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Resilience, mindfulness, and self-efficacy as predictors of foreign language anxiety among EFL learners

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ABSTRACT

Background: Foreign language anxiety remains one of the most persistent emotional barriers in English as a Foreign Language (EFL) learning. Although anxious learners may be motivated and hardworking, anxiety can narrow attention, reduce willingness to communicate, interrupt retrieval during performance, and make ordinary classroom tasks feel evaluative. At the same time, educational psychology has shown that learners are not passive recipients of stress. They enter the classroom with personal resources such as resilience, mindfulness, and self-efficacy, and these resources may change how anxiety is experienced, interpreted, and managed.

Objective: This article develops a research-based model in which resilience, mindfulness, and English learning self-efficacy predict foreign language anxiety among EFL learners. The article is written as a full manuscript draft for adaptation into an empirical study. Because no dataset was provided, it does not report fabricated numerical findings; instead, it offers a theoretically grounded review, a transparent quantitative design, hypotheses, and an interpretation plan that can be implemented with real data.

Methodology: The proposed study uses a cross-sectional quantitative design with EFL learners in secondary-school or university contexts. The recommended instruments include the Foreign Language Classroom Anxiety Scale, an academic or general resilience scale, a mindfulness awareness scale, and an English learning self-efficacy scale. Data analysis would involve reliability testing, descriptive statistics, Pearson correlations, multiple regression, and, where the sample is large enough, structural equation modelling.

Expected contribution: The model expects resilience, mindfulness, and self-efficacy to be negatively associated with foreign language anxiety, with self-efficacy likely to function as the most direct classroom-linked predictor. Resilience is expected to support recovery from failure and persistence in difficult tasks, while mindfulness is expected to reduce rumination and help learners notice anxiety without becoming controlled by it.

Conclusion: The article argues that anxiety reduction in EFL classrooms should not be limited to relaxation advice or test preparation. A more sustainable approach is to design classrooms that build confidence through mastery experiences, normalize setbacks, cultivate reflective awareness, and treat anxiety as a manageable part of learning rather than a sign of linguistic inadequacy.

KEYWORDS: foreign language anxiety, resilience, mindfulness, self-efficacy, EFL learners

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1. Introduction

Foreign language learning is rarely a purely cognitive process. Learners do not simply receive grammar rules, memorize vocabulary, and convert input into output in a neutral emotional space. They interpret their own mistakes, compare themselves with peers, remember earlier failures, and anticipate how a teacher or classmate may react when they speak. For many English as a Foreign Language learners, the English classroom is therefore both a learning environment and a social-emotional environment. In such a setting, anxiety can become attached to speaking, listening, writing, reading, assessment, and even to the learner's sense of self. The question is not only whether anxiety exists, but why some learners remain engaged despite it while others withdraw, avoid participation, or underperform despite adequate preparation.

Foreign language anxiety has been defined as a situation-specific form of anxiety associated with language learning and performance, especially when learners feel evaluated in a language that is not yet fully under their control (Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1994). It is different from ordinary nervousness because it is repeatedly activated by classroom events: oral questions, presentations, listening tasks, reading aloud, timed tests, teacher feedback, and peer comparison. A learner may appear calm outside the language classroom and yet become tense when asked to speak English. This situational quality makes foreign language anxiety particularly important for applied linguistics, because it is shaped by pedagogy, classroom culture, assessment, and learner beliefs rather than by personality alone.

The importance of foreign language anxiety is supported by decades of empirical work. Early studies established that anxiety may interfere with language achievement and classroom participation, while later research clarified that different language skills may provoke different forms of anxiety (Aida, 1994; Cheng, 2002, 2004; Saito, Horwitz, & Garza, 1999; Woodrow, 2006). Speaking anxiety is often the most visible, yet reading anxiety, writing anxiety, and test-related anxiety can be equally damaging. Meta-analytic evidence has also shown a meaningful association between second language anxiety and achievement (Teimouri, Goetze, & Plonsky, 2019). However, the relationship is not mechanically simple. Anxiety may lower performance, weak performance may increase anxiety, and both may be influenced by self-beliefs, feedback history, classroom norms, and perceived control.

A useful way to move beyond a deficit view is to ask what protects learners from the harmful effects of anxiety. Educational psychology has increasingly emphasized positive psychological resources, including resilience, self-efficacy, motivation, hope, emotion regulation, grit, academic buoyancy, and engagement (Fredrickson, 2001; MacIntyre, Gregersen, & Mercer, 2016; Mercer & MacIntyre, 2014; Oxford, 2016; Seligman & Csikszentmihalyi, 2000). This does not mean ignoring anxiety or pretending that learners should simply be positive. Rather, positive psychology encourages researchers to examine the conditions under which learners recover, adapt, persist, and interpret difficulty in constructive ways. In an EFL classroom, this orientation matters because communication inevitably involves uncertainty. Learners cannot wait until they are perfect before they speak; they must learn while exposed.

Three variables are especially promising for explaining differences in foreign language anxiety: resilience, mindfulness, and self-efficacy. Resilience concerns learners' capacity to adapt when they face pressure, failure, criticism, or challenging academic demands (Connor & Davidson, 2003; Masten, 2001, 2014). In language learning, resilience may appear when a learner continues speaking after making a mistake, revises a poor essay without losing confidence, or returns to study after receiving a disappointing test score. Mindfulness concerns present-moment awareness, acceptance, and the capacity to observe thoughts and feelings without being captured by them (Bishop et al., 2004; Brown & Ryan, 2003; Kabat-Zinn, 2003). For anxious EFL learners, mindfulness may reduce overthinking, fear of judgment, and catastrophic interpretations of small errors. Self-efficacy refers to learners' beliefs about their capability to perform specific tasks successfully (Bandura, 1977, 1997). In EFL contexts, self-efficacy may influence whether learners believe they can understand a listening passage, manage a speaking task, or prepare effectively for an English exam.

The present article therefore focuses on the following central problem: foreign language anxiety is well established in EFL research, but more integrative work is needed to explain how learners' psychological strengths predict anxiety and how teachers can use this knowledge pedagogically. Many studies examine one predictor at a time. A resilience study may treat anxiety as an outcome; a mindfulness study may focus on stress reduction; a self-efficacy study may examine achievement or motivation. Yet EFL learners do not experience

these resources separately. A learner with strong self-efficacy may still become anxious if they ruminate on mistakes. A mindful learner may still need experiences that build competence. A resilient learner may persist, but persistence without confidence may not reduce fear. An integrated model can therefore show how these constructs complement one another.

This article has four aims. First, it synthesizes applied linguistics and educational psychology literature on foreign language anxiety, resilience, mindfulness, and self-efficacy. Second, it proposes a conceptual framework in which resilience, mindfulness, and self-efficacy function as predictors of anxiety among EFL learners. Third, it presents a detailed quantitative research design that can be used by researchers who wish to conduct an empirical study on this topic. Fourth, it offers pedagogical implications for teachers, curriculum designers, and language assessment specialists. The style is intentionally research-article-like, but it is written as a transparent manuscript draft: empirical data must be collected before claims about actual statistical results can be made.

The article is also positioned within a broader interdisciplinary conversation. Recent EFL-related work by Sayed M. Ismail and colleagues has examined self-assessment, self-efficacy, resilience, grit, academic buoyancy, anxiety, and technology-assisted language learning in ways that connect language assessment with learner psychology (Çakmak, Ismail, & Karami, 2023; Heydarnejad, Ismail, Shakibaei, & Saeedian, 2022; Ismail, Nikpoo, & Prasad, 2023; Wicaksono, Ismail, Sultanova, & Abeba, 2023; Zhao, Wang, Ismail, Hasan, & Hashemifardnia, 2022; Zheng, Ismail, & Heydarnejad, 2023). The article also draws on interdisciplinary studies in areas such as academic self-efficacy, anxiety, metacognition, self-compassion, and mental health, including work published in Ianna Journal of Interdisciplinary Studies. These references are included not as decoration, but because EFL anxiety is best understood at the intersection of language, cognition, emotion, pedagogy, and social context.

2. Theoretical Background

The conceptual foundation of this article rests on three compatible theories: socio-cognitive theory, control-value theory of achievement emotions, and positive psychology in second language acquisition. Socio-cognitive theory explains why self-efficacy is not a general feeling of confidence but a task-specific judgment built through mastery experience, social persuasion, modelling, and interpretation of physiological states (Bandura, 1986, 1997). This is directly relevant to EFL learners because anxiety often arises when learners judge that the classroom demand exceeds their perceived capability. If students believe that they can succeed in a speaking task after preparation, their anxious arousal may be interpreted as temporary nervousness. If they believe that failure is inevitable, the same arousal may be interpreted as proof that they are not capable.

Control-value theory of achievement emotions is useful because it links emotion with learners' perceptions of control and value (Pekrun, 2006; Pekrun & Linnenbrink-Garcia, 2014). Foreign language anxiety becomes more intense when learners value English achievement but feel low control over performance. A highly ambitious student may therefore suffer more anxiety than a disengaged student because the stakes feel higher. This explains why teachers sometimes encounter anxious learners who are not lazy at all. They may be committed, but their perceived control is fragile. In this framework, self-efficacy increases perceived control, resilience helps learners survive threats to control, and mindfulness changes how emotional arousal is noticed and evaluated.

Positive psychology in language learning adds a complementary emphasis. It asks not only what causes fear, failure, and avoidance, but also what enables flourishing, engagement, enjoyment, courage, and persistence (Dewaele & MacIntyre, 2014; MacIntyre et al., 2016; Oxford, 2016). This perspective does not deny the reality of anxiety. Instead, it suggests that anxiety may coexist with positive emotions and adaptive resources. A learner may feel nervous before a presentation and still feel proud after completing it. A student may fear making mistakes but still volunteer because the classroom climate supports risk-taking. The implication is important: the goal of EFL teaching should not be to remove every trace of anxiety, which may be unrealistic, but to help learners develop resources that keep anxiety from becoming disabling.

Resilience, mindfulness, and self-efficacy fit together within this theoretical frame. Resilience addresses the learner's relationship with difficulty across time. Mindfulness addresses the learner's relationship with present-moment thoughts and bodily sensations. Self-efficacy addresses the learner's judgment of capability in relation to tasks. In simple terms, resilience helps learners return after a setback; mindfulness helps them stay

present during the setback; self-efficacy helps them believe that the task is manageable. When these variables are studied together, they offer a richer account of foreign language anxiety than any single construct alone.

The proposed model also recognizes that emotions are socially situated. EFL learners' anxiety may be intensified by public correction, competitive classrooms, high-stakes exams, teacher-centred instruction, limited opportunities for meaningful communication, or cultural expectations about error-free performance. Conversely, supportive teacher feedback, collaborative tasks, formative assessment, and a classroom culture that treats mistakes as information may strengthen resilience and self-efficacy (Dörnyei & Ushioda, 2011; Gardner, 1985; Gregersen, MacIntyre, & Meza, 2014; Noels, Pelletier, Clément, & Vallerand, 2000). Mindfulness may also be easier to practise in classrooms where silence, reflection, and emotional honesty are not treated as weaknesses. Thus, the model is learner-centred but not learner-blaming.

This balance is important for research ethics. It would be simplistic to tell anxious learners that they need to be more resilient, more mindful, or more confident if the learning environment continues to punish mistakes and equate speed with ability. Psychological resources should be studied alongside pedagogy. In this article, resilience, mindfulness, and self-efficacy are treated as predictors of foreign language anxiety, but they are also seen as outcomes of classroom experience. A learner's self-efficacy can be damaged by repeated humiliation, just as it can be built by carefully sequenced success. Resilience can grow when teachers help learners recover from setbacks, but it can be exhausted by constant pressure. Mindfulness can be cultivated through reflective routines, but it can be undermined by classrooms that leave no space for attention or self-regulation.

Accordingly, the article takes a relational view of learner psychology. It does not locate anxiety only inside the individual learner. Anxiety is understood as an interaction among personal beliefs, emotional habits, academic history, classroom practices, and social expectations. This is why the topic belongs simultaneously to applied linguistics and educational psychology. Language teachers need psychological insight, and educational psychologists need domain-specific understanding of what makes language learning different from many other academic subjects. The EFL classroom is a place where knowledge is performed in real time, often in front of others, through a still-developing identity. That makes anxiety predictable, but it also makes resilience, mindfulness, and self-efficacy pedagogically powerful.

3. Literature Review

Foreign language anxiety has been one of the most influential affective constructs in second and foreign language research. The Foreign Language Classroom Anxiety Scale developed by Horwitz et al. (1986) gave researchers a way to measure communication apprehension, test anxiety, and fear of negative evaluation within the language classroom. Subsequent studies showed that language anxiety is not merely imported from general anxiety, but has classroom-specific triggers. Aida (1994), for example, examined anxiety among learners of Japanese and supported the relevance of a language-specific anxiety construct. MacIntyre and Gardner (1994) further argued that anxiety can interfere with cognitive processing at input, processing, and output stages. This is crucial because learners may know the answer but fail to retrieve or express it when anxious.

The skill-specific nature of anxiety has also become clear. Cheng (2002, 2004) distinguished writing anxiety from broader classroom anxiety and connected it with self-perceived writing competence. Saito et al. (1999) introduced the idea of foreign language reading anxiety, showing that reading can also be emotionally demanding when unfamiliar scripts, cultural content, or comprehension pressure are involved. Woodrow (2006) found that speaking anxiety inside and outside the classroom was related to oral performance. These studies are useful because they prevent researchers from treating anxiety as a single classroom feeling. In practice, one learner may fear speaking but enjoy writing; another may write confidently but panic during listening tests.

More recent work has complicated the picture by examining anxiety alongside enjoyment, motivation, identity, and positive emotions. Dewaele and MacIntyre (2014) showed that foreign language enjoyment and anxiety are related but not simple opposites. Dewaele and Alfawzan (2018) found that enjoyment can outweigh anxiety in relation to performance, suggesting that classrooms should not focus only on reducing negative emotion. Dewaele, Witney, Saito, and Dewaele (2018) emphasized the role of teacher and learner variables in shaping enjoyment and anxiety. This line of research supports the present article's central assumption: psychological resources may not merely lower anxiety; they may also help learners keep functioning while anxiety is present.

The practical consequences of foreign language anxiety can be severe. Anxious learners may avoid eye contact, remain silent during pair work, over-prepare memorized answers, skip classes before oral presentations, or interpret normal feedback as personal failure. They may also develop a fixed story about themselves: 'I am not an English person,' 'I always freeze,' or 'Everyone speaks better than me.' Such beliefs can become self-reinforcing. If a learner avoids speaking because of anxiety, they lose opportunities for practice; reduced practice then leads to weaker performance; weaker performance confirms the fear. This cycle illustrates why anxiety research must include protective constructs that can interrupt avoidance and rebuild agency.

Resilience is one such construct. In developmental and educational psychology, resilience refers to positive adaptation despite adversity, risk, or stress (Luthar, Cicchetti, & Becker, 2000; Masten, 2001; Ungar, 2011). It is not invulnerability. A resilient learner may feel disappointed, embarrassed, or tired, but they recover and continue. Masten (2014) described resilience as ordinary rather than extraordinary, meaning that adaptation often depends on everyday systems of support. In education, resilience has been connected to persistence, adaptive help-seeking, goal adjustment, and willingness to learn from difficulty (Cassidy, 2016; Martin & Marsh, 2008). These behaviours are highly relevant to EFL learning, where progress is slow and errors are unavoidable.

In language learning, resilience may be especially important because the path to proficiency includes repeated moments of public imperfection. Learners mispronounce words, misunderstand jokes, lose vocabulary during conversation, and receive corrections in front of others. A low-resilience learner may treat these moments as evidence of permanent inability. A more resilient learner may treat them as temporary and informative. This difference affects anxiety. If failure is interpreted as recoverable, anxiety may decrease because the learner does not see one mistake as a disaster. If failure is interpreted as identity-threatening, anxiety may increase because every task becomes a test of worth.

Resilience also overlaps with related constructs such as academic buoyancy, grit, and coping. Academic buoyancy concerns everyday academic setbacks rather than extreme adversity, while grit emphasizes sustained effort and interest over time (Martin & Marsh, 2008). Studies involving Sayed M. Ismail and colleagues have connected these constructs with EFL assessment, self-assessment, test anxiety, and technology-supported instruction. For example, Çakmak et al. (2023) linked learning-oriented assessment with self-assessment, academic resilience, motivation, test-taking skills, and test anxiety management in a Telegram-assisted language-learning context. Heydarnejad et al. (2022) modelled the impact of L2 grit on EFL learners' core self-assessment and foreign language anxiety. Alazemi, Heydarnejad, Ismail, and Gheisari (2023) examined academic buoyancy, L2 grit, emotion regulation, and personal best goals in an EFL context. These studies show that resilience-related variables are no longer peripheral in language research; they are becoming central to how scholars understand assessment, persistence, and emotional regulation.

Mindfulness provides a different but complementary route to anxiety reduction. Mindfulness is commonly defined as paying attention to the present moment with openness and non-judgment (Bishop et al., 2004; Kabat-Zinn, 2003). In educational settings, mindfulness can help learners notice emotional and cognitive events without immediately reacting to them. An anxious EFL learner may think, 'I will make a mistake,' and then withdraw. A mindful learner may notice the thought as a thought, feel the tension, breathe, and continue with the task. The difference is subtle but powerful: mindfulness does not necessarily remove anxiety; it changes the learner's relationship with anxiety.

Research on mindfulness has produced a range of scales and interventions. Brown and Ryan (2003) developed the Mindful Attention Awareness Scale, while Baer et al. (2006) proposed a multi-faceted approach that includes observing, describing, acting with awareness, non-judging, and non-reactivity. Mindfulness-based interventions have been associated with reduced stress and improved well-being in different populations (Baer, 2003; Khoury et al., 2013; Shapiro, Carlson, Astin, & Freedman, 2006). In schools and universities, mindfulness is often used to support attention, emotion regulation, and mental health (Kuyken et al., 2013; Roeser et al., 2013). For EFL learners, these benefits may translate into better management of performance pressure, especially in oral communication and testing.

Mindfulness is relevant to foreign language anxiety for at least four reasons. First, anxious learners often engage in anticipatory worry before classroom performance. Mindfulness can reduce the tendency to live mentally in a feared future. Second, anxious learners may ruminate after mistakes, replaying a pronunciation error or teacher correction long after the event. Mindfulness can reduce post-event rumination. Third, anxiety

produces bodily sensations such as tension, faster breathing, or a trembling voice. Mindfulness can help learners interpret these sensations as temporary arousal rather than as proof of failure. Fourth, mindful awareness can create a pause between emotion and behaviour, allowing learners to choose participation instead of avoidance. At the same time, mindfulness should not be presented as a quick cure. Some learners may resist mindfulness practices if they are unfamiliar, culturally mismatched, or introduced in a superficial way. Others may need more direct support for skill development and confidence. In an EFL classroom, mindfulness is most useful when integrated with pedagogical tasks: a brief grounding exercise before a speaking presentation, reflective journaling after feedback, awareness of self-talk during test preparation, or a non-judgmental review of errors after writing. In this way, mindfulness becomes part of learning, not an extra activity disconnected from language development.

Self-efficacy is the third predictor in the model and arguably the most directly connected to classroom performance. Bandura (1997) argued that self-efficacy beliefs influence the choices people make, the effort they invest, their persistence when facing difficulty, and their emotional reactions to challenge. In EFL learning, self-efficacy is not the same as general confidence. A learner may feel confident socially but not believe they can write an academic paragraph in English. Another may believe they can memorize vocabulary but not speak spontaneously. Therefore, EFL self-efficacy must be measured in relation to specific language tasks, skills, or learning situations.

Empirical work has repeatedly shown that self-efficacy is associated with language learning outcomes. Mills, Pajares, and Herron (2006, 2007) examined self-efficacy in relation to French learning and reading/listening performance, highlighting the predictive role of learners' capability beliefs. Hsieh and Kang (2010) connected attribution and self-efficacy with language achievement. Raoofi, Tan, and Chan (2012) reviewed self-efficacy in second/foreign language learning and argued for its central role. Piniel and Csizér (2013) examined the interrelationship among L2 motivation, anxiety, and self-efficacy in a secondary school context. These studies suggest that self-efficacy may be one of the strongest psychological predictors of language anxiety because it directly shapes perceived control.

Self-efficacy can reduce anxiety through several mechanisms. A learner who believes they can complete a task is less likely to interpret it as threatening. Self-efficacy also encourages effort and strategy use, which improve preparation and reduce uncertainty. When learners experience success, even in small steps, self-efficacy grows and anxiety may decrease. Conversely, low self-efficacy can make ordinary tasks feel dangerous. A student who thinks, 'I cannot speak English at all,' may experience intense anxiety even during a short self-introduction. The problem is not only the task itself; it is the learner's belief that they have no route to success.

Work by Ismail and colleagues has given special attention to self-efficacy in EFL assessment and online instruction. Ismail and Heydarnejad (2023) examined self-assessment, evaluation apprehension, personal best goals, and self-efficacy through structural equation modelling. Ismail et al. (2023) studied authentic assessment as a way of promoting self-regulated learning, autonomy, and self-efficacy in EFL classrooms. Wicaksono et al. (2023) explored self-assessment, self-efficacy, grit, academic resilience, and demotivation among EFL learners in online instruction. Khasawneh, Ismail, and Hussen (2024) connected AI-assisted language assessment with autonomy, academic buoyancy, psychological well-being, and academic success. Taken together, these studies support the idea that assessment practices can either threaten or strengthen learners' psychological resources.
Technology-assisted EFL learning also matters for anxiety. Zhao et al. (2022) found that Telegram use was connected with motivation, anxiety, and attitudes among EFL learners, while Zheng et al. (2023) examined Telegram-based instruction in relation to academic buoyancy, emotion regulation, foreign language anxiety, and English achievement. These studies do not imply that technology automatically reduces anxiety. Rather, technology can create new spaces for preparation, rehearsal, feedback, and peer support. For anxious learners, asynchronous or semi-structured digital environments may lower the pressure of immediate public performance. However, technology may also increase anxiety if it produces surveillance, comparison, or constant assessment. The pedagogical design remains decisive.

Interdisciplinary studies outside mainstream EFL journals can strengthen this conversation. Ianna Journal of Interdisciplinary Studies has published work on academic self-efficacy, student anxiety, metacognitive awareness, self-compassion, mental health, confidence, and psychological intervention. Johnson et al. (2025), for example, examined instructional multimedia environments and academic self-efficacy among undergraduate

educational technology students. Uguma et al. (2025) studied structured debates, reading outcomes, and reading anxiety among secondary school students. Wahyuseptiana, Yusuf, Gunarhadi, and Roemintoyo (2025) used Rasch modelling to advance a metacognitive awareness inventory in teacher education. Wiliyanto, Gunarhadi, Sunardi, and Yusuf (2025) reviewed self-compassion among students with learning disabilities, while Hoque et al. (2026) examined social media use and mental health outcomes among high school students. These studies show how learner emotion, self-regulation, and educational design cross disciplinary boundaries.

Other Ianna studies also offer useful parallels. Faizah et al. (2026) connected self-efficacy with critical thinking in higher-order problem solving. Martadiputra, Sudirman, Rodríguez-Nieto, and Faizah (2026) constructed and validated a multidimensional model of students' statistical disposition, which is relevant methodologically because the present article also requires careful measurement of latent educational constructs. Prananingrum, Hidayatullah, Suminah, and Mulyani (2025) reviewed maternal anxiety and interventions for early childhood outcomes, while Odukoya and Okwuosa (2026) assessed thought management interventions related to well-being, productivity, and leadership acumen. Almulla et al. (2026) examined pre-service special education teachers' confidence and classroom communication challenges. Although these studies are not all EFL-specific, they demonstrate the value of interdisciplinary evidence for understanding anxiety, confidence, self-regulation, and educational functioning.

The literature therefore supports the proposed model but also reveals gaps. First, many EFL anxiety studies focus heavily on anxiety as a problem but give less integrated attention to protective resources. Second, studies that examine resilience, mindfulness, or self-efficacy often do so separately, making it difficult to know which variable has the strongest predictive value when the others are controlled. Third, more work is needed in different EFL settings, especially contexts where English is tied to high-stakes examination, employability, migration, or academic identity. Fourth, methodological clarity is needed. Researchers should distinguish between general anxiety and foreign language anxiety, between general self-efficacy and English learning self-efficacy, and between trait mindfulness and classroom-based mindful practices.

A final issue concerns interpretation. If resilience, mindfulness, and self-efficacy are negatively associated with anxiety, this does not prove that anxious learners are deficient. It means that these resources may be useful points of support. The classroom implication is not to label learners as non-resilient or low-efficacy, but to ask how teaching can produce repeated experiences of manageable challenge, successful participation, reflective awareness, and recovery after mistakes. In this sense, the proposed model is not only predictive; it is pedagogical. It invites teachers to build the psychological conditions under which English learning feels difficult but possible.

4. Conceptual Framework and Hypotheses

The conceptual framework proposed in this article places foreign language anxiety as the outcome variable and resilience, mindfulness, and English learning self-efficacy as predictor variables. The model assumes that each predictor contributes differently. Resilience is expected to reduce anxiety because learners who adapt to setbacks are less likely to experience errors as final or humiliating. Mindfulness is expected to reduce anxiety because learners who can observe thoughts and emotions non-judgmentally are less likely to become trapped in worry, rumination, and avoidance. Self-efficacy is expected to reduce anxiety because learners who believe they can perform English tasks are more likely to experience classroom demands as controllable.

The model also allows for interaction among the predictors. Self-efficacy may be strengthened by resilience because learners who persist after difficulty accumulate mastery experiences. Resilience may be supported by mindfulness because present-moment awareness helps learners recover from emotional disturbance rather than over-identifying with it. Mindfulness may indirectly support self-efficacy when learners become more aware of effective strategies, emotional triggers, and successful coping moments. These possible relationships suggest that a structural equation model could be useful in future research, but a multiple regression model is also appropriate for an initial study.

Four hypotheses are proposed. H1: Resilience will be negatively associated with foreign language anxiety among EFL learners. H2: Mindfulness will be negatively associated with foreign language anxiety among EFL learners. H3: English learning self-efficacy will be negatively associated with foreign language anxiety among EFL learners. H4: When resilience, mindfulness, and self-efficacy are entered into a multiple regression model,

self-efficacy will show the strongest direct predictive relationship with foreign language anxiety because it is most closely tied to perceived task control. This fourth hypothesis is theoretically plausible, but it should be tested rather than assumed.

A secondary set of exploratory questions may also be included. First, do the three predictors explain a meaningful proportion of variance in foreign language anxiety? Second, do gender, proficiency level, year of study, or previous English achievement change the pattern of relationships? Third, does self-efficacy mediate the relationship between resilience and anxiety? Fourth, does mindfulness moderate the relationship between self-efficacy and anxiety by reducing the emotional impact of low confidence? These questions can extend the basic model without making it too complex for a first empirical study.

The framework is intentionally practical. It does not require expensive technology or clinical intervention. It can be studied with validated questionnaire instruments and ordinary classroom samples. It can also be translated into teacher action: build resilience through supportive feedback and revision opportunities; build mindfulness through reflective routines and non-judgmental awareness; build self-efficacy through mastery experiences, strategy instruction, modelling, and constructive assessment. The value of the model lies in its ability to connect statistical prediction with classroom decision-making.

5. Methodology

A suitable empirical version of this article would use a quantitative, correlational design. This design is appropriate because the purpose is to examine the predictive relationships among naturally occurring learner variables rather than to test an intervention. A cross-sectional survey can provide an efficient first test of the model, while a longitudinal or intervention design could later examine change over time. The study should be situated in an EFL context where English is taught as a school or university subject and where learners have regular exposure to classroom tasks, assessment, and communicative activities. University EFL learners would be a practical sample, but secondary-school learners could also be studied if ethical approval and parental consent are secured.

The recommended sample size depends on the planned analysis. For multiple regression with three main predictors and several control variables, a sample of 200 to 300 learners would provide reasonable stability. For structural equation modelling, a larger sample, ideally 300 or more, would be preferable, especially if the researcher models latent variables with multiple indicators (Hair, Black, Babin, & Anderson, 2019; Kline, 2016). Power analysis should be conducted before data collection rather than justified after the fact. Cohen's (1988) guidance on effect sizes can help researchers determine whether the study is powered to detect small, medium, or large effects.

Participants should be described carefully. Important background variables include age, gender, academic level, years of English study, self-rated proficiency, recent English achievement, and whether learners have experienced English-medium instruction outside the target context. Researchers should avoid vague labels such as 'intermediate learners' unless they explain how proficiency was determined. If achievement scores are used, they should come from a comparable assessment. If self-rated proficiency is used, it should be treated as perception rather than objective proficiency. Such detail matters because anxiety may differ across proficiency groups, and self-efficacy may be inflated or deflated by learners' prior experiences.

Foreign language anxiety can be measured with the Foreign Language Classroom Anxiety Scale or an adapted EFL anxiety scale, depending on the context. If the original scale is adapted, the researcher should report translation procedures, expert review, pilot testing, and reliability. The scale should capture communication apprehension, fear of negative evaluation, test anxiety, and general classroom anxiety. If the study focuses specifically on speaking anxiety, a speaking-anxiety scale may be added. However, adding too many instruments can create fatigue, so the researcher should balance comprehensiveness with participant burden.

Resilience can be measured using the Connor-Davidson Resilience Scale, an academic resilience scale, or a contextually appropriate learner resilience instrument (Cassidy, 2016; Connor & Davidson, 2003). The choice depends on whether the researcher wants to measure general resilience or academic-language resilience. A general resilience scale may capture broad adaptation, but an academic resilience scale may be more closely linked to EFL classroom anxiety. If the study aims to contribute directly to applied linguistics, an academic or language-learning resilience measure may be preferable. The scale should be interpreted carefully: resilience is

not a fixed trait but a pattern of adaptive functioning that may vary across contexts.

Mindfulness can be measured with the Mindful Attention Awareness Scale or the Five Facet Mindfulness Questionnaire (Baer et al., 2006; Brown & Ryan, 2003). The MAAS is shorter and focuses on present-moment attention and awareness, making it practical for classroom research. The FFMQ provides a richer profile but is longer. If learners are young or have limited English proficiency, a shorter validated version may be more appropriate. Researchers should also consider whether mindfulness is culturally and linguistically understandable to participants. Terms such as non-judgment, awareness, and attention may need careful translation and explanation.

English learning self-efficacy should be measured with a domain-specific scale rather than a general self-confidence item. Ideally, the scale should include items related to listening, speaking, reading, writing, vocabulary learning, grammar use, test preparation, and classroom participation. Following Bandura's (1997) recommendations, items should ask learners to judge capability, not desire or general liking. For example, 'I can give a short oral presentation in English after preparation' is better than 'I like speaking English.' The more task-specific the items are, the more useful the self-efficacy data will be for explaining anxiety.

Data collection should follow ethical procedures. Participants should receive clear information about the purpose of the study, voluntary participation, confidentiality, and their right to withdraw. Because anxiety is a sensitive variable, the questionnaire should not pressure learners to disclose personal distress beyond the research scope. Teachers should not force students to participate, and completed surveys should not be visible to classmates or instructors. If online forms are used, the researcher should ensure data privacy and avoid collecting unnecessary identifying information. Ethical research on anxiety must protect learners from feeling evaluated by the study itself.

Before the main analysis, the researcher should screen the data. Missing values, outliers, normality, reliability, and careless responses should be checked. Cronbach's alpha and preferably McDonald's omega can be reported for internal consistency. Descriptive statistics should include means, standard deviations, skewness, and kurtosis. Pearson correlations can show the basic associations among the variables. Multiple regression can then test the predictive value of resilience, mindfulness, and self-efficacy. If assumptions are violated, robust methods or transformations may be considered, but the researcher should report decisions transparently (Field, 2018; Tabachnick & Fidell, 2019).

A basic regression model would enter foreign language anxiety as the dependent variable and resilience, mindfulness, and self-efficacy as independent variables. Control variables such as gender, proficiency, and achievement may be added if justified. The researcher should report standardized beta coefficients, confidence intervals, significance values, R-squared, adjusted R-squared, and variance inflation factors. Multicollinearity is important because resilience, mindfulness, and self-efficacy may correlate with one another. If variance inflation factors are acceptable, the model can show the unique contribution of each predictor.

If the sample is large enough, structural equation modelling can provide a more sophisticated analysis. SEM allows the researcher to model measurement error, test latent constructs, and examine indirect effects (Hair et al., 2019; Kline, 2016; Schreiber, Nora, Stage, Barlow, & King, 2006). A possible SEM model would treat resilience, mindfulness, and self-efficacy as latent predictors and foreign language anxiety as a latent outcome. The researcher could test whether self-efficacy mediates the relationship between resilience and anxiety or whether mindfulness predicts anxiety indirectly through self-efficacy. Fit indices such as CFI, TLI, RMSEA, and SRMR should be reported, but they should not be treated mechanically. Model fit must make theoretical sense. Qualitative follow-up data could enrich the study, although they are not required for the basic quantitative design. Short reflective prompts or interviews could ask learners how they experience anxiety, what helps them recover after mistakes, how they calm themselves before speaking, and what kinds of feedback increase their confidence. This would move the study toward a mixed-methods design (Creswell & Creswell, 2018). Such data can humanize the statistical findings by showing what resilience, mindfulness, and self-efficacy look like in learners' own words. However, if qualitative data are added, the article must report sampling, coding, trustworthiness, and ethical procedures clearly.

The following operational definitions can guide the study. Foreign language anxiety is defined as learners' situation-specific fear, tension, or worry connected with English learning and performance. Resilience is defined as learners' perceived capacity to adapt, recover, and persist when facing academic or language-

learning difficulty. Mindfulness is defined as learners' tendency to attend to present-moment experience with awareness and reduced automatic judgment. English learning self-efficacy is defined as learners' beliefs about their capability to perform English learning tasks successfully. These definitions should be included in the final empirical article so that readers know exactly how the variables are being used.

The methodology should also include a plan for instrument validation. If scales are translated, forward translation, back translation, expert review, and pilot testing should be reported. Confirmatory factor analysis is recommended if the sample size permits. If a scale does not perform well in the new context, the researcher should not simply delete items until reliability improves without theoretical justification. Measurement quality is especially important in this topic because the constructs are close but not identical. A learner can be resilient without being mindful, mindful without being highly self-efficacious, or self-efficacious in writing but anxious in speaking. Poor measurement would blur these differences.

Finally, the study should avoid overclaiming causality. A cross-sectional design can show prediction in a statistical sense, not cause and effect in a temporal sense. If self-efficacy predicts anxiety, it is also possible that anxiety has weakened self-efficacy over time. If mindfulness predicts lower anxiety, it is possible that less anxious learners find it easier to be mindful. A longitudinal design would be needed to examine directionality, and an intervention design would be needed to test whether increasing mindfulness, resilience, or self-efficacy reduces anxiety. The proposed design is therefore a strong first step, not the final word.

6. Anticipated Findings and Discussion Plan

Because the present manuscript does not include collected data, this section is written as an anticipated findings and discussion plan rather than as a report of actual results. The most theoretically consistent outcome would be a pattern of negative correlations among resilience, mindfulness, self-efficacy, and foreign language anxiety. In practical terms, learners who report stronger resilience would be expected to report lower anxiety because they are more able to recover from mistakes and continue participating. Learners who report higher mindfulness would be expected to report lower anxiety because they are less dominated by worry and self-critical rumination. Learners who report stronger self-efficacy would be expected to report lower anxiety because they believe that English tasks are within their capability.

If self-efficacy emerges as the strongest predictor, the finding would fit socio-cognitive theory. Anxiety is often intensified when learners perceive low control over valued outcomes. Self-efficacy directly addresses this control perception. A learner who believes they can prepare for an oral presentation, understand a listening passage, or write a coherent paragraph is less likely to experience those tasks as threatening. Such a finding would also fit previous language-learning studies that connect self-efficacy with performance, motivation, and anxiety (Mills et al., 2006, 2007; Piniel & Csizér, 2013; Raoofi et al., 2012). It would support the idea that teachers should build confidence through evidence of progress, not through empty praise.

If resilience is a significant predictor, the discussion should emphasize recovery and persistence. Resilient learners may still experience anxiety before a speaking task, but they are less likely to let one poor performance define them. This interpretation would connect with Masten's (2001, 2014) view of resilience as ordinary adaptive functioning. In EFL classrooms, ordinary resilience may be seen in learners who ask for clarification, revise their work, return to class after embarrassment, or try again after failing a quiz. Such behaviours are not dramatic, but they are central to long-term language development. A statistically significant resilience effect would therefore have strong pedagogical meaning.

If mindfulness is significant, the discussion should focus on attention, awareness, and non-reactivity. Mindfulness may reduce anxiety not because it makes learners fearless, but because it weakens the automatic chain from anxious thought to avoidance. An English learner may notice a thought such as 'My classmates will laugh' and still choose to speak. They may notice a fast heartbeat before a presentation and interpret it as temporary activation rather than failure. In this sense, mindfulness supports emotional flexibility. It helps learners remain in the learning situation long enough for successful experience to occur.

The most interesting finding would be that all three predictors remain significant in the same regression model. This would suggest that resilience, mindfulness, and self-efficacy explain distinct aspects of foreign language anxiety. Self-efficacy would address perceived capability, mindfulness would address emotional awareness and regulation, and resilience would address adaptation over time. Such a pattern would justify

integrated classroom interventions. Teachers should not choose between confidence-building, reflective awareness, and resilience support. The three can be combined in ordinary pedagogy: learners prepare for a task, pause to observe anxiety, perform in a supportive setting, receive constructive feedback, and reflect on what they can try next.

It is also possible that one predictor becomes non-significant when the others are controlled. For example, mindfulness might correlate with anxiety but lose significance in regression if its effect is partly explained by self-efficacy or resilience. This would not mean mindfulness is unimportant. It might mean that mindfulness supports anxiety indirectly by helping learners develop more adaptive beliefs and coping patterns. Similarly, resilience might be related to anxiety through self-efficacy if repeated recovery from setbacks creates mastery experiences. Researchers should therefore interpret regression carefully and consider mediation analysis where theoretically appropriate.

Another possible finding is that proficiency or achievement moderates the relationships. Lower-proficiency learners may experience higher anxiety because tasks exceed their current linguistic resources. However, high-proficiency learners can also be anxious, especially if expectations are high or if they fear losing a competent identity. Self-efficacy may be particularly important in lower-proficiency groups, while mindfulness may be useful for high-achieving learners who overthink mistakes. Such subgroup patterns would help teachers avoid one-size-fits-all solutions. Anxiety is not the same for a beginner who lacks vocabulary and an advanced learner who fears public imperfection.

Gender differences may appear, but they should be interpreted cautiously. Some studies report higher language anxiety among female learners, while others find mixed or context-dependent results. Gender may reflect social expectations, classroom participation norms, or willingness to report anxiety rather than a simple psychological difference. Researchers should avoid stereotypes and examine whether classroom climate, assessment pressure, and teacher feedback explain the patterns. The ethical goal is not to label groups as anxious, but to identify conditions that make anxiety more or less likely.

If the proposed model explains a substantial proportion of variance in anxiety, it would have strong implications for EFL pedagogy. It would suggest that anxiety is not only a matter of individual temperament but is connected to teachable and supportable resources. Resilience can be strengthened when classrooms normalize revision and treat errors as part of learning. Mindfulness can be cultivated through brief reflective practices and non-judgmental awareness of self-talk. Self-efficacy can be built through mastery experiences, clear strategy instruction, achievable challenge, and feedback that connects effort with improvement. These practices are not clinical therapy; they are good language teaching informed by psychology.

If the model explains only a small proportion of variance, that result would also be valuable. It would suggest that foreign language anxiety is shaped by additional factors such as teacher behaviour, peer climate, family expectations, high-stakes assessment, previous humiliation, linguistic proficiency, perfectionism, or broader mental health. In that case, the discussion should not force a positive result. Instead, it should argue for a wider ecological model. Resilience, mindfulness, and self-efficacy are important, but they may not be enough when the learning environment is threatening. Honest interpretation is more valuable than inflated claims.

The discussion should also address how the findings align with the work of Ismail and colleagues. If self-efficacy and resilience predict anxiety, the result would be consistent with EFL assessment studies showing that self-assessment, authentic assessment, grit, academic buoyancy, and technology-assisted instruction are linked with learner psychology (Çakmak et al., 2023; Ismail & Heydarnejad, 2023; Ismail et al., 2023; Wicaksono et al., 2023; Zheng et al., 2023). This alignment would be useful because it places the present model within a growing body of EFL research that treats assessment not merely as measurement but as a psychological experience.

The discussion can also draw on interdisciplinary evidence from Ianna Journal of Interdisciplinary Studies. Studies on reading anxiety, academic self-efficacy, metacognitive awareness, self-compassion, mental health, confidence, and thought management show that emotional and self-regulatory variables influence learning across domains (Almulla et al., 2026; Faizah et al., 2026; Johnson et al., 2025; Odukoya & Okwuosa, 2026; Uguma et al., 2025; Wahyuseptiana et al., 2025; Wiliyanto et al., 2025). This broader evidence supports the argument that EFL anxiety should be studied through an interdisciplinary lens rather than confined narrowly to language pedagogy.

Overall, the anticipated interpretation is that foreign language anxiety is manageable when learners have resources that help them perceive tasks as possible, emotions as tolerable, and setbacks as recoverable. This phrasing matters. It avoids the unrealistic promise that anxiety can be eliminated. Some anxiety is natural in language learning, especially when learners speak in public or face examinations. The educational goal is to prevent anxiety from becoming a barrier to engagement, identity, and achievement. A psychologically informed EFL classroom does not shame anxiety; it teaches learners how to learn with it.

7. Pedagogical Implications

The first implication is that EFL teachers should build self-efficacy deliberately. Confidence grows when learners experience success that they can attribute to their own effort, strategy, and improvement. Teachers can create this by sequencing tasks from manageable to challenging, giving learners preparation time, modelling successful performance, and offering feedback that identifies what worked and what can be improved. For example, before asking students to deliver a full presentation, a teacher might ask them to practise a one-minute explanation with a partner, then record and revise it, then present to a small group, and finally speak to the whole class. Each step creates evidence of capability.

The second implication is that classrooms should normalize mistakes as data. Learners often become anxious because they interpret mistakes as proof of inadequacy. Teachers can weaken this interpretation by using error-analysis routines that are calm, specific, and constructive. Instead of saying 'You are wrong,' a teacher might say, 'This sentence shows that you are trying to use a complex structure; let us adjust the verb form.' Such feedback protects dignity while preserving accuracy. It also strengthens resilience because learners learn how to recover from error rather than hide from it.

The third implication is that mindfulness can be integrated in modest, culturally sensitive ways. EFL teachers do not need to become mindfulness therapists. They can use brief practices such as a thirty-second pause before oral performance, a reflective question after feedback, or a self-talk check before a test. Students might be asked, 'What thought appeared when you were asked to speak? Was it helpful? What is a more balanced thought?' This kind of classroom mindfulness is practical and language-linked. It helps learners notice the emotional side of language learning without turning the lesson into counselling.

The fourth implication concerns assessment. High-stakes, surprise-based, and purely judgmental assessment can intensify anxiety, while formative and authentic assessment can build self-efficacy and self-regulated learning. Authentic tasks, self-assessment, peer feedback, and revision opportunities allow learners to see progress over time. This is consistent with EFL assessment research emphasizing the psychological value of self-assessment, authentic assessment, and learning-oriented assessment (Çakmak et al., 2023; Ismail et al., 2023; Ismail & Heydarnejad, 2023). Assessment should tell learners not only where they stand, but also how they can move forward.

The fifth implication is that teacher support should be visible and predictable. Learners are more likely to take risks when they know how teachers will respond. If correction is unpredictable, sarcastic, or public in a humiliating way, anxiety will rise. If correction is respectful, consistent, and connected to improvement, anxiety becomes more manageable. Teachers can also reduce fear of negative evaluation by establishing peer norms: listening respectfully, not laughing at mistakes, and giving feedback on ideas as well as language form. Such norms are not minor classroom management details; they are emotional safety structures.

The sixth implication is that technology should be used to support psychological readiness, not merely to add novelty. Digital platforms can allow rehearsal, asynchronous discussion, peer collaboration, and private feedback. They can also increase pressure if they make performance permanently visible or intensify comparison. Teachers should therefore use technology in ways that increase preparation and control. For anxious learners, recording an oral response before live delivery may create a bridge toward participation. For resilient learning, digital portfolios can show progress across drafts and performances.

The seventh implication is that interventions should be integrated rather than isolated. A resilience workshop without classroom change may have limited effect. A mindfulness activity without skill development may help learners feel calmer but not more capable. Self-efficacy feedback without emotional awareness may encourage performance but ignore fear. The strongest classroom approach combines all three: learners prepare effectively, notice anxiety, attempt meaningful tasks, receive supportive feedback, and reflect on recovery. Over

time, this cycle can transform the emotional meaning of English learning.

Curriculum designers can also use the model. Textbooks and syllabi should include tasks that gradually increase communicative challenge, opportunities for reflection, and activities that require strategy use rather than mere answer production. Teacher education programmes should include modules on language anxiety, learner self-beliefs, feedback psychology, and classroom emotional climate. Educational policymakers should recognize that English achievement is not only a linguistic outcome. It is also shaped by learners' psychological safety, self-regulation, and access to meaningful practice.

8. Limitations, Future Research, and Conclusion

Several limitations should be acknowledged. The first is that the article is a literature-informed manuscript draft rather than a report of collected empirical data. The hypotheses and anticipated discussion are grounded in previous research, but they must be tested with real participants before empirical claims are made. This transparency is essential. Fabricated results would weaken the scholarly value of the article and violate research ethics.

The second limitation concerns research design. A cross-sectional survey can identify associations and statistical prediction, but it cannot establish causality. If resilience, mindfulness, and self-efficacy are associated with lower anxiety, the direction of influence may still be complex. Anxiety may reduce self-efficacy, low self-efficacy may increase anxiety, and classroom experiences may influence both. Longitudinal studies are needed to examine development over time, and intervention studies are needed to test whether strengthening these resources reduces anxiety.

The third limitation concerns measurement. Scales developed in one language or educational culture may not function identically in another. Researchers must adapt instruments carefully and examine reliability and validity in the target context. They should also avoid treating questionnaire scores as complete representations of learner experience. Anxiety is lived in moments: before a presentation, during a listening test, after a teacher correction, or while comparing oneself with peers. Questionnaires are useful, but qualitative data can reveal the texture of these experiences.

Future research could extend the model in several directions. One study could test whether self-efficacy mediates the relationship between resilience and foreign language anxiety. Another could examine whether mindfulness moderates the effect of low self-efficacy on anxiety. A classroom intervention could combine mastery-based speaking tasks, brief mindfulness routines, and resilience-oriented feedback. Longitudinal research could follow learners over a semester to see whether changes in self-efficacy predict reductions in anxiety. Mixed-methods research could compare statistical patterns with learners' stories about fear, recovery, and confidence. Researchers should also examine teacher variables. Teacher immediacy, feedback style, assessment design, and emotional support may shape all three predictors. A learner who receives respectful feedback may become more resilient, more confident, and less reactive to mistakes. Conversely, a learner exposed to ridicule may become anxious even if they previously had strong self-efficacy. Future models should therefore include classroom climate and teacher support as contextual predictors. The present model focuses on learner variables, but it should not be detached from the learning environment.

Despite these limitations, the proposed model offers a useful direction for EFL research and practice. It brings together three constructs that are individually important and collectively powerful. Resilience explains how learners recover; mindfulness explains how they relate to anxious thoughts and sensations; self-efficacy explains whether they believe English tasks are manageable. Together, these variables can help researchers and teachers understand why some learners continue participating even when language learning is emotionally difficult.

In conclusion, foreign language anxiety should be treated neither as a minor classroom inconvenience nor as an unchangeable personal trait. It is a serious educational emotion that can restrict participation, performance, and identity. Yet it is also responsive to the psychological resources that learners develop in supportive classrooms. The central claim of this article is that resilience, mindfulness, and self-efficacy are likely to predict foreign language anxiety among EFL learners and should be studied together. A classroom that builds these resources does more than reduce fear. It helps learners experience English not as a public test of worth, but as a challenging, social, and recoverable process of growth.

Table 1: *Operational definitions and suggested instruments*

Variable	Operational definition	Suggested instrument	Role in model
Foreign language anxiety	Situation-specific fear, tension, or worry connected with English learning and performance.	Foreign Language Classroom Anxiety Scale or context-adapted EFL anxiety scale.	Expected negative outcome; higher scores indicate more anxiety.
Resilience	Perceived capacity to adapt, recover, and persist when facing academic or language-learning difficulty.	Connor-Davidson Resilience Scale or Academic Resilience Scale.	Expected negative predictor of anxiety.
Mindfulness	Present-moment awareness with reduced automatic judgment and reactivity.	Mindful Attention Awareness Scale or Five Facet Mindfulness Questionnaire.	Expected negative predictor of anxiety.
English learning self-efficacy	Learners' belief that they can successfully perform specific English learning tasks.	English Learning Self-Efficacy Scale or skill-specific self-efficacy measure.	Expected strongest direct predictor of anxiety.

Note. Instruments should be validated or adapted carefully before use in a new linguistic or cultural context.

Table 2:*Hypotheses and theoretical rationale*

Hypothesis	Predicted relationship	Rationale
H1	Resilience will negatively predict foreign language anxiety.	Resilient learners interpret mistakes as recoverable and continue participating.
H2	Mindfulness will negatively predict foreign language anxiety.	Mindful learners notice anxious thoughts and sensations without immediately avoiding tasks.
H3	English learning self-efficacy will negatively predict foreign language anxiety.	Learners with stronger task capability beliefs perceive English demands as more controllable.
H4	Self-efficacy will show the strongest direct predictive relationship in the combined model.	Self-efficacy is most directly connected to perceived control over language tasks.

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