

The Practice of Mindfulness to
Lower the Affective Filter in English Language Learners

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Tomas C. Garcia

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Abstract

As I value English as means that create opportunities for students for employment and education, I wanted to study the effect of mindfulness in the English language classroom in order to lower the affective filter caused by anxieties, prior experience and education, and lack of motivation so that English students can focus on learning and acquiring the English language. The intent of my CAP Stone project is to address the affective filter and practice mindfulness in the form of guided meditations to suspend negative emotions and thoughts on learning English and focus on the present learning of the language. My stakeholders and beneficiaries consisted of English instructors and university personnel where a bilingual model is being implemented. Mindfulness was practiced with four groups of students at the lower levels with low to no English skills. To understand the underlying factors and attitudes of learning English, I conducted a pre and post survey to students demonstrating positive results with a decrease in the factors of an increased affective filter and an increase in motivation and positive attitude to learning English. Because of the success reported in conversations, observations, and the post surveys there will be a continuation with a larger group of students as a tool in the English language classroom. In my research, I was unable to find similar studies—this may be the first study on how the practice of mindfulness may lower the affective filter in English language learners.

Keywords: mindfulness, affective filter, Maslow's hierarchy of needs

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This journey in my CAP and studies at Claremont Lincoln University would not have been possible without the support and encouragement of my family, friends, CLU staff and instructors, my CLU peers. In striving to enhance my education and professional experience, Claremont Lincoln University provided a quality education that has provided me with the skills and tools to engage in social change. In my studies in Social Impact, I developed skills in Mindfulness, Dialogue, Collaboration, and Change that have encouraged the evolution of a mindful social leader. This project is an example of how I implemented change at a small university in Mexico that I hope will be replicated to provide students with the practice of meditation in the language classroom in order to provide opportunities and fulfill dreams – it is with this idea that I am truly grateful that I have been able to serve.

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CHAPTER 1 - Introduction to Project and Evidence of Mindfulness

Purpose and Scope

In my fifteen years of teaching English as a Second Language (ESL), I have been fortunate to teach a diverse student population with various backgrounds—country origins, languages, religions, and education. I often receive students who, despite their education, struggle to learn the English language. Anxieties associated with culture shock/adjustment (to a new country language, school), and trauma from war and violence in their home country. There are also those who unconsciously block learning a new language due to a sense of attitudes of resentment towards the U.S as the U.S. often represents racism, oppression, and post-colonialism. Though schools and teachers attempt to address the superficial needs of students, these issues are often overlooked. These issues contribute to the affective filter (emotional filter) that often hinders learning specifically language learning.

Guiding Values and Project Significance

I consider teaching ESL/EFL teaching as my vocation and along with my service to others. I desire to have each of my students acknowledge their success in learning the English language while being able to suspend their preconceived beliefs and prejudices that have hindered their learning of the English language. With an understanding of language learning theories and through my coursework at Claremont Lincoln University have provided an additional tool that may decrease the affective filter and increase retention and confidence in speaking the English language. Mindfulness is gaining traction as teachers and school administrators have begun to implement mindfulness into elementary and high schools as an

alternative to out-of-school suspension, detention, and other forms of traditional school discipline. Yoga and meditation are often practiced to calm the mind and provide students with the opportunity to reset and become grounded. It is assumed that adult learners arrive well-composed, well-balanced, and well-adjusted, and ready to engage in the learning process. What we often do not take into consideration is that adult students, due to their experiences, education, and beliefs, often have a thicker affective filter that hinders their learning. In-class practice in mindfulness in elementary and high-schools are being recognized as effective methods to calm the mind and reset, adults are also in need a form of mindfulness to ground themselves and take moment from children, work, bills, and busy schedules to just breathe, live, and enjoy the present moment. With an opportunity to practice mindfulness/meditation before a lesson, adults are able to suspend their anxiety and that rushed feeling that many adult students experience as they arrive to class.

Mission and Vision

With my understanding of mindfulness, my passion for English teaching, and the understanding of the need to reduce the affective filter to aid the student in focusing and engage in the learning process my mission could be stated as: To provide the opportunity and understanding of mindfulness in the English-language classroom in order to reduce the affective filter to facilitate and encourage learning. Because my students are also instructors at a university in Mexico, it is my vision that my students will acknowledge the benefits of mindfulness in the classroom as conducive and the practice mindfulness/meditation with their own students. As the language of instruction will shift to instruction from Spanish to English only, students and instructors will have opportunities to participate internationally in their fields in education, business, and the sciences.

Record of Initial Mindfulness

Claremont Lincoln University has emphasized the practice and benefits of mindfulness to increase our awareness of ourselves and within our interactions in dialogue and collaboration to bring out change in the most unselfish manner possible. I suppose it has been my ongoing practice of mindfulness that my compassion for others has increased and as David Desteno claims “might fundamentally alter how we treat those around us.”¹ As an American teaching in Mexico, I have become much more mindful and compassionate for my students, university, and community and I have become aware of how my actions have an impact on those with whom I interact. With the compassion that has increased through the practice of meditation, I have become much more aware of the issues concerning language learners and I have learned to address these issues in a much subtle manner to decrease their affect filter by creating an environment conducive to learning. In practicing and recognizing mindfulness and the benefits which I have gained, I have been able to reduce my own anxiety. “Mindfulness practice means that we commit fully in each moment to be present; inviting ourselves to interface with this moment in full awareness, with the intention to embody as best we can an orientation of calmness, mindfulness, and equanimity right here and right now.”² I have come to the realization that mindfulness may be a tool that may benefit my students to manage anxiety as they learn a new language.

¹ David DeSteno. "How Meditation Builds Compassion." The Atlantic. July 22, 2015. Accessed August 30, 2018. <https://www.theatlantic.com/health/archive/2015/07/mindfulness-meditation-empathy-compassion/398867/>.

² Jon Kabat-Zinn. *Wherever You Go, There You Are: Mindfulness Meditation for Everyday Life*. London: Piatkus, 2016.

Proposed Solution

In my initiative, I have examined the benefits of Mindful-Based Stress Reduction as a method in which English-language students are able to reduce their affective filter that will increase the confidence and learning of the English language and contribute to the university's initiative of bilingual education, as well as become informed of the benefits of meditation that can be transferred to students as English will be the primary mode of instruction at the university.

Limitations

The greatest limitation that I anticipated was the time allotted to implement my capstone project within the ten-week frame. Because my classes had been reassigned, I had to take into consideration the English instructors' class time to implement meditation at the beginning of a class period. Implementing mindfulness/meditation in a public university may be perceived as religious and I had to respect those students who chose not to participate. As with any new method in the classroom, continuation of mindfulness may not occur due to meditation not being a requirement in the classroom or a teacher's disinterest in mindfulness.

Definitions of Terms

- **Affective Filter:** The affective/emotional variables related to success in second language acquisition that may hinder the learning process (motivation, self-confidence, anxiety).
- **Mindful-based Stress Reduction:** Meditation technique that promotes relaxation through the non-judgmental awareness of moment-to-moment sensations, experiences, and reactions.

- Maslow's Hierarchy of Human Needs: A hierarchy of needs that motivate humans. This theory suggests that in order to reach the level of self-actualization that the physiological, safety, love and belonging, and the need to be respected must be met in this order before seeking additional needs on the hierarchy. For example, a human will first seek food and water before seeking the need to be respected.

CHAPTER 2 - Literature Review and Initial Stakeholder Dialogue

Introduction to Literature Review

In this literature review, I will examine the motivational/anxiety factors for language learning, Maslow's human needs and how in order for students to perform well in an academic setting that certain needs need to be met, and how Mindfulness-Based Stress Reduction can aid in meeting a student's psychological needs while reducing anxiety. In this review, I will answer the following guiding questions:

- What are the basic human needs and its relation to learning?
- How does a student's emotional state affect learning?
- What is Mindfulness-Based Stress Reduction (MBSR)?
- How can MBSR reduce the affective filter and prepare students for learning?
- What are the current trends of MBSR in the classroom?
- What role will MBSR take in education?

Past Perspectives on the Affective Filter

As I began my research, I reviewed educational theories that address student motivation and basic needs that affect student learning. *Maslow's Hierarchy of Needs and Its Relation to Learning and Achievement* by Burlison and Thoron analyzes and clarifies Maslow's hierarchy of needs and how basic human needs take precedence over learning. "Humans are fueled by a desire to achieve goals." Meeting these goals satisfy our needs and motives. Achieving goals helps in satisfying our needs and motives. Basic lower needs must be met in order for other needs on Maslow's hierarchy can be met. If physiological needs (food, shelter, and sleep) are not met, the student becomes disengaged as the student focuses on meeting these needs. Just like our

basic physiological motivators our safety and security needs must be satisfied. Just as our physiological needs need to be met, our security also plays a role in learning. If a student lives in an abusive home or feels unsafe at school, these too can contribute to a student focusing less on learning and more on their safety concern. The need of love and belonging are just as significant --with a sense of belonging and love, students have the desire to satisfy those in their social groups (family, friends, teacher, co-workers) through their performance -- academic or otherwise. The need for love and belonging is linked to increasing our self-esteem. As humans we seek achievement, respect from others, recognition, worth, capability, and adequacy. Without fulfilling these needs students feel weak, inferior, and helpless. The first four levels of this hierarchy can be categorized as deprivation needs. Without these needs being met, we can lack motivation in our tasks as we tend to focus on satisfying these needs. The final motivation is for self-actualization and desire for personal growth. According to the authors, individuals are “problem-centered, have an increased perception of reality, and are autonomous.”³ It is important that as an educator to assume that students come to class with a variety of other motivators that interfere with their learning.

Stephan D. Krashen’s *Principles and Practice in Second Language Acquisition* explains how affective factors are associated with second language acquisition. The affective filter hypothesis states “affective variables impede or facilitate the delivery of input to the language acquisition device. Motivation, self-confidence, and anxiety are all factors that help or hinder in language acquisition. Those with a high affective filter may understand the message, however the input will not reach the area of the brain associated with language.”⁴ Though Krashen’s

³ Sarah E. Burlison, and Andrew C. Thorton. "Maslows Hierarchy of Needs and Its Relation to Learning ..." Maslow's Hierarchy of Needs and Its Relation to Learning and Achievement. April 2014. Accessed July 26, 2018. <http://edis.ifas.ufl.edu/wc159>.

⁴ Stephen D. Krashan. *Principles and Practice in Second Language Acquisition*. New-York: Phoenix, 1995

Affective Filter Hypothesis is easy to understand, in many cases it may be difficult to understand the emotional needs of students. Krashen's theory piggy-backs-off of Maslow's hierarchy of needs in that the teacher must be aware of the basic physiological, social, and psychiatric needs of students in order to succeed in the language classroom.

In *Addressing Attitude of Anxiety and Inferiority among English Language Learners in Mexico*, Arias-Sais explains the potential underlying factors that may contribute to students' attitudes and feelings towards English in a private university in the west of Mexico. As a Mexican national Arias-Sais demonstrates her knowledge of Mexican history and experience in working in an English language program in Mexico. Arias-Sais explores the possible origins of motivation or lack of due to the relationship of Mexico and the U.S. Understanding that though the U.S. may "represent economic wealth, modernity, technology, and education. It also represents racism towards Mexicans resulting in unfair treatment towards Mexicans as they migrate to the U.S. seeking these opportunities."⁵ The emphasis to learn English in the U.S. represents and, in a sense, may be perceived as a recolonization of Mexico. Thus, with this sense that English plays a role in recolonization, it has been assumed that English and Americans have a superiority complex and therefore Mexican students have feelings of devalue and negative sentiments towards learning the English language. As language can be considered a factor in identity, learning a new language imposed on students challenges the Mexican identity and therefore challenges their patriotism. Arias-Sais states "Mexico has a very high preference for avoiding uncertainty. Mexicans are not apt to accepting change and therefore respond with

⁵ Guillermina Arias-Sais. "Addressing Attitudes of Anxiety and Inferiority among English Language Learners in Mexico." CORE. November 2014. Accessed June 30, 2018. <https://core.ac.uk/display/47247794>.

anxiety, frustration, and are threatened by ambiguous or unknown situations.⁶ Arias-Sais claims that students do not do well on exams as exams represent uncertainty. Students often are threatened by exams as they often feel judged or criticized on their performance. According to Arias-Sais's findings, participants mentioned attitudes and feeling of imposition, oppression, prejudice, imperialism, and capitalism, and as a challenge to their identity as Mexicans. She states that students are aware of the benefits of acquiring the English language for employment and educational opportunities, but "lack the investment in English as a foreign language."⁷ Arias-Sais' thesis provides a valid perspective on the attitudes of learning a foreign language in Mexico and the factors behind the motivation and anxieties that may hinder language learning.

With an understanding Maslow's theory of human needs, it is assumed that humans thrive when needs and desires are satisfied. In learning, adult students often have self-doubt or experience underlying factors that may interfere with the learning process as described by Krashan. Krashan focuses on the affective filter in which may interfere the learning process. Being mindful of Maslow's hierarchy of needs we can see that students who lack proper nutrition, shelter, security (emotional/financial), sense of belonging, family/friends, self-esteem, or recognition can all influence and increase the affective filter. It can be assumed that adult learners have a much thicker affective filter due to their current situations and prior experiences. Arias-Sais specifically describes additional factors that may contribute to students of Mexico—prior experience in education and that English can represent or can be associated with racism or recolonization leading to an inferiority complex.

⁶ Guillermina Arias-Sais. "Addressing Attitudes of Anxiety and Inferiority among English Language Learners in Mexico." CORE. November 2014. Accessed June 30, 2018. <https://core.ac.uk/display/47247794>.

⁷ Ibid.

Current Perspectives on Mindfulness and Emotional Management

With the understanding of these basic educational theories—Maslow’s hierarchy of needs, Krashan’s theory of the affective filter and the contributing factors that increase the affective filter that hinder language learning, I will now explore Mindfulness and Emotional Intelligence and how students are able to become aware of emotions and how mindfulness can be utilized as a tool to manage emotions and suspend the negative thoughts and emotions that interfere in the learning process.

Mindfulness for Beginners: Reclaiming the Present Moment and Your Life, is a brief, but comprehensive guide to mindfulness. Kabat-Zinn describes mindfulness as an “awareness, cultivated by paying attention in a sustained and particular way: on purpose, in the present moment, and non-judgmentally” by managing our attention we can influence and adjust the quality of our experiences. Kabat-Zinn briefly describes how Mindful-Based Stress Reduction (MBSR) has developed both the structure and the function of the brain through meditation to suspend thoughts and actions and focus on the now.⁸ As adult learners entering the classroom, they often come with an increased affective filter that is loaded with thoughts of their jobs, relationships, children, finances, etc. With mindfulness and meditation described by Kabat-Zinn, adult students are able to suspend these anxieties for a moment and focus on the present to relax and therefore reducing the affective filter to prepare and focus on their learning in the present.

Emotional Intelligence is the other Kind of Smart by Travis Bradbury, co-author of *Emotional Intelligence 2.0*, describes Emotional Intelligence (EI) as “something” that is intangible that affects how we manage our behavior, handle ourselves socially, and make

⁸ Jon Kabat-Zinn. *Mindfulness for Beginners: Reclaiming the Present Moment—and Your Life* (pp. 1-2). Sounds True. Kindle Edition.

personal decisions.⁹ EI is composed of four core skills that fall under two categories—Personal and Social. Like mindfulness personal competence is comprised of self-awareness and self-management skills that focus on the individual by perceiving one’s emotions and the ability manage these emotions. EI’s second component is social competence. Social competence is the social awareness to pick-up on others’ emotions, behaviors, and motives to better improve relationships. Within relationship management self-awareness and self-management skills come into play as we regulate our own emotions in our interactions.¹⁰ Just as EI plays a role in our management of emotions, mindfulness can contribute to this awareness as we learn through meditation to live in the present moment¹¹ and therefore reduce the affective filter.¹²

The following studies examine how mindfulness has been used in a school setting that have had positive results in adolescents with social anxiety, learning disabilities, self-empathy, while promoting academic achievement.

Goldin and Gross’ study of the *Effects of Mindfulness-Based Stress Reduction (MBSR) on Emotion Regulation in Social Anxiety Disorder* describes Mindfulness-based stress reduction in an approved program that has demonstrated to reduce stress, anxiety, and depression. The authors research describes MBSR and refers to various previous studies associated with MBSR. In the study, the authors study how MBSR contributed to the emotional reactivity and regulation of negative self-beliefs in sixteen patients with social anxiety disorder. In the study MRIs were performed to exam the brain in patients to regulate negative emotions using breath-focused attention and distraction-focused attention. For the sake of my project, I have focused my project

⁹ Travis Bradberry. "Emotional Intelligence - EQ." Forbes. October 08, 2014. Accessed July 13, 2018. <https://www.forbes.com/sites/travisbradberry/2014/01/09/emotional-intelligence/>.

¹⁰ Ibid.

¹¹ Jon Kabat-Zinn. *Mindfulness for Beginners: Reclaiming the Present Moment—and Your Life* (pp. 1-2). Sounds True. Kindle Edition.

¹² Stephen D. Krashan. *Principles and Practice in Second Language Acquisition*. New-York: Phoenix, 1995

on the breath-focused attention technique. Fourteen participants completed the study and MBSR participants demonstrated a decrease in anxiety and depression and an increase in self-esteem. MRIs showed an increase of activity in the brain associated with attentional deployment and a decrease in amygdala activity. In addition to these changes, the authors claim that MBSR may modify habitual reactivity of negative self-beliefs. According to the study, MBSR may assist in decreasing avoidance and increasing attentional allocation in patients diagnosed with Socially Anxiety Disorder (SAD). Adults developed the ability to redirect ones' attention of thoughts, emotions, and physical stimuli with the aid of MBSR.¹³ As adults often experience anxiety and self-doubt in learning a new language based on their prior experience and assume that their age is a factor in learning language. As this study demonstrates that adults can reprogram their brain to refocus their attention, not on their negative emotions and self-image, but instead focusing their attention to learning and their positive outcomes can greatly reduce their anxiety and decrease the affective filter that is conducive to learning.

In the article *Exploring Self-compassion and Empathy in the Context of Mindfulness-based Stress Reduction (MBSR)*, the authors explore the correlation of the practice of MBSR and the increase of self-compassion and the decrease of emotional stress within an adult sample. The authors research indicates that those who participated in a mindfulness program demonstrated to be more self-compassionate, mindful, spiritual, with less mood disturbances.¹⁴ Along with self-compassion, participants demonstrated cognitive characteristics of empathy, an important quality as Arias-Sais explains that that students/teachers are aware of possible criticizing of self and

¹³ Philippe R. Goldin, and James J. Gross. *Advances in Pediatrics*. February 2010. Accessed July 15, 2018. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4203918/>.

¹⁴ Katheryn Birnie, Michael Speca Michael, and Linda E. Carlson. "Exploring Self-compassion and Empathy in the Context of Mindfulness-based Stress Reduction (MBSR)." *Academia.edu*. 2010. Accessed July 15, 2018. http://www.academia.edu/33706152/Exploring_self_compassion_and_empathy_in_the_context_of_mindfulness-based_stress_reduction_MBSR_.

others in the classroom.¹⁵ Just as an increase in the affective filter, students often become immobilized in speaking English as they experience strong negative emotions, but with the practice of mindfulness students are able to acknowledge and suspend these emotions without become paralyzed in the process. The study corroborates that participants of MBSR increases levels of self-compassion and empathy vital for language learning in adults as adults are often much more critical of their learning.¹⁶

Mindfulness Meditation May Lessen Anxiety, Promote Social Skills, and Improve Academic Performance Among Adolescents with Learning discusses a pilot study of the effectiveness of meditation and relaxation training as an intervention to reduce anxiety and promote positive social skills and academic performance of adolescents with learning disabilities (LD). The article emphasizes that the self-evaluative and self-deprecatory thoughts may have a negative impact on students with LD contribute to the anxiety and the performance of students. The article cites Heinrich and Spielberger “differences in performance on learning tasks for subjects differing in trait anxiety have been observed primarily when . . . conditions involve some form of psychological stress, such as direct or implied threats to self-esteem, ego-involving instructions, or failure feedback¹⁷ which can be referred to Maslow’s hierarchy of needs and Krashan’s affective filter theory that when a student experience trauma, stress, or anxiety that students do not perform academically. Similar to this pilot study, a study by DeBerry et al.

¹⁵ Guillermina Arias-Sais. "Addressing Attitudes of Anxiety and Inferiority among English Language Learners in Mexico." CORE. November 2014. Accessed June 30, 2018. <https://core.ac.uk/display/47247794>.

¹⁶ Katheryn Birnie, Michael Speca Michael, and Linda E. Carlson. "Exploring Self-compassion and Empathy in the Context of Mindfulness-based Stress Reduction (MBSR)." Academia.edu. 2010. Accessed July 15, 2018. http://www.academia.edu/33706152/Exploring_self-compassion_and_empathy_in_the_context_of_mindfulness-based_stress_reduction_MBSR_.

¹⁷ Heinrich, D.L, and C.D. Spielberger. "Mindfulness Meditation May Lessen Anxiety, Promote Social Skills, and Improve Academic Performance Among Adolescents With Learning Disabilities." *Philosophy of the Social Sciences*. 1982. Accessed July 21, 2018. <http://journals.sagepub.com/doi/10.1177/1533210107311624>.

concluded that a “ten-week meditation and relaxation training in older individuals produced immediate and context-dependent effects.¹⁸ Though DeBerry et al. focused on geriatric patients, the results were similar to Beauchemin et al.’s pilot program in the reduction of stress and anxiety. According to their findings, students with LD demonstrated improvements in social skills and academic performance through student self-report and teacher reports. The authors claim that if individuals are able to reduce their negative self-evaluative thoughts that they may reduce their anxiety at a particular moment that they may also reduce anxiety in general.¹⁹

Effect of Yoga on Academic Performance in Relation to Stress by Kauts and Sharma cites several other studies that report that stress affects academic performance negatively. Kauts and Sharma mention that high levels of stress can lead to hypervigilance (an inability to focus attention). In addition to the increase of stress, students have experienced increased psychological and somatic symptomology and experience physical and psychological impairment. The authors add that students with excessive stress and low performance often withdraw from school, an important issue as many adult learners are often paralyzed by their stress and anxieties and often withdraw from class. In the findings of the study, students who practiced yoga performed better in their academics than those students who did not practice yoga. The findings can be supported by similar results by literature reviewed in this paper as well as several other studies that report that meditation produces and develops the participants’ perception, attention, cognition, and concentration.²⁰

¹⁸ Deberry, S., S. Davis, and K. E. Reinhard. "A Comparison of Meditation-relaxation and Cognitive/behavioral Techniques for Reducing Anxiety and Depression in a Geriatric Population." *Advances in Pediatrics*. Accessed July 27, 2018. <https://www.ncbi.nlm.nih.gov/pubmed/2701175>.

¹⁹ Heinrich, D.L, and C.D. Spielberger. "Mindfulness Meditation May Lessen Anxiety, Promote Social Skills, and Improve Academic Performance Among Adolescents With Learning Disabilities." *Philosophy of the Social Sciences*. 1982. Accessed July 21, 2018. <http://journals.sagepub.com/doi/10.1177/1533210107311624>.

²⁰ Kauts, Amit, and Neelam Sharma. "Effect of Yoga on Academic Performance in Relation toStress." *Advances in Pediatrics*. 2009. Accessed July 16, 2018. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3017967/>.

Current Studies and Practices that Could Provide Future Implementation of Mindfulness in the Language Learning Classroom

With many different studies the implementation of mindfulness in an academic setting, results have been similar with a reduction in anxiety, depression, and stress and an increase in self-esteem, academic achievement, motivation, attention, and concentration. In this next section, I explore some of the successes and approaches that everyday instructors implement mindfulness in their classrooms and that can model for future practice in the classroom.

In his short article, *Just Five Minutes a Day*, Estrada discusses his experience in teaching mindfulness breathing for five minutes a day. He admits that to his students that he seemed a little eccentric. Estrada reports that in the consistency in practicing breathing throughout the day that his students reported feeling calmer and helped students focus in the classroom. As students seem to speak among themselves and to other teachers of what is being taught in class, the school where Estrada taught became curious and had been invited to lead in whole-faculty meetings into other instructors' classrooms.²¹ As an instructor myself, I understand five minutes is a doable timeframe within a class period.

Mindfulness in the Classroom: A How-To Guide by Linda Yaron discusses the trainable skills gained by mindfulness in the classroom—focus, awareness, resilience, curiosity, and reflection. Yaron claims that these skills “can be intentionally taught and cultivated to strengthen student opportunities for success. Yaron has incorporated mindfulness into her high school curriculum and contributes to teaching academic skills. Yaron’s claims are supported by previous research articles mentioned above that mindfulness enhances attention, focus, and improves relationships while reducing anxiety, depression, and anger. Yaron states that

²¹ Juan Diego Estrada. "Just Five Minutes a Day." Mindful Schools. January 09, 2018. Accessed July 16, 2018. <https://www.mindfulschools.org/inspiration/just-five-minutes/>.

mindfulness “has the potential to transform classrooms and schools into spaces of greater reflection and awareness, while equipping students with necessary tools to navigate difficult emotions and challenges in life.” Yaron incorporates mindfulness into her classroom by taking pauses throughout the day to reflect, body scan, and breath. Two techniques that Yaron has specifically incorporated are STOP (Stop, take a breath, observe, and proceed) and RAIN (Recognize, Accept, Investigate emotions, with Non-Attachment). STOP aids students to pause and reflect before making decision. The RAIN technique trains students to deal with difficult emotions by accepting that these emotions and they do not define who the student is. She states that by providing these tools, students are able to reflect, self-empower, and react less to emotions. With mindfulness in the classroom students become focused and present learners Yaron suggests that schools and districts collaborate with outside meditation sources; offer professional development on mindfulness; design mindfulness classes for students, families, and staff; provide a room for recharging and relaxing; incorporate mindfulness into other areas such as restorative justice.²² Though Yaron teaches at a high school and not with adults, many of her suggestions and thoughts can be incorporated into an adult English language classroom to aid in lowering the affective filter and provide a space that is conducive to learning.

As mindfulness becomes more accepted into mainstream schools, teachers have begun to share their thoughts, activities, experiences, and their students’ gains from mindfulness the practice of mindfulness in their curriculum. With the demand for resources on mindfulness in the classroom, the next two website sources provide teachers with the resources that teachers can access and implement into the classroom.

²² Yaron, Linda. "Mindfulness in the Classroom: A How-To Guide." Education Week. June 27, 2018. Accessed July 16, 2018. <https://www.edweek.org/tm/articles/2015/11/10/mindfulness-in-the-classroom-a-how-to-guide.html>.

Mindful Schools is a small organization that provides training to educators, parents, and mental-health workers to provide young people the tools needed to navigate and provide directions in an academic and non-academic environment. *Mindful Schools* provides courses that enable students and teachers and give students the tools to transform of what was once toxic stress to healthy stress. As *Mindful Schools* state, toxic stress stems from our survival instincts and individuals these days have similar reactions to stress (nausea, terror, immobility). *Mindful Schools* courses address and claim to improve the management of the following psychological challenges—overwhelmingness, busyness, rumination, dissociation, and narcissism. Just as other research confirms, Mindful Schools state that with the practice of mindfulness, students experience an increase in attention, self-control, emotional resilience, recovery from addiction, and reduce memory and immune response.²³

Learning to Breathe (L2B) a researched-based mindfulness curriculum for groups or classroom settings. L2B curriculum “is intended to strengthen attention and emotion regulation, cultivate wholesome emotions like gratitude and compassion, expand the repertoire of stress management skills, and help participants integrate mindfulness into daily life.” L2B lessons contain age-appropriate lessons, discussions, activities, and opportunities to practice mindfulness. Along with the curriculum, L2B offers resources focused on mindfulness and reference support that promotes the practice of mindfulness in an academic setting.²⁴

Though neither website mentions how mindfulness can aid in the process of language learning by reducing anxiety and lack of motivation in the learner, both sites’ curriculum can be adapted for the English Language classroom. According to *Mindful Schools*, mindfulness has

²³ "Benefits of Mindfulness in Education." Mindful Schools. Accessed July 29, 2018. <https://www.mindfulschools.org/about-mindfulness/mindfulness-in-education/>.

²⁴ "Learning To BREATHE." Learning to BREATHE. Accessed July 30, 2018. <https://learning2breathe.org/>.

only been incorporated into the school setting since 2007, but only research on mindfulness in education within the last ten years.²⁵

Stakeholder Perspectives on the Affective Filter

The stakeholders that I had identified were essential in the development of students' English and it was by decreasing the affective filter to develop and implement strategies into the English classroom and build relationships among students and instructors that are essential for language learning. As I identified the following English teachers as the primary stakeholders, it is, however, with the permission and supervision of the university rector that this project would not have been possible. In this project, I collaborated with a selected group of English teachers to reach our anticipated goal of reducing the affective filter to aid in the learning of the English language. My overall goal was that those students who are instructors at the university will utilize the skills learned and practice mindfulness in their own classrooms as they begin to teach their content in English.

In the stakeholders mentioned, I needed the permission to develop, plan, and implement mindfulness in the classroom. The following is a list of my stakeholders and their roles at the university. For the sake of privacy according to our written agreement all names have been omitted and will be referred to as "English Teacher 1" and "Director."

- Director: Rector of the university from whom I gained permission to develop and implement mindfulness into the classroom.
- English Academy Coordinator: Coordinates schedules and ensures that curriculum objectives are being met.
- English Teacher 1: Teaches university personal (A1) not teaching the first term.

²⁵ "Benefits of Mindfulness in Education." Mindful Schools. Accessed July 29, 2018. <https://www.mindfulschools.org/about-mindfulness/mindfulness-in-education/>.

- English Teacher 2: Teaches university instructors (A1 and A2) who will be teaching in English the first term.
- English Teacher 3: Teaches university in instructors (A1) who will be teaching in English the first term.
- English Teacher 4: Teaches English instructors (A2) who will be teaching in English the first term.

Note that there are two groups of university personal, one who will be teaching in English the first term when the bilingual program is implemented in January 2019 and the second group are those who will not be teaching in English in January 2019.

Though there are several stakeholders involved in my capstone, there are those who are active participants in this project and those who are passive due to their supervisory role. Despite the differences in roles, all stakeholders have expressed their consent and excitement of the practice of mindfulness in the English classroom that may increase the learning and retention of the English language. Selection of English teachers was based on course scheduling and availability.

Stakeholder interviews were conducted in person and at the availability of the stakeholder.

Please note that interviews were all conducted in Spanish or Spanglish and due to loss in meaning through translation that I've avoided using direct quotes in my stakeholders' responses.

1. What are the ultimate goals of implementing a bilingual program at the university?
2. Where would you anticipate students' progress at the end of the term?
3. What do you think that the biggest challenge of implementing a bilingual program could be?
4. Do you think that adults are more reluctant to learning English? Why?
5. What tools have you used to motivate students to learn English?
6. What do you know about mindfulness? Have you used some form of mindfulness in the classroom?
7. Do you think that a guided meditation at the beginning of a class period could be beneficial to student learning?

Based on these questions I was able to understand the English learning goals of the teachers and the university. I was able to gain insight of thoughts about obstacles and the benefits of teaching older language learners. I gained an awareness of teachers' thoughts and activities that are practiced to promote and to decrease the affective filter and to promote motivation and a higher self-image while learning a language. In the survey, I was able to gain insight on the English teachers' prior thoughts and acceptance of the implementation of mindfulness (guided meditation) to increase learning and retention of the English language. Though all teachers acknowledged that older adult learners seem to experience anxiety and seem to be more reluctant in learning English, English Teachers 1 and 4 understood the need to implement a tool into their course activities that could potentially reduce the affective filter and promote a positive self-image in learning the English language. Though the English teachers did not verbalize their reluctance in the implementation of mindfulness in their classes, their hesitation was noted based on body language. Though they were hesitant, all four English teachers agreed to implement mindfulness in their classes. After the interview and time to think, English teacher 2 stated that she had thought about mindfulness and language learning and seemed excited to implement a short-guided meditation at the beginning of each class period.

My conversations with the English teachers confirmed that adult learners have an increased affective filter due to their experiences in education and learning a language. Krashan's theory of the Affective Filter states in his book *Principles and Practice in Second Language Acquisition* the need to address this issue by implementing alternative activities to lower anxiety and increase motivation.²⁶ *Effects of Mindfulness-Based Stress Reduction (MBSR) on Emotion Regulation in Social Anxiety Disorder* by Goldin and Gross provide a logical solution to reducing this

²⁶ Stephen D. Krashan. *Principles and Practice in Second Language Acquisition*. New-York: Phoenix, 1995

phenomenon to regulate social anxiety in order for students to perform and engage in the learning of the English language.²⁷

Conclusion

Due to my conversations with teachers, I am optimistic that I had an opportunity to create a change at the university that will lead to students' participation in mindfulness to reduce their affective filter and engage in the learning of the English language. In my research I have identified key factors that help or hinder students as they embark in learning the English language. Understanding that anxiety and negative self-awareness are factors that hinder learning and that I have been able to explore mindfulness as an alternative method for the reduction of negative emotions that may contribute to the delay of learning a second language. As mindfulness is a new practice being accepted and implemented into schools, there are formal programs and courses that address the issues that often burden students in their learning. This capstone will explore further the benefits that mindfulness can potentially have on language learners in the future.

²⁷ Philippe R. Goldin and James J. Gross. *Advances in Pediatrics*. February 2010. Accessed July 15, 2018. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4203918/>

CHAPTER 3 - Methods Determined with Stakeholders

Second Language learning can be challenging and intimidating, especially for adult learners as adults often believe that learning a second language is much easier for children than for adults. This idea may be true due to that children have a much lower affective filter than adults and adults usually acquire and experience more stressors that that increase the affective filter. Adult learners are much more analytical and have learned through education and experience that their education must be much more structured and scaffolded. In my conversations with adult learners many expressed their anxiety of learning English and many expressed that their age was a factor that interferes in their learning. In my observations of adult learners, I took notice of the anxieties and the stress on my students' faces. With these observations and conversations, I had to provide a solution to their anxieties and I have provided the tools of mindfulness and meditation to calm the mind, suspend thoughts, and emotions in order to focus on learning.

Project Goal Determined by Researcher and Stakeholders

Through my observations, conversations, research, and experience as an English as a Second Language teacher, I have an understanding of how the affective filter has an effect on learning and how meditation can reduce the affective filter to enhance the learning experience. I have proposed that mindfulness through meditation be a tool that students can practice to decrease the affective filter. With the awareness of the restraints of interrupting another instructor's class time, the constraints of the ten-week timeline, and my limited time at the university, it was vital that I engage students and teachers in the short time allowed as I piloted this project.

The stakeholder and beneficiaries in this project are the university staff at a small university in Mexico. The primary stakeholders with whom I collaborated with were four English instructors and the English Academy Coordinator. I selected my stakeholders based on their full-time employment status at the university and according to their class schedules. As my contract at the university was coming to a close, my classes were transferred to these teachers. In a conversation of the transition, we discussed potential issues that both students and teachers may face. I focused a portion of this meeting and addressed the need to decrease the affective filter with this transition. An attempt to keep the affective filter low was that I visit these classrooms for the first ten minutes to lead a guided meditation in order to begin preparing students' emotionally for the day's class. To respect the English teachers' time, I assured that I would only take as little as time needed to complete the exercise. In assurance that their identity would remain confidential the teachers agreed to participate in this initiative. A copy of the letter of privacy in English and Spanish are attached in Appendix A. Notes on the conversations on this initiative are documented in Appendix B.

Project Methods and Measurements Determined by Researcher and Stakeholders

In order to keep this project inclusive of my stakeholders, I assured that this project would be flexible in order to meet the needs of the teachers and students while being mindful of their class time. Throughout the weeks in which we implemented meditation into the class, I intentionally requested feedback from teachers over the three-week period. The following is a successive plan and methods taken that led to the realization of my capstone.

Step 1: Clarification and Confirmation of stakeholder participation

The week before we implemented meditation into the English classes, I confirmed verbally through interviews and through the signed letter of confidentiality that we would be

implementing meditation into the chosen groups and that the first few classes that I would be able to give a short informative lesson on the potential benefits of how meditation may decrease the affective filter. At this stage I emphasized that many instructors in other content areas (non-English) had expressed their anxieties of teaching in English in the next few months and that meditation could potentially be used and practiced to decrease the affective filter and could potentially assist in meeting the university's overall goal of implementing a bilingual program. Along with the four English teachers, the director and the English Academy Coordinator verbalized their support for this project. For clarification and for a better understanding of the teachers' understanding of their students' emotional needs and the university's overall goal, I reminded of the original questions and with a brief summary as a reminder of their answers.

1. What are the ultimate goals of implementing a bilingual program at the university?
2. Where would you anticipate students' progress at the end of the term?
3. What do you think that the biggest challenge of implementing a bilingual program could be?
4. Do you think that adults are more reluctant to learning English? Why?
5. What tools have you used to motivate students to learn English?
6. What do you know about mindfulness? Have you used some form of mindfulness in the classroom?
7. Do you think that a guided meditation at the beginning of a class period could be beneficial to student learning?

Step 2: Explain/confirm the process that would take place in the classroom

In my explanation of the processes that would take place in the classroom, I emphasized that I would be respecting the English teachers' class time and that I would make every attempt

to utilize ten-minutes or less of their time. To give a better perspective of the activities that would be taking place I broke down the activities:

Week 1 Activities:

- Administer the student questionnaire and confirmation of participation (Days 1 and 2).
- Daily 5-minute guided meditation with a quick count using the thumbs-up and thumbs-down method to gauge how students were feeling (before and after meditation).

The guided meditations used were in Spanish accessed from Youtube:

<https://www.youtube.com/watch?v=nY5tZOxxe9c&t=13s>²⁸

<https://www.youtube.com/watch?v=MgveciChvA0>²⁹

- End of week reflection journal.

Week 2 Activities:

- Daily 5-minute guided meditation with a quick count using the thumbs-up and thumbs-down method to gauge how students were feeling (before and after meditation).
- Mini-lesson: Affective filter.
- Short Conversation with English teachers at the beginning of the week to discuss if they had seen any changes in student progress, numbers of students who showed significant progress, and if the usage of the first 10-minutes of class was appropriately used or was it an interruption, teachers were given the opportunity to provide any other feedback or comments.
- End of week reflection journal.

Week 3 Activities:

- Daily 5-minute guided meditation with a quick count using the thumbs-up and thumbs-down method to gauge how students were feeling (before and after meditation).
- Mini-lessons: Meditation and learning.
- Short Conversation with English teachers at the beginning of the week to discuss if they had seen any changes in student progress, numbers of students who showed significant progress, and if the usage of the first 10-minutes of class was appropriately used or was it an interruption, teachers were given the opportunity to provide any other feedback or comments.
- End of week reflection journal.
- Student post activity questionnaire
- English Teacher post activity questionnaire

²⁸ "Meditación Guiada: 5 Minutos Mindfulness / Salir Del Piloto Automatico." YouTube. September 08, 2016. Accessed September 12, 2018. <https://www.youtube.com/watch?v=nY5tZOxxe9c&t=13s>.

²⁹ "Meditacion Guidada 5 Min Mindfulness Espanol" YouTube. May 31, 2015. Accessed September 12, 2018. <https://www.youtube.com/watch?v=MgveciChvA0>.

I emphasized that time and activities are flexible and determinant on my observations and expressed needs of students and English teachers along with the mandated activities of the university.

Step 3: Administer Student baseline questionnaire and confirmation of participation

As university personal are the participating students, I thought it would be appropriate to give a brief explanation for the activities taking place along with the permission from the entire class to implement a brief meditation at the beginning of the class. With my explanation, I administered the baseline questionnaire with students along with their confirmed their participation with the signing of the letter of confidentiality.

- Name _____
- Are you an instructor or an administer? _____
- In what area do you work? _____
- Have you studied English before? Yes No
- At what level did you study English? Circle all that apply

Primary Secondary Preparatoria Bachillerato Universidad

- Level of English: A1 A2 B1 B2 C1 C2

- At what level do you experience the following:
 - 0-None
 - 1-Very Little
 - 2-A Little
 - 3-Average
 - 4-More than Average
 - 5-Very Much

How do you like your English class?	0	1	2	3	4	5
What's your confidence in learning English?						
Do you experience anxiety in learning English?						

Do you experience boredom in learning English?						
Do you like the idea of learning a new language?						

- Students learning English can experience some negative feelings that often create a block in learning. Please circle the following that apply to you.

Never studied English

Level of Education

I feel that I'm too old

Feeling of being forced to learn English

Boredom

Negative past experience in learning English

Not relevant

I don't have time

Lazy

English is not important

Embarrassed to make mistakes

Not good at learning languages

I have a learning disability

English is a sign of oppression/colonialism

Shy

No motivation/interest to learn English

I already speak another language

I have been learning English all my life and I feel I haven't learned much.

Others:

- What are your motivations for learning English? Please choose your top three.

Travel

Better work opportunities in Mexico

Meet new people

Job opportunities outside of Mexico

To conduct research

Teaching opportunities

Educational opportunities

Others:

Step 4: Analyze Student baseline questionnaire

With the baseline questionnaire, I was able to understand students' background in learning English along with the concerns, anxieties, frustrations, turn-offs of language learning. Though understanding the reasons for an increase of the affective filter is important, I also wanted to understand goals and hopes of learning English.

Step 5: In-class implementation

With the baseline survey, I had a better understanding of the factors that increase students' affective filter and created three short mini-lessons (10-15 minutes) as an explanation of reason behind the guided meditation exercises. Along with these factors, I used the motivational factors to encourage and remind students of reasons to learn English. The guided meditations were no more than 5-minutes long and played in Spanish. To understand students' anxiety levels before the meditation, I asked students to think about how they were feeling, think of any factors that caused students to be unfocused then I used a thumbs-up/thumbs-down to get a "feeling" of students' motivation. After the meditation, I asked students how they were feeling and if they were feeling more relaxed and focused, again I used the thumbs-up/thumbs-down method to get a count of changes in students' moods, clarity, and focus. At the end of the three weeks, I had asked students to write a paragraph of any changes, thoughts, benefits, and concerns of the guided meditation practiced during the week.

Step 6: Administer Student Post questionnaire

At the end of the third week, I administered a post-survey similar to the pre-survey questionnaire to measure any changes in a decreased affective filter and understanding of how an increased affective filter inhibits language learning. Appendix E contains the Spanish version.

- Name _____
- Are you an instructor or an administer? _____
- At what level do you experience the following:
 - 0-None
 - 1-Very Little
 - 2-A Little
 - 3-Average
 - 4-More than Average
 - 5-Very Much

How do you like your English class?	0	1	2	3	4	5
What's your confidence in learning English?						
Do you experience anxiety in learning English?						
Do you experience boredom in learning English?						
Do you like the idea of learning a new language?						

- Please circle the following in which you continue to have negative thoughts in learning English.

Never studied English

Level of Education

I feel that I'm too old

Feeling of being forced to learn English

Boredom

Negative past experience in learning English

Not relevant

I don't have time

Lazy

English is not important

Embarrassed to make mistakes

Not good at learning languages

I have a learning disability

English is a sign of oppression/colonialism

Shy

No motivation/interest to learn English

Step 7: Administer Teacher post questionnaire

In addition to the students' post-survey, I conducted a post-questionnaire to the participating English teachers. The post-questionnaire was conducted verbally, in order to ensure that I was able to receive their feedback. Though I conducted weekly mini-interviews, I wanted to have a more profound understanding in the activities that took place. I wanted to understand if the English teachers understood that emotions were a factor in language learning. In addition, I wanted feedback on their thoughts on meditation in the classroom to lower the affective filter and if the guided meditations were beneficial to their students' learning. I encouraged teachers to continue to make modifications to the activities proposed as they saw fit to meet their needs and the needs of their students.

Teacher Post Survey

1. Where would you anticipate students' progress at the end of the term? Is this the same, longer or shorter than stated on the previous questionnaire?
2. Do you have a better understanding of the issues of why adults are more reluctant to learning English? What was useful?
3. Do you think you have a better understanding of the affective filter and how an increased affective filter inhibits language learning?
4. Do you have a better understanding of mindfulness?
5. What do you think was helpful?
6. Do you think that you will continue to use a guided meditation at the beginning of a class period to guide students to lower the affective filter and prepare students to focus on the days' lesson?
7. Questions or Comments?

Step 8: Aggregate post student and teacher questionnaires

The feedback from the post student and teacher surveys are to demonstrate how students and teachers understand how the affective filter interferes in the learning of language and how

the practice of a guided meditation before learning begins can lower the affective filter and improve attention and retention while improving students' confidence in their English skills.

CHAPTER 4 - Results: Evidence of Change through Project Implementation

Actions Taken by Researcher and Stakeholders

As many adults experience anxieties, frustrations, and lack of motivation leading to an increased affective filter, I implemented mindfulness into the English language classroom in attempt to lower the affective filter. With the practice of guided meditations in the classroom, students have been given a tool to manage their emotions that often hinder language learning. Along with the practice of guided meditations, students were provided mini-sessions to introduce the benefits of mindfulness (psychological and physiological). The following were the steps that I followed as stated in the methods section.

Step 1: Clarification and Confirmation of stakeholder participation

The week before we implemented meditation into the English classes, I confirmed verbally through interviews and through the signed letter of confidentiality that we would be implementing meditation into the chosen groups and that the first few classes that I would be able to give a short informative lesson on the potential benefits of how meditation may decrease the affective filter.

Step 2: Explain/confirm the process that would take place in the classroom

In my explanation of the processes that would take place in the classroom, I emphasized that I would be respecting the English teachers' class time and that I would make every attempt to utilize ten-minutes or less. To give a better perspective of the activities that would be taking place I broke down the activities over a three-week period as stated in chapter 3.

Step 3: Administer Student baseline questionnaire and confirmation of participation

As university personal are the participating students, I thought it would be appropriate to give a brief explanation for the activities taking place along with the permission from the entire

class to implement a brief meditation at the beginning of the class. With my explanation, I administered the baseline questionnaire to students along with their confirmation their participation with the signed of the letter of confidentiality.

Step 4: Analyze Student baseline questionnaire

With the baseline questionnaire, I was able to understand students' background in learning English along with the concerns, anxieties, frustrations, and turn-offs of language learning. Though understanding the reasons for an increase of the affective filter is important, I also wanted to understand goals and hopes of learning English.

Step 5: In-class implementation

The guided meditations were no more than 5-minutes long and played in Spanish. To understand students' anxiety levels before the meditation, I asked students to think about how they were feeling, think of any factors that caused students to be unfocused then I used a thumbs-up/thumbs-down to get a "feeling" of students' motivation and anxieties. After the meditation, I asked students how they were feeling and if they were feeling more relaxed and focused, again I used the thumbs-up/thumbs-down method to get a count of changes in students' moods, clarity, and focus. At the end of the three weeks, I had asked students to write a paragraph of any changes, thoughts, benefits, and concerns of the guided meditation practiced during the week.

Step 6: Administer Student Post questionnaire

At the end of the third week, I administered a post-survey similar to the pre-survey questionnaire to measure any changes in a decreased affective filter and understanding of how an increased affective filter inhibits language learning.

Step 7: Administer Teacher post questionnaire

In addition to the students' post-survey, I conducted a post-questionnaire to the participating English teachers. The post-questionnaire was conducted verbally, in order to ensure that I was able to receive their feedback.

Step 8: Aggregate post student and teacher questionnaires

The feedback from the post student and teacher surveys demonstrated how students and teachers understood how the affective filter interferes in the learning of language and how the practice of a guided meditation before learning can lower the affective filter and improve attention and retention while improving students' confidence in the practice of their English skills.

Measurements of Results

Comparing the results from the pre-questionnaire, the post-questionnaire, along with comments from students' journals, students reported that they had a decrease in anxiety and frustration and an increase in motivation. In addition to the student feedback, English instructors reported that in their observations they saw students much more engaged and were willing to participate in speaking exercises. Teachers also reported that test scores had slight increase over the three-week period.

The feedback from the survey was helpful in understanding how my stakeholders viewed adult English learners and their perceptions of negative emotions affected language learning. Four English teachers participated in an oral pre-survey on the university's goal of learning English, the progress of their students before implementation of mindfulness in the class, the challenges that the university faced in the implementation of a bilingual program, the reluctance

and motivation of adult English language learners, and their familiarity of mindfulness.

Participants answered the following questions.

Teacher Pre-Survey

1. What are the ultimate goals of implementing a bilingual program at the university?
 1. To offer educational opportunities in English—in exchange programs and to have access to literature in English—stated by four teachers (3/4 teachers reported).
 2. Students are prepared and competitive to participate in international business, science, and technology—stated by three teachers (1/4 teachers reported).
2. Where would you anticipate students' progress at the end of the term? Levels are based on the Common European Framework of Reference³⁰
 1. A1-All four teachers anticipate that students reach a mid to high A1 at the end of the term.
 2. A2-3 Teachers stated that most students will continue at a mid to high A2 level
 3. B1-1 Teacher stated that some students (about 25%) at A2 level will reach B1 level.
3. What do you think that the biggest challenge of implementing a bilingual program could be?
 1. Participants do not have access to native English speakers (1/4)
 2. Participants do not see English as relevant (1/4)
 3. Lack of English speaking instructors (2/4)
 4. Participants do not have enough time to commit to learning English (1/4)
4. Do you think that adults are more reluctant to learning English? Why?
 1. It is more difficult to learn English as adults—stated by four teachers
 2. Adults do not have the time to commit to learning English—stated by 2 teachers.
5. What tools have you used to motivate students to learn English?
 1. Games and Songs—4 teachers stated
 2. Grades are a motivator (with university students)—1 teacher stated
 3. Having access to a native English speaker in class—2 teachers stated
6. What do you know about mindfulness? Have you used some form of mindfulness in the classroom?
 1. Do not know about mindfulness—2 teachers reported
 2. Know very little—1 teacher reported
 3. Mindfulness is a type of meditation. No, it hasn't been used in the classroom. 1-teacher reported
7. Do you think that a guided meditation at the beginning of a class period could be beneficial to student learning?
 1. Yes—1 teacher reported
 2. No—0 reported
 3. Not Sure—3 reported

³⁰ "International Language Standards." Cambridge English. Accessed September 8, 2018. <https://www.cambridgeenglish.org/exams-and-tests/cefr/>.

The responses by the four English teachers provided the information needed to prepare mini-lessons on mindfulness and meditation to make a case for continued in-class practice. At the end of the three-week implementation of the guided meditations the English instructors were given an oral post-survey based on the practice of guided meditations in class, their observations of student learning, understanding of the affective filter, and mindfulness.

Post survey Questions and Results

1. Where would you anticipate students' progress at the end of the term? Is this the same, longer or shorter than stated on the previous questionnaire?
 - a. For A1 Students-Teachers reported that most students have shown significant progress (80% or more) are on track to meeting A1 objectives and that many are or will be at the A2 level by the end of the term.
 - b. For A2 Students-Teachers report similar progress of students and demonstrate abilities at a high A2 and B1 levels.
2. Do you have a better understanding of the issues of why adults are more reluctant to learning English? What was useful?
 - a. Yes-All four teachers reported a better understanding of adults' reluctance of learning English. Two teachers commented that her previous assumptions of adult learners and their reluctance to learn English was primarily based on age but understand other underlying factors that contribute to their reluctance.
 - b. No-0
3. Do you think you have a better understanding of the affective filter and how an increased affective filter inhibits language learning?
 - a. Yes- 4 teachers reported
 - b. No- 0 teachers reported
4. Do you have a better understanding of mindfulness?
 - a. Yes-All four teachers reported a better understanding of mindfulness and meditation
 - b. No-0 teachers reported
5. What do you think was helpful?
 - a. 2 teachers reported that they noticed a physical relaxation among students
 - b. 3 teachers reported that students seemed more confident in speaking English
 - c. 1 teacher reported that she also participated and found that she also felt relaxed and clear-headed after the guided meditation
6. Do you think that you will continue to use a guided meditation at the beginning of a class period to guide students to lower the affective filter and prepare students to focus on the days' lesson?
 - a. Yes-2 teachers reported
 - b. No-0 teachers reported
 - c. Not sure-2 teachers reported

7. Questions or Comments?

- a. English Teacher 1-reported that she would like to implement a guided meditation with her university students
- b. English Teacher 2-stated his concerns of using class time to practice a guided meditation daily and not sure if he would use it in future classes, but did observe an improvement in students as they participated in speaking exercises
- c. English Teacher 3-states that he works at other schools in the area and may propose using guided meditation at the high school levels in all content areas, but not sure about using it at the university
- d. English Teacher 4-stated that she can see the benefits of using a guided meditation, she raised the concern that some students and parents may have some misconceptions of meditation of its religious origins but would like to continue practicing in class if time allowed.

Overall, the feedback from the English teachers was unexpectedly positive. All four teachers reported that students demonstrated more motivation and less anxiety. Teachers also reported that students demonstrated an acceleration in their learning, higher retention and focus. Though all four teachers commented positively, two teachers stated their concerns for time and that they were to complete the mandated units as set by the department.

Similar to the positive feedback from the English Instructors, I received positive feedback on the student post-survey in comparison to the student pre-survey. The first section provided the insight on how students felt about learning English, their confidence, anxiety, and if they had experienced boredom in learning the English language. Eight-five students participated in the pre-survey and eight-six participated in the post-survey. Note that the majority of students did participate in both the pre and post survey, some were absent when the pre-surveys and post-surveys were administered which left an imbalance, but I thought it would be useful to receive feedback to all students who were present and participated. The data collected was to provide insight into students' attitudes towards learning English. The survey results were surprisingly positive. Students reported an increased appreciation for their English class and an increase in

confidence in their learning. Students also reported a decrease in anxiety and boredom after the three weeks.

Student Pre and Post Survey Results

The pre-survey was to understand the factors leading to an increased affective filter. Students were to check the factors and attitudes that they believed to contribute to their learning of the English language. The pre-survey has provided both students and the researcher the awareness of the origins of an increased affective filter. The post-survey was to determine if after the practice of mindfulness if students continued to believe certain issues continued to contribute to their learning of the English language. Comparing the pre-survey and the post-survey, the number of students' reporting numbers is decreased significantly. Please note students were only to check the areas that they thought were factors that contributed to the increase of the affective filter.

Factors that contribute to an increased affective filter	Pre-Survey # of students reporting	Post-Survey # of students reporting
Number of Surveys Administered	85	86
Never studied English	4	1
Level of Education	11	2
I feel that I'm too old	66	0
Feeling of being forced to learn English	53	11
Boredom	26	0
Negative past experience in learning English	57	3
Not relevant	3	1

I don't have time	73	39
Lazy	38	7
English is not important	2	0
Not good at learning languages	42	1
I have a learning disability	6	1
English is a sign of oppression/colonialism	2	1
Shy	14	4
No motivation/interest to learn English	3	1
I already speak another language	2	1
I have been learning English all my life and I feel I haven't learned much.	58	12

In addition to the surveys students reported orally and in their journal their thoughts if the guided mediations were useful and their attitudes towards English and of their own learning.

Again, please note that responses may be paraphrased as they are a translation from Spanish.

- “In the beginning I thought that the meditation exercises were a waste of time, but I now believe that they have helped in reducing my fear of speaking in English.
- “I never thought that I would learn English at 62 years old, I always thought at my age that I would never learn, but I have learned to relax and not become so overwhelmed with my anxieties.
- “I know I'm going to make mistakes when I speak, but I now have the confidence to try speaking in English and not become embarrassed when I do make mistakes.
- “I still have some anxiety about speaking, but I am not longer as petrified when I try to communicate in English.
- “Well, though I primary attended to learn English, but I've enjoyed also learning how to begin to live in the present and not worry about work or economics for just five minutes, I want to begin to practice when I get home, so I can focus more of my attention on my children.

- “I only completed secondary school (8th grade), I always thought that my age and education level would be a problem in learning English. I think that the guided meditations helped me focus less on these thoughts and more on the present and on my learning.
- “Though I came rushing to class every day, as I have a full schedule, I arrived with a feeling of not being able to slow down, the guided meditation gave me a chance to give me some time for myself during the work day.
- “The meditations have been a useful tool, I might begin practicing with my own students at the beginning of our classes.
- “I was hesitant when we first started, but I soon realized that I was able to relax in class. I noticed that the other students also seemed relaxed and the classroom much quieter and with this I was able to focus more on English.

Communication of Results to Stakeholders

I have briefly had short conversations with the English instructors and instructors who participated in the guided meditations of with the information that I had at the time on the students’ survey results and conversations that I’ve had with the teachers and student participants. As I consider this project to be a success, I will be e-mailing the final Capstone (Spanish version) to the English instructors at the university. Along with the final paper, I plan on revisiting the university to share the results and provide additional information on mindfulness that all instructors will be able to implement into their classes as all students experience an increase in the affective filter while studying other subject areas but can be most beneficial as students and instructors alike will experience education in an all English environment.

Assessment of Goal Achievement

Based on the survey results and comments (written and oral), students and teachers report that there has been an increase in learning of the English language. Students reported an increase in self-awareness and self-confidence while learning the English language. The English teachers and I observed an increase of self-confidence through the students’ body language and students’

tone and volume in speaking English. In the students' comments, those that will be teaching state that they plan to practice mindfulness in their own classes and are motivated to do so as they will be teaching their content areas in English. The English instructors agreed that a small change such as implementing a guided meditation into class that students have experienced an increased their learning and therefore have increased their chance of reaching the required assessment score in November.

CHAPTER 5 - Final Reflections and Recommendations

Overall Project Summary

As I began my Capstone, I thought the idea of implementing guided meditations into an adult English class as bizarre, as I was unsure of how my stakeholders and students would accept the idea. Despite these thoughts and the process involved in speaking with my stakeholders, I realized that an effort to provide a tool to lower the affective filter was necessary. Though it was not verbalized by my stakeholders, there was some reluctance in the idea. Through the information provided in the mini-lessons both the English teachers and students received and accepted the idea in an attempt to lower the affect filter in order to assist in their learning as many of the students will need to reach a B2 proficiency level on the CEFR³¹ in order to teach in English in the near future and reach the university's goal of implementing a bilingual program.

My research on the affective filter, mindfulness, and practice in the classroom has provided the insight and support on the emerging practices of mindfulness in the classroom and more specifically on decreasing the affective filter to promote language learning. In developing and planning this project, I have implemented many tools that I have been given in the course of my studies at CLU. Despite the short period of time of implementing my project in the classroom, the results from students and teachers have been encouraging and demonstrate a positive impact on the university community.

³¹ International Language Standards. Cambridge English. Accessed September 8, 2018. <https://www.cambridgeenglish.org/exams-and-test/cefr/>.

that learning a second language offers opportunities, students often avoid learning a second language due to their anxieties, lack of motivation, and experience in learning a second language. Understanding these underlying factors that often block and hinder language learning, I was enthusiastic in providing a potential tool to lower the affective filter to promote learning. As the university has adopted and will implement a bilingual model in the very near future, it was necessary to provide a tool in which students (non-English teachers) can easily access, teach to their students, and implement to lower the affective filter to meet the university's goal of providing a bilingual education to students to provide additional opportunities to participate internationally in business, education, and technology.

I have taught English as a Second Language for fifteen years and have searched for a means to address the affective filter. In my studies at CLU and in this project, I now have a tool that can be easily replicated by language instructors. It has been the feedback and results of student success and motivation that have encouraged me to share these results and promote mindfulness in an academic setting.

Project Impact on the Researcher

Though this project was planned and implemented in a short period of time, it has been my coursework at CLU that had prepared me in the process of dialogue and collaboration while being mindful in a professional and cultural setting much different from the U.S. It is through the successful practice of dialoguing and collaboration that I have been able to successfully execute this project. In beginning my courses at CLU, I was a little apprehensive of the Capstone, but through the course work of the social impact program, I notice a boost in my own self-confidence and abilities to plan and execute future projects to create positive social change

Project Impact on the Stakeholders

As my primary stakeholders were English instructors, it was essential to bring their awareness back to students and how their experiences and emotions affect their learning. As many English instructors are not required to receive a formal education in language learning, I had the opportunity to educate the English instructors on educational theories of student needs and the affects that emotions have on learning. According to the surveys, the English teachers stated that they have observed an increase in student motivation and learning, and a decrease in anxiety and boredom in class. Not only is this beneficial to students, but more so to instructors as instructors, too, are encouraged through the success of their students.

In addition, the encouragement that instructors experience through the successes of their students, the university as whole benefits from the recognition of the BIS model. Students are given opportunities to participate in regional and international programming; and the ultimate goal is that students will become more competitive to participate in international business, technology, and educational opportunities. These opportunities are not limited to students, but instructors have the opportunity to study abroad as well to earn doctorate degrees and participate and share their knowledge in their content areas.

Overall Project Assessment

Overall the project was successful. Though there was some non-verbalized reluctance to the implementation of the project in the beginning, in the end instructors just as their students benefited from the guided meditations. This reluctance, I am assuming, stems from a lack of knowledge of mindfulness and the affective filter. Despite this reluctance, feedback and comments from students and teachers were positive and motivating.

Implementing mindfulness in an adult classroom has its benefits in that adults are willing try new techniques to lower their affective filter in hope that they will focus less on their anxieties and more on their learning. Implementation in an adult classroom does have its downside in that adults often arrive late to class after the class had participated in the guided meditation and therefore did not experience the opportunity to gain focus through meditation.

As many instructors stated that the guided meditations had been beneficial, and I had stressed how it can be implemented into their own classes, there is no sure way that instructors will implement consistently due to the same reasons that the English instructors stated in that time is an issue, meditation may be perceived as a religious practice, or that students may not take the activity seriously. It may be the sharing of the results of this project that may encourage instructors to implement a guided meditation into their own classes.

Though results and observations from the post survey demonstrated growth, I am uncertain of students reporting honestly due to the area's culture that promotes respectfulness. As I plan to implement a similar project, I will administer the surveys anonymously in hope to receive more honest feedback. I also plan to practice guided meditations more long-term and track student progress through a more standardized English assessment.

Recommendations for Future Projects

As stated, I will be communicating with the university to share the results and provide additional information on mindfulness and implementation of mindfulness or guided meditations in the classroom. Along with sharing additional information, in my new assignment, I plan on expanding this project with other instructors in the state of Puebla, Mexico to reach the national initiative of implementing bilingualism in the public schools. As I complete the writing, my own

Spanish teacher has expressed her interest in this area and would like to share this information and has offered to translate this paper in hope that other language teachers may implement meditation into their classrooms.

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APPENDIX A: Ethical Guidelines

2 de julio de 2018

Querido compañero,

Estoy haciendo un proyecto de investigación de acción sobre **los efectos de la atención plena sobre la reducción del filtro afectivo**, y les pido que participen en mi investigación.

Daré la prioridad a sus intereses en todo momento. Para proteger sus intereses en mi informe final, prometo lo siguiente:

- Su identidad estará protegida en todo momento en mi informe final a menos que me dé permiso específico para usar su nombre.
- Usted es libre en cualquier momento de retirarse del proyecto de investigación, con lo cual destruiré todos los datos relacionados con usted. Informaré que un participante decidió abandonar el proyecto y reflexionar sobre las formas en que el proyecto podría haber sido más propicio para todos los participantes.
- Haré una copia de mi informe de investigación disponible para usted.

Se incluyen dos copias. Por favor firme los ambos. Guarde uno para sus registros y devuélvame el otro.



Tomás García

Fecha _____

Recibí esta declaración de ética de Tomás García.

Firmado _____ Fecha _____

NOTA: Si en algún momento tiene alguna pregunta o inquietud sobre el proyecto, puede comunicarse con el coordinador de Estudios Capstone en Claremont Lincoln University, el Dr. Stan Ward. Por favor, póngase en contacto con él por correo electrónico: sward@claremontlincoln.edu, o llame a la universidad: +1 909 6674400 (en los Estados Unidos).

July 2, 2018

To Whom It May Concern,

I am doing an action research project on **the effects of mindfulness on the reduction of the affective filter**, and I am asking you to be a participant in my research.

I will give priority to your interests at all times. To protect your interests in my final report, I promise the following:

- Your identity will be protected at all times in my final report unless you give me specific permission to use your name.
- You are free at any time to withdraw from the research project, whereupon I will destroy all data relating to you. I will report that a participant decided to leave the project and reflect on ways the project might have been more conducive for all participants.
- I will make a copy of my research report available to you.

Two copies are enclosed. Please sign both. Keep one for your records and return the other to me.



Tomas García

Date _____

I have received this ethics statement from Tomas Garcia.

Signed _____ Date _____

NOTE: If at any time you have any questions or concerns about the project, you may contact the Dean of Capstone Studies at Claremont Lincoln University, Dr. Stan Ward. Please contact him by email: sward@claremontlincoln.edu, or call the university: 909-667-4400 (in the United States).

Appendix B: Stakeholder Collaboration Log

Date	With Whom	Summary of Conversation
May 29	Coordinator of the language department	Discussed change in my CAP and proposed using mindfulness in the English classes. I explained how I've used guided meditations in class and the potential benefits of using mindfulness to reduce anxiety among language learners. She stated that she liked the idea of using a tool that could potentially help in the acceleration of learning, but that I would need to speak the English Instructors.
May 29	English Teacher 1	Similar to the conversation with the coordinator. Discussed change in my CAP and proposed using mindfulness in the English classes. I explained how I've used guided meditations in class and the potential benefits of using mindfulness to reduce anxiety among language learners. Willing to participate.
	English Teacher 2	Similar to the conversation with the coordinator. Discussed change in my CAP and proposed using mindfulness in the English classes. I explained how I've used guided meditations in class and the potential benefits of using mindfulness to reduce anxiety among language learners. Agreed to participate, however body language showed some hesitation.
	English Teacher 3	Similar to the conversation with the coordinator. Discussed change in my CAP and proposed using mindfulness in the English classes. I explained how I've used guided meditations in class and the potential benefits of using mindfulness to reduce anxiety among language learners. Agreed to participate. Would like more information.
May 30	English Teacher 4	Similar to the conversation with the coordinator. Discussed change in my CAP and proposed using mindfulness in the English classes. I explained how I've used guided meditations in class and the potential benefits of using mindfulness to reduce anxiety among language learners. Agreed to participate.
June 4	Director of the university	Similar to the conversation with the coordinator. Discussed change in my CAP and proposed using mindfulness in the English classes. I explained how I've used guided meditations in class and the potential benefits of using mindfulness to reduce anxiety among language learners. Approved the project. The

		director seemed open and suggested if time allowed to hold an all campus meditation group.
June 18-19	English Teachers	Conducted oral pre-surveys

Appendix C: Students reporting less anxiety and frustration after guided meditation

CLASS	Day 1		Day 2		Day 3		Day 4		Day 5		Day 6		Day 7		Day 8		Day 9		Day 10		Day 11		Day 12	
	# in attendance	# reporting reduced anxiety	# in attendance	# reporting reduced anxiety	# in attendance	# reporting reduced anxiety	# in attendance	# reporting reduced anxiety	# in attendance	# reporting reduced anxiety	# in attendance	# reporting reduced anxiety	# in attendance	# reporting reduced anxiety	# in attendance	# reporting reduced anxiety	# in attendance	# reporting reduced anxiety	# in attendance	# reporting reduced anxiety	# in attendance	# reporting reduced anxiety	# in attendance	# reporting reduced anxiety
A1	21	21	23	23	24	23	19	19	21	21	26	25	16	16	24	24	27	27	23	22	18	17	20	20
A1	20	20	17	17	18	18	22	22	19	18	21	21	23	22	16	16	22	22	18	17	19	19	23	23
A1	22	22	23	23	17	17	21	21	16	16	16	16	15	14	21	21	18	18	20	19	14	14	21	20
A2	14	14	18	18	16	16	15	14	18	18	13	13	11	10	17	16	15	15	19	19	17	17	15	15
A2	8	8	5	5	7	7	8	8	7	6	5	5	6	5	8	8	7	6	4	4	6	6	7	7

Appendix D: English Instructors Pre and Post Surveys

Teacher Pre-Survey

1. ¿Que son las metas mayores de la implementación de un programa bilingüe en la Universidad? *What are the ultimate goals of implementing a bilingual program at the university?*
2. ¿Que su anticipación del progreso de los alumnos al fin del cuatrimestre? *Where would you anticipate students' progress at the end of the term?*
3. ¿Que podría ser el gran reto de la implementación de un programa bilingüe? *What do you think that the biggest challenge of implementing a bilingual program could be?*
4. ¿Cree que los adultos son mas reacios del aprendizaje de inglés? ¿Por qué? *Do you think that adults are more reluctant to learning English? Why?*
5. ¿Cuales herramientas ha utilizado para motivar sus alumnos de inglés? *What tools have you used to motivate students to learn English?*
6. ¿Que sabe de atención plena? ¿Ha practicado una forma de atención plena en clase? *What do you know about mindfulness? Have you used some form of mindfulness in the classroom?*
7. Cree que una meditación guiada es un buen idea para empezar la clase y podría beneficiar el aprendizaje de los alumnos de inglés? *Do you think that a guided meditation at the beginning of a class period could be beneficial to student learning?*

Post survey Questions

1. *¿Que su anticipación del progreso de los alumnos al fin del cuatrimestre? Where would you anticipate students' progress at the end of the term? Is this the same, longer or shorter than stated on the previous questionnaire?*
2. *¿Tiene una mejor comprensión de los problemas y porque los adultos son mas reacios para aprender inglés? Do you have a better understanding of the issues of why adults are more reluctant to learning English? What was useful?*
3. *¿Cree que tiene una mejor comprensión del filtro afectivo y como un filtro afectivo aumentado impide el aprendizaje de inglés? Do you think you have a better understanding of the affective filter and how an increased affective filter inhibits language learning?*

4. *¿Tiene una mejor comprensión de la atención plena?* Do you have a better understanding of mindfulness?
5. *¿Que le ayudo de las practicas y talleres?* What do you think was helpful?
6. *¿Cree que continuara a practicar meditación guiada en el primer parte de la clase para bajar el filtro afectivo y preparar los alumnos a enfocar en la clase?* Do you think that you will continue to use a guided meditation at the beginning of a class period to guide students to lower the affective filter and prepare students to focus on the days' lesson?
7. *¿Preguntas o comentarios?* Questions or Comments?

Appendix E: STUDENT SURVEY

Estudiante

Cuestionario de referencia

Queridos estudiantes,

Estoy llevando a cabo una encuesta de tu experiencia de aprendizaje de inglés. Por favor responde honestamente. Si tiene alguna pregunta o comentario, puede comentar al final de la encuesta. Con estos resultados, proporcionaré herramientas para ayudar en su motivación y reducir su ansiedad en el aprendizaje del inglés.

Gracias,

Tomás

Nombre _____

¿Eres un instructor o un administrador? _____

¿En qué área trabajas? _____

¿Has estudiado inglés antes? Sí No

¿A qué nivel estudiaste inglés? Encierra en un círculo todo lo que termino.

Primaria Secundaria Preparatoria Bachillerato Universidad

Nivel de inglés: A1 A2 B1 B2 C1 C2

En qué nivel experimentas lo siguiente:

0-Ninguno

1 muy poco

2-A poco

3-Promedio

4-Más que el promedio

5-Muchísimo

¿Cómo te gusta tu clase de inglés?	0	1	2	3	4	5
¿Cuál es tu confianza en aprender inglés?						

¿Tiene experiencia en la ansiedad al aprender inglés?						
¿Tiene experiencia en aburrimiento al aprender inglés?						
¿Te gusta la idea de aprender un nuevo idioma?						

Los estudiantes que aprenden inglés pueden tener experiencia en algunos sentimientos negativos que a menudo crean un bloqueo en el aprendizaje. Por favor marque con un círculo lo siguiente que se aplica a usted.

Nunca estudió Inglés

Nivel de Educación

Siento que soy demasiado viejo

Sentirme forzado a aprender inglés

Aburrimiento

Experiencia negativa en el aprendizaje de inglés

No es relevante, no tengo tiempo

La Flojera

Inglés no me importa

Avergonzado por cometer errores

No soy bueno aprendiendo idiomas

Tengo una discapacidad de aprendizaje

El inglés es un signo de opresión / colonialismo

Ya hablo otro idioma.

Tímido Sin motivación / interés por aprender inglés

He estado aprendiendo inglés toda mi vida y siento que no aprendí mucho.

Otros:

¿Cuáles son tus motivaciones para aprender inglés? Por favor, elija sus primeras tres.

Viaje

Mejores oportunidades de trabajo en México

Conoce gente nueva

Oportunidades de trabajo fuera de México

Para realizar investigaciones

Oportunidades de enseñanza

Oportunidades educativas

Otros

Student

Baseline Questionnaire

Dear students,

I am conducting a survey of your English learning experience. Please answer honestly. If you have any questions or comments, you may comment at the end of the survey. With these results I will be providing tools to help in your motivation and lower your anxiety in learning English.

Thank,

Tomas

Name _____

Are you an instructor or an administer? _____

In what area do you work? _____

Have you studied English before? Yes No

At what level did you study English? Circle all that apply

Primary Secondary Preparatoria Bachillerato Universidad

Level of English: A1 A2 B1 B2 C1 C2

At what level do you experience the following:

- 0-None
- 1-Very Little
- 2-A Little
- 3-Average
- 4-More than Average
- 5-Very Much

	0	1	2	3	4	5
How do you like your English class?						
What's your confidence in learning English?						
Do you experience anxiety in learning English?						
Do you experience boredom in learning English?						
Do you like the idea of learning a new language?						

Students learning English can experience some negative feelings that often create a block in learning. Please circle the following that apply to you.

Never studied English

Level of Education

I feel that I'm too old

Feeling of being forced to learn English

Boredom

Negative past experience in learning English

Not relevant

I don't have time

Lazy

English is not important

Embarrassed to make mistakes

Not good at learning languages

I have a learning disability

English is a sign of oppression/colonialism

Shy

No motivation/interest to learn English

I already speak another language

I have been learning English all my life and I feel I haven't learned much.

Others:

What are your motivations for learning English? Please choose your top three.

Travel

Better work opportunities in Mexico

Meet new people

Job opportunities outside of Mexico

To conduct research

Teaching opportunities

Educational opportunities

Others: