be cathartic and help participants visualize the process of letting go of anxiety-inducing thoughts. The activity's playful nature also helps reduce tension and create a more relaxed, positive atmosphere.
ACT Exercise - "Leaves on a Stream"	The "Leaves on a Stream" exercise helps participants practice observing their thoughts without attachment. By visualizing thoughts as leaves that can float away, participants learn to distance themselves from their negative thoughts. This practice can build their confidence in their ability to manage their thoughts and emotions effectively, enhancing self-efficacy.	This mindfulness-based defusion exercise encourages participants to accept their thoughts without judgment and let them pass naturally. By visualizing their thoughts as transient and not inherently distressing, participants can reduce the intensity of their anxiety and develop a calmer, more centered approach to learning.
Homework	Keeping a journal helps participants reflect on their progress and reinforce the skills they have learned. Documenting successful uses of defusion techniques can provide concrete	Reflective journaling allows participants to track their anxiety levels and the effectiveness of the defusion techniques over time. By observing patterns and improvements, participants can

	evidence of their ability to manage negative thoughts and emotions, reinforcing their self-efficacy. Regular reflection helps participants internalize these techniques and develop greater confidence in their efficacy.	gain insights into how to better manage their anxiety. This ongoing reflection helps sustain the benefits of the session and supports continuous improvement in managing foreign language anxiety.

Objectives:

To learn cognitive defusion techniques to reduce the impact of thoughts on language learning anxiety.

Materials:

Chairs, balloons, music player

Procedure:

Initial stage:

1. Begin by welcoming participants back to the group, discussing the homework of last session.

2. Warm-up activities: Chair grabbing game. At the beginning of the game, the chairs are arranged in a circle (calculated according to the number of participants minus one, that is, 6 people put 5 pieces), and then, each group of participants forms a circle outside the stool, and the participants run clockwise or counterclockwise along the circle when the leader plays music (note that you can't cut the line, listen to the leader's command). When the music is paused, the participants must quickly grab a chair to sit

down, and the participants who do not grab the chair are eliminated, and then take out another chair, and so on to select the final winner.

Working stage:

1. Introduction to Cognitive Defusion: Cognitive defusion techniques help individuals to see thoughts as just thoughts, not as facts or commands. Discuss how defusion can reduce the power of negative thoughts and make them less distressing. Provide examples of how cognitive defusion can be beneficial in managing anxiety, particularly related to language learning.

2. Thought Balloon Pop activity and discussion: Inflate several balloons and write negative thoughts or worries on slips of paper. Place each slip of paper inside a balloon before inflating. Invite participants to take turns popping the balloons, symbolically releasing and defusing their negative thoughts. Conclude the activity with a brief reflection on how it felt to "pop" their negative thoughts and let them go.

3. ACT Exercise - "Leaves on a Stream": Guide participants through the "Leaves on a Stream" exercise. Ask them to sit comfortably, close their eyes, and take a few deep breaths. Instruct them to imagine themselves sitting beside a gently flowing stream, with leaves floating on the surface. Each time they notice a thought, they should imagine placing it on a leaf and watching it float by. Continue this for several minutes, observing thoughts come and go without getting caught up in them. After the exercise, invite participants to share their experiences and feelings. Discuss how seeing thoughts as leaves on a stream can help create distance from those thoughts.

Terminal stage:

Homework Assignment: Ask them to keep a journal of their experiences, noting which technique they used, the situation, and how it affected their thoughts and emotions.

Processing Questions:

After participants finished *Thought Balloon Pop activity* and *ACT Exercise - "Leaves on a Stream"*, the leader can ask them questions like:

- How did it feel to physically pop the balloons representing your thoughts?
- What types of thoughts did you write on your balloons?
- How can this activity help you manage negative thoughts in your daily life?
- How did visualizing your thoughts as leaves on a stream affect your perspective on your thoughts which were hard to let go of?
- How can you use this ACT exercise to manage stress or anxiety related to language learning?

Touch base with each participants at the end of the group to see how they are doing.

- Invite participants to share a highlight from the group (e.g. What was one thing you enjoyed about today's session? What did you learn about the power of your thoughts from today's activity?).

Evaluations:

Continuously monitor that all participants feel engaged and valued. At the conclusion of the seventh session, facilitate a reflective discussion where participants are encouraged to share their experiences and insights gained from practicing cognitive defusion techniques. Participants can reflect on how they applied these techniques to reduce the

impact of negative thoughts on their language learning anxiety, sharing specific instances where they successfully challenged unhelpful thought patterns.

Session 8: Reflection, Future Planning and Post-test

—— Terminal **Stage**

Activities:

1. Opening and Objective Overview

2. Group Reflection and Sharing

3. Future Planning and Goal Setting

4. Foreign Language Anxiety and Self-efficacy Post-Test

5. Achievement Celebration and Farewell Ceremony

Summary:

The activities are designed to provide a reflective, structured, and celebratory conclusion to the group counseling program. By reflecting on progress, sharing personal growth stories, and setting future goals, participants can enhance their self-efficacy and feel more confident in their abilities. The use of post-tests provides tangible evidence of their progress, reducing foreign language anxiety. Finally, celebrating achievements and bringing closure to the group experience fosters a positive and supportive atmosphere, reinforcing participants' sense of accomplishment and readiness to continue their language learning journey with reduced anxiety and

increased self-efficacy. The details of how these activities can help to enhance self-efficacy and reduce foreign language anxiety will be shown in the table.

Enhancing Self-Efficacy and Reducing Foreign Language Anxiety through Session 8 Activities

Activities	How to enhance self-efficacy	How to reduce foreign language anxiety
Opening and Objective Overview	By clearly stating the objectives, participants understand the purpose and structure of the session, which helps them feel more confident and prepared. This transparency can empower them to actively engage in the session, knowing what to expect and what is expected of them.	Setting clear objectives can reduce uncertainty and anxiety, as participants know what will happen during the session. This clarity helps create a safe and supportive environment where participants feel more comfortable and less anxious.
Group Reflection and Sharing	Reflecting on progress allows participants to acknowledge their achievements and recognize the development of their skills. Sharing personal growth stories provides social proof and reinforces the belief that improvement is possible. This collective reflection can boost participants' confidence in their	Sharing experiences and hearing others' success stories can help normalize the challenges of learning a foreign language. This communal reflection can reduce feelings of isolation and anxiety, as participants realize they are not alone in their struggles and that others have successfully overcome

	abilities.	similar challenges.
Future Planning and Goal Setting	Future planning and goal setting give participants a clear direction and a sense of purpose. By setting achievable goals using the SMART criteria, participants can create a structured plan that enhances their confidence in their ability to succeed. The process of setting and achieving goals reinforces their self-efficacy.	Having a clear plan and specific goals can reduce anxiety by providing a roadmap for future learning. When participants know what steps to take next, they can focus their energy on achieving these goals rather than worrying about the unknown.
Foreign Language Anxiety and Self-efficacy Post-Test	Taking the post-test allows participants to see measurable progress, reinforcing their belief in their ability to learn and grow. Observing improvements in their self-efficacy scores can validate the effectiveness of the strategies they've learned and boost their confidence.	The post-test can help participants recognize reductions in their anxiety levels. Seeing tangible evidence of decreased anxiety can reassure them that their efforts have paid off, leading to a greater sense of calm and confidence in their language learning abilities.
Achievement Celebration and Farewell Ceremony	Celebrating achievements reinforces positive behaviors and acknowledges the hard work and progress made by participants. This recognition can significantly boost their self-efficacy by affirming their capabilities and accomplishments. The farewell ceremony provides a sense of	Celebrating success in a supportive group environment can reduce anxiety by emphasizing positive outcomes and creating a sense of accomplishment. The farewell ceremony helps participants feel valued and appreciated, which can enhance their emotional well-being and

	closure, allowing participants to leave with a strong sense of achievement.	reduce anxiety about future language learning challenges.

Objectives:

To reflect on progress, reinforce learning, plan for future and do the post-test of foreign language classroom anxiety scale and general self-efficacy scale.

Materials:

Paper, pens, markers and sticky notes, music player

Procedure:

Initial stage:

Begin by welcoming participants back to the group, discussing the homework of last session.

Working stage:

1. Opening and Objective Overview: Welcome all participants to the final session. Briefly review the journey of the eight sessions, highlighting the key points and objectives of each. Introduce today's objectives.

2. Group Reflection and Sharing: Ask each member to reflect and share their personal progress and growth throughout the sessions. Divide participants into small groups and encourage them to share their growth stories and experiences within the group. Each

group selects a representative to share the key points of their discussion with the larger group.

3. Future Planning and Goal Setting: Each member takes a sheet of paper and writes down their future goals for language learning and self-efficacy enhancement. Encourage each member to develop a specific action plan to achieve these goals. Provide a template or framework to help organize their plans, such as SMART goal setting (Specific, Measurable, Achievable, Relevant, and Time-bound).

4. Foreign Language Anxiety and Self-efficacy Post-Test: Distribute the Foreign Language Classroom Anxiety Scale (FLCAS) and the general self-efficacy scale (GESE)to participants. Explain the purpose of completing the scale: to measure changes in their anxiety levels before and after the sessions. Give participants enough time to fill out the questionnaire.

Terminal stage:

Achievement Celebration and Farewell Ceremony: Prepare small gifts or certificates to recognize participants' efforts and achievements during the sessions. Encourage each member to share their final thoughts and feelings about their efforts and the group. Conduct a brief but meaningful farewell ceremony, such as a circle sharing where each member expresses their hopes and wishes for the future. End the session with an inspiring message or video to motivate participants to continue their learning and growth journey.

Processing Questions:

Foster connections among group members to ensure they can demonstrate active listening to one another.

- What was the most valuable lesson you learned from our sessions together?
- How have you seen your self-efficacy improve over the course of these sessions?
- In what ways do you feel your anxiety about learning a foreign language has decreased?
- What strategies or techniques from these sessions do you plan to continue using in the future?
- How do you plan to achieve the language learning goals you set for yourself?
- In what ways do you feel more confident or capable in your language learning abilities now?
- How can you support each other moving forward after our group sessions have ended?

Touch base with each participants at the end of the group to see how they are doing.

- Invite participants to share a highlight from the group (e.g. What was one thing you enjoyed about today's session? What aspects of the group sessions did you find most helpful?).

Evaluations:

Continuously monitor that all participants feel engaged and valued. Throughout the eighth session, it's crucial to maintain an atmosphere where all participants feel valued and included. At the conclusion of the session, initiate a reflective discussion where participants are invited to share their reflections on the progress made throughout the group journey. Encourage participants to reflect on their personal growth, learning experiences, and any changes in their perceptions of foreign language anxiety. Participants can discuss how the group activities and discussions have influenced their confidence in language learning and their ability to manage anxiety.

APPENDIX 4 Index of Item-operational Definition Congruence (IOC) and
Cronbach's Alpha-Coefficient

Expert Information:

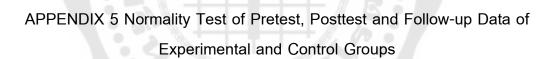|		
1	Assoc. Prof. Dr. Monthira Jaruweng	Srinakharinwirot University
2	Dr. Phurided Pahuyut	Srinakharinwirot University
3	Dr. Wan Chun	Liupanshui Normal University
4	Dr. Wang Yujiao	Liupanshui Normal University
5	Associate Yu Ge	Liupanshui Normal University

Questions	IOC value	Cronbach's alpha – coefficient
Foreign language anxiety (α = 0.909)		
1. I feel unconfident when speaking in English class.	1	0.902
2. Volunteering to answer questions in English class makes me feel anxious.	1	0.903
3. I would not be nervous while speaking English with native speakers.*	1	0.918
4. I'm worried that my English teacher is ready to correct every mistake I make.	1	0.909
5. I am afraid that the other students will laugh at me when I speak English.	1	0.901
6. I get nervous when the English teacher asks me questions which I haven't prepared in advance.	1	0.902
7. I always feel that other students are better at English than I am.	0.67	0.909
8. I am usually at ease during tests in my English	1	0.908

class.*

9. I worry about failing English exams.	1	0.907
10. The more I prepare for an English test, the more uncertain I feel.	1	0.903
11. English class moves so quickly that I worry about getting left behind.	1	0.901
12. Learning English with so many rules can be a headache.	0.67	0.898
13. It frightens me when I don't understand what my English teacher is saying in English class.	1	0.901
14. I start to panic when I have to speak without preparation in English class.	1	0.899
15. I get upset when I don't understand what the English teacher is correcting.	1	0.905
16. Even though I am well prepared for English class, I still feel anxious about it.	1	0.901
17. I can feel my heart pounding when I'm going to be called on in English class.	1	0.902

Mindfulness (α = 0.829)

1. I memorize English new words mechanically without little attention to words' meaning.	1	0.803
2. I directly head to the classroom without paying attention to what I experience along the way.	1	0.812
3. I didn't realize I was nervous while preparing for English test.	1	0.827
4. I find myself preoccupied with the future or the past.	1	0.825
5. I snack without being aware that I'm eating.	1	0.820

6. I forget English homework as soon as I've been told only once.	0.67	0.809
7. I rush through English homework without being really attentive to it.	1	0.798
8. I find myself doing things without paying attention.	1	0.815
9. I find it difficult to stay focused on what's happening in the present.	1	0.805
10. I can do English homework while listening to someone.	1	0.823
Resilience (α = 0.919)		
1. I believe I can achieve my goals, even if there are difficulties.	1	0.913
2. I don't give up even when things seem hopeless.	1	0.920
3. I am able to handle unhappy emotions.	0.67	0.916
4. I am not discouraged by failure.	1	0.912
5. I regard myself as a strong person.	1	0.916
6. I can control my college life.	0.67	0.913
7. I know where to go for help.	1	0.925
8. Sometimes, fate or God can help.	1	0.919
9. I can deal with whatever happens.	0.67	0.912
10. I always see the positive side of things.	1	0.910
11. I am able to adapt when changes occur.	1	0.909
12. Past successes give me confidence for new challenges.	1	0.910
13. Coping with stress can make me stronger.	1	0.913

14. I often bounce back quickly after experiencing hardships or illness.	1	0.914
15. I strive to achieve my goals, regardless of any obstacles.	1	0.911

Self-efficacy (α = 0.903)

1. I am confident in completing English tasks.	1	0.894
2. It's easy for me to stick to my English learning goals.	1	0.874
3. Successful English learning experience strengthen my confidence.	1	0.895
4. I can persist in English learning despite obstacles or setbacks.	1	0.879
5. I have solutions to deal with English learning problems.	1	0.872
6. I can usually handle whatever comes my way.	1	0.903
7. I can excel in English learning, regardless of my background or starting point.	1	0.903

Note: Some questions shown were revised under the suggestions of the experts.

APPENDIX 5 Normality Test of Pretest, Posttest and Follow-up Data of Experimental and Control Groups

			Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Time	Group	Statistic	df	Sig.	Statistic	df	Sig.
Self-efficacy	Pretest	EG	0.143	10	0.200[*]	0.969	10	0.882
	Pretest	CG	0.185	10	0.200[*]	0.915	10	0.318
	Posttest	EG	0.141	10	0.200[*]	0.954	10	0.719
	Posttest	CG	0.200	10	0.200[*]	0.962	10	0.803
	Follow-up	EG	0.129	10	0.200[*]	0.966	10	0.849
	Follow-up	CG	0.113	10	0.200[*]	0.928	10	0.426
FLA	Pretest	EG	0.215	10	0.200[*]	0.945	10	0.608
	Pretest	CG	0.143	10	0.200[*]	0.934	10	0.487
	Posttest	EG	0.240	10	0.107	0.854	10	0.065
	Posttest	CG	0.151	10	0.200[*]	0.950	10	0.673
	Follow-up	EG	0.245	10	0.092	0.891	10	0.173
	Follow-up	CG	0.129	10	0.200[*]	0.966	10	0.849

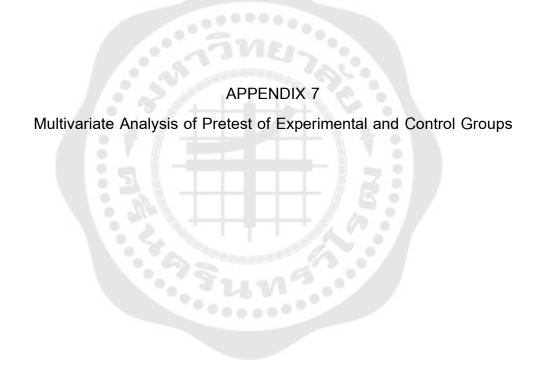Normality Test

*. This is the lower bound of the true significance.

a. Lilliefors Significance Correction

APPENDIX 6 Box's M Test for Covariance Matrix Equality

Box's M Test for Covariance Matrix Equality[a]	
Box's M	17.553
F	1.060
df 1	15
df 2	15949.680
Sig.	0.389

This test examines the null hypothesis that the covariance matrices of the dependent variables are equal across the groups.

a. Design : Intercept + Group + Time + Group * Time

APPENDIX 7

Multivariate Analysis of Pretest of Experimental and Control Groups

Multivariate analysis[a]

Effect		Value	F	df (hypothesis)	df (error)	Sig.	Partial Eta squared
Intercept	Pillai's Trace	0.999	16905.478[b]	2.000	17.000	0.000	0.999
	Wilks' Lambda	0.001	16905.478[b]	2.000	17.000	0.000	0.999
	Hotelling's Trace	1988.880	16905.478[b]	2.000	17.000	0.000	0.999
	Roy's Largest Root	1988.880	16905.478[b]	2.000	17.000	0.000	0.999
Group	Pillai's Trace	0.004	0.030[b]	2.000	17.000	0.971	0.004
	Wilks' Lambda	0.996	0.030[b]	2.000	17.000	0.971	0.004
	Hotelling's Trace	0.004	0.030[b]	2.000	17.000	0.971	0.004
	Roy's Largest Root	0.004	0.030[b]	2.000	17.000	0.971	0.004

a. Design : Intercept + Time

b. Exact statistics

APPENDIX 8 Ethical Approval for Research in Human Subjects

Certificate of Ethical Committee Approval

This is to certify that:

Protocol Title: THE INFLUENCE OF MINDFULNESS, RESILIENCE, AND SELF-EFFICACY ON FOREIGN LANGUAGE ANXIETY AND REDUCING FOREIGN LANGUAGE ANXIETY THROUGH INTEGRATIVE GROUP COUNSELING AMONG CHINESE COLLEGE STUDENTS.

Principal investigator: Ms.HUIFEN LI

Institution: Faculty of Education, Srinakharinwirot University

Protocol code: SWUEC-672243

Documents approved:

1. Submission form   version no. 2 date 15 May 2024
2. Full research proposal   version no. 1 date 28 March 2024
3. Participant information sheet and consent form   version no. 2 date 15 May 2024
4. Questionnaire/data collection form   version no. 1 date 28 March 2024
5. Investigator's biography

have been reviewed and approved by the Human Research Ethics Committee of Srinakharinwirot University based on Declaration of Helsinki, Belmont Report, International Conference on Harmonization in Good Clinical Practice (ICH-GCP), International Guidelines for Human Research, along with laws and regulations of Thailand. Thus, the approval for conducting the study is granted.

Date of approval: 27/05/2024

Date of expiration: 26/05/2025

(Associate Professor Sittipong Wattananonsakul, Ph.D.)

Chairman, Social Science and Behavioral Science Research Sub-Committee

of Srinakharinwirot University (Panel 2)

VITA