Bilingual Guided Meditation®: Academic Anxiety Reduction & Foreign Language Learning Enhancement

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ABSTRACT

Bilingual Guided Meditation (BGM®) is a meditative practice designed to reduce college students’ anxiety while learning a foreign language and to optimize foreign language learning in a relaxed and positive mindset. The BGM program is novel in its combination of bilingual positive suggestion with the benefits of guided meditation and relaxing background music. This exploratory study evaluates the acceptability and preliminary outcomes of the BGM. Participants were 130 undergraduate Chinese language learners who practiced the BGM as either a language class activity or a cultural class activity at an urban university in the New England area. The study utilized a mixed methods approach: The acceptability of the BGM was investigated by a qualitative method using a questionnaire to gain students’ perspectives. Themes of student responses to the BGM program included (a) greater relaxation, calmness, (b) stress/anxiety reduction, (c) more confidence in their Chinese class performance, (d) enhanced learning (pronunciation, speaking, and listening) and (e) enhanced concentration abilities in the Chinese classroom. Most students responded positively to the use of the BGM program, showing appreciation and encouraging the continuation of BGM as part of their Chinese learning experience. Overall, students perceived the BGM as a good way to create a relaxed learning environment and positive mindset. The outcomes of the BGM were assessed by a quantitative method. Baseline and post-intervention anxiety and positive mindset. The outcomes of the BGM were assessed by a quantitative method. Baseline and post-intervention anxiety and positive mindset. The outcomes of the BGM were assessed by a quantitative method. Baseline and post-intervention anxiety and positive mindset. The outcomes of the BGM were assessed by a quantitative method. Baseline and post-intervention anxiety and positive mindset. The outcomes of the BGM were assessed by a quantitative method. Baseline and post-intervention anxiety and positive mindset. The outcomes of the BGM were assessed by a quantitative method.

METHODS

Participants included 130 undergraduate students, 68 female and 62 male, who enrolled in Chinese language courses at Northeastern University

Method I: Language Class Activities

In the regular semester, we offer a five-minute meditation, which is a 3-minute BGM Practice at the Beginning of each Class, and 2 minute BGM practice at the End of Class for one beginner and one intermediate Chinese undergraduate course. The control groups receive the same Chinese language instruction without the 5-minute meditation practice.

Method II: Cultural Class Activities

In the 5-week Summer II China Dialogue program, 20 NU’s undergraduate students study Chinese in a university in China. On two afternoons, half of the students randomly assigns to a 30 minute BGM practice group, which includes a 10-minute BGM walking meditation and a 20-minute BGM sitting meditation. The other half of the students are in a comparative/control group learning Chinese folk dance as their cultural activity.

INTEGRAL ASSESSMENT

- Students’ Assessment of Meditation Experience
- Criterion Referred Test
- Criterion Related Test


c| Criterion Referred Test | Post-Meditation Test | Present Test | Pre-Meditation Test |
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<thead>
<tr>
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<tbody>
<tr>
<td>Anxiety Reduction</td>
<td>10%</td>
<td>5%</td>
<td>20%</td>
</tr>
<tr>
<td>Stress Reduction</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
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<tr>
<td>Calmness Enhancement</td>
<td>20%</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>Positive Mindset</td>
<td>30%</td>
<td>40%</td>
<td>50%</td>
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