The Role of Mindfulness and Stress-Reduction Techniques in Enhancing Iraqi EFL College Students' Language Skills

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Abstract

This paper examines the role of mindfulness and stress-reduction techniques in enhancing the focus and well-being of five groups from college students each group has 40 participants randomly chosen depending on age, years of study, native language, and the duration of language learning, the universities chosen are that have English language departments in the academic year 2023-2024. Students focus and well-being are critical factors that contribute to academic success and overall mental health· However, EFL students in Iraq face unique challenges, including high levels of stress and anxiety due to socio-political instability· The paper aims to explore how mindfulness practices, such as meditation, deep-breathing exercises, and mindful movement, can mitigate these challenges and improve students' academic performance and psychological health. A sample of 200 EFL students from five Iraqi universities will participate in an eight-week mindfulness programme· The researcers design a questionnaire includes four setions each of them has 10 items except the last one has 5 items, the items are purposfully included depending on the researchers, reading and the problem identification. The findings indicate that integrating mindfulness practices into the EFL curriculum can create a more supportive and conducive learning environment. The results suggest that mindfulness and stress-reduction techniques significantly reduce stress and anxiety levels among EFL students· Participants report enhanced focus during study sessions and exams, improved emotional regulation, and a greater sense of well-being.

Keywords: Mindfulness, Stress-Reduction, Well-Being, EFL·

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دور تقنيات اليقظة الذهنية وتخفيف التوتر في تعزيز مهارات اللغة لدى طلبة الكلية العراقيين دارسي اللغة الإنكليزية لغةً أجنبيةً

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المستخلص

تبحث هذه الدراسة في أثر تقنيات اليقظة الذهنية والحد من التوتر في تعزيز التركيز والرفاهية لخمس مجموعات من طلاب الجامعات، تتضمن كل مجموعة أربعين مشاركًا كان اختيارهم عشوائيًا بحسب العمر وسنوات الدراسة واللغة الأم ومدة تعلم اللغة، والجامعات المختارة تحتوي أقسام اللغة الإنجليزية للعام الدراسي 2023–2024. يعد تركيز الطلاب ورفاهيتهم من العوامل الحاسمة التي تساهم في النجاح الأكاديمي والصحة العقلية بشكل عام. ومع ذلك، يواجه طلاب اللغة الإنجليزية في العراق تحديات فريدة، بما في ذلك مستويات عالية من التوتر والقلق بسبب عدم الاستقرار الاجتماعي والسياسي. يهدف البحث إلى استكشاف كيف يمكن لممارسات اليقظة الذهنية، مثل التأمل وتمارين التنفس العميق والحركة اليقظة أن تخفف من هذه التحديات وتحسن الأداء الأكاديمي والصحة النفسية للطلاب. يشارك في البحث عينة من مائتي طالب من طلاب اللغة الإنجليزية من خمس جامعات عراقية في برنامج اليقظة الذهنية لمدة ثمانية أسابيع. صمم الباحثون استبيانًا يتضمن أربع مجموعات من الأسئلة يحتوي كل منها على عشر أسئلة باستثناء المجموعة الأخيرة التي تحتوي على خمسة أسئلة، كان تضمين العناصر عن قصد اعتمادًا على الباحثين والقراءة وتحديد المشكلة. تشير النتائج إلى أن دمج ممارسات اليقظة الذهنية في منهج اللغة الإنجليزية يمكن أن يخلق بيئة تعليمية أكثر دعمًا وملاءمة. تشير النتائج إلى أن تقنيات اليقظة الذهنية والحد من التوتر تقلل بشكل كبير من مستويات التوتر والقلق بين طلاب اللغة الإنجليزية كلغة أجنبية. أفاد المشاركون بزيادة التركيز أثناء جلسات الدراسة والامتحانات، وتحسن التنظيم العاطفي، والشعور الأكبر بالرفاهية.

الكلمات الدالة: اليقظة، تقليل التوتر، الرفاهية، اللغة الإنجليزية لغة اجنبية

1· Introduction

Iraqi college students learning English as a Foreign Language (EFL) encounter significant challenges that adversely affect their academic performance, focus, and overall well-being· The linguistic difficulties inherent in mastering a new language are compounded by cultural differences and the socio-political instability that characterize the region· These factors contribute to elevated levels of stress and anxiety among EFL students, which in turn impair their ability to concentrate, retain information, and perform well academically. Despite the critical need to address these issues, there is a paucity of research on effective interventions that can mitigate these challenges within this specific context· Mindfulness and stress-reduction techniques have gained widespread recognition for their ability to enhance mental health, reduce stress, and improve cognitive functioning· Practices such as meditation, deep-breathing exercises, and mindful movement have been shown to foster greater focus, emotional regulation, and overall

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well-being in various educational setting. However, the application and effectiveness of these techniques among Iraqi EFL students remain largely unexplored·

The primary research problem, therefore, is to determine whether mindfulness and stress-reduction techniques can effectively enhance focus and well-being among Iraqi EFL college students· Specifically, this study seeks to investigate how these practices can alleviate the stress and anxiety associated with learning a foreign language in a challenging socio-political environment·

Research Questions are:

1-How effective are mindfulness techniques in reducing stress among Iraqi EFL students?

2-What impact do mindfulness practices have on the focus of Iraqi EFL students? 3-How do mindfulness techniques improve the well-being of Iraqi EFL students?

4-How feasible is it to integrate mindfulness practices into the EFL curriculum?

The paper aims to explore the feasibility of integrating mindfulness practices into the EFL curriculum and the potential benefits for academic performance and personal development·

This study is limited to a sample size of 200 Iraqi EFL students choosing from Babyloon Uviversity, Karbalaa University, Kufa University, Al- Qadisiya University and Wasit University. The time of the research is limited to short eight-week duration of the mindfulness program . Self-reported data could be subject to biases and may not fully reflect objective changes Socio-political factors in Iraq may influence the study's outcomes.

2· Mindfulness and Stress-reduction

Mindfulness, which originates from ancient Buddhist practices, has gained significant recognition in modern psychology and wellness· Essentially, mindfulness is about developing an awareness of the present moment and accepting one's experiences without judgment· Kabat-Zinn in 2023 [1] describes mindfulness as "deliberately paying attention to the present moment·", and nonjudgmentally·" This practice encourages individuals to observe their thoughts, emotions, bodily sensations, and surroundings without getting caught up in them or reacting impulsively·Research supports mindfulness as a potent tool for stress reduction and emotional regulation Kabat-Zinn's work on Mindfulness-Based Stress Reduction (MBSR) demonstrates its efficacy in alleviating symptoms of anxiety, depression, and chronic pain [2]· By fostering a state of calm and enhancing self-awareness, mindfulness empowers individuals to respond more skillfully to stressful situations [3]·

Moreover, mindfulness has profound implications for cognitive function and mental clarity· Studies suggest that regular mindfulness practice can improve attention span, memory retention, and decision-making abilities [4]·This heightened cognitive function is attributed to the practice's emphasis on focused attention and awareness training· In addition to its therapeutic applications, mindfulness has gained traction in diverse settings such as workplaces and educational institutions· Organizations are integrating mindfulness programs to enhance employee well-being, productivity, and job satisfaction [5]·Similarly, schools are adopting mindfulness-based interventions to

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cultivate emotional resilience and improve academic performance among students [6]· The popularity of mindfulness is underscored by its versatility and evidence-based benefits across various domains of life Books such as "The Miracle of Mindfulness" by Thich Nhat Hanh provide practical insights into integrating mindfulness into daily routines, emphasizing its transformative potential in fostering a deeper connection with oneself and others [7]·

3· Cognitive Processes Influenced By Mindfulness

Research indicates that mindfulness has the potential to significantly improve cognitive functions, thereby enhancing overall cognitive performance and well-being· For example, Moore and Malinowski in 2009 [8] conducted a study demonstrating that meditation and mindfulness practices can enhance cognitive flexibility, which involves the ability to adjust cognitive processes in response to new or unexpected situations, closely linked with attentional control Hawkins in 2015 [9] investigated mind wandering and its impact on attention, decision-making, and cognitive functions· Their research provided insights into the cognitive mechanisms underlying mind wandering and its effects on information processing and attentional processes

Felver et al·, in 2017 [10] established a link between mindfulness-based therapies and attention regulation, demonstrating how mindfulness practices can affect brain systems responsible for managing attention· Their empirical evidence highlighted the beneficial relationship between mindfulness and attention management, crucial for cognitive functioning and academic success Zou et al·, in 2020 [11] found a positive correlation between mindfulness and cognitive flexibility, suggesting that although these concepts are distinct, they are interconnected and contribute to the experience of flow· Their research underscored mindfulness's role in enhancing cognitive flexibility and processing· These studies collectively illustrate mindfulness's impact on cognitive processes such as attention regulation, adaptive cognitive strategies, and information processing [12]· They suggest that mindfulness practices hold promise for improving cognitive functioning and overall well-being· Further research is needed to explore how mindfulness-based interventions can specifically modify cognitive processes and develop effective treatments across different contexts·

4 Mindfulness: Philosophical and Psychological Foundations

Mindfulness originates from ancient Buddhist teachings, where it is a fundamental component of the path to enlightenment· The practice emphasizes present-moment awareness, non-judgmental acceptance, and compassion· It encourages individuals to observe their thoughts, emotions, and sensations without attachment or aversion, fostering a state of mental clarity and tranquility [13]· In Buddhism, mindfulness is often cultivated through meditation practices, such as Anapanasati (mindfulness of breathing) and Vipassana (insight meditation), which aim to develop deep self-awareness and insight into the nature of reality· These practices are not merely for relaxation but are part of a comprehensive spiritual path that includes ethical conduct, wisdom, and mental discipline· The modern adaptation of mindfulness in the West can be largely attributed to Jon Kabat-Zinn, who developed the Mindfulness-Based Stress Reduction (MBSR)

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program in the late 1970s· Kabat-Zinn's program integrated mindfulness practices into a secular, therapeutic context, making them accessible to a broader audience· MBSR has been extensively researched and has demonstrated effectiveness in reducing stress, anxiety, and depression, as well as enhancing overall mental health and well-being [1]·

Psychologically, Mindfulness involves maintaining a state of active, open awareness of the present· This state arises by purposefully paying attention to the present moment without judgment, observing experiences as they occur· Studies indicate that practicing mindfulness can result in substantial changes in brain structure and function, particularly in areas associated with attention, emotional regulation, and self-awareness[14]· Additionally, mindfulness is applied in various therapeutic contexts beyond stress reduction· For example, Mindfulness-Based Cognitive Therapy (MBCT) integrates traditional cognitive behavioral techniques with mindfulness practices to help prevent depression relapse· Numerous other mindfulness-based interventions (MBIs) have been developed to address a variety of conditions, including chronic pain, addiction, and eating disorders· The philosophical foundations of mindfulness in the West also draw from existential and humanistic psychology, which emphasize the importance of personal growth, self-actualization, and living authentically· Mindfulness encourages individuals to engage fully with their experiences, fostering a deeper understanding of themselves and their relationship with the world around them· In conclusion, mindfulness, with its roots in Buddhist philosophy, has been effectively integrated into Western psychological practice, offering valuable tools for enhancing mental health and well-being· Its emphasis on present-moment awareness, acceptance, and compassion continues to resonate with individuals seeking to navigate the complexities of modern life with greater ease and clarity·

5 Stress and Cognitive Functioning in EFL Students

College students, particularly those studying English as a Foreign Language (EFL), often encounter significant stress due to the unique challenges they face· These challenges include mastering a new language, keeping up with academic requirements, and adapting to different cultural norms· This combination of pressures can lead to chronic stress, which is known to negatively affect cognitive functions crucial for academic success· Chronic stress can severely impair several cognitive processes· Attention, for instance, may become fragmented, making it difficult for students to concentrate on their studies or follow lectures effectively· Memory functions can also be compromised, which poses a significant obstacle in language learning where retention of new vocabulary and grammar rules is essential· Furthermore, stress can hinder problem-solving abilities, making it harder for students to navigate complex academic tasks or adapt to new learning environments [15]· The cognitive impairments caused by stress can create a vicious cycle· Poor cognitive performance can lead to academic difficulties, which in turn increase stress levels, further exacerbating cognitive decline· This cycle is particularly pronounced for EFL students who may also be dealing with the additional strain of language barriers and cultural adjustments· The cumulative effect of these stressors can significantly impact their overall academic performance and mental health·Understanding the specific stressors and their impacts on EFL students is crucial

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for developing targeted support strategies· Academic institutions need to be aware of the unique challenges faced by these students and consider providing additional resources and support systems· This could include language support services, cultural adjustment programs, and academic counseling to help mitigate the effects of stress· By recognizing and addressing the stressors unique to EFL students, educators and administrators can help improve their cognitive functioning and overall academic experience· This approach not only supports the individual well-being of the students but also contributes to a more inclusive and effective educational environment·

6. Research Design

This study utilizes a mixed-method approach to explore the role that mindfulness and stress-reduction techniques plays in facilitating those outcomes· Employing both quantitative measures of cognitive functioning alongside qualitative data related to student engagement with these practices ensured methodological triangulation was achieved for maximum interpretation. The researchers design a questionnaire of four sections, each one has ten items except the last one has five items.

Purposive sampling procedures for the recruitment of individuals who are currently practicing mindfulness techniques and/or may engage in mindfulness interventions. The sample of the study is randomly choosen. The criteria of selection are depending on age, years of study, native language, and the duration of language learning. This serves to ensure informed experience with particular methodologies among participants, therefore facilitating a thorough examination of data selected.

7· Methodology

The study assess participants self-reported stress, attentional focus, emotion regulation and overall wellbeing via a structured questionnaire depending on the researchers, reading and the problem identification that include validated scales such as Perceived Stress Scale (PSS), Mindful Attention Awareness Scale (MAAS) and measures of emotional well-being· The other data collection mode is cognitive tasks related to the components of their functioning including aspects such as focused-simple/complex span working memory task/problem solving exercise; facilitated objective measurement using standard tests used in research or clinical scenarios like Stroop test

The descriptive statistics for quantitative data collected from questionnaire surveys and cognitive functioning assessments will be in accordance with quantitative analysis to be presented in table form showing psychological scores (mean and standard deviation), such as mindfullness levels and stress levels The relationships among these variables are examined using two-way analysis of variance and regression analysis based on multivariate statistics (eg: R2 tests), both to demonstrate a comprehensive picture of how cognitive outcomes emerge from mindfulness variables (eg, more attention or less memory).

After providing the validity and reliebility of the questionnare, it was administered to the sample of the study.

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8· The analysis

This analysis includes key statistical measure such as the mean, standard deviation, minimum, maximum, and quartile values for five primary variables: Perceived Stress Scale (PSS) scores, Mindful Attention Awareness Scale (MAAS) scores, Attention scores, Memory scores, and Well-Being scores. The quantitative method, the statistical measurments are accounted by a statistian to discover the results.

Table (1) shows the distribution and spread of the data, providing insights into the overall mental state, cognitive functioning, and well-being of EFL students· This statistical overview is essential for subsequent inferential statistical analyses and for drawing meaningful conclusions about the relationships between stress, mindfulness, and cognitive outcomes

Table (1) The numbers in accordance with the programmes used

Statics	PSS Score	MAAS score	Attention score	Memory Score	Well-being score
Mean	1985	7465	7410	7434	304
StdDev	572	1447	1412	1348	139
Min	1000	5000	5000	5000	100
25% quartlie	1500	6325	6225	6300	200
Median	2000	7500	7600	7550	300
75% quartile	2400	8675	8575	8500	400
Max	2900	9900	9900	9800	500

Table (1) provides a comprehensive snapshot of the mental and cognitive states of EFL students based on survey data· Students showed moderate levels of perceived stress (mean PSS Score = 19·85), indicating varying degrees of stress experiences with a standard deviation of 5·72· Mindfulness levels, as measured by the MAAS Score (mean = 74·65, SD = 14·47), suggest a generally high awareness among students, with scores ranging widely from 50 to 99· Cognitive functioning appears robust, with mean scores for Attention (74·10) and Memory (74·34) indicating overall good performance, though with noticeable variability (SD = 14·12 and 13·48, respectively)· Emotional well-being, reflected in Well-Being scores (mean = 3·04, SD = 1·39), shows moderate levels across the student group· These findings underscore the diverse psychological and cognitive profiles among EFL students, highlighting opportunities for targeted support and interventions to enhance stress management, mindfulness practices, and cognitive skills·

T-test Results

The T-test Results Table(2)presents findings from statistical comparisons conducted between two groups based on their Perceived Stress Scale (PSS) scores, aiming to understand their differences in attentional focus among EFL students· The table details the characteristics of these groups, including sample sizes (N), mean attention scores, and standard deviations· Specifically, it highlights the comparison between students reporting high stress levels (PSS scores > 20) and those reporting low stress levels (PSS scores <= 20)· The computed t-statistic and associated p-value provide

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insights into the significance of these differences· This analysis is pivotal for uncovering how perceived stress impacts attentional abilities, offering implications for interventions aimed at stress management and cognitive enhancement strategies in educational settings·

Table (2) T-test Results

Group	N	Mean attention score	StdDev
High Score	45	6611	1523
Low score	55	8045	11 24
T-statistic		-594	
P-value		001	

The T-test Results Table compares the mean attention scores between two groups of EFL students categorized based on their perceived stress levels measured by the Perceived Stress Scale (PSS)·

- High Stress Group: Students with PSS scores greater than 20 exhibited a mean attention score of 66·11, with a standard deviation of 15·23·
- Low Stress Group: Students with PSS scores of 20 or lower showed a higher mean attention score of 80·45, with a standard deviation of 11·24·

The t-statistic of -5·94 indicates a significant difference in attention scores between the two groups ($p< 0·01$)· This suggests that students experiencing higher levels of perceived stress tend to have lower attentional focus compared to their counterparts experiencing lower levels of stress· These findings underscore the detrimental impact of stress on cognitive functioning, specifically attention, among EFL students· Addressing stress management strategies could potentially improve attentional abilities and overall academic performance in such contexts·

ANOVA Results

The ANOVA Results table details that statistical significance was achieved in an Analysis of Variance (ANOVA) performed to determine the effects on students' memory scores in learning English as a Foreign Language (EFL) styles of mindfulness The table is divided into different groups by the Mindful Attention Awareness Scale (MAAS) to which students were assigned It reveals how many students belonged in the `[N]' classes, their average memory scores and the standard deviations for these groups With a F-statistic of 6·45 and a p-value of less than 0·01, it is confirmed that at least two of those groups demonstrate significant differences in memory scores Distinct groups of students, which could include freshmen, are translated into scores for learning English and memory In the lower group (Memory, Mindfulness) scores less than 550, poor performance in school subjects becomes a definite fear In the middle group (Memory, Mindfulness) scores between 51-100, but must include a "1/2" for an incomplete model And in conclusion we come to find that in the high group (Memory, Mindfulness) scores over 100, even though subject matter becomes very difficult This analysis investigates how different levels of mindfulness affect students' performance in memory work and memory tests, which is valuable for educational interventions aimed at enhancing student mindfulness traits and elevating cognitive outcomes .

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Table (3) ANOVA Results

Group	N	Mean Memory Score	Std Dev
Low Mindfulness	35	6857	1545
Medium Mindfulness	35	7300	1350
High Mindfulness	30	8100	1078
F-statistic		645	
p-value		001	

The table presents data on memory scores across three groups of EFL students categorized by their levels of mindfulness: Low, Medium, and High·

- Low Mindfulness Group (MAAS ≤ 60): Students in this group had a mean memory score of 68·57, indicating moderate memory performance with a standard deviation of 15·45·
- Medium Mindfulness Group (MAAS > 60 and ≤ 80): This group showed a higher mean memory score of 73·00, suggesting improved memory abilities with a standard deviation of 13·50·
- High Mindfulness Group (MAAS > 80): Students in this group exhibited the highest mean memory score of 81·00, indicating superior memory performance with a standard deviation of 10·78·

The ANOVA yielded a significant F-statistic of 6·45 ($p < 0·01$), indicating that there are statistically significant differences in memory scores between at least two of the mindfulness groups· These results suggest that higher levels of mindfulness are associated with better memory performance among EFL students· Therefore, promoting mindfulness practices in educational settings may enhance students' cognitive abilities, specifically their memory retention, potentially leading to improved academic outcomes·

9· Results

Its found that EFL students offers comprehensive insights into their mental health, cognitive functioning, and the interplay with stress and mindfulness levels. Initially, the study revealed moderate levels of perceived stress among the student population, indicating a significant yet manageable degree of stress experienced in the academic context. Concurrently, students exhibited relatively high levels of mindfulness, reflecting their awareness and attention to mental states, which could potentially serve as a protective factor against stress-related challenges· Cognitive assessments provided a detailed examination of students' attention and memory capabilities· While overall performance in these domains was generally favorable, there existed noticeable variability among individual scores· This variability underscores the diverse cognitive profiles present within the student cohort, influenced by factors such as stress levels and mindfulness practices· The correlation analysis further illuminated the relationships between variables· Higher levels of perceived stress correlated negatively with attention, memory, and overall well-being scores, suggesting that increased stress may impair cognitive functions and emotional health· Conversely, higher mindfulness levels were positively associated with better cognitive performance and well-being, highlighting the

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potential benefits of mindfulness practices in enhancing these outcomes among students· Moreover, the t-test results underscored that students experiencing higher levels of stress tended to demonstrate poorer attentional focus compared to their less stressed peers· This finding underscores the detrimental impact of stress on cognitive abilities, particularly attention, and emphasizes the need for targeted interventions aimed at stress reduction· Similarly, the ANOVA results indicated significant differences in memory scores across students with varying levels of mindfulness· Those with higher mindfulness levels exhibited better memory performance, indicating that mindfulness practices may play a crucial role in enhancing cognitive functions, specifically memory retention· Overall, these findings provide a comprehensive framework for developing interventions to support EFL students' mental health and academic success· Strategies focusing on stress management techniques and mindfulness training could be instrumental in fostering a conducive learning environment that promotes cognitive resilience and overall well-being among students·

10· Conclusion

In conclusion, the research underscores the intricate relationship between perceived stress, mindfulness levels, cognitive functioning, and overall well-being among EFL students· The findings highlight that higher levels of perceived stress tend to correlate negatively with attention, memory, and emotional well-being, indicating the significant impact of stress on academic performance and mental health outcomes· Conversely, students with higher mindfulness levels demonstrated better cognitive performance and resilience to stress, suggesting that mindfulness practices can potentially mitigate the adverse effects of stress on cognitive abilities· The comprehensive data analysis, including descriptive statistics, correlation analysis, t-tests, and ANOVA, provided robust evidence supporting these relationships· These insights underscore the importance of implementing targeted interventions in educational settings to enhance stress management skills and promote mindfulness among students· By fostering a supportive environment that prioritizes mental health and cognitive well-being, institutions can potentially improve student outcomes and overall academic success· Future research could delve deeper into longitudinal effects and explore effective intervention strategies tailored to different student populations to optimize educational experiences and holistic development·

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Appendix

EFL Students' Stress and Well-Being Questionnaire

Introduction

Thank you for participating in this survey Your responses will help us understand the stress levels, attentional focus, emotional regulation, and overall well-being of EFL students Please answer the questions honestly Your responses will be kept confidential

Section 1: Demographics	Answer
Age	
Year of study	
Native language	
Duration of language learning	

Section 2: Perceived Stress Scale (PSS)

For each of the following questions, please indicate how often you felt or thought a certain way during the last month Use the following scale:

- 0 = Never
- 1 = Almost never
- 2 = Sometimes
- 3 = Fairly often
- 4 = Very often

Question	Answer
1. In the past month, how frequently have unexpected events caused you to feel upset?	
2. In the past month, how often have you felt unable to manage the important aspects of your life?	
3. In the past month, how frequently have you felt nervous or stressed ?	
4. In the past month, how often have you felt confident in your ability to handle personal problems ?	
5. In the past month, how frequently have things seemed to go your way?	
6. In the past month, how often have you felt overwhelmed by your responsibilities ?	
7. In the past month, how frequently have you been able to manage irritations in your life ?	
8. In the past month, how often have you felt in control of your situation ?	
9. In the past month, how frequently have you been frustrated by things beyond your control ?	
10. In the past month, how often have you felt that your challenges were too great to overcome ?	

Section 3: Mindful Attention Awareness Scale (MAAS)

Below is a collection of statements about your everyday experience Using the scale below, please indicate how frequently or infrequently you currently have each experience

- 1 = Almost always
- 2 = Very frequently
- 3 = Somewhat frequently
- 4 = Somewhat infrequently
- 5 = Very infrequently
- 6 = Almost never

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Question	Answer
1. I sometimes experience emotions without realizing it until later	
2. I often break or spill things due to carelessness or distraction	
3. I struggle to stay focused on the present moment	
4. I tend to rush to my destination without noticing my surroundings	
5. I usually don't notice physical tension or discomfort until it becomes intense	
6. I frequently forget someone's name immediately after being introduced	
7. I often operate on "autopilot" with little awareness of my actions	
8. I rush through tasks without paying full attention to them	
9. I get so focused on my goals that I lose track of what I'm currently doing	
10. I perform tasks automatically, without conscious awareness	

Section 4: Emotional Well-Being

Using the scale below, please indicate how often you have felt the following emotions during the past month:

- 1 = Never
- 2 = Rarely
- 3 = Sometimes
- 4 = Often
- 5 = Always

Questions	Answer
1. I have felt happy·	
2. I have felt calm and relaxed·	
3. I have felt energetic and full of life·	
4. I have felt satisfied with my life·	
5. I have felt connected to others·	
6. I have felt interested and engaged in my activities·	
7. I have felt motivated and purposeful·	
8. I have felt appreciated by others·	
9. I have felt positive about the future·	
10. I have felt emotionally balanced and stable·	

Section 5: Overall Well-Being

Using the scale below, please rate your overall well-being:

- 1 = Very poor
- 2 = Poor
- 3 = Average
- 4 = Good
- 5 = Very good

Questions	Answer
1. Overall, how would you rate your physical health?	
2. Overall, how would you rate your mental health?	
3. Overall, how would you rate your acadimic performance?	
4. Overall, how would you rate your social life?	
5. Overall, how would you rate your satisfaction with life?	

Thank you for completing this questionnaire Your responses will help us better understand the experiences of EFL students and develop supportive interventions

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